

# **Social and Culture Impacts of Educational Tourism on the Local Community: Case Study of Famagusta**

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## ABSTRACT

**Background:** This book is aimed at examining and analyzing the impacts of educational tourism on the local community of Famagusta North Cyprus both positive and negative through cultural and social interactions between the host community of Famagusta and International students. Educational tourism is a means to empower educational communities, host communities, local entrepreneurs, and to enhance economic prosperity.

**Method:** Using qualitative analysis of interviews with residents and the international students. Interviews were carried out in April, 2020. For this study, Older Cypriot community members aged between 25-50 were purposely selected to clearly portray disparities by those who have more direct contacts with international students. Qualitative methodology was chosen as the method of this research in order to provide reliable and meaningful knowledge on the area of research. Data were collected from 12 host community members and 27 international students of Famagusta, North Cyprus.

**Results:** Findings revealed the existence of a lacking interaction between local and international students on social and cultural effects (both positive and negative) of educational tourism.

**Conclusion:** As a result, this study unfolds certain barriers like language barriers and as an educational community hosting student from many countries around the world, there seems to be a hinderance with interaction with international students and also

certain factors that motivates the social and cultural interactions and impacts on the local community members.

The findings propose new insights into language as a barrier and social and cultural interactions of educational tourism. The results of this study present practical information on sustainable educational programs for both the Ministry of Higher Education and the Ministry of Tourism. Results also showcased how important educational tourism is for the city of Famagusta, Cyprus. The implications of this study provide new insights into future researches by highlighting this current challenge.

**Keywords:** Educational Tourism, Host-Guest Interaction Social Interaction, Cultural Interaction.

## ÖZ

**Amaç:** Bu kitabın amacı eğitim turizminin Mağusa Kuzey Kıbrıs'ın yerel toplumu üzerindeki etkilerini ev sahibi Mağusa topluluğu ile Uluslararası öğrenciler arasındaki kültürel ve sosyal etkileşimler yoluyla incelemek ve analiz etmektir. Eğitim turizmi, eğitim topluluklarını, ev sahibi toplulukları, yerel girişimcileri güçlendirmek ve ekonomik refahı arttırmak için bir araçtır.

**Yöntem:** Yerliler ve uluslararası öğrencilerle yapılan görüşmelerin nitel analizinin kullanılması. Görüşmeler Nisan 2020'de gerçekleştirildi. Bu çalışma için, 25-50 yaşları arasındaki Eski Kıbrıslı toplum üyeleri, uluslararası öğrencilerle daha fazla doğrudan temasta bulunanların eşitsizliklerini açıkça tasvir etmek için seçildi. Araştırma alanı hakkında güvenilir ve anlamlı bilgi sağlamak amacıyla bu araştırmanın yöntemi olarak nitel metodoloji seçilmiştir. Veriler Kuzey Kıbrıs'ın Gazimağusa'daki 7 ev sahibi topluluk üyesinden toplanmıştır.

**Bulgular:** Bulgular, yerel ve uluslararası öğrenciler arasında eğitim turizminin sosyal ve kültürel etkileri (hem olumlu hem de olumsuz) üzerinde eksik bir etkileşimin varlığını ortaya koymuştur.

**Sonuç:** Bu çalışma, dil engelleri gibi bazı engelleri ortaya çıkarmaktadır ve dünyanın birçok ülkesinden öğrenciyi ağırlayan bir eğitim topluluğu olarak, uluslararası öğrencilerle etkileşimin yanı sıra sosyal ve kültürel etkileşimleri motive eden bazı faktörler de gözükmektedir. ve yerel topluluk üyeleri üzerindeki etkiler.

Bulgular, eğitim turizminin sosyal ve kültürel etkileşimi önünde bir engel olarak dile yeni bakış açıları öneriyor. Bu çalışmanın sonuçları hem Yüksek Öğretim Bakanlığı hem de Turizm Bakanlığı için sürdürülebilir eğitim programları hakkında pratik bilgiler sunmaktadır. Sonuçlar ayrıca Kıbrıs'ın Gazimağusa şehrinde eğitim turizminin ne kadar önemli olduğunu ortaya koydu. Sakinlerin neredeyse ezici olumsuz tepkisi, Kuzey Kıbrıs'taki hedef geliştirme döngüsünün mevcut aşamasına atfedilebilir. Bu çalışmanın sonuçları, bu mevcut zorluğu vurgulayarak gelecekteki araştırmalara yeni bakış açıları sunmaktadır.

**Anahtar Kelimeler:** Eğitim Turizmi, Ev Sahibi-Misafir Etkileşimi Sosyal Etkileşim, Kültürel Etkileşim.

## **DEDICATION**

First and foremost, I want to thank my parents for their love and support throughout my life. Thank you both for giving me strength to reach for the stars and chase my dreams. My sisters, little brother, auntie and cousins deserve my wholehearted thanks as well. I would like to sincerely thank my supervisor, Asst. Prof. Dr Ilkay Yorganci Maloney.

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# Chapter 1

## INTRODUCTION

### 1.1 The Rationale

Tourism affects the culture and society of its receiving country as well as its economy and environment. This is especially true of developing countries that are reliant on the tourism industry as a centerpiece of their economies (Crandall, 1994). According to World Tourism report (WTO, 2018), over 1.3 million international tourists are travelling all over the world. People are travelling to other countries, one of the reasons for travel is Education.

Among other tourism types, educational tourism also gained important momentum by taking important share from the tourism pasta produced in the international markets. Although universities are now sites of substantial cultural diversity in most English and non-speaking nations, evidence indicates that local students and residents are constrained in seizing opportunities to interact with students from different cultural backgrounds (Dunne 2009; Harrison and Peacock 2010).

Many local students tend to function and communicate in ethnically homogeneous classes, which may lead to culturally divided classroom environments in extreme cases (Singaram et al., 2011). Besides that, study hints that it is the group of students with the lowest possible global experience and personal experience that is most likely to

live out cultural-segregated campus views (Strauss, U, and Young 2011; Summers and Volet 2008).

Instead, the ever-rising numbers of tourists gave birth to variety of issues caused by precipitation, more burdensome to address than ever before. Given case would be especially difficult to cope with and is especially harmful for educational aspect of tourism and its implementation (ex: national borders). The inadequate use of on-campus opportunities for intercultural interaction indicates that the advantages of these experiences, for example, increased creativity, knowledge, intercultural development and problem-solving (Leung and Chiu 2010), are not truly appreciated.

The amount of research supposed to cover the impacts of educational tourism in developed nations has increased progressively, while rare devotion is being given to the societal and cultural impacts of tourism in developing and small countries such as North Cyprus. Accordingly, current study aims to contribute to filling this vacuum by examining and analyzing social and cultural interactions and exchanges that occur through educational tourism in the Famagusta community, in North Cyprus, as seen by its local citizens.

In the case of the Famagusta, Northern Cyprus, both hosts and international students originate from different developing and developed countries. This report sought to identify the type of the interactions amongst hosts and foreign students with major ethnic and societal differentiations, including language problems plus tourism's cultural and societal outcomes as perceived by the local area.

Focusing on the impact of this interaction for this study. At current, two sectors are leading the Cyprus economy - Education and Tourism sector. While community members are said to experience some negative effects of tourism such as rise in crime rate and sexual harassment, lack of communication due to language differences and many more social and cultural difference, majority of hosts and business owners are either neutral to or rather happy with the existence of universities as they provide employment opportunities, economic and financial benefits for locals. Thus, “the more the islands tourism sector progresses and quantity of involvement by both the providers and the receivers of tourism-related activities including income, profit, and benefits are provided to the hosts, the merrier” could be perceived.

## **1.2 Aim**

To examine and analyze the impact of educational Tourism on the local community of Famagusta through cultural and social interactions between the citizens and foreign students.

## **1.3 Objectives**

The aim of this study will be achieved through the following investigations;

- i. Language interaction
- ii. Music interaction
- iii. Dressing exchange
- iv. Marriage exchange
- v. Dietary exchange

## **Chapter 2**

### **LITERATURE REVIEW**

Tourism is when people travel from one destination to another basically for either business, control or leisure (Abubakar, Shneikat, & Oday, 2014).

#### **2.1 Educational Tourism**

Tourism, is so wide and a field of diversity of purpose in an era of multifaceted quest for knowledge and experience, but this research will focus on Educational Tourism where people move to certain destination rather than their own place of abode with a primary purpose to learn, but could also be engaged in business and/or some kind of leisure activities (Abubakar et al., 2014). The tourism sector, growing so fast in the world today, has brought forth different packages to be encountered in the industry (Chew & Croy 2011), thus, as defined by CETA (2010), educational tourism is an individual's journey to a unique location for formal or informal learning in various forms such as work experience, new language training, culinary training, medical tourism, cultural tours and professional development (cited in Jeffrey, 2011).

Educational travel, as part of the package, includes school trips, university trips and specialty camps. It can vary from visiting a half-day museum in a foreign country to a three-year degree (Williams, 2010). Non-local catering for students is a global market where many students travel abroad for the purpose of learning. The degree of these students has steadily increased over the past 3 decades (Hashemipour, Manesh, & Bal, 2011).



The number of students studying outside their home countries doubled from 2.5 million in 2007 (UNESCO, 2009) to a staggering 5 million in 2014 (ICEF, 2015), and estimates suggest this trend is likely to continue and reach 8 million by 2025 (OECD, 2012). This is “encouraged in part by the economic, political and social forces of globalization” (Wilkins & Huisman, 2011, p. 61). Moreover, an increasing number of educational tourist’s regard travelling abroad for tertiary education as an opportunity for cultural enrichment, developing foreign language skills, obtaining high-status qualifications, and gaining access to better jobs (OECD, 2013).

## **2.2 Northern Cyprus and Famagusta**

“Cyprus is the Mediterranean Sea's third largest island. It occupies an area of 9851 km.” (Alipour & Kilic 2005 quoted Rustem 1987:79). “This is the largest island in the Eastern Mediterranean.” (cited by Sagsan & Yıldız in Reddick 2010:411).

Its climate is basically Mediterranean with hot dry summers and mild winters where almost all of the annual rainfall takes place (Goulding & Goulding 1992). The official language of TRNC is Turkish, but many people also speak English (Reddick 2010). The population of Northern Cyprus is as follows: Nicosia, 85,579; Famagusta, 64,269; Kyrenia, 62,158; Morphou, 31,116; Port, 21,978 (TRNC State Planning organization 2006). The island's northern part is located in the Northern Cyprus Turkish Republic (TRNC). In 1979, following a civil war between Greek and Turkish members of the population, the island was divided into Northern Cyprus (Turkish) and Southern Cyprus (Greek) (Alipour & Vughaingmeh 2010 quoted Latina & Bowen 2006). While the South is officially recognized as the legitimate government of Cyprus by the international community, the North is recognized only by Turkey and suffers from UN embargoes (Hashemipour & Smadi 2011:414).

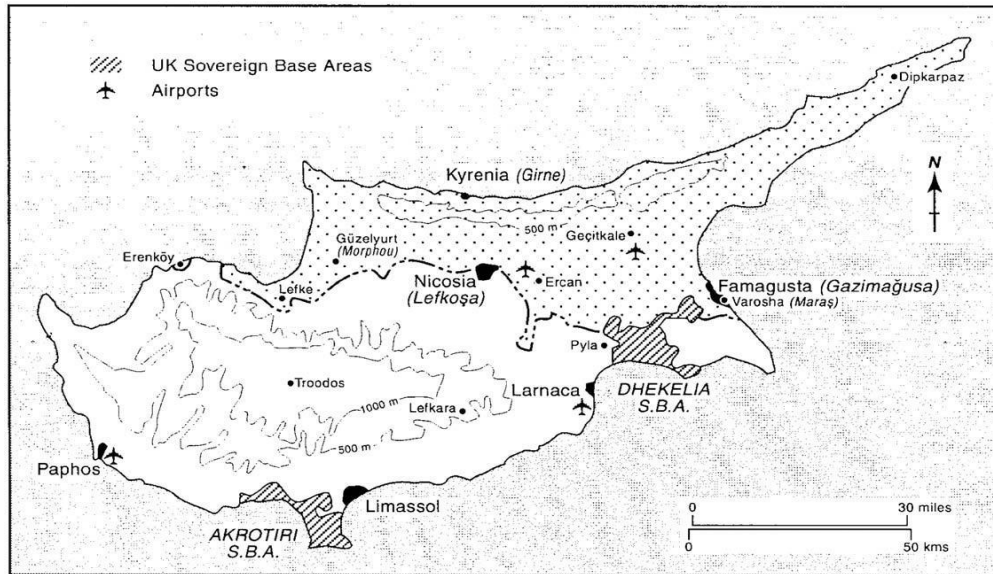


Figure 1: Location of North Cyprus

Famagusta is Northern Cyprus' second largest city (TRNC 2006 Population and Dwelling) and is situated on the island's eastern coast. "Famagusta is a historic harbor town" (Oktay & Rustemli, 2008 quoted in Marans & Stimson, 2011:234). Eastern Mediterranean University, the largest university in Northern Cyprus, is also located in Famagusta. Mağusa is Famagusta's Turkish name.

### 2.3 Universities in North Cyprus

Educational tourism is a major industry in North Cyprus, which has a population of around 326,000 and a land area of 3355 km<sup>2</sup>. Due in part to the territorial conflict regarding the northern part of the Mediterranean island of Cyprus, North Cyprus has limited export opportunities, particularly beyond exports to Turkey. This makes educational tourism a significant source of foreign exchange for North Cyprus.

Over the past 30 years, several universities have been established in North Cyprus. Founded in 1979, the first and largest university, Eastern Mediterranean University followed by Girne American University in 1985. The others followed: Near East University (established in 1988), European University of Lefke (established in 1989),

International American University (established in 1992 and closed in 1999), International University of Cyprus (established in 1997), and the latest, Middle East Technical University (established in 2002) is a private campus of a Turkish state university.

The Technical University of Istanbul has signed a protocol with the TRNC Ministry of Education and Culture to open campuses in Northern Cyprus following the steps of the Technical University of the Middle East.

Higher education in North Cyprus dates back to the late 1970s. Currently, North Cyprus is home to 17 universities, with further applications to open new universities pending approval (Mertkan, 2018). The student population, which is predominantly of Turkish and Turkish Cypriot origin, has recently been changing. In the 2016-2017 academic year, over 93,000 students were enrolled at North Cyprus universities, with around 27,500 international students (excluding those from Turkey) from more than 100 different countries representing 30% of the total student population. Turkish students currently enrolled in North Cyprus universities constitute the majority of students but are not regarded as international students. The international students category consists primarily of students from African, Middle Eastern, and Central Asian countries such as Nigeria (26.7%), Pakistan (8.6%), Iran (7.2%), Syria (6.4%), Jordan (5.2%), Iraq (4.6%), Libya (4.4%), Zimbabwe (4.3%), Palestine (3.7%), Azerbaijan (3.1%), Kazakhstan (2.2%), Turkmenistan (1.7%), Egypt (1.5%), Cameroon (1.4%), Lebanon (1.4%), Congo (1.2%), Kyrgyzstan (1.1%), Russia (1.0%), and Somalia (1.0%) (TCYHB, 2015). On the basis of the above, Nigerian educational tourists constitute far and away the largest group of educational tourists not only at any particular host university but in North Cyprus in general.

	2012-13	2013-14	2014-15	2015-16	2016-17
Turkish Cypriot	10,995	12,658	12,026	13,706	13,619
	21.0%	20.2%	16.2%	16.2%	14.6%
Turkish	31,152	34,828	41,928	46,937	52,135
	59.6%	55.6%	56.6%	55.5%	55.9%
International	10,160	15,210	20,138	23,918	27,538
	19.4%	24.3%	27.2%	28.3%	29.5%
Total	52,307	62,696	74,092	84,561	93, 292

Figure 2: Student population of North Cyprus universities: sources: SPO(2016) & MNEC(2018)

Founded in 1979, Eastern Mediterranean University (EMU) EMU is the oldest and largest "state trust" university on the island. The university has an approximately 20,000 student population and has produced over 32,000 graduates from different cultures and countries ([www.emu.edu.tr](http://www.emu.edu.tr)). Students from 120 different countries are present in EMU. International students make up twelve percent of the total student population (except those from Turkey). While Turkish is the official language of the country, these students' study in programs across 50 departments where English is the medium of instruction. The largest number of international students are Iran, Nigeria, and Jordan. The most popular faculties among international students are business, engineering and architecture faculties (Hashemipour & Salime, 2011).

## 2.4 Social and Cultural Impact of Tourism

Tourism can have many different effects on the social and cultural aspects of life in a particular region or area, depending on the cultural and religious strengths of that region. Not only tourism has become a common experience for many people in the world but it has also become an important form of intercultural contact among the people (Greathouse-Amador, 2005). According to Mason (2008), there is a range of both progressive and undesirable socio-cultural results of tourism. However, the entire scene can activate some challenges and create room for attention to be given to the

diversification in learning environments. As foreign students create the atmosphere for cross social and cultural interactions, they are likely to face different difficult moments in their studies as well, this could be as a result of differences in backgrounds, (Mustaffa & Ilias, 2013).

According to *Equitable Tourism Options* (2008:102), in simplified terms, socio-cultural impacts are “people impacts”. They are about the effects on the people of local communities, of their direct and indirect associations with tourists and with tourism. The socio-cultural impacts of tourism are basically “the consequences of either the development of the industry or the presence of the tourists and the characteristics of the tourist-host relationship” (Sharpley 1994 cited in Ratz, 2000:5).

There is the social perspective of tourism impact, both positive and negative. Focusing upon the negative impact of tourism, research have revealed that societies in the growth stage of tourism development cycle have traffic congestion problems, crowdedness in public areas, as well as other social problems (e.g., Andereck, 1995; Backman & Backman, 1997). There is also evidence suggesting that tourism contributes to social ills such as begging, gambling, drug trafficking, and prostitution, as well as uprooting traditional society, and causing deterioration of the traditional culture (e.g., Ahmed & Krohn, 1992; Andereck, Valentine, Knopf, & Vogt, 2005; Var & Kim, 1989). In contrast, evidence exists that support the notion that tourism has positive social impact. For example, studies have shown that tourism brings more opportunities to upgrade facilities such as outdoor recreation facilities, parks, and roads, thus reducing crowdedness in theaters, movies, concerts, and athletic events (e.g., Lankford & Howard, 1994; Liu & Var, 1986; Perdue, Long & Gustke, 1991).

There is the culture perspective of tourism impact, both positive and negative. Focusing on the negative impact, some tourism scholars have argued that tourism is a “culture exploiter” (e.g., Pearce, 1996; Young, 1973). Tourism has frequently been criticized for the disruption of traditional cultural structures and behavioral patterns (e.g., Kousis, 1989). Looking at the bright side, tourism has also been viewed as a means of revitalizing cultures when dying customs are rejuvenated for tourists (e.g., Wang, Cecil, & Avgoustis, 2006). Tosun (2002) found that cultural impact varied based on the residents’ social relationship with tourists and concluded that the difference in the social relationship in regions may be related to residents’ level of education, ability to communicate with tourist, and their image of international tourists.

In regards to cultural aspect of tourism, Dyer, Aberdeen and Schuler (2003) have stated that tourism and travelling have a direct negative relationship to host communities, concluded by some of the researchers to be the main reason of destruction in the area that tourism is placed. Correspondingly, Dogan (1989) also mentioned similar context of view, as tourism (mass tourism) changes the cultural and social activities of local communities and develops progressively, it (tourism) will cause decrease in the practice traditional values and set of activities for locals. Furthermore, he said that various plans are arranged to create amusement for guests in order to provide the needs of those people. Above mentioned points of literature show that effects to the people that natives face with negativity as the touristic activities increases by number. Dogan (1989) has said that enormous changes in the lives of natives cause serious mental stress that also creates tension among the natives from the socio-cultural aspect that also effects the guests which are visiting the area of the given natives. As a result the

members of this group have agreed on to fact that, there are many negative points to the group of tourism from socio-cultural aspect and given how above mentioned literature is different of type of tourism (mass tourism) educational tourism will show the valuable understanding that will help to see from which sites the negative effects of education tourism will be effective to both visitors and natives of Famagusta. Interaction between the Tourist host community can be one of the factors that may affect a community as tourists may not be sensitive to local customs, traditions and standards. The effect on the host community may be positive or negative (Mathieson & Wall, 1982).

## **2.5 Local Host-foreign Students' Exchange**

The analysis of this research is on the concept of social interaction with particular focus on host and tourist communication. Social interaction is a complicated structure that has been studied through multiple approaches (Eusébio & Carneiro, 2012a, 2012b; Kastenholz, Carneiro, & Eusébio, 2015; Kastenholz, Carneiro, Eusébio & Figueiredo, 2013; Reisinger & Turner, 2003). There are various definitions or interpretations of this construct in the study. Example, Murphy (2001, p. 51) believes that social interaction is "basically the study of daily encounters with other people." However, as highlighted by Reisinger and Turner (2003), insufficient information is available on successfully and accurately measuring the tourist and host interactions.

Tourist and hosts meet when tourists buy goods and services, go to the same places or when tourists ask for information, (De Kadt, 1979). Irrespective of the importance of grasping the host-tourist interactions, there has been little to no research in this field, taking into account the perception of the host's (Andereck, Valentine, Knopf, & Vogt, 2005; Zhang, Inbakaran, & Jackson, 2006). Like Jaworski, Ewen, Thurlow, Lawson

(2003, p. 157), locals can be encountered and related with to varying degrees, ranging from meal-sharing visits to a local person's home, basic service meetings and wider discussion. Various things affect the characteristics, amount, and outcomes of host-tourist relations.

One of the most important factors is the existence of interaction opportunities — if there is no opportunity, there is no contact (Reisinger & Turner, 2003).

Two other essential elements in this common contact are interpersonal cultural similitude and motivations for interaction. (Reisinger, 2009; Reisinger & Turner, 1998; Sinkovics & Penz, 2009). In addition, the personal characteristics of both parties (hosts and tourists) with regard to their tolerance, benefits, willingness and kindness to listen and learn stimulate positive interactions between host and learn stimulate positive interactions between host and tourist (Reisinger, 2009). The interaction between host and tourists increases when it is seen as treasured (Reisinger & Turner, 2003); when the cost exceeds the welfares, the host-tourist communication tends to drop. Well-functioning resident-tourist connections are crucial to the fulfilment of both stakeholders (Eusébio & Carneiro, 2012a, 2012b; Kastenholz et al., 2013; Pizam, Uriely, & Reichel, 2000). Contented locals' lean to be helpful towards tourists and this encourages a return visit (Sinkovics & Penz, 2009; Zhang et al., 2006).

Notwithstanding the importance of the outcomes of the interactions between hosts and tourists, the few studies carried out in this area from the perception of the host is focused majorly on the host satisfaction from the influence of these contacts. (e.g., Andereck et al., 2005; Pizam et al., 2000; Reisinger & Turner, 2003; Sinkovics & Penz, 2009; Zhang et al., 2006). Cohen (1984) pointed to sociocultural effects of tourism as



one of the most important issues in the research on tourism. Crandall (1994) shows a extensive overview of the several negative and positive societal effects one could hypothetically find in a nation with a established tourism activities. However, the main focus of the overview is on developing or islands/countries where the number of tourists is bigger than the local citizens. Tourism in little island communities relies majorly upon the support of its locals for prosperous planning, sustainability and progress (Jurowski & Gursoy, 2004). Contrary to this, few overall resident attitudes research have been published out on small islands within the Middle East and Europe (in the case of Cyprus).

As Crandall (1994: 414) pointed out, negative effects in developing nations are far more prevalent than in large developed regions with a stable economy. The social effects of tourism can be classified into two groups: socio-economic and socio-cultural. The socio-economic impacts have both positive and negative aspects to them, and a benefit to another is what may seem as a cost to one part of civilization. These socio-economic impacts are: individual economic independence; labor displacement; job shape changes; land values and ownership changes; better living standards; and changes in political and financial systems. Tourism's socio-cultural effects are including: social dualism growth; unattractive activities; culture as a commodity; demonstration effect; and development of unwanted activities; demonstration effect; growth of tourism conflict; culture as a commodity; and social dualism (cited by Crandall in Olga, 2005).

Under Sharpley (1994) viewpoint, the societal consequences of tourism are those that affect the destination communities more quickly and more clearly. These can be divided into impacts resulting from tourism business development (improvements in

standard of living; changes in women's role; changes in community structure) and impacts of tourist-host interaction (prostitution; crime; demonstration effect; commoditization of religious practices; erosion of local language / dialect;). Living standards and quality of life need to be distinguished. Standard of living applies to both positive and negative factors directly related to tourism's economic impacts, such as airports, improvements in health care, water and sanitation schemes; improvements in society amenities and over-all facilities; and tourism-generated rise (cited in Olga, 2005).

Physical changes in living standards have an impact on hosts' perception and quality of local life. Therefore, the quality of life here refers to both positive and negative emotions and perceptions of hosts about their daily lives and how tourists affect them.

## **2.6 The University Students' Tourism Market**

Authors including (Middleton, Fyall, Morgan, & Ranchhod, 2009; Mill & Morrison, 2002) said groups of younger and older age have more spare time than other groups and hence, more prospects for tourism. The youth tourism market is already a very important sector of the tourism market. In 2000, the WTO (2002) recommended 17 per cent of all international travel in this industry sector. This figure has already risen to 20 percent in 2008 (WTO, 2008), suggesting a growth in the relevance of this market. University students are an important group of the youth tourism market. Many studies regarding the university tourism market have been conducted in recent eras (Chadee & Mattsson, 1996; Kim & Jogaratnam, 2003; Morgan & Xu, 2009; Phau, Shanka, & Dhayan, 2010; Ryan & Zhang, 2007; Thrane, 2008; Wang & Davidson, 2008; Xu, Morgan, & Sons, 2009).

Communication with local people at destinations is, according to some findings, a significant impetus for youth travel (Mintel, 2009; Richards & Wilson, 2003; Richards, 2007), and one of the most valued youth travel practices (Mintel, 2009). Likewise stated by Morgan and Xu's study (2009), getting acquainted with local people, experiencing a diverse culture and, more especially, relating with residents of tourist destinations also corresponds to many university students' remarkable and expressive tourism travel occurrences. However, in terms of contact with hosts, most work performed by young visitors (e.g., Murphy, 2001) focuses mainly upon examining the acceptance of these experiences by tourists. Research is lacking in characterizing the communication between campus students and citizens of the tourism destination, and in identifying the determinants of this interaction. There are some popular motivations for this market to have fun and discover something new or learn new things (Chadee & Mattsson, 1996; Morgan & Xu, 2009; Xu, Morgan, & Sons, 2009), and added that several research studies highlight the importance of knowing more about different cultures in the context of learning new things. With regard to sociodemographic characteristics, the college students market has low incomes and involves a high amount of men, is relatively gender-balanced or shows a female prevalence (Kim & Jogaratnam, 2003; Thrane, 2008; Xu et al., 2009). We'll address the interaction framework after defining the college student market in terms of possible causes of communication with locals.

## **2.7 Tourist–Host Interaction**

The host-tourist interactions and its results have received little attention in the study of tourism (Eusébio & Carneiro, 2012; Kastenholz, Carneiro, Eusébio & Figueiredo, 2013; Pizam et al., 2000; Reisinger & Turner, 2003). However, in recent years the number of papers published in this field has increased. Frequently, host and tourist

interaction is described as the personal contact that takes place between visitor and host in specific places (Reisinger & Turner, 2003). Based on this definition, three types of social contact between tourists and hosts may occur: when visitors purchase products, when visitors and hosts use the same place, attraction or facility and when the two actors exchange information and ideas (Kastenholz et al., 2013; Reisinger & Turner, 2003). However, given the characteristics of travel behavior, such as reduced length of stay, in most tourism destinations, the level of social contact between residents and visitors is low, temporary and non-repetitive, open to deceit and manipulation, superficial, formal and commercial and lopsided in terms of meaning for both actors (visitors and hosts) (De Kadt, 1979; Eusébio & Carneiro, 2012; Reisinger & Turner, 2003). Despite these characteristics, the literature in this field reveals that encounters between visitors and hosts may influence attitudes and satisfaction of both visitors and local residents.

As seen by Murphy (2001, p. 51), research on social interaction is basically the study of daily interactions with other individuals. Social contact in tourism can be described as the personal experience amid a visitor and a host (Reisinger & Turner, 2003, p. 37). Tourist and local interactions can occur in three key ways, according to De Kadt (1979): when tourists buy goods from the residents; when, for example, tourists and hosts come together at a monument or on a beach. Reisinger (2009) pointed out that social tension amongst tourists and hosts exists more often in tourist fascinations and when tourists purchase goods and services from the locals. The backgrounds in which tourist – host contact occurs affect the outcomes of this interaction.

Tourists and hosts have different ambitions, different aspirations, different positions, different perspectives and differing social standings (Krippendorf, 1987; Reisinger,

2009). Such qualities make tourist-host contact unequal in terms of their understanding for both parties (Reisinger & Turner, 2003; Reisinger, 2009). Also regular, brief, formal, non-repetitive and temporary is the tourist-host contact (Pearce, 1998; Reisinger & Turner, 2003; Reisinger, 2009). Tourists typically stay for a short period of time at their destinations, so they do not have the opportunity to establish lasting relationships with hosts in most of their trips (Reisinger, 2009; Sinkovics & Penz, 2009; Yoo & Sohn, 2003). Therefore, host-tourist contact is also vulnerable to manipulation, distrust and deception (De Kadt, 1979; Krippendorf, 1987; Reisinger, 2009).

Reviews of many studies regarding social interaction in tourism show that this field of study was initially established in Smith's seminal work (1978) *Host and Guest: Tourism Anthropology*. While numerous studies on host-tourist contact have been established over the past four decades (Andereck et al., 2005; Jaworski et al., 2003; Heuman, 2005; Murphy, 2001; Pizam et al., 2000; Reisinger & Turner, 1998; Sinkovics & Penz, 2009; Weaver & Lawton, 2001; Zhang et al., 2006; Yoo & Sohn, 2003), notable inspect shortcomings continue in this area (Zhang et al., 2006). In addition, a literature assessment on tourist and host communication shows that modeling of this behavior requires a theoretical basis (e.g., Zhang et al, 2006; Yoo & Sohn, 2003).

Tourists usually stay for a short time at the destination without the opportunity to develop significant relationships with the hosts during the majority of their trips.

However, a few research in this area suggests various sizes (e.g., intensity, type of contact and frequency) can be used to measure societal interaction in tourism.

Reisinger and Turner (1998) analyzed preferred types of tourist-host interaction and satisfaction with such contact types. Pizam et al., (2000) used the intensity to measure host and working tourist social relationships. Some studies have used the frequency of interaction (Andereck et al., 2005; Weaver & Lawton, 2001) to explore the communication between tourist-host. The experimental study showcased in this paper also analyzes the framework in which the interaction between tourist and local takes place. As seen by Murphy (2001), it is imperative to understand the interaction between tourist and host in the environmental settings where there is social interaction.

## **2.8 Determinants of Tourist–host Interaction**

A survey of earlier literatures on tourist and host contact shows that numerous issues can determine the intensity and type of interactions between tourists and locals. The presence of opportunities for interaction, the type of destination, the interpersonal attraction, tourist and hosts motivations, social behavior rules, the literature describes the position of the contact participants, the notable costs and benefits of hosts and tourists, the travel arrangements and the cultural background of both participants as important factors affecting the level of interaction between tourist and host. (Ap, 1992; De Kadt, 1979; Pizam et al., 2000; Reisinger 2009, Sinkovics & Penz, 2009).

Whatever the value of studying all the causes of tourist and local interaction for sustainable growth of tourist destinations is, this research explores only the causes of tourist-related interaction in tourist destinations. Those factors have been grouped into three groups: cultural similarity, familiarity and perceptions of tourism effect & tourism social demographic profile (cited in Celeste & Maria Carneiro, 2012).

## **2.9 Host Response to Tourism**

**Locals' attitudes:** A thorough understanding of the attitudes of the community members towards tourism is extremely important for the industry's sustainable development (Sinclair-Maragh, Gursoy & Vieregge, 2015). Citizens' behaviour concerning tourism have stayed known to determine the type of development of tourism (Andereck & Vogt, 2000), citizen conduct regarding tourism (Lepp, 2007; Sharma & Dyer, 2009), backing further progress of tourism (Choi & Murray, 2010; McGehee & Andereck, 2004; Park, Nunkoo & Yoon, 2015; Perdue, Long, & Allen, 1990). The behavior of localstowards tourism were grasped differently by different authors, with some equating them with viewpoints (Williams & Lawson, 2001), perceived impacts of tourism (Andereck & Vogt, 2000; Andriotis & Vaughan, 2003; Brida, Osti, & Faccioli, 2011; Sinclair-Maragh et al., 2015), and feelings about tourism growth (Andereck & Nyaupane, 2011; Ribeiro, do Valle, & Silva, 2013). But some writers (e.g. Vargas-Sanchez, Porras-Bueno, & Plaza-Mejia, 2011) view tourism expectations and attitudes as two separate terms, the latter being a subset of the former. Notwithstanding these discrepancies in the conceptualization and operationalization of the manners of residents, Andereck and Vogt (2000) supported by McGehee and Andereck (2004) debate that these disparities are a complication of interpretation, provided that the majority of studies that vary in the use of the attitudes of inhabitants chose for related, if not the same, types of involvements.

## **2.10 Tourists' Perception of Tourism Impacts**

Several studies in this area show a significant perception of tourism's economic and socio-cultural benefits, alongside the social, cultural and ecofriendly costs (Haralambopolous & Pizam, 1996; Hillery, Nancarrow, Griffin & Syme., 2001; Tosun, 2002; Andereck et al., 2005). From the tourist viewpoint, few studies have

given research on this subject. Byrd, Bosley, & Dronberger, (2009 ) performed one of the few studies evaluating understanding of tourism impacts in the rural region of North Carolina. Studies which provide an overview of the relationship between tourism effect views and the social interaction with hosts on the youth tourism market are unknown.



## **Chapter 3**

### **METHODOLOGY**

#### **3.1 Research Approach of the Study**

The purpose of this analysis is to examine and analyze the influences of educational tourism on the local community of Famagusta North Cyprus through the cultural and social interactions between the citizens and foreign students in the host community. Tourism can have many different effects on the social and cultural aspects of life in a particular region or area, depending on the cultural and religious strengths of that region. The whole scene, however, can activate some challenges and create space for attention in learning environments to be given to diversification. As foreign students create the atmosphere for cross social and cultural interactions, they are likely to face various difficult moments in their studies as well, this could be due to background differences (Mustaffa & Ilias, 2013). On the other hand, one of the factors that may affect a community may be the interaction between the tourist and host community as tourists may not be sensitive to local customs, traditions and standards. The effect may be positive or negative on the host community (Mathieson & Wall, 1982). Thus, in order to address the aim of this study, the following research questions were generated:

These were:

1. What are the possible social and cultural impacts of educational tourism on the locals of North Cyprus (Famagusta)?
2. What is the nature of cultural and social exchange between the foreign students and local communities? This research will specifically focus on:

- i. Music exchange or interaction
- ii. Eating food exchange or interaction
- iii. Dressing exchange or interaction
- iv. Language exchange or interaction
- v. Marriage exchange or interaction.

### **3.2 Research Approach**

The inductive approach to research that will be used for the purposes of this research. According to this approach, researchers start research with specific observations, hypothesis / theories and conclusions are adopted, which Creswell and Plano Clark (2007) termed working from the bottom-up, using the participant's views to build broader themes and generate a theory interconnecting the themes. Inductive approach was viewed as the best approach to follow in this research for two reason. First, the researcher believed that in order to identify patterns and relationships between the social and cultural impact of educational tourism on the host community, this approach can help to generate meanings from research. Secondly, it was based on the belief that through an inductive approach, the researcher has the opportunity to interpret, and reflect on what other people are saying and doing (Neuman, 2014).

### **3.3 Research Methodology**

A qualitative research methodology was adopted for this study in order to convene the purpose of this study. According to Bogdan & Biklen (2003) and Denzin & Lincoln (2000), qualitative research methods are very useful in knowing / uncovering the meaning people or a person attach to their experienced events. Silverman (2005), also stated that in studying how people observe and explain or describe their lives, qualitative methods are critical. Thus, in order to better encapsulate the correspondent's life experience due to educational tourism, qualitative methodology was used to

develop a deeper understanding of the meaning in which people attribute to their experiences (Neuman, 2014). As Jones, Torres, & Arminio, (2006) pointed out through insightful examination qualitative research helps to enlighten and enhance the rich lives of human beings and their habitat.

Qualitative study allows the researcher to explore and understand phenomena, such as feelings or thought processes which is nearly impossible to extract or learn via conventional research methods (Strauss & Corbin, 1998). Thus, unlike the stereotypical nature of quantitative analysis, Collis & Hussey, (2003) argues that the qualitative approach provides a full description and analysis of the subject of the research, avoiding limitation and possible streamlining of respondent's responses. It helps to explore the participants' perceptions and lived experiences (Jones et al., 2006). As stated more categorically by Stake, (1995) qualitative approach is necessary when research questions require exploration. Moreover, the choice of adopting this approach stems from the need to question this subject critically without limiting the scope of the research, with regard to the integral importance of an educational tourist experience. Qualitative research questions are often structured to start with words such as "how" or "what," to ensure that the researcher gains an insightful understanding of the topic (Patton, 2002; Seidman, 1998). Which is reflective in the objectives of the study, and research questions.

### **3.4 Research Method**

When trying to gain knowledge about social processes in context (Esterberg, 2002) or/and when studying phenomena in their instinctual nature or natural environment, qualitative research methods are the most efficient and effective approach (Denzin & Lincoln, 2000). In this research, in order to collect data semi-structured interview

technique was used. Through open-ended questions data was collected about the social and cultural impacts of tourism on local community. By adopting a semi structured interview technique, the researcher was able to explore this relatively unknown territory with unknown but potential momentous issues and was also able to fully utilize latitude to identify important leads and follow them (Newcomer, Hatry and Wholey 2015). Open-ended questions allow the interviewer to tap into the respondent independent thoughts. Also, according to Newcomer et al. (2015) semi-structured interviews are superbly suited for a number of valuable tasks, particularly when more than a few of the open-ended questions require follow-up queries. This was invariably perfect for our research purpose and helped us achieve our intended aim.

### **3.5 Sampling**

The sampling population in this study was the host students/locals and the international students studying at EMU. Through purposive sampling 39 respondents were selected for interviewing. Purposive sampling, also known as judgmental sampling is a non-probability sampling method, which enables the researcher to select the most knowledgeable samples to answer the research questions. This method is effective in obtaining information from a specific group in a set (Black, 2010), and it also effectively enabled the researcher to carefully select the respondents from the hosts (local students) and the international students of EMU, in Famagusta.

Purposeful sampling has been an increasingly used technique and a cited tool in qualitative research which is typified via the major respondent technique (Bernard 2002, Garcia 2006, Gustad, G., S.S. Dhillon & D. Sidibe. 2004, Jarvis et al. 2004, Lyon & Hardesty 2005), in which one or more persons gives the researcher a guide into the

culture, as an integral part of the culture (Bernard 2002, Campbell 1955, Seidler 1974, Tremblay 1957).

For this study, older Turkish Cypriot community and international community members in the university and several transactional businesses like restaurants, business owners, drivers were purposely selected to clearly portray disparities as these set of people have constant contact and communication with the international students both in school as well as colleagues in the business working environments and knows the social and cultural interactions that occurs between the international students and the host community.

Table 1: Demographic Characteristics of the Respondents

Number of Respondents	Nationality	Sex	Level of Education
Respondent 1	Turkish Cypriot	Female	Master/Librarian
Respondent 2	Turkish Cypriot	Male	Master
Respondent 3	Turkish Cypriot	Male	University Assistant
Respondent 4	Turkish Cypriot	Male	University Instructor
Respondent 5	Turkish Cypriot	Female	Master
Respondent 6	Turkish Cypriot	Male	Master
Respondent 7	Turkish Cypriot	Male	Ph.D.
Respondent 8	Turkish Cypriot	Male	Bakery Owner
Respondent 9	Turkish Cypriot	Male	Driver
Respondent 10	Turkish Cypriot	Male	Union Director
Respondent 11	Turkish Cypriot	Male	Instructor
Respondent 12	Turkish Cypriot	Male	Master/Employee
Respondent 13	Iranian	Female	Master

Respondent 14	Nigerian	Female	Travel Agent
Respondent 15	Nigerian	Male	Master
Respondent 16	Moroccan	Male	Master
Respondent 17	Nigerian	Female	Entrepreneur
Respondent 18	Nigerian	Female	Master/Casino Staff
Respondent 19	Nigerian	Female	Master
Respondent 20	Tanzanian	Male	Final Year Undergraduate
Respondent 21	Mauritian	Female	Undergraduate
Respondent 22	Nigerian	Female	Master
Respondent 23	Chinese	Female	Master
Respondent 24	Nigerian	Female	Master
Respondent 25	Nigerian	Male	Undergraduate
Respondent 26	South African	Female	Undergraduate
Respondent 27	Nigerian	Male	Hairstylist
Respondent 28	Iranian	Female	Master
Respondent 29	Nigerian	Female	Master
Respondent 30	Iranian	Male	Ph.D.
Respondent 31	Palestinian	Male	Master
Respondent 32	Iranian	Female	Master
Respondent 33	Moroccan	Female	Master
Respondent 34	Nigerian	Male	Undergraduate
Respondent 35	Iranian	Female	Master
Respondent 36	Iranian	Female	Master
Respondent 37	Palestinian	Female	Business Employee
Respondent 38	Nigerian	Male	Master

### **3.6 Interview Experience**

The interview experience was tough due to the issues of language barrier for the locals and international respondents who English isn't their language which is also a key aim of this study. The respondents interviewed were aged between 25-50 and were Turkish Cypriots and from other nationalities with high level of education and working experience with the locals and international community. The Interviews were carried out both in classrooms of the university, cafés, online via WhatsApp calls and as well as the respondent's homes all in Famagusta, Cyprus. The volunteered respondent's sessions were structured to begin with informing respondents about the aim, scope and other relevant parts of the study as detailed in the summary provided.

In most of the interviews due to the level of language barrier with the Turkish Cypriots and other nationals who isn't proficient in English language, I was able to explain what this study was all about in lame terms also using examples to make them understand what was been asked of them in order to provide a correct answer while in the rest of the interviews, I had to go with someone whose fluent in Turkish language and English language to be able to help me translate my questions to the Turkish Cypriot who had basic English language and was hard for them to answer me in English language.

The interviews lasted for half an hour plus and were recorded with a recording application in my cell phone at the permission of the respondents and they agreed on having their names on the responds if the need to add their information was required.

After each interview, was able to listen to them again and transcribe it manual due to the application couldn't pick out most of the words spoken due to the accents of the respondents.



## Chapter 4

### RESULTS AND DISCUSSION

This study, compares different aspects of interactions, socializations, cultural learning, cultural and identity challenges between international students as foreigners versus host community. Therefore, the sampling population was categorized into two distinctive samples, international versus locals, in order to get to the bottom of research questions and address study aim and objectives.

Indubitably, whenever the impact of socio-cultural interaction between host and guest is under magnifying glass, barrier as the most imperative culprit will get highlighted, since due to barriers, socio-cultural exchange cannot bear any fruits between two incompatible parties, which in this case, the first party is referred as locals and the second party is referred as international students. The findings of this study revealed that the communication barriers was by far the most exasperating gap between hosts and visitors, since based on testimonies from both side, **84% of international students and 100% locals conceded that they** could not assimilate each other, whenever decided to communicate due to language pitfall;

In total experience the barrier is usually language even though I speak and understand English, but sometimes they don't understand what I'm trying to say or express myself. (p3).

Few more similar testimonies from both sides, have been highlighted here;

First, I will first speak the language, because I always have the fear that they don't understand me so either I don't talk to them, or I just walk pass. The other part of the barrier I have is understanding, but basically is just language. (P15).

The language Turkish; am not fluent in it and they are not fluent in English, so, sometimes, we don't relate that much because of it. (p18).

In the past it was a big problem but now the language is barrier because the university basically lectures with English. So, they find the language as a huge barrier. Also, some are rude to approach like the Arabic so it depends on the nationality of the international students. (p2).

For me there's no some specific problem, but for domestic and international students maybe their language to communicate with them is like maybe one of the problem like many students in here they have already friends they have companies before they come to the University so when they come they continue their friendship here so they don't actually or maybe they don't want to make new friends or they have already enough friends. (p7).

They speak English, I hear them a little, the problem is hearing and understanding them. Is not much. (p 8).

The barriers that I have experienced with domestic students for me as an international student has been the difference in language like most of them aren't that good in English and they speak Turkish. So, that acts as a common barrier, major barrier between me and them. (p20 and others).

Of course, language is a barrier, because we as indigenous people, have been born into our own language which is Turkish, however, I know a bit of English but still difficult to communicate as students do not grasp what I am trying to express (p1).

Well, as a teacher, I should confess that international students, they do not mingle with lots of students, they just mingle with their owns, the same with local students, feel a bit different, no matter how much I am trying to reconcile their differences (p6).

It seems that the language barrier always has been the chief obstacle in reconciling the people differences as other scholarly reviewees leung & chiu (2010), singaram et al., (2011) posited the same up-hill battle, in fact, due to language barrier, inter-cultural interaction between international students on campus will get stifled which will hamper creativity, skills of problem solving, superior learning and constructive inter-cultural exchange between host and guest.

It seems except, illiteracy over the usually adopted spoken language, there are other offenders which will contribute to the element of language barrier such as; racism, lack of socialization, cultural differences, since all these factors were testified in this study by participants [ both locals and international students]. Analyzed data revealed that overall, 45% of international interviewees, agreed that “racism, devoid of socialization and cultural discrepancy” were the major contributors to magnify the nuisance of language barrier;

most people I met, they just treat you in some type of way, some of them, are very racist (P22).

they do not treat you as the same, as we are Africans (p26).

This interview rationale was reinforced by few others;

if I should say so, like the issue of racism, you do not feel comfortable, but it is what it is, they just treat you as foreigner, stranger (p16).

and there is racism of course. Some of them are very racist; most of the people that I've met, they just treat you in some type of way but I don't really take it seriously because I feel it's like one of the barriers of this country. (p22).

difference in socialization, I mean we do not usually go to the same parties, events, nothing really brings us together, except, university. (p29).

the Cypriot students do not socialize with us, even in the class, the teacher reaches out to them, they speak among themselves and determine the important dates like exams....some students are shy and it takes time to socialize,..... you say hi, to domestic students or the locals, do not reply not open to international students. (p30, and others).

Regarding cultural differences, also international students, had their testimonies;

their way of life is different, cultural issues you know, they have different ways of understanding things, so they hold back... (p34).

Different culture, different language. (p35).

different countries, different culture, hard to mingle with everyone, locals and non-locals (p36).

Since, this study was not biased, and gauged the temperature of locals' perspectives over impact of international students as educational tourists on the socio-cultural exchange, therefore, results of this study undisguised that in the eyes of 50% of locals, "socialization and cultural differences" both identified as enablers of language barrier; here, there are some examples of locals' attestations;

it is not up to us, it is up to institutes to bring everyone together, weekend is a good chance to interact and socialize (p4).

as local, I think, some of the internationals are rude to approach (p2) referred to the Arabic international students.

you know, we have cultural differences with internationals, to us some of the things they do even as a simple greeting style, seems too much, aggressive, such as opening their arms, or raising their head, instead of finger to ask .... (p5).

I am local, I know Cyprus is not open to the world, locals have a way of pre-judgment and they are narrow-minded (p10).

Different studies such as study by Williams & Johnson (2011) endorsed the result of this study that language barrier and its antecedents such as Racism, cultural differences and lack of socialization can tap into life struggles for the foreign subject, since in this study, international interviewees, pinpointed the struggles they had been encountering since their arrival on the island. These struggles were identified as “job opportunities”, “logistics shopping” such as food or other indispensable stuff like hygiene and cosmetic products, in addition, “health and clinic”; since more information has been highlighted in ensuing quotations;

I am an Iranian, finding a job is really difficult, since I am not familiar with the language, nor locals are welcoming us as the way they should, in addition, I am a student and hard to find a part time job to strike a balance between academia and work ( p13).

I do not know, Turkish, and cannot express myself to the employer, use google translator, does not work properly, as its mis- translates or even offends sometimes call a friend he knows both English and Turkish to translate, though, difficult (p19).

Well, the number one thing is language. I find myself in a country where I can't speak the same language that everybody speaks where I'm coming from so, sometimes, I try to use google translation, sometimes I to call a friend who speaks Turkish and English. She will now tell me what to say. So, it's a bit difficult but I'm adapting. (p24).

the language has targeted my shopping habits, esp., regarding food and cosmetics, and another up- roar for me is the health and clinic, lack of communication so, ended up mis-diagnosed (p32).

However, in this study, it was realized that a tiny percentage [15%] of international students who did not face any language barrier due to either knowing the Turkish language in advance such as one Iranian interviewee who belonged to that part of Iran

they could impart in Turkish, or couple of others, who had mastered the language as mandatory course at the beginning of their undergraduate degree so they could handle it or couple of others who simply soaked up words by casual listening to people on street in order to be able to get by.

Retrospective studies undisguised that international students, substantially interact with other international communities than locals, despite, they have inclination of getting to know locals better (Furnham &Bochner, 1982; Nesdale and Todd, 1998). Some research such as Australian research by Smart et al., 2000 and Takeda et al., 2005 already attested to the fact that international students due to fear of first, encountering different local students and second, interference of context-related factors, had fear of any conversation, however the results of such studies would not reinforce by our study since interviewees' testimonies from both sides " locals and internationals" unhatched a totally different rather astonishing perspective. In general, there were three types of contacts, "academic, business and casual "which based on interviewees' perceptions, all these contacts facilitated the social contact and acquaintance between locals and internationals. However, the barrier of language and fear of cultural mis-understanding was still over-whelming yet, could not weigh in to interrupt any concrete academic, business or casual interaction. Results revealed that the highest contact was academic contact (41%) which was followed casual contact 18% and business one 36%. Meanwhile, around 5% of international students in this scoop, conceded that they had no what so ever contact with locals due to either language frustration or indifference since they could get whatever they warranted via interaction with international speakers in English. From academic point of view,

international students, referred to academic lapse, which they spent in the class with other communities including local students to master and get educated;

The only way that I usually get in contact with local students are through lectures in classes and in the university during the semester. That's where can interact with them. (p20).

I would say... uhm... the university due to group work and maybe in the service industry or when I go to the market and just that nothing more. (p29).

Okay. Many of them are my classmates. Some of them I tried to give to them, like to reach out to them. So that we can sell a book. We like summer... summer jobs and everything and the... Yeah. Some are friendly. Like you can get them at the bus stop they greets you and everything. So that's what I would say on that one. (P26).

The only contact I have with the local student is only when we discussing about the academic aspect of life. You know that is the only contact that we have. (p38).

From business point of view, both sides revealed;

I was working as waitress, met some amazing people, but since being off unfortunately no follow-up (p19).

Working in service industry have Turkish co-workers (p29).

Okay. Mostly in jobs I have my coworkers as Turkish Cypriots (p30).

I am a taxi driver, so if I am telling you I have almost 700 contacts with different communities, like Nigerians, Iranians, Moroccans, Azerbaijanis... I am not exaggerating (P9).

From the point of view of casual contact also, both sides had analogous perspective;

You know this island is a touristic island so, they do not act bad to students, they are trying to be kind like a friend (p39).

Yeah. Some are friendly. Like you can get them at the bus stop they greets you and everything. So that's what I would say on that one. (p26).

I have them as classmates, coworkers and neighbors so basically friendly contacts in other not to look like a snub. (p28).

Friend If someone needs something and you don't know from where you can get it, you should ask any student. (p31).

So, the main place I meet them is the class, and the workplace and the commercial bus. (p34).

As Takeda (2005) and other scholars cited, due to embracing this repellent stereotype towards foreign community regardless of being international or domestic, in addition, devoid of positive status of mind or lack of understanding, all it gets elusive for internationals and locals to foster an overlapped identity or propagate mutually understandable cross-cultural exchange in order to retard racial bias and inner-prejudice. However, in this study, the notion of international students on locals regarding socialization and cultural exchange aspect was completely divided as 50% of international students, they dubbed the label of “nice” to those locals who were either academically were involved with them as their lecturers or eldest locals on the island. Interestingly, the definition of nice between international interviewees was absolutely heterogenous from one another. In fact, for some nice was defined as “polite, savvy, respectful in academic” such as;

In our faculty, the one I met, are nice, polite, respectful, despite, not close to them (p21).

It amazes me, they are eager to learn (p17).

For others, nice was defined in everyday life, such as;



Kind, helpful, friendly, very Approachable in all my interactions.

Citizens very hospitable, good in accommodating foreigners (p34).

There were also, the third group which defined nice just for eldest as they called out young Cypriots not relatable;

I am not saying the young ones, racist but they are too cautious, not open-minded to relate with someone, but their eldest not in my age, but if you reach out to them, they try to help (p18).

Very much welcoming, friendly, any time they see you, they want to give you something to eat, even if you cannot eat that thing (p24).

Those locals, been living in Europe, are approachable, friendly, helpful (p32).

On the contrary, there were also, the second 50% who depicted locals as “not nice” which the definition of not nice was divergent from one to another. In fact, almost majority of these 50% they defined “not nice” as either racist, up-tight, too cautious, holding back, close to their own people, no care, no understanding as human, “not exposed”.

Here there are some testimonies;

Do not really welcome you, takes time to adapt to you, closer to their own Turkish people (p25).

Have to keep pushing in communication, make sure you can communicate, not friendly, maybe due to language differences but if you speak in their tongue, you can engage their attention (p26).

I really feel uncomfortable, not nice people at all, holding back their culture, feel racist they are, not exposed, or open-minded to be able to relate to foreigners (p15).

They conceive that we are trying to play with them you are away from home and supposed to feel at home, do not want to know there is no bank transaction, or no family support during difficult times, no care no empathy or sympathy (p19).

There were also small percentage out of 50% which defined “not nice” as either cunning or lazy people, not take anything seriously, just interested in having fun and dissipate time;

They are interested in copy and paste your homework or another day my car was broken, they charged me too much for the equipment (P30).

About locals’ perspectives aftermath due to establishing any contact in order to socialize or exchange their cultural aspect of their lives, results revealed that overwhelmingly up to 88% they had positive perception as they designated international students as friendly with especial referral to Nigerians as very much optimistic, positive folks in general. However, there a slight percentage 11% they were extreme in their notion and called out international students as arrogant due to having a strong currency back at home, so they think they can do whatever, they want to here, too relaxed as they are not groomed or slip into proper outfit, slipper’s wearer or conservative in regard to drinks as Cypriots are fond of coffee due to European influence but some of these nationalities are tea lovers.

Different research on social contact of international students with locals have manifested that most of the time, benefits of interaction with locals have not been assimilated in depth which leads to losing the opportunity of mastering more on socio-cultural exchange and the skill of rehearsing the local language and foreign language

(Furnham and Büchner,1982). In addition, other recent research such as New Zealand research by word & Masgoret (2004) justified rectification in any sort of social contact between internationals and locals would tap into higher academic achievement, better social and psychological results for the internationals. The results of all these studies seem to be underpinned by our study, since international interviewees in our study, they confessed the beneficial results due to building a social contact with locals.

As a matter of fact, the analyzed testimonies unleashed that there were four comprehensive channels which through them, international students could socialize and get involved in knowing the culture of the host. These channels introduced as; “academic channels, national holidays, cultural celebrations, and people around me”. In fact, 94% of internationals, asserted that people around me -approach was the most reliable way to get to know the locals. Interestingly, internet, knowing the language of locals, observation, socialization, food, dressing, music all were named under people around me- approach. Here, some testimonies have been cited;

Interesting culture, normal people live their lives, I love their food, music, dressing, festivals are beautiful, I learned about all by observation, participation and social contact through working in the restaurants, I did not like their food first as I am African but now missing their food since I am not working anymore (p14).

I have learned about their culture through local food eating, conversation, knowing a bit of language, and working in kitchens, cooking their local food (p18).

I really had hard time but through friend and colleagues, I got through it, learning a bit of language and visiting some places (p28).

Their culture interesting, smoking, drinking tea, eating kabab is everywhere, also learning about local dishes by tasting them and listening to local music as they turn it on in local restaurants, one aspect I love to patronize there (p32).

It seems based on students' testimonies there were undeniable equation between language and socio-cultural exchange as it was discoursed before, one of the products of language barrier was feeling unwelcome, racism, shortcomings in socialization and cultural familiarization with host, these factors are not just products of language illiteracy, they are antecedents or contributors to the magnification of the language barrier.

The rest of interviewees 44% they either employed academic as a channel to get to know the local culture as some locals were their lecturers or they had some courses such as media and communication which warranted local photography or information on the history of that local place or they named national holidays and cultural celebrations as ways to get acquainted with local culture and the societal aspect of their lives;

I like their orange festivals or other festivals which are announced by university or I was working in a travel agency and they said tomorrow would be a national holiday so I searched it online and schooled myself (p18).

However, there was paroral percentage 44% of those internationals, they were not eager to learn about local culture either due to compatibility with their own culture like Iranians or simply due to language difficulty their predilection was off to investigate the cultural or social aspect of locals.

Regarding locals' perspectives on ways which can get to know internationals' culture, unanimously, they all agreed that communication, conversation, dialogue is the best way to get another human being. However, for some of locals, communication was more effective , in the case was happening under the name of festivals, international nights , dinner parties, others cued at having courses or some books on cross- cultural

exchange between different communities, and there was also some percentage who credited observation the best plausible way to get acquainted with one another. Here, there are some recordings;

Dinner parties for international students, you can learn a lot about their food, music dressing... (p7).

I am an observer, love Libyan culture, they respect their eldest, I like Nigerian too, they do not smoke, laugh a lot and dancing as they are passing by, like Arabic people, their dresses, they smoke hookah, they love their friends, cook together, even Nigerian buy stuff together, go with friends ( p9).

Festivals help very much, you learn a lot, the way they get dressed, eat, greet... (p12).

I am a teacher, so books, subjects on culture as you teach them the English language, help very much (p6).

Different studies Berry et al.,1997; Belwitt7heaven,2004 and other scholars have proven that the rationale why internationals are eager to master the language of host is to deplete psychological aspect of lack of adjustment to the novel environment since difficulty in acclimatization to the new environment can create grave health outcomes such as tension, anxiety, depression, eating disorders, sleeplessness and others. The results of these studies make sense out of our results that why international interviewees have more predilection for more interactions with locals, since 69% of internationals they conceded that due to more interaction with locals, their ideas would get improved, would enhance their English and Turkish language in conversation, personal growth. Here, there are some comments;

I left my country to learn about new culture, meet new people, exposed to different culture and way of life (p15).

Others out of 69%, referred to more interaction as being fun, a way to build up network of friends and business counterparts in the future. Some of them (out of 69%) they pried benefit out of more interaction regarding academic obligations and responsibilities, while others cited more interactional benefit as a token of easier integration into host society and their culture.

However, there was 30% who did not seek any further interaction with host as either due to language barrier seemed to be frustrating or infeasible or they expected host to know English as English has been established as international language, or they asserted that they had no intention of dwelling on the island forever and as soon as academically they are done they will leave so did not seem any reason to pester themselves;

Always intended to have more interaction, but since they do not know English, I do not bother myself (p32).

I am living on campus in an international dorm so no interaction with local and seems cool to me (p39).

Older generation seems cooler, more eager to talk to you despite the language barrier than young ones, which I do not reach out to them, anyhow I do not want to stay here so what is the point of that (p28).

When it came to locals, their further interest to have more interaction with internationals, collectively hovered around the dogma of first, getting more fluent in English and second, further interaction would aid them not just know their culture of the international better, due to that knowledge also, they would find a way to collect more money as internationals are the source of income and migrate to island with high currency;

Of course, knowing them help Islanders to get the language better especially the young ones who are keen to master English, but for our eldest is the source of income more than English benefit (p1.).

It was intriguing to unearth which programs have been significantly involved in facilitation of social and cultural exchange between these two groups [locals and internationals]. From the international's point of view, by majority 54%, they admitted that they never participated in any social event or any program which would establish a better tie between them and locals and reconcile their differences. The rationale behind it , was either language barrier as they railed that either once before they attended and to their dismay the whole celebration was in Turkish which they did not grasp at all, or there was no one out there to translate or what is the point of celebration when you cannot feel it yourself and must rely on others' translations. Some out of this 54% vented their anger that despite they were international students and paying school's fees, but they had been treated like second-class citizen that even flyers or any notice would come to announce on some upcoming events all would get advertised in Turkish and used to be no translation, but now there would be one which pops up 10 minutes in delay expecting you to press the bottom to have translated form. They felt snubbed that there was no diversity in celebration either online or off-line as this interviewee cited;

Why I should participate in an event which does not celebrate my existence. (p29).

Others out of this 54% rationalized their absence to invest more time on study, soaking up the language instead of squandering on entertainment activities since their chief purpose to get over here had been academic purpose;

I do not want to participate in any of this, since my academic goal is my priority (p13).

On the contrary, there were 45% who did participate in different festivals such as; spring festival , music festival, strawberry festival, party nights, other types of social gatherings entailing; chess, billiard, tennis other sports competitions which all had been galvanized by the school and they were noticed by either school social media page or other associations.

In addition, they were some events which had been orchestrated by TRNC government and some of the internationals attended such as locally-oriented summer festivals;

Every summer, there is a festival, which locals solicit their hand-mad, or crafted handbags and other stuff (p23).

There were few also, talked about unrelated events which they joined and facilitated their socio-cultural ambition, as one interview said;

I participated in several events, which they were supposed to be handy for eldest, cook, clean their dishes sweep the floors, play games with them, was fun to me (p24).

Another interviewee said;

Bunches of us, go and see handicapped people, feed them, take care of them, stuff like that to facilitate our cultural exchange and get closer to them (p25).

However, there was a small percentage 11% they confessed that students' way of informing them on social activities is so skewed that most of the time they do not get informed or if there would be a piece of information as it was it would bubble up in

Turkish not English;

Which social events, I am just hearing from you, the circulation of information is so improper here in EMU, so I have no idea (p32).



On the contrary, the results revealed that locals were all gratified with the way, university was organizing social activity plans in order to help internationals and locals, mingle together.

As a matter of fact, all local interviewees threw their support and interest behind school organizations, such as “social activity center, international office, university face book and its other social platforms,” as very productive way to inform them on any socio-cultural activity which could bring locals and internationals closer together in order to get to know internationals better;

I think EMU has done a good job, as they have orchestrated so many activities, like Halloween, exhibitions, other leisure activities or international night attending with internationals (p3,).

I like internationals, because they are diligent, like to interact with them, especially activity during summer school or orientation day, like visiting some historic places, or some cultural activities in castle, are so good to do it altogether (p5,).

It is very much striking the significant gap in regard to diversity of programs which are supposed to help locals and internationals get facilitated in socio-cultural interaction, as locals all unanimously agreed, that all the deployed programs were enriched enough to strike a path of communication and socio-cultural exchange between them and internationals, especially learning from internationals more than teaching them. While, internationals, they were divided on this as some were reluctant to participate due to feeling of exclusion as a result of language barrier, or treasuring their time too much to get wasted, and the ones did participate seemed flattered but still, looking for more inclusion and diversity.

Since our study concentrated on sorts of contacts , how these sorts of contact were taking place, through what channels and how much these deployed channels were relevant to create productive contact between locals and internationals, therefore, the next pivotal theme was to gauge the temperature of the contact, in a simple term how good was the quality of the contact.

Surprisingly, despite 84% of international students confessed that due to language barrier, they could not interact properly with locals, but in general the quality of contact was rated high as 73% since, internationals depicted locals, in general as either “good or nice people”. Here there are some testimonies;

Generally good, positive outcome from my interaction, like social and academic advantage, learning more about their culture and language (p36).

Fine, more knowledgeable, everything is good (p35).

They respect you as you want to cross the street, if they hit a cat , they will stop in the middle of street and you will see that the whole street is on traffic jam because of that, respect rights very much, so I like them due to that (p34).

However, they were 27% which they grumbled that the quality of their content had been negative, as barrier of language played the key role here;

We do not socialize outside university, just confined to the academic environment, most I surround myself with internationals, I do not like to interact, they charge us more than others.... (p28).

On the contrary, when it came to locals and their perspective over their contact quality, those locals who were business owners they were divided as couple of them two or three argued that the personality of the nationality would warrant the quality of the contact as bluntly they singled out some nationality as coarse and arrogant versus

others like Iranians as open-minded or Nigerians as cool and clean, very much engaging.

While others, 58% scored the quality of contact as good, mediocre due to language imperfection, and just 8% had neutral opinion as they cited that they were highly selective in partnership, friendship.

Regarding contact frequency and the numbers of friends between locals, 84% of internationals reported that almost on the daily basis or very often they encounter locals, since either happens due to academic purposes, some special circumstance such as shopping or clinic or they encounter them since they are locals and this environment is their home town, so facing them very often should not be a deal breaker. Meanwhile, there was still 15% who pronounced that they have no significant contact with locals due to shrinking the size of their friends from local community as a result of language barrier or due to kind of introverted solitude personality as one said;

I am not open to interact, it is my personality, try to limit my contact with people as much as possible, eve in university regarding academia I am not extroverted in group works and other stuff (p29).

The same response and reason stemmed from locals' contact frequency with internationals, as 83% they maintained very often or frequent contact due to either being a local student so academia was the rationale, being a teacher in school or due to being a local business owner which in this case, a bank agent a taxi driver or a middle man estate agent were strong reasons to justify the frequent contact with internationals as such occupations are supposed to take care some certain needs as a sojourner in the foreign environment.

However, there was still 16% who the frequency of their contact was so low due to special circumstance, as one said “as a local I just see internationals in festivals” (p9).

As we have noticed in our study, frequency of contact, no matter how much challenging due to language barrier, still was effective enough to quell the cycle of feeling unwelcome, racism, and rekindle a channel of inter-cultural and inter-societal exchange, getting to know each other better and breaking down the barriers of being alien, such results were reinforced by retrospective literatures such as; Stephan 1992 and others.

Regarding the numbers of locals as friends, international interviewees were specific, therefore the number started from one or two as minimum to maximum of a lot, which couple of students for them the meaning of a lot was hovering around 10 individuals as their local friends. In this study, it was noticed that the reason of such prosperous relationship was either academic, business or leisure activity;

I have got 10 friends, meet them either in school or in cafeteria, restaurants, social networking, what’s app ... very strong to maintain our friendship (p37).

I think I have up to four of them. I meet them at times, once in a week, once in two weeks. It varies; if am chanced, we go out, go to restaurants to eat and chat and discuss about life. Sometimes I do go to the school premises to meet them. we stay in the school dormitory; we talk and stuff like that. (p38,)

10 or more and we meet through social media. (p39).

Meanwhile, the diversity and scope of friending internationals from locals’ perspective was even broader, since the local interviewees, they acknowledged that they had friends from diverse communities of Iranians, Nigerians, Azerbaijanis, and

Arab community, even Turks from Republic of Turkey was entertained as international community despite sharing the same language and flag. Here, the rationale behind such diversity and extent was the business of locals which was in explicit contact with internationals.

Since, this study was concentrating on the impact of contact on socialization and cross-cultural exchange between host and guest therefore, it was quite flattering to know which aspect of either side culture was interesting to another side. In general, 79% of interviewees, both nationals and internationals found the dressing style, food, music, the lyric and the tone of the language of another side in this case especially Nigerians, seem to be flattering. While, 20% who had no comment since there was no incompatibility between their culture versus local culture. This percentage overwhelmingly dominated by Iranians as they purported that except smoking part and drinking alcohol, other facets of Cypriot culture have infiltrated in their culture, yet, to couple of them Turkish music as it is the official music in Cyprus north, was resonating with them.

In regard to internationals, they found some certain traits in locals which make them and their culture interesting encompassing; the way they deal with their kids, girls wear their natural hair, or being respectful of other cultures since in this study, Nigerian community adored and appreciated the way their food, music, skin color, their pidgin language, the way of life in general was celebrated and revered by Cypriot locals.

They really love our accent, the way I speak, in pidgin, our skin, food, music, I have got even a girl and she want to know more (p25).

Other Nigerians as internationals, they highlighted that locals cherished our natural hair, traditional garments and whatever embodies African culture;

You get surprise when you find out how much they go far to learn about your culture and way of life (p28).

In our study we realized that from the perspective of internationals, local culture secured these flattering personality attributes, entailing; “savvy, respect for each other as locals and respectful to other cultures, overwhelmingly supportive of each other as locals, adoptive, patient, considerate and caring”. In addition to, internationals asserted that when it comes to societal aspect of locals, few adored their music, food, their ancient culture, traditional clothes, cuisines, the way their girl wear their natural hair and the way Cypriots treat animals and deal with their kids;

They love south African food, our culture, music, accent skin color, natural hair, they respect us in this regard (p22).

I like to learn more about Cypriot and Greek culture, at least getting back 300 to 500 years before (p29).

However, when it came to cultural and identity challenges, which international students faced in the host community, the whole narrative got changed as, 74% of internationals they really found some certain aspects of Cypriots life challenging to embrace or accommodate. Factors entailing; “smoking culture, being too loud when it is not necessary, too many bars and restaurants more than seats and people, into eating and drinking too much, kissing on the cheek, music culture, food and language, presence of Ramadan and some certain Islamic thoughts such as double standard for women versus me, their summer dressing style especially on the beach, look at foreigners [Nigerians] as money bag, inflexibility in their female genders’ attitude to foreigners regardless of foreign gender. Here, there are some testimonies;

I hated that kind of food they eat, but now I am adopted, their females very strict with foreigners, native attitude, their males more flexible and welcoming (p34).

Their smoking culture is really annoying (p32).

I do not know, it is their culture or religion, they have this notion that women must be reserved but men can do whatever they want to (p29).

They see you as bag of money, if they see you a NIGERIAN wearing a gold chain, they just want to soak you they just increase the price, if you want to buy electronic or other appliances, food... (p27).

Do not like, their food, watery food, dressing music, challenging to adapt, they smoke even their women, back in Nigeria is not the case, old women wear bikini on the beach so disgraceful, not in my cultural norm (p24).

However, 20% either they did not have any cultural societal challenge because there was no difference with their home culture or they did not care or got used to.

The interview results revealed that 41% of interviewees in general, confessed there was no what-so-ever socio-cultural activity from locals which could convene them together, however, there were individuals who maintained that Cypriot music[ 2 out of 39], Cypriot food[1 out of 39], Cypriot wedding[2 out of 39], festivals [13 out of 39], dance and welcoming attitudes of Cypriots [5 out of 39] might be entertaining socio-cultural activities which can impact the percentage of internationals' participation in Cypriot socio-cultural exchange;

Their wedding quite interesting, peaceful and beautiful, not the same wedding we have back in Nigeria, too noisy and loud (p23).

I am quite into festivals, color festival s.th which participated last year, spring festivals, Halloween, or other events celebrate by university it is a way to influence us, somehow (p20).

However, when it came to the most influential socio-cultural factor from host community on the daily life of international sojourners, there were varied elements , named which all unanimously, categorized under “ changed life-style or changed mindset on life” since, participants talked about influential elements such as; dressing style for women, smoking, open relationship and allowed to express love and emotions to other opposite significant in public, freedom, drinking coffee and tea, finding a sweet teeth, confident in your own local language, local way of life, being simple, take it easy, late night life, giving and helping and finally becoming more hardworking due to British education system here. Here, there are some testimonies;

You can get late at night at 1:00Am, get coffee or other stuff at 2:00 Am, you have night life, I enjoy that (p26).

I smoke more than before as it is allowed here, now I drink coffee or tea most of the time, I found sweet teeth as Cypriots love sweet stuff (p15).

You can show affection, love to your boy or girl friend, in public on one will judge you, freedom here, you can still be Nigerian woman but wearing a different dressing style, same reiterated by Iranians. (p35).

Since in this study, the pivot of contact was established up on language, therefore, the researcher found striking to know how much internationals who overwhelmingly called locals' language as barrier to socialization and integration, would entertain knowledge over the local language as compulsory. 79% of internationals they voted yes to the notion of learning Turkish as compulsory as few believed that even before getting over here the international had to know the language in order to ease the stressor of translocation, while others, it is the job of university and authorities to provide free classes as mandatory to master the local language as they did credit,



familiarization with the language would facilitate their engagement with local community specifically when it comes to taking care of their customary needs such as purchasing groceries or other shopping, in addition, it would be handing when they are digging for a job, since one interview said;

We are in tourism industry, we know a lot about the job, so we can serve better but due to language barrier they would not dole you the job, so they must teach us the language to facilitate the life affairs here (p18).

Others said;

It is better to organize a program to teach international students Turkish, it will help a lot a proper way to communicate with citizens (p13).

However, others 29% disapproved of such notion as they believed in general mastering a language should not be forced on a nation , due to freedom of choice, they believed in the case it gets compulsory, people will lose their interest to learn the language nor would come to the island for academic purposes. This group believed since students are here for academia, the language of academia is English as international language and by majority they would fly back home as soon as they are achieved the objective, therefore, coercing them to learn the language is a futile task unless for those who intend to stay here to work or get citizenship.

Interestingly, from local points of views, those locals who were business owners and participated in this study, they strongly dissented to the construct of compulsory Turkish learning as they believed Cyprus was popular due to its international hub status, in addition, they believed that it would ravage the image of the island since they wanted students to travel back in the future to the island with their extended families in the future. They believed Turkish is not international language so why it had to get

compulsory nor they credited the idea that because westerners impose their language as mandatory so they are doing it right and they must follow the suit;

No should not be compulsory, there are however some non-elective courses in Turkish, internationals can take those courses but must pay, mandatory is a western idea, it is not for Cypriots (p5).

Not compulsory, optional, we want people to have good memory of here (p1).

Meanwhile, among locals there were local students which they believed compulsory would be beneficial since they can interact with internationals through their own language, especially finding a job will become easier for those who are struggling financially.

To conclude, since language barrier has been the cornerstone of all paralyses or complication in regard to social contact, socialization, humanization, cross-cultural appreciation, integration and assimilation between different parties especially between host and guest, the results of our study also, revealed and braced the previous studies that language barrier had a substantial impact on all these antecedents , and intensity of socio-cultural appreciation and development between different parties could be warranted through intensity of communication in comprehensive language. As a matter of fact, strong majority of participants approximately 94% concluded this fact that whatever we interact more, we learn and teach more as some said;

How you can measure the quality of one's culture, if they do not expose their minds and sensitivities to you through communicating appreciating tongue. (p4).

In addition, they believed due to interaction in understandable language they can have positive impact on each other's life since, internationals can teach locals English and better acceptance of outside world as Cypriots women and young ones are very much

inclusive reserved and inflexible, rather narrow-minded or have the fear of foreign interference and twisted change in their virginity of their culture, so language barrier eradication can bridge or rather fix that gap, in return, internationals can learn locals' simplicity, easy-going attitude, inclusivity and supportive spirit, confidence in their locality. Bottom line, interaction in one another language can expose the settled attributes of its culture such as spoken language in the culture, accepted marriage, accepted dressing, food, music in a unique way an experience which can get accomplished just by human interaction.

## Chapter 5

### DISCUSSION AND CONCLUSION

#### 5.1 Discussion

Authors have investigated the possible social-cultural effects on locals of Famagusta where statements were obtained from the locals and the international students. Furthermore, we can see how the level of social, cultural and overall lifestyle taking place through interactions have been diminished due to language barrier between the locals and the international community here in Famagusta. It is possible to say that, through analysis and comments of locals one can realize how important educational tourists are in the case of Famagusta. Respondents are generally open-minded to the positive things that the international students have brought to this city and country and they include different languages, different foods, fashion items, and overall lifestyle differences that are beneficial for the development of multiculturalism and social advancements to occur but disappointed with the level of social and cultural exchange that occurs between them the locals and the international students.

For exemplifications, past studies mentioned one of the benefits of having an educational tourism focus city is the level of language learning possibilities for its locals. Similarly, one of the respondents have said that;

Yes, like language like when I start to have my international friends, I started to learn new words I start to learn the language although I can speak in English but I want to learn their own language. And music like we local students we listen to different kind of music. (p7),

Another also said that;

My English language has improved my dressing skills have improved as well. For example, as a citizen, I have tried different type of international food and it has improved my taste in food, so my eating habit has been improved as well as the way of dressing. Also, the kinds of music I now listen to are so broad like I listen to Nigerian songs and Cameroon songs. Also, my interest in sports has increased because of international students. So, they have greatly impacted my life in these ways, also they affected our speaking style like Nigerian students that speak broken English. (p1).

The locals have a tendency to duplicate the style of international students and as result, can change themselves (Dogan, 1989). Like a respondent also said;

Yes, the more I interact with international students the more they change my social life, makes me have open mind about things like dressing, their music, the way they dress. So yes, the more intensity of interaction with international students has change my social lifestyle. (p3).

To support, answers given by the members of this community Famagusta both locals and international have foretold points that were seen relevant by authors of current research. In that, the locals and some international students believed that the lifestyle are opposite to each other traditional values. For e.g. the social identity of smoking by the locals. Few respondents indicated their dislike for that kind of cultural factor, some also said their urge to smoke started the moment they arrived on this island which is a negative factor for them.

From a different perspective, respondents also mentioned that the main cause of low interactions which hinders the in-depth social and cultural exchange like relationship and marriage with the each other boils down to the inability to speak and understand each other's languages. From a common point of view, the members of the society have all agreed that problems can be stopped easily if the local authorities and the

universities worked on them by either making it compulsory for international students to learn the local language when they arrive in this country; A respondent said;

Of course, language should be made compulsory what can university do in this case, they can provide some Turkish courses amongst the regular courses because every student will need to take some Turkish courses during their academical process however this should be constant, this course should be free for the students. For me we cannot force students to learn Turkish language but for me most them want to remain in Cyprus, most of them don't want to go back to their home countries I think as a university they should provide some courses free of charge and This course should be constant. (p4).

another also said;

If you want to work here or if you want to interact with the locals, it should be compulsory but if you want to communicate with them in good quality of communication, they should learn their language. So, I think it should be made compulsory for those who wants to continue living here and working here. (p11).

As for governmental side of the coin, there are many examples of people coming to Cyprus under student visas but would want to stay back after their studies but due to the laws and policies in this country they can't achieve that. That also plays an role in the hinderance of social and cultural exchange through interactions because the international students feel they are not welcomed because once they are done with their studies they are made to leave the country or stay illegally unlike other countries that offer post graduate jobs for those who will like to stay back. Furthermore, the government of this country can create other viable options for students who studied here and wish to stay back and work or live as law abiding residents of this country. Universities should also create a form of job employment offer for students who wish to stay back or nationalise in this country, these key policies can help create mutual comfortable interactions between the locals and international students because they would get to feel welcomed and be able to interact more and exchange social and

cultural values which helps grow a country with different diversity and human potentials from all walks of life like countries in North America.

## **5.2 Conclusion**

The aim of our study is to present the research findings where the relevant information would be shared with other respected academics and researchers on a global basis. Findings of the study show a merge of social and cultural impacts through interactions and as a result, the social and cultural impacts are so much related. Through this understanding, it is possible to realize how important the role of educational tourism is for the city of Famagusta. The results of this book showed how social and cultural personalities and its benefits can be shared through interactions among international and local citizens.

## **5.3 Implications**

Creating educational tourism-related activities by involving host community members for the means of amusement and service offering in the area (conferences, seminars, congress, public lectures and etc.) would go a long way to foster series of socio-cultural interactions among the locals and the international students.

In a socio-cultural perspective, local governments may organize several tours on yearly basis for international students to visit some villages to empower positive influence which may also aid the host community members and educational tourists to get together and further improve their interactions and relation on a medium of understanding thereby having more interactions and exchanging social and cultural values and benefits like one of the respondent suggested.

Government bodies and the universities can create policies and post graduate jobs that can give those international students who wishes to stay back and nationalize here without staying illegal, this will give them an comfortable sense of belonging and thereby be able to interact more with the locals and in that process exchange social and cultural values among each other creating an rich diverse country.

#### **5.4 Limitations**

The limitation of this study is namely:

- Shortage of time
- Language barrier
- Focus on host community with constant contact with the international students.
- Focusing on Famagusta alone.
- The current Corona virus global pandemic

#### **5.5 Future Studies**

Giving how tourism is changing with and the rest of the world, it is important to provide updated knowledge of educational tourism where the point of such research should include the so-called elaborative means of research in the locations and field area/s they focus on. It is important to know the continuous educational movement and stay up to date about educational tourism as it is taking place in the world and researchers should keep contributing on cornerstones of the society such as educational tourism and its effects on communities and tourists.

For future studies, impacts of educational tourism may be researched as a whole and may focus how tourists are affected from educational tourism and by the host community. Also, research can be done on ways to achieve high level of interaction



that can enhance the exchange of social and cultural values among the host community and the international students.

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## **APPENDICES**

## **Appendix A: The Local Citizens Questions and Responses from all the Respondents**

1. What are some barriers to contact between domestic and international students?

P1: “Uhm, there is a lot of barriers; firstly, the foreign students pay a lot of money other than the local students. For example basically, local people doesn’t know English, first when foreign student came here, the local people were shocked because they don’t know English so first barrier is language, second for me is the exchange because uhm you know local people see foreign students as like bank because for example, the Cypriot, and I’m giving money to this university small price, small money but the foreign students are giving a lot of money to the university, to the department to register your department, master, PhD, thesis. Second barrier is the exchange rate and the university management or the rector office raise the registration fee and this is also a barrier for me. So, the fees and exchange rate are a barrier. The third is I think, some foreign students came here without Uhm I don’t want to say this but some students when they come here, they don’t have a lot of money so they need to find jobs and they start to find jobs but only few students find jobs and these jobs are petty jobs. This joblessness of foreign students is a barrier for me. The 4<sup>th</sup> barrier is recognition of this country because this country is not recognized by the international organization only recognized by turkey for example, I have a friend from Nigeria in my department she asked me to send a post to Nigeria, she tried to send a package to Nigeria but she couldn’t send her package so she asked me to send the package to the other side of Cyprus I have both ID of the both Cyprus so recognition of the country is a barrier for me and other international students.”

P2: “In the past it was a big problem but now the language is barrier because the university basically lectures with English. So, they find the language as a huge barrier. Also, some are rude to approach like the Arabic so it depends on the nationality of the international students.”

P3: “In total experience the barrier is usually language even though I speak and understand English, but sometimes they don’t understand what I’m trying to say or express myself.”

P4: “In my point of view, one of the most important barrier that indigenous people is the working hours, because people basically are working 8 hours in a day, I mean week days but the weekend actually is a good chance for them to interact with the international students, of course who can create this opportunity for interactions of course the institutions, for example universities can help some organizations such as tourism base for architectures for example architecture faculty they prepare days to meet with international students and domestic students. We have tourism days in our faculty for example which is going to held in summer in August, I guess. So, no, there's no barriers of course definitely because Cyprus people are open to meet with international students in my point of view.”

P5: “Well, they lies a language barrier for sure because most of the students are not been natively born into the language themselves and having trouble trying in this aspect of language, that also goes all the way into the way they vocabularies actions they are taking, for instance students are using certain biblical vocabulary which they have learnt and they have get used to especially issues like when it comes to having a talk in a cafe or mall I will say that the second issue rely to the cultural aspect were

some of the body action are being crafted through culture some of the notions let's say Chinese people do are causing concern when they do want to ask a question instead of raising their fingers they raise their face or they have open hands which in my culture is taken as a way of insult or rather as a way of showing aggression and when such motives boldly and verbally come together we come to the conclusion of we have certain barriers in communication and while we may not be too hostile we choose not to get in communication to just make sure we eradicate the given concerns given that they're Mediterranean's and we're nice folks we choose not to communicate in general which is a huge barrier. “

P6: “So from my perspective as a teacher we have got international students and in other institutions when I teach them like I teach them in class and I realize that they feel a little bit extremized in class like for example they don't have too much contact with a lot of students here so because they have their own friends they just want to mingle with them and I try my best to hello them like to mingle with them let's say some local students feel different and this is more predominant problem here in the institutions but I don't want to categorize all the international students who don't mingle with local students but we have some students here, international students they mingle will the local student and in the same questions what sort of contact do domestic students have when mingling with international students, I work at international summer School and we have students from Russia and they just come to school for two or three weeks in my class we have some Cyprus students and some Cypriot students they want to improve their English so they try to speak with the international students because the international students their language is really good so they try to learn from each other, this is where you get to see the local students have contact with

the international students, this was really good and we can consider this as an advantage for local students as well.”

P7: “For me there's no some specific problem, but for domestic and international students maybe their language to communicate with them is Luke maybe one of the problem like many students in here they have already friends they have companies before they come to the University so when they come they continue their friendship here so they don't actually or maybe they don't want to make new friends or they have already enough friends.”

P8: “They speak English, I hear them a little, the problem is hearing and understanding them. Is not much.”

P9: “They speak English most of them. There’s not much better English because most of them they come from London and they speak English. Its island small Island this one. They encourage the welcoming of everyone. Because there’s no problems whatsoever”

P10: “There’s none for me. No barriers for me. After high school I went to the EMU to study; Prep school. While in prep school I met a lot of different cultures and students. at that time, I want to expand my knowledge and my character. When you get to the root of the problem you find people don’t understand each other because of the language barrier. People prejudge people. Cyprus also is not exposed to the world.”

P11: “What they tell me when I get into taxi driving, when I met a Nigerian or other different country people, they say there’s English barrier; We cannot tell them our

needs, what the thing is about, they say this is the price...what the thing is about... just pay this. Of course, there's English barrier. They don't understand each other much. And the students they just buy their stuff and go back home and relax with friends. Mainly they've got their local friends, if they are Syrian, they've got Syrian friends, if they are Nigerians, they've got Nigerian friends."

P12: "Yes, the culture is the big barrier because for us the culture is a bit different but they can be interactions with each other but the culture is a barrier."

## 2. What sort of contacts do domestic students have with international students?

P1: "Generally, their department generally the local people, the local students, the Cypriot people in the university eh contact the International student in their departments like classroom mates also friendship basically friendship. Secondly the restaurant and hotels because international students work in restaurants as waiters at hotels as house keepers and receptionist that is also where the local people can contact the international students in these places."

P2: "Generally, the university contacts and classroom contacts, thereby having a friendly contact with each other. Generally, classmates and dormitory mates which is basically the sort of contacts with the local students and international students."

P3: "Mostly friendship and classmates because I school here in Famagusta. I do have some as neighbor and we are friendly in terms of communication."

P4: "I have some friends who own shops and organizations actually they're very close to international students for example my Cyprus friends who has a restaurant and most of them their customers are international students, so actually it shows that there is no any barrier between these two students, is more than just friends".

P5: "Well given that this is a small country and we been from the island we allowed international students. Most of I will say lies to average group, we throw balls and pops for nonalcoholic lovers except for the university itself, for locals and the students are all international crowd together."

P6: "In classes, we are classmates."

P7: "When I'm driving to work, or somewhere far, if they stop me on the way, I always take them to the school or wherever they want to go. I have international customers so it's basically business interactions and business contacts."

P8: "Of course, I have lots of contacts especially from the schools sometimes I call them and talk to them."

P9: "A lot of contacts. A lot of Nigerian friend students from Africa specially from Abuja, Lagos. I have maybe 800 contacts. I have middle east about, 700 easy contacts, Iranians, Moroccans, Azerbaijan, few Russians, Cameroun. Due to the business I do which is taxi driver, they call me and I just go and pick them up. If they need other things, they just ask me like where can I get blender etc. I will help them search for it and help me find where to buy it. Even at midnight they call me, I help them because it's more of a business contact."



P10: “The main contact of course is trading, and you know Cyprus they work here so this is the main contact we have here. So, it’s basically classmates and coworkers.”

P11: “When I was a student, we have a lot of international students in our lectures; so, during our projects or lectures, in other activities like cultural, we have some interactions with them. Now that am an instructor, I still have them as students in the university.”

**3.** What notion or perceptions of international students do domestic students have after interacting with them in college?

P1: “Ha, Uhm its quite a difficult question, first the Turkish people we see them like us, but don’t wrong me, the Nigerian students or the Arab students is quite so far from us but I don’t know why but we can contact the Turkish people with our language because we use same language and we have same culture but the foreign students for example, you are wearing not a shoe but what are you wearing? Slippers! But the Cypriot or Turkish people don’t wear slippers when going out but Nigerian students not all students wears slippers because they relax wearing slippers. Also, Arab students are little but arrogant. When they come here, they bring money here and they think they can do anything they want because they think they spend their money here. So, I find the Arab student’s arrogance and, we have small issue with the Turkish peopled. We Cypriots drink coffee while Turkish people drink tea. Another thing is the idea because some of the Turkish students come from the conservative side of Turkey and they are not exposed or open idea with the Cypriot people who are exposed.”

P2: “Generally, it’s a positive notion after interacting with international students, because international students seem friendly. Some of these notions seems negative in nature all depend on the international student personality, for me, I like and have huge positive notion of African students so 90% positive perceptions of international student. While I have negative notion on those international students involve in crimes and bad behaviors.”

P3: “My notions all depends on the personality of the person. But mostly African students are good. But I cannot generalize them all. Most African students are nice and are associable.”

P4: “My point of view I mean whenever I meet persons especially who is coming from let's say Africa because I'm not familiar with their culture, first of all I'm trying to grabs their culture and come to understand their culture to be able to know them well, of course personally I have a lot of African students because to me they're very friendly I mean a friend who is like my brother and our relationship is very good so in my personal view there's no negative feelings towards that, my perception is positive towards that.”

P5: “From our prospective the world is going towards technology and language and is interchangeably important so therefore a Nigerian is able to speak in a beautiful assent towards other generation of kids and cousins or even friends is an amazing opportunity because it is roles us into international prospective which is the case for certain factor because we're not very industrialized except for education so the more we learn about spirituality, knowledge, science, and whatever it is about their culture the more lucky and opportunity wise we feel.”

P6: “Honestly to be blunt, I like to teach the international students because I’m an English teacher when I teach them in class they speak English when I teach local students they try to speak in their mother tongue this is demotivating for me like sometimes I lost my accents and everything but with the international students this is easy for me because I like teaching them academic English and they understand, honestly I don't want to separate from their local students because local students they like to speak in their mother tongue cos they feel comfortable when they speak but in this country because it's a known English speaking country we have to, because if don't speak their mother tongue probably they will go complaining but with the international students this is not possible because you speak English with them and I feel motivated.”

P7: “For me I mainly want to introduce my country, like my place, our culture because they are new in here and they want to know what's going on in Famagusta. They're not shy to talk with domestic students and like you said they're friendly they like to help or get a help.”

P8: “One time I went, for a cultural meeting for the cultural students at the EMU, I went for the conference, it was hard to live among the food, people are talking to each other, getting together and talking, I have seen that. From Nigeria, African people came to study some have kids. I loved the kids; I went to play Ludo with them. So, in general I have a good perception of the international students... For e.g., one time I was driving towards somewhere, far distance, someone, Lady from Nigeria. You know, how to stop? And I stopped and said come in. she came in and asked why take me, why take a Nigerian? And I said why not, we’re all humans serving one God. You are also a student, so why not take you. She was very happy.”

P9: “What people think about foreign student in Cyprus in general. One is the rich part the other is the poor part. Also, in the past, in the news African students what you see in the news or newspapers is that Africans they mafia, drug sellers but if it involves the locals, they will cover up but from Africa they will show it to the world.”

P10: “What I see, they just came here. They’re very happy with their study. They say, “I love EMU”, “I love the lecturers how they teach me and I learn a lot of things in this Island”. What I see is just the education side of the students. I see most of them as good student, they’re very perfect especially Nigerians, I love them so much because they are very positive, they strike people; if they like me, they like me.”

P11: “You know for example this faculty; the faculty is full of international students there so mostly is notion and conception about them. So, I have a good perception of them because of their language, I can understand their culture and behavior so it may not be a barrier for me because I know their local life. But maybe other local citizens may not understand this because they are not near to them as much as me.”

P12: “When you face different students, from different country you can be family, you can face new culture, new languages. So, different attitudes, different behavior and some think they just faced us first time. So, I can’t generalize internationally because of different cultures. This is because, when you see this country, you have students from all around the globe, you cannot find this kind of international student you know to other countries because you cannot find a student from Asia, from Europe even from Arab countries... you know Africans. Multicultural persons.”

4. How are domestic students learning about other cultures by their interactions with international students?

P1: "For example, I can ask about your culture, when we make friends with international student, we can ask the international students about their culture and they can learn by asking questions. Also, for the Arabic students, Friday is holiday for the Muslim Arabic students while the Christians holiday is on Sunday both the Cypriot and local students must not do that."

P2: "During communications, I learnt about international student culture. Like the way they dress, their food, music texture and marriages events. if the student's extroverts and easy to approach."

P3: "Through chatting over lunch, in classes, also during group work. Basically, ask them anything I want to know about their culture."

P4: "Actually in this case I will say that our community doesn't know a lot about international students culture what is the problem here is that as a university we do not represent our students cultures to the society although they are holding some international nights in for example our Congress center, there's no accessibility for locals to go there so what can be the remedy for this issues, they can hold this all cultural events in the Central of the Famagusta as such place as Famagusta city and Thierry tourism department are doing it twice a year, however other institutions or other faculties can also help this international events for the communities and indigenous people close by, get them together and make them be familiar to this international students culture."

P5: “Well mostly our lecturer are talking about the importance of internationalism, and I have been in the industry for some time, I have learnt that through the positive forms they're the best very nice they're very good with the way they approach you and most importantly they're hungry for mutual friendship so the way we learn about them is mostly positive however given that I'm in the gender holder of a male I cannot say the same for females because on their own cases females feel that aggression or rather in terms of sexual approach there are some negative happening to them not just by the local host male but also by international students.”

P6: “As a teacher, in class we have some Arabic students and Cypriot students, students from turkey and when we have a group project like sometimes in class I pair them with the international students and let's say the topic is culture and in the book we have some questions, like what do you learn about other cultures and they will chat with each other and learn from each other as well, to be able to learn other cultures the best place is in class. In our book we have some topics about culture. And in class when I teach English, I put them into groups and they learn from each other.”

P7: “Actually, we don't have much activities in school to show them our cultures but they're a lot of things and activities they do like in there's a restaurant near to salami's road they are doing this dinner parties for international students. We learn by their dressing their food their music. They are friendly and welcoming so they welcome us and teach us about them.”

P8: “I've been to many places, Germany, Holland, Kirgizstan; Russian area, Balkan island. So, in general, I have travelled a lot and I'm interested in the international

students' cultures. During their holidays and cultural events, I get to attend them if I'm free from work."

P9: "Every culture, different cultures everywhere. If you look at other countries' education, they are backwards. Here in Cyprus, they think they are knowledgeable but they are not. Only freedom we have. If it's in the little things, we think we know everything. I love the Libyan cultures; I see the way they are very respectable to their parents. I also see African students as respectable student, they don't smoke like others, they love to laugh sometimes, you see them dancing where they are going."

P10: "Their dresses, the Arabic people they smoke uh... shisha. Most of them they love their friends they cook together even Nigerians they buy some stuff; they go with their friends."

P11: "Through my interactions with them in class and at work because I have international students as course mates and coworkers. I have also dated an international student and I learnt a lot about her culture."

P12: "Two or three years ago, we had a lot of festival, a lot of activities in EMU university. So, we had different activity from different culture and country. When you face to some of them it's will be sweet for you and sometimes you can learn some words from different country. How to tell greeting together...very interesting things to learn."

**5.** Do domestic students want more interactions with international students?

P1: “Yes, firstly learn English and your language. I want to practice my English and, I want to learn about new people’s behavior because there are a lot of people in the world with different behaviors attitude, different society and I can only do that through international students. But if you ask this to the local adult people in Cypriot, they answer you in this way that they love to learn about other cultures but it would be hard for them to communicate since most of them don’t speak or understand English.”

P2: “Depends on the international student’s personality but yes most local citizen or students want more interaction with international students that way they improve their English-speaking language as well as way of life in general.”

P3: “Yes, I want to, why not? I want to be diverse learn from each other and be able to have open view about so many things.”

P4: “Actually, depends on their personal views, some of them are blur some of them are open their cultures, I will say it depends on the person, my personal point of view, I’m always open to know new cultures.”

P5: “The whole idea behind university education here is to mention that happens so the students that are in universities are always looking into an opportunity to take English base education for granted because once they're done they wish to go abroad and the best thing to have in a case where you are preparing for yourself after few years is within to help this people we would come to you talk to you and bring in the line of issues we share with you possible opportunities, know how about their countries.”



P6: “Yes because you know, as I said to you before some students they come to me especially for local students "Teacher I want to speak English" My friend he has a girlfriend from another country, they speak English and my friend improved his English, I said if I do the same thing because is good to find a friend who speak English I think yes we need international students because they local students that learn a lot of things from them. Especially the language which is very important, I guess.”

P7: “Yes, I would like to, like most of my friends they're international I get closer to them you know here is so small and everyone knows each other but in like to know new people new culture.”

P8: “Yes.”

P9: “Of course, I will want that. We leaving in an international community if not the corona virus we should not separate ourselves.”

P10: “I'd love to. Because school time I'm very busy due to the nature of my job. They say come to my home; I want to offer you drink. One time I went to coffee, special Charles from Nigeria, I went to coffee twice with him, he got a flash for me for Nigerian music. I will never forget that, but in general yes of course I want more interactions when I'm working with them and not.”

P11: “They mostly stay in the campus and around the campus so the main contact with them are in the campus or around the campus so they are not with the domestic all the time, but sure, we need to learn from each other because I don't know how many countries have you being before coming here but the Cyrus is different because the

number of international students is really high, this is good for the local because they can learn all culture around the world and interact with them. So is yes.”

P12: “It can be new experience. You know learn basic things from other countries.”

6. How are domestic students participating in program that facilitates social interaction between domestic and international students? In what program do they participate in? How did they learn about the them?

P1: “Yes, I find it interesting because it’s about meeting new people because you can easily find international students in these programs or some organizations in the university or the local community and we can meet each other in this organization or community and it’s useful for us why because we can meet and learn about these international students culture. We generally find this social program from the university websites or the local community websites or Facebook or other social media and we attend knowing that we get to meet international students that way exposing our country to the international world or students.”

P2: “Like orientation days, cultural days like Halloween, local students tend to interact with international students. They get to learn about these programs and main events through the university social activity Centre, while the local students also attend international student’s cultural events in the city of the university.”

P3: “They are mostly activities organized in the university like Emu Spring fest, Halloween and Exhibition show. Also, during orientation days, we tend to visit the city with international student, we do get to dab and party together.”

P4: “As I told you government also can play a big role here because Cyprus is a student island and the values of this potentials, government actually can create some events, they can for example collect all the students and let them too express their cultures to the domestic students as well as community.”

P5: “Mostly I'm going to be referring to the leisure activities, the once we're not enforced to have because of education because in that case we're well too focused on our program so we even forget about our host friends so in that regards we do meet through festivals like spring Festivals like emu festivals and so and fortunately most of this festivities are based on the local language or rather Turkish language which is a different country with different cultural clashes and similarities so in that regard when we do have clubbing or when we have things like special night out program like summer parties and so on or rave as they call it or Halloween which will be happening in few days we see that as a golden opportunity makes them break for the semester. I got to know about this cultural activities through the religious holidays that the soul called Christians have because we're more into a totally international crowd rather than a singular one I may say that we learn about Easter, we learn about Christmas, we learn about Halloween and so on and on and this are the main point of approach and how we learn about this is when we get new classmate we introduce ourselves directly because we're individuals very friendly and through that interaction we ask them weather or not they have an upcoming events, which they let us know on daily basis. Truthfully, we feel lucky.”

P6: “In our school, we have some activities for all students they come together, we had some activities last year we had topic speaking class like some international and domestic students they come together, they mingle with each other also we have some

activities like outdoor activities especially summer School, in summer school we have some activities for international and local students they go to historic place so they come together I guess.”

P7: “We like to be seen with international students, because they're hard working.”

P8: “Yes, I love them. Participated in international cultural activities that was conducted in castle, also in food and tourism programs where international students come and display their cultural foods.”

P9: “I have also, because of the union organization. I have also done activities and I have done it nicely and so much benefits out of it. Only thing is they don't talk about much religions during these gatherings. I've never heard any problems with it. I have participated in international programs that was conducted in royal palace, the creek, they came to the other side and there were contacts with international students too.”

P10: “I'll tell you the truth, I see a lot of activities which is like a Lebanese night, Nigerian night; Wizkid came last time. As a worker, I must work but I got like 5, 10 mins, I just got there. Partying like this. They always call me.”

P11: “We can go and learn sports like football and basketball together with each other. All kinds of entertainment.”

P12: “When you go to their cultural activities, you'd like to participate with them to more understand them and you can catch some new information and you can learn many things. Most of the international cultural events I've attended them because I

worked as an international center officer, so I attend most of them, different cultures from different countries.”

7. What is the quality of contact between international and local students?

P1: “As I told you, half of the foreign students have good quality like you. Domestic students if I am to be realistic, I don't know how to answer the question because it's a bit confusing but when I saw you first time, I said to myself you are a cool guy from us, you are a bit exposed. I said to myself that this is my first time to experience or spend time with an international student and we understood each other so the quality of contact I had with you was or is a good quality of contact or interaction. But like I said earlier, most Arabic students I have had contact with are arrogant and the Cypriots can't see the Arabic people as us but the Iranians students are open minded and are different from Arabic students, so if I conclude this, the foreign students I can't judge all of them as one, all depends on the nationality of the student but mostly Africans are open minded unlike the Arabic people, we see them as difficult people. Like their eating culture, their hygiene, so we are closer to the black students.”

P2: “Not all of them in good quantity. All depends on their personality of the international students. So basically, good quality from African students like the Nigerian students while the bad quality mostly come from the Arabic student like Syrian and Jordan students as well as Russian students.”

P3: “Mostly a good quality but again they can improve and try improve the way they see us the local and be able to interact more with us.”

P4: "I think it is high because as I told you I have much international students as friends than the locals it shows that actually there shouldn't be any barrier for the local's relationship with international students, I have some friends for example one of them was from Nigeria so actually it shows quality high."

P5: "I will say neutral because as a small community we are highly selective about partnership, maybe a girlfriend, boyfriend or just a friend, I must say that as international people are diverse with their cultures the host communities also diverse in their understanding of those and seeing them to be positive or negative so I will answer that as a neutral, it depends."

P6: "You know this Cypriot people they are always cool they are friendly but they don't care too much things, they're lovely because their contacts with international students is okay, I guess. They like international students. Because Cyprus was colonized by the British Empire and the mentality of the Cypriot is a bit European that's why they have a good contact with international students."

P7: "Is good like I said I have friends who are international is good so that means the communication is good."

P8: "I love to talk to them but I have difficulty because of the English so it's hard for me to initiate contact."

P9: "I have a lot of contacts with other students but only one I have a good one. They've done a theatre program big one. From Palestine but lived in Jordan have a good relationship with them. If you have a dream you show it to them and write it down."

P10: "If they need me, I help them like doctors; they say I'm very bad in my stomach, I take them to a doctor in a private hospital, I go inside with them and introduce them to the doctor to check him up."

P11: "I think is good quality, every country student is interacting with each other more but in the campus, they don't mind that much, they know instantly it's each other as one in the campus."

P12: "It depends to you how to receive or how to catch them because some people come from education, they are different from the basic people, the normal people. So, you're a phase 2 academia or a phase 2 educative people so, the quality will increase with the normal people."

**8.** What is the frequency of contact between international and local students?

P1: "Uhm, not often I think, when I finish lessons in my department I contact and talk to them in classrooms so outside my classroom I barely have physical contact with international students but through social medias. But other Cypriots students contact foreign students at their job's environments and outside classroom but me not often."

P2: "Mostly in the campus area studying together in classrooms, classmates meet in group also in summer time it's very rare to communicate during summer but also."

P3: "As a personal contact in percentage 70%. Mostly in classrooms and in restaurants and bars. We interact more during group work in classes and shopping centers."

P4: “Again I'm going to give example from myself, like I will not say week days but the weekends I'm always with my citizens who are international students like one of them is coming from Nigeria and the other ones is coming from Syria, we are sharing good times as well as we are sharing our culture I actually let them know my culture for example when I cook some Cyprus dishes I invite them and when they cook some of their dishes they invite me to their homes, by doing this exchanges we get to know our culture, I will not say week days we see each other but weekends we see each other.”

P5: “Daily as frequent, I will say up an hour as average which is either through students by students, students to teachers because they're also international or their daily life of coming into a cafe, sipping coffee and all the way to their desired destinations.”

P6: “Most predominantly in class actually was it couple of years ago I was teaching academic English and in my class we have some international students and some local students and after we finished the course they said let's organize something let's go somewhere else and then do something that we may mingle with each other so we organized some ball game competition and they like it. As a teacher I try to them a bit more social so this is a thing I do, I like it.”

P7: “Yeah mostly many days, I work with international students, with my classmates have coffee together, as friends, where I lived before, we have a lot of international students.”

P8: “I am a local member of Authorize in this suburb; an authorized person to sign something in the bank for example. Last time I was helping people sign stuff; two



Africans leave here, they are academic students some of them work in the university, so I went to help them. So not fully but I have contact. Also, as a business owner, I meet most of the international students every day.”

P9: “Not all the time. There are special days or festival, we come together and do activities. Because as they study and are always busy and me too am always busy.”

P10: “Everyday”

P11: “Okay, before the corona is like 4 times in a week, because after school we meet.”

P12: “Every day, when they come to school for lectures. At least you will see one person.”

**9.** What kind of friendship patterns exist between international and local students?

P1: “It could be cool because for example, domestic students and foreign students do date each other and start relationship but it’s really a rare thing I think, it’s all about the personality of the local and foreign students. “

P2: “It is of course friendship and close and lovers, all within youthful ages. Some friend international students more than friends, eat together, dress together, attend parties together, most students do marry students from Cypriots that on a low scale.”

P3: “Mostly friendship but I am open to anything above that like dating and marriage. I am not against that if I love the kind of person you are and she’s willing to date me, sure why not even though she’s international student.”

P4: “As I told you I see my friends as my brothers I consider them as family, to me culture and ethnicity is not a barrier to make some good relationships and I believe that our friendship there's no problem.”

P5: “Well, local communities specifically males prefer international partnership in terms of females to males or even when it comes to same gender when it comes to gay relationship we also have family related selectiveness so the ratio is really high as a Matter of fact most of my friends are international up to 98% I will say out of 100%.”

P6: “Was it last year I was teaching, there is one local student his name is Dennis, his girlfriend was from Iran, because I asked him Dennis how did you learn English? How did get to speak in this way? Do you know what he said to me he said my girlfriend is from Iran so I learn from my girlfriend. In school you learn too much because whether you like or not you have to speak English because English is an international language.”

P7: “As I said I have a lot of friends, they are mainly my international friends and classmates and before when a local person date or marry with international students it will look different it wasn't normal before but now things are changing, people are learning, for my personal life of her a lot of international friends, I dated before with an Arabic friend, I had a boyfriend before but for marriage it depends on the family.”

P8: “Mostly business kind of friendship. Have them as customers and workers.”

P9: “The same as I have with Cyprus friends, nothing special. I’m seeing someone but if I was single, I’m willing and open to dating someone from Iran or Africa.”

P10: “Business and casual friends. But mostly business kind of friendship.”

P11: “Yeah, if you think generally, mostly classmates but some of them you cannot be close with every person as you know, some of them can be a long friendship but mostly classmates.”

P12: “I have a lot of international friends, they going and coming together.”

**10.** What kind of social support do international students hope from local students?

P1: “I think the domestic students can support the international students by finding jobs for them or to find house or dormitory but the local people that are not students I don’t think they are able to help the international students.”

P2: “Actually, local students or local citizens offer international students social support by helping them find jobs, house, money most times. Also helps them in terms of transportation since it’s a huge barrier in the host community like jobs in hotels, restaurants etc.”

P3: “Yes! I will be of any social support to any international student. I can help them get Jobs, houses, help them translate documents written in Turkish language, sometimes I give them lift to where ever they are going.”

P4: “Of course when they're coming here from the beginning sometimes they face culture shocks personally I'm helping them to know the area to know the cities and then once we get to know each other our relationship gets deep and we start to share our personal ideas, I try to find them a job which I know some places of course by doing this I'm helping them, when I'm talking of friendship is not just hanging out. I help them find a job because some of them are not good financially. Sometime for example they want to go somewhere and they don't have car I provide them transport for them to go the places.”

P5: “Well-being generally on a younger age of spectrum they generally want to get in line with us not just to work with us they wish to bring in discussions they want to feel at home I happen to feel or perceive the more friendly they want to become because they don't want to be left alone and even the barriers that were mentioned they are feeling that they're not being welcomed that much of course surely they don't feel like there is too much of hatred otherwise they want to stop but yet I believe that there is a role that the locals should be doing they should welcome them at least to a certain distance rather than just blocking them or giving them acceptance.”

P6: “Sometimes when students they have projects there in class, I try to pair them like one local student one international student and if they have to do the project together and sometimes some local student say to the international students who is their partner, let's go to my home and do it together. Some Cypriot students they can invite

international students to their home study together when I was a student in this school, I had lots of British friends and we started together we started in my home so this is the support that the international summer school students can take from the local student.”

P7: “There are many, first of all when they come here they need a place to stay so like the first year and the next year they may need to move somewhere and they ask like where is the best place to stay, which place is the cheapest, and one big problem is transportation sometimes students need to go to places like the hospital and they need a ride we give them small support like this. Like also police issues and you know small problem might seem big for the international students. Like jobs during the summer school. They want someone to help them find a job.”

P8: “I haven’t done anything yet but when the time or opportunity comes I will.”

P9: “There’s one in the union, I know the guy, if there’s a situation we come to help. When they come to new country, we talk to them, the help is this way not really money but when they have situations I run to help. I also teach them culture and adaptation. If they want to do human rights protest their country, they can do it here.”

P10: “I give them a tour with the Nigerian friends. One of the persons said my family is coming over, can you take us to all day tour? I said of course, I take them to castle and show them around, they loved it, they said you’re a good driver. This corona virus time, I refer to them to the cultural center of the school insight and help them out the get all the boxes of food they providing. You know... the donations. I helped them out maybe 5 or 10 of them. If they need anything, I contacted the university.”

P11: "I think what they expect from local, to behave for them as a local because they want rent from us as well, if you rent many or if you want to rent an international student the renting is referred as salary and the local house price is different for them. So, they should make it the same."

P12: "For example, there was some cultural exhibition in school or they have some festival. If you attend in this kind of activity, it can be a form of support from you. Also, you can buy something from their hand or you can go to their activities or cultural exhibition. It means you can give some support to them in this way. I'm willing to assist them financially and support their businesses."

**11.** What are some of the cultural and identity challenges that international students face in the host community?

P1: "For example, you visited turkey, and you saw a little bit of transportation like the metro, bus, train, underway trains, tax, and there are no a lot of means of transportation here in Cypriots. We only have tax which is expense most time for international students. Means of transportation is a challenge international student face. For culture, most Arabic students wants to pray every Friday but there are no many mosques here. Also, the Arabic students find the eating culture hard and the Arabic student uses the toilet messy. We have a different type of toilet setting and the Turkish people find it difficult to use our type of toilet setting."

P2: "International students face cultural challenges like the food taste, language challenges, also the way of life of most local cities in terms of norms of the community."

P3: “The cultural challenges lie on the language; the food, we Cypriots smoke a lot and most international students don’t like this; also, we have poor transport system and no Jobs so it affects international students. They see it as a challenge and want the host community to work on it.”

P4: “Sometimes they're faced with culture shocks, let’s say my friend in Syria when he comes here, he sees that most of the people are drinking alcohol but in their country is prohibited so for them is a culture shock, they just feel that they cannot survive among this people. One of them can be food because every people's taste is different. For them it can be a challenge.”

P5: “First of all through the culture and then selectively I will be going to the identity so the main positivity or negativity lies on culture is very dependable for a person but I can say in general is that there exist in every community just like ours a junk of population that chooses their own culture to be superior to others and then there are very aggressive about certain changes in their life style like students making parties and annoying other generations here that need to go to work in the morning or at the same time younger generation feeling unwelcomed during the soul called judgement verbal judgement of all the senior students this are creating the hostilities but positivity comes out of similar generation interacting with each other so a party loving international student and a party loving local, they love one another so do the book worms there is a mix in special percentage in both sides does, they try to put much everything are the most get on people but it is important to understand that they can come to the statement of naturalism, in the case of identification, identification has its own politics and understanding diversification and also antis and I will like to mention that host community are as well possess much of does antis we don't actually do the

gender issues that are happening international crowd has a multitude of sources not just middle Eastern or Africans or European it also includes the small minorities the gender issues that students experience do travel with them to this country and locals don't have does will not be able to understand that so a relationship with a fago and same gender relationships preferring individual with the host that prefers a straight relationship with the very aggressive ending up and oppositely would be the same.”

P6: “When international students come to Cyprus I understand that sometimes they find it difficult to adjust to the country especially food and sometimes they just get home sick they say they don't like the culture here and it's difficult to find themselves in this culture as well there's one student from turkey when the student came to this country in my class especially the first day he was studying after two or three months later I didn't see that so what I say to my students if you drink the water of Cyprus you get crazy. That international student started feeling very cool. In this country people are cool and sometimes student maybe like it if you study in Oxford or Cambridge you won't have the chance to do that.”

P7: “Maybe the traffic, the system, like if you go to bank for example the system is not always right, for example in here there's a bank you take a ticket for your queue and when the launch time comes they just left there and they need to wait like two three hours or maybe next day.”

P8: “The smoking culture maybe. I think the international students especially the African students who it's not their culture to be smoking a lot or in public find it difficult to adapt the way the local citizens smoke a lot and anywhere fit for them to smoke.”



P9: “No idea, but in general I’ve heard international students find it difficult to adapt to our food and smoking culture.”

P10: “I don’t see any, all good.”

P11: “Actually, the island uses some old culture here because they are native and autonomous too so any kind of culture and identity can find each other, so I think maybe they cannot leave their culture here, I think they can find a way to continue their culture and identity behavior as well. I think is not that much challenging for international student, I guess?”

P12: “Different cultures, they have different religion, different attitudes, different behavior. So, we can exchange some good ones, you know we can delete some. So, it’s good interaction between the international students and the locals.”

**12.** Should it be made compulsory for international students to learn the local language of the host community as seen in the western countries?

P1: “No, I don’t think but they can learn our language which is Turkish but I don’t think it should be compulsory for international students to learn it. It should be optional for anyone who wants to learn.”

P2:” It shouldn’t be compulsory to make the international students to learn the local language it should be optional for them. But it will be a good idea to have international student to learn the local language for easy communication with the local citizens.”

P3: “No, I don’t think it should be made compulsory but it’s necessary and can help them because when seeking for Jobs, they employ those international students who speak the local language.”

P4: *“Of course, language should be made compulsory what can university do in this case, they can provide some Turkish courses amongst the regular courses because every student will need to take some Turkish courses during their academical process however this should be constant, this course should be free for the students. For me we cannot force students to learn Turkish language but for me most them want to remain in Cyprus, most of them don't want to go back to their home countries I think as a university they should provide some courses free of charge and This course should be constant.”*

P5: “Certainly not, just because western world is doing this does not mean that it’s the right thing to do, however there exist a concept conception and agreed global language that is English so it's important for both sides to use this medium but to expect this students that are not studying linguistic to learn this languages is like expecting a bird to fly as high as fish is very unprofessional and I think is highly egotistic and hedonistic of us to ask this from them so no it should not be enforced.”

P6: “No, because in this institutions for international students we have some elective courses or non-English courses or Turkish mother tongues, but I don't like it sometimes when the international students are unable to speak Turkish languages, because when you go outside people try to slender you like shopping center or taxi drivers and you get to spend too much money so is good to know some Turkish language.”

P7: “No, it shouldn't be, English is what everyone can speak.”

P8: “I want too much. So, I will like it to be a necessity so that they can understand me. Sometimes I go to deliver a good and we end up arguing because some don't understand me. I've been in contact with students from Russians, Kazakhstan, Nigeria, Cameroonians, mostly Africans in general. You know when we see them, we classify them as African s though they may be from different countries?”

P9: “Turkish is not important if they want to learn. This Cyprus Island is an international university. When they came here and are done with their study and go back to their country may be the know some few words on the Turkish, I don't want that. I want them to have good knowledge of Cyprus and good benefits of this island and after 40 years if they want to come back, they can come with their grand kids to show them Cyprus.”

P10: “Some, they must be because if they're living in Cyprus which is a Turkish island most people speak Turkish and they must know a little bit of Turkish. Some of them shopping around charge extra money. I have seen that, and I don't like that. I always go with them into the shopping to check the prices and help them out; which is a good price, or which is a cheap one. They must learn some Turkish language.”

P11: *“If you want to work here or if you want to interact with the locals, it should be compulsory but if you want to communicate with them in good quality of communication, they should learn their language. So, I think it should be made compulsory for those who wants to continue living here and working here.”*

P12: “Somehow, it’s a must; sometimes you live in a country for years, you have to learn basic words also we have in our university Turkish languages, basic Turkish languages because some of the people don’t know English as well even you go to other countries its better you learn the languages to help you communicate.”

**13.** What sociocultural factors influence the participation of international students?

P1: “Hmm, for example, you know biran, this is our cultural event we celebrate this event twice in a year. For example, the cultural event like lujina festival last Sunday and I saw the international students that are very interested in our culture and they can search and learn about our culture. So, they learn and participate in these events. Also, the university festivals are very useful engine like Emu spring festival, a lot of international students come here to participate and that’s how the local and international students contact and connect with each other.”

P2: “For example, festivals organized by the communities like spring fest festivals and Halloween that way brings the involvement or participation of international students. Also, art exhibition done by the local communities that attracts the international students.”

P3: “Festivals, concerts and events organized by the university and the local community for example the Emu spring fest and Halloween. “

P4: “Lifestyle of course, what makes both international and local students come together I believe is education, because when the teacher gives the students assignments, I think they're both indigenous and international students so actually I

believe it makes both international and local students learn their cultures learn their lifestyle because by doing this they're going to share their lifestyle.”

P5: “Most communities that are coming from traditional roots possess the ideas that sharing is caring and the more is more rather than less is more so the main clash seen in this case is not the country per country for rather gender by gender clash but rather geographical clash the clash between an eastern culture and western culture and also you know among those we have North eastern or South western clashes so the idea is as long as the culture possess share agreement and also spiritually sharing the same values I don't think they will be a problem.”

P6: “I think international summer School are organizing such activities for international students we celebrate Halloween here sometimes we celebrate Christmas, Christmas is not Muslim countries but, in some faculties, when there's a Christmas we celebrate it we like it and it's good for the Christians students or international students.”

P7: “In school they do international parties like spring Festival, summer festival, the clubs, sometimes they do some parties.”

P8: “For the Turkish people as a culture, you know your food is heavy you cook heavy foods. So, I don't like African foods.”

P9: “Not much, we don't do much of the cultural. I don't see the welcoming culture. They just see them as student money. I think that the corona virus affecting so much about the social business people. There are no students, they will be bankrupt. They students they just come here study and go back home, they don't see that value.”

P10: "Not much. I haven't seen."

P11: "I think they can be influence by the social cultural factor because if you check it before the university, there's no kind of cafes around, or restaurant and no kind of building around the area as well. So, they influence our social cultural factor like with the exposure."

P12: "They have a lot of uh.... Every culture, every community have a DMA you cannot find other places you cannot compare to other places, so it's better to be familiar with you know the interesting thing. For example, here, if you go to the separate community, you can find a lot of individual things that is just dependent to the Turkish Cypriots."

**14.** Does intensity of interactions play a role in the development of cross- cultural sensitivity?

P1: "For example, when we seat here, what did we talk about? We talked about Trump and we can share political ideas of the political world. So, the close nature of our friendship has made it possible for us to share political ideas and other things."

P2: "Yes, it does, the more interaction I have with international students, the more I get to like their food, dressing and music taste, also vice versa for international students to love our local foods, the closer they get to us the local students or citizens."

P3: *"Yes, the more I interact with international students the more they change my social life, makes me have open mind about things like dressing, their music, the way*

*they dress. So yes, the more intensity of interaction with international students has change my social lifestyle.”*

P4: “How can you measure the quality of cultures of communities is that If the communities are aware of other cultures, they will open their sensitivity or open their mind actually? I learn a lot of things from their cultures.”

P5: “Yes because they exist intrinsic and extrinsic motivations the reason why in the first place we get on with the culture and against of the culture and also socially speaking the gathering among this people so if we don't have any action taking reasons or purposes it will be out of a blue or rather very small chance for this relationship to succeed but we have two power hungry or knowledge hungry in general ethics or justification hungry people we will have beautiful engagement with one another because the whole idea is to enrich our knowledge and in a very competitive manner we can learn the best we can and if we don't require that what's the purpose what's the need and the desire to do this hard work of interacting anyway so this is the perspective that most of us share.”

P6: “I will just give an example from myself, when I was in England, There some English foods especially for Beacon because when I'm go to school I have to do my breakfast outside and when I get to the British restaurant they say do you want beacon and I say I don't want beacon because in Muslim culture is forbidden and honestly I wasn't eating beacon I really wanted to try but in Cyprus we have a traditional Cyprus breakfast most of the international students like it and they want to try it, another thing is that like when I was in summer School in launch it was an open buffet and students were eating fast food. I like international students' culture. I tell students in class you

got some presentations and you will present your culture and your food your language I was fascinated by the foods I was eager to go to some foreign countries and see the foods. In certain culture they have some traditional dances and I really want to see that and, in our school, we have international food day.”

P7: *“Yes, like language like when I start to have my international friends, I started to learn new words I start to learn the language although I can speak in English but I want to learn their own language. And music like we local students we listen to different kind of music.”*

P8: “If there’s a possibility, why not? I’m willing to adopt any cultural differences like the Africans, but the Chinese food is very opposite of Turkish Cypriot food so I wouldn’t want to try their food. I love African foods, fruits and as a father I’m willing to allow my child marry an international student if they love each other.”

P9: “Of course, they must. not just study, there must be cultural activities. I see they African students don’t like to interact much they walk in groups.”

P10: “Yes, that’s correct.”

P11: “Yes, it plays a role because someone from another culture, you can learn from that culture.”

P12: “If you have this change, you have better life. You can increase the quality of your life because you are leaving with them which means it can be like part of your



family. So, most of your time you know dealing with these international students, it's better to learn about them.”

**15.** What aspect do you as a local student think have the most influential impact on your daily life affected by the international students?

P1: *“My English language has improved my dressing skills have improved as well. For example, as a citizen, I have tried different type of international food and it has improved my taste in food, so my eating habit has been improved as well as the way of dressing. Also, the kinds of music I now listen to are so broad like I listen to Nigerian songs and Cameroon songs. Also, my interest in sports has increased because of international students. So, they have greatly impacted my life in these ways, also they affected our speaking style like Nigerian students that speak broken English.”*

P2: “No Response”

P3: “Mostly language the more I interact with international students my speaking language has improved. Also, the way most African dress has also impacted my life. I also love some many types of music because of my interaction with international students. Also, my political views have changed also because of interaction with international students.”

P4: “I got affected in a good way of course as I told you during this period, I just learn cultures, I learn a lot from them, in terms of clothes, music, dressing. Personally, I didn't see any negative aspect of knowing them.”

P5: “The depth of educational differences while been successive and beautiful amazes me to be able to seat down and talk about diverse topics that includes different cultures pass and also future possibilities in those countries how the society is try to do certain things in the way we would never imagined them to amazes me just like many domestic actually educated individual so forming the key word here will be educational riches.”

P6: “As I said to you before Cyprus have been colonized before by British Empire and we have some impact, we have some Chinese students here and sometimes I try to do food from their country I like the foods, food is very important is difficult to eat some Turkish foods you know is boring so sometimes I try to make some international food and I like tasting it.”

P7: “Every people can affect some people in some ways, for example the music you start to listen and utilize change your music type, like partying, you go to club with them, before I was more of a close person but when I met my international friends I started to be more open I changed my music and how I relate.”

P8: “It has changed a long time ago even before this island became an educational tourist destination because I've tried a lot around the world.”

P9: “I only use the theatre for social activities, aid, helping each other. One time we left we the international students to public to protest about animals that are outside can stay in the cages. Also, the war between Palestine and Israel, we protest.”

P10: “Educational. Just school area.”

P11: “The culture things or behavior or acting styles, you can be like them, for example you can learn other international skills like games from them. It can be good aspects for influential, you can change your style of music.”

P12: “Nowadays, globalization is very important thing. When you see some very interesting things, you want to adopt, you want to learn. So, it happens between international students as well. Most of them, the music or dress or food, you want to try at least once a while.”

**16.** How do you think international students can make positive impacts to the host community?

P1: “Yes, I think for example they can teach us new culture and we locals can learn about other cultures. Also, the local power or man power, international students work in most cafés, bars, restaurants. For example, shamrock all the workers are international students, the owners could be Cypriots but the workers are international students and that increase the work force here in Cypriots.”

P2: “The basic impact is the economic impacts. Also, international student can make positive impact by adhering to the rules and regulation of the host communities, they should live in harmony, learn to respect the local citizen norms of their society. They also can help teach the local citizens their language or the official language which is English.”

P3: “They should always abide by the rules and regulation and respect our local people. They should also learn to live in harmony with their neighbors who are local citizens

by not playing loud music and not hosting parties in their houses all the time which attracts total strangers around the neighborhood. They can also help in the recognition of north Cyprus as an independent state to the world.”

P4: “Of course, I have an idea for this questions, some of our Cyprus people they're just renting their homes and once they're renting their houses and they rent this house to students, however some of the students they don't follow the rules of this contract for example they're doing some noises, they're actually harming some houses that they're accommodating in so it creates negative impact on the locals because when you're making noises it will affect all the street and neighborhood so they can follow the rules and regulations, of course this are not written in the by law but it is written in the contract that they're doing with the tenancy or landlord, they can be much more sensitive and understanding.”

P5: “Definitely, this is not even a thing for me to think about, I mean they maybe people who want to but for my case is appealing to discuss because the point of education the point of accreditations the point of students starting from point A to B or while they're trying to create the medium of studies is to be able to interact get along or come together with us different communities so what's the point of as we got it literate individual who see their culture to be supreme existence to been an international and monument anyways they can just ho and route in their communities villages urban lifestyle in their little egos that they trying to show through .”

P6: “When we have students from other countries, they bring lots of goods to the community, their food, music, language, dance and because of that we become a multi-

cultural society our local students learn a lot from international students. I think is good to say foreign students are around. This is the positive things, I guess.”

P7: “Like they start business here like they're too many restaurants or coffee shop that are owned by international students so they started to improve our social life, Cyprus is not a very known country because it's an island, so it's hard to show our selves to the world, so when they come here and find out where we're safe they can go back to their country and talk about us.”

P8: “They can obey to the rules and regulations and tell their friends back home to come here and study which will contribute to the economy of this country.”

P9: “We must know first they came here to study, these students. we can get together and interact educational based on culture. Most of them they study tourism. They are inside the school where they study together and meet different cultures and students. locals, I don't think much. Here, in the suburbs, is old Cyprus and local who live here they don't interact with the students more because of the cheap accommodation. Life here is different.”

P10: “Yes, of course. They can bring positive energy; they can buy proprieties too. Government should give them some flexibility too.”

P11: “Yes sure, the locals that interact with them, they can learn their language, like mostly English of course and they can learn how they speak. And as I answered before they can find out any kind of culture.”

P12: “The positive thing is some behavioral personality. For example, I saw Nigerian students, they’re heading together, they support each other; they have different society, different community. So, if other students from other community learn from them, it will be better.”

**17.** How many international students do you have as friends?

P1: “I don’t know but I think I have 15-20 average of international students as friends. By the way most of Cypriots don’t see Turkish people as foreign students but they are still international students. So, without Turkish people I have the average of 20 international students as friends but including Turkish students, average of 100 students.”

P2: “More than so students from different countries especially African countries like Nigeria because they have many Nigerian students, also Iranian students also.”

P3: “About 30 international students are my friends.”

P4: “50% of my friends are foreigner’s half them are students we graduated from same school but we didn't lose contact. For example, one of my Nigeria friends we graduated 2011 and we have been talking for 11 years, we lost contact sometime but somehow, he found me is been 9 years.”

P5: “Well I do have roughly 50 foreign friends I have around 200 students they're not in the justification of a close friend because I do have a distance with them which is

the ethical and justice wise thing to do but in total I will say I have near 300 people I will classify to be my friends on a daily or less weekly basis.”

P6: “I have lots of British friends, as a teacher I have lots of foreign students as friends but I can't say how many.”

P7: “A lot, like 10 to 15.”

P8: “Yeah, Iranian, Azerbaijan. uhm!! Like 30 because the finish and they go. It's in general.”

P9: “I cannot say an actual figure probably about 500.”

P10: “Mostly Nigerians, about 800. Mixed culture.”

P11: “12 international friends.”

P12: “A lot. From different countries. From Nigeria, from Azerbaijan, Turkey you know.”

**18.** How are you meeting your international friends?

P1: “For example, tea, because I mean I lived 4 years in turkey and all people in turkey drinks tea and I like that part of their culture interesting. Also, the music for example, the Nigerian students the black people like more active songs. The Arabic people listen to sadly songs and I don't like it. I also like the way black people dress like you a

Nigerian student. So, in general the dressing, eating, and music of African students I like.”

P2: “In school, at work, in coffee shops, restaurants and at their homes.”

P3: “In school mostly.”

P4: “In school mostly and at bars which my friend owns.”

P5: “Hardly meet them but once a while in school.”

P6: “They are mostly my students in school.”

P7: “In school mostly too.”

P8: “When they come to my business to make purchases since I own a bakery and provision stores.”

P9: “From high school, the union and university.”

P10: “Taxi business. Sometimes I go to their home.:

P11: “Mostly in campus, and some in the areas and restaurants.”

P12: “Sometimes in the work, some times in the university or in school environment.”

**19.** What part of their culture do you find interesting?



P1: NO RESPONSE

P2: “In general, I love the food and language culture of my international friends, also I love the way African students dress and the taste of their music they listen to. But generally, their food and dressing culture. Also love the way they respect each other to the elderly citizens of the host community. African students are more respectable than the Arabic students.”

P3: “In general, the language, their food, their dressing culture and their attitude and perception towards life in general.”

P4: “For example, I find food very interesting and as well clothes and music yeah, however I'm not familiar with their food so when I taste them, I become happy.”

P5: “Everything, the food, the speech, the dresses the ethics their interactions through melodies through artisan ship through their genetical difference and success stories, I will say I'm one of the most person that is internationally engaged here.”

P6: “As their teacher especially for Arabic students sometimes I like to talk more with them, you know the Arabic culture is more conservative so I must be picky about what I speak about.”

P7: “Not to food because the food is similar, their behavior, the language is interesting the accent, their music which is completely differently from us. Like I can see a lot of singers I have never heard before.”

P8: “They study English. What they do is study. I love that. I have an Iranian friend in masters or PHD, who came and told me a way to run business and it helped. Also, their religion and food.”

P9: “They have happiness inside them. One other thing about Cyprus locals, is that they are indoors they don’t interact too much. Like the university, lots of students come here with lots of positive energy. I love their music, not only music other things. Sometimes you see these international students doing the wrong thing like selling marijuana and you see the locals staying back they don’t want to see or do anything about this. Maybe in their country its free, we don’t tell them what to do. I like African students, whenever you see them, they’re always happy even in the night. I don’t like their food not much. I’d tell the truth I haven’t eaten. I think its spicy too much spice and oily. I love the way they dress, they’re the church type. Good in Friday prayers, the best dressed is the African students. Sunday, they go to the church for prayer, I love them.”

P10: “Sundays, they go to church. Good dresses they have, mainly African students like Cameroun or from Nigeria. I love the cleanliness of their dress.”

P11: “Yes, I can give an example to you, for example I don't know which country the students are from but they always wear good clothing on Sundays when going to church here it is good impact for me. Yes, I can give an example to you, for example I don't know which country the students are from but they always wear good clothing on Sundays when going to church here it is good impact for me. I've tried most of the international student’s food especially the African students and I liked it.”

P12: “For example, the custom of different country, the music, the food, I find them interesting. I try most of the international student culture and I found some differences but in general I like them all, not just one”

## **Appendix B: The International Students Questions and Responses from all the Respondents**

### **1. What are some barriers to contact between domestic and international students?**

P13: "The first challenge that I faced with these, is about language because I don't a background from Turkish language but I learned it a little bit when I worked in Iran. I tried to learn it because English is not international language here in Cyprus and I must learn Turkish language as well. So, this is the first challenge for me. The second one is about working here because from my mistake back when I decided to travel here, my feedback is about I can work here very soon when am good but when I came here, I faced this problem that I can't find any job as easy as possible here because the local people have many problem for working, I am as a foreigner people and student here, I need part time job and this is the second challenge for me and the third one is about is about the quality of education because according to my feedback, before I travel here, I think that the quality of education is EMU is very high and when I travel here and start going to university, I faced with this problem that the quality of education is not the thing that I heard before. This is the third one, I think. So, all the challenge that I faced before make me disappointed to my decision. Sometimes am disappointed that if I didn't take this decision to travel here, maybe it was better for me because the expectation of me is not the same; it was so high but when I came here and faced the environment, everything is changed.

P14: "Personally I don't have challenges, because I rarely even speak with anyone unless if I want to ask for directions, apart from that I don't think I have any reason to

talk to them and also I can speak the language to an extent so I don't have any challenge in that aspect."

P15: "First, I will first speak the language, because I always have the fear that they don't understand me so either I don't talk to them, or I just walk pass. The other part of the barrier I have is understanding, but basically is just language."

P16: "If I should say so, like the issue of racism, you don't feel comfortable with them, they just treat you as a stranger, as a foreigner. Also, language problem. This people don't speak English so it's difficult for us to communicate with them."

P17: "If I should say so, like the issue of racism, you don't feel comfortable with them, they just treat you as a stranger, as a foreigner."

P18: "The language Turkish; am not fluent in it and they are not fluent in English. So, sometimes, we don't just relate that much because of it."

P19: "The only challenge I find here in North Cyprus is the language barrier. You know the locals; they only speak Turkish and very few of them use English. So, when you have issues and what to rectify, you probably must use your phone to translate. For example, my land lady, anytime we're having issues in the house, I need to use google translator to you know talk to her and sometimes, I don't know how to express and you know google will not express it properly compared to humans. : I think that's the basic issue; that which affects everything like job opportunities. Like, if you don't know Turkish, you will be limited."

P20: "The barriers that I have experienced with domestic students for me as an international student has been the difference in language like most of them aren't that good in English and they speak Turkish. So, that acts as a common barrier, major barrier between me and them."

P21: "Yeah. Firstly, I don't speak the language. So, sometimes, that pose as a barrier but that's usually with the locals at the university. Inside the university, majority of the students don't cannot communicate. I think and feel like that's kind of like a little bit of fault from us the international students because, if you are going to live in a country where they don't speak English, you'll probably teach them the language to make it easier on ourselves."

P22: "The barrier I encountered with some of the locals, is the language barrier. The fact that they don't understand English. It's very frustrating. That's like one of the important reasons why I did my research on language barrier here and English being a problem for them to understand. So, the language barrier makes it hard for me to communicate with them. so, most of the time, I must just keep to myself and not talk to people because, when I talk to them, obviously I having to start speaking... like talking with... it's very hard and there is racism of course. Some of them are very racist; most of the people that I've met, they just treat you in some type of way but I don't really take it seriously because I feel it's like one of the barriers of this country."

P23: "I speak their language so well so there is no barrier for me. Because, I know Turkish, there's no problem between me and the community."

P24: "Well, the number one thing is language. I find myself in a country where I can't speak the same language that everybody speaks where I'm coming from so, sometimes, I try to use google translation, sometimes I to call a friend who speaks Turkish and English. She will now tell me what to say. So, it's a bit difficult but I'm adapting."

P25: "There are some barriers like language barrier. Cyprus is not an English-speaking country; Cyprus is like Turkish their local language is Turkish. So, there's little to bit language barrier. But apart from that, No."

P26: "Oh, okay. Yeah. The number one barrier that I would talk about is the language barrier, which makes it hard to communicate with them. Then I sometimes feel like they don't treat as the same. I don't know if it's because we're Africans or what, but then I get that a lot. When I go to banks, when I go to shops. So that's what I would say."

P27: "The fact that they don't understand the language, I mean English, like you know we all from an English speaking country so coming here we have to adapt to the language which they speak, coming here as well according to school curriculum they make us learn it at the first semester not giving us time to even interact, they certain people who gets to learn the Turkish language through communication with people, personally I don't have problem because I quite understand the language."

P28: "First, its native language you know; they talk in Turkish everywhere. I don't know Turkish as well and is really my big barrier in trying to communicate with them."

Also, they have a bad transportation system. Here it's really very hard which is also a huge barrier."

P29: "In my experience I'd say language as well as difference in socialization. What I mean by that is, we usually do not go to the same events or the same parties or nothing really brings us together except university."

P30: "I didn't face up many things but for example something I felt in the classrooms. Sometimes they spoke together. For example, the teacher reaches the Cypriots and they talk together and we couldn't understand them. Sometimes they were going to a decide, an important decision by themselves. For example, for the exam date or something like that, they didn't participate us in the conversation. My idea was that they have much effect on that. So, the main problem is the language. Many of the Cypriots students doesn't speak English very well and am not a native speaker, but in communicating with each other, we had many problems that's all."

P31: "Language. They don't know each other before so that might take some time to be a contact between them. Some students during first period they will be shy and afraid to contact with others."

P32: "For me my only barrier is the language because they cannot understand English language, nor I have any information about the Turkish, and it is a significant obstacle for me because when I go to shopping malls and I want to purchase especially groceries, I have difficulties and other times when I go to other kinds of shopping malls, regarding cosmetic and I can't find the cosmetic, and they don't write in English, so the shop keeper has to use a translator which is sometimes not skilled or derogatory



and it pisses me off, because I know they have a pro type but I can't have access because of the language barrier. And the significant problem is related to health and clinic, if you have some kind of health issues no matter how much negative or significant, at the end of the day you find yourself in hot water, because they cannot address it and even if you know the language they're not confiscated in diagnosing you properly. These are the barriers."

P33: "Actually there are many barriers there some local students here, so I found out there's a problem of language first of all, and when I try to contact them or talk to them, they don't even reply sometimes, I think behind that problem of language, they're not open to other international students. Some culture or background that doesn't allow them to interact with other people from other nationalities, this is what I think and what I noticed from when I want to talk with them, and one day I tried to talk to a Turkish girl and she was looking at me and she doesn't ever try to explain or answer my question."

P34: "The main barrier I faced is communication, when I mean communication, I'm talking about language. There's language barrier. Another thing is difference in culture, when I mean culture, I mean the way of life. They have different ways of understanding things. These are some of the barriers."

P35: "Different culture, different language."

P36: "Yes, I think some barriers like cultural barriers because they're from different countries with different cultures and the other can be language barrier, is hard for them to contact with each other because of language differences."

P37: "Yeah. It's just the language because local people here all speak Turkish and, to me it was not a big problem because when I came here, I had a course about basic Turkish but I think for other people, it could be a problem."

P38: "The only barrier I see here is language problem because many of these locals, they cannot speak in English. So, I think that is the only challenge that I have."

P39: "No, I don't have any barrier with communicating the local citizens here because I speak Turkish language fluently."

## **2. What sort of contacts do international students have with the local citizens?**

P13: "I told earlier, my progress is very good because I said that I got a little bit feedback from my Turkish language when I was in my country and now my Turkish language improved and, I can talk to the local people as well and very good. I have some relationship with the Turkish people and this helps me improve my language ability. I also have them as coworkers, nothing personal."

P14: "I stay or their country or they're my course mates because most of them are in my class and in the streets or in the school bus, or when you are working. Even as classmates I don't really have much contact with them."

P15: "I've not even have any close contact, but I have worked with one and we didn't converse face to face, I think there's a huge gap between the international students or I as an international student and the local because I feel there's a policy that is hindering

us from interacting, even in the school dorms, there's a Turkish dorms and even in the dorms there's a kind of level. I don't know why they do that but probably because of the distance like I mentioned."

P16: "Professional contact, and like my classmate."

P17: "They are my classmates."

P18: "Okay basically, I work at the casino so I have work relationship, I am a student as well, I meet them in school. Also, when I go to the shopping mall or the market to buy things, I also meet them and of course where I stay, there are Turkish people so if I want to get something or I need to repair something in my room I get to communicate with them."

P19: "I do have quite a few friends, they not from North Cyprus, they're from Turkey but they speak Turkish. Just classmates we got to know ourselves from school. Also, when I was working as a waitress, I met some amazing people like coworkers and unfortunately, we haven't spoken since I left the work but I do have like I think two friends that am still talking to till now that are from turkey and they are quite good."

P20: "The only way that I usually get in contact with local students are through lectures in classes and in the university during the semester. That's where can interact with them."

P21: "Most of them are my course mates like they're in my faculty but there are not many locals in my faculty but I am friends with the ones who are there."

P22: "Friendly contacts. That's like the major contacts I have with these people because, most of the people I know here are course mates most especially. So, I don't have other form of contacts with them except the primary contact."

P23: "Yes, I have friends and in the dormitory am leaving, the managers are from this country, from Cyprus."

P24: "Some of them are my neighbor. I live in a remote are. So, I have them all around me and they're all my friends. Then I work with them; I work in a registration office, so, my boss... I have 2 bosses so; they're all Cypriots Turkish Cypriots and we have good relationship. Also, some of them are my course mates. All of them are my friends."

P25: "Yeah, we are cool. Like, most of my classes. I have a lot of students that are from Cyprus... coming from Cyprus. And stuff, so, we're kind of cool. They're good people."

P26: "Okay. Many of them are my classmates. Some of them I tried to give to them, like to reach out to them. So that we can sell a book. We like summer... summer jobs and everything and the... Yeah. Some are friendly. Like you can get them at the bus stop they greets you and everything. So that's what I would say on that one."

P27: "Well-being a business man here, an award winning business man, emu recognized, I have been able to make contacts with other business men as well even the Nigerians and the local people here, as a matter of fact from different parts of the world who I met here and we do have a good business connection as well."

P28: "I have them as classmates, coworkers and neighbors so basically friendly contacts in other not to look like a snub."

P29: "I would say... uhm... the university due to group work and maybe in the service industry or when I go to the market and just that nothing more."

P30: "Okay. Mostly in jobs I have my coworkers as Turkish Cypriots; my boss, I can say and I have my classmates which are domestic students."

P31: "Friend If someone needs something and you don't know from where you can get it, you should ask any student."

P32: "To be honest, no contact, the only contact which I have ever established since I came to this island was with the Nigerian community, the reason behind it is because they can speak English language very well and they don't treat you as a foreigner, they treat you as one of their own."

P33: "Actually, I don't have a lot of contacts, I have contacts with other international students like Lydia, Lebanon, Nigeria than domestic kids. I have local students as classmates but we don't really talk in class because they don't understand me when I try to talk to them."

P34: "some of them are my classmates and in my workplace, I also work with some of them and my neighbors. So, the main place I meet them is the class, and the workplace and the commercial bus."

P35: "As friend as classmates."

P36: "It can be a friendship contact, also academic interactions with them when I have some problems with my academic, I ask them questions."

P37: "Previously there's was no contact but when me and my family opened a business, our own restaurant, I started to contact the local people here like my customers."

P38: "The only contact I have with the local student is only when we discussing about the academic aspect of life. You know that is the only contact that we have."

P39: "The Cyprus as you know is a very tourist place, so the money come from tourism, is like educational tourism, so they know the only way they can get the money is from educational tourism. So, they know how to act to the educational tourists, they don't want to act bad to the students so they are being professional in this measure. They are being kind."

### **3. What notion or perceptions of the local people do international students have after interacting with them.**

P13: "Actually, I can't judge them because some of the local behavior is normal. Actually, many students create many problems for the local people who live in Cyprus and according to their problems, it is normal that they don't have very good behavior with international students and international people who live in Cyprus but it's better to say every progress in this country related to their students and tourists I mean... I

think that according to these reasons they must respect and have a better behavior with the international people and students specially because we suppose that the EMU or any international university will close in future, Cyprus will collapse and every economics progress related to the students. I don't have any bad feedback or experience with the Cyprus people but my expectation is higher because, they are related and addicted to this kind of life. It is very ordinary for Cyprus people for many years that leaving with international people because, without international students and people, there is nothing in Cyprus. Cyprus is not a powerful economy and progress as well. All their progress and resources are related to their students. I can't judge them like for example say, Cyprus people are good people or not bad people but I think it's in between, not bad, not good."

P14: "I think they're nice people, if you understand their language you will find that they're actually nice, the once that appears aggressive is if you come to them speaking your own English which they don't understand, they may seem aggressive or you think they're being racist or angry but I just believe is because they can't speak your language. So, they just try to cut off any sort of communication. So, the best way to approach them is to start with their language, then you can proceed with your questions Even if is not fully in Turkish language but at least it calls their attentions, they will listen to you."

P15: "Okay, I just feel they're still locked up to me, they're still holding back a lot of difference, there are holding back their culture. Those cultural differences make them look different, and sometimes I feel they're being racist."

P16: "They're not nice people. They make me feel uncomfortable, like as you can see, I'm staying alone from the beginning of the year seating in the house and playing and that's it. To me they're not good because they don't give us this opportunity to meet them and conversate with them. And of course, they're nice ones, not everyone is bad."

P17: "Actually, they want to learn things mostly they try out things, they try to learn things and I discover that each of them usually, they want a situation where thereby they learn something new. Like they're eager to learn."

P18: "Uhm... okay, first I think some of them are... I won't use the word racist; I'd say for the ones that have not been outside Cyprus or for the ones that are not really exposed, they're quite too cautious; they are not openminded to relating with someone from another country or want to even try or try to be free. They're so uptight and too cautious. That's basically for the students. and for the locals like for the elderly ones, they're quite relatable you know. They want to try and talk to you like hi, hello, some form of communication. So, they're quite open for those outside the university. But especially the ones inside the university, I feel they uptight."

P19:" I've met with different local in Cyprus; I've met the understanding ones, I've the ones that are quite interesting, when I say interesting like they think they understand... for example, like the place I was staying in, the landlord she didn't don't just want to understand things, she felt like we were not straight forward or transparent though we try to explain that perhaps things that happened in our country is affecting us for example, let's say the limit your bank transaction or your card is limited, you can't withdraw everything and then you know parents back home, they're working they can't send money you know it's quite intense procedure they have to pass through.



When you tell them, that they can't make full withdrawal or won't understand they think maybe we're trying to play on them and sometimes, it's quite sad because you are away from home and you're supposed to feel some sort of home at home even when you are in a strange land but they don't want to know how things are done in your country as long as you give them what they want. That's it, they don't really care. They might act like they care but they don't really care. That is sad because we're all humans and even though we're from different places, you know we're supposed to have sympathy or empathize with other people as well."

P20: "Some local students, see us international students as people who are exposed, brighter simply because we're more proficient in English language compared to them but it's more of what we're able to offer to them than they can offer to us."

P21: "Like I said before, they're quite in our faculty like where I usually have most of my friends, they are few but the ones that I do meet they're nice; like am not so close to them, but they are very polite people and respectful."

P22: "Most of my contacts with them, I just feel some of them are very lazy. I feel like most of them don't do anything. They just sit around, drink, smoke, party... they don't even take education seriously. So, that's like the notion I have about the local and domestic students here."

P23: "Okay, the students, I didn't see them very friendly actually but the local people not in my age who are rich older than me: the teachers, professors, they're really helpful, of course, not all of them but at least I didn't know who I face... it's... they're helpful. If I ask anything from them, they try to help me. So, they're friendly."

P24: "Actually, they're welcoming, they're friendly and they're accommodating. Any time they see you they just want to give you something even if you cannot eat that thing. They're this kind of people that out of the little they have they still want to share with you. They still want to just talk with you and laugh with you. I think I have a good notion about them"

P25: "Yeah, to be honest, like, I said, they are good people, but, you know, everyone has ups and down. But so far, so good, I have observed that in terms of relationship you with international standards is not there to me to be honest. Okay. Because I feel like they tend to be closer to their own ways. No, no, no. I'm not saying they're racists or some. Yeah. I feel like they are closer to people, they are closer to their own Turkish people. Apart from that, they're good people."

P26: "OK. I understand the question, OK, I would say I struggle with them, when it comes to hospitality, they don't really welcome you at a certain piece. They take time to adapt to you then. Okay. As this kind of person. So, you must push them to that point. We must be like you guys are interacting with each other. Do you understand? like, you must make sure that you keep on communicating with them so that they can welcome you so that you guys can communicate on their situation. I wouldn't say that they're welcoming type. I've gone to many places and I would say they are the worst...am sorry..."

P27: "I talk and relate with people based on their personality, we all know everyone is not the same, the response I meant give to you obviously won't be the response another person will give to you so I work with people based on the perception I have about them."

P28: "No... they are not rude... you know, I don't talk a lot but at first, it's all about the personality or the mood of the local citizen when you were interacting with them but I think they are polite and they are okay."

P29: "Well, I would say, most of them I feel and find are not very friendly that could be due to the fact we do not share the same language."

P30: "To me, they were very welcoming and very cunning. Some of them want to play with you. For example, if you do your homework very well, many of them will want to copy from you; like copy and paste your homework; this is just an example. And one other thing that I saw is that when my car had a problem, when they saw us, they try to sell something to us very expensive, they got too much money from me especially when they see you are a foreigner."

P31: "Most of them are not good in studying, lazy."

P32: "Some of them are friendly, regarding local citizens, especially those local citizens who have been living in Europe, because they know the language so in this case they have no difficulty, they try to integrate into whatever they believe in, but regarding other locals, I see prejudice, I see dis communication, I see a kind of weird look on their face like why you can't speak our language, for example Turkish that's much, Cyprus are a lot better, between themselves or if I'm to put comparison with other international community, no I'm not interested in them, I see dis combination of approaches."

P33: "I think they so much straight and I always see them together and they really help each other, there's an incredible connection between them, I mean I see that they respect each other, if someone of them need something the other will help him. Except students I find that people who are living here they're not like students they can't help you or talk with you."

P34: "I can say that the Cyprus citizens are very hospitable, they're cool. Let me just say they are cool. They can accommodate, they're good in accommodating foreigners. They are good people. They have simple way of life."

P35: "They will be amazed because of the differences."

P36: "Most friendly, the experience I have had with them are most friendly I have not had any bad interactions with them."

P37: "Most of them are kind and helpful. Once I had a situation, we were about to open out restaurant, a Cyprus person, helped us very well, he was kind and other people, when I have contact with them, they are kind. I have not met any person who was rude to me."

P38: "They're very good people, they are friendly people. They are approachable."

P39: "They're kind and very helpful, as I said I talked about the philosophy of this. Because this country without the student is nothing. They're very professional with their acting to people."

**4. How are international students learning about the cultures of the host community by their interactions with the local citizens.**

P13: "Actually, I don't care about this because, it is not important for me. I try to learn Turkish language because it is ability for me but about culture, sometimes am impressed about for example, some food, their traditional things but no, I don't care about this."

P14: "The culture is nice, it doesn't look like a bad culture, they're just normal people living their life. I love their food; I love their music and dressing culture. I'm a kind of person that hardly attends program, the ones I've seen so their music festival whenever they're doing things their dance is beautiful, you come around and see everyone happy. I had no choice as a new student than to eat their food when I came in the dormitory, you know they don't make African food in the dormitory. And when I started working with them in a restaurant so I blended with their food. I like their food. I also visit their restaurant even when I'm not working to eat."

P15: "Like I said, I'm trying so hard to learn the language Turkish, I tried working in as much as there's no work here, try to learn the language using Google translator. And I have being trying to make efforts to communicate with them more often, but most times I find it difficult to even differentiate between the Cypriot and the Turkish. Most of my friends thinking they're Cypriot but they're Turkish. That's another issue I get to have."

P16: "I don't have any idea about their culture, I don't have Cyprus friends so I don't know about their culture."

P17: "The culture of North Cyprus is something you must learn. You know what I come to understand and realize in this place is that you just must learn. Example, their language, if can't speak like basic things, they don't want to hear you out and even some of their food."

P18: "Hmmm, well, being a tourism student, one, I get to hear their presentations where they talk about their society their culture, secondly, uhm... from the national holidays, their cultural celebrations, I get to learn about them and three, from people around them. Lastly, through my interactions I have with them and the news like when they have their orange festival or these or that, I get to learn about them and from their restaurant."

P19: "One of the things I love about the locals is food. Any opportunity I must work as a waitress, I take it because I know that I will be given opportunity to taste their local food. I think I can cook like some of the local dishes since I worked in some places, mostly in the kitchen. I kind of have this app Duolingo that I use to teach myself Turkish; I mean, I love the culture in north Cyprus among the locals and if you are that type, I think you should learn about them so that you can understand them the more. I'm always really pleased, like when I go to places and I speak a little bit of Turkish even if I mix it up with English am like woah!!! And a Turkish person is like "you know how to speak Turkish?" and I'm like yeah!! And they're so happy. They're really welcoming like if you see the joy in their face like wow!!! An international student is learning how to speak Turkish, that acceptance... you get what I mean. So far, so good, it's been good."

P20: "The only way that us international students learn the culture of local students is mainly from their language; learning a few words, picking here and there some few words from their language and the food that they eat. Like from eating the local cuisines from the Turkish restaurant."

P21: "I'm not very well versed in their music or the traditional wear but the food, I guess I have like I wouldn't say they are the ones who initiated it, I was the one who showed interest. The food yeah. But the other aspects of the culture, I really learn them from the cultural events of the school; I didn't learn them on one on one basis."

P22: "Maybe their language. I'm not good with language but I learn like few things they say; I try to understand what they are saying but I won't talk about I learnt their food because their food is not something I eat; I eat Nigerian food. It's just basically the language. I don't think there's any other thing I learn from them."

P23: "Actually, I'm learning from my friends. I told you I was leaving in the dormitory, from the managers; In the special day they have some special culture day."

P24: "That's a great question. I'm learning their culture in terms of cooking their food then try to be kind the way some of them are. Like I said earlier, with the little they have they still want to help, they still want to give. Even some of them will offer you like if you want to buy anything in the market, I can help you buy it and bring it to your house, it's not a problem for me. Okay, you don't have a car, I can take you with my car so, that's a very good heart. A kind heart for someone to offer you something like that. So, I think I want to learn and improve on that."

P25: "Yeah, yeah, yeah, yeah, yeah. I've learned to love Kaufer from them. Like back in Nigeria, inside the house, I don't know. But some people but inside the house, you know, they tend to use their bare feet to walk but here In Cyprus, you know, you always on your kit. I also learn by my surrounding like what I see around me and people around and stuff."

P26: "I haven't really, I haven't really been that eager to learn about their culture. But there are many different things. Comparing to Africa obviously; the means of transport here, it's way less. Their food also is different from ours. Which makes it... Yeah, a struggle sometimes because we are used to our food and everything and they smoke a lot, I think that's part of their culture or whatever. And what else? Yeah, but then I would say something good about them. I haven't really, I haven't really been that eager to learn about their culture. But there are many different things. Comparing to Africa obviously; the means of transport here, it's way less. Their food also is different from ours. Which makes it... Yeah, a struggle sometimes because we are used to our food and everything and they smoke a lot, I think that's part of their culture or whatever. And what else? Yeah, but then I would say something good about them."

P27: "Well the culture here is quite impressive, you get to see their costumes, you get to see the great walls, as an international student sometimes we go there to the department, I'm into media and communications so we go there sometimes to take pictures and photographs, the lecturers gives us brief history about the locations they choose for those projects, that's how I get to learn about some of them, sometimes I go on my own."



P28: "You know, our culture is almost close. so, I would say, we have a lot... not a lot but we have some same rule and our food, our culture is close to their own. I think it was hard and I talk to them about everything; some are my friends, my colleagues and when they say something, I say yeah, they're the same."

P29: "Am not really learning about their culture because, how can you learn about a culture in which you and the other person do not communicate. I mean, if am to learn about a culture, then something must make me want to, but there's nothing uniting us together for example if you even look at maybe a post on Instagram and things like that, they're mostly in Turkish or something like that. Maybe it's an event or something, how can I feel like I should be part of you when I don't even understand what you're saying. So due to the language and their personalities as well. The reason why I say this is because I have visited several countries, Dubai for example, its Arabic speaking country but you find yourself keener to interact with the locals because they try as much as possible to have English and Arabic at the same time. Then if you go to another restaurant, they have other languages as well. So that makes you feel like ok, this person is interested in me and knows that I am in this place as well. Because if you think about it, the first time I arrived in Dubai airport, I was thinking oh my God! What am I going to do? Or is this going to be another culture shock like Cyprus or whatever but it wasn't because, I knew my way. I could find my way and they were keener and more open to interact but here, it's not the same."

P30: "I didn't try to learn about their culture too much if I want to be honest. I didn't try too much to learn about their culture but as I see they're very similar to Iranian people culture."

P31: "By making friendships (students from different counties) especially if you have a close friend you will learn a lot and quickly about the culture."

P32: "The only thing I have learnt about their culture is being interested in smoking, drinking tea and eating Kaaba and I learnt about it Where ever you go, if you go outside the place, most of the time you encounter different kinds of restaurants or food centers which sometimes selling Kaaba this are the only thing I master about their culture."

P33: "Actually, I go to many local students so I learn a lot about the local dishes and I like local restaurants because they're cool and they put light music that's nice for me. I learn new dishes, I found out how they respect each other. I like their classic music and I don't like the way they dress."

P34: "You know, I eat some of their food, I try to learn their language, so that I can communicate with them, I try to visit some places that they are gathered. I try to play with them to understand their way of life. So, I do some of the things they do. I like to participate."

P35: "By listening to their friends and being in touch with the new culture."

P36: "By having social interaction with them, by having friendship with them, I now know more about their culture and tradition for example the way they cook for example, the way they interact with each other, their language and tradition."

P37: "I took a course in Palestine; I took the basics of Turkish language and when I came here, I met a lot of Turkish people in my first year I came here. So, they didn't help me in my Turkish language but I work some places, they speak Turkish and my Turkish language improved and when we opened the restaurant, me and my brother just talking in Turkish. So, that's the way I learnt it."

P38: "I am not very conversant with Turkish culture. So, I cannot really say much about that."

P39: "Because I'm dwelling here also so you should know everything about their culture and the first thing I first heard in 2017 I was working with one travelling agency and while I was working I heard tomorrow is the holiday, tomorrow is the important day so I search some on the internet about tomorrow. So, I can get information about them."

##### **5. Do International students want more interactions with the local citizens?**

P13: "Yeah, I want to because as an international student here, it helps me improve my idea about another country, improving my English language as well, improving my Turkish language as well. I deal with... more than have relationship with Iranian students. you know I don't have any Iranian friends here; all my friends are from different nationality."

P14: "Sure, is good for my own personal growth if I can have interactions with them and learn their language more, and if I can make friends with them, I wouldn't mind. But we just mind our business you know. Buy when I have the chance, I speak to them

to an extent. I have interests and I don't mind learning the language. Like when you go to mall and you ask for price in their language, they get excited and even attend to you more.”

P15: "Obviously I think that's one of the major reasons I left my country so that I can be exposed to different cultures, the experience and their way of life because I have experienced my own country so I want to learn more."

P16: "Of course, like any other one, when you come to a new country, you meet new people, I'm here to learn new culture and meet new people, and learn new culture."

P17: "Yes. I want it because it will be very good and it will really be fun because, when there is no interaction, everything will be boring. So, it will really be a good thing."

P18: "Hmmm.... No, no, no... I don't really think so, because they are myopic in their thinking. I think they feel like there is no life outside Cyprus and Turkey because they not open; they just all about themselves and just too small in their thinking. That's just basically it."

P19: "Yeah. I would more interactions because the only reason why am able to understand Turkish is because of my friends. Sometimes we communicate either in English or in Turkish and it's helps me get to know their language and then, if you have interactions, it's kind of builds in networking; like in the world now, you don't know who we might meet in the future. I feel when you go to a different place, you are supposed to network among people. So far, in Cyprus, most of the international students, they circulate among themselves. I'm so lucky I talk with them, very few are

those that communicate with the locals. I feel like one of the issues, is that some of them don't have confidence in themselves. I remember when I came to Cyprus newly, I will ask someone for direction and they will be like they don't know how to speak English. So, I feel like it's both ways but I will want the international students to interact more with the locals because, it will be a good opportunity for the two parties."

P20: "For me I wouldn't really mind having more interactions with local students, its only that we have two difference in language and culture but we may of course have interaction when it comes to common interest and responsibility, obligations when it comes to academic work and school. So, I will be open for interaction."

P21: "Yes. Yes, I do. Definitely. I think that's the best way to integrate into a society."

P22: "Yes, of course. I wish I could express myself more to them like for them to understand me. I can't just be talking and by the time I finish my sentence, you don't even know what am saying., you don't even know what I want, you don't even know what am trying to explain to you. Sometimes it gets very frustrating because conversations you could have with them you cannot have with them because if you want to have conversations, you can only have those conversations with maybe your fellow Nigerian citizen or fellow national. I just wish I could have more interactions with them because a lot of people like my course mate now, most of them who don't speak English, I used to wish I can talk to them, like ask them certain questions."

P23: "Yes, of course, because since I came here to study, I want to learn more things from this people."

P24: "Of course. I'm leaving here, I'm schooling here. So, personally I like to make friends so, I like to speak with them. So, I hope to still have more connection with them even if I graduate and leave the country."

P25: "Obviously, I wish because there are certain times, I want to talk to them and this language barrier. I can just talk to them and am like let me just keep it to myself. More interactions and in English too so the locals must learn how to speak and understand English too."

P26: "Yeah, I think we have like a lot that we must learn from each other since we are way too different from each other."

P27: "Of course, why not I wish to meet more of them, you never can tell where a good opportunity would come being a fact that I understand the language a little bit. So, it's okay."

P28: "No, because I don't want to stay here because of this I try to communicate with other national people not Turkish people."

P29: "What I would say is that it is easier for the older generation because they are keener to interact with you than the younger generation. So, for my peers, I really don't know if am keen to have any interaction with them but I wouldn't mind the elderly because they are more open to interact with you. I can count the number of times I've gotten like a smile or maybe an older woman trying to speak to me even though she didn't speak English than my peer group."

P30: "Yes, I wish that."

P31: "Yes, but I see that the international students want more interactions with domestic students to master the language and learn more about the country that they live in."

P32: "If they could speak English language, I would always want to establish more interactions with them but not when they can't speak English language, no I have no wish to have contact with them. Because at other international communities, they're very nice to me. I don't find myself in a kind of unnecessary homesick environment or kind of weird environment that I cannot interact."

P33: "Yes, because I really want to learn more about them, about their culture about the way they think and learn from each other and other cultures together."

P34: "Yeah, if am here bro. I wish to interact with them. The more I try to interact with the main occupants of this environment, in this territory, life becomes easy for me too."

P35: "It depends on their interest."

P36: "Yes of course, because now I'm a student here and I live here I must interact with this people, I need them and I will like to know about new culture and new language and everything."

P37: "Yes, more interactions between the international students and the locals make us understand more of the culture here. Maybe, if someone have a bad situation, maybe

if we have more interactions, we can be able to understand why the person have that situation."

P38: "Yeah. I wish but like I earlier said, the language barrier."

P39: "No, I didn't have a chance to face them, just it because I'm an international student and I'm living in the campus and they are no local student here in the dormitory is full with international student so I can't have much contact with the Cypriot."

**6. How are international students participating in program that facilitates social interaction between domestic and international students? In what program do they participate in? How did they learn about the them?**

P13: "Actually, I don't but... really, I don't want and don't like to participate in any kind of these ceremonies or events because maybe its related to when I travel here, I just focus on my education, to improve it. I don't want to waste my time for example to going clubs, to going some like these events. Sometimes I want to pass my time with my friends in a café or cafeteria or restaurant but I don't do it so much because I think that as an international student I feel like I have to use my time in another way for example, in a study, in learning the language. This is the reason for me."

P14: "I don't attend programs, even international programs like African minds student award, so I don't attend programs."

P15: "I think I have attended virtually everything that come to my notice, be it party or social gatherings, I try to be present to meet new people, make friends and know



what's going on. So, I try to make sure I relate with them. I got to know about these programs through friends, through social media, through the school social page and everything."

P16: "Is a nice program, like a department, like we learn."

P17: "None for now. Everything for now is about their language and their food basically."

P18: "Well yea like being in the university where we have like the Christmas eve. Uhm... like there's always a kid of music concert the school organize, I attend or when there's spring festival, I participate, I get to buy their stuff, I go to their restaurant I try to buy their food."

P19: "I've not actually participated in local events by the government but in my school, they have like these social events for students and one of the spokes women in student culture... like we interviewed international students around the school asking them how they feel about a particular event, what are their contributions. You know, how they perceived everything. So, I used that opportunity to communicate with them like get to no more insights about them. I've not actually partaken in any local event from the government only from the school."

P20: "The only time us foreign students actively participate with the local students in interactions, interactive programs mainly from social events such as spring festival and party nights organized by the university. That's the major way otherwise, it's usually a different scenario."<sup>[SEP]</sup>

P21: "unfortunately, I haven't really interacted in most social programs, like not even counting international or local but most social programs in general, I don't usually attend or participate in these events. So, I can't really answer that question"

P22: "Before, I used to go for those programs like their spring festival, like their rock bands and all but I stopped going because, they talk in Turkish and it started pissing me off. So, I was like, this is not just for Turkish people; people that don't understand Turkish are here. As in if they are speaking Turkish there should be another person interpreting what the Turkish is saying. So, because they were not speaking English as much as I want them to, and because they were speaking mostly Turkish, I stopped attending these social events that could bring more interactions. I'm not sorry about it though."

P23: "It's not cultural event, like they're having some festival every summer every year, ok. So, am going to this festival and they are selling their cultural clothing's, cultural handmade stuff and cultural handmade stuff by this way I'm learning"

P24: "Yeah, I think I can remember two or three; I think I've been opportune to cook with them, I cooked my native food, and the other fellow -they're actually a family

and they're like a friend to us- brought their own ingredients, she cooked the food, I cooked mine. Then we came together and ate together like a family. Then I've been able to participate in social responsibility as well whereby myself and a set of people in a project group, we went to old people's home, we cleaned up their environment, their surroundings, swept the place, washed their plates and we also played with the old men and the old women. We even made barbecue chicken with them. They were very nice moments in my life."

P25: "Currently on that aspect, yeah, I'm trying to work on that because I'm trying to you know, there's one group, one group in our school and voice go voice type I don't know whether you know about them. So, I'm trying to join them, you know, get to meet people from different race and different parts of the world. And we share different ideas on how we can improve the environment, you know."

P26: "Oh, okay. Sometimes it's hard because of the communication barrier as I said. I really like reaching out to the old people when I see them on the road because usually, I'm used to that. Back at home, I try if like, maybe she or he is going to the store. I would ask, like, OK, what do you want so that I can get it for you. So, it's hard since these this communication barrier. So, like even to help them in a situation, I try. But then sometimes it's not really, you know... I go to my Magozah Christian fellowship, we go to charity homes and of course, Shaam, and then there's this center for old people. There's this lady called Sonia from the US. We go with her like she's part of my Bible study fellowship, whatever. So, we go like we talked to them. Some with disability's we help them with food, clothes and everything. So that's one of the programs."

P27: "My business is enough, I'm excited hair stylist so in most cases I don't even go after them they come to me, when I see them, we interact."

P28: "Hmm... No, just in the school, was in spring festival for the international student but for the strawberry festival, I love that."

P29: "No, I don't want to participate in anything because the last time I tried, everything was in Turkish and I didn't see the point of being there. For example, I come from a country that is diverse. Apart from Nigeria has English as its national language, we do speak so many languages in Nigeria. So, you also see Nigeria as each state as a different country. For example, a market In Abia state they all speak Ibo and if you come to my state, we predominantly speak Ibibio or Efik. So, despite that, I'm used to being in an environment that people speak different languages but despite that there's always a way that people try to interact or reach out to one another. If you come to like a wedding in my state, the native language is Efik, but then they know that not everybody in this wedding speaks Efik, they would have an English interpreter knowing that other people can speak English so, why can't they have the same here? Let me take for example, if they have a post on the EMU website and their Instagram page, the first post is always in Turkish and then may be like... 10mins later-in the past they don't used to translate it- and people complained a lot. One time they are like you can click translate to translate it to translate it from Turkish to English; I'm paying my school fees here you know.... But how does that make me feel? It makes me feel like a second-class citizen. I know this isn't my country but at the same time, such

things like that can make you feel not welcomed. So, why should I be keen to participate in a culture that doesn't appreciate my existence?"

P30: "For example, I participated in the Turkish class at activity center at EMU. In that program they brought us for picnic with international and local students and we could interact with each other."

P31: "I don't know if I will give a correct answer or not. But last semester there was a sport competition (chess, tennis, billiardo), a few of domestic students participated and most of the participants were international students"

P32: "Not until this moment I have never had any idea regarding these social activities, because the circulation of information from the University is weak but from my point of view, if there is any kind of international activities I have never involved in a kind of activity."

P33: "I haven't attended any program but I'm willing to."

P34: "Somehow am a busy person but sometimes I do go out to watch football with them, I go to the games where they play football and I play with them and discuss world politics and soccer with them."

P35: "By the program that university hold on as fun as training..."

P36: "Yes, I participate in some festival like tourism events in country sides, yes, I experience it. I ask about some agricultural products and we talked about the culture and tradition."

P37: "I've not participated in any program"

P38: "No. none"

P39: "The Cyprus people want to explain about their culture, so people could learn, they're very generous in giving information I'm okay with that but I have a question I'm asking about everything about solving the problem, about my daily life, about my educational issues."

## **7. What is the quality of contact between international and local students/citizens?**

P13: "This is too much. As a Cyprus people, when you come to the university, the reaction of them and the kinds of conversation of them is completely different. When you as an international student, I think that this is the problem that every international student face, for example, if you do something wrong like the speed of your driving is very high the reaction of the police as an international student is completely different with the same situation with local people and it is not right."

P14: "As an individual, we all have our good and bad side so we cannot generalize a country base on a few person who are bad, they're nice, I believe they're nice people, you just meet nice people and you meet bad people sometimes in every country, but I

haven't really meet more bad persons. Because I have stayed so long with them and understood things, I don't think they're bad. I don't think Turkish people are arrogant because if you meet the nice once, they're extreme in that way."

P15: "I will say it's too bad, because I have one or two friends, I think they're Cyprus and my relationship with them are very bad. They're always finding it difficult wanting to converse with you. The people that relate more are even Turkish but still they find it difficult."

P16: "I haven't seen any good thing, so it has been bad so far. Yes, bad so far"

P17: "For the students I will say it's good but for the citizens in the country I will say it's fair"

P18: "Well, let me say 40% because I know a little bit of Turkish. At least the basic ones. So, I could have basic contacts with them."

P19: "I would say it's good. I might not have other friends like who are locals. But my two friends, we're still talking till today, which is a good thing. So, I feel like the quality of contact I have with them is good."

P20: "The quality of interaction, I may say that it's not so good and not so bad. It's not so good because, both sides have differences in culture, language and perception. So, I would really understand why it's like that. Also, I would say it's not so bad because both sides have common interests when it comes to academics; people studying in the same faculties and departments still are able to interact and develop interest. Also,

when it comes to sports, the locals are also interested in different sports like football and basketball. We're still able to interact and share our contacts."

P21: "Like as I said before, if it's not for language barrier, it will be much better. It's like a little above average."

P22: "If I will use one word, I will say it's just fair because as I explained before, I'm not able to interact with them like I want to but I feel like it would have been more of a better quality if they could understand me and I could understand them."

P23: "Good quality"

P24: "If you could remember, I said earlier, some of them are my neighbors, so, some of them come around to my house, we sit under the tree, we take coffee together, we talk about so many things like my culture and they also explain their culture to me. So those are the kinds of interactions I have with them."

P25: "Initially, you know... you know there's a popular saying that says "do not judge a book by its cover. So normally when I see these Turkish people from a far I normally think that they're racists, you know like they don't like us because of their facial expression but I've being opportune to meet some Turkish people in Cyprus and you know, so far so good they have being so welcoming. you know, they are good to me generally."



P26: "I'd say it's good. Like, I'm a very lovely first person. So, I try, like, honestly, I try. And I wish it could be I wouldn't say appreciated, but then I wish it could make an impact more than I wanted to. Do you get?"

P27: "Well on a scale of 1-10, the quality of the relationship I could rate it 7 because obviously I wouldn't want to know their personal life, like u said is strictly business and nothing more. But we do have good relationships."

P28: "I think... there are Turkish and of course they prefer themselves to us than the internationals and because of this, everything you buy, you buy it higher than the Turkish and everywhere it's like in shopping in schools. In banks, it's harder for us than the Turkish people. it's not poor, I think because am Iranian its harder because of a lot of barrier."

P29: "Well... I would say I do have like a few people I have contacts with, the locals. The relationship came from a professional point of view. So, if we're not like meeting in the university for something we basically do not have any form of contact. So, I can't really say so yes, though we are friendly. Let me say we don't socialize outside of the university except maybe the person likes your post on Instagram but that's just it. You know..."

P30: "The quality is very good; I don't see any problem in that."

P31: "Good enough"

P32: "Not at all, because I keep trying to surround myself with international communities, mingling with international communities not again every international community because other international community some of them may have difficulties in understanding so most of my friend in this island is Nigeria."

P33: "As I said I don't have a lot of contact with them, but with citizens here but not students and is pretty good, some locals when they're open to others, they really very good to you."

P34: "For me, I will tell you that every Cyprus citizen is nice. They're people that value human so much. Let me give you an example, I came to this town and see how they even have compassion for animals. One day I was going to school one day, I saw a woman hit a cat, this woman stopped and there was traffic on the road all because she hit a cat. The way they treated the matter, I was like wow!!! Can this happen? Because of that I fell in love with this area. Even when you want to cross the road, they give you respect, the way they totally stop for you to cross the road. So, if am rating them, I rate them as nice people and if am going by numbers, I'd give them 80%."

P35: "Being more knowledgeable."

P36: "I had some positive outcomes from my interactions with them, like social and academic advantages, learning about their culture and language, in general is good."

P37: "I will just say it's fine because like I told you, I haven't contact with a wide range of people here just a limited number. So, I would say just fine."

P38: "Like I said earlier on, the only quality contact is when we come together to discuss academics. That is the only quality contact I have with them, outside that, there's nothing more."

P39: "Yes, it has been good, everything works fine because they are very helpful."

**8. What is the frequency of contact between international and local students/citizens?**

P13: "I have a group, a group of friends, all of them from Cyprus and I worked with them before. One time in a month, we have meeting in a cafeteria."

P14: "If you go out every day you will encounter them, if you just step out of your room, the moment you step out they're everywhere because it's their country. So basically daily. Anytime I go outside."

P15: "Is low. Once a while, one in a week or two weeks. And like I said, the Cyprus I'm meeting is either from department, the lecturer, just a few."

P16: "Daily, in school, in malls and restaurants."

P17: "Often. Every day like when we go to school, meet them in events, shopping malls and coffee shops."

P18: "Okay, before the lock down I'd say 80%. Because of where I work. yeah 80%. Because at the work place, I interact with them, I see them in school, and so of them are my lecturers, I order food from them so I'd say 80%."

P19: "Apart from my two friends. That's the only people I talk two. I talk to them almost every time. We do not talk frequently. We talk like when we talk, it's not every time, it's not frequently."

P20: "Frequency of contact between us international students and the local students might be quite low to an extent as I would compare of course the population of the locals versus the foreigners who are the majority here. So, that's actually the real situation like when it comes to going to classes in universities, yes, we would come across them but we cannot compare the contact frequency with the locals with us the internationals with each other because, of course we're many and we have outnumbered them to a great extent."

P21: "Daily, I guess. Like you can't live in their country and not encounter people leaving in the country every day. yeah. If don't meet people in campus, you'll meet them outside"

P22: "From time to time, that's it. I just see them, hi, hello. That's it. 3 out of 10 because, most of them, I don't even have their numbers. I have some people I talk to, they're Iranians, they're not locals. Those ones their English is fair. So at least I can cope with those ones?"

P23: "Not too much like few days a week"

P24: "Almost every day"

P25: "I don't know, not that much. On a scale of 3 or 4."

P26: "Oh, okay. How frequent I talk to them... As I said, everywhere I go. I'm used to like when you pass by someone, you just greet them when you are sitting at the bus stop, I greet them something like that. I do have friends that I'm very close with, but they're from Turkey, so I don't know if It counts. Yeah. So even like securities, I tried to communicate with them."

P27: "On a day to day basis, I keep in contact with my clients especially during this covid 19 period, it is always healthy to check up on your clients and see how they're doing so, I mean I can tell they value the relationship we have."

P28: "Aha! currently, nothing but when we're at work, everyday"

P29: "You know what? Maybe, it's just me but I try as much as possible to ... I would say my personality as well is reserved; I would like to think that. So, maybe my personality has a factor to play in this but I try as much as possible to limit my contact with people. So, if am in the university, and have a group work or something then am not open to interact. Even outside the university, most restaurants have numbers you could call right to order stuff but I don't I'd rather use an app. So, you see my contact with them is very limited"

P30: "I have many, many good local friends....so, it's very good. The frequency is too much actually"

P31: "It depends on the relation between us, if we are friends, we will contact a lot, if we are just seen each other inside the university they will contact just in that place"

P32: "Honestly zero contact except going to the bank which again in the bank, there's one person who has the ability of interactions in English, automatically they refer me to that person so since I came to this island, he is being the sole contact. Yeah, in the market, but most of the time I try to know what exactly I want not to chat with them because they cannot handle the conversation, and the price tag is obvious, or in broken English."

P33: "From time to time, I mean we're not friends but I just know them like once in a week or so."

P34: "I have friends at work, in school, they call me, we talk. Some of them invite me to come to games with them; that am playing football in this town, it's because of some of them. Even when I tell them am not financially buoyant, they sponsor me, that's to show you how good they are. They are cool."

P35: "It depends on our closeness but mostly daily in school"

P36: "I try to talk to them in their language because I like to learn about their language and interact with them once a week. Not too frequent."

P37: "Not much though, some yes. A small number. Our neighbors are local. So, I see them daily but I don't contact with them daily."

P38: "Yeah, I have few friends, like those of them that can speak in English. At times, we call on phone, we talk, maybe in a week we talk like 2 or 3 times."

P39: "Because I'm working in a hotel, as you know they are some workers who are Cypriot people so every day we talk frequently seeing and talking about everything, they are very kind."

**9. What kind of friendship patterns exist between international and local students/citizens?**

P13: "I think that this is just a friendly relationship with them. I don't have any business relationship with any local people, because I am a student here, I don't think that I start any kind of business in Cyprus. My relationship with local people is just friendly relationship."

P14: "None really."

P15: "I will just say they're just co students. I won't even call it friendship it's just coexistence."

P16: "Friendly friendship and was also in a relationship with one too."

P17: "Its course mate like classmate position."

P18: "I will say my friendship with them is professional."

P19: "Okay. I've not dated any locals... apart from my female friends, that's all. They're good friends."

P20: "In my experience, local students to me have always been acquainted. I have always been acquaintances with local students though I never had that kind of close friendship with them. The acquaintance comes from those who are classmates with me."

P21: "Well, I do have some friendships with local students but as I said before, it's very limited because of the language barrier. I have relationships but much deeper relationships, I have not."

P22: "There's no friendship pattern"

P23: "We are like good friends."

P24: "Like I said where I stay, like they local area, so most of them act like grandparents, they treat us like that. So, it's kind of motherly interaction."

P25: "Yeah, we are cool. I've... I've some Turkish friends."

P26: "OK. Many of them. They're just my friends that I meet outside because we do different courses, some two courses in Turkish and there are some that I met in my English classes. They need help from me and everything. So, I would say like classmate's friendship that you just make outside the school. Okay. Honestly, if it wasn't for the communication barrier, I think I would want to date a Turkish Cypriot."



I think I would to be honest. But, you know, I would I would, if it wasn't for the communication barrier, I'd think I was going to like, you know, date someone who's from here or something like that. But then because, like, I can't manage to be communicating with them through someone. That's like really a mission. Even if you are willing to teach the person English is not going to be perfect the way you wanted. And communication is the key."

P27: "Strictly business and nothing more. I have dated a Turkish Cypriot lady before and I did value it based on what I learnt from it. But come on not everything is meant to last."

P28: "No, no, no, almost its business, yeah. Also like after work, we go somewhere for talking; not every day like 2 times a month and it's not more than this"

P29: "I mean, we see when we see but other than that, it is what is. I do have like a few older people I talk to but they are like in their 50s or so. I guess maybe because they are a more open minded culturally maybe because they were here before whatever happened between the Greeks and the Turkish. I have a better interaction with them like say once a month"

P30: "Most of them are only my classmates, and as I told you in my workplace, I also have contacts with my coworkers or boss."

P31: "Close friend, roommate friend, classmate friend"

P32: "There's one neighbor of mine, who's a Cyprus most of the time she greets me in English language, she's a very nice lady, and of course my land Lady, she's Cyprus but she speaks English language very well so this two ladies so far has being somehow so cool in their actions if you want to put it in the contest of local, but not all the time. Regarding the neighbor is a kind of friendship but the landlord, is a kind of the billing of us."

P33: "I'm friends with some of them, not interested in anything other than friendship. I'm not attracted to them but they're nice people to themselves the problem is that they don't allow others to get in their life's, to be friends with them. For example if there is two international student and there are local students with them they try to speak their language to understand but in case there two local students and other international student they won't even try to get them in the conversation, they will keep talking in their language, they don't care about you, that seem to disturb me."

P34: "They are my friends, we talk, we gist. As for dating, No. I'm dating no one from this area; as I told you before, language barrier, you can't date someone you can't understand their language very well. So, we're just cool friends, we joke, we play and anyone I can speak, I speak, I make mistakes they laugh they correct me, they tell me to teach them my own dialect, I tell them, they try to pronounce, they're not getting it we laugh. That's it. Our friendship is just mutual."

P35: "It could be all kind, I'm open to any kind of friendship they are willing to welcome."

P36: "Just friendship contact with them, and sometimes we discuss some other issues, is just for friendship because I have worked in a hotel in Cyprus for 4 months and sometimes, we discuss business."

P37: "They are small number of customers, maybe neighbors."

P38: "It's just casual, I don't have any girlfriend, am not doing any business with anybody, I'm just here for studies and nothing more."

P39: "I don't have any close friends, just coworker."

**10. What kind of social support can international student offer to the local citizens?**

P13: "I can be of help in any way possible if I'm in the position to help that person. Both locally and internationally."

P14: "Depends on my close relationship with that person who needs the social support but in general yes."

P15: "I can help anyone around me not just the local in any way possible. I can also teach the local citizens English language and my culture."

P16: "Yes, I'm willing to assist financially, yes of course, but not to everybody who's in need you get, but if you need, I will give you if I must give."

P17: "Like learning first. It's always good when people learn new things, willing to assist financially as well if am opportune and I'm in that financial position to assist. I'm open to accommodating one if the rules of the house allow it."

P18: "I mean they're humans; I'm in their country if they don't feel supported or let me say loved by me in quote, how do I get be comfortable in their country. So, I will show support I mean by obeying their rules and regulations is also a form of support. Observing their national holiday with them and patronizing them or even seeing an elderly person; giving or lending a helping hand"

P19: "If I do have money to give, I'll give. Like, I do not see anything wrong with that. I mean, you are in a position to help someone why don't you help? if my friends like one of my two friends have an issue, I can help them out; they do visit me so many times but I can't let just anyone come in. like if they're my friends, I will want them to come in if they are having house issues."

P20: "The local students really appreciate us with the interactive support that we may have with them a times when working on different endeavors, different projects both academic and social wise because, in the same process they also believe that they can improve their linguistic skills when it comes to the English language."

P21: "Uhm!!, well like on a personal basis doing these kinds of social interactions is a little bit challenging for me because am not that type of person but if I had to choose to, I would. You know like you need to give as much as you can in order to get something back. Like I cannot expect them to accept me if am not doing anything for them."

P22: "Teach them English the little way I can, assist financially."

P23: "In any way I can as a student, sure why not."

P24: "I'm a student and the area which I can offer is by giving them the knowledge which I have like teaching them my language or English because some of them have this difficulty of speaking English. So, I can offer myself maybe like one or two hours of my time to explain some tenses, some phrases in English. I would also like to visit their old people's home again; I really loved that moment and I'm hoping to go again. So, those are the kind of things am hoping to do."

P25: "I don't think so; they are meant to offer social supports to us the international students."

P26: "Honestly, with that, I participate when I'm in church like when they tell us that we must go maybe to love culture closure, we must go to hospitals and everything. I tried to put a lot of effort on that because there's no way I'm going to do it on my own. So, I think it's better as a team to we do it together. We donate everything that we can, clothes, food and money. Then we go give them, I think. Yeah, that's where offering goes to because yes, I can see where it's going. I think it once happened like a year ago or something like that. I would or maybe like a transport; pay a taxi for me... I would. Then what else"

P27: "Well as a sociologist from my past studies in my previous school you understand that sociology is understanding the way people, understanding the society, and the people in them I have got to understand certain things about the Turkish people they're

quite nice even though on a large scale we consider them as sometimes, what's the word I use now without being offensive, aggressive but it is the way they are, but in that aspect you have to follow them with knowledge as well, or with caution so you don't get to fall a victim like we all know an average black man will never trust a white skin, is not like I don't have that trust for them but you know whatever I do with them I try to beat that understanding I have about them, I try to relate with them cautiously so nothing goes wrong, what I can render to them is really little because obviously I'm one who learn from different people, I'm not the one that learns from one person, but if I'm to give any social support it should be based on what I know about my own country, give them an idea of how we Nigerians or Africans behave you even find out that some of them show interest when you meet with them so I'm free to give that out. course I'm Willing, depending on the situation surrounding that because I have had different people walk up to me, is rampant in the society here, some come up with a note written, I need help to take care of my family or medical bills and all that, you know you can give them, of course I would definitely give to them."

P28: "Here in North Cyprus, nothing."

P29: "I don't know what I can offer because to be able to know what people need, you need to be in contact with them. am willing to help everyone but I am keener to help a foreigner than a local because I feel like a local can always find someone they know; this is their country but another international student has nobody... if you know what I mean. am not willing to accommodate anyone per say. It's not about being a local or not, I've tried it in the past and am telling you it's was one of the worst experiences of my life. So, I don't think I can do that but I can offer the person financial support that can maybe afford accommodation for up to a month but that's about it."

P30: "No, if I want to honest, I don't like that not because they Cypriot people or something like that. Totally, by money, I don't usually help."

P31: "Teach them about my country culture and traditions, help them to master the language. Help them if they need any help."

P32: "I'm not expecting to offer them any social support, they supposed to accommodate me, they supposed to offer me social support. Because our money is turning their economy, we come here with full pockets, pocket full of money based on their perspective so they are charging us, they supposed to provide us better service. At the end of the day we are all human beings, but even if I see she's an old lady and she cannot speak, I try to reach out to someone because the purpose must happen, I try to reach out to someone to fix the situation, but when it comes to us as an international student, if we reach out to them, without any hesitation they say, they have a kind of gesture like we don't know the language so they just back off."

P33: "Yes, I will and I'm willing to have them as friends, to introduce them to my culture and to my background and even I will take them to my country."

P34: "Well, I used to tell them that I don't know why they allow us international students to pay in pounds while they are using Turkish currency. That is the support I want them to work to make everything cool for us. okay, I think maybe, what I should do Is try to give them the ideas I have probably in socializing or teach them more about the way of life of Africans. I also wish they maybe, create a better work opportunity. I think if they can support in the rent we're paying; to be paying in the local currency, it will be okay."

P35: "To help them and save them in difficult situation."

P36: "Yes, if there's a problem and we're close yes, I will give them."

P37: "If I can and if the situation permits, of course. for me there's no problem but I have let's say another problem. Am let's say 80% of the time at the restaurant and 100% of the time, my parents and my parents, they don't speak Turkish and the Cyprus people here, most of them speak Turkish, they don't know English. so, there will be a problem contacting between the local employee and my parents."

P38: "The only social support that I can offer to the citizens is like some of my friends, those of them that cannot speak in English, I've being trying to get them to speak the language because I see that English is very necessary, especially in academics and since English is the only means of instruction in the school here. So, I think it's very necessary; when you teach them, they become confident and interact with the international students. I'm also willing to assist or accommodate the local citizens whenever I can."

P39: "I can if I'm in the position to help."

**11. What are some of the cultural and identity challenges that international students face in the host community?**

P13: "Uh... actually, no. like I said before, my relationship with the north Cypriots is not too close because of this reason I don't have any problem with their culture or cultural clash with them because everything has a limitation. When you follow this



kind of life, you won't have any cultural clash. I like their food yes. Because they kind of food that they cook in Cyprus is not so different from my culture"

P14: "The smoking culture, I wouldn't adapt to it no matter what, I love their music food and movies. I like their foods, I love kuuba especially, I love scuba soup, when I go to restaurant and I ask for scuba soup they will be like are you sure. I love their beans and basically like their foods."

P15: "First, I think they're too loud, they can be loud when it's not necessary. They can be talking and my take could be that they're arguing. Then the other one is the constant take of coffee which I'm not familiar with that, every evening there's more of coffee shops than seat out bars, more of eatery so they're more into eateries they don't even cook more at home unlike in my country. Unfortunately, I have not really known about their food, the food they are eating I think is mostly continental food. I will say no because is kind of slow, is slow to me become we in Africa have a different. Their music culture is not too good to me. I never had a problem with smokers but I think excessive of it is faulty and everyone smokes I think that's where I have a problem."

P16: "The only thing for is Ramadan, I like their food, I don't like their music, love the way they dress. Don't like their smoking culture."

P17: "Actually, I don't really know much like deep into their culture. I don't know much about that, I love their food culture, their music, I usually don't understand everything. So, the ones I used to hear, they're good and I like it, I hate their smoking culture. their dressing isn't... that their cultural trouser they normally wear isn't that fascinating to me."

P18: "The kissing, you know... they peck. dressing... I don't really care about their dressing."

P19: "I will say... I don't think there's anything difficult to adapt to. like, if I do not put my mind to it, I don't want to indulge myself in it. I think they have a very simple straight forward culture, it's not complex. If you are not doing anything illegal, yeah if you're Cyprus, they have a straight forward life. oh my God!!! I love their music culture. I listen to some of their music as well. I watch some of their series; the series am currently watching is "bad apple". It's an interesting series. I told you, I love the food. I can cook some of the dishes because I was opportune to work in the kitchen, I think twice. So, one of them was assistant chef so, I saw what the chef was doing and I also assisted the chef. So, that's how I learnt how to cook some of their local dishes, I would say, no. they dress okay. You know every culture is amazing but I like my own style so... but if there's a program that will require me to dress like Turkish, I'd do it. Yeah, but I will not put it as my life style. I do not smoke, so, I will not. I don't even take shisha. So, no."

P20: "The cultural challenges that us international students face; first, it will be with the existence of diverse culture here where you are having people from different nationals leaving in this island. Also, it has something to do with the local culture being different from our own native cultures that we came from."

P21: "I do find that a little difficult because, I'm not a smoker myself. I have a little bit issue about how often people here smoke in public. That's a little bit uncomfortable.: I adapted to their food culture easily like I had no problems adapting to that. I've much integrated into the food culture and their dressing culture, it's not

really a problem like everything here is okay. The music culture, am not familiar with it, the other two, its fine. I've adapted to it."

P22: "Their food and language."

P23: "No, for me that is no because, I can accept everything here; the food and the living style is good for me, Yeah, I like their music. I love their food."

P24: "Yeah, their food culture, am okay with their food; I really like their eating habit. I prepare some of their food in my house, I check on YouTube, I cook it then their music pattern, there's this cultural thing they normally do, they wear their cultural attire, the boys wear red while the girls wear white and a touch of red, its lovely and the same way they used to raise up their hands and start dancing, I like it too. So, I like their music pattern too. it's ok too except during summer. The way they dress during summer maybe because they don't wear bum short or so, personally, I don't like to expose myself at least I wear short but not too short but some of them wear very skimpy skirts, skimpy trouser. I think it's their culture. Am not comfortable with that."

P25: "To be honest, yeah, they have many weird cultures you know. I hate what they do in the beach; you're going to see a woman of 56 years. Yeah, sure. She's going working with a bikini and bra and she's not feeling remorse about it. And I'm like, no, back in my country Nigeria, you can't see a woman of that age wearing bikini and walking and is like a normal thing to them. I don't like their food, their music, don't like their dressing these are stuffs I find challenges adapting to."

P26: "OK, I don't like their food like, up until now, I'm pretty sure I haven't eaten like more than three dishes of takeout. And I've been here for like three years and like their music. And I haven't gotten that eager all sorts to learn Turkish, I don't know why. I think it makes it hard because they don't know English. So even if you want to learn, it must be, you know, someone who knows both English and Turkish."

P27: "Theoretically speaking, an average Turkish person sees a black man especially when the person is from Nigeria as a money bag, so in that case, honestly I have had relationships with a lot of them who try to swindle you or try to take advantage of the fact that you're black not knowing the size of your pocket so they always want to be smart sometimes, that should change I think the government should also look into that because personally being a social person I have had experiences and complains from my fellow black people, they should really change the ideas they have towards us being black and rich is not the case all the time, an average Turkish person could see you off on a gold chain and they just want to swindle it, you go to a shop, buying an iPhone or whatever and they just want to increase the price because you are black, it's really not good. Is not their culture, but like I said is a stereotype, the general knowledge, it's unfair, I've had bad experiences dealing with such selfish people when it comes to businesses as well but a few of them up straight forward especially when you have a good mind?"

P28: "At first, I think it was about everyone here is a smoker and in my country it's not like this mostly boys and men but here its all of them, it doesn't matter which one and it's not good and they drank too much more than I realize and they don't care about anyone; the parents don't care about the children and they children don't care

about the parents. They don't have any limits; any age. They spend too much time, too much money in this. In my country it's not like this."

P29: "Well, I would say the fact that they expect women to behave in a certain way and not men. I find that hard to adapt to. I don't know maybe because where I am from in Nigeria, whatever a man can do a woman can also do this per say in the sense that for example, if a man is doing something wrong and a woman is doing the same thing, both of them are wrong but here, what I've come to realize is that a man can do this and that is fine you know but a woman cannot do this. They have this notion that a woman must be so reserved but a man can do whatever he wants. Permit me to say a man can go out with 100 women and even allowed to have a relationship and that is okay here but a woman cannot do that. So, yeah, they do have a very strong notion of patriarchy. it's their culture. I think maybe religion as well plus culture has a strong role to play in this. If they are religious per say then I believe the Quran believes in the fact that for example let's say, the man should not be unfaithful and the woman should not be unfaithful. You see what I mean. But here, they take the part that strengthens the man for example a man can be unfaithful and it's like an open secret everyone knows about it but it's not really talked about but a woman can't do the same thing. So, I'll say it's cultural or religion. I don't mind, I am someone willing to try anything foodwise so I am fine with some meals like fish, anything seafood, some salads but I've not tried anything deeply cultural. Their music, no, that is one thing I am never going to be able to adapt to. Dressing here is okay; I would say standard. I didn't feel any culture shock when I came here with regards to dressings"

P30: "Uhm!! Their music culture is like Turkish language and I love Turkish, yes. If they have local more than Turkish or different from Turkish, I do not listen to. I don't like their smoking culture, oh! their dressing culture. Yes, I like that"

P31: "Communicate with others, since they are mostly having different language Different traditions, when you move to different country mostly, they will have different traditions and you must be able to live with."

P32: "The only thing challenging, I don't like is smoking, it gives me headache, but regarding other aspects of life here I embrace it because I'm coming from an impressed country so definitely, I embrace it very well."

P33: "I don't like the way they dress, they're weird and is hard to adapt to that. Their food is just amazing, I said that I like their classic music, not at all because I don't smoke, I find that they really smoke a lot And I didn't like it. In some case the whole family is smoking, in my culture it's forbidden for a woman to smoke."

P34: "I think that when I came into this town, I hated the kind of food they eat, but now I'm adapting. But what I think is the problem is the kind of water they use. The language or so is difficult to adapt. Maybe the way the interact with female folks or so, they are so strict about that like the female folks are not flexible with foreigners. Their males are flexible unlike the females. I can't say I like it or hate it, it's their culture but me I don't smoke."

P35: "Native behaviors in different situation."

P36: "At first it was difficult but now it's okay. I love their food culture because I'm from Iran and our food and are similar. I love their music, don't like their smoking culture and adapt to it."

P37: "It's not big difference between the food here and our country. Of course, there is differences like most of the fast foods here are a little bit the same like my country but for like say cooking its different, yeah. I'm not much a person who listens to music. I rarely listen to music. I don't have any problem with their smoking culture."

P38: "There was this scenario, there was a day I was coming from school, and I was in the school bus, I wanted to sit, a lady was sitting very close, so I wanted to sit down and the young man standing behind me just tapped me from the back and asked me no, no, no you cannot sit. In Turkish culture, you cannot sit with a woman that is not your wife or your girlfriend. So, anytime am in the school bus, I am always very careful and at times, if there's a space, I may not want to sit down because theirs is a lady sitting and that will eventually make me to stand when there is a vacancy. So, it's a very big challenge. I love their music culture, I kind of love their food, love the way they dress. I don't like their smoking culture because like it because of my home background, I don't like their smoking culture"

P39: "Food culture, because in my culture we cook without oil, so I have the problem with watery food. Also, their fashion especially in the girls. Their music is awful, I don't like it."

**12. Should it be made compulsory for international students to learn the local language of the host community as seen in the western countries?**

P13: "Yes, it's better to organize program to teach international students Turkish. I think if the government organize it to be free, every student will want to learn it"

P14: "I think so, yes it will help a lot, when I went to Russia two years ago, I think to visit some friends who are Nigerian, and they were thinking Russ, I was thrilled, I was like what have you being doing in Cyprus. This is because in their first year it is compulsory to learn the Russian language, they do it in a proper way that you can be able to communicate with the local citizens. I will love it if Turkish language will be made compulsory, imagine I learnt the language when I came to Cyprus, at least I would have been better in speaking the language."

P15: "About an idea of giving a course to international student for them to study and learn so they can learn the basics of Turkish language, at least a course, I think they're doing it for undergraduate, so that you could learn to converse with the essential."

P16: "I don't think so Because it is not okay, because I think 90% of people come here to study and they don't have to learn Turkish to do that, is not good. We don't have this idea to stay in Turkey is just to study and leave."

P17: "No, the reason why I said no is because most international students, they told us that everything will be in English. Making it compulsory won't be good because we already had the mindset that everything will be in English. For you to learn someone's language, it should be something that you love because when you love it your interest will be like 100% and you will be able to learn it well. So, that's why I think it won't be good to force it on people."



P18: "I think it should be. I think some countries like Ukraine, you'll spend one year learning the language before you start your course. I think it should because really, especially when it has to do with jobs, it's a very big barrier. I remember where I was working before, why I left that place was because one I couldn't really speak the language and we're tourism students we know a lot much more than the people working but because we couldn't speak the language we were not given much regard and they were not patient enough too."

P19: "To be honest, I will say yes. Like in GIU, I think the only faculty that do not learn Turkish in their first year is law. I studied law so, I had to pay an extra fee to learn somewhere else like they have these Turkish schools around Cyprus so you could learn because I wanted to learn more, so I had to pay but I feel like they should make it compulsory. Because, I mean it will help the international students a lot when it comes to interacting and networking. They must make it compulsory at least you have to know the basic. It will be beneficial to both the international students and the local students."

P20: "I don't think its compulsory for international students to learn the local language here unless if the government of the local community is willing to create opportunity for foreigners to be integrated into their economy by offering them different jobs and opportunities. I think in that sense; it makes more sense for the foreigners to learn the local language."

P21: "I think it's already compulsory. I don't know at the universities during the first semester, we take a basic course you know to learn basic Turkish. I feel like maybe,

the program should be a little longer like one year, two semesters. I feel like learning the language would help students to really adapt here much better."

P22: "I feel it is necessary for people who come here to learn the local language because I feel interactions would have been much better. Let's say before coming here, I already know basic Turkish, of course I will be able to interact, go to the stores conveniently and buy. Now it is hard to interact sometimes I must wait for them to find someone that knows how to speak English to come and talk to me and all those stuffs."

P23: "Okay, yes, yes, because most of the kids here, they don't know English. So, if you don't learn it, I think it will be difficult to communicate because, I think in the most important place they don't have too much people know that English. So, I think they must learn before they come."

P24: "No no, I don't it's a national language like when you go to another country you should know how to speak it, it's an asset to you unlike French or German. Except if you want to work here or get a citizenship which I don't think they give, so, I don't think they should make it compulsory."

P25: "Yeah, yeah, yeah. I think that should be. Yeah, yeah. I agree with that because, you know, language barrier is one thing that's killing most students here because we can't you can communicate with people. the way we are supposed to communicate with them most especially local people of this Cyprus and also let's say you want to...you are somewhere for instance on them because I am this kind of person that I always like knowing what's going on around and what's going on around me. So, most times these Turkish people, might be speaking Turkish around me and I don't know

what they are saying. I know you sometimes when we don't know what people are saying, you might think they are insulting you or they are cursing you. So, I'm not comfortable. And I feel like if we can learn the language, it's going to be it is going to ease our learning system and it's going to make us more effective in terms of learning because some professors are not that good in English language."

P26: "I think it has two sides. The other side that I'm going to talk about. I think it's better because once you know the Turkish, it's going to be easy for you since they don't know English. But on the other hand, since they don't know English, I think it's okay for us to be like, okay, on our English side, ok what else do I want say...."

P27: "Yes it should be but I think they should give us sometime probably a third semester not the first semester, we just come in we all know the brain of a child is a tabular reserve, we already know what we know from where we come from, so I think sometime should be given to is to at least relate with them and this should be made know to us when we come to the island that look Turkish is going to be compulsory but there's a time limit towards it . That's why you find some many people failing the course at the first semester. Because what we know is what we know from where we come from. But still some people do come out with great grades as well, depends on how fast they can pick up language."

P28: "Its better we know that because we live in Turkey or Turkish country. I think it's supposed to be must because you want to buy something, we don't know Turkish, it's hard and if we know it, we can do everything better and easy."

P29: "Well I don't really think that anybody should be forced to learn any language that they are not interested in learning because, if I wanted to learn Turkish, I would have. Think about it, we're in a university for like 4 to 5 years, that's enough time to learn a language so, if I was interested then probably I would. I don't think that is something that is forced upon someone. Forcing language on someone is like denying the person a freedom of choice in some certain aspects. I don't think they should force their language on anybody."

P30: "It should be... for myself I prefer to learn their language and am trying to do that. So, I think it shouldn't be by force."

P31: "No, since they are students, they must learn the education language, but for the country language it depends on the student himself if he wants to learn or not"

P32: "Actually yes, I want them to provide it as a kind of complimentary course to help us fabricate into the society like other countries because other countries they provide free class of language in different places out of charge so in this case they facilitate your fabrication into fabric, they're not expecting you to learn the language from somewhere but here's not there case and if you complain they say we can't provide you while the classes are extravagant, I require transparency on the university website and from the site of international agents school actually who advertises on behalf of universities here on this island but not just knowing English is enough, but knowing Turkish is part of the integration, you have to know the language because locals will have no information about English."

P33: "No because if they do that other students may not like it because it is not internationally recognized."

P34: "I think they should somehow. They should make it compulsory for international students, for me, I think so. They should also learn English too. You know Turkish is their local language and Turkish language is not a language recognized in the world if you understand what I mean. So, I think they should learn English."

P35: "It will be much better for them if they do. Less misunderstanding."

P36: "It is not necessary but learning the language can help little interactions with them and increase social interaction."

P37: "I support that idea but not compulsory to learn."

P38: : "It depends, I think it should be made compulsory for the undergraduates not the postgraduates, the postgraduate students, our stay here is uncertain because many of us are married, many of us may want to go back to our various destination and some may want to go back to the 3rd country. So, I don't think it should be made compulsory for the postgraduates but for the undergraduates, I think it's a good idea."

P39: "Yes, I think it should as you know the English language is not good in the Turkish side so your main language is English you can say that better than me, so it should be made compulsory because if you don't know it you will face a problem, in the language, buying and selling, everything, in the daily life. Because the language differs."

**13. What sociocultural factors influence the participation of international students?**

P13: "None so far."

P14: "I just want to say neutral; I don't like it and I don't dislike it."

P15: "I'm already in to their food like Basha I don't of any other one really, I'm a football person. But talking about the food culture I would really want to involve in that also exchange mine get to know their kind of food. And smoking they have already impacted the personality in me. So is one of those things I'm already participating in one way or the other."

P16: "As I told you I don't have a deep idea about their culture, I cannot say anything about that." P17: "Yeah, like learning that their dance, their national identity basically and what it means"

P18: "The fact that it is different from mine, it gets me exposed. Their dance, it's something else; they have one pattern of doing all and that is so attractive."

P19: "Like you know the locals are welcoming, I mean some of them are really welcoming. Like I've met quite the elderly ones that are so welcoming. Honestly, when you go to a place like where you feel welcomed, you'll be free to express yourself and you'll not shy away from so many things. I think that is very important."

P20: "From my experience, the only socio-cultural aspects and factors that may influence the participation of local students would be by the events organized by the university otherwise there wouldn't be much common activities that will bring the two sides together."

P21: "Honestly, I can't truthfully answer this question because as I said before, I don't have too many social interactions. So, I can't really answer the question correctly"

P22: "There's nothing to me that would influence my participation unless I was invited by an international friend to participate."

P23: "Yeah, I think their wedding, maybe I would want to attend, because different culture. I want to know how is their wedding style."

P24: "Yeah, I think I will like to participate in the wedding, I think I like the way they do their wedding here. it's very peaceful and beautiful, they don't make noise like where I'm coming from, it's just an evening event. Just go as simple as you are and you know the wedding will be done in a twinkle of an eye. I really like that; you don't need to spend your whole money on your wedding."

P25: "I don't have much interest."

P26: "Like, I haven't learnt anything about their culture."

P27: "For instance, during this covid 19, two three weeks ago, they were children days celebrations in Turkey, when you come out you will see cars carrying the flags and

what not, obviously we're not kids anymore but it still makes us happy to know that they're able to appreciate kids, whether or not it is Turkish or whatever social background you are from, they still appreciate that so I think they have a semi perfect way of relating with people, irrespective of the fact that it is meant for the Turkish, you can still find all the people get Themselves involved in it."

P28: "No comment."

P29: "Okay, I would say the only thing they do that I find interesting is the spring festival. I don't mind if they have like an art show; I could go for an art show that is about culture and stuff like that because am into art. Anything that doesn't require serious face to face interaction, am open to it. Am also fine with Halloween. But if just any event like they have a seminar about their culture, am not interested in going or they're going on a trip to a cultural place here in Cyprus and they're only going to be speaking Turkish, am not interested in going."

P30: "Hmmm.... I don't know if I understood the question right or not but if I understood it correctly, but I guess, for example, the party they make or something like this can influence or activities like that can affect."

P31: "Experience and self-confidence."

P32: "The only cultural activity last summer, I participated was the festival of color, I participated with one of my Nigerian girlfriends. It was for the first time we participated together."



P33: "I want to participate in their music, I would love to participate, but I find it hard because I'm not a local student."

P34: "Well, I don't know much about their cultural style. The only thing I think I know about their culture is some food they eat. I don't know much about their festivals, so, I can't say much on that. One of the things about them is that they are not loud. You know Africans are loud, we enjoy ourselves, we like partying and having fun. Like I've stayed here for like six months in this apartment, I don't even know my next neighbor."

P35: "The big differences or the similarity."

P36: "Cultural events like the viral soccer events, and other festivals like their cultural dance, although I haven't experienced it here but I will love to. Also, the cooking culture."

P37: "No Nothing."

P38: "No, am not very conversant with their culture and am not the social type."

P39: "Entertainment, I have a Cypriot friend and we have plans to go out, and we see the Cypriot people hanging out together and laughing I can participate personally with them I like that."

**14. Does intensity of interactions play a role in the development of cross-cultural sensitivity?**

P13: "No. I don't think so because every people have a unique culture and it's so hard to change it."

P14: "If you don't communicate with someone, how do you have time to talk and interact and share your culture, so you need to be in contact, you need to communicate with them, make them your friends, be free with them, is common with guys than girls, they just say meet and be like this is my friend and begin to communicate from there, and they start talking about your countries, because they find it interesting."

P15: "Yes obviously, the more they're open to discussing they more they get to learn new culture. I think it will go a long way to benefit both parties. Being the Cyprus sometimes they're not very good in English and we sometimes we don't understand them, if they could get a forum it will thrill them to be more exposed so that they can learn from us and we can learn from them."

P16: "Yes, but not in the class because class is for school stuff."

P17: "Yes. I think so because, if we both can interact either in their language or in English, we'll be able to learn a whole lot because there's mutual understanding between both parties. It will help in a great way."

P18: "Yeah it does. Our music for example you hear them in most of the taxis playing our music in pidgin like "how far now". Our parties, our clubs. That's how far we've been able to exchange cultures. Our foods too."

P19: "Yes. That helps a lot. You would know where someone is coming from and the person will know where you are coming from."

P20: "yes. Cross-cultural interactions play a great role in cross-cultural sensitivity because, the locals will be able to understand the different cultures of foreigners and how to treat foreigners when it comes to talking and interacting with them. So yes, I believe."

P21: "Based on how I've interacted with them, I think it's possible."

P22: "Of course, it will. At least I get to learn about them. I will be less rigid."

P23: "Yes, I think so."

P24: "Yes, it's very possible."

P25: "Yeah. Yeah. Maybe. Yes. Yes. Because I'll get to know them more. OK, I'll get to know them better."

P26: "Honestly, I wouldn't say a lot about their culture. I wouldn't even lie about it. But the more I talk to them, the more I see that we are different like to Africa. Yeah. That's what I would say."

P27: "Of course, it does because for instance, when you go to service your car, I have quite a good relationship with my mechanic, you know they're certain words he would use that will come to your mind that definitely you would want to use it, you would be

eager to use it too, when interacting with other Turkish citizens, that's quite a good one."

P28: "Yes, why not."

P29: "Yes, I do think so but you know, it's a 2-way street, they must be willing to interact. I would say most Africans and most foreigners are receptive of other people's culture, it's mostly the locals that are not receptive. So, it's a 2-way street. I think it will lead to exchange in culture as well."

P30: "No, no. I don't think so. That doesn't mean if we for example talk more, we can exchange the cultural ideas together because, it tried that like I said I have many local friends; this question is not even true about that."

P31: "Yes, I think so. I've learnt a few things about them through my interactions with them."

P32: "It should be but they don't want any interactions from the international community because they don't entertain us as an international community, they entertain us as an intruder, and they don't want to lose the fabric of their society, they want to keep it as much as possible, even when you learn the language and you try to speak in Turkish to them, they still shun you, shunning establishing conversation in their own language which by the way you did your best and you learnt it, this has happened not just to me but to my friends and I have been observing that, regarding their Cross cultural exchange, I don't see any window."

P33: "The local students from time to time, I think they doesn't even ask about my culture, I ask their culture, their food, their music, a lot of things about their background but they don't bother themselves to ask about us. So, they're not open minded."

P34: "Yeah, I think so. The more you interact with someone, the more you understand them."

P35: "Sure, it will help me as an international student understand and interact with them better."

P36: "Yes of course the more your interactions with them increase cross cultural sensitivity."

P37: "Yes. Of course, because, interaction and contact with others make you understand them more and make them understand you more. Learning about their culture, of course."

P38: "Yes sure."

P39: "They change my culture I change their culture, yes because as you know in the generation of globalization, I think is very important the development and culture of development is very important, so participating with each other can help."

**15. What aspect of the social cultural factors of the host community do you think have the most influential impact on your daily life as an international student?**

P13: "Yes. When you travel to another country you have to change some ideas, some habits to living better and more comfortable there and it's not related to changing culture."

P14: "Yes, it's personal, coming to this country has changed my perception about life, especially when it comes to dressing, I don't necessarily have to dress like I'm from Nigeria for me to say that I'm from Nigeria, I can dress nicely and still be a Nigerian. 90% of them decently dress and they try to show their emotions, you can see boyfriend and girlfriend being free with each other in public, it doesn't have to be sexually kind of thing but they show it in a kind of way that you say wow! This is very nice. I like this part that I can express myself without being judged."

P15: "First of all is the smoking, I use to smoke before I came here but I think that increase as I landed here because everybody smokes unlike my country where if you want to smoke you have to find somewhere to hide. Apart from that I have learnt the habit of taking coffee and tea, any time you with the Turkish hanging out the first thing they ask for is tea I'm not a tea person but coming here that has influence me."

P16: "Only by smoking I think, like I was smoking before but now I smoke more and more. Like it or smoked half packet before now I smoke one packet or one and half packet. Because when you see people smoking it pushes you to smoke."

P17: "It's the part of being confident in your own local language like for the Turkish citizens, they are very proud of their language."

P18: "The way they live life have changed the way I see life in general."

P19: "I would say no. but when I came to Cyprus, I was able to understand what I wanted. So, you know a lot of international students coming from far and near, when you mix around, you know interact with some of them, you will like the different life style, different believes and all but when you come to Cyprus, it's very peaceful and calm. There's no how like if you're coming from a good background you would be influenced into doing any wrong decision. Cyprus is just peaceful to me. It helped me; I decided I want my life to be as peaceful as Cyprus. I would say indirect influence."

P20: "The aspect that has being greatly influenced by the local students would be learning the local language. As we're getting more opportunities to interact with them, we're also able to slowly learn and improve our skills in the Turkish language."

P21: "It's the little things you know. Like before I came here, I wasn't much of the type of person who loves... you know they love drinking tea, Turkish tea; you know they love drinking tea a lot. I wasn't a person who used to drink tea a lot but now, but ever since I came here, I do it all the time. It's part of who I am now. The other thing I feel I adapted to was the food, the local food, the local cuisine. I've very much gotten used to it."

P22: "There's nothing"

P23: "Yeah, their language. I used to speak Turkish and sometimes when I talk with my people it's mixing with Turkish and Chinese. food culture. Yeah, yeah, yeah because I began to eat sweet more now because in their culture, they're eating sweet more."

P24: "Yeah, like giving and helping people. It affected me positively."

P25: "Yeah, yeah, Like, I was... I was going to say that. That was even like that was one of the cultures was going to say. Okay. Like, yeah, it has affected in my life. Okay. I don't know if it's a culture like their... Turkish people are generally very aggressive. like they are too aggressive and I don't like that You know, Man, obviously negative. Like I remember I was staying in one house I think is at coffee mania and there's this Turkish man who beat his wife. Like the man is so aggressive. You know, I don't like when men beat wo men, you know, like, lesser vessels and stuff. So, I feel like that's not a good thing especially for the kids growing up seeing their father doing that."

P26: "Yeah, it did. But I kind of like it because the late the night life is something that I really do like. You can go out any stores close at 2:00 a.m. you can go get coffee at 1:00 a.m. I really enjoy that. It happens like so it does."

P27: "Trading, trading with them, you get to know the language, the terms they use when you want to trade, when you go to market you get to know certain things, they call different things and that helps the interaction with other Turkish people. It affects my daily life because I do businesses every day, I'm one who deals with people so it affects me daily."

P28: "At first it was about the time; in my country you're expected to be up at about 6:30 am but here everywhere is open not until around 8:00am because of this it changed my life. Their life is easier than in my country."

P29: "Nothing really."



P30: "No, again the Cyprus culture is very similar to the Iranian cultures. However, here I'm freer because am not actually free but when I was in Iran am not free. The freedom wasn't too much but here, there's much more freedom than there."

P31: "Hardworking, since most of the international students are hardworking because they are here just for studying, so that will affect me to be hard working like them"

P32: "Well actually, for example being in an open relationship doesn't get embraced in my country especially public, honestly it has affected me but has rather opened my eyes, for example sleeping before marriage is not part of Iranian culture but I see people do it freely, so how it didn't change me but of course it relaxed me because in my country it's a stigma, some people even commit suicide but here is not like that so you just enjoy your life you don't have any thoughts conscious . Or thinking you have done something sinful."

P33: "No, I added things, it didn't change"

P34: "They don't take life so hard; they take life very simple and I think that has impacted me."

P35: "When they are shocked base on some usual manners"

P36: "Yes of course my eating habits changed because I now drink more coffee and water because I have good coffee here, I wake up earlier than before."

P37: "Nothing about their culture changed my life to be honest."

P38: "Yeah. I think food is part of it, when I came newly, before I could acclimatize, it was very difficult like every other international student like being my first time in Cyprus, I was craving to eat the African food; when my food stuff finished, I had to start eating their food since our own African food is expensive and before you know it am used to their food, I don't even think about African food."

P39: "I think from these three years something changed in my culture to the Mediterranean culture, also my entertainment, the educational system because this country accepts the British educational system."

**16. How do you think international students can make positive impacts to the host community?**

P13: "Yes, I think their lifestyle changed according to international people, because for example as a Chinese student, you need some Chinese food and as a Nigerian student, you need some Nigerian food or anything else like Nigerian activity or Iranian activity or Chinese activity and all of these change impacted positive on the culture and they learn something from the international students. Not willing to create a job here because their economy is slow and stiff."

P14: "I'm a positive person, so wherever I go to I try to show my positivity, and share it to people, even if they don't know me but when I go to a place I try to observe the people and the environment and find out what are this people doing, what can I possibly do not to make them angry or make them feel I'm trying to look down on them. I just believe by not being wayward I'm adding a positive impact."

P15: "I don't really know if I can really impact because it is very difficult for an individual and if given the power to I can through my ideas in either cultural or tourism, most of the place I visit along the street is just coffee shop and eatery, it will be a good idea to invest in other business. In recommending north Cyprus to my friends back home, I don't really know if I can really impact because it is very difficult for an individual and if given the power to I can through my ideas in either cultural or tourism, most of the place I visit along the street is just coffee shop and eatery, it will be a good idea to invest in other business. If given the chance I would love to start a business quite different from the usual, with new cultural ideas different from the normal coffee shops."

P16: "By obeying the rules and regulations"

P17: "I will like to be very fluent in their language. I will also like to teach even some of their citizens that want to know English about it and in terms of my own culture for those that ask, I will like to share it to them too. And Yes, I'm willing to open a business here., it's a good avenue if the opportunities are open. It's a very good thing because it will bring about friendship and yes will recommend that my friends back home in my country to come here and study. Their education basically which you know that's what we have here. So far, so good I'm enjoying the education here."

P18: "Being involved in the community like I am already."

P19: "I don't think there's any... apart from the school activities, I don't think there's any activities outside the school environment that gives an international student the opportunity to make positive impact. okay. I mean. I don't think I want any startup in

Cyprus, I'm from Nigeria, so, if I want have any startup, it will be in my own country. I mean, I don't have any problem. If there's any opportunity that would... I mean I've heard like; I know some of the international students are kind of having like businesses but they have partners with like the locals to have like restaurants, and all that. I've heard some but I don't really know but for my own preference, I would want to start up my own business in my home country. I might probably do it; you know get an idea of Cyprus but I'd like to do it in my country. In recommending here for my friends back home, to be honest, I would say no. because I would want them to go to another country where they won't have language barrier and be able to have opportunity to work and get a good pay. Cyprus, they don't give the international students those opportunities, I mean it was hard for me to understand their language. I mean I'm still finding it hard to understand it. When am done with school, I would have to leave because I have no job opportunities, I mean, it's not easy for international students to secure jobs? Some of them, where they're working, is in the hotels and all that. For example, I'm a law student, when I graduate, I will not be able to secure a law firm. Like I won't be able to work in a law firm in Cyprus. So, I will have to go back to my home country. If you can't give a student such opportunity, why is he or she coming to your country to study."

P20: "Most students should be on the frontline to emphasize and promote cross-cultural interaction between them with the foreign community. I believe in this way, everyone in this island or the students can live and coexist as one society despite of the different ethnic backgrounds and origin."

P21: "I think that when it comes to this kind of stuff, it depends on what your career is going to be like. Like for my career, it's difficult because, my career like I couldn't

start a business with it, I'd be more likely employed. When it comes to helping the local people, I don't really understand in what other idea about how to help them except employment. I'm willing to recommend here for my friends back home. yeah. I think north Cyprus is like the international community is big and integrates the local community. I feel like, for people who are a little bit afraid to move to another country, it would really be very easy for them to study here because they would not be too taken out of their comfort zone but still be able to adapt to a different culture at the same time. So, yeah, I would recommend my friends to come study. I don't regret the years I've spent studying here."

P22: "It will be to teach them the language of course and talk to the higher authorities to find it necessary for domestic students to understand basic English."

P23: "Yes, I think I can make positive impact here in north Cyprus in any way possible."

P24: "As an individual, I like to clean my house, clean my frontage and wet the flowers. That's how I can say I contribute. Visiting the less privileged and giving to people who don't have. I think it's another avenue to help them. I'm willing to start a business. I think I can because I studied tourism and most of the business that grows here is tourists coming to Cyprus to see so many historical places and all that. So, that's an avenue to invite them to my country Nigeria and start something like that here in Cyprus and I can help them financially if the need came up. yes, I can help if I see that you are really in need. Not because you are okay, you can work but not willing to work."

P25: "By doing the best I can."

P26: "I would. I would make them learn more, about hospitality, because, you know, it's so sad when you get to a place, then you're not welcomed. It makes it hard. It makes you feel out of place. So that's one thing I would like to enforce. In some them is quite civil. Being called being loving each other. We're not strangers. Like we stay together because, we can't stay next to each other, and we're not even talking, do you understand? So that's one of the things that I would really like them to adopt from us as Africans, creating or starting a business? Yeah. I would like them to, you know, adapt to like our culture. How we do our nails. How we do our hair, how would do some of like our entertainment. Get together or whatever. Yeah. Because I'm pretty sure they're going to love that. I love the music and everything just to learn from our culture."

P27: "Come on the Nigeria students, I have people who has worked under me and still with me as a barber, they learn that from me and impact it on the other students being Turkish or Iranian or Arab or whatever they come from."

P28: "First, I think it's because of money; the currency is in Turkish and we pay for everything in dollar. Its good making money for them and they can make a lot of money from us. And we can make here more popular than another place. Here is an island and it's too small, and we can improve the technology and everything because of too much student, they must make a lot of building and transport systems. In creating jobs, I think sometimes I say yes and another one I say no because here is trying to develop and if you start business here, it will be good but it needs a lot of time till your business grow up sometimes I think yes, because here is calm and safe

and you can do everything and if you do everything it will be okay and it will be fine, it's a good investment but because it's too small, I don't want to do it. You must stay here and you cannot grow your business as an international business, I think no, I cannot do it, I'd try to take it to another country."

P29: "No. I understand all you're asking but it's so very difficult to answer I will do this; I will do that. Because I really don't have a relationship with them. For you to want to do things and be part of the community, or have a positive impact on the community, you ought to have an emotional connection between you and them. So, I really don't think about this type of things. Most international students just want to go to school and graduate and leave here because here it's not a land of opportunities for international students. everybody would want to take his or her positive energy to where it is appreciated right?"

P30: "Yes, I'm going to create jobs. For example, I'm a computer programmer and here in North Cyprus, the number of companies for creating programs for developing programs are very low, the number of that a very few. So, I can do that if am able I'm going to do a business about software programs. Another thing I've found is that for fixing and repairing electronical device are in their very low level, we need to improve them."

P31: "Learn its language so the number of people who speak that language will increase Improve the economy since they are going to spend their money in that country Improve the university ranking."

P32: "Actually, the impact I can give is if they allow us to set up a business, we can contribute to the economy by setting up the business or maybe introducing our culture, this people are so closed they don't want to have any change. So, I guess it will be necessary."

P33: "It did love to do festivals for all international students, not only Cyprus nationalities, I mean connect everyone, it will open them to other cultures to see if they can be friendly, open to other students so they affect their life's and it will benefit them and improve their language too. I'm willing to learn their language and teach mine as well, willing to create jobs and deploy them if they let me."

P34: "Okay uhm... maybe they are telling them that Africans they are coordinated people. You know some of this white people, they see Africans as uncoordinated people, they see Africans as corrupt, they see Africans as people that are not honest. I think I can make an impact by proving them wrong that Africans are not corrupt, that Africans are honest people, that Africans are not greedy, they are just people who are working hard to make a living. Don't know whether you understand me. In creating jobs, if they give me the opportunity to do that. You know it is hard for them to give Africans license. I don't know about the place you are but over here, it's hard for them to even give an African a shop. If they will give chance for that then I can do that. In recommending here as a destination for educational tourism, it depends... it's a very difficult question. Well it depends on what they want, if they want education, I can recommend, if they want a place where they would go and struggle and make a living for themselves then I will not advise them to come"

P35: "By respecting their rules and regulations as well as their culture."



P36: "Yes, because me as an international student can make an improvement in the country and cross-cultural identity. Yes, I will suggest my friend to come here, it's good and the country is quiet and peaceful. No, I can't create jobs, because if you want to start a business you will need money so I will need financial support."

P37: "When I contact friends or whatever, they will learn about me and I will learn about them and tell my friends back home to come here and study which also contributes to their economy."

P38: "Yeah because this people, I discovered that they smoke a lot most especially during winter, not only winter; the smoke in season and out of season. I think they should be a campaign whereby people will be educated or oriented on the dangers of smoking heavily. So, I think with that we can reduce the death rate or the rate of cancer."

P39: "The business side here is not very hard but because is a small country, I don't have the chance."

**17. How many local students/citizens do you have as friends?**

P13: "15 and: we meet each other in restaurants, in cafeteria sometime they invited me into their house"

P14: "I don't have any"

P15: "Actually, basically two, not really friends we're just coexisting and we always meet at the school environments and coffee shops"

P16: "Just one friend and we always meet inside the department"

P17: "In my class I have like 15 of them that we talk every day in class. I meet my friends in classrooms, sometimes we meet in shopping malls. Especially during break, we take coffee together."

P18: "I'm not a type of person that interacts with people that much...I have about three friends. But I'm willing to make new friends. it's interesting and its full of surprises. It's like they don't like noise and we Africans we can be noisy."

P19: "Just two friends and we meet in class, and neighbors; we met in the kitchen too."

P20: "I have around three to five friends. I don't meet them that often unless I am with friends that am working on academic matters."

P21: "In total, I think I have like 10 friends. We meet most of the time, it's in school like during lectures"

P22: "I can really call them friends, just a few I talk to"

P23: "Less than 6, we're meeting outside, face to face or from social media"

P24: "A lot, I don't think I can count them, they are more than 20, I think about 30, 35, and we meet on social media, going to their houses, calling them, we also meeting in school and coffee shops."

P25: "Approximately 10"

P26: "More than 10. One in ten."

P27: "Quite a few though, but we have business relationship, like I said I'm one who whenever I meet a person, I try to see what that person can get from me and vice versa. I like to live alone and, in that way, I function properly and have peace of mind."

P28: "I think about 4, and I saw them in their business, in their office or in school"

P29: "About 4, yes, adding friends and acquaintances. acquaintance are people that are not close to you, they've never being to your house but you do socialize and have like similar interest maybe, work or school or something happens that brings people together but we're not necessarily friends. So we meet just in school, you know, I would say this virus and lock down have really shown and really made me understand lots of relationship that I have in terms of... we have being on lock down for over like 2 months plus, and I know that we couldn't go out but despite the fact that we couldn't go out but I haven't even being in contact with them via message and so, I don't know if I will really call them friends but let's just say 4."

P30: "In number? Hmmm.... more than 20 and we always meet this is only in the university environment when we're having class or in workplace."

P31: "Many local friends and we meet Face to face or we can do a WhatsApp video call."

P32: "The only person I can say is that neighbor and she's a woman, so I can't necessarily take her as a friend. So, none."

P33: "Actually, I don't have local citizens as friends but I know some of them living with me in the dormitory and sometimes we meet them in the kitchen, and as citizens living here, I have like two. I said I have two local friends, one is helping me find a job, the other one is a woman living here, she's friendly and I'm a friend of her. We only meet outside the school environment. One I met her in the bank and the other one is working here in the registration office so I meet them there."

P34: "I don't have a specific number. I have many of them in my contacts and I take all of them as my friends, there's no one I'd say is close to my heart everybody is just my friend. I meet them in school, online, at work, in games when I hangout and some are my neighbors."

P35: "4 and we talk basically on the phone."

P36: "Just 10, I have many international students but if you say local is just 10. Sometimes I hang out with them sometimes through social media"

P37: "It's hard to tell. About friends I don't have any but about people I know, about 10 and I meet them in our restaurant. I just meet them like our customers."

P38: "I think I have up to four of them. I meet them at times, once in a week, once in two weeks. It varies; if am chanced, we go out, go to restaurants to eat and chat and discuss about life. Sometimes I do go to the school premises to meet them. we stay in the school dormitory; we talk and stuff like that."

P39: "10 or more and we meet through social media."

### **18. What part of your culture do they find interesting?**

P13: "Yeah, Cyprus people is so friendly and so closed. When they meet each, you can supposed that they're familiar together, they know each other for example, so many time ago but when you pay attention to their conversation you understand that for example, this is the first time that they meeting each other but they are support each other too much especially family. This is the things that is so amazing and interesting for me."

P14: "Yes, is something that everybody find interesting, is all over the world to know new things about Africa."

P15: "I think the one I met in the department is not interested, but the other is Cyprus and is always interested and always asking when are you taking me to Nigeria. I think is a personality thing. The other are just different."

P16: "No because we have like the same kind of culture because we are all Islam."

P17: "Most of them like the language and the food. Most of them they ask me to teach them how do you make this food. They like it. They even have a taste of it."

P18: "Get to adapt and get more patient and get to learn about other cultures."

P19: "Yeah. Not just my culture, they find me interesting, they love my personality."

P20: "No comment."

P21: "Like my culture is integrated with the India culture but for some reason they are very fascinated about the cuisine and the attire, the clothing and traditional wear and stuff like this."

P22: "Their music. I just like listening to their music. The music just brings out this beauty in them. They love our dressing, good and music."

P23: "No comment"

P24: "Our traditional wears, they really like it. Our natural hair, they love that so much. Our food and music as well."

P25: "They like the way I speak. The pidgin English and our food and they like our skin."

P26: "Okay. many people like. Talking about Turkish people. I know many of them when they first meet me, they comment on my accent, they did really love my accent. And then when I talked to my prince back at home, they want to know like what I'm I

saying!!! About the language thing. With the food also, they've tried my food and they like it. They love south African music's, the way we dress also."

P27: "They do, like I said, they always want to learn the languages even the broken English we speak all the time, sometimes you hear a Turkish person telling you how far they also find interest in learning our languages as well is vice versa."

P28: "No comment."

P29: "Yes, I find their ancient culture interesting. When I think about what happened between the Greek Cypriots and the Turkish Cypriots and when you go around and see the ruins, it's very interesting. I will really need to know more about what happened over like 300 or 500 years ago. I find that interesting, I wish I could know more about that."

P30: "I found interesting that they are very good. Totally they are very kind. They don't let someone down."

P31: "Since we have similar cultures but, in their food, they have some differences."

P32: "Yeah well we have some similar culture like drinking tea, Iranian culture and Turkish culture, smoking is not part of Iranian culture but is not much being condemned by our culture either, eating Kaaba, yes we have Iranian Kaaba but have nothing to do with Turkish Kaaba, so in this aspects we have Compatibilities, in the terms of religion for example the religion been practiced in my country is the Islamic religion but is just a name when it comes to practices it is not being practiced that

much because you see Muslim but they drink alcohol, why they drink alcohol but is forbidden in my country but behind closed doors if you are interested in this attitudes you can have it. From my perspective, Iranian people find Turkish music very much interesting, myself I like Turkish music, I listen to Turkish music despite I cannot understand the lyrics."

P33: "Their food culture and their behaviors, they are so calm. How parents deal with their children here, I love it so much. Their music culture, their arts."

P34: "I think they find somethings that I do, the way I do my things talk to them, play with them that is why they'll always tell me come around... our food. You know when am eating it they'd be like whoa!! What is this... they would want to taste it and make a funny comment and we will laugh. They want to know more, they want to escort me to African market and buy, they want to ask question. I think they find the food interesting. When I tell them about the festivals, they want to hear. Some wish they can visit Africa one day."

P35: "We have similar culture. No difference"

P36: "Yes, I have one and she likes to learn my language very much and really looking forward to learn more about my culture."

P37: "Not much, because we barely interact to that extent"

P38: "The festival, I'm from Edo state, precisely, I'm from Igara and there's a festival we celebrate once in 7 years whereby all the sons and daughters of the land, they come



from home and abroad to celebrate the festival. There was a day I was in the class doing presentation and the topic was related to my festival and I decided to show them a clip of our culture or festival. It was very interesting; they were happy seeing different artifacts and other stuff. They love my music culture, the local students, they like the African food most especially, this special bread that this Nigerian man do sell here, Agege bread. So, I discovered that most of this local people, they eat it a lot, my language is very difficult. Many of them, they don't know much about my language. my dressing culture is just like African culture; they cherish me a lot. Whenever I'm dressed, they admire me. There's a popular attire I do come with, Agbada. In Nigeria, we call it Agbada. The cloth is made for the rich because it's very expensive. So, whenever I come to school with it, they're always amazed, you see that happiness in them... Wow!!! What is this. I think they like our dressing."

P39: "My food culture and my music culture."