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Examining Acculturative Stressors of the International Student: Following Study Abroad Students in South Korea and Morocco
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Research Question: What are the acculturative stressors faced by study abroad students?

Statement of Problem
- Growth of international students led to increased emphasis on intercultural adaptation studies
- Literature on acculturative stress still belongs to an emerging area of research (Coles & Swami, 2012)

Methodology
- Research Design: Participant-observation, formal/informal interviews, field notes, data coding & reflexive analysis
- 21 Participants: 11 formal interviews, 10 informal interviews

Findings
- Language
  - Impact on intercultural relationships
    - Communication difficulties
    - Humor as key to friendship
  - Impact on academics
    - Inability to understand class lectures
    - Exclusion in group discussions
  - Impact on belonging
    - Acceptance by host culture

- Academic Stress
  - Registration problems
    - Physical registration systems
  - Coping with schoolwork
    - Academic pressure
    - Notions of responsibility
    - Language-learning difficulties

- Discrimination
  - Racial Discrimination
    - Explicit aggression: Gestures, public scenes
    - Passive aggression: Social exclusion
  - Sexual Harassment
    - Perceptions of safety in public areas
    - Physical harassment

- Personal Factors
  - Finances
    - Spending limits
    - Financial transactions
  - Relationships
    - Long-distance relationships
    - On-site relationships
  - Health
    - Dietary restrictions
    - Food habits
    - Illnesses
  - Family
    - Unexpected events at home
    - Death of a family member

- Nonverbal Communication
  - Chronemics (time perception)
    - Punctuality
    - Time bias
  - Physical boundaries
  - Personal space
  - Aural boundaries
    - Rules of physical contact
    - Gestures
  - Sonic privacy
  - Social obligation

Discussion
- Cross-cultural adaptability: Students with little prior knowledge or cross-cultural contact with the culture they were in faced difficulties in adjustment
- Social exclusion: Students could not participate in the student community
- Social support systems assist in buffering stress and creating positive academic change

Recommendations
- Pre-departure cross-cultural training in cultural norms/food practices
- Improvement of institutional support (e.g., in-school translators)
- Improved support systems (e.g., buddy programs)