

Intervention Program for Reducing Acculturative Stress of Migrant Students to India

Dr. Nimisha Beri and Anju Mehta

Abstract--- *As an individual immigrates he/she has to contact with a new culture which is different from his own. A new culture often challenges individual's values and beliefs. As they are away from family and friends and due to change in language, academic system etc. they are subjected to stress. "This stress which is result of collective stressors that occur during the process of acculturation and can result in lower mental health of the acculturating individual is called acculturative stress" (Berry 1980). The objective of present paper was to make an intervention program for acculturative stress. As the review of literature suggested if this stress is not managed well, then stress will have negative effects like anxiety and depression (Thomas, 2006). The purpose of developing an intervention program is to reduce the acculturative stress and help the international students to stay and adopt the new land as their future homeland. If professionals are more aware of the coping strategies, they are more likely to provide effective coping resources for international students who are experiencing problems because of adaptation difficulties. For this intervention program was developed having four modules and each module comprised of different activities. Face validity was checked by taking suggestions from nine experts of fields of Education and Psychology and their suggestions were incorporated. Content validity was calculated and it was found to be 0.7. Thus intervention program found to be reliable and valid.*

Keywords--- *Intervention, Acculturative Stress, International Students, Adaptation, Adjustment.*

I. INTRODUCTION

The immigrant students though bring diversity to a nation but they encounter numerous challenges as they acculturate and integrate to a new culture and environment of the institution. The institute must made significant efforts to facilitate acculturation because if these challenges are not addressed in appropriate manner, the immigrant students will experience stress and this stress is called acculturative stress. If stressors are not managed well, then stress will have negative effects like anxiety and depression. Thomas (2006) asserted that if school personnel fail to address immigrant children's traumas and social adjustment it will lead to acculturative stress. Earlier researches' studies showed that there are various predictors of acculturative stress like difference in language, cultural tradition, education, socioeconomic status etc. (Gonzalez-Ramos & Sanchez-Nester, 2001).

To counter the effect of acculturative stress, international students are advised to be persistent and optimist (Yakunina, 2013). They are also advised to initiate contacts with peers and participate in campus activities. It was advised that institutions should take initiative to resolve difficulties faced by international students while adjusting to new culture. If institution will take some steps to help students in adjustment to new culture, it will decrease the effects of acculturation. Being left to fend for themselves would most likely increase the negative effects of

*Dr. Nimisha Beri, Professor, Department of Education, Lovely Professional University, Phagwara. E-mail: nimisha.16084@lpu.co.in
Anju Mehta, Associate Professor, DAV College, Amritsar. E-mail: mehta4951@yahoo.co.in*

acculturation and thus make adjustment much more difficult and stressful (Kashif & Farzan, 2013; Azizah, 2014). In order to avoid the feeling of being left alone institutions should offer social support in establishing a relationship with new culture. It includes professional support, regular communication and training programs. All these measures contribute in adjustment to new culture and thus lead to improving their performance.

The purpose of giving an intervention program is to reduce the acculturative stress and help them to stay and adopt the new land as their future homeland. This intervention program will be beneficial for teachers, university advisors and officials who are concerned with planning and implementation of educational strategies of international students, to identify barriers that prevent cultural adjustment.

Review of related researches showed that various studies (Dyal & Dyal (1981), Redden & Simon (1986), Francisco (1987), Scarlet (1991); Rajapaksa (2002), Gliem & Gliem (2003); Gudykunst & Kim (2003); Metz & Youniss (2005); Ontai et al. (2006); Kim (2012), Khalaf (2015) etc suggested various “coping strategies to manage acculturative stress like: participation in meaningful activities social support, developing positive emotions, increasing personal and multicultural strengths etc.”

Hardly there was any study that has developed intervention program to reduce acculturative stress and promote optimal adjustment among international students immigrating in India. Thus there was a need to perform a study focused on the use of a intervention program for acculturative stress and promote adjustment among immigrants.

Design of Intervention Program

Review of literature clearly indicated that many researcher discussed (Berry (1974); Klineberg & Hull (1979); Naditch & Morrissey (1976); Dillard & Chisolm (1983); Padilla, Alvarez & Lindholm (1986); Schram & Lauver (1988); Vega & Dimas (1994); Mishra (2002); Bhui (2004); Nunenz & Gary (2004); Gomez (2011); Kim (2013); Yukunina (2013)) issues related to adjustment problems of international students. Many researcher indicated predictors of acculturative stress like Personal depression, (Klineberg & Hull (1979)); Homesickness, Loneliness (Pederson, 1991); Anxiety (Ward, 1967); Attitude and cognitive style (Berry, 1987); Social Support (Jeesook, 2004), Perceived discrimination (Kira, et al., 2010; Bacallao, 2006; Nicolas, 2011); Homesickness (Eugene, 2007), English Language (Singh, 2011), Personal Growth Initiative (Yakunina, 2013) etc.

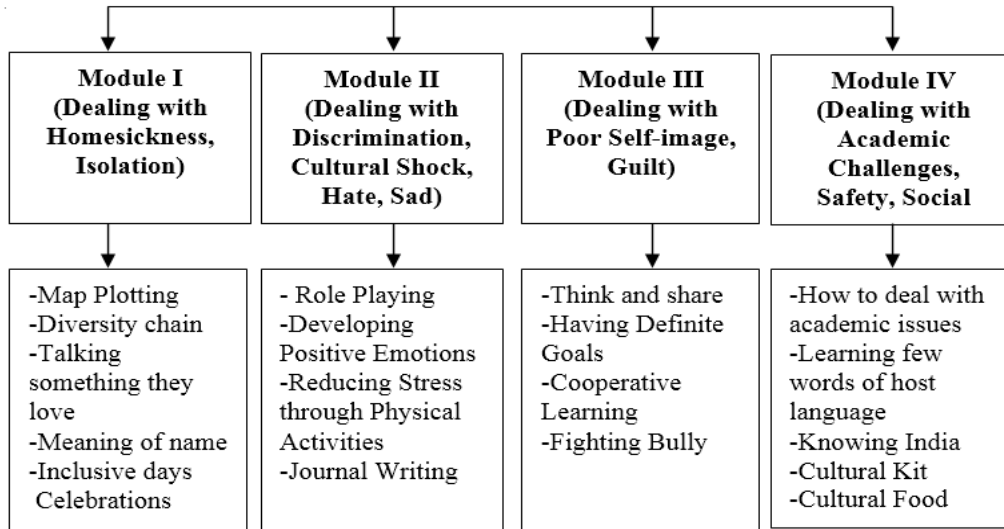
Based on the theory of acculturative stress, the predictors of acculturative stress given by various researchers and suggestions given by researchers on various coping strategies, the intervention program was developed. The purpose of the intervention was that teacher/counselors/academic practitioners can perform these activities in the class so that international students feel comfortable with students of same culture, with people of host culture and with students of other culture.

Teachers are the person with whom students spent their maximum time in an institution and they can be person who can foresee the problems faced by the students. Thus activities were so designed that students can mix with each other, feel comfortable and acquainted with culture of India.

The intervention can be viewed as:

Table 1: Intervention for Acculturative Stress

Intervention for Acculturative stress was divided into modules with different activities.



II. VALIDATION OF INTERVENTION

For validation of intervention following validation test were done:

1. Face Validity 2. Content Validity

1. Face Validity

For face validity intervention program was given for evaluation to nine experts having a good experience in the field of teaching and research at university and college level to examine the content. These experts were from teacher education and psychology areas. These experts were personally requested to go in for serious reflections and to respond critically and objectively with their comments and observations. Based on feedback of experts 4 activities were deleted, 6 were modified and rearranged.

2. Content Validity

Content validity is a method for gauging agreement among raters regarding how essential a particular item is. According to Lawshe," if more than half the panelists indicate that an item is essential, that item has at least some content validity. Larger the numbers of panelists agree that a particular item is essential ,greater the level of content validity exist .To find the content validity the measure was given to 9 experts and ask them to rate each item. A four point rating scale was used to evaluate the content validity. The activities having value ≥ 4 and was considered excellent and < 4 to ≥ 3 as good and > 2 considered as fair. The activities that have total value > 7 were retained.

Content Validity

value ≥ 4	14
Value < 4 to ≥ 3	5
Value > 2	4
Content Validity Index	0.7

Intervention Program for Acculturative Stress among International Students

Total time duration – approx. 24 hours (Approx. one hour session daily)

Subjects: International students and students of host culture

Components:

Modules I (Dealing with Dimensions Homesickness, Isolation)

Module II (Dealing with Dimensions Discrimination, Cultural Shock, hate, sad)

Module III (Dealing with Dimensions Poor Self-image, Guilt)

Module IV (Dealing with Dimensions Academic Challenges, Safety, Social Support)

Module I (Dealing with Homesickness, Isolation)

Total time duration –Approx.8 sessions of one hour

Subjects: International students

Introduction

Homesickness is the distress caused by an actual or anticipated separation from home. Experiencing an unfamiliar way of life due to immigration, students are distressed and separation of the individual from their world results into a feeling of lack of control. Isolation is the state of feeling of being isolated from the society. It means the separation of the individual from important aspects of the external world accompanied by a feeling of lack of control. The objective of this module was to counter these feelings. It will help them to make them feel at home.

The objectives of this module were:

- To make students aware that cultural stress is normal reaction to life.
- To develop a sense of belongingness.
- To raise the awareness among students that cultural diversity is healthy one.
- To improve the level of adjustment of students with new culture

Activities to be organized

- Map Plotting
- Diversity chain
- Talking something they love
- Meaning of name
- Inclusive holiday celebrations

Activity I: Map Plotting

Time allotted – 1 hour

Classroom Configuration: International Students

Material Required: Large map, board, markers, colours

Objectives:

1. To understand group diversity.
2. To give away feeling of homesickness

Procedure:



1. Researcher will hang large map of world on the wall.
2. Researcher will ask the participants which countries they have visited and which they liked the most. Students will share their views.
3. Then researcher will ask them one by one to come and fill with some colour to the place of their origin on the map.
4. Researcher will ask them to look at the place which farthest and which is the nearest.
5. In this way whole group will share their feelings that everybody is far away from home.

Outcome: Participants will share their feelings and develop feeling that all are far from their home and homesickness is common among group.

Activity II: Diversity Chain

Time allotted – 1 hour

Classroom Configuration: International students and students of host culture

Material Required: Glue sticks, strips (6 for each participants)

Objectives:

1. To discover the ways in which one is similar or different from others in a group.
2. To recognize the ways in which each person is unique.

Procedure:



1. Researcher will ask every member to choose six strips.
2. She will request members to write down three similarities and three differences (one in each strip) with reference to their “appearance, birth date, the type of community in which they live, hobbies, interests, marital status” etc.
3. Researcher will ask participants to share the information on their strips with the entire group.

4. Researcher will ask them to start a chain by pasting together the ends of strips of similar things in one chain and in another chain gluing together strips of different traits. She will ask them to continue till all members have joined their strips to the chain.
5. Researcher will discuss with participants that there are many things they have in common as well as different.
6. Researcher will show chain of diversity to whole group so difference in each of us makes us unique.

Outcome: Researcher will tell that even though members of the group come from different backgrounds, in many ways they are the same. The chain of diversity will symbolize the common aspects and the uniqueness that each person contributes to the group.

Activity III: Meaning of Name

Time allotted – 1 hour

Classroom Configuration: international students

Material required: none

Objective:

1. To develop understanding of diversity of languages.

Procedure:



1. Researcher will ask one by one each participant to come forward and turn to group and explain the meaning of his/her name (if anything) and where it comes from.
2. Participants will reveal interesting information about their name and from where they come from and the meaning of their names.
3. All the participants will tell their names one by one and share its meaning.

Outcome

It will help students to understand meaning of different names in different languages. Sharing information will develop intercultural respect and understanding meaning of names in different languages among participants.

Activity IV: Talking something they Love

Time allotted – 1 hour

Classroom Configuration: international students

Material required: papers, pens, board and marker

Objectives:

- To work together with others.
- To provide environment in which can share their feelings.

Procedure:

1. Researcher will ask students to make groups of students of common culture.
2. He / She will ask the students to think of something they love about their country (clothes, music, folk tales, craft items, jewelry etc.)



3. Researcher will ask the students to share their feelings with in group. She will ask one of the group members to write on the board what they have chosen that they love.
4. Each group leader will write and then read the passage to the group.
5. Students will come to know about various cultures and their important things.

Outcome: Students will have the chance to share their positive reminiscences. This kind of activity will provide both environment and language in which one can share their feelings.

Activity V: Inclusive Days Celebrations

Time allotted – 1 hour

Classroom Configuration: International and host culture students

Material required: Picture, flannel board, related material

Objectives:

1. To give educational experiences by talking about inclusive days.
2. To provide an opportunity to think beyond the particular culture.

Procedure:



1. Researcher will choose a specific day to talk and teach about bias, injustice and other social issues. (For example, Labour Day, Youth day, Human Rights day, Common Wealth day ,Harmony day etc.)
2. Researcher will talk about these days and their importance as they are celebrated universally and not in any particular culture and will be celebrated in the class to give educational experiences to students.

Outcome: These would be inclusive and educational .It will provide an opportunity to think beyond the particular culture.

* Diversity Activities. Retrieved from

https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/diversity%20activities-resource-guide.pdf.

Module II (Dealing with Discrimination, Cultural Shock, Sad, Hate)

Total time duration –approx. 5 sessions of one hour

Subjects: International students

The prejudicial treatment of different categories of people on the ground of race gender & background also cause distress to students. This generates a feeling of extreme aversion for something and feeling of unhappiness. The objective of this module was to develop positive emotions and to equip them with coping strategies to deal with discrimination, hatred and sadness. Cultural shock is the personal discrimination, a person may feel when experiencing an unfamiliar way of life due to immigration.

The objectives of this module are:

- To acquaint the students that many things are common with others regardless of back ground, race and culture.
- To equip them with coping strategies to deal with discrimination, hatred and sadness.
- To make them aware that cultural shock is normal.

Activities to be taken

- Role Playing
- Developing Positive Emotions
- Reducing Stress through Physical Activities
- Journal Writing

Activity I- Role playing

Time allotted - 2 hours

Classroom Configuration: international students

Material required: script, actors, board, marker, blue mask

Objectives:

- To develop strategies to deal with stressful situations.
- To raise awareness about cultural discrimination issues.



Procedure:

1. Researcher will create two situations which may cause and result in stress, especially for people from other cultures.

Examples:

Situation 1: Researcher will ask the students to imagine that they are a new student. “You are very unhappy because nobody wants to talk to you. You have promised yourself to be a friend of the most popular group in the institution. Do anything possible to talk to them”.

Situation 2: “A group of people are standing in a queue for theatre tickets. One person seems to be quite strange because of the way s/he is dressed. Just a group of people behind him start to make fun of her/him. He doesn’t keep silent and reacts.”

2. Researcher will assign roles to students and prepare a script.
3. Students will act the roles assigned to them in each situation.
4. Researcher will ask learners to identify the problems that the people in the situation have. Researcher will ask them to write on slips.
5. Researcher will explain that when people have to deal with problems to adjust to a new culture, they often suffer “stress”.
6. Researcher will ask students to suggest solutions by which people can reduce the stress.

Researcher will write their suggestions on the board. Their ideas may include:

- Communicate with the people from other culture
- Make friends
- Practice relaxation exercises
- Develop reading habits

Outcome: Students will be acquainted with similar situation in which others may have suffered and learn coping strategies that can be helpful in cultural adjustments.

Activity II: Developing Positive Emotions

Time allotted – 1 hour

Classroom Configuration: international students

Material Required: chart, markers, coloured pencils, pictures

Objectives:

1. To help students to use techniques to deal with feeling of sadness
2. To develop multiple perspectives.

Procedure



1. Researcher will ask the participants to form groups of (3 or 4 students) belonging to different culture.
2. Researcher will give each group a chart paper with one of the above pictures shown.
3. She will ask “each group will turn the picture into a happy situation by drawing, coloring or using any other creative method”. Researcher will allow them 25 minutes for this.
4. When the time is up, she will ask the groups to show their posters and explain how they turned the sad picture into a happy one.
5. She will ask participants if they have similar unhappy situations in their life. How they will turn them into pleasant situations. She will allow enough time for discussions and an exchange of experiences.
6. Researcher will write their suggestions on the board and discuss with whole group.

Outcome: Participants will come to know how changing the perspective will change situations.

Activity III-Reducing Stress through Physical Activity

Time allotted – one hour

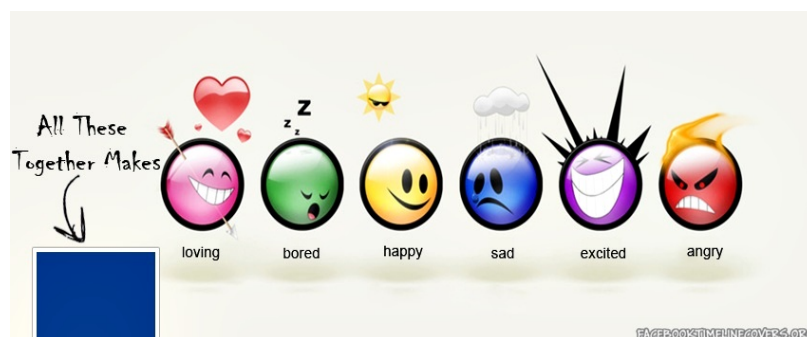
Classroom Configuration: international students

Material required: balloons, threads

Objective:

- To reduce stress through physical activity

Procedure:



1. Researcher will give each student three balloons and thread and ask them to tie to their legs.
2. Researcher will ask the participants to run in a circle and they will tear the balloons of other participants while protecting their own.
3. At the end one who has saved his/her maximum balloons will be declared winner.
4. Researcher will show a video to do stress relieving exercise from the link-
<https://www.youtube.com/watch?v=m3-O7gPsQK0>
5. Students will perform the exercise.

Outcome: This activity will give physical action, a form of exercise, contribute to a feeling of well-being as more oxygen enters the system and the endorphin increases. When they express their feelings (both positive and negative), they are more likely to be able to move on and not get stuck in negative emotions.

Activity IV: Journal Writing

Time allotted – Approx 2 hours

Classroom Configuration: international students

Material required: notebooks, pens, board, marker.

Objectives:

- To share positive and negative feelings.

Procedure:

1. Researcher will provide each student a notebook.
2. Researcher will ask them to write as much as they want about their activities, issues that interest them, or simply whatever they are thinking about.



3. A conversation between the researcher and student in writing will be kept private.
4. Researcher will collect all the notebooks from the students. Researcher will write a response to what the student has written without grading or correcting.

Outcome: Sharing their feelings with teacher in writing will help the students to develop, appropriate strategies to communicate sensitive subjects. Teachers may sometimes observe strong emotions which could indicate a dangerous or crisis situation. Teachers need to think through ahead of time how she/he can deal with such problems.

*Diversity activities and Ice Breakers .retrieved from <http://www.nwlink.com/~donclark/leader/diverse2.html>

Module III (Dealing with Poor Self Image, Guilt)

Total time duration – 5 sessions of one hour each

Subjects: International students

Introduction

The most effective policy is to be for kindness, for cooperation, for self-esteem coming from not who is in and who is out but an appreciation for one's own and therefore everyone's uniqueness. A person with low self-image has self-criticism and dissatisfaction. The individual does not regard himself as valuable or lovable. They may be overwhelmed by defeat or shame. An immigrant also has guilt of leaving his country and family behind has also stressed. So the objective of this module will be to build their self-worth and developing their abilities and capabilities.

Objectives

1. To appreciate their abilities to adjust and adapt
2. To make them responsible, productive and empowered
3. To develop self-esteem.

Activities

1. Think and share
2. Having Definite Goals
3. Cooperative Learning
4. Fighting Bully

Activity I: Think and Share

Time allotted –1 hour

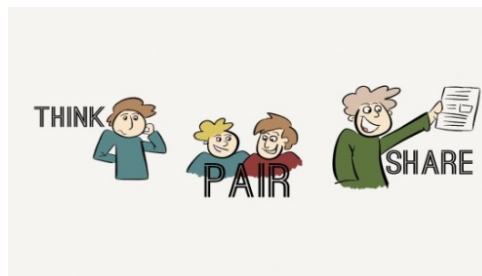
Classroom Configuration: international students and students of host culture

Material required: Board, marker, papers and pens

Objectives:

1. To develop feelings of sharing.
2. To develop problem solving ability among students.

Procedure



1. Researcher will ask a question to class.
2. She will give 1-2 minutes to write answers.

3. Researcher will ask students to pair up with another student.
4. She will ask each student to explain his/her response to the other student.
5. Researcher will ask them if they disagree or agree with each other
6. Researcher will observe how they react to each other's point of view.
7. Researcher will tell how to take other's point of view and look into context of it.

Outcome: It will help them to listen to others and be open towards discussing the issue and how to understand the context of the other point of view.

Activity II: Defining Goals

Time allotted –1hour

Classroom Configuration: international students

Material required: Board, marker, paper, pen

Objectives:

1. To develop passion to accomplish something in life.
2. To develop habit of staying focused.

Procedure



1. Researcher will ask the students to make groups of 3-4 students of different culture.
2. She will ask to discuss goal that members of group want to achieve.
3. After 15 minutes she will ask one member of each group to come forward and discuss what are common goals of members of group that they want to achieve.
4. Researcher will ask them to draw a flowchart indicating the steps to be taken for the achievement of their goals.
5. Researcher will discuss with each group the steps taken for achieving goals.
6. She will discuss with them how they can help each other in achieving these goals.
7. Researcher will give few suggestions in achieving their goals:
 - Have a clear goal
 - Stay focused
 - Willingness to take challenges
 - A set of exclusive skills required

- Identifying the resources to pursue a goal
- Willingness to invest time and energy to fulfill the goal
- Not giving up

Outcome: The students will come with solutions to manage their goals.

Activity IV: Cooperative Learning

Time allotted –1hour

Classroom Configuration: international students and host culture students

Material Required: Board, Marker, papers, pens

Objectives:

1. To develop collaborative learning.
2. To develop positive interdependence
3. To develop individual and group accountability

Procedure



1. Researcher will ask the participants to make groups (3-4 students) belonging of different culture.
2. Researcher will give one assignment (Role of Culture in our lives) or project to each group.
3. Students will do the assignment with cooperation of each other
4. Students will take other point of view and discuss why he/she is right.
5. Researcher will ask to read out the assignment made and will appreciate the effort of cooperative learning.

Outcome: Participants will learn how to work in a group with cooperation of each other.

Activity V: Fighting Bully

Time allotted –1 hour

Classroom Configuration: international students

Material required: bullies, victim, observer, teacher

Objectives:

1. To stand for oneself.
2. To develop feelings of self-appreciation.

Procedure



1. Researcher will assign the role to be played by the students in advance.
2. Four students will play role of bullies. One of victim, four observers and one will play role of teacher.
3. Researcher will give the situation like “its break time and bullies are in playground and they spot a student who is dressed up differently. The four bullies tease student and then snatch his books. The boy starts crying. Then teacher came and bullies ran away. Teacher asked him what happened but he does not tell anything”.
4. Students will play their roles and rest of the group will observe. Researcher will ask them:
 - What did they observe in the role play?
 - Do you think student was right not telling anything?
 - Is there anything else that student could have done?
 - How would you tackle the same situation happened to you?
5. Students will tell their views. Researcher will analyze the views.
6. Researcher will give some suggestions to tackle this kind of situations like:
 - Appreciating himself/herself
 - Be confident
 - Making friends
 - Ignoring the bully. If one does not show reaction the whole purpose of bullying will be lost
 - Standing up for himself
 - Surround with friends and people who will stand up for you
 - Report to higher authority

Outcome: Students will learn how to face the situation if someone teases them.

*Cultural Diverse Training: Exercise, Training for Business. Retrieved from <https://www.diversityresources.com/browse-topics/cultural-diversity-training/>.

Module IV (Dealing with Academic challenges, Social support)

Total time duration – Approx. 12 sessions of one hour

Subjects: International students

Students have to deal with academic and financial challenges when they immigrate. Many international students feel extensive pressure to perform well. Some may feel that they are representing their country and do not want to embarrass their nation by their poor performance. Language problems also lead to frustration. Sometimes international students may be treated as if they are less intelligent due to accent or difficulty in expressing their thoughts.

They also feel that they are burden on their parents and it is very difficult for them to meet their resources. Even they are worried about their reentry challenges that they will face in their country after completing their study. They have fear of personal safety and losing cultural identity. To counter these feelings they need social support. The objective of this module is to make the environment supportive and helping one.

- To equip them with few words of host language
- To address academic and career issues
- To enhance Social interaction

Activities to be organized

1. How to deal with academic issues
2. Knowing India
3. Cultural Kit
4. Cultural Food day
5. Learning few words of host language

Activity I: Dealing with Academic Issues

Time allotted –1 hour

Classroom Configuration: international students

Material required: paper, pens, rating lists, quotes, flannel board

Objectives:

1. To help them to deal with academic and financial issues.
2. To develop feeling of oneness.



Procedure

1. The aim of this activity is to deal with academic and financial issues of students.
2. Researcher will help students by satisfying their queries on different aspects of managing money like bank accounts, budgets, debits and credits and ideas on how to keep an eye on one's money. How to applying for scholarships available in the institution and work in the summer to save money. Students will be encouraged to share their views also.
3. They will be asked to share their views on academic issues like how to improve study habits, developing an attitude to learn, developing listening skills, asking questions, making organized notes and participate in group discussion. Researcher will guide them also.

Outcome: Participants will share with each other common academic and financial issues, their solutions and will have feelings of oneness.

Activity II: To know India

Time allotted – 1 hour

Classroom Configuration: international students

Material required: chart paper, push pins, flannel board, markers, pens,

Objectives:

1. To make students familiar with Indian culture
2. To develop confidence for preparation of settlement in India

Procedure



1. Researcher will divide the students into groups (four to five per group) from different cultures.
2. He/She will distribute a chart paper and a pen to each group.
3. Researcher will ask the groups to write down anything they know about India like its geography, famous people and places, weather, economic or political conditions etc. Researcher will make sure that each participant contributes something.

Write down anything they know about the India”

4. After 10-15 minutes when students are no longer writing further, ask each group to have a representative to read the things their group has written. Repeat this process with each group.
5. Now ask each group to write on the other side of their papers “what more they would like to know about the India.”

What more they would like to know about the India.”

6. Give again 10-15 minutes and ask each group representative to read the things. Then collect all the papers and put them on the flannel board. Researcher will answer their questions what more they want to know about India.

7. Now ask the participants to write down the kind of assistance they expect to receive for resettlement in the India.

The kind of assistance they expect to receive for resettle in the India.”

8. Researcher will write the points given by the participants on the board and with the help of students Researcher will tick those points in which they got assistance and cross in which they did not get assistance.
9. Researcher will try out to give assistance whatever he/she can provide.

Outcome: What the students already know about the India gives them a sense of confidence that they are not going into this settlement experience completely unprepared.

Their concerns about resettlement and other issues that they would like to address will show their expectations for assistance in the India. This will help to know the problems faced by students in resettlement.

Activity III: Cultural kit

Time allotted –1 hour

Classroom Configuration: international students

Material Required: Basket, items related to culture of India like stamps, tools, utensils etc.

Objectives:

1. To make them familiar with Indian culture.
2. To make them aware that all cultures have similarities and differences.

Procedure:

1. Researcher will bring items like tools, stamps, currency, utensils, clothes, books, toys, and musical instruments belonging to Indian culture.
2. Researcher will ask students to pick one item
3. She/he will explain the item in context of Indian culture.

Outcome: The objects in the cultural kit will help them to familiar with actual physical life of India.

Activity IV: Cultural Food Day

Time allotted – 1 hour

Classroom Configuration: international students

Material Required: Table, Chairs, and dishes of different culture

Objectives:

1. To make students familiar with dishes from different culture and especially with Indian food.
2. To promote Socialization.

Procedure



1. Students will bring their favourite food belonging to their culture (They will be informed beforehand).
2. They will tell about the food-where it is from, what is in it, how it is made etc.
3. Researcher will also bring food of Indian culture and tell the same to students.
4. Students will taste all the food and tell how it was.

Outcome: Students will be familiar with the cultural food and also familiar with Indian food and it will also develop socialization.

Activity V: Few words of host culture language

Time allotted –8 sessions of one hour each

Classroom Configuration: international students

Material Required: Board, Marker

Objectives:

1. To acquaint students with common words/phrases in Hindi.
2. To help them to make their cultural adjustments easy.

Procedure:



Researcher will write following words/phrases in English and their pronunciation and meaning in Hindi.

English Hindi

Hello	Namastey! नमस्ते
Good morning!	Suprabhaat सुप्रभात
Good evening!	Shubh sundhya. शुभसंध्या
Welcome! (to greet someone)	Aapka swaagat hai! आपका स्वागत है।
How are you?	Aap kaisey hain? आप कैसे हैं ?
I'm fine, thanks!	Mein theek hoon, shukriya! मैं ठीक हूँ।
And you?	Aur aap? और आप?
Thank you (very much)	Shukriyaa (Bahut dhanyavaad) शुक्रिया (बहुत धन्यवाद)
I missed you so much!	Mujhey aapkee bahut yaad aae? मुझे आपकी बहुत याद आयी।
What's new?	Kyaa chal rahaa hai?; क्या चल रहा है?
Nothing much	Zyaada kuch nahi ज्यादा कुछ नहीं।
Good night!	Shubh raatri. शुभरात्री।
See you later!	Phir milen-gay.! अलविदा।
Good bye!	Alvida! अलविदा।
Asking for Help and Directions	
I'm lost	Hum kho gaye hain. हम खो गये हैं।
Can you help me?	Kya aap meri madad kar saktey hain? क्या आप मेरी मदद कर सकते हैं।
I'm looking for someone	Meinkisikodhoondhrahaa/rahi (female) hoon. मैं ----- को ढूँढ रहा-रही हूँ।
How much is this?	Yeh kaisey diyaa? यह कैसे दिया।
Excuse me! (to pass by)	Kshama keejeeae... क्षमा कीजिए।
Come with me!	Mere saath aaeeyé! मेरे साथ आइए।
How to Introduce Yourself	
What's your name?	Aapka naam kyaa hai? आपका नाम क्या है।
My name is ...	Meraa naam ...hai. मेरा नाम..... है।
Mr.../ Mrs..../ Miss...	Shree../Shreematee.../Kumaari.../Kumar (Master). श्री-श्रीमती-कुमारी-कुमार
Nice to meet you!	Aapsey milkar khushi huee! आपसे मिलकर खुशी हुई।
Where are you from?	Aap kahaan sey hain? आप कहाँ से हैं।
I'm from -----	Mein (-----) se hoon. मैं (----) से हूँ।
Where do you live?	Aap kahaan rehtey hain? आप कहाँ रहते हैं।
I live in (-----)	Mein (-----) mein rehtaa/ retee (female) hoon. मैं (-----) में रहता-रहती हूँ।
Did you like it here?	Kyaaaapko yahaan accha lagtaa hai? क्या आपको यहाँ अच्छा लगता है।
How old are you?	Aapkee umar kyaa hai? आपकी उमर क्या है।
I'm (...) years old.	Mein (...) saal ka hoon/ ki hoon (female). मैं (----) साल का हूँ- की हूँ।
I have to go	Mujhey jaana hogaa मुझे जाना होगा।
I will be right back!	Mei turant laut key aaoongaa/ aaoongi (female). मैं तुरंत लौट के आऊँगा-आऊँगी।
Good luck!	Shubh Kaamnaayein शुभकामनाएँ।
Happy birthday!	Janamdin kee shubhaechaen जनम दिन की शुभेच्छाएँ।
Happy new year!	Naaey saal kee shubhaechaen नए साल की शुभेच्छाएँ।
Congratulations!	Badhaae ho! बधाई हो।
Solving a Misunderstanding	
I'm Sorry! (if you don't hear something)	Kyaa aap issey dohraa saktey hain? क्या आप इसे दोहरा सकते हैं।
No Problem!	Koe baat nuhee कोई बात नहीं।
Can You Say It Again?	Kyaa aap issey dohraa saktey hain? क्या आप इसे दोहरा सकते हैं।
Write It Down Please!	Kripayakarkey yeh likh deejeeae. कृपया करके यह लिख दीजिए।
I Don't Understand!	Mujhey samajh mein nahi aataa. मुझे समझ में नहीं आता।
I Don't Know!	Mujhey nahi maloom मुझे नहीं मालूम।
Don't worry!	Chinta mat karo! चिंता मत करो।

*Leadership qualities. Retrieved from <http://www.workshopexercises.com/Leadership.htm>.

*Linguanaut hindi phrases and expressions. Retrieved from http://www.linguanaut.com/english_hindi.htm.

III. CONCLUSION

The various activities taken under intervention helped the students to know host culture as well as other cultures. It helped international students to be aware that cultural stress is normal reaction to life and cultural diversity is healthy one. Understanding of group diversity and ways in which one is similar or different from others in a group help to recognize the ways in which each person is unique. Listening to various cultural language help in developing understanding of diversity of languages. Working together with others help to appreciate their abilities to adjust, develop positive interdependence. It will provide an opportunity to think beyond the particular culture and provide environment in which one can share their feelings. Some of activities helped them to equip them with coping strategies to deal with discrimination, hatred and sadness. The main purpose of intervention was to reduce stress and anxiety of discrimination, cultural shock by understanding that many things are common with others regardless of back ground, race and culture. Intervention activities may help to develop multiple perspectives, reduce stress through physical activity and how to share positive and negative feelings. Activities like 'Collaborative Learning' may help to make them responsible, productive and empowered and developed feelings of sharing. Activities like 'Staying focused' may help to develop passion to accomplish something in life. It also helped them to stand for themselves, develop feelings of self-appreciation etc. Equipping them with few words of host language will enhance their understanding of host culture and thus leads to better social interactions

REFERENCES

- [1] Azizah, Rajab., Hamidah, Abdul. Rahman., Siti, Aisyah. Panatik., & Nur, Syazwin. Mansor. (2014). Acculturative stress among International students. *Journal of Economics, Business and Management*, 2(4), 262-268.
- [2] Bacallao, M.L., & Smokowski, P.R. (2006). Acculturation and aggression in Latino adolescents: a structural model focusing on cultural risk factors and assets. *Journal of Abnormal Child Psychology*, 34(5), 659-73.
- [3] Berry, J. W. (1980). Acculturation as varieties of adaptation. In A. M. Padilla (Ed.), *Acculturation: Theory, models and some new findings* (pp. 9–25). Boulder: Westview Press.
- [4] Berry, J.W., Kim, Uichol., Minde, Thomas., & Mok, Doris. (1987). A comparative studies of acculturative stress. *International Migration Review*, 21, 491-511.
- [5] Bhui, K., Stansfeld, S., Head, J., Haines, M., Hillier, S., Taylor, S., & Booy, R. (2004). Cultural identity, acculturation, and mental health among adolescents in east London's multiethnic community. *Journal of Epidemiology and Community Health*, 59, 296-302.
- [6] Collaborative Learning Techniques Workshop Handouts. Retrieved from <http://www.uwlax.edu/catl/studentlearning/presentations/collaborativelearningtechniqueshandout.pdf>.
- [7] Cook, L. Katrina., Chikira, H. Barker., & Joaquin, Borrego. J. (2010). Addressing cultural variables in parent training programs with Latino families. *Cognitive and Behavioral Practice*, 17(2), 157–166.
- [8] CTEL resource retrieved from <http://ctelresources.neebly.com/facilitating-acculturation-among-school-age-latno-immagrants>.
- [9] Cultural Orientation Resource Center. Retrieved from www.culturalorientation.net.
- [10] Cultural competence & multicultural activities. Retrieved from http://www.crosscultured.com/index.php?dispatch=pages.view&page_id=58.
- [11] Diversity activities. Retrieved from http://mep.berkeley.edu/sites/default/files/PSU_Diversity_activities.pdf.
- [12] Dillard, J., & Chisolm, G. (1983). Counseling the international student in a multicultural context. *Journal of College Student Personnel*, 24(2), 101-105.
- [13] Dougill, S. (1987). *Drama Acts for Second Language Learners*. Macmillan.
- [14] Dyal, A. James., & Dyal, Y. Ruth. (1981). Acculturation, stress and coping: Some implications for research and education. *International Journal of Intercultural Relations*, 5(4), 301-328.

- [15] Eugene, Tartakovsky. (2007). A longitudinal study of acculturative stress and homesickness: high-school adolescents immigrating from Russia and Ukraine to Israel without parents. *Social Psychiatry and Psychiatric Epidemiology*, 42(6), 485–494.
- [16] Francisco, Flavio., Marsiglia, Stephen., & Kulis, Tanya. Nieri. (2009). Perceived ethnic discrimination versus acculturation stress: influences on substance use among Latino youth in the Southwest. *Journal of Health Social Behaviour*, 50(4), 443.
- [17] Gliem, J.H., & Gilem, R.R. (2003). Paper presented at the Midwest Research to practice Conference in adult, continuing and Community Education, The Ohio State University, Columbus.
- [18] Gomez, Edwin., Urzua, Alfredo. Glass., & Chris, R.(2011). International student adjustment to college: social networks, acculturation, and leisure. *Journal of Park & Recreation Administration*, 32(1), 7-25.
- [19] Gonzalez-Ramos, G., & Sanchez-Nester, M. (2001). Responding to immigrant children’s mental health needs in the schools. *Children & Schools*, 23(1), 49–62.
- [20] Gudykunst, W., & Kim, Y. Y. (2003). *Communicating with strangers: an approach to intercultural communication*, New York: McGraw Hill.
- [21] Hill Activities. Retrieved from <http://teachpsych.org/resources/Documents/otrp/resources/hill98activities.pdf>.
- [22] Ice breaker. Retrieved from <http://www.nwlink.com/~donclark/leader/diverse2.html> Diversity Activities and Ice-Breakers.
- [23] JeeSook, L., Koeske, Gary. F., & Sales, Esther. (2004). Social support buffering of acculturative stress: a study of mental health symptoms among Korean international students. *International Journal of Intercultural Relations*, 28(5), 399–414.
- [24] Kim, U., Thomas., Minde., & Doris, Mok. (1987). The International Migration Review. *Migration and Health*, 21(3), 491-511.
- [25] Kim, U. (2012). Indigenous, cultural, and cross-cultural psychology: a theoretical, conceptual, and epistemological analysis. *Asian Journal of Social Psychology*, 3(3), 265–287.
- [26] Kim, Yoon. Mi. (2013). Linking acculturation patterns, acculturative stress, and education policies to educational competence among Mexican-American Children. Doctoral Dissertation, University of Pittsburgh.
- [27] Kim, Junhyoung., & Kim, Hakjun. (2013). The experience of acculturative stress-related growth from immigrants’ perspectives. *International Journal of Qualitative Study in Health and Well-being.*, 8(10), 3402.
- [28] Kim, Bo. Soo. (2009). Acculturative stress, social support, and physical activity among international students in the United States. Retrieved from <http://oaktrust.library.tamu.edu/bitstream/handle/1969.1/ETD-TAMU-2009-12-7435/KIM-THESIS.pdf?sequence=2>.
- [29] Kira, I.A., Lewandowski, L., Templin, T., Ramaswamy , V., Ozkan, B., & Mohanesh, J. (2010).The effects of perceived discrimination and backlash on Iraqi refugees’ mental and physical health. *Journal of Muslim Mental Health*, 5, 59-81.
- [30] Kleinberg, O., & Hull, W. (1979). *At a foreign university; an international study of adaptation and coping*. New York, Praeger.
- [31] Landis, D., & Brislin, R.W. (1983). *Handbook of Intercultural Training*. Pergamon Press: New York.
- [32] Landis, D., & Bhagat, R.S. (1996). *Handbook of Intercultural Training*. SAGE Publications.
- [33] Lawshe, C.H. (1975). A quantitative approach to content validity. *Personnel Psychology*, 28, 563–575.
- [34] Leadership qualities. Retrieved from <http://www.workshoexercises.com/Leadership.htm>.
- [35] Linguanaut hindi phrases and expressions .Retrieved from http://www.linguanaut.com/english_hindi.htm.
- [36] Metz, E., & Youniss, J. (2005). Longitudinal gains in civic development through school-based required service. *Political Psychology*, 26, 413-437.
- [37] Mishra, R.C., Sinha, D., & Berry, J.W. (1996). *Ecology, acculturation and psychological adaptation: A study of Adivasis in Bihar*. New Delhi: Sage.
- [38] Mishra, R. C., & Chaubey, A. C. (2002). Acculturation attitudes of Kharwar and Agaria tribal groups. *Psychology and Developing Societies*, 14, 201-220.
- [39] Naditch, M.P., & Morrissey, R.F. (1976). Role stress, personality, and psychopathology in a group of immigrant adolescents. *Journal of Abnormal Psychology*; 85(1), 113-118.
- [40] Never too old to learn something new. Retrieved from <https://www.rusu.co.uk/skillsdevelopment/#selling%20yourself>.

- [41] Nicolas, G., Bernal, D., & Christman, S.T. (2011). Acculturation, acculturative stress, and depression among Haitians in the United States. In *Immigration and Mental Health: Stress, Psychiatric Disorders, and Suicidal Behaviour among Immigrants and Refugees* (pp. 149-162). Nova Science Publishers, Inc.
- [42] Nwadiora, E., & McAdoo, H. (1996). Acculturative stress among Amerasian refugees: gender and racial differences. *Adolescence*, 31(122), 477-87.
- [43] Ontai, L.L., & Mastergeorge, A.M. (2006). *Culture and parenting: a guide for delivering parenting curriculums to diverse families*. University of California- Davis. Retrieved from <http://groups.ucanr.org/kids/>.
- [44] Padilla, A.M., Wagatsuma, Y., & Lindholm, K.J. (1985). Acculturation and personality as predictors of stress in Japanese and Japanese-Americans. *The Journal of Social Psychology*, 125(3), 295-305.
- [45] Pedersen, P.B. (1991). Counseling international students. *The Counseling Psychologist*, 19, 10–58.
- [46] Practitioner Insights: Research-to- Results. (2007). Retrieved from http://www.childtrends.org/Files//Child_Trends-2007_01_31_RB_CultureCompt.pdf.
- [47] Redden, P.M., & Simons, J.A. (1986). *Manual for the Redden-Simons Rap test*. Ankeny, IO: Des Moines Area Community College.
- [48] Scarlet, Alex. (1991). Acculturative stress and the international student: a comparison of three treatment modalities. Retrieved from http://digitool.Library.McGill.CA:80/R/-?func=dbin-jump-full&object_id=59955&silolibrary=GEN01.
- [49] Schram, J.L., & Lauver, P.J. (1988). Alienation in international students. *Journal of College Student Development*, 29, 46-150.
- [50] Singh, Shipra. (2011). *Travel and travail: mental health consequences of immigration related factors, acculturative stress, and social support among Asian American immigrants*. Ph.D dissertation University of Michigan.
- [51] Singh, A.A. (2011). *Counseling with Asian Americans*. In C.M. Ellis & J. Carlson (Eds.), *Cross cultural awareness and social justice in counseling*. New York: Routledge
- [52] Social activities for small groups. Retrieved from <http://www.recreationtherapy.com/tx/txsmsoc.htm>.
- [53] Statistic Package for Social Sciences (SPSS) version 16.
- [54] Team work. Retrieved from <http://www.dol.gov/odep/topics/youth/softskills/teamwork.pdf>.
- [55] Thomas, M., & Choi., J.B. (2006). Acculturative stress and social support among Korean and Indian immigrant adolescents in the United States. *Journal of Sociology and Social Welfare*, 33, 123-143.
- [56] Ward, C. (1996). Acculturation in D. Landis, & R. Bhagat (Eds.) *Handbook of intercultural training*, (2nd ed.), 124–147.
- [57] *Ways to Combat Prejudice: Developing a Common Language*. A joint project between the Barnes & Noble Co. and the Anti-Defamation League. Retrieved from http://www.adl.org/prejudice/prejudice_terms.asp.
- [58] Yakunina, Elena. S., Weigold, Ingrid. K., Weigold, Arne. Hercegovac., & Sanja, Elsayed. Noha. (2013). International students' personal and multicultural strengths: reducing acculturative stress and promoting adjustment. *Journal of Counseling and Development*, 91(2), 216–223.
- [59] Yu, Bin., Chen, Xinguang., Li, Shiyue, Yang Liu., Angela, J., & Jacques, Tiura. (2014). Acculturative stress and influential factors among international students in China: a structural dynamic perspective. Retrieved from <https://doi.org/10.1371/journal.pone.0096322>.
- [60] *Youth Leader's Guide to Building Cultural Competence*. Retrieved from <http://www.advocatesforyouth.org/publications/guide/>.