

Czech University of Life Sciences Prague

Faculty of Economics and Management

Department of Information Technology



Diploma Thesis

**Communication process in orientation of incoming
exchange students at a South Korean university**

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CZECH UNIVERSITY OF LIFE SCIENCES PRAGUE

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DIPLOMA THESIS ASSIGNMENT

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Economics and Management

Thesis title

Communication process in orientation of incoming exchange students at a South Korean university

Objectives of thesis

The main objective of the thesis is to evaluate communication process in orientation of foreign exchange students coming to INHA, a South Korean university.

The partial objectives of the thesis are such as:

- to make an overview of current communication tools and technological support provided by INHA to incoming foreign exchange students,
- to analyse communication and cross-cultural barriers posed to foreign exchange students in South Korea and identify weaknesses and threats,
- to propose and evaluate a solution for INHA university.

Methodology

Methodology of the thesis is based on study and analysis of information resources. The practical part of the thesis will consist of a case study and user survey among foreign students at INHA university and Korean students and CULS Prague. The scientific methods such as analysis, synthesis, comparison, induction and deduction. Based on the results of the practical part final conclusions and recommendations will be formulated.

The proposed extent of the thesis

60 – 80 pages

Keywords

Communication, technology, cross-cultural barriers, university, exchange students, orientation

Recommended information sources

Aye Mengistu Alemu, Jason Cordier, Factors influencing international student satisfaction in Korean universities, *International Journal of Educational Development*, Volume 57, 2017, Pages 54-64, ISSN 0738-0593, <https://doi.org/10.1016/j.ijedudev.2017.08.006>.
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Declaration

I declare that I have worked on my diploma thesis titled "Communication process in orientation of incoming exchange students at a South Korean" by myself and I have used only the sources mentioned at the end of the thesis. As the author of the diploma thesis, I declare that the thesis does not break copyrights of any their person.

In Prague on _____

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Communication process in orientation of incoming exchange students at a South Korean university

Abstract

Nowadays many students would like to become exchange students and have an experience studying abroad. This phenomenon might have positive and negative sides. From the one side, it could bring higher qualification advantages, an experience of a new environment, new techniques, language excellence and some other factors.

On the other side, it might cause some personal problems, such as stress in the new environment, language barriers, homesick and difficulties to find new friends.

In this research, the author investigated these problems, according to the relevant literature, results of the other international and Korean students' responses and author's own experience in a concrete case with INHA university (South Korea) and CULS (Czech Republic).

The final outcome of this thesis is a proposal for the Korean university how to change the system for incoming exchange students to improve its performance both for university and also, for the exchange students.

Keywords: Communication, technology, cross-cultural barriers, university, exchange students, orientation, South Korean university.

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1 Introduction

This research is about comparing the work of the international office, “buddy” system and university in general in the process of the exchange students at South Korean University and Czech University. To see the clear differences and similarities and to give an advice how to improve the certain systems.

2 Objectives and Methodology

2.1 Objectives

The main objective of this thesis is to evaluate communication process in orientation of foreign exchange students coming to INHA, a South Korean university.

The first partial objectives of this thesis is to make an overview of current communication tools and technological support provided by INHA to incoming foreign exchange students. Such an overview will help to understand which kind of communication tools are appropriate and useful in which situation.

The second partial objective is to analyse communication and cross-cultural barriers posed to foreign exchange students in South Korea and identify weaknesses and threats. It will help us to see which kinds of obstacles every exchange student has to face and how it is possible to cope with it. Making the process of the adaptation going faster and not so harmful for the exchange students.

The third partial objective is to propose and evaluate a solution for INHA university. There will be a comparison between the exchange system at CULS and INHA university and it will help to discover the differences between these two systems.

2.2 Methodology

Methodology of the thesis is based on the study and analysis of information resources. The practical part of this thesis will consist of a case study and user survey among foreign students at INHA university and Korean students and CULS Prague. The scientific methods such as analysis, synthesis, comparison, induction and deduction. Based on the results of the practical part final conclusions and recommendations will be formulated.

3 Literature Review

3.1 Process of getting international education

Process of getting education in foreign country becomes more and more popular among nowadays students. Some of the reasons of this phenomenon are: getting international knowledge and experience, challenging yourself with new environment, discovering cultural differences, improving language proficiency, and becoming more competitive comparing to the other students. It is only few reasons why exchange programs becoming more and more demanded these days. Academic mobility such as following all the rules for international exchange student is highly important at both an individual and society level, also for both hosting and sending institutions and countries. It helps to spread applicable knowledge and great practices within different cultures, disciplines and scientific field. In other words, the whole this process could be described as (Puukari, 2005) mentions, studying abroad is an academic, intellectual, cultural, and emotional journey, which gives great opportunity for international interaction and personal growth- getting relevant experience, gaining valuable knowledge, improving important skills which would bring a student both professional and personal benefits.

According to the facts mentioned above, an increasing number of students are taking the advantage of the opportunity to study abroad. At the same time, universities intensified their efforts to disclose students to other cultures and to involve more and more culturally diverse international applicants. Being a part of student`s mobility life is not just a meaningful opportunity but also it represents a challenge for this concrete student. It is not about the short or long term efficiency of the process, being dedicated that cross countries development represents a high value of experience for both sides: academic and cultural ones. It is very important to mention that incoming students and their universities have to be prepared for challenging intercultural adventures. It requires not only solid institutional agreements but also an open attitude to be in contact with people who are belonging to the different societies and has a different cultural backgrounds and this process requires true willingness to learn something new, accept another visions and develop one`s cultural feelings.

3.1.1 About Erasmus

According some regulations of the European Union, there are some international programs, which are provided and sponsored by the European Union. These programs are

helping all students who are studying at the European universities to get a unique experience such as studying abroad. One of these programs is named “Erasmus Exchange Program”. This program is called in this way because it takes its name from one famous Dutch philosopher and humanist Rotterdam Erasmus. He has his long-term aim to develop education in Europe. He suggested that cooperation between universities from neighbouring countries are very likely to create a good cooperation platform for international exchange students.

“European Erasmus program” for Erasmus mobile students are considered those who study at an educational institution outside their home country (Bracht, 2006). They have as a main characteristic the fact that they are in cross-cultural transition.

The European Union funded “Erasmus Program” across higher education intercollegiate institutions to provide an opportunity for communication between the future exchange students and educational institutions. In this context, one of the aims of Erasmus program is to encourage students to discover something new, get a “good” grades and participate in cultural exchange. It is also, a very good option to improve foreigner languages in that particular environment.

It is very important that a European University has a status of Erasmus partner university. Otherwise, the students from this particular university wouldn't be able to participate in the Erasmus exchange. Another point is that the number of the places for exchange students is limited, so every student who wants to participate in this exchange should first win the contest from the university and get the opportunity to go abroad. After being selected to be future exchange students, all these people are starting to prepare all the related documents, which are need for an exchange. It supposed to include all the courses from home university and from future-studying university.

From the home university point of view, a courses list should be approved from EU commission, so the student would be able to participate in the exchange program.

In fact, as Puukari (S., 2012) describes Erasmus exchange program as mobile students who is involved in this exchange program could be divided into two categories: exchange students (generally remain abroad for one or two semesters) and degree students (remaining abroad generally for two or four years). It does not mean much to which category this student belongs. However, it is a proven fact that mobile students are getting more advantages compare to their colleagues who are not participating in any program like that one. Mobile students are considered superior to non-mobile students almost consistently with regard to foreign language proficiency, intercultural understanding and knowledge of other countries, i.e. areas directly linked to international experience (Bracht, 2006).

Within the European Union context, students mobility flows was highly supported and stimulated by Erasmus program. The program targets institutions, teachers and students by providing funding for studies, placements abroad, as well as intensive language courses. Introduced as the EUs' flagship education and training program for mobility and cooperation in higher education, Erasmus has always targeted very ambitious aims: to help students to become internationally competent and well-prepared for job requirements in a closely interrelated European economy. It is expected that this international experience has a positive impact on the personal development of the students and in particular on intercultural understanding and foreign language proficiency, but also on their academic development (Engel, 2010).

Moreover, Erasmus program goals include the improvement of quality and volume of student. Also, it helps to teach university staff to become more foreigner friendly. Another reasonable point is to improve the cooperation between higher education institutions and increase their level of competition within the Europe and outside it.

More than that Erasmus program is helping with the development of innovative practices in education and training at tertiary level and the development of innovative ICT-based content for lifelong learning (M. Gajdusek, 2012). In some point of view this goals could be seen as a very ambitious ones. However, because of its investment for the future developing European Erasmus generation, it could be accepted as a very good beginning. There are several facts, which are supporting this theory. Within over 20 years of its existence, the program has supported mobility of more than 2 million Erasmus students and contributed significantly to the European dimension of higher education by supporting student, teacher mobility and multilateral cooperation among European higher education institutions. In 2010, around 90% of the European universities from 31 countries took part in the program. Student mobility remains the most significant part of the Erasmus program with around 213,000 supported student motilities annually (M. Gajdusek, 2012). More facts that prove Erasmus mobility program impact are characterized by "The Professional Value of Erasmus" study in which 4,600 former Erasmus students from the academic year 2000/01 were surveyed in 2005, that is about five years after their participation in the Erasmus program. According to former Erasmus students` responses, their international experience played an important role when entering the labour market (Engel, 2010). More than that, this concrete survey showed that Erasmus graduates often report an international focus of their work tasks and their employment situation. Many of them have considered working or actually worked abroad, are employed in an internationally oriented organization and take over work tasks with an international dimension

(Engel, 2010). (Bracht, 2006) comments such findings: “Competences, transition to employment, career and professional assignment of former Erasmus students cannot be attributed predominantly to the temporary study experience in another European country. One has to bear in mind that a substantial proportion of them were internationally mobile prior to their course, and also many of them were mobile during the course of study beyond the Erasmus-supported period. Moreover, they are a select group of students in various respects. Erasmus has a mobilizing and reinforcing value, and often it has some value added as regards graduate career and notably international mobility and international work assignments, but certainly Erasmus has not such a strong impact on the careers of graduates as their more favourable careers and the stronger international components of their careers per se might suggest” (pg. XIX).

In order to describe different issues accompanying the Erasmus mobility processes, several studies have been developed during recent years. They refer to a wide range of aspects such as functional partnership between higher education institutions (F. Maiworm, 1995), intercultural interactions (Clarke, 2005), employment (U. Teichler, 2007), recognition issues in relation to the Erasmus program in Europe (U. Teichler, 2007), professional integration, cultural adaptation issues and others.

3.2 Choosing of travel destination

As it was mentioned, globalization becomes a new advantage for the higher educational institutions that brings, as an example, international exchange programs. It becomes some sort of “multifaceted and contrasted” experience for the international students and it has to be managed by universities, which could be potentially interested in their positioning as competitive destinations for potential new coming students.

As an example of the study with differences and commonalities in the student travel market across different countries and to determine typologies based on touristic attractions and activities.

The significance of youth travel, including the student segment, has been noted right from the start of the current century. A joint report by the UNWTO and the WYSE Travel Confederation (2011) stated that the commercial significance and growth of this segment is evident in the fact that between 2000 and 2010, international arrivals rose from 136 million to 187 million, representing 20% of global travel. Furthermore, whilst the youth population may not significantly increase in the coming years, youth travel will do so, as young people gain access to more disposable income and travel becomes increasingly affordable. The report also

suggested that the traditional age of the market, 18–24, has expanded at both ends of the spectrum to encompass people of 15–30 years plus, and that the average youth traveller spends US\$1000 to US\$6000 per trip and stays longer (over 50 days) than the average tourist (US\$1450). Higher Education has been shown to be the best performing sector, not having lost any of its attraction during the economic recession.

The student travel market continues to attract researchers, due to its multidimensional and unique characteristics in terms of activities preferences, interest in natural and cultural attractions, and their personal motives why they want to travel.

According to one report which was studied the travel behaviour of undergraduate students of two nationalities from the UK and China, the authors- Xu, Morgan, and Song found similarities between the two groups. Both of the groups likely to enjoy beach holidays, and place importance on having fun and relaxation after their studies. However, in other ways these two groups showed significant differences. For example, the Chinese students considered seeing famous sights and learning about other cultures and history to be more important. At the same time, the British students considered having fun, socialising and outdoor adventure more important (Stan Kutcher, 2015). Wang and Walker (2010) also stated in their study that despite the importance of student travel as a global phenomenon, few cross-cultural studies have examined this topic. They compared similarities and differences in travel motivations, the role of gender, and culture between Canadian and Chinese university students. Another example of a study exploring differences or commonalities is that conducted by Kozak (2002), who studied motivational differences between tourists from the same country visiting two different geographical destinations, and those from two countries visiting the same destination. According to this, Kozak (2002) came up to the conclusion that the literature suffers from a lack of empirical work addressing differences in tourists' interest in activities and attraction and motives.

3.2.1 Student traveller market

Nowadays a student who is planning to travel is looking for experience a unique memorable holiday based on his social interactions (M. Morgan, 2009). Some of the studies are also suggest that this student is more prepared to take risks and seek for adventures (Pizam, 2010). This adventure-seeking mode is likely to discover new experiences as part of travel motives is growing (M. Morgan, 2009). The travel motivations and attractions or activities debate has been relevant in the tourism management subject area for the last 20 years, yet all of

the studies conducted by scholars have predominantly included samples limited to one or a few countries (Li, 2014). Consequently, recent studies have defend the need for more studies comparing samples from different nationalities and countries (M. Morgan, 2009).

3.2.2 Students' travel typologies based on touristic attractions or activities

Several authors have suggested from their studies that tourists usually look for different activities and experiences depending on their own stage of life since this personal situation has an impact on their travel needs and choice of activities (Dotson, 2008). As expected, students and young travellers are more prepared to take risks and seek for adventures (Pizam, 2007), which definitely influence their choice of touristic attractions or activities. However, these motives could differ from individual to individual, from group to group or even within homogenous groups such as students. This appreciation generates a need to continuously explore and research tourism typologies (Correia, 2007). The tendency through the students who are adventure-seeking or want to discover some new experiences as part of travel motives is growing (Bentley, 2014). It caused further challenges for tourism researchers and marketers, requiring them to continuously assess contemporary trends, target markets, marketing strategies. Hence, examining tourists' interest in attractions/activities and then promoting attractions or activities of a destination, which can be exciting for them, influencing their choice of a destination and becoming satisfy from that travel (Kim, 2014).

3.3 International student: who is he or she?

Describing this term in the simple words. It is a student who is attending a university with a cultural different background from his own one. He has to deal with new social and educational organisations, behaviour and expectations. More than that, solving the problems of levelling common to students in general is also one of his tasks. Telling the truth, it is quite hard even if when new coming student knows of these differences in advance. However, it is even more difficult when this student is not well informed about his new place and continue behaving as if he was still in his own country. Another important issue is that new coming students can be easily confused with a new language. The collective impact of such unfamiliar experiences on cultural travellers in general has been termed 'culture shock'.

According to the study of Mr.Hayes (2000) and Mr.Taylor (2005): "The quality of the psychological, sociocultural and educational experiences of this large group of people is important, not least in promoting global intercultural understanding. It is no surprise that the

literature has been concerned with students' adaptation problems. Student are probably the best-researched group of cross-cultural travellers, as they tend to be easily accessed as research participants. Many studies have explored social and friendship networks (related to culture learning theory), social skill acquisition (connected to stress and coping theory), and inter-group perceptions and relations (linked with social identification theories).”

3.3.1 **Historical perspectives on culture shock**

Cultural education is the process by which people acquire culturally significant social knowledge and skills for survival and prosperity in their new society. These include various aspects of non-verbal communication, the use and function of touch, and gestures. It will be presented in the details in further literature review.

The elements of verbal and non-verbal communication are of central importance to a consideration of the dynamics and effects of culture contact because the evidence indicates that many of these processes vary between cultural and ethnic groups. Furthermore, many of these communication elements are ‘hidden’ in the sense that the participants are not fully aware of their presence in the background of the interaction until something goes wrong. An analogy is the presence of oxygen in the atmosphere, of which we are not conscious until it suddenly disappears, as when an airplane loses compression at high altitude. The practical implications are that failed social interactions lead to misperceptions, negative stereotypes, and intergroup friction, and that the likelihood of this happening increases with the cultural distance separating the participants (Colleen Ward A. K., 1999).

There are some individual differences in the certain degree to which people demonstrate perceptual sensitivity and are ready to behave flexibly. Socially skilled individuals tend to be sensitive to how others respond to them and to what is going on around them psychologically. They purchasing a flexible behavioural plan that allows them to respond appropriately in different kinds of social behaviours. That is why, socially unstable individuals may not have mastered the conventions of their society, either because they are unaware of the rules of social behaviour that regulate interpersonal impact in their culture or, if aware of the rules, are unable or unwilling to follow them. As a result, their performance may also be influenced of the certain behaviour and can be also evaluated in positive or negative way. In this regard, socially unskilled persons behave like strangers in their own land, suggesting that people who have just arrived in a new culture or subculture will be in a similar position to socially unstable individuals. It is ironic to note that individuals in this dilemma, such as foreign

students, often tend to be highly skilled in the customs of their own society and find their sudden inadequacy in the new culture to be totally confused.

3.3.2 Cross-cultural differences in how people communicate

According to the research that has been made by William Gudykunst, there are consistent and systematic cultural differences in the way in which people send and receive information, adjustments such as commands and wishes. One measurement along which members of different cultures vary is the preference for high versus low context communications (Gudykunst, 1995). Members of low context cultures give information directly and rely heavily on verbal communication. Members of high context cultures such as South Korea provide limited information in coded messages. They are more susceptible to situational signals and communicate in an indirect and often ambiguous manner. Other important dimensions of cross-cultural variability include differences in social penetration (Gudykunst, 1996), the importance of face negotiation (John Oetzel, 2003). In many cases, these dimensions are related to the broader social values, particularly variations in individualism and collectivism across cultures (Torben M. Andersen, 1994).

When persons from two different cultures meet, they might have some difficulties in communicating with each other meaning that their respective 'codes' or cultural behaviour are differ (McHale, 2003).

It can also happened that they may be unaware that these differences exist. That is why it is highly important to learn first about that culture of the country, where the person is going to travel.

Polite usage: Etiquette

Cultures differ in the extent to which people are direct or indirect, how requests are made, and more importantly, how requests are denied or refused (James Dillard, 1997).

In many Asian countries the word 'no' is seldom used, so that 'yes' can mean 'no' or 'maybe'. Rules surrounding invitations and how these are to be extended and accepted are highly culture-bound. There are many stories of Westerners extending an invitation to an Asian acquaintance, receiving what they consider to be an affirmative reply, and then becoming angry when the visitor does not show up (Michael Brein, 1971).

Non-verbal communication

Non-verbal signals play an important role in communicating attitudes, in expressing emotions, and in supporting speech by separating and clarifying what is said. It also provides feedback from listener to sender and assist in synchronising verbal interactions by indicating to the participants when it is their turn to speak, when it is their turn to listen, and when it is appropriate to interrupt (Graham, 1990). Although the meaning of some non-verbal signals is universal, many vary across cultures. Communication elements that have been studied cross-culturally include the face, eyes, spatial behaviour, bodily contact, and gestures. For instance, Japanese display rules discourage the use of negative facial expressions (Shimoda, 1978), making them relatively 'inscrutable' to members of low context cultures, and Filipinos may smile and laugh when they are very angry, which could give outsiders a completely false impression of the impact they are making.

Coping with the stress

A stress and coping approach to understanding and interpreting the acculturative experience recognises that the factors affecting cross-cultural adjustment are much the same as the factors involved in adapting to other transitional experiences. Consequently, researchers who have adopted this perspective on 'culture shock' have acknowledged the relevance of the life events literature to the acculturation experience, noting the vast array of changes confronted by immigrants, sojourners, refugees, and even tourists (Colleen Ward S. B., 2005).

One reason why standard life change measurement account for such a small proportion of the variance in psychological outcomes is that there are obvious and important individual differences in the cognitive estimation of these changes. Individuals process stress-related information in a variety of ways.

Social support

Evidence suggests that the association is stronger under conditions involving a greater level of social and cultural integration. For example, the relationship between psychological and socio-cultural adaptation is stronger within that international students who are culturally similar, rather than dissimilar, to hosts. It is greater in sedentary groups, compared with groups

involved in cross-cultural relocation. It increases over time, and it is stronger in those adopting integrationist and assimilationist strategies of acculturation, compared with the separated and the marginalized (Colleen Ward A. K., 1999).

In more recent researchers, the link between cultural distance and psychological disturbance has been further substantiated. These findings are not surprising and may be easily interpreted within the stress and coping framework. More specifically, those who experience greater cultural distance likewise experience a greater intensity of life changes during cross-cultural transition and, consequently, more acculturative stress. Cultural distance also influences sociocultural adaptation and the acquisition of culture-specific skills. (Colleen Ward A. K., 1999)

Sojourners: International students

A sojourn is defined a person who is temporary staying in a new place. It occurs voluntarily for an unspecified, though relatively short period of time. Although there are no fixed criteria for defining a sojourn in terms of its duration, 6 months to 5 years are common parameters. Consequently, international student sojourners are usually more committed than tourists to their new location, but less involved than immigrants and resettled refugees. Like immigrants, they voluntarily relocate abroad. However, “returning home” is already planned and fixed.

Most of the research on student sojourners has considered the affective, behavioural and cognitive consequences of cross-cultural transition and has attempted to establish which individual, interpersonal, social, structural and economic factors reliably predict adjustment (Tilburg, 1997). It is difficult to take into account all the factors influencing on sojourners because there are plenty of the factors and to take into account all of them is almost impossible, especially, to have a good matched control sample of host nationals. Equally, it is important to take into account the countries or cultures from which the sojourners come and to which they go, both to replicate findings supporting culture-general effects and to examine the highly specific effects that occur in unique cultural circumstances. (Bracht, 2006)

Underlying the development of international education were the social, economic, and political motives and objectives. There are also some help from the governments, who initiated the programmes and provided financial support. The first goal can be described as geo-political. International education, from the earliest times, were suppose to be a tool of foreign policy and

as a means of extending the political and commercial influence of the states that established centres of intellectual excellence. The second goal can be described as moral, as a missionary to propose the values of the dominant culture. Both of these strands are still very evident in recent and contemporary international education.

According to the history, there was a first outcomes of overseas study, both at the personal and societal level, began to appear only after the Second World War. It coincided with a large and growing number of students going abroad to undertake higher education. The intercultural educational programmes were driven mainly by the modern version of the two pragmatic considerations referred to above. The first was to assist in the reconstruction and economic development of countries that had been badly affected by the war or whose educational infrastructure was at a rudimentary stage. Although the explicit aim was to train scientists, technologists, teachers and other professionals for employment in their home countries, so the main goal of that time was to create receptive markets for the industrialised sponsor countries and to extend their spheres of socio-political influence abroad. The second aim of the educational exchange programmes was to foster international good will and harmony. Basically, it was a national self-interest, for the assumption being that overseas students, who would rise to positions of responsibility in industry or government on returning home, would develop and retain positive attitudes towards the host country which had provided them with an education.

The main distinguish of the international students from other intercultural sojourners is that students has academic objectives and goals for their studies and the main purpose is to get a degree, having a good academic performance. It is also very dependent on cross-cultural adaptation process.

Although overseas students generally want and need intercultural contact, the ability and willingness to interact meaningfully with host culture are largely dependent upon cultural distance (F. Maiworm, 1995).

The importance of social support

Bochner's functional model specifies that international students use networks in different ways. Local students are preferred for informational support, such as providing help with language and academic difficulties, while co-nationals are preferred for companionship and emotional support (Bochner, 2001). The culture learning advantages of host national contact are obvious. A greater amount of interaction with host nationals has been associated

with fewer academic problems and fewer social difficulties as has satisfaction with host national contact (Colleen Ward A. K., 1999). Interacting with local students has also been found to improve communication competency and to facilitate general adaptation to life overseas. Sojourner-host interactions may provide functional benefits whether they occur in formal or informal circumstances. For example, international students who participate in structured peer-pairing programmes demonstrate better social adjustment than those who do not. This is also true for international students who spend more informal leisure time with their local friends (Jin Abe, 1998).

Bochner's functional model of student friendships reflects a culture learning perspective on intercultural contact with its emphasis on the maintenance of original cultural behaviours and values, the acquisition of new culture-specific information to facilitate academic and professional success abroad, and the functions of social-recreational activities in a new cultural milieu. This may be contrasted with recent work on social support, which derives more from a stress and coping approach to student adjustment. The social support hypothesis places greater emphasis on the quality and quantity of support than the actual support network, and research has demonstrated that both host and co-nationals can provide assistance and contribute to the enhancement of psychological well-being. Research findings on social support in the international student community mirror those in the broader stress and coping literature. Social support alleviates homesickness (Engel, 2010). Greater support is linked to psychological satisfaction and well-being. Social support absorbs the relationship between stress and depression (Sam, 2001), and poor social support accounts for a significant proportion of the variance in depressive symptoms, over and above that explained by neuroticism (Ong, 2000). Not surprisingly, international students frequently report needing more social support than local students do.

The problems of international students

Furnham and Bochner (1986) have argued that overseas students face four types of problems, only two of which are exclusive to their international status. As student-sojourners they experience a range of difficulties that are common to other cross-cultural travellers, such as insufficient linguistic and cultural skills, prejudice, discrimination, homesickness and loneliness. They also face pressures associated with the role of "foreign ambassador" in their interactions with host culture students. However, they experience problems similar to those of local students, including identity conflict related to personal development in late adolescence

and early adulthood, academic challenges, and the stressors associated with transition to a new school or university. The empirical literature broadly supports Furnham and Bochner's contention. Overseas students report more social difficulty than do host students (Bochner, 2001). They also experience more socio cultural adaptation problems than their compatriots who remain at home.

Homesickness is also frequently observed, and it has been found to be more problematic for international students than while they were at home (Kim Witte, 1995).

Although international students perceive limited language skills as the most significant source of their academic problems, and language proficiency is related to academic performance (Jochems, 2011). Also, there are other factors that are influenced on the academic success and satisfaction.

Individual differences cause influences on learning styles and academic achievement, and factors that are known to vary cross-culturally, such as the relative importance of intrinsic and extrinsic motivation, the level of field dependence and independence, the preference for cooperative, competitive and individualistic learning styles, and even perceptions of intelligence (Colleen Ward A. K., 1999).

However, the cross-cultural differences in educational expectations and practices, including communication in the classroom. The educational environment is not a very large place comparing with the whole society and reflects its values, traditions and practices. Just as sojourners must learn the general rules, regulations and skills for adapting to life in a new culture. For student sojourners, this requires special attention to the educational setting. Although there is an expanding literature on intercultural education and increasing development of training materials to enhance sensitivity among intercultural educators, in practice, the responsibility for adapting to and succeeding in a new educational system falls on the overseas student. (Colleen Ward A. K., 1999)

Educational practices and procedures reflect considerable cross-cultural diversity, and Hofstede's (Hofstede, 1980) research on work-related values of cultural variability provide interpretive frameworks for these differences. Two dimensions that exert strong influence on classroom communication and interactions are individualism-collectivism and power distance. In the broadest terms students from individualist cultures are more likely to want to "stand out" in class, to ask questions, give answers and engage in debate. They are often seen as competitive. Students from collectivist cultures, in contrast, are more strongly motivated to "fit in". They are less likely to be verbally interactive in classes and are usually unwilling to draw

attention to themselves. Collectivism is strongly related to power distance, and those students who are from high power distance cultures are also less likely to question and debate. Students from high power distance cultures are more strongly motivated to show respect to teachers and to maintain formal and distant relationships with them. It is not difficult to see that these differences in cultural values can lead to misperceptions across cultural groups. From one perspective, quiet but attentive collectivist students may be perceived as uninterested or withdrawn by individualist teachers. From another viewpoint, the relatively frequent interruptions to lectures by individualist students may be seen as rude and unmannered by their collectivist classmates.

Generally saying, studies of the affective component of culture contact have been concerned with the description and prediction of the psychological adjustment of student sojourners. The behavioural aspects of culture contact have been featured in research on the patterns of intercultural interaction, including the friendship networks of overseas students. They have also appeared in the discussion of culture learning in the classroom. Cognitive facets of the student sojourn have been highlighted in work on intergroup perceptions and relations, particularly studies of stereotypes and perceived discrimination. Research on intercultural interactions indicates that although overseas students would like contact with host nationals and that they benefit socially and psychologically from these encounters, the extent of host-sojourner interactions is limited. Overseas students are more likely to have co-national friends, and on the whole, they find establishing friendships more difficult than their local counterparts. Although host nationals, co-nationals and other non-compatriot international students can provide both informational and social support, research suggests that host nationals are preferred for tangible, instrumental assistance while other students, particularly co-nationals, are very sensible to socio-emotional support. There are a number of factors that affect the structural components and functional outcomes of intercultural contact, and stereotypes, in particular, are known to exert a strong influence on the interactions between local and overseas students. In some situations, such as equal status contact under conditions of low threat, stereotypes may promote positive intergroup relations.

However, this is not uniformly the case for interactions between domestic and international students. There is a significant proportion of overseas students feel ambivalent about their relations with host nationals and that many perceive discrimination. There is also evidence that increased contact can lead to a sharpening of negative intergroup stereotypes in international students over time. There are some studies which are showing that international students experience is not only about enjoying their holidays and trips but also,

some of the problems, which they are facing related to academic pressures, financial resources, friendship development and culture-specific aspects of sojourning. There are also some serious issues which are becoming visible only when international student is starting to live in the new environment. However, because some of research samples and methodologies differ so widely across studies, it is difficult to draw firm conclusions about the dominance, seriousness and consequences of student sojourner problems and their relationship to the difficulties encountered by their host nationalities. However, it is clear that some of the most significant problems arise from the academic environment and that overseas students must engage in “culture-learning” as well as intellectual endeavours to achieve academic success.

However, this fact could also be included for the further problem formulation such as “social skills and culture learning” which goes together with a cultural shock.

3.3.3 Social identification theories

“During cross-cultural contact, people realize themselves in a much broader context – ‘little fish in bigger ponds’. This can lead to anxiety-provoking change in perceptions of self and identity, especially where identity was previously constructed largely from local social interaction. Perceptions of and relations with in-groups and out-groups can change radically” (Patricia L. Obst, 2011). Two major conceptual approaches are used in social identification. The first is “acculturation”, and the second is “social identity theory”. Acculturation and identity early approaches to identity and acculturation came mainly from ethnic and cross-cultural psychology, where most of the studies were concerned with defining and measuring acculturation (Patricia L. Obst, 2011), and regarded acculturation as a state rather than a process. There are three models of acculturation: uni-dimensional, bi-dimensional and categorical. The uni-dimensional conceptualisation of acculturation used assimilation – immigrants gradually give up identification with the culture of origin and move towards identification with the culture of contact. This model sees home and host cultures as opposing rather than counterbalancing. By contrast, the bi-dimensional approach is a balanced model of acculturation and identity – immigrants and sojourner and refugee groups develop bicultural identity (e.g. Ramirez, 1984). “Cultural mediation” (Bochner 1982) is the process through which some sojourners can synthesise both cultures and acquire bicultural or multicultural personalities. This is not the same as “marginality”, in which they vacillate between the two cultures. Berry’s (1997) more complex categorical model specifies four acculturation dispositions or strategies of how people conceptualize home and host identities – integration,

separation, assimilation and marginalization. Integration means that the person has been already adopted to the new environment and indicates it as a home culture. Another definition is assimilation. It means that they see themselves as high in host culture identification but low in home culture identification.

Generally speaking, identification is affected by a wide range of factors, such as individual characteristics (e.g. age, gender and education), group characteristics (e.g. permanence of cross-cultural relocation, motivation for migration). Also, in the broad social context (e.g. cultural pluralism, prejudice and discrimination). These variables are correlates of acculturation and identity changes, but causation is neither linear nor simple, and some factors may have recursive effects.

3.4 About online communication

As it was mentioned, there is a particular term “Sojourn”. According to Cambridge dictionary, it means a short period when a person stays in a particular place. In case of study, it is most common- studying abroad. It is becoming more and more popular through the students. Even though, getting use to life in a different country can be very stressful and require significant efforts. These so-called “Sojourners” not only have to discover their new social networks but also continuously seeking any information about their new place and environment. In this case, social networking sites, such as Facebook, Instagram, WhatsApp and others, may play a very important role in international student`s everyday life information seeking.

Advances in communication and transportation technologies have made the world more connected, both physically and virtually. International sojourns, such as studying overseas, are increasingly common. While international relocation has become easier with improved transportation infrastructures, adapting to life in a new country still requires substantial effort. Apart from the need to build new and maintain old social networks, sojourners need to find a considerable amount of information about their new physical and social environment. The cross-cultural adjustment process can be stressful (Colleen Ward A. F., 2001). International students, defined by the UNESCO Institute for Statistics (2012) as “students who have crossed a national or territorial border for the purpose of education and are now enrolled outside their country of origin,” often experience such adjustment strains. Generally younger than other sojourner groups, such as expatriates, international students may

have fewer human and financial resources at their immediate disposal for cross-cultural adjustment (Smith, 2011).

More recently, there is rising interest in the use of social media in collaborative information seeking. Since social networking sites are primarily viewed as a tool for networking (M. Madden, 2011).

Social networking sites are highly important for international students' everyday communication and information seeking sources because they allow individuals to stay connected whether they are in the same university or in the different part of the world. It is definitely a very powerful tool. Most of the university students are already frequent users of social networking sites, which suggests a lower entry barrier in using social networking sites for any kinds of the information seeking. Moreover, people are often rated as invaluable information sources. It is possible that friends on social networking sites can obtain a similar informant role and provide useful everyday life information. The current research gap in the informational value of social networking sites may mean missed opportunities in effectively estimation of a widely popular platform for the daily information seeking. (M. Madden, 2011)

3.4.1 **Facebook**

Most popular social network is Facebook. Speaking about students, almost every student has an account in it. Facebook helps to stay in touch and share information with other people. However, most of the students don't even realized how much time they spend online checking other people news, statuses, publishing pictures and videos.

According to the official information, "Facebook is a social networking service launched on February 4, 2004 by Mark Zuckerberg, along with fellow Harvard College students."

"In September 2012, Facebook has over one billion active users, more than half of them using Facebook on a mobile device." Usually every person who wants to use this application has to register on the official website. Then his or her personal profile is going to be created with some information about him or her, which they would like to have on their page. After this registration procedure, these persons are able to find their "friends" and start to exchange messages and share some pictures or documents. It is also possible to get some notifications when there is any update. More than that, Facebook users are able to join some common interest groups organized by their university.

As it was mentioned before, Facebook was founded by Mark Zuckerberg with his college roommates and fellow Harvard University students Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes. These founders from Harvard students originally limited the website's membership. Their purpose was only students from Harvard who could have an access to the study materials. However, later it was expanded to other colleges in the Boston area, such as the Ivy League and Stanford University. It gradually added support for students at various other universities before opening to high school students, and eventually to anyone who's age is more than 13 years old.

On the one hand, Facebook is showing a positive impact on the social student's life because students are able to stay in touch with their friends and relatives without any troubles. On the other hand, there is also a negative impact such as not having a direct communication and becoming kind of "anti-social" persons.

However, thinking globally, Facebook is giving unlimited opportunities for its users because it allows to continuously stay in touch with friends, relatives from all around the world as far as they have an access to the Internet.

Speaking about the students, they are a main target group of Facebook users. They are spending most of the time on the social network. This situation becoming a very discussed problem of the educational authorities about their academic performance. However, most of the students are tending to thinking that they are using Facebook only for their leisure time and it has no influence on their marks.

One of the most important task of Facebook is to connect the students for online projects collaboration or social events and keep every one up-to-date. Social networks are also helping students to keep up their self-esteem.

Here is some reasons students are using Facebook. The data show that students answered an open-ended question about their reasons for using Facebook. Most of the respondents (64%) used Facebook for entertainment and communication, getting information, educational purpose and getting old friends, updated with friends and being closed with friends, sending birthday greetings etc. 14% used only for communication, 11% for getting information, 8% entertainment and communication, 7% for gossip and time passing. (M. Madden, 2011)

3.4.2 WhatsApp

Instant messaging is a type of very popular and commonly seen communication services via the internet to enable people to create a private or group chat space. This instant messaging application can serve as a very useful and interactive way of communication, which allow users to exchange instant messages in different form, such as a text, share videos, audios and images simply via smartphones, so there is even no need in the laptops. Nowadays young generation is

Reasons	Number of respondents	Percentages (%)
Communication, Getting Information, Educational Purpose and Getting Old Friends, Updated With Friends and Being Closed With Friends, Sending Birthday Greetings, Job Purpose and Entertainment Etc.	121	64
Communication	27	14
Getting Information	21	11
Entertainment and Communication	15	8
Gossip and Time Passing	14	7

keeping themselves busy in chatting and messaging almost every minute with their friends. At the same time telecommunication industries is trying to be updated by offering a variety of turned up operating systems with different characteristics such as Android OS, Windows OS, iPhone (Apple), Blackberry, Symbian (Nokia).

WhatsApp is a mobile application which provides messaging service for smartphone`s users. It is possible to send a written, audio or video message to the certain person or group of other WhatsApp users. In February 2016 the number of registered users was already more than one billion people.

According to this fact, using of WhatsApp has a huge effect on our lives, culture and society. Moreover, it is also becoming popular tool for marketing in businesses and publicity in politics. This growth has also drawn the attention of researchers to understand the effect of WhatsApp on its user`s social and personal life.

Mainly WhatsApp started to interchange SMS with a cross-platform feature. In other words, WhatsApp is a cross- platform instant messaging application for smartphones. It enables users to send and receive location information, images, videos, audio and text messages in real-

time to individual and group of friends at no cost. At present WhatsApp handles over 10 billion messages per-day and is one of the most popular paid for apps across all mobile platform. WhatsApp Messenger is available for iPhone, Blackberry, Android, Windows Phone and these phones can all message each other. It uses the same internet data that you use for email and web browsing, there is no cost for messages.

WhatsApp has become highly popular among other electronic communication services for smartphones.

According to Financial Times, “WhatsApp Messenger, an app which allows unlimited free text-messaging between users, has done to SMS on mobile phones what Skype did to international calling on landlines. It has become a top-selling iPhone, Android and BlackBerry app in dozens of markets, without a penny spent on promotion or advertising.”

Nowadays the mobile technologies can easily become a reason of our world changings. It is almost impossible to avoid the presence of mobile applications. Several people are heavily dependent of the usage of such applications for their day to day activities. Technology are heaving a very big impact on the environment around us and on the society. It said that WhatsApp is one among the major change in mobile apps communication in the recent years, and it is very easy to use for the users that were growing very fast on mobile phones and on the computers devices.















































It is a very common fact that smartphones are becoming a very important communication, social and information tool.

About smartphones

“Smartphone” refers to a programmable mobile phone that offers advanced capabilities and features that help individuals in their daily work and personal life. It contains functions such as instant messaging, downloading applications, utilizing information services as WiFi and global positioning system (GPS) and entertainment.

A smartphone ability to complement our lives is directly related to the richness and quality of its mobile applications. In modern era smartphones have acquired the market so well that everybody now can interact, socialize, and can share ideas and information sitting at any corner in the world through an instant messaging applications like WhatsApp, WeChat, Viber, Line, KakaoTalk, ChatOn, Skype, Windows Instant Messenger, etc

However, in South Korea, China, Japan and other Asian countries there are their own instant messaging applications, such as KakaoTalk (Korea), Naver (Korea), Line (Japan), WeChat (China).

Country	Population (social penetration)	Top social platforms (penetration)			Next most popular messaging apps
		1	2	3	
 China	1,379 (47%)	 24%	 21%	 16%	 5%
 India	1,319 (10%)	 13%	 12%	 11%	 10%  8%
 Indonesia	259 (30%)	 19%	 15%	 14%	 13%  12%
 Japan	126 (42%)	 25%	 17%	 15%	 3%
 Philippines	101 (47%)	 26%	 23%	 16%	 14%  9%
 Vietnam	94 (37%)	 29%	 25%	 25%	 15%  11%
 Thailand	68 (56%)	 32%	 29%	 28%	 11%  10%
 South Korea	50 (76%)	 41%	 27%	 17%	 12%  7%

Source: Rose, 2016

3.4.3 KakaoTalk

There are two very popular instant messaging applications in the South Korea: KakaoTalk and Line. The most popular one is so-called KakaoTalk. It gives an options to make free calls and write text messages. It also has also an ability to share photos, videos and other information between its users.

KakaoTalk is a biggest smartphone application success story and the most successful social network service across iPhone and Android platforms in Korea. Although it seems like an overnight success, the company was actually established in 2006 under the name IWI Lab. Later it was renamed as KAKAO Corporation because of the chocolate analogy and because of

its easy pronunciation both for Koreans and people overseas. “By the end of August 2012, it got more than 57 million registered users. While already in January 2014 it jumped to 130 million users. Following the breakout success of KakaoTalk, was also connected with a KakaoStory (another a social network application). KakaoStory is a picture-sharing app that allows users to take, edit, and share pictures and follow content shared by brands and friends.”

The company was founded by Kim Beom-soo. The owner (Kim) is very famous person in the IT industry because he is the former CEO of NHN Corporation. He was a first founder of Hangame, an online game company, which was eventually merged with one of the most popular web portal in South Korea – “Naver.com”.

While Kim Beom-Soo currently chairs the company’s board, Lee Jae-Bum and Lee Sirgoo are co-CEOs of Kakao. Lee Jae-Bum is an entrepreneur who started his Internet company after he graduated from Seoul National University with a degree in industrial engineering. He was later introduced to Kim Beom-Soo by one of their professor, which lead to Kim Beom-Soo asking Lee Jae-Bum to join the Kakao team in 2007.

At first, the company mainly focused on developing web services. As many other venture firms, between 2007 and 2009 lots of trials and errors were made, and the projects of “memo aggregation” and personal ranking chart combined with social network features never really took off.

However, Kim Beom-Soo happened to be in the United States when the iPhone was launched in the USA in 2007. He witnessed the rapid growth of the device in both the United States and in Europe, which prompted the Kakao Team to refocus on the mobile area instead of web services, and to start working on a project related to communication.

When the Apple 3GS iPhone smartphone was finally introduced in Korea in November 2009, the “smartphone tsunami” took over the country, and quickly led to a rapid growth of the mobile application market.

Fast decision-making and market-responsivity, coupled with right timing and a good team, allowed the tech company to swiftly position itself as the most popular free chat service in South Korea. The number of users surged as a growing number of smartphone users switched to the free applications to send messages, instead of sending SMS every time.

According to The Chosun Ilbo, the application sends and receives 3 billion messages per day. On top of that, Mashable reports that KakaoTalk is expected to earn \$200 million in revenue for 2013. As part of their strategy for the new year, the company plans on expanding to emerging markets like Indonesia, Vietnam and the Philippines. This application is available for iPhone, Android, Blackberry, and Windows.

KakaoTalk boasts more than 49 million monthly active users across more than 230 countries, but its biggest success has been in South Korea, where 86% of its users reside.

According to the survey, 99% of South Koreans said that they use KakaoTalk. More than that according to Nielsen KoreanClick, users spent an average of 849.6 minutes in the app in November 2016 – nearly five times what South Korean users spent with Line and 30 times what they spent with Facebook Messenger.



Source: eMarketer, 2016

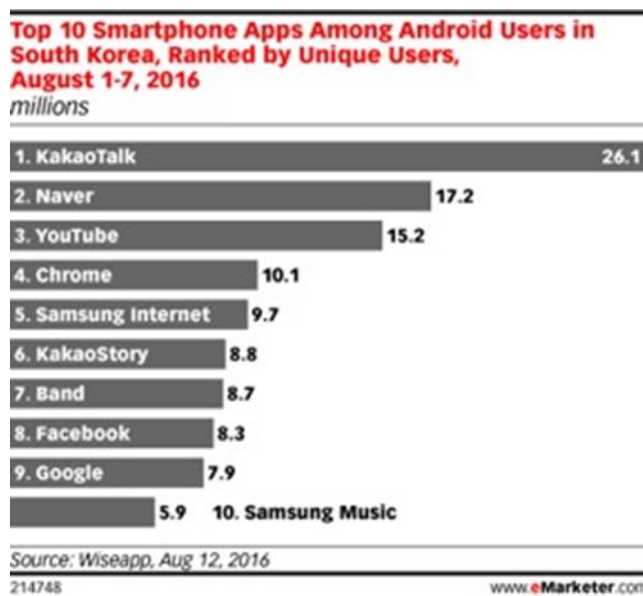
Perfect timing and market opportunity was a key contributing factor to KakaoTalk’s success among other instant messaging applications. When the platform first launched, mobile customers in South Korea had to pay for incoming and outgoing texts and phone calls. Because the application allows people to chat using their data connection, it was an incredibly appealing option to users. Moreover, KakaoTalk launched just a few months after the iPhone first debuted in Korea.

Kakao’s CEO, Sirgoo Lee, told Business Insider that he sees KakaoTalk as more of a social network than a messaging application. Chatting and making calls are the application’s

core functionalities, but users can also play games, make online payments, create restaurant reservations, and book hotel rooms via the platform. They can also send each other gifts (from coffee shop vouchers to electronics and even jewellery) via KakaoTalk's Gift Shop. There are also many other functions.

Being connected with KakaoTalk's popularity, KakaoStory surpassed 3 million users just two days after launching. KakaoStory is now the sixth most-popular smartphone app amongst South Korean Android users, beating out both Facebook and Instagram.

KakaoStory is heavily integrated with KakaoTalk, users can import their contacts from KakaoTalk into KakaoStory.



Source: Wiseapp, 2016

3.4.4 WeChat

WeChat is China's the most popular messaging application. WeChat is China's equivalent of WhatsApp, Facebook, and PayPal all combined into one application. This application has a close relationship with the Chinese government. WeChat application has been subsidized by the government since its creation in 2011, and it's an accepted reality that officials censor and monitor users. Nowadays it is poised to take on an even greater role: an initiative is underway to integrate WeChat with China's electronic ID system.

"For all intents and purposes WeChat is your phone, and to a far greater extent in China than anywhere else, your phone is everything," wrote Ben Thompson, analyst and founder of the blog Stratechery. "There is nothing in any other country that is comparable: not Line, not WhatsApp, not Facebook."

Founded in 2011 and owned by Tencent, WeChat has 902 million daily users, and about 38 billion messages are sent on the platform every day. Last year, Tencent added mini-apps to WeChat, creating an app store of sorts: inside WeChat, it is possible to play games, pay bills, book doctor appointments, hold video conferences, and access bank services. State-run media and government agencies also have official WeChat accounts, where they can directly communicate with users. WeChat's dominance is aided by the government, which has censored Facebook Messenger since 2009, blocked the South Korean-owned Line app in 2015, and banned WhatsApp last year.

“WeChat becomes harder and harder for its users to opt out,” says Yuhua Wang, a former Shanghai resident who wrote a piece called “How WeChat grows into a huge part of our life,” for USC’s Annenberg School for Communication and Journalism. Overseas Chinese or anyone with family or relationships in China tend to download the messaging app in order to stay in contact since other American apps are banned.

3.5 Online communication for students

The huge improvement of social media communication and information exchange with the communication technologies has become a significant changes in the model of behaviour of students in the way how users search, assess, produce, purchase and consume information, products and services. It is very important for young consumers of travelling products, who represent the highest percentage of the users of new technologies, participate actively in various productive processes of tourist enterprises, such as the design, development and distribution of new products.

There is no doubts that social network and new technologies made a huge step forwards integration into daily life of users and especially young people. It has a huge success. There are always new possibilities providing by media that has a high influence on the tourism sector and choice of the student to have an exchange in that particular region. There is a huge work done by tour operator, active travellers and potential customers to give some predictions, or evaluate products and services that are going to have a success in the market. That is why understanding of social media are very important aspect of the tourism market. Therefore, tourism sector is trying to be creative and using the most innovative technologies as possible in order to approach potential traveller. It helps the travel industry to reduce the cost for promotion and make a profit.

The phenomenon of social networking has excited many researchers at the international level, because of the rapid development of new technologies and has made efforts to study their relation to the traits of young people personality, and especially those related to their travel behaviour.

Therefore, it was considered necessary to study the influence of social media and information technologies to Korean young tourists. In addition, the participants in this research are very active users of social media. The survey's sample selected because the studies have carried out till now found, on one hand that the youth tourism is gradually recognised as a significant segment of the global tourism compared to other markets of tourism and the close relationship has been developed between young people and travel. "Travel is in our blood" responded 73% of 24,500 individuals in Lonely Planet's 2007 "Travellers' Pulse". On the other hand, the rapid development as well as the involvement of young people in social media is increasingly as relevant surveys demonstrate (only Facebook shows a 200% average annual increase of users' registration. In the framework of a study on existing situation concerning social media and new technologies and how they affect young travellers.

The general level of recognition of student and youth travel by the countries was relatively low so far. This may be influenced by the fact that the importance and multiple impacts of youth travel to global tourist market have recently begun to be appreciated by governments across the world, and they are now taking a more active role in developing youth travel policies, products and marketing campaigns, as referred to the WTO report. However, the youth tourism is not yet recognised by the government policies as a niche market of travel industry. The report of WTO, provides a definition of youth travel which is derived of the study of all previous definitions were given till then.

On the other side, the new media as well as the influence of social media in the daily life of the users has gain the attention of many researchers abroad. Boyd and Ellison outlined features of Social Network Sites, proposed a comprehensive definition and presented one perspective on the history of such sites, discussing key changes and developments.

3.5.1 Inha university

One of the most important thing for exchange students at INHA university was to be always in touch with other exchange or local students via mobile application. For example, the exchange student's communication with the local Korean students was organised only through

KakaoTalk application or very seldom via Facebook. It was a reason why international exchange students is force to register in KakaoTalk application if they want to exchange the information with Korean students. On the other site, there was created one group only for international students communication and this group was provided in WhatsApp application. That was a reason why for everyone who wanted to be up-to-date and in touch with other students and their activities, it obligatory to use these 2 or 3 applications.

However, international student`s department had always sent us all messengers via the student`s emails. It was also very convenient.

For every student`s activity, for example, excursion from INHA university or trip to the mountains, everyone has to register. For this registration, everyone had to send some individual information such as his or her name, surname, date of birth, country name where she or he is from and also, his or her department at INHA university. After this registration in couple days all registered students were getting the reply which were saying if they accepted or not for that current excursion. If student was not accepted for this excursion, he or she was told that next time he or she would be definitely accepted because the main problem was capacity. Every time it was very limited that is why it was very hard to get a place in any excursion.

3.5.2 Background of higher education in South Korea

Increasing student mobility in higher education is a phenomenon that extends across a number of countries in East Asia (Mahmoud Maqableh, 2015). China, Japan, Malaysia, Singapore and South Korea all seem to be using similar tactics to pursue their goals in multiplying the number of international students into their countries (Table 1).

Table 1. Number of International Students in Major Countries of Destination.

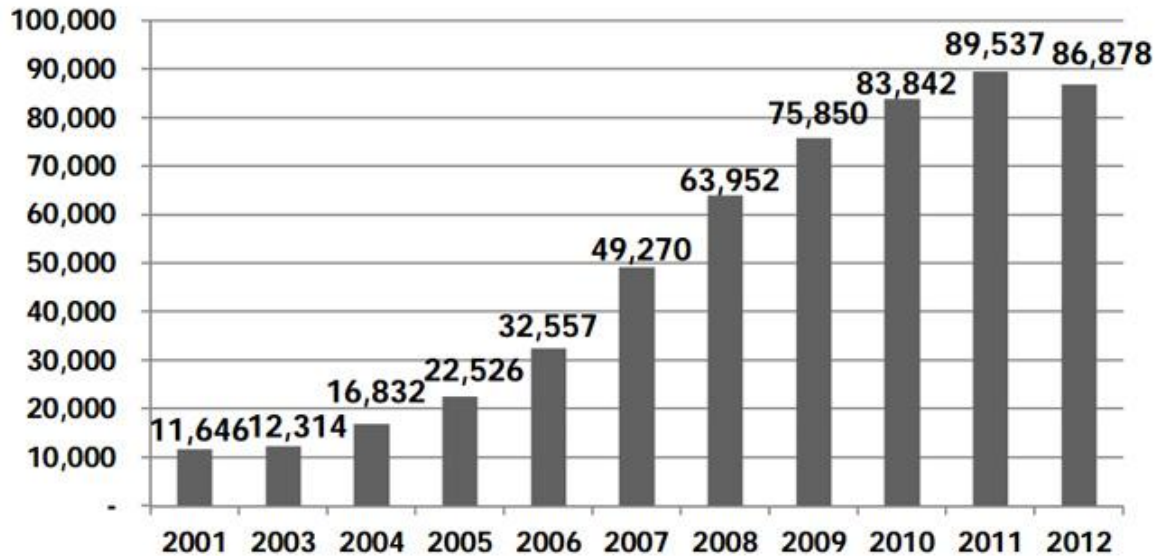
Destination	2013 Total International Students	2014 Total International Students	% Change
United States	886,052	974,926	+10%
United Kingdom	481,050	493,570	+2.6%
China	356,499	377,054	+5.8%
Germany	282,201	301,350	+6.8%
France	295,092	298,902	+1.3%
Australia	247,093	269,752	+9.2%
Canada	237,635	268,659	+13.1%
Japan	135,519	139,185	+2.7%
Malaysia	116,310	135,000	+16.1%
New Zealand	97,283	110,198	+13.2%
Netherlands	87,073	90,389	+3.8%
South Korea	85,923	84,891	-1.2%
Singapore	84,000 ^{*a}	75,000	-10.7%

Source: Project Atlas 2015: A Quick Look at Global Mobility Trends (2012 data).

Addressing East Asia's growing attractiveness to international students, the South Korean government announced a new national strategy to nearly triple the country's international student enrolment by 2023. Just under 85,000 foreign students studied in Korea in 2014 (Fig. 1). The government seeks to increase this number to 200,000 by 2023. This target also aims to reverse a trend in declining foreign enrolment from a record-high of 89,537 students in 2011 to 84,891 in 2014 while addressing Korea's imminent and rapid decline of domestic students. Despite 95% of Korean students graduating high school, and 70% of these

enrolling in higher education (Kim and Lee, 2006), the Government of Korea expects low birth rates to decrease the higher education market by a staggering 40% by 2022.

Fig. 1. Number of International Students in Korea (2001–2012).



Source: *Foreign student enrolment in South Korea, 2001-2012*. Source: Korean Ministry of Education

Korea's motivation for further increasing its international student base is grounded in two related factors: First, the population of college-age students in the country is declining due to prevailing demographic trends and, in particular, a declining birth rate. While demand for higher education in Korea has long outpaced the available supply of university seats (Shin, 2012), that dynamic began to reverse itself in 2012. At some point during that year, the domestic prospect pool for Korean universities peaked and began to shrink. Ministry of Education projections indicate that the country will have a surplus of university seats for the first time in 2018, and that the number of excess spaces could reach 160,000 by 2023. In response, the government is taking steps to encourage international students to study in Korea.

3.6 Student`s organizations

3.6.1 ESN

According to the official website of ESN (www.esn.org): “Erasmus Student Network (ESN) is one of the biggest interdisciplinary student associations in Europe. It was founded on 16th October 1989 and legally registered in 1990 with the aim of “supporting and developing student exchange opportunities.” ESN is present in more than 480 Higher Education Institutions from 37 countries. The network is constantly developing and expanding.”

ESN is an organisation which is connected with the field of higher education. It provides different kinds of services to more than 180.000 students from the partner universities. This organisation is based mainly on a volunteer basis “with an average annual growth rate of 12,3% since 1990”. There are three levels on which ESN is operating: local, national and international. One of the main tasks of ESN is to create a “mobile and flexible education environment”. It would be possible only with supporting and developing the student exchange environment from different levels. More than that, ESN organisation also works with the reintegration of returning students and contributes to the improvement and accessibility of student mobility.

ESN is a very important organisation for the international students. The main goal of this organisation is to help the social and practical integration of international students. Moreover, it provides a very relevant information about mobility programs, also helps to popularise study abroad.

The main focus of ESN is current exchange students, who often face challenges and problems in their new environments. Therefore, ESN offers help with the academic, social and integration process. This is mainly done through activities in the local sections, which include cultural and social events. Such as different kinds of trips to the popular and historical destinations, movies nights, “country nights”, international food events, language exchanges and parties. Taking into account all these activities which are mentioned above, gives a great opportunity for every new coming exchange student to lean a new culture, get easily and faster used to the new environment and find new friends!

3.6.2 “Buddy” organization

“Buddy” is a special organization for exchange students based on the help of local students from the chosen university.

The “buddy” System organization offers incoming exchange students a great opportunity to get a local student-friend who will help them settle in a new environment and faster get used to it. The name of this program is a “buddy” program. This helping student will make new coming exchange student arrival and first days in the new country easier and going more smoothly and he/she will be there to help this new exchange student during the whole semester.

The “buddy” system in Prague, Czech Republic has a very important meaning for all new coming students.

ESN Praha including “buddy” system is a non-profit organization. It was established in 1998. These days this organisation has around 70 members in Prague. As all other ESN organisations, ESN in Prague arranges a lot of trips through the Czech Republic. For example, to some famous cities such as Pilsen, Kutná Hora, Karlštejn or Moravia region and also, to neighbouring countries as Germany and Poland. More than that ESN in Prague provides many sport and cultural activities such as movie nights, museum`s and theatre`s visits and so on. These actions are primarily prepared for foreign students and their “buddies”, but it is also possible for other students of CULS to join any of this activities.

Membership of ESN organization gives an opportunity of getting some discounts for some services such as flight/train tickets or book`s discounts around the Czech Republic.

4 Practical Part

This chapter is about comparison of two exchange systems, including the work of the International Office, “buddy” system, and university system in general at INHA university and Czech University of Life Science.

A particular focus was put on the comparison of first three weeks of the adaptation phase for newly coming exchange students to both universities.

Next important task was to highlight the main differences, positive and negative aspects, taking into consideration students` points of view and how the system was working in general for them.

Another important aspect for this particular research is the fact that the author was a direct participator in the exchange program at INHA university together with other international students. That gives a very unique opportunity to describe the whole exchange process as it is.

More than that to be able to have more detailed observation for the current situation, the author of this thesis had created two surveys: one for the International students who went to INHA university, and another one for the Korean students who went to CULS.

All the results from the both surveys were analysed and provided with the related comments for each question.

The final step of this chapter was a SWOT analysis creation from the perspective of international students who went to Korea and interacted with Korean buddies, and from the perspective of Korean students who went to Czech Republic and interacted with Czech buddies. This will allow for the better understanding of situation of exchange students at both institutions. The final outcome was formulated in the following chapter 5 Results and Discussions.

4.1 From the Korean university point of view:

Basic information for new coming exchange students to Korean university.

A person who wants to become a “buddy” at INHA university has to register at the INHA university portal system website (www.portal.inha.ac.kr). This person has to fulfil an application form which is very similar to Cover letter and Curriculum Vitae. If this student has some language certificate or just some language skills, I will be definitely an advantage because become a “buddy” it is high competitive obligation. More than that, this person should have very good academic grades. After applying procedure is done, some special commission is

going to choose the most suitable candidate for becoming a “buddy”. Compare to Czech University of Life science, where people already know about the country, arriving time, gender and even hobbies of your future “buddy”-friend if he/she will mention it in the application. At INHA university future “buddy”-friends are distributed randomly. Korean students who are assigned to be a “buddy” are going to meet their students only during the first meeting organized by INHA university. However, it is possible to contact your future incoming student in advance because you have to exchange some basic information about yourself, which grade are you in, what is your major and so on. Then if a new coming student has some questions about organization or registration subjects at INHA university, the responsible student is going to contact International Office and ask all relevant questions and after that let the student know all the answers.

As a benefit for Korean students, they can get a certificate of this program, points of volunteer activity and also, recognition of one course at the university. Korean students are able to participate only once in this program.

For incoming exchange students subjects registration usually holds online through university website (<http://www.inha.ac.kr>). So, new coming foreign students are able to check the courses and register for them before arriving to South Korea. Another important issue is to find the professor, who will be responsible for new coming student at INHA university. However, it is important only for Master level students. Bachelor students do not have to do it.

Another important thing is to apply for the dormitory next to the university or to find an accommodation near there. INHA university has two dormitories. However, if new coming student made his/her registration too late, he or she might have no place at the university dormitory. That is why it is always important to check all details in advance. Related to the documents, such as a visa application or paper about not being infected by tuberculosis. All of them are highly important for the acceptance procedure.

Being accepted by INHA university is important but the most important issue is to get a visa from Korean embassy. That is why new coming exchange student is obliged to take care of all the relative documents by himself. These documents are acceptance letter from INHA university, Health Insurance, Bank Account Statements, flight tickets in the both sides (from exchange student`s country to South Korea and back), the medical report about not being infected by tuberculosis, and passport of incoming student. All these documents have to be submitted at the Korean Embassy in the exchange student`s living country.

INHA university provides the airport pick up service. However, they provide it only on the 26 of February from 8 am and until 1 pm. If exchange students are coming earlier or later than this, they have to arrange their arrival by themselves.

First day of new coming exchange student arrival, he or she will be assigned to the dormitory or an accommodation at the campus of INHA university. During the first day meeting, coordinators from the International office are going to explain how to register the subjects, which buildings are belonging to campus, how to get to the city center and when will be the date for the registration at the immigration office.

4.2 From the Czech university point of view:

How to become a “buddy” at CZU: Every person who wants to become a “buddy” at the Czech University of Life Science has to register at the special university website (buddy.studyinenglish.cz). After this procedure, the student is able to check the profiles of incoming students. In that profile is possible to see the country name, from which university he or she are coming from, which major he or she is studying and some people are likely to put their hobby`s description. After the person made his decision, it is possible to “take” that new coming student and this person who is going to be responsible for him or her will be provided with an contact email to get in touch with his “new friend”. After getting in touch, Czech student is responsible to provide all information that he or she knows about subject registration and answer all the questions from his or her incoming student.

Then responsible local student is going to meet his or her student in the airport and bring to the university campus. Incoming students usually prefer to live in the dormitory next to the university. So, the responsible person has to make a registration with them and show them around. The responsible local student can also help with the subject`s registration.

Actually, in Europe there is a non-profit international student organization, which calls Erasmus Student Network (ESN). Their mission is “to represent international students, thus provide opportunities for cultural understanding and self-development under the principle of Students Helping Students.” So, we also, have this student`s organization in our university. This organization is extremely helpful for new coming students because they organized many interesting events, trips around Czech Republic and also, providing some student`s discounts, such as special tariff for mobiles and tickets discounts.

Erasmus Student Network (ESN) is using some special application where they have all useful information not only for incoming students but also for future “buddies”. It is very important application because it has an information about university facilities, basic information about different events for incoming students, sim card, accommodation, transportation. It’s very easy to use and it is very convenient.

4.3 Adaptation phase at INHA university

First 3 weeks at INHA university were very busy and filled with the organisational duties. During the first week, the author of this thesis had to register at the INHA University dormitory, get used to the new environment, learned how to get to the city center, where to buy daily products, SIM card, public transportations cards, etc. She also met other international students who also came for the exchange program to INHA university.

In the second week, all international students were invited to participate in the welcome evening made for all incoming international students. It was a very important event because there was provided very useful information such as when will be the date of registration in police. It is obligatory for all foreigners who are coming to Korea and going to study there to have this registration. Another important point was to get familiar with the subject registration because this process is a bit different compare to subjects registration at CULS. Also, students were taught how to cancel some subjects if it was not suitable for them. It was possible to cancel the subjects only during the second week of our education process, so all international students could visit lectures and seminars and then make a decision if they are going to continue visiting lectures and seminars of this particular subject or not.

More than that, in this “Welcome evening” event exchange students were provided with campus maps and students trips and excursions. However, the capacity for these excursions was very limited, so only few people could participate in it because it was provided by university student’s organization called “International Students Lounge”, in the shortcut ISL. They organized about 5 excursions. One of them was visiting car making factory, visiting traditional market, walking around Han river- one of the most popular places in Seoul, visiting Gangnam area and visiting traditional village in Incheon area.

For most of exchange students it was a first time to see their helping students (buddies). It was also very important because most of Korean students are very busy and they could help

new coming exchange students only during this event and after that they could only be in touch with them via KakaoTalk or Facebook Messenger application.

In the third week, as it was mentioned above all international students were obliged to visit the police office of international affairs for making official registration for living in South Korea.

4.4 Adaptation phase at Czech University of Life Sciences Prague

According to the “Survival guide for the International students” provided by ESN CULS, the arrival at CULS Prague is organised in the following fashion.

During the first week, students are arriving and getting to know new environment. This includes how to get to the city center, where to buy daily products, where to buy sim card, transportation tickets, etc.

It is also important that new coming exchange student will faster get used to the new environment, new city, new university campus, etc.

That is why it is so important to have a local person, in this case “buddy” student, who is going to help new coming exchange student with most of his questions. The main reason, why the university needs some help from their local students. It is because the group of people who is working at the International department are usually very busy and physically are not able to help each student with their every question.

First of all this “buddy” student is getting in touch with his or her exchange student and providing the most important information about their university environment, , living conditions in dormitory, weather conditions in particular season in Czech Republic, some things that new coming exchange student must have with him or her and many other things.

Secondly, this “buddy” student is going to pick up his or her student at the airport and bring him or her to the accommodation. After arriving to the university campus, “buddy” student has to help exchange student with the dormitory registration because it is available only in Czech that makes it hard to do it for new coming student if he would be alone. After that, this “buddy” is going to check the room with his or her new coming student. If everything is fine, they are going to take a look around the campus, so the student could know which building he or she has to go for classes, where to have a lunch, where international office is and where it is possible to pay for the dormitory. It is a very important aspects that every incoming student has to know about his or her new university.

Thirdly, after all these procedures are done, it is always good for new coming student to have an excursion in the city center, so he or she could know where is the best place to change the money, to buy some food, to buy some other necessary things.

During the second week, there is always some meeting for new coming exchange students where they can get an information about courses registration, the date of the first studying day at the university, how to get the ISIC card (card for students) which allows students to get some discount for transportation, in the cafeteria and some shopping malls. After this meeting, there is still some time for every student to decide which subjects he or she is going to take, to get familiar with the new city, with new campus, and prepare for the studying process.

Also, students are usually creating common groups in the WhatsApp application to share the information about classes, studying material with each other. It is a very important communication channel because not every teacher has a time to put a notice in the system that, for example, he won't be able to come to the class, so student don't have to come to his class and wait for a long time. Also, some of the teacher could also, ask one of the students to tell others that there would be an extra task because of his won't be able to be in the class. That is why it is always a very important to be in touch with other classmates and teachers via this special groups.

4.5 Descriptive analysis based on author's observation

To get the opportunity to analyse the data, the author of this thesis has created two surveys with 25 questions each. This survey was consistent of multiple questions, open questions, so the student supposed to filled it by him/herself. The final question was one of the most important one because it was asking to add some comments about the experience of the exchange students what was missing in the work of International office, "buddies' work or university in general. Most of the respondents were very happy to share their experience about how to improve the teaching, registration, introduction and information exchange process. Many respondents said that it was a positive experience but this they have some ideas how it would be better to improve most of these processes.

One survey was created for the international students who were exchange students at INHA university in South Korea. It was provided in English language. Another survey was created for Korean students who participated in the exchange process at CZU in Prague and it was presented in Korean language. After receiving the results, it appeared that in both surveys

55 students participated. The group of international students (35 persons) was presented mostly by European countries such as Germany, France, Italy, Spain, Finland, Sweden, Netherland, Czech Republic, Indonesia, Brunei, China, Japan.

The results from the survey from International students and Korean students are presented below. Based on the answers from the respondents the author was able to find some common features, which are connected the work of International office, “buddy” work and university work with international students in general.

Moreover, it was very important to get as much responses as possible to have a broad picture and an ability to see some common features.

All the results from the surveys were very helpful information for the author`s research because it gave a was a very good opportunity to have an overview from the different angels at the same process with the international points of view.

The tables and SWOT analysis were created based on the results from the both surveys. This SWOT analysis is going to help to see the clear picture of the situation at INHA university and Czech University of life sciences and will help to compare two systems in details.

4.6 INHA buddy program – SWOT analysis

The following questions are the outcomes from the questionnaire proposed to the International students who went to INHA university, South Korea.

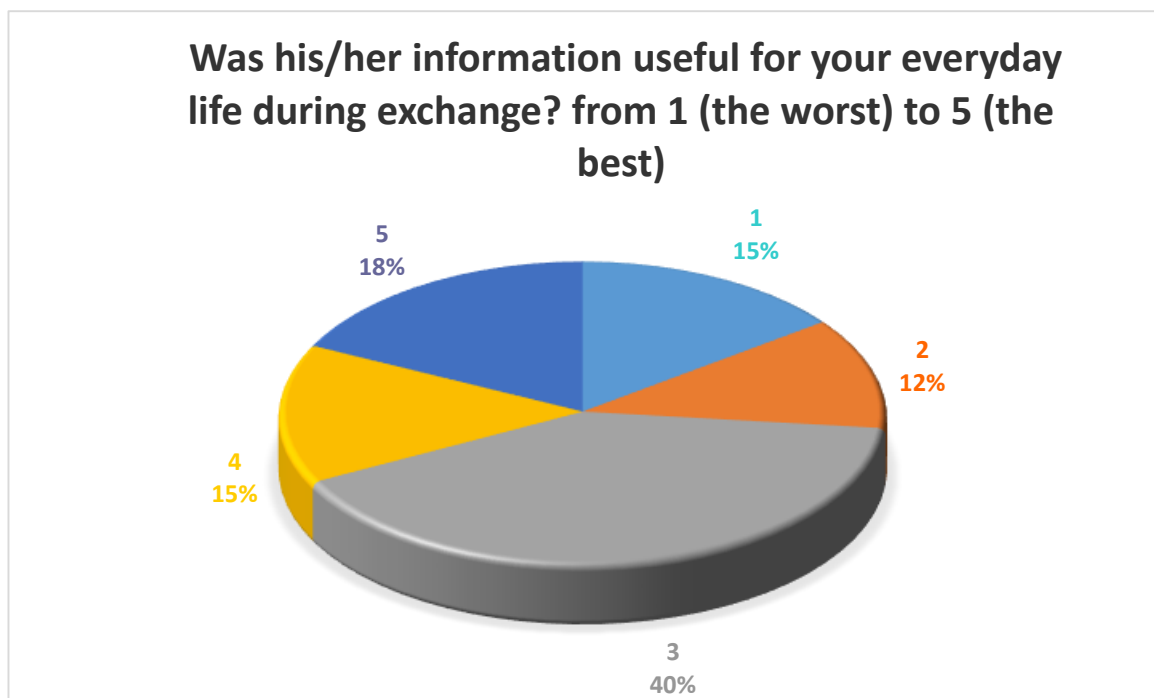
4.6.1 Questionnaire survey among the international exchange students at INHA

Q3: How many times approx. you met your “buddy” in person?

Most of the respondents answered that they met their “buddy” student approximately 7 times.

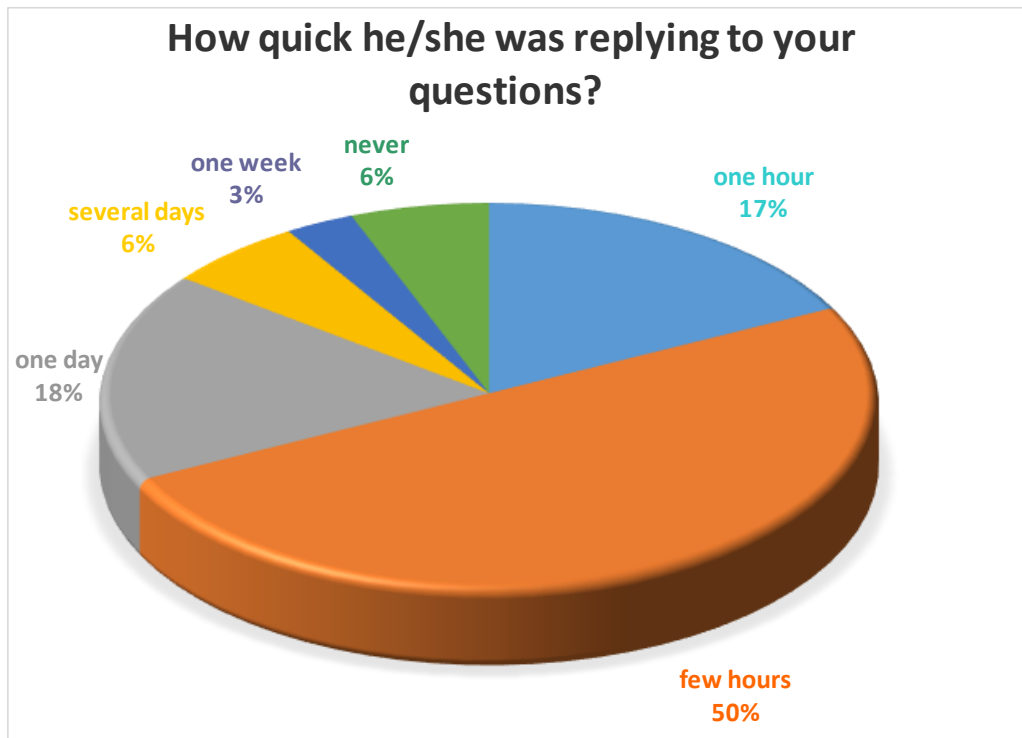
Q4: Was his/her information useful for your everyday life during exchange?

Please, estimate from 1 (the worst) to 5 (the best)



The highest percentage of the responses (41%) received an estimation “3” (good). It represents that the information provided by the buddy students was satisfying for the exchange students. However, at the same time it does not shows the highest satisfaction. The lowest percentage of the voices received rating “2”, it got 12% of the all voices.

Q5: How quick your “buddy” was replying to you?



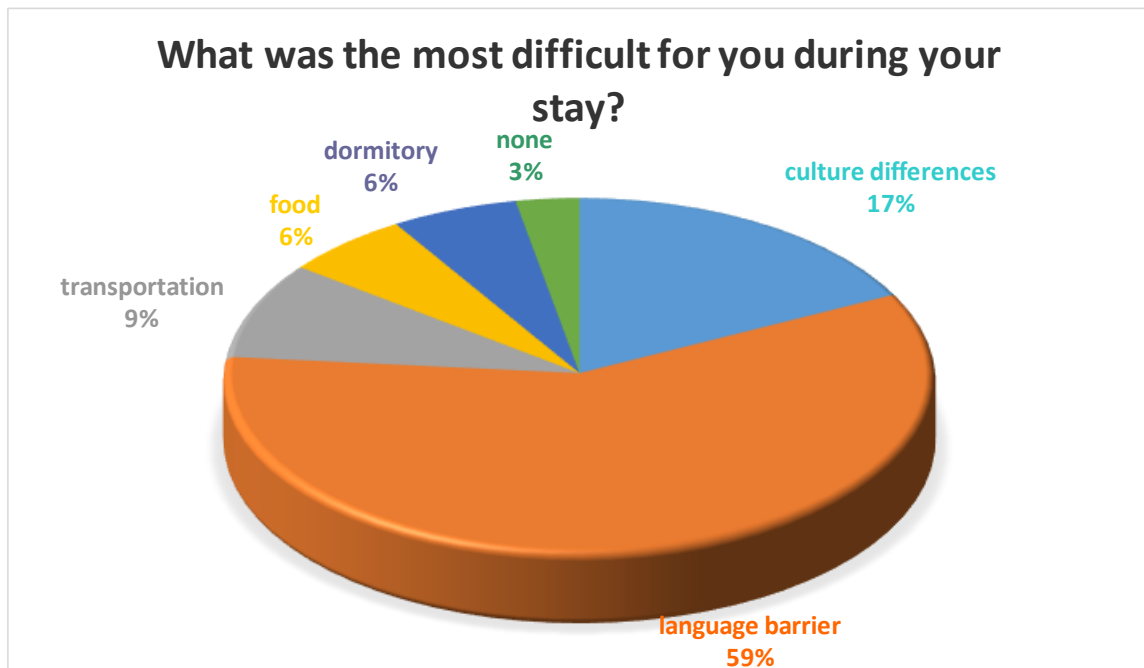
For the half of the respondents (50%) their “buddy” were answering very quickly just few hours and only for 3% it was more than several days. It shows us that Korean buddies are very mobile and able to provide information in the very short time. They prefer to stay connected for the whole time, so it makes very easy to reach them directly using their contact information and it is very convenient for the exchange students.

Q6: After how long did you start to feel comfortable in the new environment?



On this pie chart is very visible situation that almost for the half of the exchange students (44%) only 2 weeks was enough to become confident in the new environment at South Korean university and new country in general. What is more impressive, that for 35 percent of the respondents even 1 week was enough. It means that adaptation for the new environment was not a very big deal for them.

Q7: What was the most difficult for you during your stay?



Not a surprise that for almost 60% international students the biggest difficulty was a language barrier. It characterized Korean environment at the university and outside of it, as only Korean speaking, which creates a very big difficulty for all international students who are not able to speak in Korean. It is also applies to the course selection, dormitory registration, and the general use of the university`s website. Concerning daily bases, such as buying food, using public transportation, etc. it could be also a big problem without basic knowledge of Korean language. Other difficulties were connected to the culture differences (17%). It might happened because Korea represents Asian culture, which is very different compare to European one. The rest of the difficulties were the use of the transportation (9%), spicy food (6%), the life conditions in the dormitory (6%) and only 3% of the respondents said that they had no troubles during their stay at INHA university.

Q8: Have you experienced a culture shock during your stay?

Among international students the most common culture shock was concerning the fact that there are not that many people who could speak English.

Moreover, they discovered that Korean students are very shy and not very interested in the contact with foreigner students.

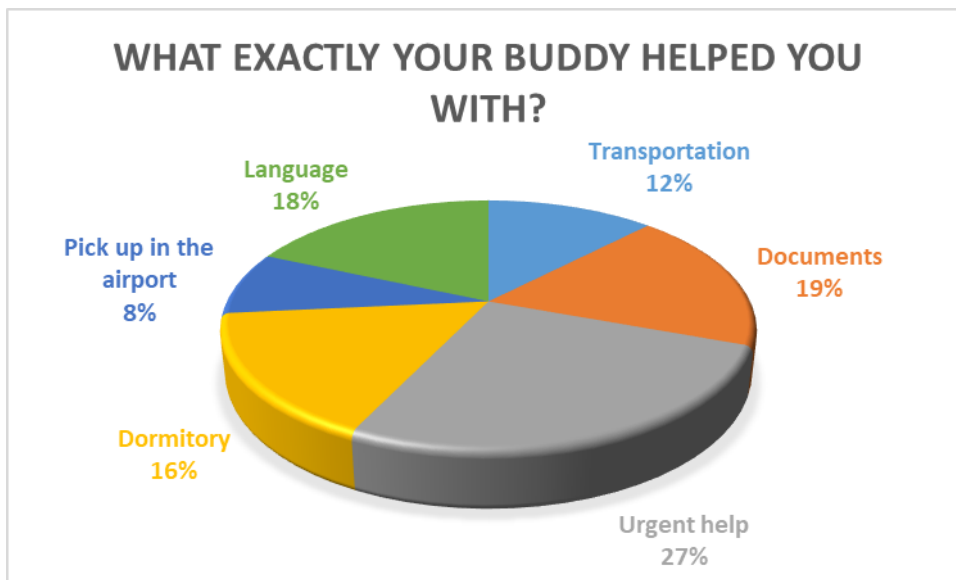
Also, there was some cultural issues, such as age consideration, for example, the students who are not the same age are not allowed to use the same style when they talk to each

other. Another surprising fact was that people could brush their teeth and doing full makeup in the public bathrooms.

Q9: What had the major impact on you to overcome the culture shock?

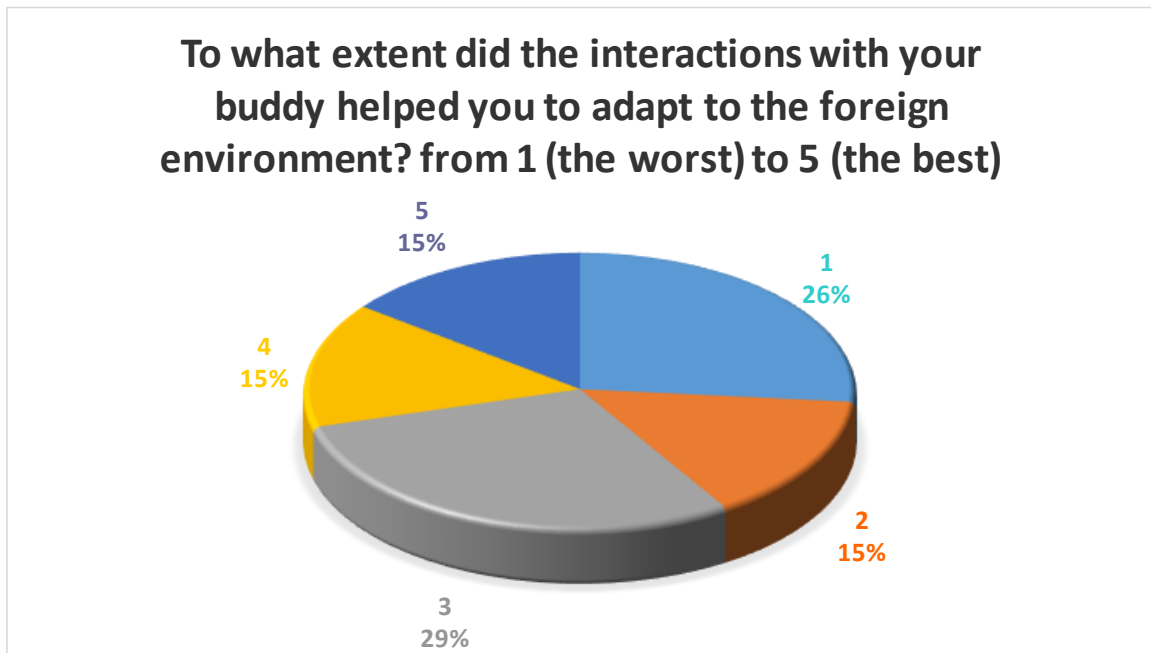
In the opinion of international exchange students to overcome the cultural shock was very helpful to invest some time into studying deeper the Korean culture, to make more Korean and international friends, to accept the culture differences and to learn something new for yourself.

Q10: What exactly your “buddy” helped you with?



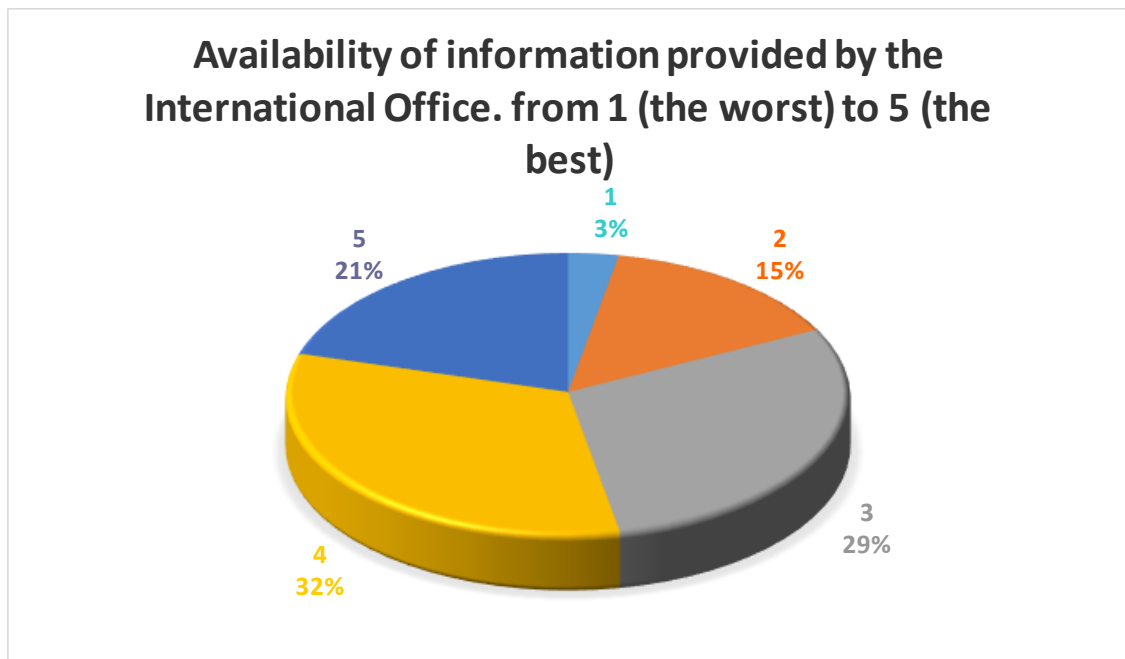
For most of the students (27%) their “buddy” helped them with an urgent help. It could be any situation where international students were not able to explain their problem in Korean, so they had to ask their “buddy” for some help. Another important issue was again connected to the language and it was help with the documents such as filling the documents, courses registration, or buying a sim card.. Third place is also, some language issues (18%), then dormitory check in/ out, explaining some rules. The rest goes to transportation (12%) and picking up from the airport (8%).

Q11: To what extent did the interactions with your “buddy” helped you to adapt to the foreign environment? Please, estimate from 1 (the worst) to 5 (the best)



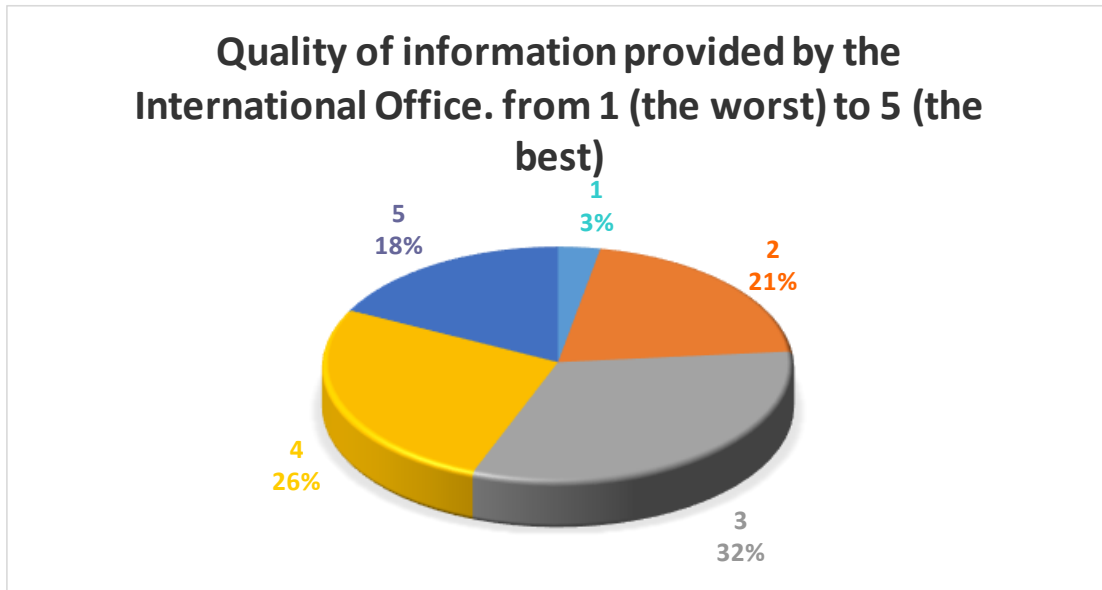
Almost thirty percent (29%) of the exchange students agreed that interaction with their “buddy” was a good help for them. However, 26% said that it was not helpful at all and the rest estimations “2“, “4“ and “5“ received 15% each.

Q12: Availability of information provided by the International Office. Please, estimate from 1 (the worst) to 5 (the best)



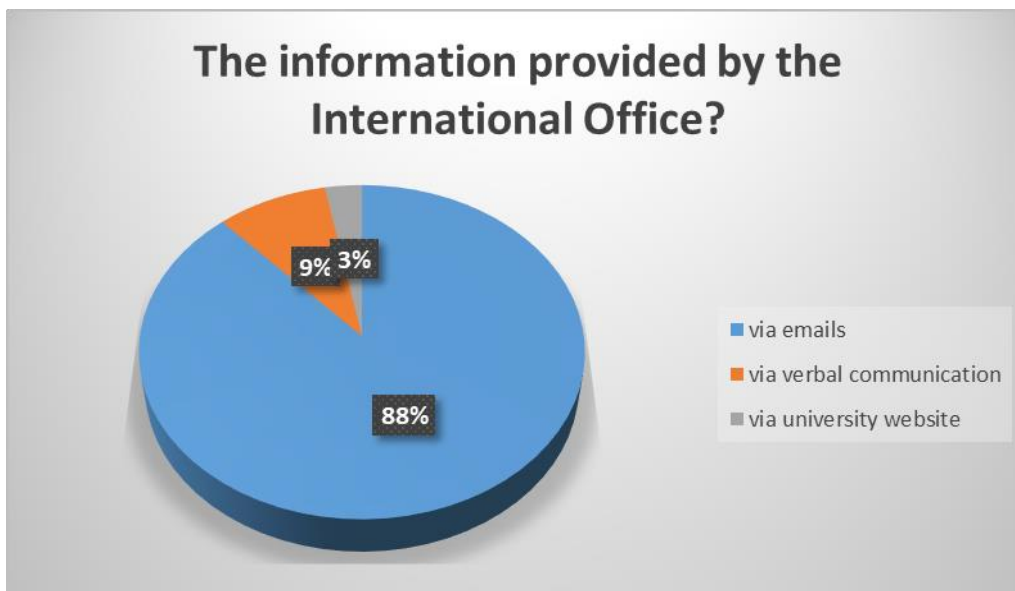
Concerning the availability of the information which was provided by the International office, Exchange students highly estimated it. For the very good and good estimation they gave 61% in the total. That shows that information was easily available for everyone.

Q13: Quality of information provided by the International Office. Please, estimate from 1 (the worst) to 5 (the best)



Considering the quality of the information, the international students were satisfied on the “good” level- 32% and 26% for a very “good”.

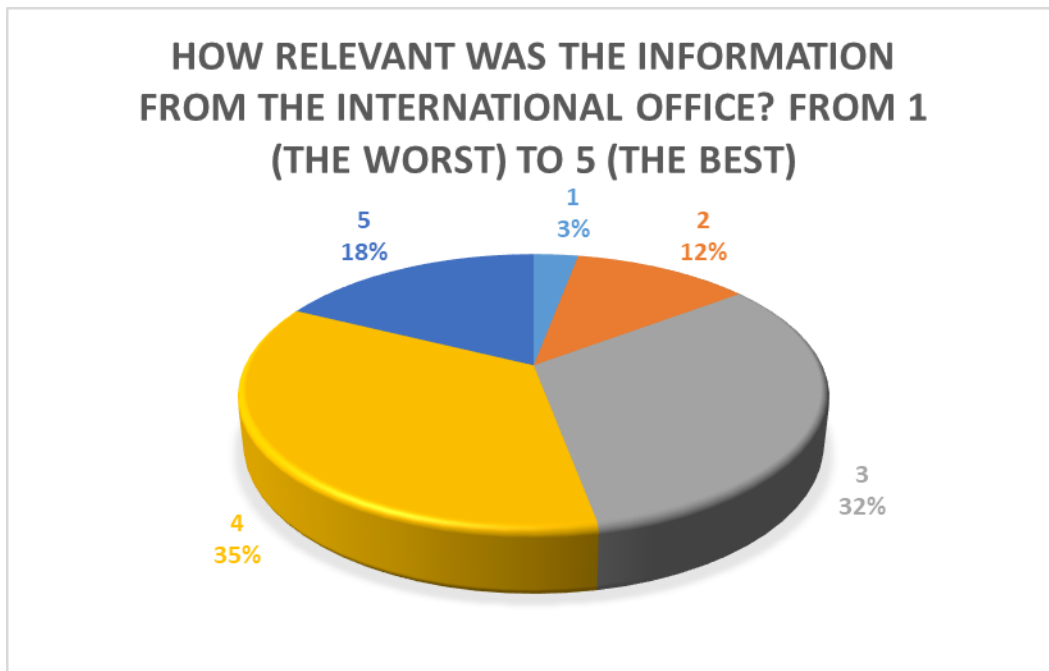
Q14: How was the information provided by the International Office?



Almost 90 percent of the students mentioned that the information which they had received from the international office was provided via emails. That is an effective way of reaching all of the international students and keeping them updated. The rest mentioned verbal

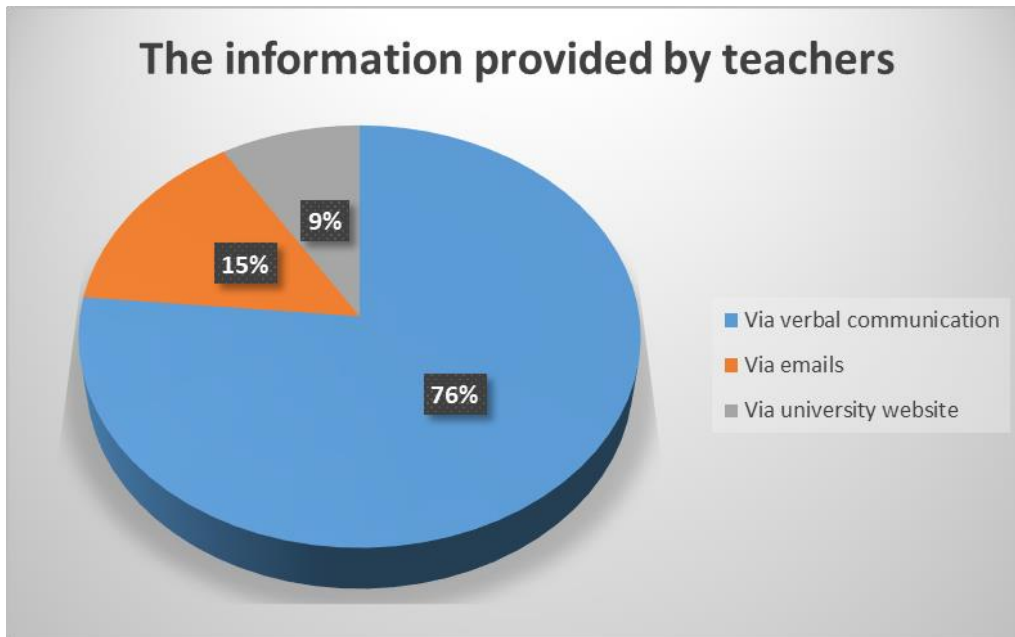
communication (9%) and only 3% used university website. It could happen due to language issues.

Q15: How relevant was the information from the International Office? Please, estimate from 1 (the worst) to 5 (the best)



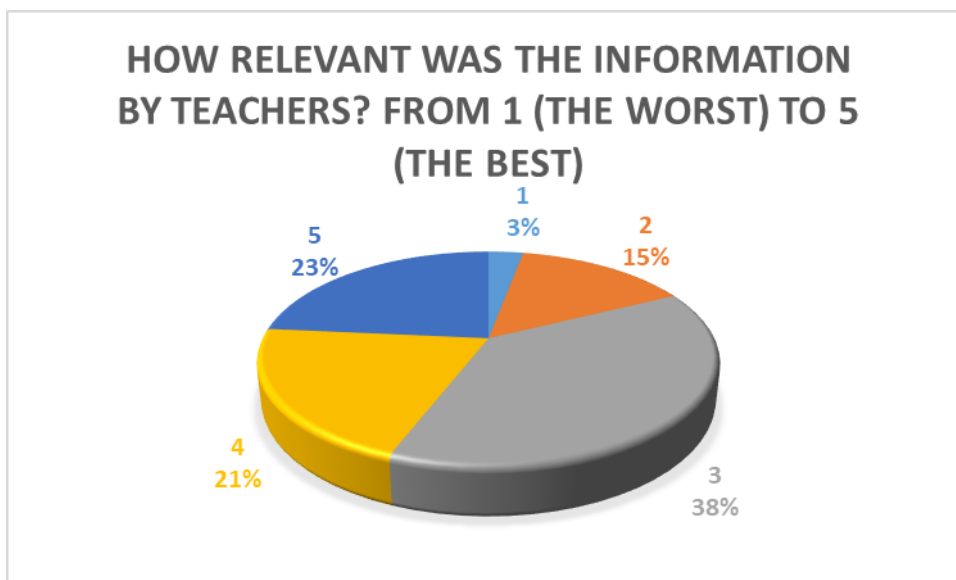
35% of the respondents mentioned that the information which was provided by the International office was a very relevant one.

Q16: How was the information provided by teachers?



However, looking at the results of how an information was provided by teachers, it appears that 76% was provided verbally during the classes and only 15% via emails.

Q17: How relevant was the information by teachers? Please, estimate from 1 (the worst) to 5 (the best)



Estimating the relevance of the information, which was provided by teacher, we can see 38%, which means “good” and even 23% for the “excellent” relevance of the information.

4.6.2 Swot analysis

The following SWOT analysis summarizes evaluation of the INHA buddy program from the perspective of international students who went to INHA and got in touch with Korean buddies.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Quick reply, • Useful information provided, • Direct access to all provided information • Buddies are right category of people, because they understand most of the problems which incoming exchange students are might faced 	<ul style="list-style-type: none"> • English version is not often provided, • Not enough information provided, • Limited places for provided activities, • International office is not participating in “buddy” system • Some important information is coming relatively late (about housing) • Not many student`s clubs (for activities) were available in English • Some of the courses, which were supposed to be provided in English, appeared to be only in Korean. • Slow work of international office • Bad explanation of how to register the courses • Provide more basic information about Korean culture and how to deal with daily life there.
Opportunities	Threats
<ul style="list-style-type: none"> • Use more English, • Become more foreign friendly • Be more open-minded to different cultures • Put more general information about the university • Provide more details about the international students to the Korean buddies • More responsible buddies • More socializing events for the international students • Provide more basic information about Korean culture and how to deal with daily life in South Korea 	<ul style="list-style-type: none"> • More competition from the international universities • Decrease of interest in South Korean culture and the country itself from the point of view of the international students • Change of visa regime • Drop/decrease of English programs at the current South Korean university

After analysing all the factors, which are mentioned in the SWOT analysis above in the case of INHA university, there was a proposal of the transformation it into the strategies, described below. These strategies will have a direct influence on this particular research and will help to figure out which sides of the exchange process have to be improved and how to manage the exchange process going more smoothly and the university will get more exchange students every upcoming year.

	Opportunities (external, positive)	Threats (external, negative)
Strengths (internal, positive)	Korean university can use more English. Buddies can help with a fast reply and provide useful information. The International Office can confirm all of the information and actively participate in the international students life.	To minimize the threats INHA university should include more English courses in their programs, increase the scholarships to keep more international students who are interested in the exchange programs there.
Weaknesses (internal, negative)	Using more English would help to increase the number of the international students who are potentially interested in the process of studying at South Korean university. Also, to increase places for provided activities, to explain better all the rules of INHA university, make International Office to participate more in international students life, and to become more foreigner friendly university.	To provide more information about university, to increase the number of the courses taught in English for getting a better feedback from the incoming international students, so they could recommend this university to other students.

4.7 CULS buddy program – SWOT analysis

The following questions are the outcomes from the questionnaire proposed to the Korean students who went to CULS, Czech Republic.

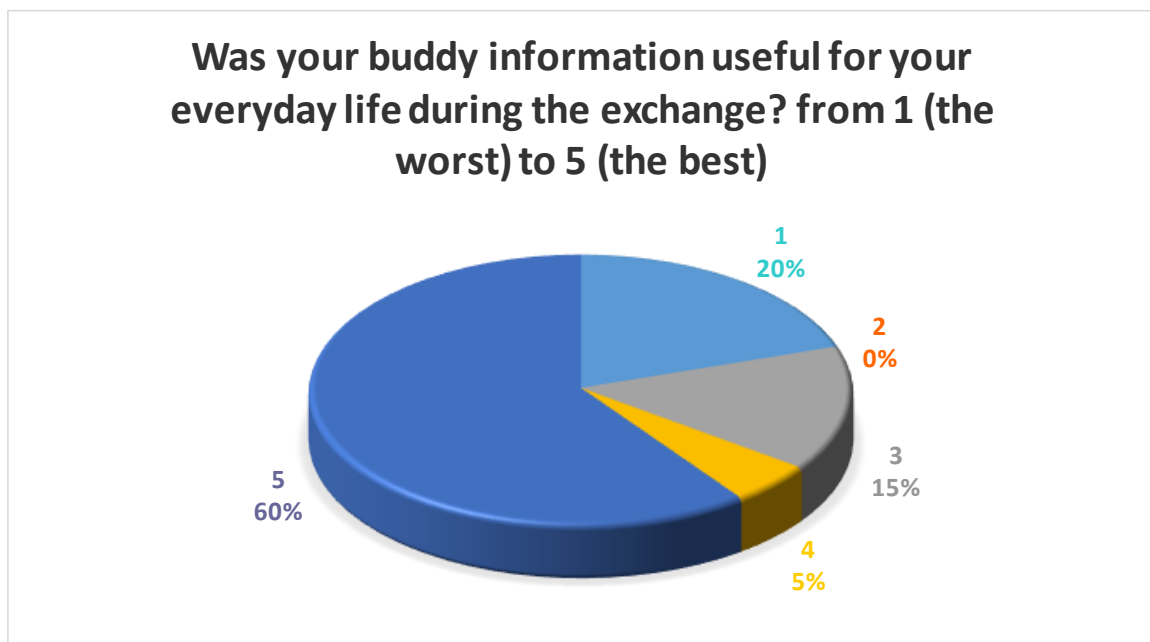
4.7.1 Questionnaire survey among Korean exchange students at CULS

Below are presented the questions, which were proposed to the Korean students who went to CULS, Czech Republic.

Q3: How many times approx. you met your “buddy” in person?

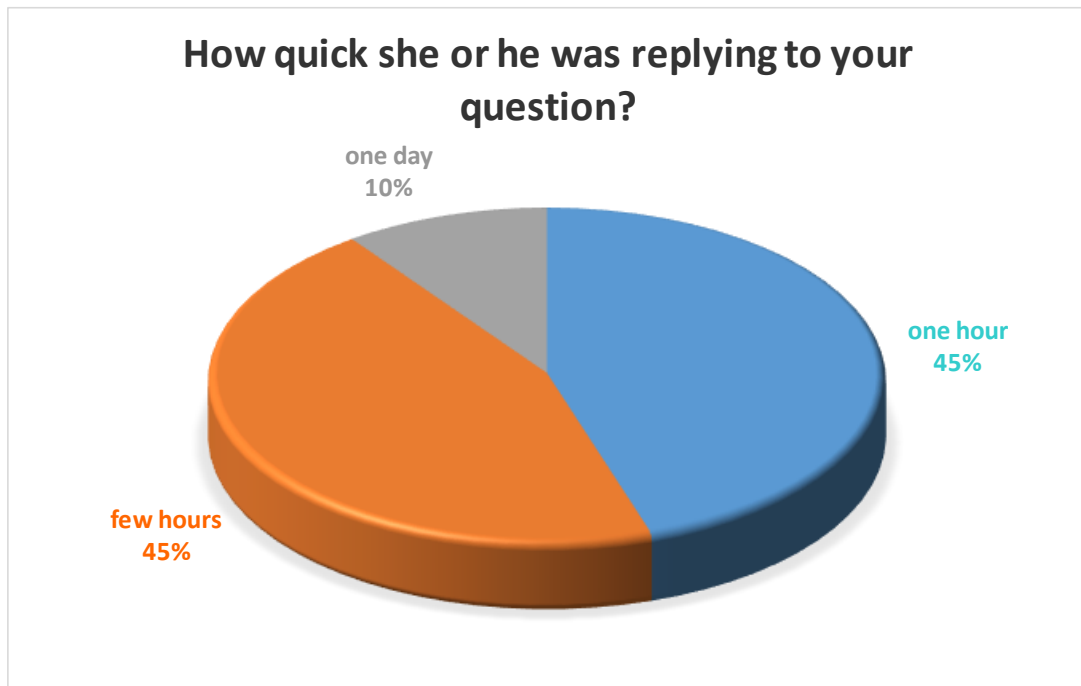
Most of the respondents answered that they met their “buddy” student approximately 3 times.

Q4: Was your “buddy” information useful for your everyday life during exchange? from 1 (the worst) to 5 (the best)



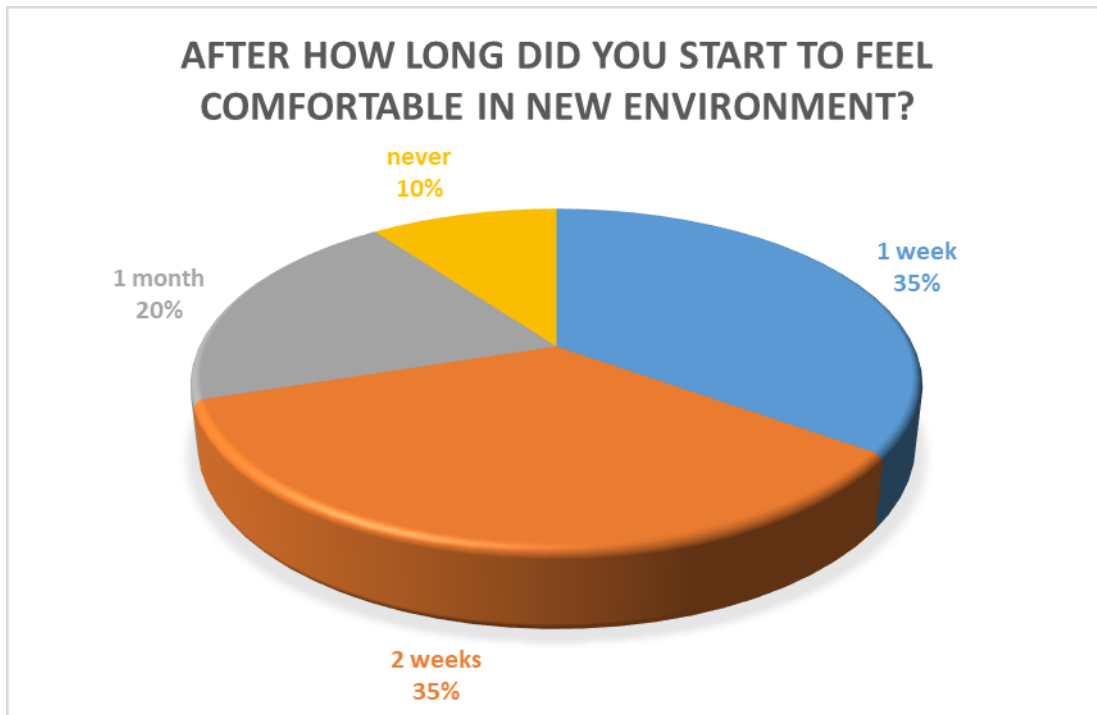
The high percentage of the respondent's voices (60%) received an estimation “5” (the best score). It represents that the information provided by “buddy” students was complete and more than satisfying for the new coming exchange students. At the same time, there is about one fifth of the voices who mentioned an estimation “1” (not satisfying at all). The lowest percentage of the voices received rating “4”, it got 5% of the all voices.

Q5: How quick your “buddy” was replying to you?



The results of this question shows a very high mobility of the Czech buddies because they were responding within the one hour (45%) or within few hours (45%). And only 10% mentioned that they got response within the 1 day. It is a very good result counting the fact that all the exchange Korean students were supported all the time and they could get all the answers to all their questions in a very convenient form.

Q6: After how long did you start to feel comfortable in the new environment?

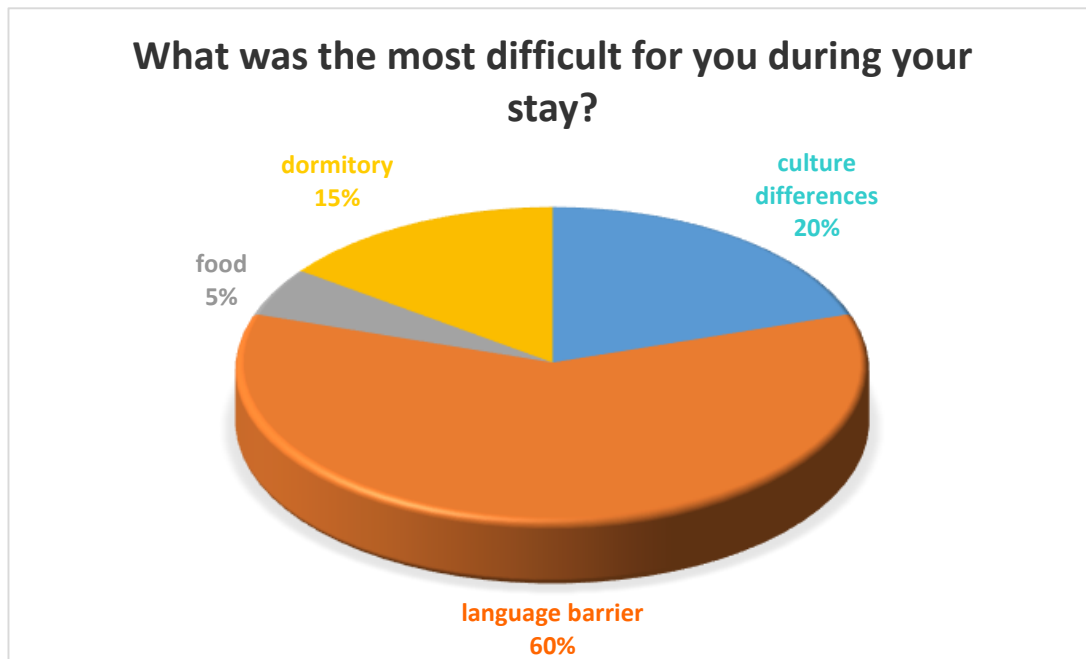


Looking at this pie chart, it is very visible situation that 70% of the respondents started to feel themselves comfortable within 1 or 2 weeks after their arrival to the Czech Republic.

However, there are 20% of the respondents who needed 1 month, and even 10% who said that they would never feel comfortable in this new environment.

Comparing to the international students who went to South Korea, no one from them answered that they would never feel comfortable in South Korea.

Q7: What was the most difficult for you during your stay?



It is also not a big surprise that for 60% Korean students faced the biggest difficulty with a language barrier. Comparing to the South Korean university Czech University environment is more foreign friendly. However, still there are some weak points such as non English speaking personnel and some of the important information provided only in Czech language. However, there are already many improvements are made such as English course registration, some general university information is also, provided in English.

Concerning daily bases, such as buying food, using public transportation, etc. it could be also a big problem without basic knowledge of Czech language. Other difficulties were connected to the culture differences (20%). It might happened because Czech represents European culture, which is very different compare to Asian one, to which Korean students are got used to. The rest of the difficulties were the purchasing the food (5%), the life conditions in the dormitory (15%). Concerning the questions with the dormitories: in Korean all the dormitories are divided for male and female students. And there is a restriction and opposite gender students are even not allowed to go inside of the opposite gender dormitory building. Otherwise, they might be punished if they break the rule.

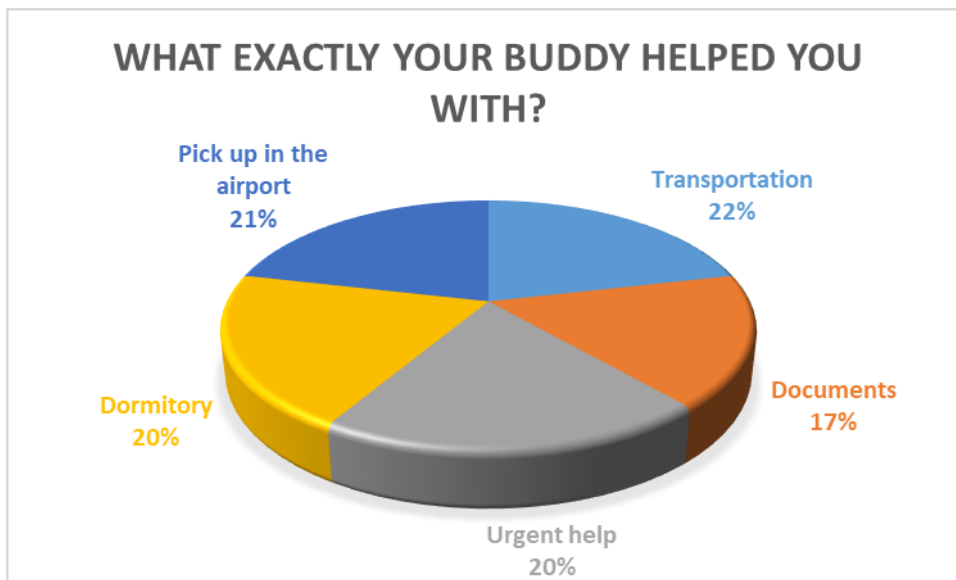
Q8: Have you experienced a culture shock during your stay?

Among Korean students the culture shock was to see the people who are just smoking on the street, than travelling dogs in the public transportation. Also, different way to services in public places, such as in a bank or in a restaurant, then cheap prices for food and transportation, different way of dressing.

Q9: What had the major impact on you to overcome the culture shock?

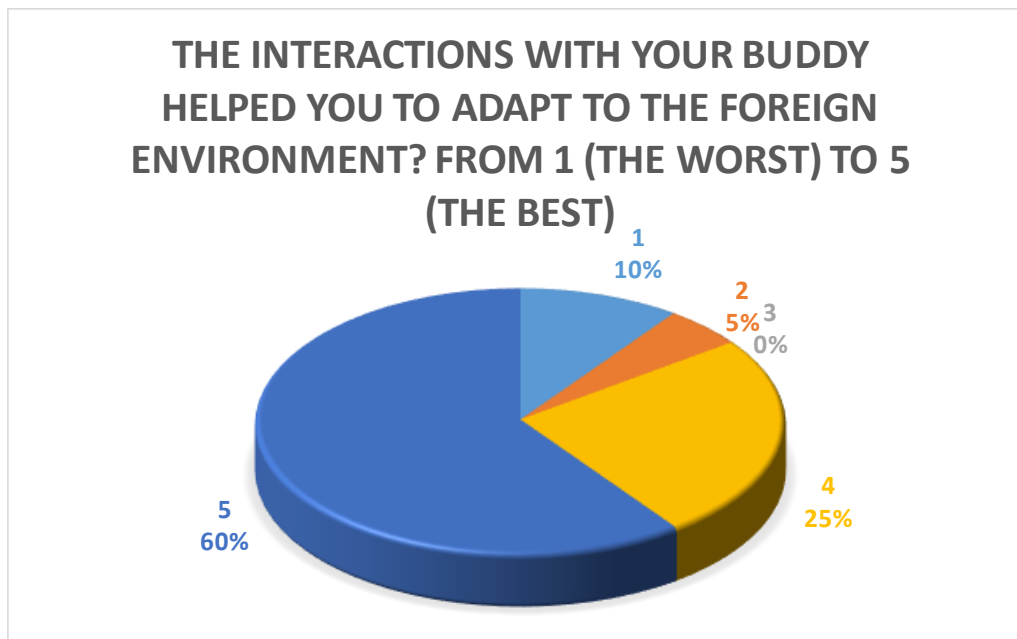
Time, Korean and international friends, “buddy”.

Q10: What exactly your “buddy” helped you with?



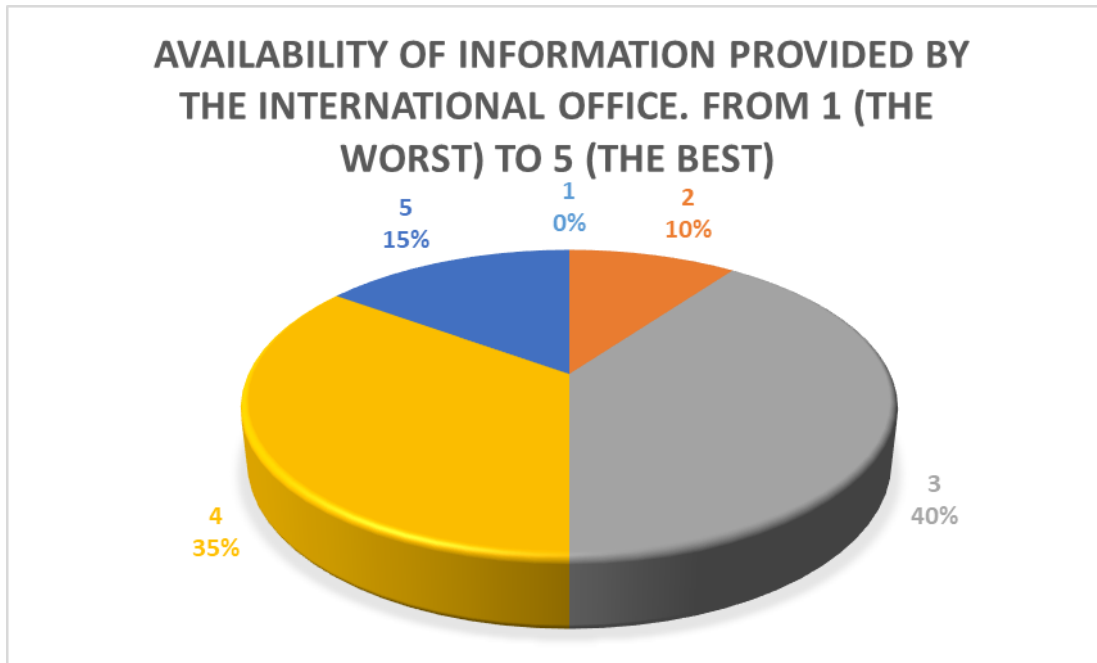
Considering the estimation of the whole factors: all the percentages were divided equally, each parameter about 20%. However, among the respondents the high percentage was given to the “Transportation” sector about 22%. It is proven that every “buddy” set the highest priority to show a new coming exchange student how to use the local transportation, so the Korean student would not be lost and could always find the way back to the university/dormitory. Another important factor was „picking up in the airport“. All of the Korean exchange students were coming by an airplane, so it was a very important issue for all of them. Of course, urgent help was also very vital for 20% of all the respondents.

Q11: To what extent did the interactions with your “buddy” helped you to adapt to the foreign environment? from 1 (the worst) to 5 (the best)



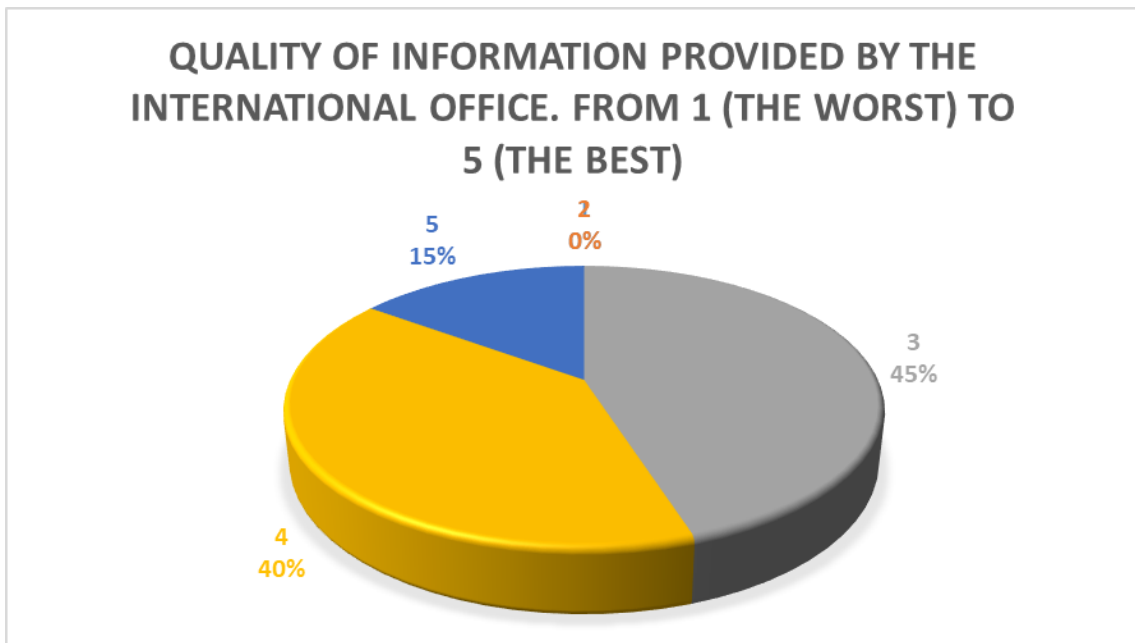
Exactly 85% of all the Korean respondents mentioned that interaction with the “buddy” really helped them to adopt in the new environment, so they gave the estimation “5“, meaning “the best“ to their responsible buddies with 60% and “very good“ with 25%. Only 5% mentioned that interactions with their “buddy” was not helpful with the adaptation.

Q12: Availability of information provided by the International Office. from 1 (the worst) to 5 (the best)



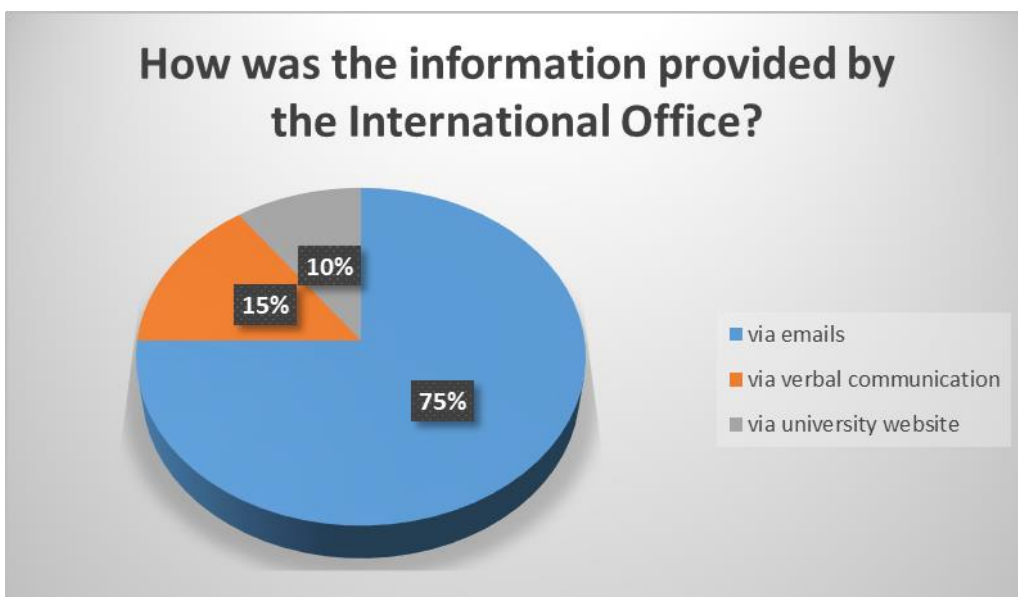
Concerning the availability of the information which was provided by the International office, Korean exchange students estimation was “good“ one about 40% and “very good“ one- 35%. Around 15% gave even the „the best“ information which was provide by the International Office. And only 10% said that it was not “very good“.

Q13: Quality of information provided by the International Office. from 1 (the worst) to 5 (the best)



Speaking about the quality of the information which was provided by the International Office, 85% got “good“ and “very good” quality. And even 15% gave the “excellent” estimation to the Czech International Office at CULS.

Q14: How was the information provided by the International Office?



Exactly 75% present of the students mentioned that the information which they got was received from the international office emails. That is an effective way of reaching all of the

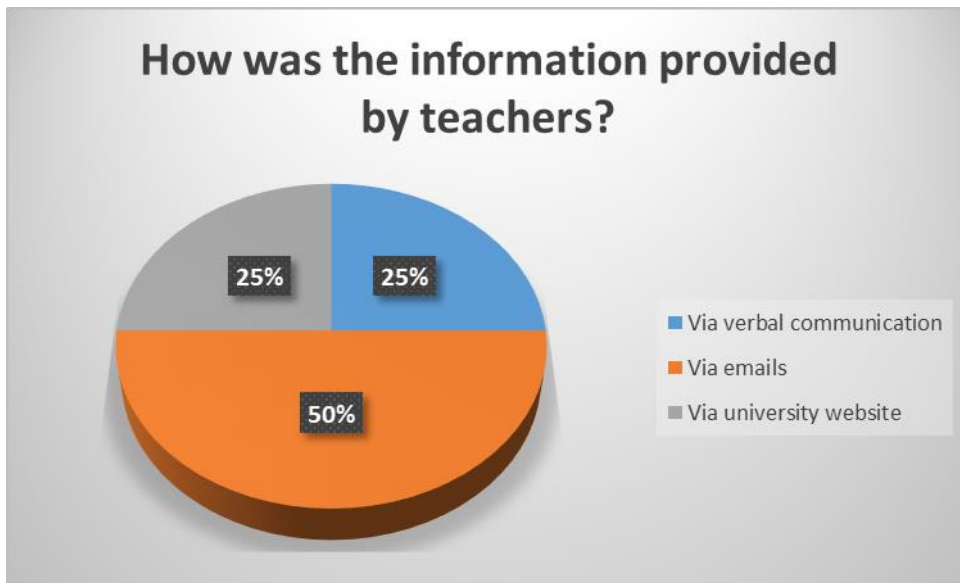
international students and keeping them updated. The rest mentioned verbal communication (15%) and only 10% used university website. It could happened due to language issues.

Q15: How relevant was the information from the International Office? from 1 (the worst) to 5 (the best)



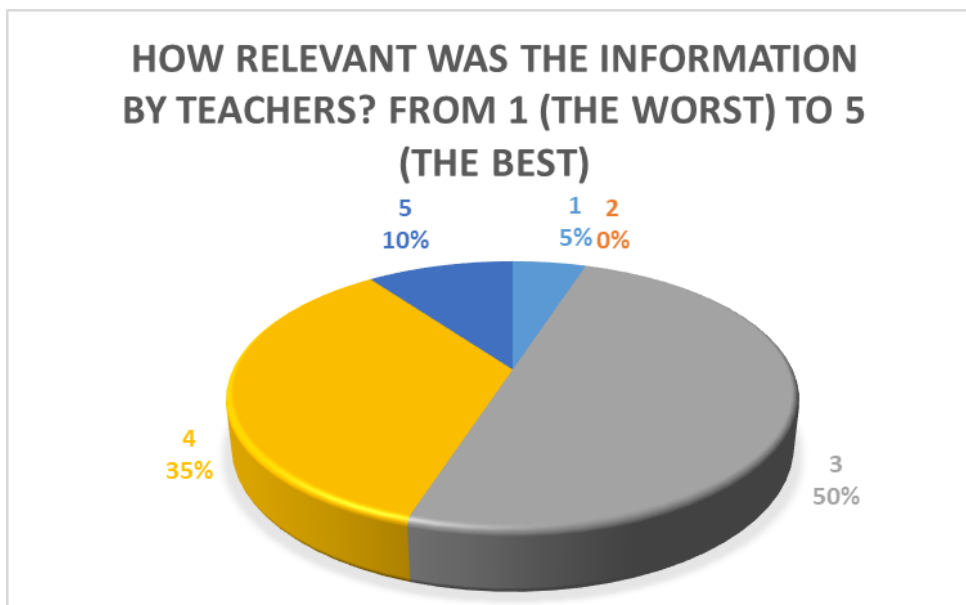
More that 50% of the respondents mentioned that the information which was provided by the International office was a relevant for them. Even 23% percent said that in was very relevant and 15%, mention extremely relevant.

Q16: How was the information provided by teachers?



The information which was provided by teachers via emails (50%). Also, there were another channels such as verbal communication (25%) and via university website (25%).

Q17: How relevant was the information by teachers? from 1 (the worst) to 5 (the best)



Estimating the relevance of the information, which was provided by teacher, it is obvious that 50% were satisfied on the “good” level with it. Even 35% mentioned that it was a “very good” quality of the information. And the highest score has reached 10% in the evaluation.

4.7.2 Swot analysis

The following SWOT analysis summarizes evaluation of the CULS buddy program from the perspective of Korean students who went to CULS and got in touch with Czech buddies.

<p>Strengths</p> <ul style="list-style-type: none"> • Provided in English • Opportunity for Czech “buddy” to choose international student • All information about university is provided • International office actively participating in all activities • ESN (international students organization) 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Not enough “buddy”-students • Additional information provided only in Czech • Limited capital for ESN (mostly non-profitable organization) • CZU is not famous Czech university • Not enough information how to use Moodle system
<p>Opportunities</p> <ul style="list-style-type: none"> • Use more English, • Involve more “buddy”-students, • Provide more university trips, • Increase the capital for ESN organization • Economic faculty is a top faculty to go abroad 	<p>Threats</p> <ul style="list-style-type: none"> • Decrease of interest in Czech republic • Change of visa regime • Drop/decrease of English programs

After analysing all the factors, which are mentioned in the SWOT analysis above in the case of CULS, there was a proposal of the transformation it into the strategies, described below. These strategies will have a direct influence on this particular research and will help to figure out which sides of the exchange process have to be improved and how to manage the exchange process going more smoothly and the university will get more exchange students every upcoming year.

	Opportunities (external, positive)	Threats (external, negative)
Strengths (internal, positive)	Using more English, to involve more Czech buddies into the system, provide more activities together with International office for incoming students	Provide more university activities such as festivals to make CZU more popular destination, increase of the courses taught in English language.
Weaknesses (internal, negative)	Increase more czech “buddy” students, make in more foreigner friendly, more promotion for CZU	To make access for all students to the English version of the information, involve more Czech “buddy” students, increase the capital of ESN.

5 Results and Discussion

5.1 The proposal for INHA university (concerning International office and “buddy” system work)

Based on the literature review, survey results, and author`s opinion to solve most of the problems concerning INHA university, International Office and “buddy`s” work, it could be good to suggest to create a website or mobile phone application with similar characteristics as ESN.

This website should provide all relevant information about the university, detailed courses description, all the important dates such as registration for the courses, examinations, also information about the professors, and their contact information with the office hours. It would help to create less stressful environment for incoming exchange students and to avoid misunderstandings between professors and students.

More than that, this website should include all necessary information concerning the living places inside the campus (dormitories) and outside it (private apartments). Mentioning the dormitory- the most important information would be about check- in process, dates, inside rules such as closing time and breakfast/lunch timetable, and some restrictions such as the male students are not allowed to visit female part of the dormitory and wise versa. However, talking about the residence outside the campus, it could be a very good option to provide an information which website could be used to find an information about it or whom to contact about this question.

Another important aspect could be explanation of general rules in this concrete university, such as the students have to be extremely quiet in the library, so everyone has to bring some special cover for their keyboards to reduce the noise when they are typing something on their computer. Or if the student would like to study in the library in the separated room, he has to make a reservation early enough to get a place, otherwise the capacity would not allowed to get in on spot.

Moreover, it would be also very good to know an information about migration registration process and some details how it happens. It is extremely important procedure for all foreigner students who are going to study at South Korean university, no matter from which country they are coming from. Concerning the author`s experience, this information was only mentioned during welcome presentation and most of the international students were very confused about that date because of the big amount of the presented information.

Also, it would be good to have a detailed instruction how to register for the courses because there several websites and all of them are only in Korean, which makes a very hard task for foreigner students who does not obtain that kind of knowledge. More than that each student has to make his or her study plan by himself or herself. In this case, “buddy`s” help are extremely important because the teachers are not able to spend so much time with every student.

Talking about South Korean university, it would be not the full picture without the group of activities, which is called “students club”. There are many variations of it such as table tennis club, piano club, dancing club, taekwondo club, singing club, astrophysics club, badminton club and even scuba diving club. Basically, the main purpose of every club is find as much as possible students with the common interests and encourage them to do this activities together. Usually, during the fair in the beginning of every semester a group of active students, presenting their “clubs” and trying to involve as much new students as possible.

Another helpful information could be about university scholarship. It would be key to success not only for recent coming exchange students but also, for INHA university in general. It could be explained with an interest of more international students willing to spend one or two semesters as exchange students at INHA university but also, to participate in it`s Master programs or to become a Ph.D. student directly at INHA university. It would help to rise the profit of INHA university because all the programs on Master level or Ph.D. ones are supposed to be paid by students.

One of the most important recommendations would be that International Office should coordinate this website/ application by itself. It has enough influence from the university side and it has an access to all important information concerning international students and all their preferences, so it would be very helpful for incoming exchange students if International Office would help them.

Considering the fact that INHA university is located in South Korea, it also has some impact on the communication process. According to the study of Hofstede`s study, South Korea has a high context culture, so it was also approved considering all the facts of their communication style and the way of providing the information. High context culture is about trustful relationships which are building up slowly but its very stable. Also, how the things are getting done also, very depending on the people and their relationships between each other. The responsibility and friendly way are the main key in this two sided process.

6 Conclusion

The main objective of the thesis was to evaluate communication process in orientation of foreign exchange students coming to INHA, a South Korean university. The author of this thesis did a research with a detailed information provided, so it was possible to have the full overview on the current problem.

The first partial objectives of the thesis was to make an overview of current communication tools and technological support provided by INHA to incoming foreign exchange students. Some examples of these communication tools were analysed with an idea how good its could provide an information to the students, the most common tools were social networks such as Facebook, WhatsApp, and some other applications like KakaoTalk, WeChat, Line. The author believes that such an overview would help to understand which kind of communication tools are appropriate and useful in which situation, and how the situation could be improved, taking into account all the characteristics mentioned in this thesis.

The second partial objective was to analyse communication and cross-cultural barriers posed to foreign exchange students in South Korea and identify weaknesses and threats. According to the results from the surveys, it became more obvious which problems with the communication has to be solved. More than that, the author believes that it will help the next exchange students and our universities to see which kinds of obstacles every exchange student has to face and how it is possible to cope with it. Making the process of the adaptation going faster and not so harmful for the exchange students.

The third partial objective was to propose and evaluate a solution for INHA university. In this case, the author proposed some key characteristics for communication tool for the current university. Moreover, the two exchange system of CULS and of INHA university were compared to each other and there were many differences but also similarities founded between these two systems.

The author of this research had tried to mention the most important stages of becoming an exchange student and raised awareness about most useful procedures for the new coming exchange students at the new university. However, it was impossible to mentioned all the factors influencing on the new coming exchange students, considering the fact that there were some limitations of this research, such as the sample size. Meaning that it was possible to get the data only from 55 students, who did participate in the surveys and considering the fact that every university is different and might has it`s own system which works differently. Mentioning

that it is important to keep in mind that current research is only a case study of INHA university and CULS.

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