

Intercultural communicative competence, language proficiency, and study abroad

Guo, Lansing Hui ✉

Birkbeck, University of London, United Kingdom (lansing.h.guo@gmail.com)

Received: 6 November 2014

Available Online: 3 January 2015

Revised: 28 November 2014

DOI: 10.5861/ijrse.2015.971

Accepted: 19 December 2014

ISSN: 2243-7703

Online ISSN: 2243-7711

OPEN ACCESS



Abstract

Numerous students are encouraged to study overseas in the hope of becoming competitive professionals in a global community. The two major benefits of studying abroad as commonly believed are foreign language acquisition and intercultural communicative competence development. To gain a deeper understanding of whether study abroad programmes have significantly positive impact on students' linguistic gains and development of intercultural communicative competence, this paper reviews recent research on the development of language proficiency and intercultural communicative competence in the context of study abroad. It is found that study abroad duration is one of the key factors that influence the development of sojourners' language acquisition and intercultural communicative competence. Students participated in one semester achieved the greatest development in terms of intercultural communicative competence. Regarding language learning, students' speaking, listening, and reading skills could be significantly improved in both long and short term programmes. However, their writing skills need comparatively longer time to be substantially enhanced. Strategies that can be employed to maximize the students' benefit from study abroad programmes are also identified.

Keywords: intercultural communication; intercultural sensitivity; language skills; second language acquisition; study abroad

Intercultural communicative competence, language proficiency, and study abroad

1. Introduction

In the context of globalization and internationalization, the world today is experiencing dramatically increased social, political, economic, and cultural interconnectedness. Therefore, educational institutions are now facing more and more challenges and opportunities to prepare their graduates to become competitive professionals in the job market and, in the meantime, global citizens in the multicultural world (Jackson, 2008). In response, numerous students are encouraged to participate in educational programmes abroad, especially those offered in western countries, such as United States, United Kingdom, and Australia. According to the Open Doors Data, the total number of international students studying in the U.S. in 2012/2013 is 819,644, almost half of which are from China, India, and South Korea (Institute of International Education, 2013). On the other hand, some Asian higher educational institutions have begun to place high value on internationalization and are gradually becoming the study abroad destinations for students from within their own region (Chapple, 2014; Chin, Wu, & Ching, 2012; Ching, Lien, & Chao, 2014).

Irrespective of the specific goals of different study abroad programmes, the two main advantages as commonly believed are foreign language acquisition and intercultural communicative competence development (Amuzie & Winke, 2009; Engle & Engle, 2003). Educators and learners tend to take the same position that being completely immersed in the target language and culture is one of the best ways to offer students various language input and exposure to the target culture. Over several decades, empirical studies have focused on examining the changes that students experience in their language proficiency and intercultural communicative competence in study abroad contexts. Researchers intend to gain a deeper understanding of whether study abroad programme has significantly positive impact on students' linguistic gains and development of intercultural communicative competence, and whether this intercultural experience helps students acquire skills that are needed to work in a global community (Wang, 2010). Some scholars claim that substantial immersion in the target language and culture is proved to be important for language learning, especially for highest proficiency of second language (Davidson, 2007), whereas others believe that simply sending students to overseas institutions does not necessarily lead to communicative competence achievement (Berg, Michael, & Paige, 2009). A literature review on study abroad research, however, has indicated that the outcomes, particularly on these issues, are generally inconsistent and inconclusive (Wang, 2010). Since there are a growing number of study abroad programmes being offered to students in higher educational institutes and even in secondary schools as part of their learning experience, it is vital that we use the resources of empirical studies to research the impact and effectiveness of these programmes (Pedersen, 2010; Wang, 2010).

This paper reviews recent research on the development of language proficiency and intercultural communicative competence in the context of study abroad. The aim of the exploration is to answer the general question 'To what extent can study abroad students benefit from these programmes regarding their language proficiency and intercultural communicative competence?' and the main issues addressed in this paper:

- In study abroad programmes, to what extent can the participants' intercultural communicative competence progress?
- What are the outcomes of studying abroad in the improvement of target language proficiency?
- Does the host language proficiency have an impact on the sojourners' development of intercultural communicative competence?
- What strategies can be implemented to maximize the language and cultural learning of study abroad sojourners?

Studying abroad is a common educational activity whether the experience is short-term, for example, several weeks in a foreign country to attend a language course, or long-term, living in another country for a full academic year to complete a degree (Andrade, 2006). Throughout this paper the term 'study abroad' will be used as an umbrella term referring to educational programmes which involves students studying and living outside their countries of origin (Zhu, 2014, p. 239). Among the numerous predictable factors and variables that influence the development of language proficiency and intercultural communicative competence, study abroad duration will be mainly discussed in this review.

2. Intercultural communicative competence in study abroad

The first part of this section attempts to give the definitions of terms related to intercultural communication and provide a widely used theoretical framework for understanding the developmental stages of intercultural competence. What follows is an overview of the relevant empirical studies on assessing the cultural learning of study abroad students and in particular whether short-term study abroad programmes can significantly improve their intercultural communicative competence.

2.1 Intercultural communication and intercultural communicative competence

Over the past few decades, many endeavours have been made to provide comprehensive definitions and components of the terms such as intercultural communication, intercultural communicative competence, intercultural competence, and related concepts (Parsons, 2010). Scollon and Scollon (cited in Piller, 2011, p. 8) have categorized intercultural communication into three understandings: 'cross-cultural communication', 'intercultural communication', and 'inter-discourse communication'. However, in the literature on intercultural communication it seems that the three terms are not always interpreted explicitly by authors (Piller, 2011, pp. 8-9). Additionally, using the same term to name both the whole field and one of the branches may potentially add to this terminological confusion. Likewise, as a controversial concept, intercultural communicative competence has been loosely defined and a number of models in different dimensions have been designed based on these definitions (Zhu, 2014, p. 156). In this paper, intercultural communicative competence, ICC for short, will be used to refer to 'the ability to communicate effectively and appropriately in intercultural encounters' (Zhu, 2014, p. 237). Irrespective of various components of ICC in different models, they tend to be culture understanding, awareness, knowledge, attitudes, and skills (Deardorff, 2006; Zhu, 2014, p. 237).

2.2 The Developmental Model of Intercultural Sensitivity

The Developmental Model of Intercultural Sensitivity (DMIS) was developed by (Bennett, 1993) to explain the observed experience of individuals in intercultural situations. Ethnocentrism and ethno relativism are the two central constructs in the DMIS (Bennett, 2004). By 'ethnocentrism' Bennett refers to 'the experience of one's own culture as central to reality', whereas 'ethno relativism', opposite to 'ethnocentrism', is linked to 'the experience of one's own beliefs and behaviours as just one organization of reality among many viable possibilities' (Bennett, 2004). The DMIS operates on the assumption that cultures are highly differentiated (Klak & Martin, 2003) and a social construction of identity is subject to change (Jackson, 2010, p. 41). As illustrated in Figure 1, with increasing recognition and understanding of cultural differences, people move from ethnocentric stages of development (Denial, Defence, and Minimization) to ethno relative stages of development (Acceptance, Adaptation, and Integration) (Bennett, 2004). However, the progression is not necessarily linear and people do not inevitably reach one stage before moving to the next. For instance, study abroad sojourners may retreat to a former stage in the DMIS because of unsavoury intercultural experiences or stunned culture shock. Hence a dotted line with an arrow is used for a clearer demonstration. Based on the notion that successful intercultural communication mainly depends on people's ethno relative world views which can effectively improve the culture knowledge, attitudes, and behaviours, the DMIS provides researchers and educators with a conceptual framework for understanding the development of their students' intercultural communicative competence (Jackson, 2012).

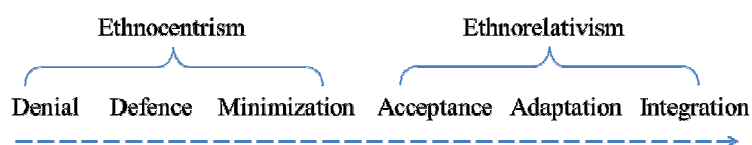


Figure 1. The stages of intercultural sensitivity development (Adapted from Bennett, 2004)

2.3 Empirical studies on intercultural communicative competence and study abroad

As mentioned above, many researchers have found the Developmental Model of Intercultural Sensitivity useful when explaining the intercultural development of student sojourners in study abroad programmes (Anderson, Lawton, Rexeisen, & Hubbard, 2006; Jackson, 2008; Jackson, 2010; Jackson, 2012). Researchers have employed the widely validated Intercultural Development Inventory (IDI), designed by Hammer *et al* (Hammer, Bennett, & Wiseman, 2003), which measures the stages of the DMIS using a self-administered 50-item series of statements instrument (Anderson & Lawton, 2011; Anderson *et al.*, 2006; Berg *et al.*, 2009; Jackson, 2008; Jackson, 2010; Pedersen, 2010; Rust & Morris, 2012; Sample, 2013; Watson, Siska, & Wolfel, 2013). Other common instruments to assess various aspects of intercultural sensitivity include the Cross-Cultural Adaptability Inventory (CCAI), the Global Competency and Intercultural Sensitivity Index (ISI), and the Inventory of Cross-cultural Sensitivity (ICCS) (Cushner & Karim, 2004; Kelley & Meyers, 1995; Martinsen, 2011; Williams, 2005).

To give individuals and institutions a clear idea of what prospective students can gain from study abroad programmes, Engle and Engle (2003) create a classification system. The seven interacting components of study abroad programmes are defined as 1) length of programme, 2) entry host-language competence, 3) course work language, 4) academic work context, 5) housing types, 6) provisions for structured cultural learning or experiential study, and 7) guided reflection upon cultural encounters.

The above variables have been under investigation in a number of empirical studies. One important large-scale longitudinal research has been conducted on nearly 1,300 U.S. students who either participated in one of the 61 study abroad programmes or in control groups on 3 home campuses (Berg *et al.*, 2009). The researchers assessed the students' target language and their intercultural and disciplinary learning. In respect of intercultural communicative competence, students who took part in the study abroad programmes for 13-18 weeks have shown the greatest improvement. This leads to the conclusion that the length of programme is significantly connected with the gains in those sojourners' intercultural development. What is interesting is that the student sojourners who stayed longer than 18 weeks reached a plateau, which indicates a ceiling effect. As Berg and her colleagues suggest, on-site interventions with students who spend more than 4 months abroad are of need.

Given the evidence of growing proportion of overseas students engaging in short-term programmes such as 8 weeks or less, duration of programme has become more and more noteworthy among the factors related to improvement in intercultural sensitivity (Martinsen, 2011). Consequently, two questions have been raised. Do longer-term study abroad programmes demonstrate a more sophisticated cultural understanding and greater intercultural competence? Can shorter-term programmes provide students opportunities to achieve significant improvement of intercultural communicative competence? The following analysis will concentrate on these two questions.

A number of researchers have demonstrated that with longer study abroad experiences the sojourners tend to make more progress in cultural understanding and intercultural communicative competence. In a study which provided a control group, Engle and Engle (2004) assessed the intercultural sensitivity of American sojourners who were studying abroad in France. They find that those who took a full-year abroad programme could make more progress in intercultural communicative competence than those who only partook one semester. The

researchers also indicate that the progress rate of the full-year programme participants significantly increases in the second semester. The results seem not to be supported by Berg *et al* (2009)'s finding on the 18-week plateau. Nevertheless, the impressions of the on-site administration, faculty, and host families could have played the role of 'intervention' during the second semester, which consists with Berg *et al*'s conclusions. Similarly, Dwyer (2004) finds that a full-year abroad programme can more effectively increase intercultural competence comparing to one semester or a six-week summer term. However, when discussing the intercultural competence, Dwyer primarily focuses on lifelong friendship with members of host country. Since there should be adequate time for building rewarding relationships, her findings appear not to sufficiently support the argument that a full academic year is more effective than a semester in developing students' general intercultural skills. More recently, Behrnd and Porzelt (2012) confirm that a considerable time abroad exert a positive effect on social and individual intercultural competence. In another comparative research, Medina (2008) measured the intercultural sensitivity development of 28 American university students who took part in different study abroad language programmes, namely 7-week sojourn in Taxco and 16-week sojourn in Mexico City. The 16-week sojourners showed a better understanding of the host culture. This is in agreement with Berg *et al*'s finding which shows the 13-18 weeks programme most significantly improves the students' intercultural competence.

While some researchers are of the opinion that longer sojourns have more significantly developed the sojourners' intercultural communicative competence, a group of projects have emerged and demonstrated that through well-designed short-term study abroad programmes, sojourners could also obtain high levels of intercultural communicative competence (Anderson *et al.*, 2006; Jackson, 2008; Jackson, 2010; Jackson, 2011; Martinsen, 2011; Rust & Morris, 2012). Among these is a companion set of studies in which Jackson (2008; 2010; 2011) investigated 5 Hong Kong university students in a 5-week stay in England. The author concludes that with well-designed and sequenced pre-sojourn, sojourn, and re-entry programming these short-term sojourners have gained sufficient enhancement in their intercultural communication skills, understanding, and sensitivity. Her research provides evidence to support Anderson and his colleagues' study (2006) which measured the intercultural awareness and sensitivity of 23 American students in a 4-week management course in Europe. Anderson *et al* affirm that it is possible to cultivate the development of intercultural competence through well-designed short-term programmes. Martinsen (2011) conducted a similar study of 45 undergraduate students from an American university enrolled in a 6-week summer programme in Argentina. Martinsen reported that students who went abroad for only six weeks exhibited a significant development in their intercultural sensitivity through communicating with Spanish-speaking people. This finding is validated by a more recent investigation done by Rust and Morris (2012) who also find that a group of 15 undergraduate business students participating short-term study abroad courses from 10 days to 4 weeks can show a considerable progress in their intercultural sensitivity. She suggests that interacting with people from another culture can help each other recognize and understand cultural differences, even in a short-term period. Taken all the findings of these studies, one may assume that with proper interventions short-term study abroad programmes can also effectively develop the participants' intercultural communicative competence. More specific strategies for dealing intercultural encounters will be discussed later.

In addition to intercultural sensitivity and communicative competence, other benefits for individuals' development in study abroad programmes include personal maturity, independence, friends making, change in perspective, and career prospects (Firmin, Holmes, Firmin, & Merical, 2013; Lumkes Jr, Hallett, & Vallade, 2012; Moores & Popadiuk, 2011).

3. Linguistic gains in study abroad

In terms of language learning, most empirical investigations on study abroad have focused on the improvement and changes of language skills, pragmatic competence, and language learning beliefs (Amuzie & Winke, 2009; Davidson, 2007; Tanaka & Ellis, 2003). Other researchers have examined variables and predictors affecting language proficiency gains, such as gender, age, motivation, programme duration, previous immersion, language confidence, and pre-programme language proficiency level (Davidson, 2010; Martinsen, Baker, Bown,

& Johnson, 2011; Watson *et al.*, 2013; Yu & Shen, 2012). Among these investigations, the study of linguistic gains in study abroad programmes attracts the most of the researchers in this field (Wang, 2010). This section presents and reviews the empirical studies on the outcomes of language proficiency, particularly language skills, in study abroad context.

The positive aspects of study abroad on students' oral proficiency have been generally supported by a large number of studies (Berg *et al.*, 2009; Llanes & Muñoz, 2009; Martinsen, 2010). Berg *et al.* (2009) examined the American study abroad students with control students learning the same language at home campus. The findings demonstrate that students enrolled in overseas programmes exhibited greater oral proficiency gains. Interestingly, they state that female students abroad averaged more progress in oral proficiency than their male counterparts. Positive effects of short-term study abroad on oral proficiency and listening comprehension were reported by Llanes and Muñoz (2009). They found that during a summer stay of only 3-4 weeks student sojourners significantly improved their oral fluency and accuracy, in addition to listening comprehension. Martinsen (2010) discovered similar patterns for American learners of Spanish in Argentina for a 6-weeks stay. The results demonstrate that after a short-term studying abroad most of the students have made small but significant progress in spoken Spanish.

In addition to investigation on oral proficiency, other language skills have also been the subjects of language proficiency research in study abroad context. Watson *et al.* (2013) have discovered that participating in a single semester abroad plays an importance role in advancing the students' listening, reading, and speaking skills. Freed, Segalowitz, and Dewey (2004) studied 15 Japanese learners of English in the U.S. for 11 weeks and found their reading development is significantly higher than those in an immersion programme at home. Studies on written production of study abroad programmes also demonstrate that students could gain writing skills, although it mostly takes at least one semester (Sasaki, 2007; Serrano, Tragant, & Llanes, 2012).

What needs to bear in mind is that not all empirical studies show the positive evidence in developing language proficiency in study abroad context. Some researchers have reported no significant difference between learning contexts (Freed *et al.*, 2004; Mora, 2008). Study abroad programmes not necessarily superior to other settings in gaining students language skills might be due to students being influenced by other variables. One example is the Freed *et al.*'s (2004) research. They compared a number of variable language fluency features of 28 English native-speakers learning French in three settings, study abroad in France, in an immersion setting, and at home institute. The results show that students in an immersion context gain more improvement in oral proficiency than those abroad. As students in an immersion context are reported to spend more hours on writing and speaking every week, the authors conclude that it is the quality of interaction and experience using the target language that grants one context effective in supporting students' linguistic gains. Moreover, correlations have been found between gains in target language listening proficiency and reported frequency of target language listening (Badstübner & Ecke, 2009), which suggests that being abroad alone is not enough and students need to engage more in the target language.

4. Language proficiency's impact on intercultural competence and strategies to maximize the language/cultural learning in study abroad

We may expect that there would be a significant relationship between second language and intercultural learning. However, research shows that the two learning processes may significantly affect each other only after learners have reached a certain high level of proficiency (Berg *et al.*, 2009). Berg *et al.* demonstrated that students who had studied a target language for longer period and in advanced levels gained greater intercultural communicative competence development. Findings from the above studies have lent empirical support to the statement that simply sending students to other institutions abroad might not be enough. In fact, as some researchers have claimed, it may have the opposite effect when the students are not well-prepared (Jackson, 2008). Accordingly, intentional pedagogy should be implemented (Jackson, 2008; Pedersen, 2010). Therefore,

educators and instructors have to enhance the quality of study abroad programmes and help students to gain more positive experience in language and cultural learning.

With the purpose of formulating effective strategies for students to capitalize on study abroad programmes, some researchers have explored the positive experience and resources that facilitate cross-cultural transition (Moore & Popadiuk, 2011; Yoon & Portman, 2004). In a self-reported inquiry on facilitating factors in study abroad experience, Moore and Popadiuk (2011) identified eight categories of helpful elements: a) personal and academic growth, such as increased sense of independence, open-mindedness, and setting realistic goals, b) social support and relationships with peers, such as support from peers and international students community, c) host culture learning, such as learning through an international teaching assistant course and understanding the difference between the educational systems, d) enjoyable activities out of classroom, including joining clubs or doing volunteer work, e) previous intercultural experience and preparation for the sojourn, f) support from faculty and staff, g) learning from unpleasant experience such as culture shock, cultural difference, depression, and self-doubt, h) sense of belongings, including keeping contact with family, self-identity, and joining one's cultural subgroup.

Based on these observations, a number of appropriate strategies could be suggested. Firstly, pre-departure preparation course including intercultural communication teaching could help students to be more aware of cultural and educational system differences, gain effective language and cultural learning strategies, set realistic goals for stays abroad, and prepare for the challenges of adjusting to another culture (Chou, Roberts, & Ching, 2012; Jackson, 2011; Yu & Shen, 2012). Secondly, during the stay abroad, intercultural communication courses designed within the curriculum could enable sojourners to better develop their cultural self-awareness and identity, critically reflect on cultural differences, change perception, and improve both verbal and non-verbal communicative skills (Root & Ngampornchai, 2012; Rust & Morris, 2012). Thirdly, In terms of guided reflection, it has the potential to enable education abroad participants to develop deeper levels of intercultural competence. Students can record their experience, reflect on it, and discuss what they are learning in a meaningful way. This can take place prior to the departure, during the term abroad, and after the re-entry (Marx & Moss, 2011; Pedersen, 2010). The form of reflection could be a cultural learning journal or a blog documenting their stays abroad (Kruse & Brubaker, 2007; Lee, 2012; Stebleton, Soria, & Cherney, 2013). Moreover, supportive faculty and staff can be of importance to help international students with cross-cultural transition by reducing their pressure and easing their anxiety. Instructors could modify their teaching styles and course assessments to accommodate students' language levels (Andrade, 2006). Finally, close interaction with native speakers and ethnographic interviews with native informants can be beneficial for gaining students' both intercultural knowledge and language skills in the study abroad context (Adams, 2006; Kruse & Brubaker, 2007; Lee, 2012; Martinsen, 2011). Hence, instructors and institutions need to create more opportunities for students to meaningfully interact with native speakers in and outside of classroom. Other activities also include engaging in local communicative practices, learning language through observation, participation, and reflection (Kinger, 2011; Zhu, 2014, p. 76).

With these strategies in mind, foreign language educators, intercultural specialists, and study abroad researchers could better assist student sojourners in dealing with intercultural encounters and improving intercultural communicative competence and language proficiency. Taking part in well-designed curriculum, study abroad students could potentially become more sensitive global citizens and competent professionals.

5. Conclusions

The aim of this paper was to investigate how much study abroad students can gain from these programmes in terms of language proficiency and intercultural communicative competence, and what strategies can be employed to maximize the students' benefit. Study abroad duration as one of the many variables that influence the development of language proficiency and intercultural communicative competence has been mainly discussed.

There is general agreement in academic literature that the length of study abroad programme is significantly connected with the gains of sojourners' intercultural development. Empirical studies have demonstrated that students who participated in study abroad programmes for approximately one semester have achieved the greatest improvement. Nevertheless, with proper interventions, short-term programmes could also effectively develop participants' intercultural communicative competence. These interventions normally include specially-designed pre-sojourn, sojourn, and re-entry programmes, such as pre-departure preparation course, guided reflection, and supports from staff and classmates, *etc.* Regarding the outcomes of language proficiency in study abroad context, students' oral proficiency, listening skills, and reading comprehension have been significantly improved through both long- and short-term study abroad programmes. However, it appears that students need to take at least one-semester study abroad programme to substantially enhance their writing performance. Moreover, being abroad alone is not enough and participants have to be actively engaged in the target language. Institutions should also create more opportunities for students to closely interact with native speakers in a meaningful way.

There is a clear implication that teachers and study abroad counsellors can positively influence students' intercultural development and language proficiency by proper interventions prior, during, and after the travels. These specific interventions include intercultural teaching or training to enable students to be more aware of cultural differences, encouraging students to enrol in target language courses, helping them learn to reflect on what and how they are learning, guiding them to become culturally self-aware, and designing and facilitating learning through balancing challenge and support, *etc.* On the other hand, it would be advisable for students themselves to set realistic goals for study abroad, keep open-minded and independent, actively participate in social activities, establish good relationships with peers and tutors, reflect on unpleasant experience, and very importantly, seek support from faculty and staff when encountering difficulties.

Since the number of study abroad programmes is increasing rapidly and more and more educational institutions start to recruit numerous international students, it is important to examine and evaluate the impact and effectiveness of studying abroad. This paper reviews the current empirical research on the two most crucial elements of study abroad, international students' development of intercultural communicative competence and target language proficiency. It is useful for researchers and practitioners such as international educators, programme designers, and study abroad officers, in addition to overseas students and their parents to get a deeper understanding of both the positive values and the challenges of study abroad programmes. This review also provides valuable insights into proper interventions that can maximise students' benefits from overseas study. With important practical implications for study abroad interventions, teachers and counsellors could greatly facilitate students' cultural and language learning, and students, at the same time, could actively improve their target language proficiency and intercultural communicative competence development. For future study, it is expected that more effective strategies can be implemented in study abroad programme design and instruction to assist students in the development of intercultural communicative competence and language proficiency, and subsequently become competitive professionals and global citizens in the multicultural world.

6. References

- Adams, R. (2006). Language learning strategies in the study abroad context. In M. A. DuFon & E. Churchill (Eds.), *Language learners in study abroad contexts* (Vol.15, p. 259): Multilingual Matters.
- Amuzie, G. L., & Winke, P. (2009). Changes in language learning beliefs as a result of study abroad. *System*, 37(3), 366-379. <http://dx.doi.org/10.1016/j.system.2009.02.011>
- Anderson, P. H., & Lawton, L. (2011). Intercultural development: Study abroad vs. On-campus study. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 21, 86-108.
- Anderson, P. H., Lawton, L., Rexeisen, R. J., & Hubbard, A. C. (2006). Short-term study abroad and intercultural sensitivity: A pilot study. *International Journal of Intercultural Relations*, 30(4), 457-469. <http://dx.doi.org/10.1016/j.ijintrel.2005.10.004>
- Andrade, M. S. (2006). International students in English-speaking universities Adjustment factors. *Journal of*

- Research in International Education*, 5(2), 131-154. <http://dx.doi.org/10.1177/1475240906065589>
- Badstübner, T., & Ecke, P. (2009). Student expectations, motivations, target language use, and perceived learning progress in a summer study abroad program in Germany. *Die Unterrichtspraxis/Teaching German*, 42(1), 41-49. <http://dx.doi.org/10.1111/j.1756-1221.2009.00034.x>
- Behrnd, V., & Porzelt, S. (2012). Intercultural competence and training outcomes of students with experiences abroad. *International Journal of Intercultural Relations*, 36(2), 213-223. <http://dx.doi.org/10.1016/j.ijintrel.2011.04.005>
- Bennett, M. J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. *Aus: Paige, RM*, 21-71.
- Bennett, M. J. (2004). Becoming interculturally competent. *Toward Multiculturalism: A Reader in Multicultural Education*, 2, 62-77.
- Berg, V., Michael, J. C.-L., & Paige, R. M. (2009). The Georgetown consortium project: Interventions for student learning abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 18, 1-75.
- Chapple, J. (2014). Finally feasible or fresh façade? Analyzing the internationalization plans of Japanese universities. *International Journal of Research Studies in Education*, 3(4). <http://dx.doi.org/10.5861/ijrse.2014.794>
- Chin, J. M. C., Wu, C. T., & Ching, G. S. (2012). Apple and oranges: Comparison of Taiwan higher education institutions' internationalization. *International Journal of Research Studies in Education*, 1(2). <http://dx.doi.org/10.5861/ijrse.2012.v1i2.24>
- Ching, G. S., Lien, W.-C., & Chao, P.-C. (2014). Developing a scale to measure the situational changes in short-term study abroad programs. *International Journal of Research Studies in Education*, 3(5). <http://dx.doi.org/10.5861/ijrse.2014.771>
- Chou, C. P., Roberts, A., & Ching, G. S. (2012). A study on the international students' perception and norms in Taiwan. *International Journal of Research Studies in Education*, 1(2). <http://dx.doi.org/10.5861/ijrse.2012.v1i2.76>
- Cushner, K., & Karim, A. U. (2004). Study abroad at the university level. In D. Landis, J. M. Bennett & M. J. Bennett (Eds.), *Handbook of Intercultural Training* (3rd ed., pp. 289-309). Thousand Oaks, CA: SAGE Publications, Inc. <http://dx.doi.org/10.4135/9781452231129.n12>
- Davidson, D. E. (2007). Study abroad and outcomes measurements: The case of Russian. *The Modern Language Journal*, 91(2), 276-280. http://dx.doi.org/10.1111/j.1540-4781.2007.00543_13.x
- Davidson, D. E. (2010). Study abroad: When, how long, and with what results? New data from the Russian front. *Foreign Language Annals*, 43(1), 6-26. <http://dx.doi.org/10.1111/j.1944-9720.2010.01057.x>
- Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241-266. <http://dx.doi.org/10.1177/1028315306287002>
- Dwyer, M. M. (2004). More is better: The impact of study abroad program duration. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10, 151-163.
- Engle, L., & Engle, J. (2003). Study abroad levels: Toward a classification of program types. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 9(1), 1-20.
- Engle, L., & Engle, J. (2004). Assessing language acquisition and intercultural sensitivity development in relation to study abroad program design. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10, 219-236.
- Firmin, M. W., Holmes, H. J., Firmin, R. L., & Merical, K. L. (2013). Personal and cultural adjustments involved with an Oxford study abroad experience. *Procedia-Social and Behavioral Sciences*, 89, 555-558. <http://dx.doi.org/10.1016/j.sbspro.2013.08.893>
- Freed, B. F., Segalowitz, N., & Dewey, D. P. (2004). Context of learning and second language fluency in French: Comparing regular classroom, study abroad, and intensive domestic immersion programs. *Studies in Second Language Acquisition*, 26(02), 275-301. <http://dx.doi.org/10.1017/S0272263104262064>
- Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations*, 27(4), 421-443.

- [http://dx.doi.org/10.1016/S0147-1767\(03\)00032-4](http://dx.doi.org/10.1016/S0147-1767(03)00032-4)
- Institute of International Education. (2013). "Top 25 places of origin of international students, 2011/12-2012/13". *Open Doors Report on International Educational Exchange*. Retrieved from <http://www.iie.org/opendoors>
- Jackson, J. (2008). Globalization, internationalization, and short-term stays abroad. *International Journal of Intercultural Relations*, 32(4), 349-358. <http://dx.doi.org/10.1016/j.ijintrel.2008.04.004>
- Jackson, J. (2010). *Intercultural journeys: From study to residence abroad*: Palgrave Macmillan.
- Jackson, J. (2011). Host language proficiency, intercultural sensitivity, and study abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 21, 167-188.
- Jackson, J. (2012). Adjusting to differing cultures of learning: The experience of semester-long exchange students from Hong Kong. In Jin, L., & Cortazzi, M. (Eds.) *Researching Intercultural Learning: Investigations in Language and Education* (p. 235). Palgrave Macmillan. <http://dx.doi.org/10.1057/9781137291646.0022>
- Kelley, C., & Meyers, J. (1995). *CCAI Cross-cultural Adaptability Inventory*. Minneapolis, MN: National Computer Systems.
- Kinginger, C. (2011). Enhancing language learning in study abroad. *Annual Review of Applied Linguistics*, 31(1), 58-73. <http://dx.doi.org/10.1017/S0267190511000031>
- Klak, T., & Martin, P. (2003). Do university-sponsored international cultural events help students to appreciate difference? *International Journal of Intercultural Relations*, 27, 445-465. [http://dx.doi.org/10.1016/S0147-1767\(03\)00033-6](http://dx.doi.org/10.1016/S0147-1767(03)00033-6)
- Kruse, J., & Brubaker, C. (2007). Successful study abroad: Tips for student preparation, immersion, and postprocessing. *Die Unterrichtspraxis/Teaching German*, 40(2), 147-152.
- Lee, L. (2012). Engaging study abroad students in intercultural learning through blogging and ethnographic interviews. *Foreign Language Annals*, 45(1), 7-21.
- Llanes, A., & Muñoz, C. (2009). A short stay abroad: Does it make a difference? *System*, 37(3), 353-365. <http://dx.doi.org/10.1016/j.system.2009.03.001>
- Lumkes Jr, J. H., Hallett, S., & Vallade, L. (2012). Hearing versus experiencing: The impact of a short-term study abroad experience in China on students' perceptions regarding globalization and cultural awareness. *International Journal of Intercultural Relations*, 36(1), 151-159. <http://dx.doi.org/10.1016/j.ijintrel.2011.12.004>
- Martinsen, R. (2010). Short-term study abroad: Predicting changes in oral skills. *Foreign Language Annals*, 43(3), 504-530. <http://dx.doi.org/10.1111/j.1944-9720.2010.01095.x>
- Martinsen, R. (2011). Predicting Changes in Cultural Sensitivity among Students of Spanish during Short-term Study Abroad. *Hispania*, 94(1), 121-141.
- Martinsen, R., Baker, W., Bown, J., & Johnson, C. (2011). The benefits of living in foreign language housing: The effect of language use and second-language type on oral proficiency gains. *The Modern Language Journal*, 95(2), 274-290. <http://dx.doi.org/10.1111/j.1540-4781.2011.01180.x>
- Marx, H., & Moss, D. M. (2011). Please mind the culture gap: Intercultural development during a teacher education study abroad program. *Journal of Teacher Education*, 62(1), 35-47. <http://dx.doi.org/10.1177/0022487110381998>
- Medina, A. (2008). *Intercultural sensitivity development in study abroad: Is duration a decisive element in cultural learning outcomes?* Saarbrücken Germany: Verlag.
- Moore, L., & Popadiuk, N. (2011). Positive aspects of international student transitions: A qualitative inquiry. *Journal of College Student Development*, 52(3), 291-306. <http://dx.doi.org/10.1353/csd.2011.0040>
- Mora, J. C. (2008). Learning context effects on the acquisition of a second language phonology. In C. Perez-Vidal, M. Juan-Garan & A. Bel (Eds.) *A portrait of the young in the new multilingual Spain*, (pp, 241-263). Clevedon: Multilingual Matters.
- Parsons, R. L. (2010). The effects of an internationalized university experience on domestic students in the United States and Australia. *Journal of Studies in International Education*, 14(4), 313-334. <http://dx.doi.org/10.1177/1028315309331390>

- Pedersen, P. J. (2010). Assessing intercultural effectiveness outcomes in a year-long study abroad program. *International Journal of Intercultural Relations*, 34(1), 70-80.
<http://dx.doi.org/10.1016/j.ijintrel.2009.09.003>
- Piller, I. (2011). *Intercultural communication: A critical introduction*: Edinburgh University Press.
- Root, E., & Ngampornchai, A. (2012). "I came back as a new human being": Student descriptions of intercultural competence acquired through education abroad experiences. *Journal of Studies in International Education*, 17(5), 513-532. <http://dx.doi.org/10.1177/1028315312468008>
- Rust, K., & Morris, C. (2012). *Intercultural competency development in conjunction with a short term study away experience: Changes in undergraduate students*. Paper presented at the Proceedings of 18th International Business Research Conference.
- Sample, S. G. (2013). Developing intercultural learners through the international curriculum. *Journal of Studies in International Education*, 17(5), 554-572. <http://dx.doi.org/10.1177/1028315312469986>
- Sasaki, M. (2007). Effects of study-abroad experiences on EFL writers: A multiple-data analysis. *The Modern Language Journal*, 91(4), 602-620. <http://dx.doi.org/10.1111/j.1540-4781.2007.00625.x>
- Serrano, R., Tragant, E., & Llanes, A. (2012). A longitudinal analysis of the effects of one year abroad. *Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 68(2), 138-163.
<http://dx.doi.org/10.3138/cmlr.68.2.138>
- Stebbleton, M. J., Soria, K. M., & Cherney, B. (2013). The high impact of education abroad: College students' engagement in international experiences and the development of intercultural competencies. *Frontiers: Interdisciplinary Journal of Study Abroad*, 22, 1-24.
- Tanaka, K., & Ellis, R. (2003). Study abroad, language proficiency, and learner beliefs about language learning. *JALT Journal*, 25(1), 63-85.
- Wang, C. (2010). Toward a second language socialization perspective: Issues in study abroad research. *Foreign Language Annals*, 43(1), 50-63. <http://dx.doi.org/10.1111/j.1944-9720.2010.01059.x>
- Watson, J. R., Siska, P., & Wolfel, R. L. (2013). Assessing gains in language proficiency, cross-cultural competence, and regional awareness during study abroad: A preliminary study. *Foreign Language Annals*, 46(1), 62-79. <http://dx.doi.org/10.1111/flan.12016>
- Williams, T. R. (2005). Exploring the impact of study abroad on students' intercultural communication skills: Adaptability and sensitivity. *Journal of Studies in International Education*, 9(4), 356-371.
<http://dx.doi.org/10.1177/1028315305277681>
- Yoon, E., & Portman, T. A. A. (2004). Critical issues of literature on counselling international students. *Journal of Multicultural Counselling and Development*, 32(1), 33-44.
<http://dx.doi.org/10.1002/j.2161-1912.2004.tb00359.x>
- Yu, B., & Shen, H. (2012). Predicting roles of linguistic confidence, integrative motivation and second language proficiency on cross-cultural adaptation. *International Journal of Intercultural Relations*, 36(1), 72-82.
<http://dx.doi.org/10.1016/j.ijintrel.2010.12.002>
- Zhu, H. (2014). *Exploring intercultural communication: Language in action*. London: Routledge.

