

The Differences between Exchange Students and
Non-exchange Students in Developing Global Views

黃亦嘉

Huang, Yi-Chia

Department of English,

Wenzao Ursuline University of Languages,

Instructor: 張瑞芳

Abstract

This study aims to investigate the difference between exchange students and non-exchange students in developing global views. Total 103 participants were involved in the study: 25 exchange students and 78 non-exchange students. Participants filled out the questionnaire on Internet. There are five parts in questionnaire: background information, language proficiency, exchange student experience, cross-cultural competence, and regional awareness. T-test in SPSS and EXCEL are tools to analyze and present the results of the data. The results indicate that there are significant differences in cross-cultural competence, and regional awareness. Exchange students have better scores on cross-cultural competence, and regional awareness. However, there is no significant difference in language proficiency. The results show that students should be encouraged to attend exchange program to acquire global views.

Keywords: exchange students, exchange program, global views.

Introduction

As the modern society develops, globalization has become a trend. Thus, Taiwan universities encourage students to join exchange programs for a semester or a year.

The Ministry of Education even offers millions of scholarship to exchange students in the projects of Xue-Hai Xizhu and Xue-Hai Feiyang. The government believes that university students can gain global views from joining exchange program. Therefore, the exchange program is increasingly popular in every university. The number of exchange students is growing. According to the Taiwan Ministry of Education, there were 2,973 exchange students in 2011, and 3,560 exchange students in 2012. The numbers is continuously increasing. Several studies have examined issues related to how to be more internationalized in education (Messer & Wolter 2006; Summer & Volet 2008; Trygged & Erii 2012). Furthermore, our government, private companies, schools and non-profit organizations keep enhancing Taiwanese's students to have better abilities to compete with foreigners.

Little is, however, known about the differences between exchange students and non-exchange students in terms of acquiring their global views and what the global view experience exchange students had. Take Wenzao Ursuline University of

Language as an example, there were 152 students exchange students in 2013. The school provided opportunities and scholarship. The school tracked their grades and attitude before they went aboard. Nevertheless, after the students came back to Taiwan, they did not track them anymore. No record shows how the exchange students did, and how the exchange students have changed after they came back to Taiwan. In order to understand the differences between exchange students and non-exchange students in terms of global views. Three research questions will be discussed.

1. What are students' opinions of global views?
2. What are the changes exchange students have in the development of global views?
3. Compared with exchange students, what are non-exchange students' global views?

Literature Review

The review of literature is mainly divided into four sections. The first part is about the importance of gaining global views. The second part is about the reasons why the number of exchange students is increasing. The third part is about global views that exchange students' have gained after studying abroad.

The importance of gaining global views

Nowadays, having global views is increasingly important. Several studies show the importance of gaining global views. Moreover, global views influence students' attitude and working ability. (Messer & Wolter 2006, Summer & Volet 2008, and Trygged & Erii 2012) Summers and Volet (2008) examined students' attitudes between culturally mixed and non-diverse groups. The result of this study shows that culturally mixed group students had more positive attitude. The students' past experiences with different cultures were associated with their attitudes towards working in culturally mixed group. Having better attitude can help the students learn faster, and solve problem easily. In addition, students who have different culture experiences can enhance their attitude and global views.

Moreover, Trygged and Erii (2012) investigated the global views in

undergraduate students who study in social work in Sweden and Germany. The result of this study shows that the majority of students in both countries wanted more education about social work in other countries. Moreover, Sweden education system has taught more global views than Germany. Therefore, the majority of students in Swedish were more prepared to work with immigrants and refugees. In addition, having global views is an important ability for students. It influences students' working ability.

Likewise, Messer and Wolter (2006) investigated the additional advantages, which encourage students to participate in exchange program. The result of this study shows that exchange students have better capabilities in their career after they graduate. In addition, being an exchange student can enhance personal experience and skills that can be helpful in their future.

Increasing number of exchange students

After recognizing the importance of gaining global views, more and more students decided to join exchange program. Several researches collected the reasons and types of students who wanted to be exchange students.

Du and Chung (2007) investigated the relationship of high school students' demand for oversea higher education and the expectation of future economic return. The result of this study shows that students are willing to have chances to study abroad or be an exchange student for their higher education. The higher wage they expect, the higher demand of joining exchange program they have. In addition, students who expected economic returns are associated with their demands for oversea higher education.

Salisbury, Umbach, Paulsen and Pascarella (2008) explored the impact of financial, human, social, and cultural capital on students' intention to study abroad. The result of this study shows that students who have higher capital, higher social status, diverse ideas, positive attitude, and interest in language and art, have more interest to study abroad. In addition, to encourage students to study broad, college should provide with not only opportunity and capital, but also diverse ideas and global views. Additionally, college should encourage the students to become exchange students.

As Daly and Barker (2010) claimed, the strategic goal of exchange program can modify the numbers of exchange students. Daly and Barker (2010) investigated the

relationship between participation rates in Australian university exchange programs and the presence of a clear strategic goal. The result of this study shows that exchange students had increased significantly by 2008 because the college had a strategic goal to improve students' global views. In addition, universities play an important role to popularize exchange programs.

Exchange students' global views

Most people assume that exchange students enhance their global views after they come back from foreign country. Several researches evaluated the improvement that exchange students have gained after studying aboard and comparing exchange students and non-exchange students' academic performance and experiences. (Biles & Lindley 2009; Watson, Siska & Wolfel 2013; Vidal & Garau 2011; Davey, and Grant, & Anoopkumar-Dukie 2013) Nevertheless, not every exchange student will gain global views. Biles and Lindley (2009) questions the effectiveness of joining exchange program.

Watson, Siska and Wolfel (2013) investigated the improvement of exchange students in three parts: language proficiency, cross-cultural competence, and regional awareness. The result of this study shows that exchange students' language skills had

improved, especially listening and speaking abilities. Moreover, exchange students had better potential to enhance cross-cultural competence and regional awareness. As a result, universities should understand the importance of increasing the number of exchange as well as exchange students' improvements of global views.

Similarly, Vidal and Garau (2011) examined exchange students' abilities of oral and writing in foreign languages. The result of this study shows that exchange students' both skills improved. Moreover, their oral skills are better than writing skills. In addition, staying aboard has been a very useful experience. In different environment, it forced students to communicate with others. Therefore, exchange students can enhance their language abilities, especially oral skills.

Furthermore, Davey, Grant, and Anoopkumar-Dukie (2013) investigated students' academic performance and experiences between local, international students and exchange students in Australia over the entire 4 years of the program. The result of this study shows that international and exchange students put more thought into these decisions than local students. However, local students are consistently having better academic performances than international and exchange students. Studying in a foreign country has negative influence on academic grades because of new

environment. On the other hand, international and exchange students have more experiences of traveling, solving problems, and learning cultural differences than local students do. Although, several studies show that exchange students have more global views. The effectiveness of exchange students in terms of global views is questionable. Biles and Lindley (2009) investigated the problems of overseas study. The result of this study shows that joining exchange programs is questionable. Not every student can gain global views during their exchanging period. In addition, studying abroad is not the only way to gain global views. If exchange students want to gain global views, they need to be positive and curious. Studying overseas provides limited resources.

Methodology

Subjects

Two groups of people: exchange student and non-exchange student were involved in this study. There were 25 exchange students and 78 non-exchange students from different schools. In the exchange student group, 15 participants went to the U.S., 4 participants went to Spain and others went to France, Japan, China, Korea, and New Zealand.

Instrument

To understand the different between exchange students and non-exchange students, a questionnaire is used in this research. This questionnaire contains 47 questions. Questions 1 to 4 asked participants' personal background information. Question 5 to 9 asked participants' foreign language skills. Question 10 and 11 asked participants' experience of exchange student program. Questions 12 to 19 asked about participants' opinion about of global views. Question 20 to 35 asked about participants' Intercultural sensitivity. Question 36 to 41 asked about participants' cross-cultural competence. Question 42 to 46 asked about participants' regional awareness. The last question was an open-ended question, which allows participants

to write other opinions about this questionnaire.

Research Procedure

The purpose of this research is to figure out if there are any differences between exchange students and non-exchange students in terms of global view. This questionnaire was sent out online randomly. A total of 103 participants were involved in this study. All questionnaires are anonymous and only used in this research. The questionnaire information was coded. T-Test in SPSS and EXCEL were applied for data analysis and presentation.

Data analysis

The purpose of this research is to explore the different between exchange students and non-exchange students in the development of global views. In order to have an objective survey, there is no limitation on gender, age, and occupation. A sample of 103 people participated in the survey, including 25 exchange students and 78 non-exchange students.

Question 5 asked participants whether they have taken English proficiency test. 103 participants responded to it 93 participants have taken English proficiency test, and 10 participants have not.

Question 6 asked the participants what English proficiency test they have taken. The students can take different tests. However, the scores need to be transferred to TOEIC scores. It is found that there is no significant difference in mean number between two groups' language ability, $t(101) = -1.153, p > .05$. In other words, there is no significant difference in overall language ability between exchange students and non-exchange students. (See Table 1)

Table1: Participants' score of TOEIC

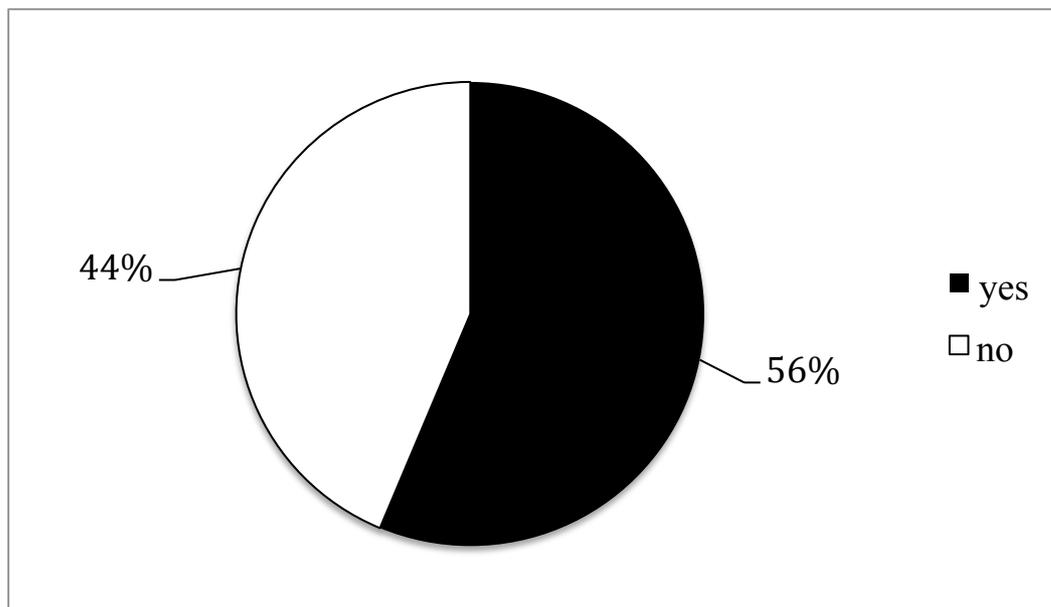
Exchange		Non-exchange		t	Sig.
M	SD	M	SD	-1.153	.252
2.13	1.035	2.40	.979		

Note. Exchange= exchange students, non-exchange= non-exchange students
M= Mean. SD = Standard Deviation. The significant level is .05.

Question 7 asked participants whether they have taken other foreign language proficiency test in addition to English. 103 participants responded. 45 participants have taken foreign language proficiency test, and 58 participants have not. (See

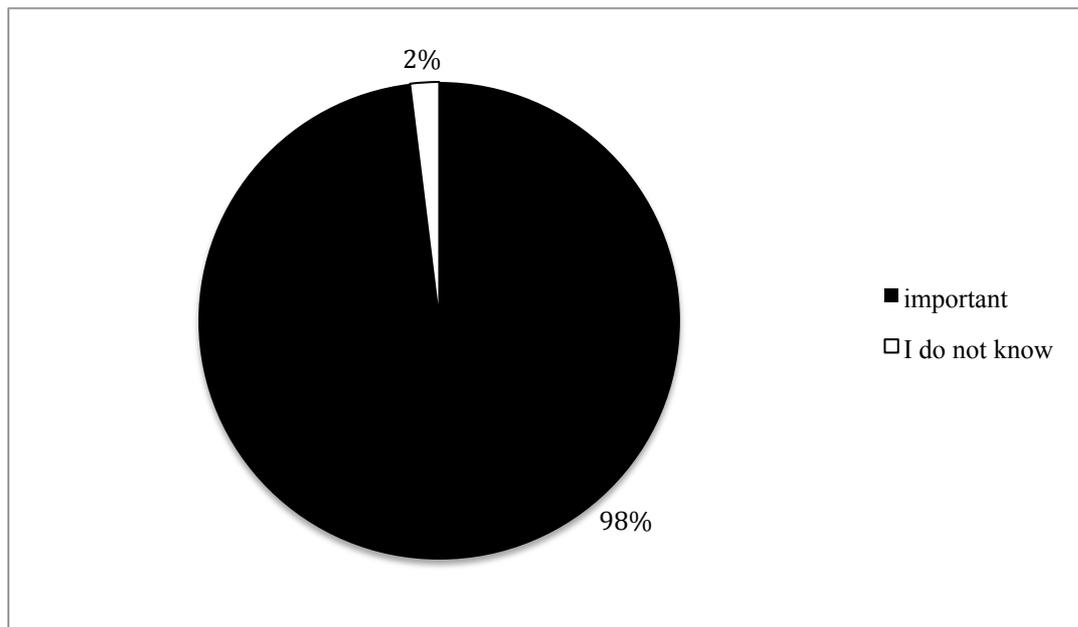
Figure 1)

Figure1: Numbers of participants who have taken other foreign language proficiency test



Question 12 asked participants to indicate whether having global view is important or not. 103 participants responded. 101 participants responded that having global view is important. Only 2 participants do not know whether global view is important or not. (See Figure 2)

Figure 2: *The importance of having global views*



There are 6 questions (20 to 26) in the category of participants' intercultural sensitivity. These questions are about international news that happened in 2012 and 2013. Question 20 asked participants to name the Chinese of ECFA (Cross-Straits Economic Cooperation Framework Agreement). Question 21 asked where the most significant marathon bombings took place in 2013. Question 22 asked where the Olympic took place in 2012. Question 23 asked participants to name the former president of South Africa who was a "human rights fighter" and died in December

2013. Question 24 asked which country was been attacked by Typhoon Haiyan. Question 25 asked participants where Malālah is from. Question 26 asked which country used chemical weapons during their civil war in 2013. Based on a non-directional independent t-test at $\alpha = .05$, it is found that there is no significant difference in mean number between these two groups, $p > .05$. In other words, there is no significant difference in overall knowledge of international news between exchange students and non-exchange students. (See Table 2)

Table 2: *Participants' intercultural sensitivity*

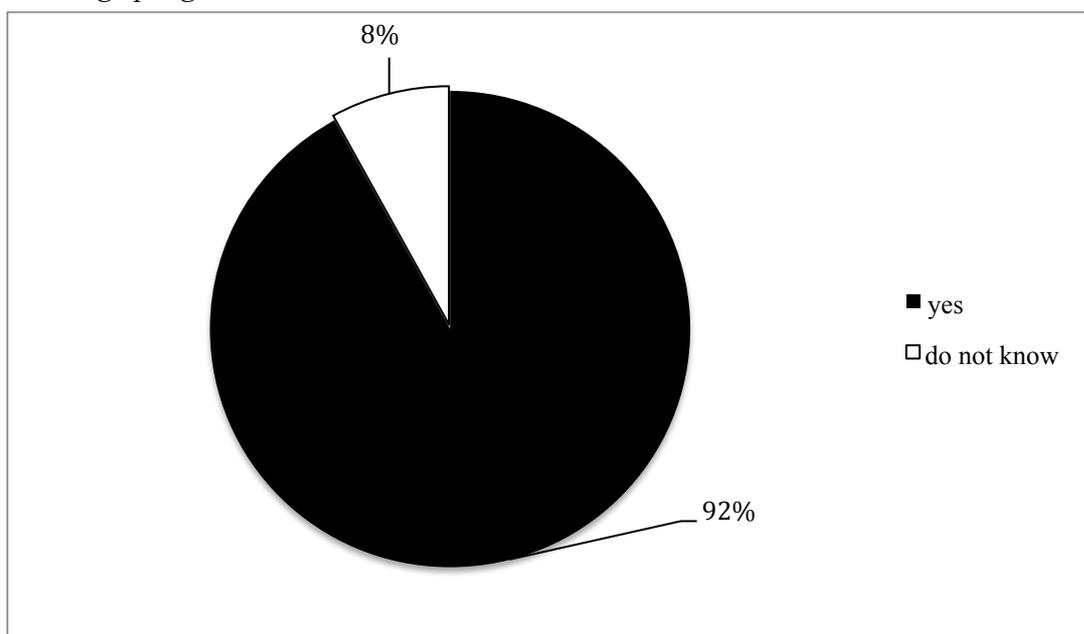
	Exchange		Non-exchange		t	Sig.
	M	SD	M	SD		
Q20	.88	.322	.83	.375	.556	.579
Q21	.556	.000	.592	.406	2.515	.13
Q22	.88	.322	.74	.332	.001	.157
Q23	.92	.277	.83	.375	.023	.290
Q24	3.84	.800	3.64	1.151	0.97	.424
Q25	2.04	1.428	1.88	1.457	.314	.642
Q26	.96	.935	.77	.424	.784	.160

Note. Exchange= exchange students, non-exchange= non-exchange students
M= Mean. SD = Standard Deviation. The significant level is .05.

There are 6 questions (27 to 32) in the category of participants' exchange student experiences. This category only is only for exchange students. Question 28 asked

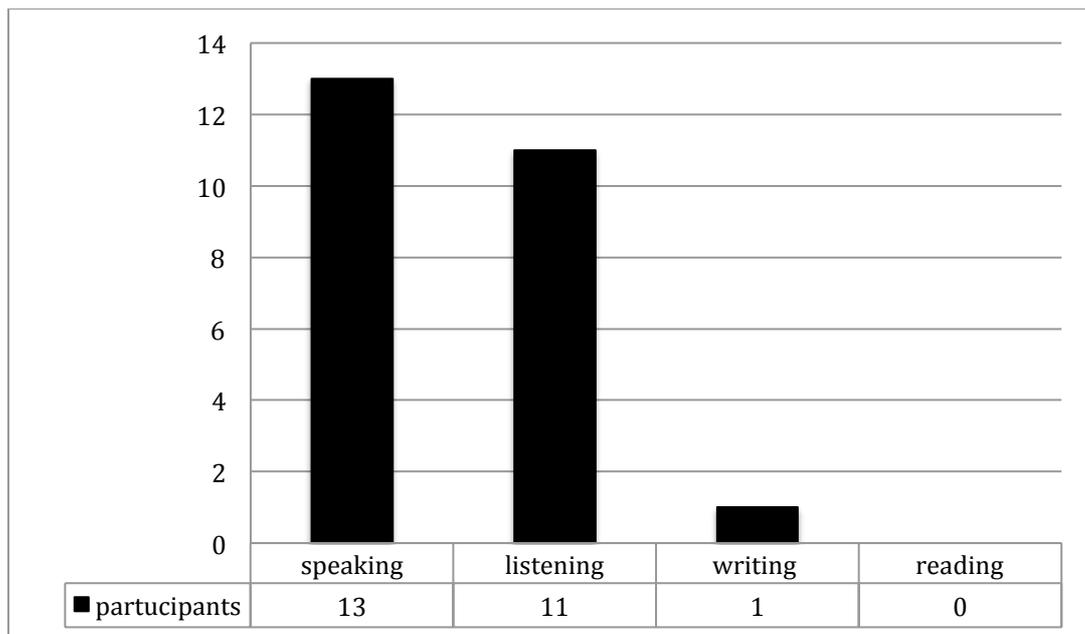
exchange students whether they thought their language ability has improved. 23 exchange students thought their language ability has improved. Only 2 exchange students do not know whether their language ability has improved. (See figure 3)

Figure 3: Participant's self- evaluation of language ability improvement joining the exchange program



Question 29 asked exchange student which language skill they have improved the most after joining exchange program. 13 participants have improved speaking skill the most. 11 participants have improved listening skills the most. Only 1 participant has improved writing skill the most. (See Figure 4)

Figure 4: Language skill that exchange student participants' improved the most



Questions 33 to 35 are in the category of participant's self- confidence of language proficiency. Among these, question 33 asked whether the participants believed that they had enough foreign language skills. Based on a non-directional independent t-test at $\alpha = .05$, it is concluded that there is significant difference in mean number between two groups, $t(101) = 3.36$, $p < .001$. The result shows that exchange students have better confidence in their foreign language skills than non-exchange students. (See Table 3)

Table 3: *Participants believe they have enough foreign language skills.*

	Exchange		Non-exchange		t	Sig.
	M	SD	M	SD		
Q33	3.20	.577	2.59	.844	3.365	.001**

Note. Exchange= exchange students, non-exchange= non-exchange students
M= Mean. SD = Standard Deviation. The significant level is .05. ***p<.001

Question 34 asked participants whether they felt confident in communicating with foreigners. Based on a non-directional independent t-test at $\alpha = .05$, it is concluded that there is significant difference in mean number between two groups, $t(101) = 4.405$, $p < .00$. Exchange students have better confidence to communicate with foreigners. (See Table 4)

Table 4: *Participants are able to confidently communicate with foreigners*

	Exchange		Non-exchange		t	Sig.
	M	SD	M	SD		
Q34	3.28	.678	2.44	.877	4.405	.000**

Note. Exchange= exchange students, non-exchange= non-exchange students
M= Mean. SD = Standard Deviation. The significant level is .05. ***p<.00

Question 35 is about whether participants believed that Taiwanese education offers enough foreign language skills for participants' future careers. According to the non-directional independent t-test, it is concluded that there is no significant difference in mean number between two groups, $t(101)=1.940$ $p>.05$. Both groups have no different attitude in Taiwanese education. (See Table 5)

Table 5: *Participants believed that Taiwanese education offers enough foreign language skills for their future careers.*

	Exchange		Non-exchange		t	Sig.
	M	SD	M	SD		
Q35	3.00	.866	2.63	.824	1.940	.055

Note. Exchange= exchange students, non-exchange= non-exchange students
M= Mean. SD = Standard Deviation. The significant level is .05.

Question 36 to 41 is in the category of participants' cross-cultural competence. Among these, question 36 asked participants whether they were willing to communicate with people from different cultures. Based on a non-directional independent t-test at $\alpha=.05$, it is concluded that there is significant difference in mean number between two groups, $t(101)=3.422$, $p<.001$. The result shows that exchange

students have stronger motivation to communicate with people from different culture than non-exchanges students did. (See Table 6)

Table 6: *Participants are willing to communicate with people from different cultures*

	Exchange		Non-exchange		t	Sig.
	M	SD	M	SD		
Q36	3.80	.500	3.28	.701	3.422	.001**

Note. Exchange= exchange students, non-exchange= non-exchange students
M= Mean. SD = Standard Deviation. The significant level is .05. ***p<.001

Question 37 asked participants whether they know how to communicate with people from different cultures. Based on a non-directional independent t-test at $\alpha = .05$, it is concluded that there is significant difference in mean number between two groups, $t(101) = 2.970$, $p < .01$. The result shows that students who were exchange students have better abilities to communicate with foreigners. (See Table 7)

Table 7: *Participants can clearly understand how to communicate with people from different cultures*

	Exchange		Non-exchange		t	Sig.
	M	SD	M	SD		
Q37	3.24	.663	2.74	.746	2.970	.004**

Note. Exchange= exchange students, non-exchange= non-exchange students
M= Mean. SD = Standard Deviation. The significant level is .05. “***”= $p < .01$

Question 38 asked participants whether they would feel timid or nervous when they spoke with people from different culture backgrounds. Based on a non-directional independent t-test at $\alpha = .05$, it is concluded that there is significant difference in mean number between two groups, $t(101) = -4.035$, $p < .001$. The result shows that when participants speak with people from different culture backgrounds, non-exchange students are more nervous than exchange students. (See Table 8)

Table 8: *Whether participants do not know what to say when they communicate with people from different culture backgrounds*

	Exchange		Non-exchange		t	Sig.
	M	SD	M	SD		
Q38	1.88	.726	2.60	.795	-4.035	.000***

Note. Exchange= exchange students, non-exchange= non-exchange students
M= Mean. SD = Standard Deviation. The significant level is .05. “***” for $p < .001$

Question 39 asked whether participants could tolerate different thoughts and cultures. Based on a non-directional independent t-test at $\alpha = .05$, it is found that there is no significant difference in mean number between two groups, $t(101) = 1.107$, $p > .05$. The result shows that both exchange and non-exchange students could tolerate different thoughts and cultures. (See Table 9)

Table9: *Participants’ cultural tolerance and acceptance*

	Exchange		Non-exchange		t	Sig.
	M	SD	M	SD		
Q39	3.64	.490	3.51	.503	1.107	.271

Note. Exchange= exchange students, non-exchange= non-exchange students
M= Mean. SD = Standard Deviation. The significant level is .05.

Question 40 asked whether participants would feel depressed while they were together with people from different cultures. Based on a non-directional independent t-test at $\alpha = .05$, it is found that there is no significant difference in mean number between two groups, $t(101) = -1.720$, $p > .05$. The result shows that both exchange and non-exchange students have the same attitude toward people from different cultural backgrounds. (See Table 10)

Table 10: *Whether participants would feel depressed while they were together with people from different cultural backgrounds.*

	Exchange		Non-exchange		t	Sig.
	M	SD	M	SD		
Q40	1.6	.764	1.90	.749	-1.720	.088

Note. Exchange= exchange students, non-exchange= non-exchange students
M= Mean. SD = Standard Deviation. The significant level is .05.

Question 41 asked participants whether they could easily understand language implications in the language of people from different culture backgrounds. Based on a non-directional independent t-test at $\alpha = .05$, it is concluded that there is significant difference in mean number between two groups, $t(101) = 2.287$, $p < .05$. The result

shows that exchange students could understand implication easier than non-exchange students could. (See Table 11)

Table 11: *Participants can easily understand the metaphor or language implication in the language of people from different culture backgrounds*

	Exchange		Non-exchange		t	Sig.
	M	SD	M	SD		
Q41	2.96	.455	2.62	.707	2.287	.024*

Note. Exchange= exchange students, non-exchange= non-exchange students
M= Mean. SD = Standard Deviation. The significant level is .05. “*”= $p < .05$

Question 42 to 46 is in the category of participants’ regional awareness. Among these, question 42 asked participants whether they understand Taiwanese culture well. Based on a non-directional independent t-test at $\alpha = .05$, it is concluded that there is no significant difference in mean number between two groups $t(101) = 0.88, p > .05$. The result shows that both exchange and non-exchange students agree that they understand Taiwanese culture. (See Table 12)

Table 12: Participants' understanding Taiwanese culture

	Exchange		Non-exchange		t	Sig.
	M	SD	M	SD		
Q42	3.00	.500	2.99	.674	0.88	.930

Note. Exchange= exchange students, non-exchange= non-exchange students

M= Mean. SD = Standard Deviation. The significant level is .05.

Question 43 asked participants whether they believed Taiwanese culture is better than culture of other countries. This question concerned about the participants' attitude to different cultures. Based on a non-directional independent t-test at $\alpha = .05$, it is concluded that there is no significant difference in mean number between two groups, $t(101) = .706$, $p > .05$. In other words, there is no significant difference in attitude toward different cultures between exchange students and non-exchange students. (See Table 13)

Table 13: Participants' attitude toward Taiwanese culture

	Exchange		Non-exchange		t	Sig.
	M	SD	M	SD		
Q43	2.32	.690	2.38	.760	-378	.706

Note. Exchange= exchange students, non-exchange= non-exchange students

M= Mean. SD = Standard Deviation. The significant level is .05.

Question 44 asked participants whether they realized how much people from different cultures understand Taiwan. Based on a non-directional independent t-test at $\alpha = .05$, it is concluded that there is significant difference in mean number between two groups, $t(101) = 2.189$, $p < .05$. The result shows that exchange students realize more than non-exchange students about how much foreigners understand Taiwan.

(See Table 14)

Table 14: *Participants realized how much foreigners understand Taiwan.*

	Exchange		Non-exchange		t	Sig.
	M	SD	M	SD		
Q44	2.88	.600	2.56	.636	2.189	.031*

Note. Exchange= exchange students, non-exchange= non-exchange students
M= Mean. SD = Standard Deviation. The significant level is .05. * $p < .05$

Question 45 asked participants about their experiences of sharing Taiwanese culture. Based on a non-directional independent t-test at $\alpha = .05$, it is concluded that there is significant difference in mean number between two groups, $t(101) = 4.499$, $p < .001$. The result shows that more exchange students have the experience of sharing Taiwanese culture with foreigners than non-exchange student did. (See Table 15)

Table15: *Participants have ever introduced Taiwanese culture to foreigners*

	Exchange		Non-exchange		t	Sig.
	M	SD	M	SD		
Q45	3.76	.436	3.00	.806	4.499	.000***

Note. Exchange= exchange students, non-exchange= non-exchange students
M= Mean. SD = Standard Deviation. The significant level is .05. “***” for $p < .001$

Question 46 asked participants whether they were willing to start a conversation with people from different culture background. Based on a non-directional independent t-test at $\alpha = .05$, it is concluded that there is significant difference in mean number between two groups, $t(101) = 5.196$, $p < .001$. The result shows that exchange students are more willing to start a conversation with foreigner than non-exchange students. (See Table 16)

Table16: *Participants were willing to start a conversation with foreigners*

	Exchange		Non-exchange		t	Sig.
	M	SD	M	SD		
Q46	3.64	.569	2.86	.679	5.196	.000***

Note. Exchange= exchange students, non-exchange= non-exchange students

M= Mean. SD = Standard Deviation. The significant level is .05. “***” for $p < .001$

Discussion

In this research, the results indicate that there is a significant difference between exchange students and non-exchange students in terms of acquiring global views. Global views included language proficiency, cross-cultural competence, and regional awareness. Exchange students obviously have more global views than non-exchange students. The results support those of some previous studies on exchange students' global views. For instance, Watson, Siska and Wolfel (2013) proposed that exchange students' language skills, cross-cultural competence, and regional awareness had improved after studying abroad. Moreover, Vidal and Garau (2011) found that exchange students' oral and writing skills had improved. Davey, Grant, and Anoopkumar-Dukie (2013) indicated that exchange students had more experiences of traveling, solving problems, and learning cultural differences than local students.

The present study found out that most of Taiwanese students believe that gaining global views is important. Therefore, universities can promote language and culture classes to assist the needs of development of global views. Moreover, as for the changes of joining exchange program, most exchange students responded that they developed global views after joining exchange programs. Besides, the exchange students believe that they have improved their foreign language skills especially in listening and speaking.

As for the difference between exchange student and non-exchange students in term of their global views, some findings are discussed below. First, the results show that there is no significant difference in language proficiency between exchange and non-exchange students. Second, there are significant differences in cross-cultural

competence between exchange and non-exchange students. Exchange students feel more confident and comfortable in different cultural environment than non-exchange students. Moreover, exchange students concern more about international news. Third, there are significant differences in regional awareness between exchange and non-exchange students. Exchange students have stronger regional awareness than non-exchange students.

Limitation

There are two main limitations in the present study. First, although the 103 participants were selected from Internet, the number of participants was not big enough to represent the entire Taiwanese college students. In addition, the participants of exchange students were also not big enough to represent all the exchange students. More exchange students should be recruited for further study. Second, online questionnaire was used in this study, but we cannot understand participants' opinions very well. In order to further understand the opinions of participants, face-to-face interviews with are suggested in the future.

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Appendix

國際觀議題之問卷調查

親愛親愛的同學您好：

首先，謝謝您填寫這份問卷，這份是有關於台灣教育之國際觀之相關研究，極需您的合作以幫助我們進一步瞭解。本研究結果只用於學術發表，不用於商業用途，對於您的資料絕對保密也不做個別分析，請您安心地根據您真實感受填答，您的寶貴意見對本研究有莫大幫助，請務必每題都作答，感謝您的大力協助。如有任何疑問，請email至 estherhuang521@gmail.com，隨時向開放問卷的同學反應。謝謝您!

敬祝：

順心如意！

文藻外語大學英文系二技黃亦嘉 2013.12

一.基本資料：請您仔細勾選，請不要遺漏任何題項！

1.年齡：18 歲以下 大學 22-29 歲 30-39 歲

2.性別： 男 女

3.職業：學生 商 教 工 其他 _____

4.學校/工作機構：_____

5.請問你有考過英文檢定嗎？ 沒有 有 6.名稱 _____ 7.幾分_____

8.請問你有考過其他語言檢定？沒有 有 9.名稱 _____

10.請問你有擔任過交換學生嗎 沒有 有

11.交換國家：美 日 法 英 西班牙 澳洲 其他_____

二.下列是國際觀相關問題

- 12.請問你認為國際觀重要嗎？ 重要 不重要 不知道 其他_____
- 13.請問你認為國際觀最主要的定義為何？（單選）具備良好的外語能力 寬闊的國際視野 與外國人合作的能力 參與國際事務的態度 其他_____
- 14.請問你認為自己有足夠的國際觀嗎？ 有 沒有 不知道
- 15.請問你認為現今社會缺乏國際觀，主要是因為什麼？ 執政者 政治環境 教育環境 個人因素 其他_____
- 16.請問你是否時常注意國際事務動態？ 每天 偶而(每週至少一次) 很少(每週少於一次) 幾乎未曾
- 17.請問你最常看的國際事務動態是哪方面的？（單選）1.未曾看 2.政治戰爭3.財經科技 4.影視明星 5.體育賽事 6.新奇趣事 7.人道醫療 8.重大事件 9.生態環保 10.藝術人文 11.時尚資訊
- 18.請問你對國際事務的瞭解主要動機是？（單選）1.沒有興趣 2.考試需要 3.朋友聊天話題 4.就業準備 5.增強競爭力 6.本身有興趣
- 19.請問你對國際事務資訊主要的來源是？1.電視(網站)新聞 2.電視節目 3.網際網路 4.報紙雜誌 5.廣播音樂 6.學校課程 7.課外專書
- 20.請問 ECFA 的中文是？1.海峽兩岸經濟合作架構協議 2.兩岸服務業貿易協議3.台灣自由貿易協定 4.不知道 5.其他_____
21. 2013 年最重大馬拉松爆炸案是在下列哪個地方發生？1.不知道 2.紐約 3.亞特蘭大 4.波士頓 5.芝加哥 6.其他_____
- 22.請問 2012 奧運的舉辦地點在？1.不知道 2.法國巴黎 3.英國倫敦 4 中國北京 5. 其他_____
- 23.請問在 2013 年 12 月去世的 “人權鬥士” 南非前總統名字是 1.不知道 2.曼德拉 3.馬丁路德金恩 4 羅莎·帕克斯 5.其他_____

24.2013 哪一個國家受到“海燕”颱風侵襲而死傷嚴重 1.不知道 2.日本
3.泰國 4.菲律賓 5.其他_____

25.請問 2013 諾貝爾和平獎提名者，捍衛婦女教育權的馬拉拉（Malala）是哪裡人？1.伊朗人2.巴勒斯坦人3.巴基斯坦人4.沙烏地阿拉伯人5.其他_____

26.哪一個國家內戰使用化武而受到國際譴責？1.敘利亞 2.約旦 3.科威特
4.埃及 5.不知道 6.其他_____

三. 交換學生之經驗

(有擔任過交換學生才需填寫)

27. 有 無擔任過（請跳過 接續第四大題）

28.請問你認為你的外語能力有進步嗎？ 有 沒有 不知道

29.哪一方面進步最多？聽 說 讀 寫

30.你在擔任交換學生時有特別關注當地新聞嗎？有 沒有 不知道

31.在文化交流時,你有特別分享或作報告與同學分享台灣的經驗嗎？有沒有

32.你認為在當完交換學生後你的國際關有增加嗎？有 沒有 不知道

三. 外語能力與文化敏感度量表

	非常同意	同意	不同意	非常不同意
外語能力				
33.我認為我外語能力很好				
34.我能夠輕鬆的與外國人溝通				
35.所受的教育讓我充分具備職場所需的外語能力				
跨文化能力				
36.我喜歡與來自不同文化的人們進行交流。				
37.我非常清楚要如何與來自不				

同文化的人進行交流				
38.與來自不同文化的人進行交流時，我總是不知道說什麼。				
39.我能包容不一樣的想法				
40.和來自不同文化的人在一起，我經常覺得沮喪。				
41.和來自不同文化的人進行交流時，我能敏感察覺出對方細微的含意。				
42.我很瞭解台灣文化				
43.我覺得我國的文化比其他國家的文化好。				
44.了解其他國家人民如何看待台灣				
45.我讓外國人了解台灣文化				
46.看到外國人我願意與他攀談				

47.如果有其他問題，請留下您的意見謝謝！

問卷已經結束了，謝謝您!