

The Benefits of College Students Who Participate In Study Abroad Programs: Benefits
and Outcomes

Julien Tseng

Class: UE4C

Department of English

Wenzao Ursuline University of Languages

STUDY ABROAD PROGRAM

1. Introduction

This study will discuss the effects of study abroad program on college students and explore their initial expectations for and outcomes of the program. Studying abroad is a trend for college students in Taiwan. Each university provides exchange opportunities to different countries. The survey made by *Global Views Magazine* cited by Lin (2013) , it shows that “in 2011, among 96 universities in Taiwan, there were over 4000 college students going abroad and earning academic credits from foreign universities.” Taking an example of Wenzao Ursuline University of Language, in the fall semester of 2015, there are more than 120 students who have studied abroad through the opportunities provided by Wenzao (“Wenzao,” 2015). The Ministry of Education in Taiwan especially provides more than 100 universities with scholarships to encourage college students to study abroad. Furthermore, there are many kinds of study abroad agencies which arrange study abroad tours and programs, so that college students have various choices to study abroad without the limitations required by universities or government. Participants must have motivations and expectations after making up their minds to study abroad. In this research, experiences and effects of study abroad program participation are examined. This research will show whether study abroad program is truly beneficial and what aspects are beneficial to college students.

2. Review of Literature

This paper will reveal the effects of study abroad programs on its participants. First,

STUDY ABROAD PROGRAM

participants in the program usually have some reasons and expectations before studying abroad. These reasons are called as which motivations play an important role when facing difficulties and observing what benefits they gain after this program. Motivations can be categorized in several aspects, and there are pull and push factors involved. Education is the main point of participating study abroad program, but cultural observation and self-development are also important. Second, while studying abroad, participants learn not only a second language but exotic cultures. They develop their own ways to comprehend and evaluate both foreign and their own cultures. Intercultural competence is therefore cultivated. Intercultural competence has been highly emphasized in this generation. Although the definition is still vague, an ability to deal with culture differences and to know how to interact properly with foreigners is taken seriously. Third, the benefits of study abroad program are found in several areas, but the most enriching impact is culture. However, the outcomes may not always be positive. Returning home makes significant effects on the outcomes.

2.1 Study Abroad Program Motivation

In her research on the study tour, Weng (2013) states the recent trend of study abroad program which emphasizes on second language learning. The program involves not only language and experience learning but also the actual observation and participation of a foreign country. The motivation of study tour is discussed in her dissertation. She indicates that “Physiological needs are the base, followed by safety needs, social needs, esteem needs, and self-actualization needs” (p. 21). Later, self-transcendence is added and highlighted.

STUDY ABROAD PROGRAM

Besides, pull and push factors are included in motivations. Weng (2013) says that “the push factors are internal forces of intrinsic desires of the individual travelers, whereas the pull factors, on the contrary, are external forces of destination attributes due to the attractiveness of the place” (p. 21). As for the purposes of study abroad program, education is here considered as a push factor to escape from one’s routine life. Recreations contain both pull and push factors, which are the desires to depart from one’s environment and pursue one’s interpersonal fulfillment. What’s more, she categorizes three main motivational factors of the study abroad program related to education. Cultural motivations are derived from the interest of foreign countries, creations, and events. Social motivations are related to hobbies, education, and conferences. Spiritual motivations are about religion, pilgrimage, and self-definition. In addition to academic courses, Weng (2013) points out that one study abroad program features *off-class activities and non-formal learning experiences*. Kinginger (2009) states that “after all, educational institutions the world over are sites where secondary socialization into the practices and beliefs of local cultures takes place both through formal training and participation in the informal interaction surrounding it” (p. 119). That is, having opportunities to meet local people and explore local environment are crucial motivations to join the program. The expectations and the arrangements of study abroad program make significant influences on the results of participation. Satisfaction helps participants to engage and think in the program.

STUDY ABROAD PROGRAM

2.2 Culture Learning During Study Abroad Program

Weng (2013) indicates the importance of cultural learning while studying a second language. As for second language learning, she found that people usually just care about linguistic aspects and disregard cultural aspects. That is to say, it is easier to speak a second language well, but it is difficult to *think and act like native speakers*. Liu (2013) also said: “living in new cultures was also experiences for learning. During the process of entering new cultures, the sojourners learn to behave positively about the new attitude toward learning and accepting new cultures and related skills” (p. 28). Importance of cultural learning is undoubted. Culture is learnt in in different ways, for it can be understood as a tangible or abstract way. From *the humanistic perspective*, culture is shown in human creations, such as literature and artifacts. Cultural learning is considered as receiving information. On the other hand, from *a thought and behavior process perspective*, culture is defined as people in communities share their thoughts and behaviors when interactions take place. In this case, culture learning is perceived when interaction takes place. Cultural learning is processed through customs, values, and habits and so on. To be an intercultural speaker, cultural learning is identified as intercultural communicative competence, including five abilities: *attitudes, knowledge, interpretation skills, discovering and interaction skills, and critical cultural awareness*. Weng (2013) emphasizes that comprehension and critical evaluation about both one’s culture and other cultures which are necessary in cultural learning. She

STUDY ABROAD PROGRAM

implies the difficulty for a cultural learner to fully achieve cultural competence. It is possible for the person to be an outsider of a foreign culture. However, she claims that culture is derived from interactions between people. Cultural learning is processing through human development, involving self-awareness. Empathy and imagination help one to understand foreign cultures. According to Weng (2013), with the intercultural interaction, “every individual has his or her own way of developing an understanding of second language and second culture” (p. 51). Liu (2013) also provides a similar idea: “playing different roles in new cultural settings, individuals tend to adjust in different ways.” Through cultural adjusting and learning, people not only cultivate the ability to get through difficulties but gain life experiences.

2.2.1 Intercultural competence

According to Salisbury (2011), intercultural competence is taken seriously in college education in this generation. Unfortunately, even though what intercultural competence is has been debated by educators and scholars, it has been proven difficult to clearly define the concept. In the 1960s and 1970s, competence education was about establishing professional skills and behaviors. Then the evolution of competence is gradually detailed. Originally, competence is mainly about workplace behaviors. After a wide range of definitions are added, competence is defined as a holistic term. It is about how one takes over a given role and accomplishes a given task with acquired knowledge and current performance in a given

STUDY ABROAD PROGRAM

situation. Salisbury still argues the difficulty of defining competence because the definition does not exist in every situational context. People, goals and context vary when people demonstrate competence. What is more, he indicates that the cognitive, intrapersonal, and interpersonal domains in a holistic development help students to move to higher levels of learning and make different influences on individuals. He observes that students build competence in three interdependent domains. As a part of higher levels of learning, exchange programs bring intercultural interactions to students which make them cultivate holistic development. Salisbury shows that intercultural competence is about people with cultural differences who collaborate with some purposes through communication. Although intercultural competence is a manageable construct, scholars have yet presented distinct definitions and a consensus on what intercultural competence means.

2.3 Benefits of Study Abroad Program

The benefits of study abroad programs are highly emphasized. Weng (2013) mentions several studies to state that participants of study abroad programs may be more confident, be more willing to help, and tend to think reflectively. As participants improve themselves in several areas, Weng found that they develop *foreign language skills, independence, tolerance of culture differences, and intercultural communication competence* after they join study abroad programs. From these concepts, she notes that basically participants are benefited from *culture, place, and language*, but “the most important outcomes were some life

STUDY ABROAD PROGRAM

enriching impacts, such as increased risk taking ability, increased cultural awareness and professional growth” (p. 53). Liu (2013) also indicates that “through exposure to new ways of living, thinking and being, sojourners may feel that not only understanding the world, but also understand of oneself” (p. 41). Through their experiences of being in foreign countries, participants realize *the prejudice and discrimination* while truly getting through *the isolation and stereotypes*. According to Weng (2013), “sojourn experience often led participants to see contradictions in their own society, learning new knowledge of inequities and a rethinking of one’s identity and the status quo” (p. 52). Nevertheless, she points out that the results of the participation in study abroad program are not guaranteed to be meaningful and positive. There is a possibility for them to decrease their interests and confidence in how they handle a new culture. She believes *the maturity* of educators and *the attitudes* of participants will lead to different results. She indicates coming back to home countries is a significant factor of the result of study abroad program. By sharing experiences, participants can make sure of the benefits and value of the program. On the contrary, they may be disappointed or confused about the program if they do not receive expected appreciation from others.

In this literature review, the results of study abroad program participation are observed while discussing three phases of the program. First, the motivations of study abroad program are discussed. Differing from pure oversea tourism, education, especially second language learning, is the main motivation of study abroad program. Besides, desire to fulfill one’s self

STUDY ABROAD PROGRAM

and observe a foreign country is involved in motivations. Expectation, motivations and the contents of the program will affect one's opinions about the outcomes of their study abroad experience. Second, while studying a second language is important in a study abroad program, cultural learning is inevitable and important. Participants perceive the culture through interactions and artifacts. It is merely possible to act like locals, but the main purpose of cultural learning is to observe and appreciate both one's culture and foreign cultures. Intercultural competence, which is gradually required by college education, pays attention to this ability. It has been studied and defined in the recent years. Despite an unclear definition, the importance to understand the diversity of different cultures is highlighted. Third, in the end of the study abroad program, participants will reflect on the results of the participation. The results of study abroad program are mainly about the benefits after participation. There are advantages not only the improvement of second language but self-enrichment derives from independence and culture learning. However, the results may be positive or not dependent on several reasons. Coming back home is also an important factor to affect the outcome of the study abroad program on individuals. Participants clarify and re-think their learnings while sharing experiences. The positive effects will decrease when they are confused by unexpected ignorance while sharing their experience.

The research questions of this study are:

1. What are the motivations and expectations for the research participants to choose

STUDY ABROAD PROGRAM

study abroad programs?

2. To participants, is there any difference between initial expectations and outcomes of study abroad program?

3. Research Methods

3.1 Participants

I interviewed 4 college students who had experiences of participating in a study abroad program. They were one male and three females. Utsumi was a senior student who majored in Japanese. He participated in an exchange program in Japan for one semester in the fall of 2014. Joan was a senior student in Department of English. She was an exchange student in the UK for one semester a year ago. Lilian was a sophomore student in the Department of Life Sciences. She applied for a study abroad program in the US in the 2014 summer vacation. She did not rely on any study abroad agency and prepared the travel herself. Lucy was in her junior year in Department of Urban Planning and Spatial Information. She terminated her first year of university and participated in a study abroad program for a year in Germany. I contacted them via Facebook. I reached their permissions first and sent them the electronic file of my question list. I wanted them to take their time to think then write down their answers. After they finished all the questions and gave the files back to me, I read their responses and asked them further questions later on. Four interviews were done in a week.

Table1

STUDY ABROAD PROGRAM

Summaries of Study Abroad Program Participants

Interviewees	Age	Major	Country	Length of the program
Utsumi	a senior	Japanese	Japan, 2014	One semester
Joan	a senior	English	the UK, 2015	One semester
Lilian	a sophomore	Life Sciences	the US, 2014	Two months
Lucy	a junior	Urban Planning and Spatial Information	Germany, 2012	One year

3.2 Research Design and Procedures

All of the questions were derived from the purpose and the bibliography of my research paper. There were 2 parts. The first part was the basic information of interviewees' study abroad programs. In this part, I could know where, when, and how long their programs were. I also asked that until now, how long it had been after they came back to Taiwan, for I wanted to know if the time length after returning home affected their feelings to their programs.

The second part had 11 questions. The first to the third questions were about interviewees' motivations, expectations, and the reasons why they chose to go to the countries they headed to. These questions revealed the reasons why they participated in study abroad programs. The fourth to the eighth questions emphasized on their culture learning during the programs. Another two questions examined interviewees' realization and cultivation of intercultural

STUDY ABROAD PROGRAM

competence during the programs. The ninth to eleventh questions focused on the effects of the program on their lives back to Taiwan. Finally, I wanted to know whether the results fulfilled their initial motivations and expectations.

4. Findings

The interviewees discussed their motivation and expectations about joining the study abroad programs. Utsumi majored in Japanese and had a great interest on Japan. In order to improve his Japanese skills, going to Japan as an exchange student was his one and only choice. Also, he wanted to meet Japanese friends and get familiar with the Japanese culture while he was a college student. Thus, it would be easier for him to get a job in Japan after he graduated. Joan majored in English and minored in French. She wanted to practice her English skills and meet French to be friends. The UK was an ideal country for her to go. She expected to broaden her horizon and know more about foreign cultures. Lilian had relatives living in the US. Under the influence of them, she was long for the street views as well as the campus life in the US. She finished her university application and had plenty of time before the semester started in her university. In order to practice her English speaking and listening abilities, she signed up the study tour arranged by the university not far from her relatives' house in the US. Lucy had an experience of being a home stay family. She found being an exchange student was really interesting and meaningful. She hoped to cultivate the ability to handle things herself and share Taiwanese culture to foreigners. She chose to go to Germany, for the country was a good model of urban planning, which was associated with her

STUDY ABROAD PROGRAM

university major. Besides, the education in Germany was reputed. She believed studying there helped her to have a better future.

Culture learning in their study abroad programs was emphasized. Utsumi learnt a lot from the Japanese culture. Japanese people worked seriously, but they were totally relaxed and even crazy while having fun. He thought it was good to learn this life attitude. Even if he liked Japanese culture so much, he thought Japanese and Taiwanese cultures were good in their own ways. For example, Japanese people were careful and followed the traffic rules strictly. In contrast, Taiwanese should pay more attention to others' and their own safety on roads. However, since Japanese were so careful, it was difficult to suspect their thoughts and feelings. Taiwanese people were more straightforward and easygoing to get along with. He was quite familiar with Japanese culture, so he did not have problems to get used to the life in Japan then. He thought intercultural competence was necessary while staying abroad. His school in Japan even prepared this kind of lecture to help exchange students adapt to a foreign culture.

Joan realized British culture, which was still quite traditional and exquisite, in details of the life in the UK, such as numerous kinds of greeting cards in card shops. After experiencing a foreign culture, she thought every culture had its pros and cons. British people were not very friendly, but they respected diverse styles and were confident in the way each person was. In contrast, Taiwanese people were friendly, but they rejected diversity. To her experiences, she

STUDY ABROAD PROGRAM

had difficulties to get along with them at the beginning. For instance, when someone mentioned a party, she should express her interest herself rather than waiting for an invitation, or people would assume she did not want to go. She did not know the difference between their cognitions until she took action to ask. Therefore, she thought intercultural competence was necessary, so that people were able to absorb foreign cultures. She stated that not every person who had gone abroad cultivate this ability. Lilian could see cultural differences between Taiwan and the US in many aspects. Simply on food, the amount of meals in the US was always too large to her, and it was a waste of food and money. Also, there were fast food restaurants and ice cream shops everywhere on streets. As for education, she found in the US, students spent more time on group discussions than lecturer's teaching in class. Knowledges were absorbed during class. Compare to Taiwan, students listened to teachers' teaching all class long. They needed to spend time reviewing to absorb knowledges after class. After living there for some time, she really appreciated the safety of Taiwanese living environment. She said in Seattle, weed was legal. In the evening, shops were closed; few people were on the streets except vagrants. Different from the night life in Taiwan, it was quite dangerous to stay outside alone there. Lilian did not face difficulties to get along with exotic people, but she did practice more about intercultural competence during the study tour. She was more experienced to interact with foreign people now.

Lucy stayed in Germany for a year, and it made great influences on her thoughts. She

STUDY ABROAD PROGRAM

saw German students voluntarily and confidently expressing their opinions in class, which seldom happened to Taiwanese students. She realized education was a duty to Taiwanese students, but German students were happy to receive education. Through German's education, she learnt to ask herself "why" and "how" to things. On the other hand, she noticed the urban arrangements in two countries were also different. She originally thought the urban style in Germany, which residences and business districts were separated, was a better way to live. At last, she found each country had its own lifestyle, and there was no good or bad of it. Staying for a whole year in Germany, she was used to be indifferent like German, and the special experience made her proud unconsciously. She took much time to get used to Taiwanese life again, but this adjustment helped her see things in different point of views. Lucy admitted at the beginning of her program, because of the unfamiliar language and culture, she had difficulties to make friends and even encountered discrimination. She kept showing her willingness to meet friends; a few people who were interested in Asian culture started to be friends with her and helped her get used to the environment. She therefore understood the importance of intercultural competence. She believed the ability was helpful on urban planning as well.

After they came back to Taiwan, they perceived the results of their study abroad programs. Staying in Japan for half a year, Utsumi broadened his horizon, and he still kept some living habits of Japan after returning home. His friends were envy to him, and his family was happy

STUDY ABROAD PROGRAM

for him to have such experience. He thought his original expectations were fulfilled, and the benefits actually exceeded his expectations. For instance, he had made close friends who could share their real thoughts rather than just having fun. He was glad that he could observe Japan with exchange program, which benefited much more than trips. Joan thought she became more respectful to herself after the program. She used to care so much about others' opinions to her and tried to do everything perfect. Now she learnt to listen to her hearts and do things with enjoyment. People around her praised her improvement of her English skills after the program, but she thought the improvement of her vision to life was greater than English skills. Although she had been through some unhappy incidents during the program, her original expectations were reached. What was more, thanked to those incidents, she felt nothing could scare her now.

Lilian got along with international students from different countries during her program. She thought her vision was widened; some of her perspectives were also changed. Furthermore, after living by herself, she became more independent and more open-minded. Now she could do many things by herself, and even dared to plan to visit her foreign friends and travel herself abroad. While she shared her experience of applying the program without any help of agencies, people felt she was really courageous, and some of them even asked her advice to apply study abroad programs. She realized she really enhanced her ability to deal with things independently. After the program, she improved her English skills a lot and

STUDY ABROAD PROGRAM

enjoyed the street views as well as the campus life of the US as she expected. She could not believe she even made so many foreign friends from various countries.

After the program, Lucy was able to deal with things independently. Now she still loved staying with friends, but she could be enjoyable while being alone. What was more, she learnt to develop her own thoughts rather than following the opinions of the mass. The program was also beneficial to her major. She had been to several cities, and the experiences helped her investigate urban planning. She noticed most people responded that she was outstanding and they dare not to do so while she shared her experience. She realized it was important to conquer fear and never gave up without trying. Although the program was extremely inspiring, she was still improving herself. She expected to learn more about herself and learn to see things in different views before the program. After the program, she was able to develop her own thoughts. Now she was learning to consider the opinions of the mass as well, so that she could prevent to be too extreme.

5. Discussion

In this interview study, culture learning is the main motivation and expectation for college students to participate in a study abroad program. All interviewees mentioned about learning foreign culture and making foreign friends. According to Weng (2013), having opportunities to meet local people and to explore local environments are crucial motivations to join the program. Through study abroad programs, college students stay a period of time abroad and meet people who are at similar ages. Besides, self-development plays an important role to

STUDY ABROAD PROGRAM

motivate the participants as well. Since education is the main point of study abroad programs, second language learning is an inevitable reason for them to study abroad. According to my interviewees, two of them majored in languages. It was clear that they wanted to have native speaking environments in which they could more frequently practice their languages which they majored. However, the others who were not language majors did not lose the motivation of second language learning. Kuo (2013) said “study abroad not only promotes significant gains in foreign language proficiency, but also enhances students’ motivation to continue foreign language study and travel abroad.” (p. 34) To them, being able to speak a second language may be beneficial in this global world. In addition, these interviewees expected study abroad programs helpful to their future. In Liu’s (2013) study of culture shock, she stated participants gain knowledges about how to get through difficulties and increase life experiences while adapting and learning a new culture. Having an experience of staying abroad for a period of time, participants of study abroad programs may be perceived as more mature and open-minded. These impressions are advantages for college students to find an ideal job. That is why college students spend time and money on studying abroad to search for self-development. Overall, this study makes sure that motivations of these interviewees are all involved in cultural, social, and spiritual motivational factors of study abroad program, just like Weng (2013) mentioned.

Through these interviewees’ experiences, the study finds that each of them perceives

STUDY ABROAD PROGRAM

culture learning in different occasions, such as classrooms or parties, which helps them to acquire intercultural competence. All interviewees emphasize culture learning on attitude. Two of them discovered the difference of students' behaviors between Taiwanese and western students. Another learnt a lesson of life attitude, e.g., working and having fun. The other learnt to respect individual as well as the diversities. As Weng (2013) said, "every individual has his or her own way of developing an understanding of second language and second culture" (p. 51). They may identically focus more on the learning of attitude as self-development than other aspects of culture, but they develop their own ways to observe the culture. That is, culture learning is not only about what people learn but how they learn. These interviewees believe that intercultural competence is necessary to college students, and they have cultivated it by participating in study abroad programs. According to Salisbury (2011), intercultural competence is about people with cultural differences collaborate through proper communication. Two interviewees did not have problems to interact with foreigners during their programs possibly because of the familiarity to the cultures they headed to, which may due to the major and the relatives. Others mentioned their difficulties to blend with foreigners at the beginning. However, they were able to go through the difficulties and reached better interactions afterwards. Salisbury (2011) states that as a part of higher levels of learning, exchange programs bring intercultural interactions to students which make them cultivate holistic development. Study abroad programs provide college students an

STUDY ABROAD PROGRAM

opportunity and environment to truly experience the necessity of intercultural competence.

The study indicates that getting a wider horizon is a joint benefit to participants of study abroad programs. According to Weng (2013), “sojourn experience often led participants to see contradictions in their own society, learning new knowledge of inequities and a rethinking of one’s identity and the status quo” (p. 52). These interviewees experienced shock and difficulties of encountering cultural differences and understood many things they did not feel in person before. The horizon was therefore broadened. To these interviewees, their original expectations are fulfilled. Most of them feel the benefits exceed the expectations. Before the programs, they might expect several dimensions of benefits, but according to Weng (2013), participants improve themselves in wide areas of cultures, places, languages, and life enriching impacts after the programs. The benefits can be discovered or confirmed by others’ reactions while sharing experiences. These interviewees were envied and praised, so that they may be more certain about their improvements and the worth of their programs. Some of them even expressed the lessons learning through feedbacks. Indeed in Weng’s (2013) study, by sharing experiences, participants can make sure of the benefits and value of the program. These interviewees learnt more about their own preferences and possibilities. One showed the duration of self-improvement after returning home. The benefits may continuously occur after going back to the home country once more. According to Liu (2013), “through exposure to new ways (including going to foreign environments and returning to home) of

STUDY ABROAD PROGRAM

living, thinking and being, sojourners may feel that not only understanding the world, but also understand of oneself” (p. 41) This study shows that the benefits are not only the skills and knowledges learnt during the programs, but also self- examinations after returning home.

6. Conclusion

My aim in this paper is to reveal the results for college students to participate in study abroad programs. Motivations can be separated into cultural, social, and spiritual aspects. Being able to truly live in foreign environments plays an important role of motivation. Cultural learning is a necessary process in study abroad programs. Participants perceive differences of cultures in various circumstances and situations. Intercultural competence is found to be beneficial and necessary to college students. Benefits can be found in various dimensions, self-developments and the knowledges of foreign countries are significant to participants. Benefits are influenced while sharing experiences after returning to home countries.

Overall, the results are divided into 3 parts. First, this study found that culture learning and self-development are the crucial motivations for college students to participate in study abroad programs. They expect to know more about foreign cultures, make foreign friends, broaden their horizons and become more independent. This shows that education and an independent life in foreign countries are the main attractions of study abroad programs to college students. Second, participants perceive culture learning no matter they experience

STUDY ABROAD PROGRAM

difficulties to get used to foreign countries. They see different things, especially on attitudes, in different cultures and learn to accept and interpret the differences in their own ways. Intercultural competence is therefore cultivated and emphasized in study abroad programs. Third, with the widened horizon, participants get a wide range of benefits after the programs. The benefits are not ceased with the programs. The positive outcomes can be found when the participants return and share experiences.

This analysis has concentrated on Taiwanese college students who participate in study abroad programs without earning a diploma or a degree. They may have less pressure on their school works in the programs and are able to pay more attention on life-enrichment aspects. I interview only 4 participants of study abroad program which is the limitation of this paper.

7. References

2014 Universities and colleges study abroad subsidy list. (2014). Retrieved from

<https://www.studyabroad.moe.gov.tw/data/news/201405303346.pdf>

2015 Wenzao overseas exchange students list of the fall semester. (2015). Retrieved

from <http://c015.wzu.edu.tw/ezcatfiles/c015/img/img/1839/147597182.pdf>

Lin, P. H. (2013). *Five must-do courses after going to universities*. Retrieved from

http://www.ettoday.net/news/20130201/160083.htm?feature=profile_008&tab_id=325

Kinginger, C. (2009) *Language learning and study abroad*. the UK: Palgrave Macmillan

Kuo, N. W. (2013). *The influence of study abroad upon English learners' motivation*

development (Unpublished master's thesis). National Ping Tong University of

Education, Taiwan

Liu, N. H. (2013). *Reverse culture shock: the experiences of Taiwanese reentry*

(Unpublished master's thesis). Yuan Ze University, Taiwan

Salisbury, M. H. (2011). *The Effect of study abroad on intercultural competence among*

undergraduate college students (Unpublished doctoral dissertation). University of Iowa,

the USA.

Weng, I. J. (2013). *Beyond Language Learning: Learning Experiences Encountered in a*

College Teachers' Summer Study Tour to the United States (Unpublished doctoral

dissertation). Graduate Institute of Adult Education, National Kaohsiung Normal

STUDY ABROAD PROGRAM

University, Taiwan

STUDY ABROAD PROGRAM

8. Appendix

An Example of Interview Data Analysis

Interview Results.

① Expectations & Motivations before Going Abroad.

* 日本語

(M) 1. improve Japanese skills 2. learn sth. isn't taught in schools.

(Why) 1. Japanese major 2. ♡ Japan

(E) 1. make Japanese friends 日本語友達 2. be familiar to JP living environment
→ helpful to find a job in JP

* 英語

(M) 1. challenge herself.

(Why) 1. English major 2. different experience (less Taiwanese go)
3. French minor, want to make French friends

(E) 1. broaden horizon 2. learn foreign cultures.

* 英語

(M) 1. long summer vacation, do sth. different

(Why) 1. improve English speaking & listening skills
2. relatives in the US, safer while staying there alone.(E) 1. in favor of street views & life in the US 2. campus life of the US.
3. make friends 4. improve English skills.

* 英語

(M) 1. was a home stay family once → discovered advantages of exchange program
2. learn to be independent 3. learn foreign culture and spread Taiwanese culture

(Why) 1. Germany: down-to-earth, cautious 2. well-urban-planned.

(E) 1. turning point 2. search for the possibility of futures
3. know herself & her future

Similarities: 1. language skills 2. make friends 3. prepare for future