

# The Second Language Identities and Academic/Social (Non)Integration of Chinese International Exchange Students in Australasia



# Expectations for study abroad

- It is often assumed that L2 study abroad students will be **immersed** in the host environment and will naturally develop **L2/intercultural competence** while abroad.
- Consequently, the majority of students are sent abroad with very limited intercultural preparation and most receive little support abroad (Vande Berg & Paige, 2012).



# What does SA research tell us?

- Recent investigations challenge idealistic notions of ‘immersion’; a range of **internal and external factors can lead to divergent outcomes** (e.g., Jackson, 2012, 2015; Kinginger, 2009; Paige & Vande Berg, 2012).
- While some individuals experience gains in L2 proficiency, intercultural competence, and global-mindedness, many others do not. It is not usual for students to find it difficult to cultivate meaningful multicultural relationships (Gareis, 2012; Jones *et al.*, 2016; Jackson, 2013)

# PI's study abroad research

- Ethnographic studies of English majors from Hong Kong who spent five weeks in the UK; (2001-2009)
- Mixed-method studies of semester- and academic year-long int'l exchange students (2009-present) (local & int'l students)
  - Project with CUHK, Tsinghua, Nanjing & Fudan Universities (2013-2016)
  - Current pilot study with U of Auckland & Macquarie



# Australasian project partners

PI: Prof. Jane Jackson, CUHK, Hong Kong

Member researchers:

- Prof. Gary Barkhuizen, U of Auckland, N.Z.
- Prof. Phil Benson, Macquarie University, Aust.
- Ms. Cherry Chan, PhD student/RA, CUHK
- Ms. Tongle Sun, PhD student/RA, CUHK

# Aims of collaborative project

- To track & document the developmental trajectories of Chinese semester-long international exchange students in Australasia;
- To deepen our understanding of the factors that can impact the L2/intercultural learning and social/academic integration of student sojourners;
- To provide direction for the pre-sojourn preparation, sojourn support, and re-entry debriefings of int'l exchange students (implications for home & host institutions)

# Research design

- A **mixed-method, largely qualitative, investigation** of semester-long international exchange students from CUHK who are studying in Australasia in T1 of the 2016-17 academic year (July-Nov/Dec. 2016)
- **Full cohort** of Australasia-bound international exchange students (N = 65)
- **10 focal case participants** (with no previous study abroad experience)

# Instruments

- **Questionnaires**
  - a. Pre-sojourn international exchange questionnaire
  - b. Post-sojourn international exchange questionnaire
  - c. Post-post international exchange questionnaire
- **Intercultural Development Inventory (pre- & post- sojourn)**
- **Semi-structured interview protocols (case participants)**
  - a. Pre-sojourn interview
  - b. Sojourn interview (F2F/Skype)
  - c. Post-sojourn interview
  - d. Post post-sojourn interview
- **Guided email prompts for sojourn (case participants)**



# Timeline

Time	Instrumentation/ Data collection	Data analysis	Other activities
Jan to April 2016	Preparation of protocols/ Administration of pre-sojourn questionnaire/ selection of case participants	Analysis of pre-sojourn questionnaires (SPSS)	
May to mid-July 2016	Pre-sojourn interviews (case participants)	Transcriptions/analysis (NVivo )	
Mid-July to mid-Dec 2016	Sojourn data collection (interviews, email prompts, blogs, etc.)	Transcriptions/analysis (NVivo )	Submit GRF proposal (Oct 2017)
Mid-Dec to Feb 2017	Post-sojourn questionnaire & interviews (case participants)	Analysis of post-sojourn quest. & qualitative data (map social networks)	PI Visit to NZ & Australia (SA conf. at Macquarie Uni) (Jan 2017) & submit ARC proposal

# Timeline (cont'd)

Time	Instrumentation/ Data collection	Data analysis	Related activities
March 2017		Refinement of cases/social network maps	APAIE panel presentation, Taiwan; Submit interim report to UMAP
April to May 2017	Refinement of post-post sojourn instruments	Refinement of cases & joint publications	
June to November 2017	Post-post sojourn questionnaire & interview (case participants)	Analysis of post-post sojourn data, preparation of report & refinement of cases	Prep for APAIE 2018 panel presentation; Submit final report to UMAP

# Current support for project

- **Faculty of Arts, CUHK pilot study**  
(1 January – 31 December 2016) (preparation for external Hong Kong RGC GRF project application, Oct. 2016) (HK 40,000.00)
- **CUHK Faculty Outward Mobility Scheme** (to support visit to the University of Auckland and Macquarie University in January 2017)



# UMAP funding would...

- support a panel presentation/research meeting at the 2017 APAIE conference at Kaohsiung, Taiwan;
- support an extension of the PI's visit to Australia in January 2017 to meet with co-investigators (analyze data, prepare cases/social network maps, work on the ARC research proposal, collaborate on joint publications/ presentations, and plan future cooperation).
- facilitate work on *Intercultural Interventions in Study Abroad*, a (Routledge) book I am editing with Dr. Susan Oguro, the University of Technology Sydney (a UMAP member); the manuscript is due April 2017.

**Thank you for listening!**

**[jjackson@cuhk.edu.hk](mailto:jjackson@cuhk.edu.hk)**



# Research questions

1. What are the participants' L2 identities, social networks, and degree of intercultural competence prior to taking part in an international exchange program, during the sojourn, immediately after the sojourn, and six months post-sojourn?
2. What internal and external factors facilitate or hinder their social and academic integration, including the formation and maintenance of multicultural/L2 relationships?

# Research questions

3. How do L2 social networks and access to communities of practice in the host environment impact the participants' L2 identities and intercultural competence development?

4. What are the implications of the findings for the preparation, support, and reentry of international exchange students?

# Theory-based

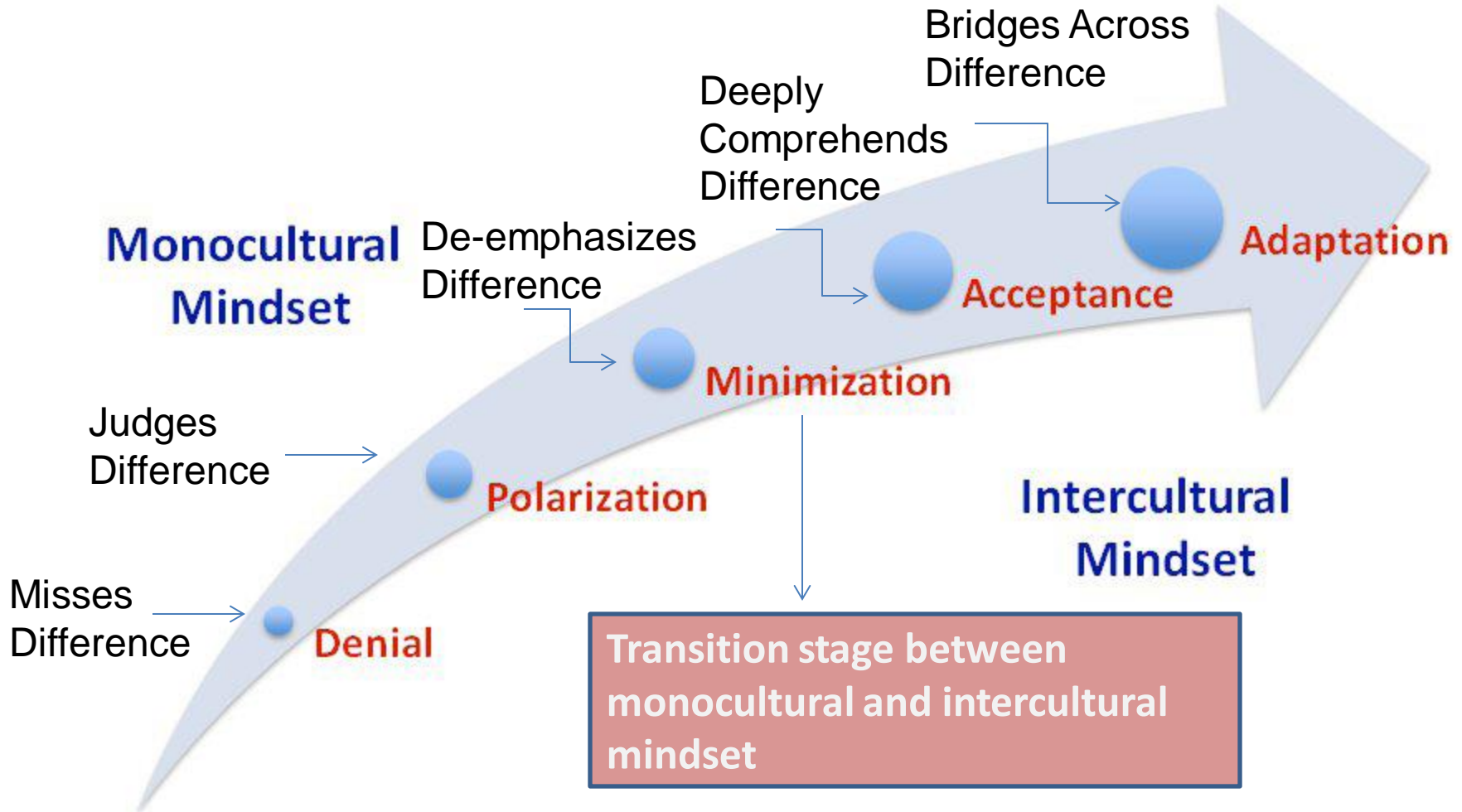
- Ethnographic & experimental-design studies of sojourners (Jackson, 2008, 2010, 2011, 2012);
- The Intercultural Development Continuum (Hammer, 2012);
- Adult education as *potentially* transformative (Kauffmann et al., 1992; Mezirow, 2000);
- Poststructuralist notions of identity expansion (Block, 2007; Norton, 2011);
- Situated learning theory/communities of practice (Lave and Wenger, 1991);
- Social network theory (Mitchell et al., 2011).



# 10 Focal case participants

No.	Gender	Year of study	Faculty	Host Country	Host University
1	M	3	Business Admin.	Australia	The University of Adelaide
2	F	3	Business Admin.	New Zealand	University of Otago
3	F	3	Social Science	Australia	The University of New South Wales
4	M	2	Social Science	Australia	The University of Sydney
5	F	4	Business Admin.	Australia	The University of Melbourne
6	M	4	Business Admin.	Australia	La Trobe University
7	M	3	Business Admin.	Australia	The University of Sydney
8	F	3	Arts	New Zealand	University of Waikato
9	F	3	Business Admin.	Australia	Macquarie University
10	F	5	Business Admin.	Australia	La Trobe University

# Intercultural Development Continuum



Source: Mitchell R. Hammer (2011) IDI, LLC.