

## UMAP Research Net (URN) 2016 Project Final Report

1. **Project Title:** The second language identities and academic/social (non)integration of Chinese international exchange students
2. **Name of Investigator(s) and Academic Department/Units Involved**  
PI: Professor Jane Jackson, Department of English, CUHK  
CoIs: Professor Gary Barkhuizen, University of Auckland; Professor Phil Benson, Macquarie University; PhD students at CUHK: Chan Sin Yu (Cherry) and Tongle Sun
3. **Duration of Project**  
Commencement Date: 15 October 2016                      Completion Date: 30 November 2017
4. **Funding: USD 5,000.00**

### 5. Abstract

In the 2016-17 academic year, 649 outgoing international exchange students from the Chinese University of Hong Kong participated in this study, including 192 (29.6%) Term-1 sojourners, 332 (51.2%) Term-2 sojourners, and 125 (19.3%) Year-abroad sojourners. The full cohort came from different Faculties: 258 (39.8%) from the Faculty of Business Administration, 133 (21.4%) Social Science, 110 (16.9%) Arts, 76 (11.7%) Science, 46 (7.1%) Engineering, 10 (1.5%) Education, 9 (1.4%) Law, and 7 (1.1%) Medicine. While abroad, 399 (61.5%) participants were in their third year of study, 117 (18.0%) in their second year of study, 99 (15.3%) in their fourth year and 33 (5.1%) in their fifth year; 1 (0.2%) was a postgraduate. They went to a range of host countries. The participants completed a pre-sojourn and post-sojourn questionnaire survey to gather essential demographic/background information and insight into their sojourn aims, goals, expectations and learning outcomes (e.g., L2 identity development, L2 learning, intercultural competence development).

To develop a deeper insight into the lived experiences of the students in the host environment, 29 participants who had no previous study abroad experience were selected to serve as case participants, including 10 from the Term-1 cohort, 15 from the Term-2 cohort, and 4 from the Year-abroad cohort. 14 (48.3%) came from the Faculty of Business Administration, 6 (20.7%) Social Science, 5 (17.2%) Science, 2 (6.9%) Arts, 1 (3.4%) Engineering, and 1 (3.4%) Law. While abroad, 22 (75.9%) participants were in their third year of study, 3 (10.3%) in their second year, 3 (10.3%) in their fourth year, and 1 (3.4%) in his/her fifth year. Their average age was 19.69 years old. In addition to completing the pre- and post-questionnaire surveys, the case participants participated in in-depth pre- and post-sojourn interviews and completed responses to monthly email prompts that encouraged them to provide details about their sojourn experiences/learning (e.g., social network, L2 use/identities). The year abroad students were also interviewed on Skype in the middle of their sojourn. The case participants were also asked to identify and share digital images that captured meaningful sojourn experiences and in the interviews, photo elicitation was employed to gain more understanding of the significance of the photos.

The questionnaire surveys were processed using SPSS and all of the data (e.g., interview transcripts, email responses, digital images) was entered into an NVivo 11 Pro database. In addition to preparing a profile of the full cohorts, narrativized accounts of selected case participants are being prepared to develop more understanding of the internal and environmental factors that are resulting in divergent sojourn learning paths and outcomes. The findings are providing insight into the challenges the exchange students are facing in an unfamiliar linguistic and cultural environment and are helping to pinpoint interventions that could be implemented to enhance their preparation and sojourn learning. The outcomes of this study are being widely disseminated through presentations and publications, with more to come in the future (e.g., research articles).

## 6. List of Research Outputs

Please list the research outputs (including those submitted/accepted for publication) arising from the research. In case of no output, please provide a narrative report. .

### Classification of Research Output Categories

- I. Scholarly books and monographs
- II. Journal articles, book chapters, and other published papers
- III. Conference and working papers
- IV. Works of fiction, consulting reports, case studies, & etc.
- V. Reviews, translations, and other written outputs
- VI. Editorships
- VII. All other outputs

### Types of Research Activity

- A Academic research: refereed
- B Academic research: not refereed
- C Contract research
- D Other outputs

Category	Type	Output
I.	A	Jackson, J. (forthcoming). <i>Interculturality in international education</i> . Abingdon, UK and New York: Routledge.
II.	A	Jackson, J. (forthcoming). ‘‘Cantonese is my own eyes and English is just my glasses’’: The evolving language and intercultural attitudes of a Chinese study abroad student’, in M. Howard (ed.), <i>Study Abroad, Second Language Acquisition and Interculturality: Contemporary Perspectives</i> , Bristol: Multilingual Matters. ( <u>Invited</u> chapter)
II.	A	Jackson, J. (2018). <i>Optimizing intercultural learning and engagement abroad through online mentoring</i> . In J. Jackson & S. Oguro (Eds.), <i>Intercultural interventions in study abroad</i> (pp. 119-136) Abingdon and New York: Routledge.
III.	A	Jackson, J. (2017, September). <i>Diversifying social networks: ‘Unpacking’ the experiences of international exchange students</i> , Research poster, European Association of International Education (EAIE), Seville, Spain, 12-15 September 2017.
III.	A	Jackson, J. (2017, September). <i>eLearning and intercultural pedagogy: Maximizing study abroad</i> , Presentation at the 8 <sup>th</sup> Education, research and development conference, Elenite Village, Bulgaria, 4-8 September 2017.
III.	A	Jackson, J. and Dervin, F. (August-Sept 2017) <i>Criticality in study abroad research and practice</i> , Criticality in Education (Research): Definitions, Discourses and Controversies, University of Helsinki, Finland, 31

		August-1st September 2017.
III.	A	Jackson, J. (2017, August). <i>Interculturality, criticality, and intercultural praxis in study abroad</i> , Keynote address, Study Abroad Research in European Perspective (SAREP), COST European Cooperation in Science and Technology, University of Turku, Finland.
III.	A	Jackson, J. (2017, July) <i>Bridging the research-practice nexus to enhance study abroad learning</i> , Presentation at the ReN Study Abroad Institute: Colloquium: SA (Social networks, language learning & SA): ReN theme: Contemporary Directions in Study Abroad Research, the 18 <sup>th</sup> World Congress of Applied Linguistics (AILA 2017), Rio de Janeiro, Brazil.
III.	A.	Jackson, J. (2017, July). <i>Language, identity negotiation, and intercultural learning in study abroad contexts</i> , Presentation at the 18 <sup>th</sup> World Congress of Applied Linguistics (AILA 2017), Rio de Janeiro, Brazil, July 2017. (24 July)
III.	A	Jackson, J. (2017, June) <i>Intercultural relations and situated learning theory: Critical applications in study abroad contexts</i> , Invited presentation in colloquium 'From theory to reality: Generating practical insights for improving intercultural contact and communication' organized by Y. Y. Kim; Fellow presenters: D. Bhawuk, Y.Y. Kim and L. Arasaratnam-Smith (Discussant)), the 10 <sup>th</sup> Biennial conference of the International Academy for Intercultural Research, Staten Island, New York, USA.
III.	A	Jackson, J. (2017, June) <i>The construction, negotiation and representation of Chinese student identities abroad</i> , Keynote address at the 6th International Conference on English, Discourse & Intercultural Communication, Part II, Xinjiang Normal University, Urumqi, Xinjiang Uygur Autonomous Region, China, June 2017.
III.	A	Jackson, J. (2017, June) <i>Interculturality, diversity and internationalization: Challenges and opportunities</i> , Plenary at the 6th International Conference on English, Discourse & Intercultural Communication, Part I, Macao Polytechnic Institute, Macau University, Macau, June 2017.
III.	A	Jackson, J. and Sun, T. (2017, June). <i>Intercultural transitions and second language identities: Chinese exchange students in an English-speaking country</i> , The 6th International Conference on English, Discourse & Intercultural Communication & 23rd Conference of the International Association for Intercultural Communication Studies (IAICS), Macau June 2017.
III.	A	Jackson, J. (2017, May). <i>Combatting the 'dark sides of identity' through online coaching</i> , Presentation at the SIETAR (Society of Intercultural Educators, Trainers and Researchers) Europa conference, Dublin, 22-27 May 2017.

III.	A	Jackson, J., Barkhuizen, G., Benson, P., and Sun, T. (2017, March) <i>Tracing the developmental trajectories of Chinese exchange students in Australasia</i> , UMAP-supported panel presentation at the Asia-Pacific Association of International Education (APAIE) conference, 20-23 March 2017.
III.	A	Jackson, J., Chen, X., Sun, T. and Chan, C. (2017, March). <i>Intercultural outcomes assessment in study abroad: What's a semester worth?</i> , panel presentation at the Asia-Pacific Association of International Education (APAIE) conference, Kaohsiung, Taiwan, 20-23 March 2017.
II.	A	Jackson, J. (2017). From research to practice: Intervening in the learning of L2 study abroad students. <i>Language Teaching</i> , p. 1-18. DOI: <a href="https://doi.org/10.1017/S0261444816000392">https://doi.org/10.1017/S0261444816000392</a> ( <u>Invited</u> article, plenary speech) (Impact factor: 1.913)
VII.	A	Jackson, J. (2017, January). <i>Researching language, culture, and identities in study abroad contexts</i> , University of Auckland, Auckland, New Zealand, 19 January 2017. (Invited talk)
III.	A	Jackson, J. (2017, January). <i>Issues and agendas for study abroad research</i> , Presentation at the Applied Linguistics Research Workshop, Migration, study abroad and language learning beyond the classroom: Research agendas and approaches, Macquarie University, Sydney, Australia, 24-25 January 2017. (Invited talk)
III.	A.	Barkhuizen, G. (2017, January) 'Narrative inquiry', Presentation at the Applied Linguistics Research Workshop, Migration, study abroad and language learning beyond the classroom: Research agendas and approaches, Macquarie University, Sydney, Australia, 24-25 January 2017. (Invited talk)
III.	A	Benson, P. (2017, January) 'Social network mapping', Presentation at the Applied Linguistics Research Workshop, Migration, study abroad and language learning beyond the classroom: Research agendas and approaches, Macquarie University, Sydney, Australia, 24-25 January 2017.

#### 6. External Grant Application(s) Related to the Project:

<u>Project Title</u>	<u>Investigators</u>	<u>Funding Agency</u>	<u>Result</u>
Second language identity and academic/social (non)integration: Multimodal case studies of Chinese international exchange students in	PI: Jane Jackson Co-investigators: Professor Gary Barkhuizen, University of Auckland; Professor Phil Benson, Macquarie	Competitive General Research Fund, Hong Kong Research Grants Council (RGC)	Fundable but not funded, Results: June 2017

Australasia	University, and Dr. Wai Nga Chan (Gloria), Shue Yan University)		
Environmental influences on international student language learning'	Chief Investigators: Professors Philip Benson, Lynda Yates and Philip Chappell, Macquarie University, Dr. Ly Tran, Deakin University, Rhonda Oliver, Curtin University of Technology; Partner investigators: Prof. Gary Barkhuizen, University of Auckland and Prof. Jane Jackson, CUHK	Australian Research Council (ARC) Discovery Research Project	Results pending November 2017

**Signature:** 

Date: 21 October 2017

**Name of PI: Jane Jackson**

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