

The Effects of Short-Term Study Abroad on the Attitudes of Japanese University Students Toward Using English and on the Development of Cross-Cultural Understanding.

Justin Harris

Abstract

This paper investigates the effects of a short-term study abroad program for Japanese university students in an international relations department of a private university in Western Japan on student attitudes toward speaking and using English, as well as their cross-cultural understanding. The rationale for focusing on these two areas is due to interviews with a program administrator that revealed them to be the main goals of the program. Pre-departure and post-return surveys were administered to 131 students in the program over two different academic years. Follow-up interviews with a total of 14 students were held over both years. Paired sample t-tests revealed positive effects in student attitudes pertaining in particular to confidence using English, and the subsequent interviews confirmed this. From analysis of interview data, four thematic areas were discovered, three relating to student attitudes to speaking and using English. With regard to cross-cultural understanding, the results of the surveys showed no statistically significant changes in attitude. The results suggest that program administrators should not rely solely on formal language testing to evaluate positive effects of short-term study abroad.

Keywords: Study abroad, student attitudes, cross-cultural understanding

Introduction

This paper outlines a short-term study abroad program at a large private university in Kyoto, Japan. 131 students across two academic years completed pre-departure and post-return surveys aimed at discovering changes in student attitudes (in particular their confidence using English and their cross-cultural attitudes) after participating in a three-week study abroad trip. Following administration of the surveys, 14 students were chosen for interviews. Results suggest that the short-term study

abroad program plays a large part in attitudinal change and in particular, students' confidence when using English. Thematic analysis of the interviews uncovered four areas that are worthy of further research.

Background

In the early 2010's, a common theme of newspaper articles about Japanese students studying abroad focused on the supposed decline in number of those travelling overseas to study ("Fewer Japanese Students," 2010; Oka, 2012; "Students staying in Japan," 2012; Tanikawa, 2011). A number of the reasons that these articles gave for the decline were arguably flawed. For example, some cited the declining number of Japanese students studying in the US. One could argue that this instead just reflected a decline in interest in the West, and the US in particular, among Japanese students, especially as more variety of destinations became available. Another common reason was a supposed increasing number of "unambitious, inward-looking" youth, a blatantly subjective assertion and difficult, if not impossible, to prove.

Yet other reasons given for the decrease seem more plausible. These include prohibitive tuition fees and other costs, the need for students to stay in Japan for job-hunting, and the forfeiture of credits at the home institution that can often occur when students travel abroad. While these reasons may indeed make long-term study abroad difficult, they need not be such barriers for short-term study trips. It is possibly because of this that short-term study abroad excursions for Japanese students have become so popular in recent years (Newfields, 2012), reflecting the same trend in other countries (Goode, 2008). With the growing popularity of short-term study abroad programs, so grows the body of literature investigating the effectiveness of these short-term excursions, but it may be that such research is not keeping pace with the growth of the programs themselves (Cubillos, Chieffo & Fan, 2008), where the majority of research focuses on long-term study abroad (Duperron, 2006 cited in Cubillos, Chieffo & Fan, 2008).

The aim of this paper is to add to the body of work on the effects of short-term study abroad by outlining a three-week study abroad program for Japanese students in the International Relations department of a large, private university in Kyoto. It investigates the effect of this short-term program on the students' attitudes to English, in particular regarding confidence, along with changes in cross-cultural understanding.

Previous research

For language learners, the positive effects of studying abroad in a country where the target language is used as a main language have been extensively investigated. Studies have found positive effects in such varied areas as pragmatics (Cole & Anderson, 2001), cross-cultural sensitivity (Engle & Engle, 2004; Anderson & Lawton, 2011), intercultural communicative ability (Pederson, 2010), open-mindedness and global-mindedness (Hadis, 2005), self-efficacy (Cubillos & Ilvento, 2012), oral fluency (Segalowitz, Freed, Collientine, Lafford, Lazar & Diaz-Campos, 2004), vocabulary development (Dewey, 2008; Milton & Meara, 1995), listening skills (Kinging, 2009, cited in Shively, 2013), pronunciation, (Knouse, 2012), reading ability (Hayden, 1998), writing skills (Sasaki, 2007) and general language proficiency (Tanaka & Ellis 2003). While the areas investigated are wide, most of these papers focus on “long-term” study abroad. Long-term is of course a subjective term, but it appears from the literature that most researchers tend to view study abroad experiences of over eight weeks as “long”, and therefore those up to eight weeks in duration, “short” (Kehl & Morris, 2007; Lombardi, 2011).

Short-term study abroad programs are becoming very popular in Japan and around the world, and many of these are in fact quite a lot shorter than eight weeks. In a survey of high schools in the Tokyo Metropolitan area, Brauer (2005) found that most “short-term” study abroad programs were of two to three weeks in length. As these shorter programs grow more popular, the body of research on such programs also grows. Due to the short time period of these excursions, school administrators and students alike probably can't expect the same language proficiency gains seen in studies such as the above, but previous research into short-term study abroad suggests a potential for attitudinal change, some of which is briefly discussed below.

In the context of Japan, Fujioka and Ogawa (2007) employed self-reporting questionnaires and found positive effects related to motivation with students who went on a four-week trip to the United States which included “special activities”, such as sporting events and social occasions. They note that particularly strong positive effects regarding motivation resulted from student interaction with local students who were studying Japanese, as well as participation in a homestay.

Again in Japan, Geis and Fukushima (1997) employed pre-departure and post-return interviews as well as TOEFL score data to evaluate students' progress. They

claim that the results could not be “objectively measured” (pg. 16), and instead relied on professional experience and personal observation to draw the conclusion that the most enduring benefit is a positive effect on student motivation in the classroom.

Along the same lines, Bodycott and Crew (2000) conducted interviews with 234 students in Hong Kong and concluded that rather than language gains, most students showed greater improvement in areas such as motivation to study English and learning skills.

These studies all suggest that while short-term study abroad participants will most probably not make noticeable language gains, the experience will have the equally important effect of motivating the participants to study more upon returning home. This is vital for school administrators to be aware of. If only language testing gains are being used as a measure for effectiveness of a study abroad program, a whole other element (attitudinal change) will be missed.

Short-term study abroad has proven to be effective not only in relation to student attitudes to personal language development, but also their stance toward other cultures. Shaftel, Shaftel and Ahluwalia (2007) combined student surveys and the *Cross-Cultural Adaptability Inventory* (Kelley & Meyers, 1992), a construct made from four factors: *flexibility/openness*, *emotional resilience*, *personal autonomy*, and *perceptual acuity* to investigate students’ intercultural competence. They surveyed over 600 students, 352 who travelled to Italy for 4 weeks, 188 for 14 weeks, and 190 non-travelling students who constituted a control group. Interestingly, the students who travelled for just four weeks showed the greatest improvement in intercultural competence. They suggest that this may be due to the first few weeks providing “the most ‘consciousness raising’ and hence the most change in awareness in cross-cultural values” (Shaftel, Shaftel & Ahluwalia, 2007, p. 29).

Chieffo and Griffiths (2004) investigated perceived changes in global awareness (four separate constructs, *intercultural awareness*, *personal growth and development*, *functional knowledge* and *global interdependence*) between students who took courses while on a three-week study abroad trip and students who stayed in their home country and completed similar courses. This was a large-scale study, in which the authors administered a one-page survey instrument to 1509 students from a number of university departments. They argue that this makes the results generalizable. Significantly positive changes were seen among the study abroad students in all but one

area, *global interdependence*.

A smaller study by Anderson, Lawton, Rexeisen and Hubbard (2006), was carried out with 23 American students who spent four weeks in Europe. They administered *The Intercultural Development Inventory* (Hammer and Bennett 2002) to students prior to their leaving and again on their arrival back in America. Results showed that upon return, students were more likely to accept cultural differences. They conclude from this that short-term study abroad experience can have a generally positive effect on cultural sensitivity. All of these studies suggest that rather than any particular language gain, the strongest positive effect that can be expected from a short-term study trip abroad will come in the form of attitudinal change, which is also the case of the present study, to which we now turn.

The study abroad program

The study abroad program investigated in this paper is part of a four-year degree in international relations at a large private university in Kyoto. The International Relations department opened in 2008, and from that time has sent all students in the department abroad at the end of their first year of study. The students can choose to go to one of four countries, Australia, Canada, New Zealand or the United States. During the three weeks that they spend abroad, the students study language in the morning, and then in the afternoon they research a particular topic on which they prepare a presentation to be given on their return to Japan to incoming first-year students. Therefore this program could perhaps more accurately be called *Experiential Study Abroad* or perhaps *Study Abroad with Special Activities* such as in the Fujioka and Ogawa (2007) paper discussed above (see Appendix A for an example schedule from the New Zealand group). The focus of research differs depending on the country to which they travel. For example, over the last six years of the program, students travelling to New Zealand have focused on the topic of “Nature and NGOs”. These students prepared survey questions prior to departure with which they interviewed their homestay family members and New Zealand students while there. Those going to the United States investigated “Business”, and visited various large corporations. The subsequent presentations to first-year students upon returning to Japan serve the dual purpose of giving the Study Abroad students a goal to strive for in doing their research, while also informing and creating interest among the new first-year student audience

who will be going on the trip the following year.

Research questions

In an interview with one of the principal program organisers in 2010, (after the program had been running for two years), the goals for the Study Abroad program were identified as follows (in order of importance as identified by that organiser).

1. To bring about a change of attitude in students, particularly in relation to building students' self-confidence in using their foreign languages (in this case, English).
2. To develop and strengthen cross-cultural understanding.
3. To strengthen interest in their own subject areas.
4. To increase motivation to study both the foreign language (English) and their own subject areas.
5. To help students overcome fears of making mistakes when speaking foreign languages (again, in this case, English).

Follow-up interviews reveal that at the time of writing, the program is still running in the same format with the same goals. It was decided that investigating each of the above goals would be outside the scope of a small-scale study and so the first two goals were chosen as the focus for the development of the following research questions:

1. Does short-term study abroad affect changes in confidence levels in first-year university students in an international relations program in Japan?
2. Does short-term study abroad affect changes in cross-cultural understanding in first-year students in an international relations program in Japan?

Participants

The participants in this study consisted of all first-year students studying in the International Relations department over two academic years (2010 and 2012). Students completed pre-departure and post-return questionnaires but because these were administered in class, and some students were absent during one of the two administrations, the total number of participants was slightly less than the full student body. The number of students who completed both pre-departure and post-return

surveys was 69 (out of a total department number of 86) in the first year of administration and 62 (out of a total department number of 88) in the second, a total of 131 students (a 75% return rate). In both years, a number of students were selected for more in-depth personal interviews. Five students were interviewed in the first year and nine students in the second.

Methodology

An interview with one of the program administrators identified the main areas of enquiry for this study (see above) from which two research questions were developed. This led to the development of a 16-question survey (see Appendix B), which consisted of statements followed by answer choices on a five-point Likert scale seeking level of agreement with each statement. The questionnaire was written first in English, and then translated into Japanese by the author. This version was then sent to a Japanese-English bilingual for editing. This edited version was subsequently checked by a Japanese speaking translator. This version was pre-tested on 20 Japanese students in a separate group from the main sample in this study. The aim of this pre-test was to ascertain completion time and to discover any areas in the survey that might require clarification. This pre-test group had no trouble completing the survey and completed it in about five minutes. The final version of the questionnaire was then administered to the first-year international relations students in their last classes for the academic year (in late January, which was about three weeks prior to leaving for their Study Abroad experience). The same questionnaire was completed again by the students in April during their first class back at school after returning to Japan (they returned in mid March). Figure 1 shows the process in visual form. This same sequence was used in both years of the study (2010 and 2012). If a student was absent in either of the two administrations, they were not included in the study.

Figure 1 - Survey Process



In both years of this study, a small percentage of students participated in semi-structured interviews for a closer investigation of the research questions. While this constituted a sample of convenience (in that volunteers were called upon), there was some attempt made to make this a representative sample across levels. Volunteers were found from each different class level (in the International Relations department, students are divided into *kumi*, or classes, based on their language level as ascertained by in-house placement tests), with *kumi* 1 being the highest level. Each of the four countries to which they could possibly travel were also represented by the interviewees. In the first year of the study there were three different *kumi* in the department, while in the second year there were four. Five students, representing all three *kumi* and all four countries were interviewed in the first year of the study. In the second year, nine students from all four *kumi* and from three of the four countries were interviewed. Interviews were semi-structured in that interview questions were pre-prepared, but depending on responses, some interviews followed slightly different paths through probes for further information. Each interview took between 20 and 30 minutes.

Results and Discussion

Survey results

Paired-sample t-tests were performed to compare pre-departure and post-return responses on each of the 16 questions from the survey. The full set of survey questions in English can be found in Appendix B and the results of the paired-sample t-tests for all questions can be found in Appendix C. Of these questions, eight related to the first research question regarding student attitudes to speaking and using English, and the other eight related to the second research question on cultural understanding.

The first eight questions were related to the first research question, “Does short-term study abroad affect changes in confidence levels in first-year university students in an international relations program in Japan?” While all showed positive changes in mean scores, four had statistically significant ($p < 0.05$) changes. The results of these questions are discussed below. Each point on the Likert scale was assigned a number from 1 to 5, with 1 being “I strongly agree” and 5 being “I strongly disagree”. Therefore a higher number suggests less agreement with the statement. Full results of the paired-sample t-tests can be found in Appendix C.

Statement 1: *I am scared to speak English in class due the fact that my level is poor.*

There was a significant ($p < 0.05$) increase in mean from the first survey ($M=2.89$) to the second ($M=3.11$).

Statement 3: *I feel shy when speaking English in public.*

There was a significant ($p < 0.05$) increase in mean from the first survey ($M=2.96$) to the second ($M=3.29$).

Statement 4: *Using correct pronunciation¹ when speaking English is very important.*

There was a significant ($p < 0.05$) increase in mean from the first survey ($M=2.00$) to the second ($M=2.22$).

Statement 8: *It doesn't matter if I make mistakes when I am speaking English.*

This is the only statement that showed a significant ($p < 0.05$) decrease in mean from the first survey ($M=2.66$) to the second ($M=2.44$). As a lower number indicates more agreement, this is also in line with the results of the other statements above, in that it reflects a positive change in attitude to speaking English, in this case that students are more willing to speak without worrying about making mistakes.

The four statements above relate to attitudes, and in particular, student confidence and their fear of making mistakes. From these results, it appears that there has been a shift toward greater confidence overall among the students and the data suggests that participants have lost some of their fear of speaking English after their short-term study abroad experience.

The last eight questions on the survey related to the second research question, "Does short-term study abroad affect changes in cross-cultural understanding in first-year students in an international relations program in Japan?" While the results showed changes in mean, signifying positive changes to nearly all statements, only one showed a statistically significant change.

Statement 14: *I feel I know a lot about Japanese culture.*

There was a significant ($p < 0.05$) increase in mean from $M=3.62$ to $M=3.76$,

suggesting that the experience had led some students to believe that they knew less about Japanese culture than they had previously thought. This could perhaps be due to having been asked questions about Japan while overseas to which they couldn't answer. In fact, some of the interviewees brought this up as a reason they wanted to study English and more about Japan in general, (discussed below). However, as most questions in this section showed no significant changes,² it was decided that for the follow-up interviews, questions would focus solely on attitudes to speaking and studying English and in particular confidence, as this seems to be the area that holds the most potential for positive change. It is to these interviews to which we now turn.

Interview results.

Upon returning to Japan, a number of students were interviewed to gather further data in support of the survey results, and to gain a deeper understanding of the overall effects of the short-term study abroad experience. While some attempt was made to gather students from each of the different *kumi* (as explained above), and by extension, to generate feedback from students of different language levels, this was in effect a sample of convenience, as students were called on as volunteers. However, as explained above, over the two years, interviews were held with students from every class level and with students representing each of the four countries to which they could travel.

It was made clear to interviewees that they could answer interview questions in either English or Japanese to which the majority of interviewees chose the latter. Questions were asked in English with both the English transcription and Japanese translation written on question cards which the student could see as they were asked. Interviews were semi-structured, with most questions being prepared before, but with some probing questions added when necessary. In the case of extra questions, as no bilingual question cards were available, questions were addressed to them first in English and then in Japanese by the interviewer. Permission was gained from each interviewee to use the content of their answers for the purposes of research, but to maintain their privacy, pseudonyms are used.

In the first year of the survey, five students were interviewed in two separate group interviews of about 30 minutes each. In the second year, interviews were carried out individually with nine students. In the first year, group interviews took around 30 minutes, while interviews in the second year took between 20 to 30 minutes each. The

interviews were then transcribed and coded in accordance with guidelines for thematic analysis (Gillham, 2005). From this analysis, a number of key themes emerged: (1) Seeing other people making mistakes leads to a willingness to communicate even with mistakes; (2) Pronunciation issues are resolved through creative means; (3) Miscommunication events with host family members and/or friends lead to a determination to study more; (4) The importance of the host family. These are expanded on below. Excerpts that have been translated are noted as such.

(1) *Seeing other people making mistakes leads to a willingness to communicate even with mistakes*

Of direct relevance to research question one, a number of interviewees explained that prior to leaving overseas, they had resisted speaking in English in class or in other public situations, for fear of making mistakes. Yet upon seeing other students communicating successfully even with mistakes, they had come to the conclusion that they could do so too. These “other students” included those from other countries studying alongside them in language classes, students from other countries in the same homestay environment, or local students studying Japanese and using Japanese imperfectly to communicate effectively. Sayaka mentioned that seeing the other students in class putting their hands up to answer questions without worrying about mistakes led her to do the same upon return.

In class I had to speak, I had to take part in class positively, because if I didn't speak something, teacher and other classmates continue without me.

Maya explained that while she had been told it was okay to make mistakes by teachers in Japan, she didn't really believe it until the study abroad experience:

Before I left for the study abroad trip, I had been told by people around me, teachers included, that it's fine to make mistakes and that I should just try to speak, but in reality I was too embarrassed to speak anyway. After going abroad I really came to feel that it's okay to make mistakes for now and just try to speak. (Translated)

Yuki mirrored this sentiment:

Prior to the study abroad experience, I thought I shouldn't speak until I could say something perfectly. Going abroad made me realize that in fact *because* I can't speak perfectly, it's better to say something with mistakes than not at all. (Translated)

Yuriko expressed the same feeling in that prior to leaving overseas, she felt she shouldn't say anything in class, but while in New Zealand her attitude began to change. This was due to speaking with another girl staying with the same host family. The girl, from New Caledonia, while not able to speak English well, spoke anyway, communicated her ideas successfully, and became a kind of role model for Yuriko. Yuriko went on to explain that this feeling was further strengthened through communication with students from other countries in her class. Homestay family members also played a big part in this attitude changing process as Daisuke explained about his host mother:

Before I left overseas, I wanted to speak correct English like an announcer, but when I told my homestay mother this, she said that she couldn't speak English like an announcer, and in fact she pointed out to me that probably my Japanese language ability wasn't like that of a Japanese announcer so why should I worry about English. She made me realize that I should not worry about mistakes and just use the knowledge I already have to communicate. (Translated)

The majority of students interviewed made mention of the positive effect of seeing peers actively using English, in contrast to their previous experiences in Japan.

(2) *Pronunciation issues are resolved through creativity means*

Japanese students often have a overwhelming concern about pronunciation which most probably comes from years of seeing negative attitudes toward a “Japanese-accented English” in school, media and people around them (Harris, 2012), despite what empirical research has proven otherwise (Smith & Rafiqzad, 1979). In fact, all students interviewed mentioned problems that resulted from pronunciation differences, but all of

them had found a way to resolve these issues, and had turned potentially confusing situations into enriching, motivating ones. This reflects the experiences of the five interviewees in Pigott (2011) who had all experienced problems with pronunciation, but where in some cases this had become one of their “valuable experiences” (Pigott, 2011, pg. 9). Sayaka wrote down words when she couldn’t be understood. Yuriko mentioned her pronunciation caused issues when talking with her host family, but she could eventually get across what she wanted to say by trying many different pronunciations until she was understood. Mari explained that if she focused on pronouncing the word she could usually explain what she wanted. This supports the survey data discussed above showing a positive change in students’ feeling that their accent does not need to be a certain way to enable them to communicate effectively.

(3) *Mis-communication events with host family members and/or friends lead to a determination to study more.*

Still related to changes in attitude, many students pinpointed events that had brought about in them the desire to study and try to speak English more. Each interviewee could usually quickly remember these key events when asked. For Sayaka, the event in question was getting sick.

I realized that I have to study because I couldn’t tell my condition when I got sick and it was very difficult to tell my bad condition to my host family.

For Shunsuke, the impetus to study more resulted from seeing other students “passionately” using English in class, leading him to be less hesitant in the classroom. Daisuke brought up an interesting point that while Australian students seemed to understand his English, students in the same class from other countries (he gave China, Kuwait and Vietnam as examples), couldn’t so well, and this led him to want to study more. Mana discussed how she often could not understand the children in her homestay family. As opposed to adults, these children didn’t naturally accommodate her when talking so she realized that she needed to work harder. For Marina the impetus was a somewhat blunt host family member.

I met my host family, and my host family mum told me “Where’s your English?” and I was shocked and I thought, “I need to speak more with foreigner!”

Most interviewees mentioned that in general, occasions where they couldn’t understand or express themselves led to a general determination to study more. Upon returning to Japan many of them had taken up extra English classes at the university or were actively self-studying.

(4) *The importance of the host family.*

The fourth trend noted in the interview transcripts regards the host families that students stayed with. While not directly related to the research questions in this paper, it was so prevalent in student responses that it deserves short mention here. The importance of the host family has previously been noted (Radhakrishna & Ingram, 2005) and yet there seems to be little research into the effect of the host-family in particular on the study abroad student. Pigott (2011) suggests that this is an area to which study abroad administrators should pay particular attention. Study abroad programs tend to either accommodate students with a host family or in a dormitory, and from experience, in the case of Japanese students going abroad for short periods of time, the former appears to be more popular. All of the interviewees mentioned the host family as an important aspect of their experience.

With the exception of one interviewee, all stated that interacting with their host family was the best part of the trip. The one student who had had a negative experience with her host family explained that it was the worst part of her trip. In personal communication with other Japanese students this tends to be one of the most pertinent issues for students, far outweighing concerns about the learning institution, teachers, and course content. Tsubasa said that while she could only speak “simple English”, her host family helped her to communicate and this gave her more confidence.

My host family didn’t care about my bad English, and they were kind enough to help me join my words together to make sense of them, so I didn’t have to worry too much and could just talk. (Translated)

As mentioned above, Yuriko had a valuable experience practicing her pronunciation with her host family and one of the major changes in Daisuke's attitude was that he felt more comfortable making mistakes when speaking. He pinpointed the source of this change to his host mother explaining to him that she couldn't speak her own language perfectly, so why should he worry.

The one person (Yuki) who had a negative host family experience, described her host family as "cold", and said that she felt reluctant to speak English with them. She brought this up at the very start of the interview, suggesting that it had a reasonably large impact on her. This did not necessarily stop her from developing the same motivation as her peers though, as like them, on return from the trip she began to study independently, and to take on more English courses.

While the influence of the host family was not a focus of either of the two research questions in this study, the prevalence of this theme in all of the student interviews warranted its mention. This is surely an area that requires further investigation.

Discussion

Viewed as a whole, the data from the surveys and the interviews strongly suggest that short-term study abroad experience helps students to gain confidence in using their own English, with less concern for a "perfect" model. A number of interviewees mentioned their realization of the need to communicate regardless of making mistakes, contrasting with a pre-departure feeling that they should not speak until they could say something perfectly. As discussed earlier, this change was often triggered not so much by classes or teachers, but rather through speaking English with students from other countries. As the Japanese students saw these other students communicating effectively without worrying too much about correctness, they too began to feel more at ease about using the English available to them. With regard to pronunciation, nearly all students interviewed answered that they had experienced being misunderstood due to pronunciation issues, but had tried various methods (for example repeating with different pronunciations, using different words, using gestures, or even writing down words). Some pointed out that when interacting with students from other countries, there were a number of different accents involved, and from this came the awareness that people can communicate effectively regardless of accent. This suggests that study abroad administrators should make sure that their students' overseas experience will

include contact with peers from different countries and not only so-called native English speakers of the host country, (given that each of the four countries in this program have vast immigrant populations, and large numbers of foreign students, this should not be a difficult task).

Conclusion

To evaluate the effects of a short-term study abroad program on student confidence in using English and changes in their cross-cultural understanding, pre-departure and post-return surveys were administered to 131 students from an International Relations department at a large university in Kyoto over two years. Follow-up interviews with 14 students added depth to the results of the surveys. The results suggest that while the 3-week study abroad experience cannot be expected to bring about any noticeable changes in language ability, there may be highly valuable changes in student attitudes to using the second language, (in this case English) in particular with regard to speaking in public without fear of making mistakes or pronouncing words incorrectly. Positive effects on cross-cultural understanding may also be a benefit, however the results of this particular survey are inconclusive. Program administrators should be aware of these potential positive attitudinal changes rather than relying solely on language-based test results as evidence of the effectiveness of short-term study abroad. Future studies could investigate whether these positive effects continue in the long-term, as well as the effects of different homestay contexts on student attitudes.

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注

- 1 “Correct” is a questionable term in that, especially in the case of English, there is of course no one “correct” accent. However, students in the Japanese education system have for the most part been exposed only to American or British standards (Morrow, 2004) and therefore a belief in a “Standard English” (in the same way that Japanese has a “standard Tokyo” accent) amongst the general public in Japan persists.
- 2 However, mean scores for most statements showed positive changes, and when also taking into consideration the previous research outlined in the “Background” section above, this suggests an area worthy of closer inspection.

Appendix A: Example schedule from study abroad program

Date	Day	Morning	Afternoon
22/02	Sun	Arrive in Auckland and transfer by	shuttle direct to homestay family
23/02	Mon	Welcome and Placement Test	Research Project
24/02	Tues	English Lessons	Lecture Day 1: Preparation
25/02	Wed	English Lessons	Lecture Day 2: Guest Speaker
26/02	Thurs	English Lessons	Research Project
27/02	Fri	English Lessons	Small project #1
28/02	Sat	Optional weekend excursion OR Free time	
01/03	Sun		
02/03	Mon	English Lessons	Muruwai Beach/Gannet Colony
03/03	Tues	English Lessons	Research Project
04/03	Wed	English Lessons	Arataki/Waitakere Bushwalk
05/03	Thurs	English Lessons	Research Project
06/03	Fri	English Lessons	Small project #2
07/03	Sat	Optional weekend excursion OR Free time with homestay family	
08/03	Sun		
09/03	Mon	English Lessons	Research Project
10/03	Tues	English Lessons	Interview Day 1: Big Project
11/03	Wed	English Lessons	Interview Day 2: Big Project
12/03	Thurs	English Lessons	Final presentations
13/03	Fri	English Lessons	Course Graduation
14/03	Sat	Transfer from homestay family by shuttle to Auckland International Airport	

Appendix B: Survey Questions (English translation)

Please circle the answer that best reflects your thoughts on the following statements.

- a. (I strongly agree) b. (I agree)
c. I neither agree nor disagree) d. I disagree e. I strongly disagree
1. I am scared to speak English in class due to the fact that my level is poor.
 2. I am scared to speak in class because I will make mistakes when I speak.
 3. I feel shy when speaking English in public.
 4. Using correct pronunciation when speaking English is very important
 5. One should only speak after knowing for sure that what they will say in English is correct (has no mistakes.
 6. In general, I am satisfied with my overall level of English at present
 7. I think that in the future my English will improve
 8. It doesn't matter if I make mistakes when I am speaking English
 9. I feel uneasy about cultural differences
 10. I prefer to avoid situations where I come in contact with people from different cultures
 11. There are many differences between Japanese and foreign cultures.
 12. I'm feel nervous when talking to someone from a different cultural background.
 13. I feel I know a lot about foreign cultures.
 14. I feel I know a lot about Japanese culture.
 15. I want to learn more about foreign cultures.
 16. I want to improve my English in order to learn more about people of foreign cultures.

Appendix C: Results of paired-sample t-tests

	(B=before)	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q1 Before	2.8931	131	1.15859	0.10123
	Q1 After	3.1145	131	1.02763	0.08978
Pair 2	Q2 Before	3.0992	131	1.10143	0.09623
	Q2 After	3.2519	131	0.99494	0.08693
Pair 3	Q3 Before	2.9618	131	0.99541	0.08697
	Q3 After	3.2901	131	1.00375	0.08770
Pair 4	Q4 Before	2.0000	131	0.84124	0.07350
	Q4 After	2.2214	131	0.93882	0.08203
Pair 5	Q5 Before	3.1145	131	0.90843	0.07937
	Q5 After	3.2214	131	0.91391	0.07985
Pair 6	Q6 Before	4.6107	131	0.54874	0.04794
	Q6 After	4.5115	131	0.64886	0.05669
Pair 7	Q7 Before	2.7863	131	0.80391	0.07024
	Q7 After	2.7176	131	0.76736	0.06704
Pair 8	Q8 Before	2.6565	131	0.87505	0.07645
	Q8 After	2.4351	131	0.79517	0.06947
Pair 9	Q9 Before	3.2290	131	0.86438	0.07552
	Q9 After	3.3588	131	1.06025	0.09263
Pair 10	Q10 Before	4.3740	131	0.69433	0.06066
	Q10 After	4.4351	131	0.58309	0.05094
Pair 11	Q11 Before	1.7328	131	0.66592	0.05818
	Q11 After	1.7710	131	0.71860	0.06278
Pair 12	Q12 Before	2.6718	131	1.00340	0.08767
	Q12 After	2.8168	131	0.93481	0.08167
Pair 13	Q13 Before	4.0458	131	0.63078	0.05511
	Q13 After	4.0153	131	0.64432	0.05629
Pair 14	Q14 Before	3.6183	131	0.81767	0.07144
	Q14 After	3.7557	131	0.76552	0.06688
Pair 15	Q15 Before	1.6412	131	0.75517	0.06598
	Q15 After	1.6412	131	0.64532	0.05638
Pair 16	Q16 Before	1.2748	131	0.49697	0.04342
	Q16 After	1.3206	131	0.55839	0.04879

Appendix C (continued): Results of paired-sample t-tests

Pair #	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1	-0.22137	0.99452	0.08689	-0.39328	-0.04947	-2.548	130	0.012
Pair 2	-0.15267	0.94847	0.08287	-0.31662	0.01127	-1.842	130	0.068
Pair 3	-0.32824	0.92356	0.08069	-0.48788	-0.16860	-4.068	130	0.000
Pair 4	-0.22137	1.00223	0.08757	-0.39461	-0.04814	-2.528	130	0.013
Pair 5	-0.10687	1.01717	0.08887	-0.28269	0.06895	-1.203	130	0.231
Pair 6	0.09924	0.64277	0.05616	-0.01187	0.21034	1.767	130	0.080
Pair 7	0.06870	0.72527	0.06337	-0.05666	0.19407	1.084	130	0.280
Pair 8	0.22137	0.81609	0.0713	0.08031	0.36244	3.105	130	0.002
Pair 9	-0.12977	1.12590	0.09837	-0.32438	0.06484	-1.319	130	0.189
Pair 10	-0.06107	0.70988	0.06202	-0.18377	0.06164	-0.985	130	0.327
Pair 11	-0.03817	0.80770	0.07057	-0.17778	0.10144	-0.541	130	0.590
Pair 12	-0.14504	1.07505	0.09393	-0.33086	0.04079	-1.544	130	0.125
Pair 13	0.03053	0.61942	0.05412	-0.07653	0.13760	0.564	130	0.574
Pair 14	-0.13740	0.75206	0.06571	-0.26740	-0.00741	-2.091	130	0.038
Pair 15	0.00000	0.72324	0.06319	-0.12501	0.12501	0.000	130	1.000
Pair 16	-0.04580	0.57995	0.05067	-0.14605	0.05444	-0.904	130	0.368