

Designing Programs to Foster Intercultural Competence through Interdisciplinary Study Abroad*

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Abstract

This article presents a model for a short-term interdisciplinary study abroad program designed specifically to foster intercultural competence. It provides a description of a one-month interdisciplinary General Education Summer Abroad Program in Valencia, Spain, that attempts to sensitize students to cultural differences, to engage students to a higher degree in historical inquiry, and to develop Spanish language skills by weaving together three General Education requirements (history, intermediate Spanish, and an English advanced writing seminar) in an immersion setting. It also presents data demonstrating that participants showed improvement in their Spanish language-speaking abilities and exhibited high levels of cognitive and affective engagement. The data also suggest that participants generally performed favorably in comparison to student cohorts who completed similar General Education courses on-campus, especially in terms of the engagement levels of students with grade point averages <3.0 on a 4-point

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scale. The article also emphasizes that one cannot assume that cultural immersion will, on its own, lead to intercultural competence; it describes how this program fosters intercultural transformation and Spanish language skills growth among students through specific activities that require students to interact with Spaniards in a variety of contexts. It concludes with a discussion of further possibilities for research regarding the potential role of interdisciplinary study and university core curriculum courses in the development of intercultural competence.

Introduction

Over a quarter million U.S. undergraduates now participate in study abroad annually, triple the number who participated twenty years ago (Institute of International Education Open Doors, 2015). The nature of this participation has also changed, with 62% of students who study abroad signing on for short-term programs, rather than semester or year-long study abroad (Institute of International Education Open Doors, 2015), up from a mere 3.3% in 1996-97 (Donnelly-Smith, 2009, p. 12). Researchers have examined the outcomes

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of these proliferating short-term programs, and have demonstrated that they may produce numerous benefits for students, including foreign language skills growth (Allen, Dristas, & Mills, 2007; Archangeli, 1999; Cubillos, Chieffo, and Fan, 2008; Dwyer, 2004; Martinsen, 2010; NAFSA Association of International Educators, 2016; Reynolds-Case, 2013; Schmidt-Rinehart & Knight, 2004); increased self-confidence and personal growth (Archangeli, 1999; Black & Duhon, 2006; Chapman, 2011; Dwyer & Peters, 2004); independence (Black & Duhon, 2006); open-mindedness (Hadis, 2005); general personal development and well-being (Kuh & Kauffmann, 1984); employment security upon graduation (Dwyer, 2004); a positive impact of vocational identity and career decision-making (Kronholz & Osborn, 2016); and enhanced intercultural competence (Chieffo & Zipsper, 2001; Davis & Cho, 2005; Martinsen, 2011; Younes & Asay, 2003). Students themselves often gush over their experiences abroad, citing how memorable it was, how it helped them become more independent, and how it made history “come alive,” or how it improved their foreign language skills. Yet, according to some researchers, many students who have studied abroad return without having achieved a level of intercultural competence that most students assume the experience abroad provided (Day, 1987; Isabelli-García, 2010; Talburt & Stewart, 1999; Wilkinson, 1998; Yager, 1998).

Previous research provides varying definitions of intercultural competence derived from a variety of disciplines. Deardorff (2006) cites the “challenge” (p. 86) of defining intercultural competence; her study revealed that the only aspect of intercultural competence upon which scholars could agree was “the understanding of others’ world views” (p. 89). Spitzberg and Chagnon (2009) argue that it is “the appropriate and effective management of interaction between people who, to some degree or another, represent different or divergent affective, cognitive, and behavioral orientations to the world” (p. 7). For Bennett (2001), it is “the ability to communicate effectively in cross-cultural situations and to relate appropriately in a

Designing Programs to Foster Intercultural Competence

variety of cultural contexts” (as cited in Spencer & Tuma, 2007, p. 126). UNESCO’s (2013) document “Intercultural Competences” cites Fantini & Tirmizi (2006) in describing intercultural competence as “the ability to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” (p. 5). Davis and Cho (2005) assert that intercultural competence is “the capacity to change one’s knowledge, attitudes, and behaviors so as to be open and flexible to other cultures” (p. 4). It involves a process of growth, during which “students gain awareness of [a] different culture, become sensitive to other culture[s], and have flexibility and openness in their academic culture” (Davis & Cho, 2005, p. 17). Working to gain intercultural competence involves living in another culture, since culture is developed by humans living together (Davis & Cho, 2005, p. 3). Byram (1997) proposes that there are essential attitudes, knowledge, and skills required to achieve intercultural competence. Deardorff (2011) includes in these essentials respect, openness, curiosity, “a willingness to risk and to move beyond one’s comfort zone,” as well as “culture-specific knowledge” and “the importance of understanding the world from others’ perspectives” (p. 68). Deardorff (2006) notes that language educators may be surprised that the intercultural experts she surveyed did not agree upon the place of language in intercultural competence (p. 89). While interpretations of intercultural competence may vary, one may think of it as the ability to understand how people from another culture think (attitudes and awareness; knowledge), and to communicate and work effectively with them (skills of interpreting and relating; skills of discovery and interaction) (Byram, 1997, pp. 34-35).

The development of intercultural competence, therefore, is not something that occurs simply by placing a student in an intercultural context; it must be planned for and purposefully cultivated through a process designed to develop the attitudes, knowledge, and skills that lead to intercultural competence. Brubaker (2007), in an article providing a model for short-term study abroad that includes culture learning, concludes that cultural learning should be an “integral and explicit component of short-term study abroad” (p. 118). Berger and O’Neill (2002) planned a very short (eight days) “field trip” to France for their French and business interdisciplinary course with many visits to companies, giving students a chance to interact and learn about cultural, behavioral, and attitudinal differences, and “ultimately, to appreciate another culture and people without losing sight of their own” (p. 297). *The Guide to Successful short-Term Programs Abroad* (Spencer & Tuma, 2007) instructs program leaders to actively incorporate cultural encounters into their program, and cautions that

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orientation of students in cultural sensitivity can “make or break the effectiveness” of the program (p. 56). Brubaker (2007) agrees, asserting that attainment of intercultural competence is not automatic, so leaders have to plan for it and actively promote culture learning (p. 122). The venture “can in fact lead to resistance and

rejection if the experience is not well prepared pedagogically” (Byram, Nichols, & Stevens, 2001, p. 4). Martinsen (2011) suggests that since contact with the host culture can be superficial, educators should “actively create opportunities for students to have meaningful interaction with native speakers” during the study abroad (p. 132). Wang, Peyvandi, and Moghaddam (2011) concur, arguing that “experiential characteristics such as cultural tours, opportunity of meeting local people and participating in local events” are among the “best predictors of the effectiveness of these [study abroad] programs” (p. 19).

Based on the characterizations of intercultural competence outlined above, this study presents an effective model for short-term study abroad design focused on developing intercultural competence. It describes an interdisciplinary program, consisting of required general education courses, that provides for purposeful interaction with Spanish citizens, including reflection and cross-cultural comparisons to cultivate the attitudes, knowledge, and skills required for intercultural competence. Data demonstrating efficacy of the model are provided, as well as a comparative analysis of the experience of general education abroad versus the same courses on campus. While many study abroad programs focus on foreign language skills development, it is notable that this interdisciplinary program model includes coursework in history and English writing, as well as foreign language. As will be demonstrated through a brief discussion of historical method, these disciplines should not be overlooked as contributors to the development of intercultural competence.

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Historical Method

Historical method is well suited for building the attitudes, knowledge, and skills required for intercultural competence. From the earliest days of the modern profession, historians have recognized that the interpretation of “documents” (to include text as well as images, artifacts, and structures) requires an open-mindedness grounded in objectivity and a self-awareness that written history inevitably reflects the thought of the author and his cultural setting (Beard, 1934). Thus, successful historical inquiry rests on attitudes similar to those required for intercultural competence. Likewise, historical inquiry into the meaning of a “document” is dependent upon an accurate understanding of its historical context in the same way that knowledge is foundational for intercultural competence. Further, the skills of interpretation and discovery inherent in historical inquiry are fundamentally similar to the skills outlined by Byram (1997) and Deardorff (2011) as necessary for achieving intercultural competence.

In spite of how well historical inquiry dovetails with the development of intercultural competence, scholarship analyzing history study abroad is scant; in fact, since 2006, only two articles focusing on teaching history abroad have appeared in *The History Teacher*, one of the leading forums in the discipline for discussing teaching methods at the university level (Herbst, 2011; Greenberg, 2008). While both Herbst and Greenberg provided detailed models of effective history

Designing Programs to Foster Intercultural Competence

teaching abroad, neither model included the integration of history instruction into an interdisciplinary program, nor did they primarily focus on the development of intercultural competence. Thus, the present study is especially relevant for history educators as well as those seeking to prepare students for intercultural competence.

Program Description

Longwood University is a state university located in central Virginia with an enrollment of approximately 4,500 undergraduate and 500 graduate students. Longwood University's General Education Summer Abroad Program in Spain (hereafter GESAPS) is a four-week interdisciplinary Cultures and Languages Across the Curriculum (CLAC) immersion program focused on the development of intercultural competence, as well as linguistic skills in Spanish and English. Courses in history, intermediate Spanish, and English (an Advanced Writing Seminar focused on active citizenship), merge their activities in an interdisciplinary inquiry into language and identity in the bilingual cultural context of Valencia, Spain. Through activities in these classes, students explore how language contributes to shaping national and regional identities. A minimum of elementary-level Spanish is required prior to participation in the program.

The authors have conducted the program every summer since 2010 in Valencia, Spain, where students live with host families and share three meals per day with them. Students enroll in two of the classes offered. These courses are normally taught on campus as part of the university General Education curriculum; however, the authors have adapted them, weaving together course activities in an interdisciplinary experience in the context of Valencia. Thus, rather than teach the three courses the same way the authors would teach them on campus, they have asked students to examine the perspectives of Spaniards toward the content of the courses, and have built in the means for them to do so. The program seeks to provide students with the tools for developing intercultural competence by sensitizing students to cultural differences through real-world interaction with Spaniards, developing critical thinking skills, engaging students in historical inquiry, and by engaging students as active learners through experiential learning in an immersion setting. In addition, the leaders believe the program will increase the numbers of students studying abroad.

The authors based the activities in the program on the numerous studies suggesting that instructors must purposefully plan and guide students in cultural learning while abroad (Berger & O'Neill, 2002; Brubaker, 2007; Byram et al., 2001; Knight & Schmidt-Rinehart, 2010; Martinsen, 2011; Younes & Asay, 2003). One cannot assume that cultural immersion will, on its own, lead to intercultural competence. Further, while achieving a high level of intercultural competence in a one-month program is almost certainly unrealistic, this program provides the framework and activities for students to achieve a measure of intercultural competence that would be impossible in other kinds of one-month study abroad experiences.

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To adapt the general education courses to take advantage of resources abroad and entwine course activities, the authors' approach to program design included

coordinating syllabi and planning interdisciplinary assignments designed to develop linguistic skills and intercultural competence. They sought to create a program that would meet the criteria for a CLAC program, involving a connection between languages and other disciplines that requires students to make “meaningful use of language.” In a CLAC program, other languages and cultural perspectives are used to enrich the content one is teaching, and through these approaches students are empowered to use their language skills to learn and to accomplish tasks.

The program assignments and activities that are the cornerstone of the program are designed to develop intercultural competence and linguistic skills in participants by stimulating meaningful student interactions with the host families and with other native speakers; some require students to make use of visits to historic sites, while using Spanish language skills to reflect on their significance. Morning class time each day provides time for group work, discussion, and other instructional activities for each class. There are several guest lectures given by experts in Valencia or professors at the University of Valencia. There are afternoon visits to sites of cultural and historic significance and weekend excursions to surrounding areas. Reading, speaking, listening, and writing in Spanish are required in the history and English writing courses, as well as in the Spanish courses. Thus, the authors have attempted to ensure that this general education abroad program meets accepted best practices in short-term programs abroad by providing for clear academic components, true integration of students with the local community abroad, and ongoing reflection regarding aspects of the host culture and how they relate to the course content and to the students themselves.

Pre-departure Phase

Pre-departure preparation for GESAPS includes eight meetings from November through April, each lasting one hour and a half, during which cultural information as well as travel and safety logistics are discussed. Besides covering such travel basics as flight information and procedures, passports, packing, currency, accessing funds, electric current, cellphones and computers, health issues and procedures, students are prepared for cultural assimilation and integration into life abroad.

A study by Vande Berg, Connor-Linton, and Paige (2009) highlights the importance of instruction in cultural differences during pre-departure preparation, which results in higher levels of satisfaction, compared with students who did not receive cultural training. To begin the process of learning about the country in which they are about to live, as well as to highlight the lack of knowledge students have about their own country, one of the first activities in the pre-departure stage for the GESAPS is a “Pre-Quiz” (Appendix A), in which students answer questions about the government of Spain; the US government; Spain’s location, flag, foods; and what they consider the benefits to themselves personally of this study abroad program. This “quiz” facilitates a discussion about how much they do not know, about how important it will be to be able to talk with their new Spanish friends about the United States, and to be informed about Spain before they go. They begin to have curiosity about the many cultural differences they will soon encounter and about which they will begin to learn during the later meetings in the pre-departure stage. Activities in

Designing Programs to Foster Intercultural Competence

these sessions are designed to teach the knowledge and skills students need to learn about culture rather than to teach facts about culture.

To engender discussions of how to prevent or respond to problems while abroad, the pre-departure sessions include pair and group activities in which students propose solutions to various kinds of situations they may encounter while abroad. Before each meeting, students prepare responses to “what-if” questions related to common situations they may encounter in Spain. Some examples include, What if I get lost? What if I lose my passport? What if I don’t understand what my host mom is saying? What if I can’t think of how to say what I need to say to the bus driver? What if my roommate gets drunk? among others. Students then work in groups to share their proposed answers and then contribute to a general discussion on strategies for resolving these issues and anticipating the consequences for some of them. Through these activities, students’ natural fears of the unknown are diminished, and they feel more confident about their ability to navigate situations and to resolve problems while abroad in culturally appropriate ways.

In these meetings, students also begin to cultivate a relationship with their host families. As Di Silvio, Donovan, and Malone (2014) suggest, engagement with host families and other native speakers abroad will not happen as a matter of course. Activities, beginning in the pre-departure phase must be devised to structure this engagement during the study abroad. Prior to departure faculty facilitate role-play activities in Spanish as well as activities specifically designed to begin the process of training students to initiate conversations with the people with whom they will be interacting in Spain. These activities begin to cultivate Byram’s (1997) skills of discovery and interaction. Besides conversing with the host family, students will need to be able to take public transportation, buy bus passes, go shopping, ask directions when lost, hold conversations with their *intercambio* [exchange partner], and similar daily interactions. In addition to role-play activities, students begin the process of communicating with the host family by writing and peer editing letters to the host families to introduce themselves. In this way, students not only develop knowledge and skills in appropriate letter writing conventions and formal language, but they become excited about the prospect of making new Spanish friends.

During the pre-departure sessions, they also begin some of the assignments for each of the courses; rubrics are used to provide feedback on their work, so that once they are abroad, they are prepared for the kinds of assignments they will be carrying out and for how they will be assessed. For example, students are given a pre-departure version of a Question of the Day, one of the assignments they will have most days while abroad; after asking at least two people at Longwood University this question (What are the best aspects of Longwood University?), students write a summary of the answers (in Spanish) according to the rubric provided. This activity mimics the kinds of questions they will receive while abroad, and helps students understand how to carry out the activity as well as how their grade will be assessed for each question. Students also complete a pre-departure journal entry, which is graded using a rubric, and engage in research, interviews, and discussions on the English Only movement in the U.S., finally writing a blog article arguing for or against instituting an English Only law in Virginia. These activities prepare them for the kinds of research, interviews,

and discussions they will have in Spain regarding issues of current events or policy in Spain.

Interdisciplinary Activities while Abroad

Reynolds-Case (2013) maintains that “more important than the length of time of a program is the amount of time students spend interacting with native speakers” (p. 312). Wang (2010) stresses that students must have “regular and substantive interactions with native speakers” during study abroad (p. 51). The development of social networks while abroad contributes to improvement of language proficiency, according to Baker-Smemoe, Dewey, Brown, and Martinsen (2014), who assert that students who make efforts to meet and socialize with native speakers will use the language more and undertake more lengthy discourse than those who do not attempt to cultivate these relationships. Donnelly-Smith (2009) maintains that students progress most in “short-term programs that are highly structured, require ongoing reflection, and include in-depth experience working or studying with host country participants” (p. 14). To achieve the goal of development of linguistic skills in Spanish and intercultural competence, it is imperative that program leaders create the avenues for building these social circles involving the community abroad through interactive assignments via a process of “guided immersion.” Examples of how this is accomplished in the GESAPS are described below.

Conversation Partners

In addition to their host families, each student is paired with an *intercambio* conversation partner while in Valencia, usually a Spanish student at the university or a person studying English at the institute where the program classes are held. Students are asked to arrange conversation times several times per week with their partners, dedicating half of the conversation time to speaking in English, and half in Spanish, so that both partners are benefiting from the exchange. Students keep a log of their meetings, noting the topics of their conversations, which many times correspond to the Question of the Day, as well as current topics in the English Active Citizenship class. These partners open the door for students to develop friendships not only with the partners themselves, but with their friends and family, further providing opportunities for students to build their social circles.

Question of the Day

To offer activities geared toward stimulating students to engage in meaningful interaction while incorporating the disciplinary inquiry of the history and English courses, the program leaders designed daily Questions of the Day. Students are given the Question of the Day one or two days before their responses are due. Two example questions are: *¿Qué es el Tribunal de las Aguas?* [What is the Water Tribunal?], and *¿Qué es La Lonja?* [What is *La Lonja* (Silk Exchange and Commodities Market)?]. The first question references Valencia’s water tribunal, which manages the extensive irrigation network in the farmland outside the city, and is one of the oldest democratic institutions in Europe. The second pertains to a late Gothic commercial building located in the center of Valencia. In order

Designing Programs to Foster Intercultural Competence

to answer a question of the day, each student is required to speak to at least two Spaniards and to write, in Spanish, a detailed half-page answer, based upon what they learned in their conversations with the Spaniards. Students are instructed to identify to whom they spoke and where, and are required to use only the information they learn from these contacts; they may not use on-line sources. In the case of the two questions mentioned as examples, they are assigned in conjunction with a site visit. The questions are given the day before the group attends a meeting of the Water Tribunal and visits the *Lonja*. On the morning of the site visit students discuss their answers, in Spanish, with their classmates in small groups during Spanish class; the instructor provides additional historical or cultural information as needed, as well as visuals. Students discover through this exercise that they get differing answers from each Spanish person they have asked about these events or sites, and during the class discussions learn of even more versions provided by the people with whom their classmates spoke. After class, the students experience the sites for themselves during the group visit. At the end of the day, of course, they can reflect in Spanish on the experience in their journal. The Questions of the Day not only provide students with new cultural knowledge, but lead students to consider differing values and perspectives through their interviews and visits; the discussions contribute to cultivating the attitudes of curiosity and openness, and skills of discovering, interpreting, and relating (Byram, 1997), required for intercultural competence.

Journaling

Journaling is another interdisciplinary activity designed to develop linguistic skills and cultural competence. Students are required to keep a record of their daily experiences, written in Spanish, as part of the course requirements for all Spanish and history courses. The daily entries are not merely lists of what each student did on a particular day; instead, students are required to be reflective, to comment on their impressions, to identify cultural differences, and to contemplate the meaning of their experiences, following the Report, React, Analyze assignment model proposed by Raschio (2001). In the Report section, students narrate what they did or saw, giving as many descriptive details as possible, answering who, what, where, when, how. In the React section, students explain how they felt about the experiences, describing their emotions and reactions to what they observed or the activity in which they participated. Finally, students must Analyze their experiences, commenting on the significance, role, or function the activity, site, or event serves [or served] in Spanish society. Students are asked to consider differences in values and perspectives their activities revealed, and make cross-cultural comparisons. The last journal entry near the end of the program asks students to reflect on the main message they would tell friends and family about Spain, highlighting new perspectives they have learned. The journal activity is designed to provide each student with a platform for actively thinking about what he or she has experienced. The clarity of this approach borrowed from Raschio has helped students overcome the common problem of distinguishing between merely describing an experience and analyzing it. Further, Raschio also suggests

that greater utilization of journal entries in class discussion will result in greater student commitment to the quality of their entries (p. 535).

Participants in the program are also required to produce three additional journal entries following the Report, React, Analyze format in connection with three cultural activities on their own (or with a friend), according to their individual interests, such as visiting a museum or attending a theater production. The assignment provides opportunities for meaningful interaction with Spaniards and the element of personal choice in this requirement results in deeper commitment to the activity and a deeper engagement with the culture and the history of Spain or Valencia. Students often invite their *intercambio* partner to accompany them on these visits, granting the opportunity for a native speaker's reactions and experience with the site to provide a richer experience for the student and an opportunity to reflect on new perspectives and values provided by the *intercambio* partner.

Interdisciplinary Historical Inquiry

One of the most important aspects of this program is how courses normally taught on campus are adapted to take advantage of the opportunities available in Spain. This is especially true of history instruction; students often question the relevance of the General Education history requirement, a problem discussed by Quam-Wickham (2016). The GESAPS focuses on turning site visits, such as the aforementioned Water Tribunal and *Lonja* commodities exchange excursions, into active learning experiences. Rather than engaging in the typical tour in which instructors or tour guides explain the wonders of each site while students tediously listen, hoping the droning of the guide or instructor will end before they collapse from boredom, program site visits take an approach that converts the student into researcher or adventurer, much like an archeologist discovering cultural artifacts. In some cases, certain students are given the role of instructor, and under the guidance of the professor, research specific sites beforehand to present to small groups during the visit. Thus, the on-site visit consists of groups of four or five students with a student "guide" exploring together. At other times, students are provided with a list of questions or a "scavenger hunt" to guide their exploration of a particular historic place or a museum and to provoke cultural comparisons and recognition of new perspectives. A relatively high level of student autonomy is involved in these information-seeking activities, promoting higher levels of cognitive engagement (Rotgans & Schmidt, 2011).

In addition, even the most traditional method of history instruction, the lecture, can be adapted in the study abroad setting to encourage higher levels of student engagement. For example, a standard lecture on the history of chocolate given as part of an on-campus course on the Environmental History of Latin America is transformed when held in the famed chocolate shop Casa Valor. While students enjoy *churros* and chocolate, the professor provides a lecture on the history of chocolate, covering the morphology of *theobroma cacao* [raw cacao], how raw cacao is processed into chocolate, pre-Columbian uses of chocolate, how the Spanish incorporate chocolate into their cultural framework, and finally, how

Designing Programs to Foster Intercultural Competence

chocolate became the commodity of mass consumption it is today. In addition to the students having the opportunity to enjoy the chocolate at Casa Valor during the proceedings, the professor also orders chocolate that comes in a *mancerina*; afforded a unique “teachable moment” in the lecture, the instructor explains how the Spanish Viceroy of Peru, the Marqués de Mancera, ordered a Lima silversmith to construct a vessel for taking chocolate that was less likely to spill after an unfortunate incident at court. In this way, students experience a beautifully crafted ceramic *mancerina* in use, and understand not only that chocolate may be taken in a traditional *mancerina*, but why this cultural product came to be invented, leading students to gain insights on how cultural practices and products reflect the perspectives of the culture.

“Active Citizenship: An Advanced Writing Seminar”

The English course offered in the program is a required general education course restricted to upperclassmen who have completed two prerequisite courses: a first-year English writing and research course, and a literature course. As described in the course catalog, its goal is to develop the rhetorical skills needed for citizenship in a democracy through interdisciplinary inquiry into a significant public issue. As with history instruction, the professors have adapted the course, transforming it into an interdisciplinary, team-taught course in which students conduct research on topics involving prominent national issues in Spain, or issues of local significance in Valencia, with the use of Spanish required during the research phases of the assignments. In addition to fulfilling the on-campus course objectives, the course serves to help students build intercultural competence through the knowledge and skills of discovery and interaction they gain by investigating contemporary issues, and by guided research that demands meaningful interaction with Spaniards.

Two blog articles written in English, in addition to the English-Only pre-departure blog assignment, are the primary mode of interdisciplinary inquiry in the course. The first article students write while abroad focuses on Spanish culture and identity in general. Students may choose topics on their own, but are provided with suggestions, such as

- Is the monarchy still important? Why or why not?
- What role does the Roman Catholic Church play in Spanish life today? Why do many Spaniards identify themselves as Catholic, but say they do not attend church?
- Spanish democracy: Why are there so many demonstrations and protests?
- Bullfighting: Why is it prohibited in Barcelona? What is the controversy?

These suggestions are derived from the topics covered in one of the assigned texts, John Hooper’s *The New Spaniards* (2006), and encourage students to begin identifying cultural values and perspectives, not just knowledge about practices. The book is used as a basic reference to get the students started in their research. Students are then required to continue their research using oral interviews with Spaniards (conducted in Spanish) and print sources, such as newspapers and

magazines, also in Spanish. Drafts, peer editing, and other standard writing techniques are used as well. In addition, students are required to read and comment on at least two of their peers' blog entries.

The last blog article assignment follows the form of the first two, but focuses on the role of the Valenciano/Catalán and Spanish languages in shaping identity, or on current political and social issues in Valencia or in Spain. Students focus on these topics beginning in the second week of the program, so that the instructors have time to expose students to, and cultivate an awareness of, issues of language, politics, and identity in Valencia. This is accomplished through course readings and discussion, a guest speaker from the Department of Communications at the University of Valencia, as well as by emphasizing the use and role of Valenciano during site visits. For example, students are asked to notice and comment on why most of the street signs are in Valenciano, not Spanish, or why signage at the Museo de Historia de Valencia (Museum of the History of Valencia) appears in Valenciano first, and Spanish second. Students are likewise guided in their use of print materials. For example, students examine and compare how three newspapers, *El País* (national - liberal), *ABC* (national - conservative), *Levante* (Valencia -regional), differ in their coverage of events, discovering how diverse perspectives are reflected in news media.

Assessing the Model: Oral Skills in Spanish

The interdisciplinary GESAPS design focuses on helping students develop the ability to understand how Spaniards think, and to communicate and work effectively with them. One component of measuring the program's effectiveness, therefore, is to assess Spanish language proficiency. The authors began with the hypothesis that students who studied Spanish in an immersion setting, combined with an interdisciplinary and intercultural focus that included using Spanish skills in a history class and in an "active citizenship" writing (in English) class, would make larger strides in improving their oral proficiency in Spanish than those students taking Spanish on campus and without an interdisciplinary component. As mentioned, there have been studies finding gains in various language skills during short-term study abroad; however, many others have found little change in language proficiency (Day, 1987; Freed, 1990; Wilkinson, 1998; Yager, 1998). The present study assesses oral language skill development and attempts to verify that because of the deliberate design for instilling intercultural competence through interdisciplinary study and student interaction with native speakers, genuine language skills gains took place. Furthermore, the study seeks to determine how such gains compare to language learning for four weeks in a traditional classroom setting on-campus.

Berger and O'Neill (2002) assert that team teaching requires flexibility, cooperation, respect for boundaries, and allocating tasks, but that taking a course with professors from different disciplines benefits students; the experience introduces them to the need to be able to consider issues from different perspectives in their future careers (p. 304). Gorka and Niesenbaum (2001) conducted an interdisciplinary short-term program in Costa Rica, and found that

Designing Programs to Foster Intercultural Competence

“by letting [students] experience first-hand the interconnectedness of language, culture, and other disciplines, we shift their unrealistic goal” [of attaining high levels of language proficiency in a short time] to attaining a level of competence that will allow them entry into other cultures and perspectives” (pp. 107-08). Lessor, Reeves, and Andrade (1997) advise that the faculty in interdisciplinary study abroad courses must spend time integrating their material and preparing the course, collaborating over several semesters to polish the courses.

Method

The study contains two components: pre- and post-program surveys in which students estimated their abilities to carry out certain general functions and specific tasks orally in Spanish; and pre- and post-program oral assessments designed to measure oral skills in grammar, vocabulary, and meaningful communication, administered to each student in the study abroad program and to students in the same level of an on-campus class, also meeting for four weeks. For comparison purposes, results from students enrolled only in the intermediate Spanish classes (abroad and on campus) were included in the oral assessment study; results for students enrolled in the other Spanish classes offered in the program are not included. Pre-program surveys were administered to students in the 2012 and 2013 GESAPS, while post-program surveys were sent to students in the 2010-2013 programs; this accounts for the larger number of students answering the post-program surveys.

In the pre- and post-program surveys, students estimated their abilities to carry out functions corresponding roughly to the functions in each level of the ACTFL Oral Proficiency Guidelines, in which an upside down pyramid illustrates the process of language acquisition: advancement from Advanced to Superior is a much longer process than advancement from Novice to Intermediate (ACTFL, 2012). The surveys asked students to indicate their abilities to carry out general functions and more specific tasks in Spanish (Tables 1 & 2 below). In the student surveys, the levels were not indicated; they are shown here for reference.

Results

Table 1 (next page) presents the results of students’ perceptions of their abilities to communicate orally in Spanish. The results indicate that the students most likely overestimated their abilities to perform some of the general functions, and once they spent the month in Spain were more realistic about what they could do with the language. On the other hand, the students’ perceived levels of proficiency before and after the program correspond roughly with the ACTFL scale; a greater number consider their abilities to be at the Novice level, while progressively fewer deem their abilities to correspond with each successive level. The pre-program surveys show that almost all believe that they can perform Novice-level functions (95.8%); most believe they can perform the Intermediate-level functions in the survey (83.3% and 91.7% respectively); fewer, but still more than half believe unrealistically that they can perform Advanced-level functions (66.7%); even fewer (25%) believe (unrealistically) that they can perform the Superior-level function of arguing and defending an opinion; and very few (12.5%) believe they will be able to hypothesize

(Superior level). Thus, although the level indicators were not listed in the surveys, it appears that the students recognized the increasing scale of difficulty in the listed functions and estimated their abilities accordingly.

Table 1. Survey of General Language Functions

Prompt: *Given your current level of Spanish proficiency, which functions below can you perform when communicating in Spanish? (check all that apply):*

Function	Pre-Program % (N=24)	Post-Program % (N=36)
List things (Novice)	95.8	75
Ask and answer questions (Intermediate)	83.3	94.4
Make simple statements (Intermediate)	91.7	94.4
Narrate an event in the present or past (Advanced)	66.7	55.6
Defend an opinion; argue a point (Superior)	25	38.9
Hypothesize (Superior)	12.5	22.2

Note: Pre-program data collected 2012-2013; post-program data collected 2010 - 2013.

After completion of the program, students' perceptions of their abilities had increased in all areas except the category of listing things. It is likely that their estimations, while not reflecting their true abilities, were influenced by the kinds of interdisciplinary and interactive activities and assignments that students had to carry out during the program, and by their increasing ability to use strategies such as circumlocution in situations where they clearly could not carry out the function.

Results of the pre- and post-program surveys of specific language tasks (Table 2) show that a similar force seems to be at work when students estimated their abilities to carry out the specific tasks listed in the survey. Interestingly, although there is an *increase* from 20.8% to 30.6% in those who thought they could *explain their views* on a political or social issue, there was a large *decrease* in the number of students who thought they could *convince* someone that the death penalty or another important issue should be legal or illegal, from 16.7% to 2.8%. Perhaps they were being much more realistic about their abilities, or about anyone's abilities, to convince someone in a political argument or discussion of social issues. It is likely that students recognized the difference between expressing one's opinion and actually trying to convince someone of their views.

Designing Programs to Foster Intercultural Competence

Table 2. Survey of Specific Language Tasks

Pre-Program Prompt: *When you are in Spain it is very likely that your host family will not speak English. In conversation with them, will you be able to...? (check all that apply):*

Post-Program Prompt: *During the program, when in conversation with my host family, I was able to...? (check all that apply):*

Function/Task	Pre-Program % (N=24)	Post-Program % (N=36)
Tell them about my family (Novice)	91.7	92.7
Tell them what I eat at home for dinner (Novice)	91.7	75
Ask how to get to a place I need to go (Intermediate)	83.3	94.4
Answer questions about what I did today (Novice & Intermediate)	87.5	94.4
Tell them about my happiest moment or other experience (Advanced)	50	38.9
Tell them about future plans (Advanced)	54.2	55.5
Explain my views on a political or social issue (Advanced/Superior)	20.8	30.6
Convince them that the death penalty (or some other important issue) should or should not be legal in Spain (Superior)	16.7	2.8
Explain under what circumstances I would do something unexpected (Superior)	16.7	19.4

Note: Pre-program data collected 2012-2013; post-program data collected 2010 - 2013.

Student Perceptions

A third survey was given after the program, which asked students to estimate the value of their foreign language skills in completing assignments for the other classes. For students taking the history class, 73.3% “agreed” or “strongly agreed” that their foreign language skills were useful in completing assignments for the class, while 63.1% of the English students “agreed” or “strongly agreed” that their foreign language skills were useful in completing assignments.

Conclusions can be drawn from all three of the surveys that the students feel that their Spanish language skills have improved, and that they were useful in carrying out assignments for their other class, not limited to completing assignments for the

Spanish class. This speaks to the value of the interdisciplinary and intercultural nature of this program, and we believe that the surveys indicate that students were aware of the benefits derived from the interconnected nature of their courses.

Perceptions aside, an oral proficiency assessment was administered to the intermediate Spanish students one week prior to the study abroad experience and during the last week of the study abroad. The same instrument was administered to an on-campus intermediate Spanish class on the first day of class and on the last day of class before the final exam. Both classes took place during 4 weeks in the summer of 2013. All students were asked to record their monolog responding to a prompt (Appendix B) asking them to convince a friend to be more friendly to the environment. Students were instructed not to write anything and not to use any English. The topic of the prompt and the grammatical structures were chosen for the activity because these are components students will encounter during intermediate Spanish; the preterit and the imperfect tenses were covered in their previous Spanish class, and they would be practicing contexts in which the present subjunctive is used during the abroad course. The same prompt was used for the pre-program assessment and for the post-program assessment, although the students were not told that they would have the same prompt. The on-campus class completed both assessments in the language lab under the supervision of an instructor; the study abroad class also carried out the pre-program assessment in the language lab under supervision of the instructor, but performed the post-program assessment in the computer lab of the institute in Valencia where the classes are held, also under supervision. The rubrics for the assessments were designed to evaluate each speech sample in 5 areas: fluency, vocabulary, pronunciation, structure/grammar and meaningful communication (Appendix C).

Results

The recordings were each scored by two instructors who were not associated with the study abroad program and who were not teaching sections of intermediate Spanish during the summer session. They met with one of the authors of the study to discuss scoring criteria in each category and to score two of the recordings together; they discussed their findings to achieve consistency in evaluating each component of the rubric. Each instructor then scored every student in both groups, and both scores for each student were recorded. The score charts in Appendices D, E, and F include scores from both instructors; example: 2/3 means that one instructor scored the student's skill as a 2 and the other gave a score of 3. Appendix D contains the results for the group abroad; Appendix E contains the results for the on-campus group; and Appendix F contains a chart comparing the results of the students abroad and on campus.

In comparing each of the 5 categories assessed, it was noted that the on-campus group started out with somewhat higher-level skills in all of the categories, although their average GPA was slightly lower than the abroad group. Nevertheless, the group abroad made bigger strides in each of the categories except "structure/grammar," and ended up with a higher overall average of the 5 categories: 2.7 compared with the on-campus 2.57, a gain of .4, more than double that of the gain for the on-campus group of .18. Despite the greater overall improvement of the abroad group, the scores show that

Designing Programs to Foster Intercultural Competence

the students abroad did not fare as well as the on-campus group in their final rating in the category of “structure/grammar,” the only category in which they did not out-score the on-campus group. This result prompts us to address this in planning the academic activities for next year’s program. They did nevertheless actually improve more than their on-campus friends between the pre-program and post-program assessments in that “structure/grammar” category (+.28 compared to +.27). Looking at the scores for the on-campus group, it is notable that not everyone actually increased his or her skills. 10 of the 13 (77%) on campus improved overall, while 9 of the 10 (90%) abroad improved overall.

The “pronunciation” category showed a slightly higher rating for the group abroad than for those on campus. However, the students abroad showed the largest increase compared to their on-campus counterparts in the category of “meaningful communication,” from 2.3 to 2.88 compared with 2.48 to 2.75 for on-campus, meaning that the abroad group started out behind the on-campus group and ended up ahead of them in this category. Meaningful communication, after all, is the goal educators strive for in their students’ language skills; this result is of importance when the goal of intercultural competence is considered.

Implications for future study

The GPAs for this year’s group abroad averaged 2.92 before summer, with a range from 2.0 – 3.68. The on-campus group’s GPAs averaged 2.68 before summer with a range from 1.9 – 4.0. To what extent does GPA impact the gains that students make? The authors plan to study this question in their next summer abroad program to generate a larger sample for comparisons, and to assess whether any of the modifications to their program based upon these assessments bear fruit. The authors also plan to include assessments of writing skills in future programs.

Assessing the Model: Engagement

In addition to evaluating language development among program participants, the authors wished to assess the efficacy of historical inquiry in the program, while at the same time identifying and analyzing the factors that separate the study abroad general education experience from the on-campus experience. The comparative component of this assessment (on-campus versus study abroad) arose from the desire to demonstrate the value of the program to administrators, a common need for study abroad advocates (Smith & Mrozek, 2016). Given that the development of intercultural competence is not a primary goal of the on-campus history experience at Longwood University, the authors chose to assess student engagement to be able to make meaningful comparisons between the on-campus and abroad courses. Student engagement was chosen as it is considered to be a leading predictor of learning outcomes (Carini, Kuh, & Klein, 2006; Burch, Heller, Burch, Freed, & Steed, 2015) and because deeper levels of cognitive engagement have been demonstrated to result in increased learning (Chi & Wiley, 2014); in this program, the increased learning contributes to the development of the attitudes, knowledge and skills required for intercultural competence.

Data

An on-line survey of general education history students was initiated in the spring of 2012 to collect data for this study. Students surveyed completed their general education history requirement either on campus or through participation in the 2010, 2011, or 2012 GESAPS. All had the same instructor for their history courses. Surveys were filled out from three to twenty-four months after the completion of the general education history course. One cohort of students who completed their history requirement abroad were asked to complete a second, pre-departure survey. In order to encourage participation the first fifty students to fully complete the surveys (excluding the pre-departure survey) received \$10 gift cards for use at a local retail establishment. In all, 269 students who completed a general education history course, either on campus or as part of the program abroad, were sent an invitation to participate. Of these, 36% at least partially completed a survey and 22.7% fully completed a survey.

For the purposes of this study *student engagement* will be defined by the seriousness and thoroughness of the student's participation in the learning program. The indicators of student engagement commonly accepted in the literature are affective, behavioral, and cognitive (Hart, Stewart, and Jimerson, 2011). *Affective engagement* refers to the student's feelings about the educational setting, including, for example, feelings about peers, instructors, facilities, the subject matter being studied, perceived freedom to express opinions, and fear of ridicule (Hart et al., 2011 p. 68). *Behavioral engagement* refers to the level of effort, interest, and persistence of the student in learning activities (Hart et al., 2011 p. 68). *Cognitive engagement* refers to the depth of mental processing necessary for learning, including the number and type of strategies employed (such as comparison, making analogies, reflection, relating new to prior knowledge, and application of knowledge) (Hart et al., 2011 p. 68).

It will be argued here that students who participate in the GESAPS have a higher level of positive affective engagement in terms of their feelings about the relevance of the subject matter, specifically history, as compared to their on-campus counterparts. Furthermore, it will be demonstrated that students who participate in the program are more likely to be cognitively engaged, especially among students who carry a GPA below a 3.0. Behavioral engagement was not assessed.

Affective Engagement

The authors assessed affective engagement in a variety of ways. First, students who completed the GESAPS program were asked to respond to the following prompt:

Have you ever taken an on-campus history course at Longwood University?
If so, how would you compare the experiences relating to history in the General Education Summer Abroad in Spain Program to the on-campus experience in terms of your interest level and the content you retained?

Seventeen students responded that they had completed an on-campus history course and compared that experience to their experience abroad. A close reading

Designing Programs to Foster Intercultural Competence

of the responses reveals two primary themes among student perceptions. The first is that students were overwhelmingly positive about being physically present at the sites where the history they were studying actually took place. For example, one student commented, "...nothing compares to being in the actual place you are studying. The interest level is intensely higher by engaging all of the senses you get from being there." Another commented that everything about study abroad was "ten times better" and that being physically present enabled her to "mentally picture" the historical places she visited. Further, in her opinion, the ability to mentally picture historical sites allowed her to retain the information she learned to a greater degree than in the on-campus experience. In all, fifteen of the seventeen responses commented on the positive impact of being physically present.

The second theme revealed by a close reading is that immersion in a culture intimately connected to the historical events under study significantly and positively increased their interest level and enthusiasm. One student commented, "The fact that we were in another culture and the history was new and exciting and we could literally touch it with our fingertips made me more invested in learning about it [than] just listening to a professor lecture about it." Another noted, "...I felt as though it mattered more when I [was immersed] in the culture of the history." Likewise, a student said, "Seeing the history while talking about it was a great experience because it was so much easier to picture what was going on, and to see some of the people's passion on the subject was great." In a traditional classroom setting, students are often exposed to a single person passionate about history, the instructor. A study abroad program that purposefully exposes students to many individuals passionate about history will reap the benefits of positive affective engagement.

Further evidence of the positive affective engagement GESAPS participants can be found in the survey responses regarding feelings about studying or traveling abroad on their own. Among non-GESAPS participants who indicated they had never studied abroad (N = 41) only 39% indicated that they were "very likely" (17%) or "somewhat likely" (22%) to study or travel abroad on their own, without other Longwood University students, for a summer or semester. This attitude is roughly equivalent to the GESAPS participants who were surveyed prior to completing the program (N=24). Only 46% asserted that they were either "very likely" (21%) or "somewhat likely" (25%) to study or travel abroad on their own for a summer or semester, without other Longwood University students. After participating in GESAPS, however, these attitudes change dramatically. Fully 94% of students surveyed who completed GESAPS (N=35) expressed that they were "very likely" (74%) or "somewhat likely" (20%) to study abroad for a summer or a semester on their own, without other Longwood University students.

Another part of the survey instrument asked students to evaluate the extent to which the completion of their history course, either in GESAPS or on-campus, helped them to develop skills: Critical thinking, Recognizing how historical developments affect the present day, Problem solving, Independent thinking, and Considering different perspectives. Overall, GESAPS participants were less likely to disagree or strongly disagree that the program helped them to develop skills.

NECTFL Review 80

Likewise, GESAPS students were also much more likely to strongly agree that their history course helped them to develop skills in comparison to students who completed their general education history requirement on-campus. Presenting the response breakdown for each skill is not possible here, but “Problem solving” results are provided as an example.

Table 3. My GESAPS/On-Campus General Education History course helped me to develop skills in: Problem Solving

	Strongly Agree	Agree	Disagree	Strongly Disagree	Number of Responses
GESAPS	45.7%	37.1%	17.1%	0%	35
On-Campus	5.4%	43.2%	43.2%	8.1%	37

Implications

The close reading of student comparisons of the on-campus versus GESAPS experience, in conjunction with their perceptions of skill building and the remarkable shift in attitude regarding studying or traveling abroad alone after completion of GESAPS, indicates that the GESAPS program design produces greater positive affective engagement in comparison to the on-campus general education experience.

Cognitive Engagement

The survey instrument also included a question designed to measure cognitive engagement. Students were asked to respond to the following prompt:

Please think of the most memorable part of history you learned about during your course (on-campus) OR the Gen Ed Abroad program. If your family or friends asked you to describe and explain the significance of that aspect of history, what would you say? Please write three paragraphs containing what you would tell them.

The response rate for this question among students who completed their general education history requirement as part of GESAPS was 36.4% whereas the response rate for students who completed their requirement on campus was 18.3%. The question was framed in order to engender a response that reflected the student’s maximum level of engagement, their “best moment.”

Independent evaluation of the responses was carried out by two Longwood University faculty members (one from history and one from political science) who volunteered their time. The evaluators were given instruction regarding the definition of student engagement and cognitive engagement and were provided with a cognitive engagement rubric (Table 4). Three sample responses were then evaluated and discussed in order to normalize the ratings of the evaluators. Each evaluator then rated each response on the three-point scale outlined in the rubric. After rating each response independently, the evaluators were asked to reach a consensus rating for responses that they had rated differently.

Designing Programs to Foster Intercultural Competence

Results

Table 4. Cognitive Engagement Rubric

- 1 Response does not address the question, or provides a vague and/or inaccurate description of a historical event/development. The significance of the historical event/development is not addressed, is not clearly explained, or is inaccurate. Response suggests little or no cognitive engagement.
- 2 Response provides description of a historical event/development with some accuracy and the significance of the historical event/development is identified at a basic level. Response suggests cognitive engagement.
- 3 Response provides an accurate description of a historical event/development with some detail and the significance of the historical event/development is clear. Response reflects an awareness of the complexities of the historical subject and suggests a deep level of cognitive engagement.

Table 5. Cognitive Engagement: GESAPS History v. General Education History On-Campus

Score	GESAPS (N = 24)	On-Campus (N = 34)
1	6 (25% of N)	19 (56% of N)
2	10 (42% of N)	8 (23.5% of N)
3	8 (33% of N)	7 (20.5% of N)

GESAPS History – 75% Cognitively Engaged (Scored a 2 or 3)

General Education History On-Campus – 44% Cognitively Engaged (Scored a 2 or 3)

Table 6. Cognitive Engagement - All General Education History Students: GPA < 3.0 v. GPA ≥ 3.0

Score	GPA < 3.0 (N=26)	GPA ≥ 3.0 (N=32)
1	15 (57.8% of N)	10 (31.25% of N)
2	6 (23.1% of N)	12 (37.5% of N)
3	5 (19.2% of N)	10 (31.25% of N)

General Education History GPA < 3.0 – 42.3% Cognitively Engaged (Scored a 2 or 3)

General Education History GPA ≥ 3.0 – 68.8% Cognitively Engaged (Scored a 2 or 3)

Table 7. Cognitive Engagement – GESAPS History Students: GPA < 3.0 v. GPA ≥ 3.0

Score	GPA < 3.0 (N=7)	GPA ≥ 3.0 (N=17)
1	2 (28.6% of N)	4 (23.5% of N)
2	3 (42.8% of N)	7 (41.2% of N)
3	2 (28.6% of N)	6 (35.3% of N)

GESAPS History GPA < 3.0 – 71.4% Cognitively Engaged (Scored a 2 or 3)

GESAPS History GPA ≥ 3.0 – 76.5% Cognitively Engaged (Scored a 2 or 3)

Table 8. Cognitive Engagement - General Education History On-Campus: GPA < 3.0 v. GPA ≥ 3.0

Score	GPA < 3.0 (N = 19)	GPA ≥ 3.0 (N = 15)
1	13 (68.4% of N)	6 (40% of N)
2	3 (15.8% of N)	5 (33.3% of N)
3	3 (15.8% of N)	4 (26.7% of N)

History On-Campus GPA < 3.0 – 31.6% Cognitively Engaged (Scored a 2 or 3)

History On-Campus GPA ≥ 3.0 – 60% Cognitively Engaged (Scored a 2 or 3)

Grade Point Average (GPA) and participation in GESAPS are the independent variables tested in Tables 5 - 8. The results imply that both variables are positively correlated to cognitive engagement in general education history study. Table 6 demonstrates that students with superior grade point averages (over 3.0) are substantially more likely to be cognitively engaged when compared to students below a 3.0 overall GPA. Table 5 shows that students who participated in GESAPS were nearly twice as likely to be cognitively engaged when compared to on-campus general education history students (with 75% scoring a 2 or a 3 as compared to 44% for the on-campus students). This radical difference can in part be explained by the university requirement of a minimum 2.0 GPA to study abroad. On the whole, the students who participated in GESAPS carried higher grade point averages, and were therefore more likely to be cognitively engaged. However, as tables 7 and 8 suggest, grade point average alone does not explain the difference.

GESAPS history students who carried at least a 3.0 GPA outperformed their on-campus counterparts in terms of cognitive engagement. GESAPS history students with less than a 3.0 GPA were cognitively engaged 71.4% of the time, whereas the on-campus students who carried less than a 3.0 were cognitively engaged only 31.6% of the time. While the survey size is small and is limited to a single university and instructor, it does suggest that studying general education history abroad is effective at improving cognitive engagement among all students, especially among students with less than a 3.0 overall GPA.

Designing Programs to Foster Intercultural Competence

Conclusions & Implications

GESAPS is an interdisciplinary short-term study abroad program combining general education courses reformulated to take advantage of the cultural, historical, and linguistic resources abroad. Designed in accordance with practices demonstrated by scholarship to develop intercultural competence, assessments of the program indicate GESAPS students often perform at levels above those achieved by their counterparts taking general education coursework on campus. They also demonstrate higher levels of cognitive engagement as well as positive affective engagement in comparison to their on-campus fellows, especially among students with less than a 3.0 GPA. Finally, the results of the oral skills assessments confirm the authors' hypothesis that students gain more oral fluency in an abroad setting that includes an interdisciplinary, intercultural focus, purposefully designing assignments in which students interact with native speakers in addition to the host families.

GESAPS is an interdisciplinary short-term study abroad program combining general education courses reformulated to take advantage of the cultural, historical, and linguistic resources abroad.

A number of implications are suggested by the study conclusions outlined above. First, the study reinforces existing scholarship that argues that intercultural competence must be developed by careful design, with an emphasis on program leaders providing participants with numerous meaningful opportunities to interact with locals. Second, while further research is needed, the study suggests that carefully designed interdisciplinary programs may be more effective at developing intercultural competence than single discipline programs. The study also implies that history, as a discipline, is well-suited to partner with language instruction for the development of intercultural competency. Further, the study suggests that meaningful development of intercultural competence can take place within a university's general education curriculum and educators should not feel limited to offering only specialized upper-division coursework abroad.

A question remains regarding class size. GESAPS history class sizes are normally around 10 students, while on-campus history courses at Longwood University typically enroll 40 students per section. Undoubtedly, smaller class sizes are connected to engagement levels, and study abroad leaders who wish to build intercultural competence in students will wish to take this into consideration. Finally, while the sample size is very small, the higher levels of student engagement among GESAPS history students with less than a 3.0 GPA, in comparison to their on-campus counterparts, opens an intriguing line of inquiry. Should additional studies confirm the validity of this result, it would suggest that study abroad programs restricting enrollment to students with superior GPAs may wish to consider lowering their GPA requirements. Likewise, on-campus general education educators may wish to incorporate, when possible, the kinds of active, autonomous learning activities that contribute to higher engagement levels.

Deardorff (2006) notes the “challenge” (p. 86) of defining intercultural competence as well as assessing it. The only aspect of intercultural competence that experts agreed upon was “the understanding of others’ world views” (p. 89). She also noted that language educators may be surprised that the intercultural experts did not agree upon the place of language in intercultural competence (p. 89). Concerning the assessment of intercultural competence, Byram (1997) maintains that “objective testing is perhaps necessary in some circumstances, but insufficient to reflect the full complexity of intercultural communicative competence. Other approaches which relate teaching and assessment more closely need to be developed” (p. 6). Deardorff (2006) further notes disagreement among experts regarding the effectiveness of pre- and post-testing (p. 94), as well as the reliability of assessment instruments, which may include case studies, interviews, a mix of quantitative and qualitative measures, analysis of narrative diaries, self-report instruments, and judgment by self and others (p. 93). Arasaratnam (2016) concurs, stating that quantitative measures are frequently flawed, due to an almost exclusive reliance on self-ratings. In the absence of reliable quantitative assessment instruments, the authors believe that this program is an effective model for developing intercultural competence through cultivating the attitudes, knowledge, and skills widely recognized by scholars as fundamental in achieving intercultural competence.

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Appendix A

Gen Ed Summer Abroad Program in Spain “Pre-Quiz”

(Circle all answers that apply; some questions have more than 1 correct answer.)

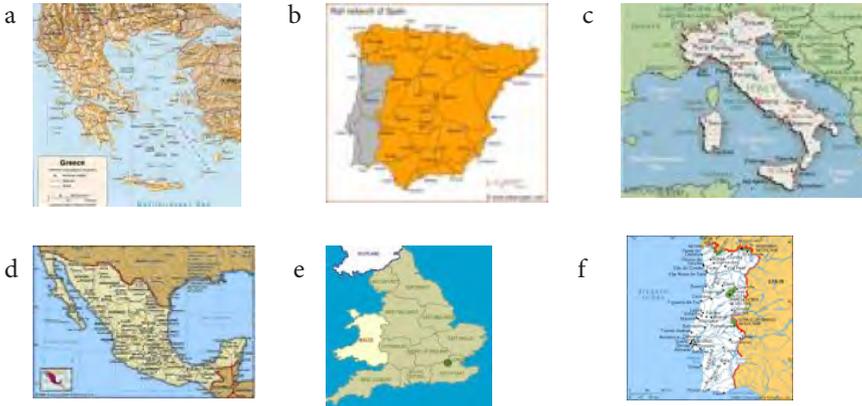
- Spain's official name is:
 - Spain (España)
 - Republic of Spain (República de España)
 - Rock of Gibraltar (Peñón de Gibraltar)
 - Kingdom of Spain (Reino de España)
- Spain is located:
 - on the Iberian Peninsula
 - to the south of France
 - in the Arabian Sea
 - to the east of Portugal
- Spain is bordered by these bodies of water:
 - Indian Ocean
 - Bay of Biscay
 - Mediterranean Sea
 - Atlantic Ocean
- What country(ies) border Spain? _____
- Spain is the _____ country in the European Union:
 - largest
 - smallest
 - second largest
 - second smallest
- Which of the following are recognized official languages in Spain?
 - Español
 - Euskera
 - Castellano
 - Gallego
 - Valenciano
 - Francés
 - Catalán
 - Mallorquín
- Which of these is the flag of Spain?



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8. Which of these is a map of Spain?



9. Place dots for the cities of Valencia, Madrid, Segovia, and Granada on one of the maps above.

10. The current president of Spain is:

- a. Karolos Papoulias
- b. El rey Juan Carlos
- c. José Luis Rodríguez Zapatero
- d. Mariano Rajoy

11. Spain is a:

- a. parliamentary republic.
- b. member of NATO.
- c. member of the EU.
- d. predominantly Muslim
- e. Unitary Parliamentary Constitutional Monarchy

12. What kind of government does the US have? _____

13. The President of the US is _____. European opinion generally (favored)/(disfavored) this choice for President. His political party is _____

14. The Vice President of the US is _____

15. Currently the US is being criticized abroad for: (check all that apply)

- a. arguing that NATO is outdated
- b. the death penalty for criminals
- c. allowing the use of torture on suspected terrorists
- d. being too materialistic
- e. demanding that Mexico pay for a border wall
- f. spying on allies
- g. considering pulling out of the Paris climate agreement

NECTFL Review 80

16. Americans abroad tend to get into unexpected trouble most often because of their:
- a. naiveté
 - b. overconfidence
 - c. hyper-patriotism
 - d. refusal to learn other languages
 - e. all of the above
17. What consequences will you face if you get drunk and disrupt others during the program?
- a. might get attacked or killed while impaired
 - b. might get sent home on next flight at my expense
 - c. might miss class/school
 - d. might have hangover
18. What consequences will you face if you speak English during the program?
- a. won't be understood by any Spaniards so I won't have much fun
 - b. might get low grade if I am heard by professors
 - c. won't learn much/any Spanish so might get low grade
 - d. might become the object of anti-American sentiment by Spaniards who hear me speak English
19. What will you get out of participating in this program?
- a. nothing
 - b. increased skill in communicating in Spanish
 - c. credits
 - d. enhanced career options
 - e. new friends in another culture
 - f. new perspectives, new ways of looking at issues
 - g. interest in study abroad for a longer period
20. What are the benefits of trying a new food?
- a. My brain power will be increased.
 - b. I might discover something I really like.
 - c. My host family will be happy that I liked their favorite dish
 - d. I'll gain a greater appreciation for a culture other than my own.
 - e. I'll be able to talk about it when I get home and everyone asks about the food.
21. On average how many miles do you walk per day? _____
22. During the program, we will walk _____ miles per day.
23. What is the purpose of this quiz? _____

Appendix B

Pre- and Post-Program Oral Assessment Prompt

You will be given about 4 minutes to read the prompt and think about what you want to say. Think about the vocabulary you will need, verb tenses, and other grammar. You will NOT write anything, but rather brainstorm ideas for the topic.

When speaking, the main "rule" is that you must not use any English in your recording. Your Spanish can have mistakes, and you can stick to basic vocabulary and grammar that you already know, but just do not use English. If you can't think of a word, explain around it in Spanish (circumlocute). Do not worry about being perfect, but try to include as much information as possible. Try to use good pronunciation, vocabulary, and grammar.

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Oral proficiency assessment prompt:

You are a strong proponent of protecting the environment, and you are trying to convince your friend to become more conscious of the effects of his/her lifestyle on the environment. You walk everywhere, use no perfumed products, have 5 recycling bins in your room, attend protest marches at local factories, and do a lot of other things to help conserve the environment. Your friend is entirely oblivious to the importance of preserving the environment, and commits all kinds of atrocities. Explain what you used to do (imperfect) before you became conscious of the need to be more friendly to the environment, cite any really memorable events that you participated in (*pretérito*) and tell what you do now. Try to convince your friend that he/she can be more helpful. Suggest, insist, advise, be emotional (subjunctive).

Vocabulario útil: environment: *medio ambiente* / factory: *fábrica*

Cognados: *productos perfumados* [perfumed products] / *reciclar* [to recycle] / *protestar* [to protest] / *proteger* [to protect] / *preservar* [to preserve] / *cometer* [to commit] / *conservar* [to conserve] [English for cognates is not provided on student prompt]

Appendix C

Gen Ed Summer Abroad Program in Spain

Rubric for Spanish 201 Pre-Program and Post-Program Oral Assessments 2013

STUDENT: _____

Total Points _____

Fluency (20%) _____

- 4 Speech is natural and continuous; no unnatural pauses. Speech seems spontaneous and flows naturally and easily.
- 3 Some definite stumbling, but manages to rephrase or continue.
- 2 Speech halting and fragmentary; long, unnatural pauses. Student is obviously reading prepared material.

Vocabulary (20%) _____

- 4 Rich and extensive vocabulary, appropriate to situation; very accurate usage; good circumlocution.
- 3 Often lacks needed words; some inaccurate usage; some use of English.
- 2 Lacks basic words and expressions; inadequate or inaccurate usage hampers communication.

Notes _____

Pronunciation (20%) _____

- 4 Near-native pronunciation; little or no interference of English sounds.
- 3 Interference of English pronunciation is pervasive, but utterances are mostly comprehensible; communication may be impeded to some extent.
- 2 Entirely or almost entirely incomprehensible to a native speaker of Spanish who is not used to interacting with non-native speakers. Communication is impeded or impossible.

NECTFL Review 80

(More practice is needed on circled sounds): [p] [t] [k] [β] [ð] [r] [r]

(Words to practice): _____

Structure/grammar (20%) _____

- 4 Targeted grammatical structures *almost* always correct. A few insignificant errors.
- 3 Frequent errors in targeted structures. Communication is impeded but not severely.
- 2 Grammatical errors render speech incomprehensible. Communication is severely impeded.

(More practice is needed on circled items):

Verb tenses:

Conjug. of Preterite	<i>ser-estar / por-para</i>
Conjug. of Subjunctive	Preterite-Imperfect
Present tense	direct, indirect object pronouns
subject-verb agreement	adjective agreement

Use of Subjunctive:

impersonal expr.	influencing	emotion
doubt/belief	adjective clauses	

Meaningful Communication (20%) _____ (length of recording: ___mins., ___secs.)

- 4 Substance of conversation is of good quality, addresses the required task with an abundance of information, arouses interest in the listener, and may provoke response. Shows evidence of a command of the topics and contexts involved. Meaningful communication takes place.
- 3 Communication may be misunderstood at times; contains some evidence of contextual knowledge but information is lacking or incomplete, or task is not adequately addressed; negotiation of meaning is not always successful.
- 2 Shows little or no evidence of contextual knowledge and/or task is not addressed. Negotiation of meaning does not occur and communication is non-existent; meaningful conversation does not take place.

Designing Programs to Foster Intercultural Competence

Appendix D Oral Assessments for Students Abroad in Spanish 201 Summer 2013

201 Student	Pre-Program Assessment							Post-Program Assessment							Post-Program Assessment Avg		
	Fluency	Vocabulary	Pronunciation	Grammar	Communication	Total Score	Length	Pre-Program Assessment Avg	Fluency	Vocabulary	Pronunciation	Grammar	Communication	Total Score			Length
Student A	2/3	2/2	3/2	2/2	3/3	12/12	1-40s	2.4	3/3	3/3	3/3	3/3	3/3	15/15	2-24s	3	
Student B	2/2	2/2	3/2	2/3	2/2	11/11	2-30s	2.2	4/3	4/3	3/3	3/3	4/3	18/15	1-53s	3.3	
Student C	3/3	3/2	3/3	3/2	2/2	14/12	0-19s	2.6	3/3	3/3	3/3	3/3	3/3	15/15	2-06s	3	
Student D	2/2	2/2	2/2	3/2	2/2	11/10	1-18*	2.1	3	3	3	3	3	15	2-01s	3	
Student E	2/2	3/3	3/2	2/2	3/2	13/11	1-22s	2.4	3/2	3/2.5	3/2	2/2	3/3	14/12	1-18s	2.55	
Student F	2/2	2/2	2/2	2/3	2/3	10/12	2-50s	2.2	3	3	3	3	3	15	1-3s	3	
Student G	2/2	2/2	2/2	2/2	2/2	10/10	2-10*	2	3/2	3/2	2/2	2/3	3/3	13/12	2-07s	2.5	
Student H	2/2	2/2	2/2	2/2	2/2	10/10	1-37s	2	2/2	2/2.5	2/2	2/2.5	2/3	10/12	2-10s	2.2	
Student I	2/2	2/3	2/2	2/2	2/3	10/12	2-58s	2.2	2/3	3/3	2/2	2/3	2/3	11/14	1-26s	2.5	
Student J	3/3	3/3	3/2	3/3	3/2	15/13	0-36s	2.8	3/2	3/2	2/2	2/2	2/3	12/11	1-0s	2.3	
Avg for 201	2.25	2.3	2.3	2.3	2.3			2.29	2.72	2.8	2.5	2.58	2.88			2.7	+4

Note: Each recording was scored by two scorers: the first number indicates the score given by Scorer 1 and the second number indicates the score given by Scorer 2.

Appendix E — Oral Assessments for Students on Campus 2013

	Pre-Program Assessment							Post-Program Assessment							Post-Assessment Avg		
	Fluency	Vocabulary	Pronunciation	Grammar	Communication	Total Score	Length	Pre-Assessment Avg	Fluency	Vocabulary	Pronunciation	Grammar	Communication	Total Score			Length
201 Student																	
Student 1	2/2	2/2	2/2	2/2	2/2	10/10	4-12s	2	3/2	3/2.5	2/3	2/2.5	2/3	12/13	3-31s	2.5	
Student 2	1/2	1/2	1/2	1/2	1/2.5	1/0.5	1-54s	2.1	2/2	2/2	2/2	2/2.5	2/3	10/11.5	2-7s	2.15	
Student 3	2/2	2/2	2/2	2/2	2/2	10/10	5-37s	2	2/2	2/2	2/2	2/2	2/2.5	10/10.5	4-18s	2.05	
Student 4	3/2.5	2/2.5	3/2	3/2.5	3/3	16/12.5	3-57s	2.65	3/3	4/2.5	3/2.5	3/3	4/3	17/14	3-15s	3.1	
Student 5	2/2	2/2	2/2	2/2	2/2	10/10	4-9s	2	2/2	2/2	2/2	2/2	2/2.5	10/10.5	4-10s	2.05	
Student 6	3/2.5	3/2.5	3/3	3/2.5	3/3	15/13.5	2-6s	2.85	3/3	3/3.5	3/3	3/3	3/3.5	15/16	2-18s	3.1	
Student 7	2/2	3/2	2/2.5	2/2	2/2	11/10.5	2-41s	2.15	2/3	2/3	2/2.5	3/3	3/3	12/14.5	3-40s	2.65	
Student 8	2/2	2/2	2/3	2/3	2/2.5	10/12.5	3-42s	2.25	2/3	2.5/3	3/2.5	3/2.5	2.5/3	13/14	2-38s	2.7	
Student 9	3/2	3/2.5	3/3	3/3	3/2.5	15/13	1-17s	2.8	2/2	2/2	3/2.5	3/3	2/2.5	12/12	1-11s	2.4	
Student 10	3/2	3/2.5	3/2.5	3/2	3/3	15/12	1-45s	2.7	2/2.5	2/3	3/2	3/3	2.5/3	12.5/13.5	3-3s	2.6	
Student 11	2/2.5	3/2.5	2/2	2/2	2/2.5	11/11.5	4-16	2.25	3/2.5	3/3	3/2	3/3	3/3	15/13.5	3-34s	2.85	
Student 12	3/2.5	2/2.5	3/3	2/2.5	2/3	12/13.5	3-50s	2.55	1/2	1/2.5	1/2.5	1/2	1/2.5	1/11.5	2-23s	2.3	
Student 13	2/3	2/3	2/3.5	3/3	3/3	12/15.5	2-10s	2.75	3/3	3/3	3/3	3/3	3/3	15/15	4-40s	3	
Avg for 201	2.31	2.35	2.44	2.37	2.48			2.39	2.39	2.55	2.48	2.64	2.75			2.57	+1.18

Note: Each recording was scored by two scorers: the first number indicates the score given by Scorer 1 and the second number indicates the score given by Scorer 2.

Designing Programs to Foster Intercultural Competence

Appendix F
Comparisons of Assessments for Students Abroad and On Campus 2013

	Pre-Program Assessment						Post-Program Assessment						Improvement between pre- and post- program assessments													
		Fluency		Vocabulary		Pronunciation		Grammar		Communication		Pre-Assessment Avg			Fluency		Vocabulary		Pronunciation		Grammar		Communication		Post-Assessment Avg	
201 Abroad		2.25		2.3		2.3		2.3		2.3		2.29		2.72		2.8		2.5		2.58		2.88		2.7		+4 diff
201 On Campus		2.31		2.35		2.44		2.37		2.48		2.39		2.39		2.55		2.48		2.64		2.75		2.57		+18 diff

Note: Abroad group improved more: +4 compared to +18 on campus. Abroad group ended up scoring slightly higher in overall speaking skills even though they began with a slightly lower average of speaking skills.