From English language learners to intercultural citizens: Chinese student sojourners' development of intercultural citizenship in ELT and EMI programmes

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Abstract

The notion of global or intercultural citizenship has become prominent in international higher education and English medium instruction. The goal is to educate students for successful interaction in intercultural situations across multiple communities from the local to the global. However, most discussions are at the theoretical level and there is insufficient empirical evidence documenting the extent to which experiences of students in international universities actually leads to the development of intercultural citizenship. To address this gap this research explored the experiences of Chinese students (the largest group of international students in the UK and a major group of English language teaching learners) before, during and after study abroad. Data was collected from students (n = 258) via questionnaires, interviews and a focus group in the UK and China. Findings demonstrated generally positive attitudes towards intercultural citizenship and intercultural citizenship education. Furthermore, many participants reported developing an increased sense of identification with intercultural citizenship as a result of study abroad. However, understanding of intercultural citizenship was often superficial and no students reported any formal intercultural citizenship education either in preparation for study abroad or during their time in the UK. Moreover, a number of students either rejected or withdrew from the idea of developing an intercultural identity due to negative impressions of intercultural experiences. We argue that these mixed findings are unsurprising given the lack of opportunities to prepare for or reflect on intercultural experiences. Furthermore, the absence of intercultural citizenship education is a missed opportunity in English language teaching and English for academic provision.

1

Introduction

A core aim in the internationalisation of higher education has been incorporating an intercultural dimension to the learning experience (e.g. Knight, 2008). Within English language teaching (ELT) there has also been a parallel increase in the prominence given to intercultural aspects. One of the key ways in which this has been conceptualised is through the notion of learners developing a sense of intercultural or global citizenship in both language teaching (e.g. Byram, 2008) and higher education (e.g. Killick, 2013). Conceptualisations of intercultural citizenship typically incorporate elements of intercultural competence and a sense of global connectivity and responsibility. Intercultural citizenship education is especially relevant to student mobility in English medium instruction (EMI) programmes in international universities, where students are by definition in intercultural contexts in which intercultural communication and associated linguistic and cultural issues are central. However, while there is much theoretical discussion about how intercultural citizenship can be incorporated into education, there is little empirical research on this from student perspectives. This is a major gap since students are arguably the key stakeholders in the processes of internationalisation and EMI. Most crucially, it is far from clear if international educational experiences lead to the expected development of intercultural citizenship, and further research is needed. Additionally, the linguistic dimensions of intercultural citizenship and especially the role of English have often been ignored or marginalised. Yet linguistic issues are far from trivial in international student experiences and the development of intercultural citizenship. Furthermore, the use of English as a global lingua franca in which, it can be argued, anglophone speakers are no longer arbiters of the language adds another level of complexity. This is particularly the case in EMI programmes where anglophone users of English are likely to be in the minority or absent, including in many postgraduate programmes in the UK.

To better understand the development of intercultural citizenship and its relationship to English use, ELT and student mobility in EMI at international universities, this study focused on postgraduate Chinese international students before, during and after study in the UK. This is for three reasons. First, the UK has been at the forefront of internationalisation of education, with increasingly multilingual and multicultural student populations especially at postgraduate level (OECD, 2014). Second, the number of Chinese students 'far exceeds' any other nationality of international students in the UK (UKCISA, 2017). Third, Chinese students currently make up one of the largest groups of English second language learners (Wei and Su, 2012). This means that China is a significant site for understanding the relationship between intercultural citizenship, preparation for study abroad and ELT. In this study we aim to gain a better understanding of Chinese international students' experiences of learning and using English both in China and the UK. In particular we aim to document and explore:

■ the extent to which students feel ELT has prepared them for the intercultural aspects of student mobility and EMI

■ what their perceptions are of English learning and use in ELT and EMI

■ how both of these relate to their development (or not) of a sense of intercultural citizenship

■ the implications of the above for ELT (including EAP (English for academic purposes) and ESP (English for special purposes)) teaching before, during and after study abroad.

We believe these are issues of high relevance due to the prominence given to intercultural citizenship in higher education and ELT, the increasing number of international students (particularly Chinese students) in the UK, and the scale of ELT in China. Through addressing these aims we hope to produce insights that inform effective practice in ELT (including EAP and ESP) to prepare students for student mobility, to support them during EMI programmes and to enable students to develop as globally connected and responsible intercultural citizens.

2

Literature review

Intercultural citizenship, higher education and EMI

The huge expansion of internationalisation in higher education over the previous decade and its close association with EMI programmes has resulted in an increasingly multilingual and multicultural landscape for internationally oriented universities, with the UK at the forefront of this (Dearden, 2014; OECD, 2014). The multilingual and multicultural nature of EMI programmes (we include many UK programmes in this due to their multilingual populations particularly at postgraduate level – see Jenkins, 2014; Baker and Hüttner, 2017) means that linguistic and cultural issues are central for a successful student experience. Indeed, this intercultural dimension is often cited as one of the major features of internationalisation, for example Knight's (2008: 21) definition of internationalisation as 'the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels'. The need to develop this intercultural dimension of international higher education has been acknowledged in both theory and practice in education (e.g. Ryan, 2011; Killick, 2013; Clifford and Montgomery, 2014) and applied linguistics (e.g. Beaven and Borghetti, 2014; Jenkins, 2014; Baker, 2016). Students in international higher education programmes are often expected to develop their intercultural competence and to cultivate an identity as an intercultural or global citizen. Intercultural/ global citizenship is typically conceived as the extension of citizenship beyond national borders and recognition of the global scale of social relations, the need to respect and value diversity, and participation in and responsibility to communities at multiple levels from the local to the global (Byram, 2008; Killick, 2013). Intercultural citizenship education aims to facilitate intercultural learning experiences and engagement with others, leading to change both in the individual's behaviour and self-perceptions, as well as in their behaviour and perceptions towards others (Byram, 2008; Byram et al., 2017; Lu and Corbett, 2012).

However, there is still much debate concerning the extent to which experiences of internationalisation and student mobility result in the development of intercultural citizenship (e.g. Kinginger, 2013; Baker, 2016; Byram et al., 2017). Moreover, how linguistic issues, especially the use of English in EMI, are related to this is far from clear. Given the key role of language in identity development (Joseph, 2004) this needs to be given greater prominence. Additionally, there are concerns that neoliberal perspectives which emphasise the development of intercultural citizenship for the employment and economic benefits of global elites have proved pervasive (Aktas et al., 2016). Rather than engaging with communities and social action, neoliberal approaches may result in increased stratification of social divides (Block et al., 2012). To date, there is insufficient empirical evidence to be able to draw conclusions on how students and institutions view intercultural citizenship. Further investigation is needed detailing the extent to which students in international higher education programmes feel they develop, or, crucially, want to develop as intercultural citizens during their programme and the role of language in this.

Intercultural citizenship and student mobility

Student mobility and study abroad is an area where many of the issues around internationalisation and intercultural citizenship come to the fore both during preparation for the time abroad and the stay itself. As with internationalisation in higher education generally, one of the claimed benefits of student mobility is the development of students' intercultural awareness and sense of intercultural/global citizenship (Kinginger, 2013; Beaven and Borghetti, 2014; Baker, 2016). Yet, research has shown that study-abroad experiences do not by themselves guarantee development in intercultural awareness and citizenship and appropriate preparation, support, evaluation and reflection are essential (Jackson, 2012). However, much of the preparation for student mobility assumes a correlation between the language

of instruction in an institution, a local host community and a national culture and language. This is problematic since the increasingly international orientation of higher education means that such connections can no longer be taken for granted, as diverse student and staff bodies make higher education a highly multilingual and multicultural environment, especially in UK settings (Jenkins, 2014; Baker, 2016). Therefore, investigating students' study-abroad experiences in UK international universities and its relationship to their previous ELT experiences is likely to be productive in revealing issues in language and intercultural education and the development of intercultural citizenship.

Intercultural citizenship, global Englishes and ELT

As discussed above, much of the preparation for student mobility and EMI programmes is conducted through ELT and in-sessional support through EAP and ESP courses. Over the previous few decades there has been an increase in interest in intercultural approaches to language education (e.g. Byram, 1997; Byram, 2008), which in many ways is well suited for study-abroad preparation. There has been a concern with expanding the notion of communicative competence to intercultural communicative competence and awareness (Byram, 1997; Baker, 2015). Building on intercultural competence and awareness, the notion of intercultural citizenship has been proposed as an alternative to the widely criticised use of native speakers as a model and goal in second-language education, including ELT (e.g. Byram et al., 2017; Lu and Corbett, 2012). Byram's definition of intercultural citizenship education is widely cited in this literature.

■ Causing/facilitating intercultural citizenship experience, and analysis and reflection on it and on the possibility of further social and/or political activity, i.e. activity that involves working with others to achieve an agreed end.

■ Creating learning/change in the individual: cognitive, attitudinal, behavioural change; change in self-perception; change in relationships with others (i.e. people of a different social group); change that is based in the particular but is related to the universal (Byram, 2008: 187).

This approach combines activity and engagement from citizenship education with earlier notions of intercultural communicative competence. Thus, intercultural citizenship goes beyond learning about 'others' to learning which results in change in the individual and also, crucially, produces activity in the community at a range of scales from the local to the national and the international.

The focus on multiple scales, from the local to the global, in intercultural citizenship education links to current research on Global Englishes and English as a lingua franca (ELF), which is also concerned with second-language use and education in a diversity of contexts. The presence of English in diverse multilingual and multicultural settings, including international universities, in which the majority of its users employ it as an additional language, has far-reaching implications for teaching both before and during study abroad (Jenkins, 2014; Baker, 2015). A focus on particular varieties of English (e.g. British or American) and cultural practices associated with such varieties becomes harder to sustain in 'superdiverse' international universities, including in anglophone countries, which are highly multicultural and multilingual. This means we can no longer assume a target language/target culture correlation. The aim of ELT then becomes preparing learners for diversity and fluidity in communication. Key suggestions from global Englishes and ELF research have included an emphasis on the processes of language learning and use and a 'post-normative' pedagogy (Dewey, 2012) in which language and communication are approached as adaptable and contextually varied rather than fixed. As with intercultural education and citizenship it has also included a widening of communicative competence to include a more intercultural dimension (Baker, 2015; 2016). Thus, ELF and intercultural citizenship education would seem commensurable in providing potentially fruitful alternative approaches to ELT which prepare students for intercultural communication more generally, and specifically for the multilingual and multicultural nature of EMI programmes in international universities.

Intercultural citizenship and ELT in China

Due to the large number of English learners and the extent of student mobility in China, particularly to UK universities, issues around English language use and teaching, study abroad and intercultural citizenship are key. English has made remarkable gains in status during the last few decades and it is estimated that there are currently over 400 million English learners in China (Wei and Su, 2012), with the language taught from kindergarten to secondary school, and as a compulsory subject in Chinese higher education. Current research shows diverse roles and functions of English in China, and it is increasingly viewed less as the language of the 'other' and more as part of the intercultural and multilingual, or translingual, resources of its users (Li, 2016). Intercultural communicative competence and global orientations to English form a core part of the national curriculum in both secondary schools and colleges (Liu, 2016). However, these ideas appear to have had little influence on classrooms. In ELT practices native English speaker targets and an anglophone ideology are still strong (Fang, 2016; Liu, 2016). Given the intercultural uses of English by Chinese speakers, the notion of intercultural citizenship is clearly of relevance in ELT, but to date there is little empirical research on this subject. Of the few studies to deal explicitly with intercultural citizenship in Chinese ELT, both Han et al. (2017) and Fang and Baker (2018) found that university students generally had positive attitudes towards notions associated with intercultural citizenship, but their understanding of the concept was uneven and at times superficial. Both studies conclude that given the scale of student mobility and ELT in China, further research was much needed.

3

Methodology

This study follows a mixed-methods approach (Dörnyei, 2007; Creswell, 2015) as it enables the flexibility and multiple perspectives needed for a newly emerging area of investigation: intercultural citizenship in ELT and EMI. Specifically, this entails quantitative data from a questionnaire and qualitative data gained from interviews and a focus group.

The participants selected were Chinese learners and users of English as a second language. This is due to Chinese students being the largest group of international students in higher education in the UK and also the largest group of ELT learners. We focus on postgraduate level for the majority of the data (qualitative) since this is the area with the largest number of international students and the greatest diversity, meaning the linguistic and intercultural issues under investigation are most likely to be of relevance here. The setting of the study was a major international university in the UK with a high number of Chinese international students and students from a range of Chinese universities with extensive study-abroad programmes and links to the UK. In total there were 258 participants, consisting of 223 questionnaire respondents, 18 interview and five focus group participants in China and 12 interview participants in the UK. This provided a sufficient range of academic disciplines and experiences but was still manageable for in-depth qualitative analysis.

In order to adopt a longitudinal and developmental perspective on intercultural citizenship, data was collected from students before, during and after their study-abroad experiences. Specifically we focused on the four research questions (RQ) below.

RQ1 What are Chinese university student sojourners' experiences of ELT in relation to EMI study-abroad and intercultural citizenship?

RQ2 What are students' experiences of English use and intercultural communication in their EMI study-abroad programmes?

RQ3 What are students' understandings of intercultural citizenship? What are students' perceptions of the links between English language and intercultural citizenship?

RQ4 In what ways, if any, do student sojourners develop an awareness of intercultural citizenship and an identity as an intercultural citizen as a result of their EMI study-abroad programmes?

Specific answers to these questions were gained in the following ways. A questionnaire was developed asking participants about experience of ELT, and perceptions towards English, intercultural communication and intercultural citizenships. This was based on themes identified in earlier research (Fang and Baker, 2018), and covered background information about language learning and uses, intercultural experiences, intercultural awareness and intercultural citizenship, English language use and learning, and English language, intercultural citizenship and study abroad (see Appendix 1). Responses to the questionnaire were quantitative, which allowed the use of descriptive statistics to compile overall responses and compare responses before and after study abroad. The questionnaire was offered to students in China before their study-abroad experiences and to another group of participants after their study-abroad experiences. It was administered through an online survey system in the UK and a Chinese website,[1] with potential participants informed through emails and social media messages via contacts of the co-investigator (Co-I). The questionnaire provides answers to RQ1 through information about ELT experiences. It also provides answers to RQ3 and RQ4 through information about English use, intercultural communication and intercultural citizenship, and also any changes in responses to these questions between the two sets (before and after study abroad) of survey responses.

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1   Access to the UK-based survey proved difficult from China and so it was also made available on a Chinese-based website.

Four rounds of semi-structured interviews were also conducted. Semi-structured interviews were chosen since they allow similar data to be collected from different participants but also flexibility to ask follow-up questions and explore unexpected areas (Richards, 2003). The first round of interviews were conducted with a group of participants in China (n = 11) before their study-abroad experiences asking them about previous ELT experiences, and expectations of study abroad as well as understanding of intercultural citizenship, thus addressing RQ1 and RQ3. Two rounds of interviews were conducted with students (n = 12) while they were experiencing study abroad in the UK towards the middle of their first semester and the middle of the second semester (thus avoiding potentially busy and stressful times at the beginning and end of studies). This focused on their experiences of English use, intercultural communication and development of intercultural citizenship, and addressed all four research questions, but with the second round concentrating on RQ4. A final round of interviews involved a group of students in China (n = 7) who had recently returned from study abroad and focused on their impressions of the experience in relation to use of English, intercultural communication and intercultural citizenship. There were also questions on any impact the experience has had on them since returning to China, which is a key part in the development of intercultural citizenship. As such, the main focus was on RQ4 but also addressed RQ3. The interviews were conducted in Mandarin in China and English in the UK due to the first language of the interviewer and the settings. All interviews were audio recorded and then transcribed.

The final data collection method was a focus group with participants (n = 5) who had recently returned from study-abroad experiences. The participants were given prompts in relation to the four research questions but allowed to discuss the issues in any way they see as relevant (see Appendix 2). The focus group was conducted in the participants' first language (Mandarin Chinese) to enable freer responses from the participants. A focus group has the advantage of lessening the impact of the researcher on the participants' responses and allowing them to construct their own interpretation of the issues under investigation (Dörnyei, 2007).

The small number of participants and sites compared to the overall population of international students in the UK and from China is a clear limitation to this research. However, through focusing on a smaller number of participants, more in-depth rich data can be gained which will hopefully resonate in other settings (Richards, 2003). The limited time frame (12 months) excluded the tracking of individual students and so different participants were contacted before, during and after study abroad. Nonetheless, through collecting data sets at different points in time we still obtained valuable data on participants' experiences and developmental trajectories. Finally, the qualitative nature of much of the data means that subjective interpretation by the researchers will be inevitable, yet, by being clear about those subjectivities (through, for example, an audit trail for data collection and analysis) we argue that the diverse linguacultural backgrounds of the principal investigator (PI) and Co-I and their experiences of ELT, EMI and intercultural education are a strength of this project.

4

Results

The findings from the study are organised according to the four research questions, with the questionnaire data presented first followed by the interview and focus group data. The questionnaire was completed by 223 participants in China. Fifty-three had experienced study abroad, and the rest were either planning to study abroad in the near future or were interested in study abroad. There were 169 female, 53 male and one other respondents. The ages ranged from 18 to 43, with 21 the most common. While all were Chinese citizens, there was a range of first languages/dialects, with the majority having Mandarin but also Cantonese, Hakka, Hubei, Jin and Teochew dialect. In terms of study disciplines there was a wide range of subjects from the humanities, sciences, law and business. Questionnaire responses were tabulated in Excel and descriptive statistics generated from this.

The 12 interview participants in the UK were eight female and four male, with an age range of 21–25, with 24 the most common. They were all undertaking postgraduate study in a range of subjects from humanities, business and science disciplines (see Appendix 3). They were interviewed mid-way through their first semester of study and towards the end of their second semester of study, making a total of 24 interviews and approximately 12.07 hours of recordings. The 18 interview participants in China were three male and 15 female. The group interviewed before study abroad was composed of 11 students majoring in art, business, journalism and science disciplines, while the group interviewed after study abroad was composed of seven people graduating from universities in the UK (see Appendix 3). The 'before' interviews had a total 4.65 hours, while the 'after' interviews had 3.72 hours. The five focus group participants had all graduated from UK universities in a range of subjects (see Appendix 3), and the focus group lasted 1.32 hours.

The audio recordings were transcribed in English for the UK data and Mandarin for the Chinese data, and stored in NVivo 11. The data was analysed through latent content analysis (Dörnyei, 2007) for key themes both related to the research aims and emergent issues. Data was, thus, coded in a mixture of top-down coding based on the research questions and bottom-up based on the participants' responses (Miles et al., 2014). An initial coding scheme was developed after the first round of UK interviews and this was then applied by both the PI in the UK and Co-I in China to subsequent data. Further adaptation of the coding scheme based on the Chinese data and the second round of UK interviews was then undertaken. Finally, completed data sets and coding schemes in the UK and China were compared to check consistency of application of the codes. A final scheme was developed, with 40 codes under five main themes: study abroad; language, English and ELT; intercultural education; intercultural experiences; and intercultural citizenship. Data extracts presented here have been chosen from the codes as exemplifying particular themes or as especially articulate examples. [2]
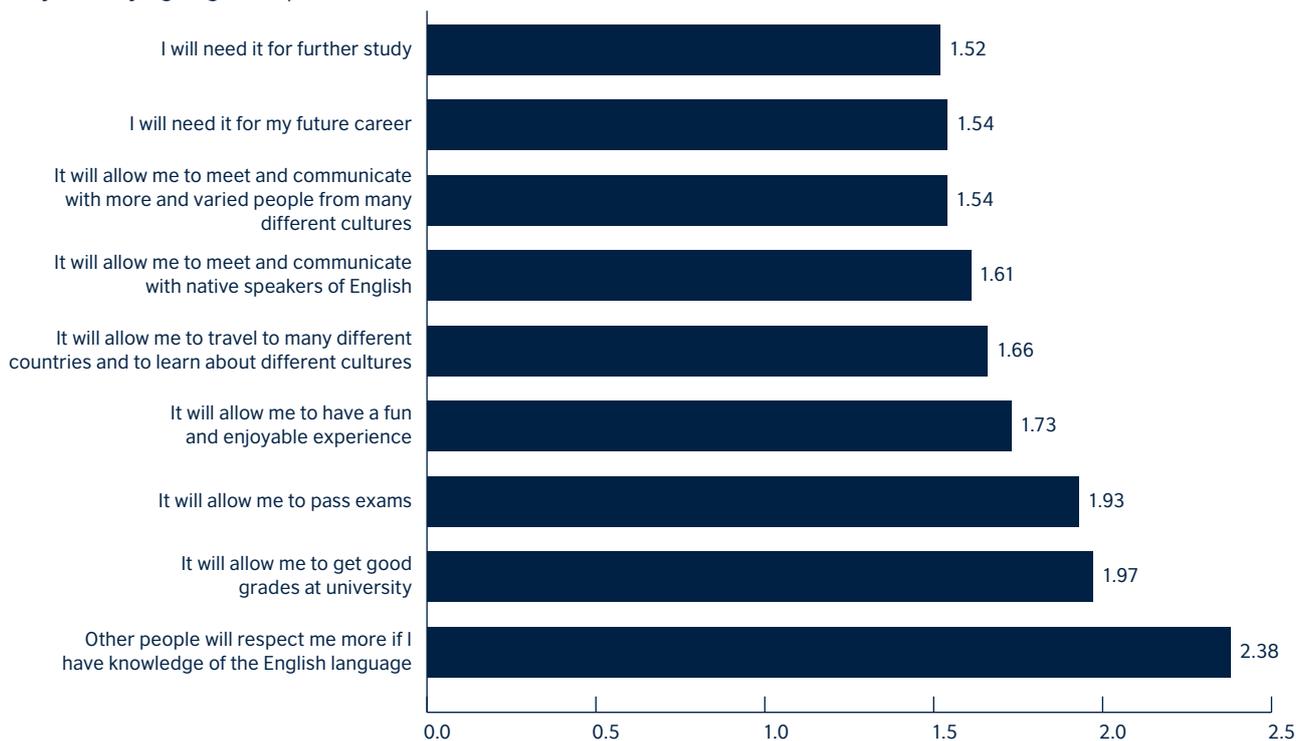
RQ1. What are Chinese university student sojourners' experiences of ELT in relation to EMI study-abroad and intercultural citizenship?

The questionnaire participants had been learning English for an average of 12.5 years and the most common self-rating of proficiency was intermediate (n = 102), followed by upper-intermediate (n = 55), advanced (n = 26), lower-intermediate (n = 23) and elementary (n = 16). [3] The majority of participants had learned English at school and university but also used English outside of language classes (n = 160) both in other educational settings and outside of education. In terms of motivation for studying English, unsurprisingly given that the participants were drawn from students who were interested in study abroad, further study was ranked as the most important reason but other reasons related to careers, intercultural communication, travel and experiences were also rated as important (see Figure 1).

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2 All Mandarin transcriptions have been translated into English for the report by the Co-I.
3 One participant did not rate their English.

Figure 1: Motivation for studying English
Why is studying English important?

Statement	Value
I will need it for further study	1.52
I will need it for my future career	1.54
It will allow me to meet and communicate with more and varied people from many different cultures	1.54
It will allow me to meet and communicate with native speakers of English	1.61
It will allow me to travel to many different countries and to learn about different cultures	1.66
It will allow me to have a fun and enjoyable experience	1.73
It will allow me to pass exams	1.93
It will allow me to get good grades at university	1.97
Other people will respect me more if I have knowledge of the English language	2.38

Note: 1 = strong agreement to 5 = strong disagreement

Participants who had previously studied abroad were asked to evaluate their preparation for study with 5 being very well prepared and 1 very badly prepared (see Table 1). The average response was between neutral and well prepared (but not very well prepared) for their general English classes and similar in relation to preparation for intercultural communication. However, only 20 participants reported having any specific classes preparing them for study abroad, and those that had were similarly ambiguous in how they evaluated them.

Students who had not yet experienced study abroad were even less confident in their evaluation of their English classes' usefulness for their time abroad, rating them neutral or lower (see Table 2).

Table 1: Preparation for study abroad (post-study-abroad group)

	How well did your previous English language classes prepare you for studying abroad?	Were you well prepared for intercultural communication when studying abroad?	Did you have any special preparation courses for going abroad? If yes, how useful was the course?
Mean	3.74	3.70	3.74
SD	0.82	0.88	0.85

Table 2: Preparation for study abroad (pre-study-abroad group)

	How well do you think your English classes have prepared you for studying abroad?	Do you feel well prepared for intercultural communication when studying abroad?
Mean	3.29	2.85
SD	1.01	1.08

Data from the interviews confirmed the lack of systematic preparation for studying in the UK, with many reporting no special preparation courses. Where preparation did take place, this was often under the student's own initiative as illustrated in Extract 1, in which the student makes use of websites and asking friends.

Extract 1[4]

> I: alright so did you have to do any other preparation before studying abroad or was it just the IELTS exam
>
> UKM2: yeah I tried to learn something about my programme and find something about err common life what I should take here what I should prepare for
>
> I: right okay you mean about everyday lifestyle
>
> UKM2: yeah everyday
>
> I: okay so where did you find information about that
>
> UKM2: on the website and some information from my friends they used to learn in UK

As can be seen from Extract 1, all students had taken the IELTS exam and often referred to this when asked about preparation for study abroad. Yet, the extent to which they felt this was appropriate preparation for study abroad was very mixed. Some felt that

IELTS had been a useful alternative or supplement to the English and studying methods they had learned in China. However, the benefits of IELTS tended to be seen in general English use rather than subject-specific, where students were quite negative about the usefulness of IELTS as preparation, as seen in Extract 2 from the focus group.
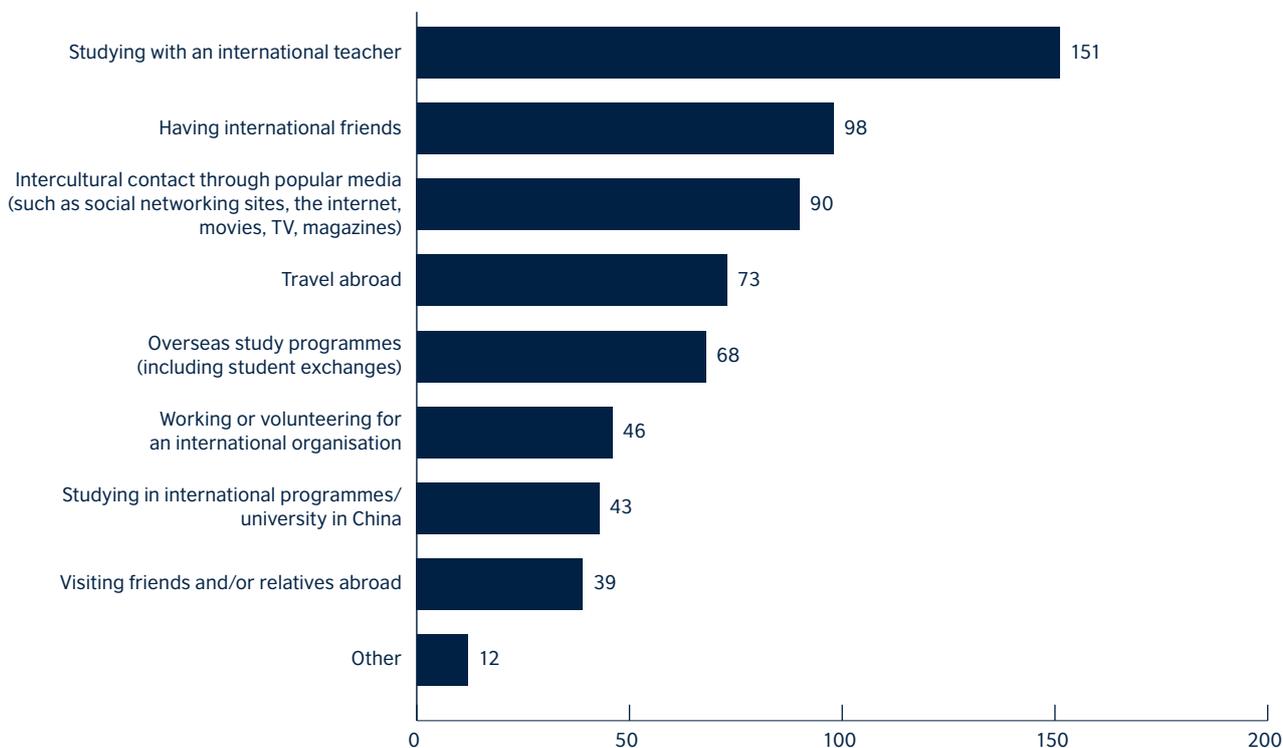
Extract 2

> FGF1: my teacher told us to forget about all IELTS in our first pre-sessional class@
>
> …
>
> FGF2: this is the first sentence taught by my teacher
>
> I: so is it necessary to set a standard
>
> FGF3: according to my experience when writing academic papers the teachers did not focus on grammar but your critical thinking
>
> FGM5: your idea

Turning specifically to intercultural experiences, education and citizenship, the questionnaire data showed that 188 students had had contact with people from other cultures, and of those that had not, all but one reported that they would like to have contact. These experiences were typically contact with international teachers and friends but also included other contacts (see Figure 2).

Figure 2: Intercultural experiences
What intercultural experiences have you had?

However, the interview data showed that while some of the students had experienced intercultural communication courses as part of their education, these were typically ad hoc (see Extract 3) and none had experienced specific courses in intercultural or global citizenship.

Extract 3

UKF10: ah (.) when I was in China at university we have intercultural communication course

I: you had a course in that yeah

UKF10: yes ah (.) I didn't listen carefully @ but @ it's a course err and our professor err err. share his experience with us and we also write assignment in Chinese

In sum, participants reported extensive ELT experience, English use and generally rated their English proficiency at a level of intermediate or above. Given their experience of and/or desire to undertake study abroad, further study emerged as a strong motivation for studying English. However, neither students who had experience of study abroad, or those planning study abroad in the future, felt that their English classes had prepared them very well for this, and few had any specific preparatory classes. The main preparation appeared to be taking the IELTS exams, which drew mixed responses. While many reported that it improved their general English abilities, they did not report that it was particularly relevant to their academic study. Furthermore, while most students had some intercultural experience and almost all expressed an interest in intercultural contact, their educational experiences of this appear to have been quite limited, and no students reported any formal intercultural citizenship education.

RQ2. What are students' experiences of English use and intercultural communication in their EMI study-abroad programmes?

As the questionnaire was not given to students who were currently studying abroad, all the data for this question comes from the interviews and focus groups. In terms of using English, a common theme that emerged was that there were insufficient opportunities to use the language due to the large number of Chinese students. Although some students expected this, many did not, and felt that it had had a negative influence on their studying (see Extract 4).

Extract 4

UKF11: …@ I thought I would use my English everyday but to be true err (.) the truth the the reality is different you know if I I share it's kind of I share the house with my friends and they all of them are Chinese @ yes and so you don't need to speak English every day and err if if you don't work with the foreign err English people. and err there is there is one guy who was about err he who- he went there about two years ago and he's also a Chinese guy so @ so if I work with him I don't need to speak @ Chinese too so err the truth that is that if I worked alone the whole day the err (xxx) oh sorry the whole day I wouldn't use any English @

Almost all the students also expressed a wish to improve their English, which was motivated by both a desire to improve their academic performance and also in many cases wanting to communicate more with native speakers. Even if students felt their English proficiency was enough for study or that native English was not relevant for study, the desire to have native-like English or at least to communicate with others (non-Chinese) was still an important target, (see extracts 5 and 6), suggesting a complex range of attitudes to English.

Extract 5

UKM6: I think my English didn't improve a lot because I seldom speak English in daily life (.) but as before I can understand what the lecturer said and I can do academic reading and I can do academic writing but I don't have friends speak English

Extract 6

UKM12: @ I think maybe I can-err the standard to evaluate my English is good I think that is to sit in the pub with other English native speakers like you or other students to drink beers and chat more than two or three hours. I think that's the way to evaluate our English is perfect …@ but not in the academic

Despite the wish to improve English proficiency, few students discussed any particular difficulties with language. There were some concerns with ability to listen to lectures, particularly unfamiliar accents, and to write assignments, especially during the first round of UK interviews, but this was not mentioned in the second round. Students were also generally aware of and had made use of various sources of support during their study-abroad programmes including: pre-sessional and in-sessional EAP courses, academic tutors and online resources provided by the university. While many impressions

were positive, there was a concern that academic support offered by the universities, like the IELTS preparation, could only help the 'language' issue but not 'contents' of their subject (see Extract 7).

Extract 7

> I: in what ways did they offer help
>
> ChinaASAM2: from academic writing format and structure
>
> I: is that grammar or content
>
> ChinaASAM2: more grammar and format but less structure because we did not share the same major

In relation to intercultural experiences there were a range of responses. Given the large number of Chinese students, unsurprisingly, some students felt that they did not have enough opportunities for intercultural exchanges during their time in the UK (see Extract 4), while others were more positive (see Extract 8); however, a few students reported that intercultural communication was not part of their motivation for study abroad in the UK (see Extract 9).

Extract 8

> UKF5: I attended a group with some Chinese students and some students from other countries err like Jordan and an English boy from Scotland. I think it's an interesting experience for me because it's the first time I have to speak English with students and express my opinions in English so I have to organise my sentences before err speaking with them and I was afraid that they can't understand what I'm saying
>
> I: right okay and could they understand you
>
> UKF5: yes they are all friendly (.) and we [did a good job] that time

Extract 9

> UKM6: in my case I think international- intercultural communication for me is not necessary if I can do very well in my class I don't need to much about intercultural skills (.) that's only in my case

Overall, only a few students reported difficulties with using English and most generally felt well supported during their study abroad, although this was mainly in relation to language rather than content. Furthermore, many students wanted to improve their English further. This was typically related to having 'native-like' English, even if students recognised that it was not necessary for academic success. However, many felt that they did not have as much opportunity as they wished for using English or intercultural experiences, due to the large number of

other Chinese students. Most students felt that the chance to use English outside of their studies and to have intercultural experiences was an important part of study abroad, although this was not the case for all students.

RQ3. What are students' understandings of intercultural citizenship? What are students' perceptions of the links between English language and intercultural citizenship?

Questionnaire responses gave a mixed picture as to the participants' familiarity with the term 'intercultural citizen', with only a minority having heard of the term (34 per cent – see Figure 3). However, the term 'global citizen' was much more familiar to students (67 per cent – see Figure 4) and as seen in the other responses to both the questionnaire and interviews appears to be understood in a similar manner to intercultural citizenship. Hence the two terms are used synonymously.

Figure 3: Intercultural experiences
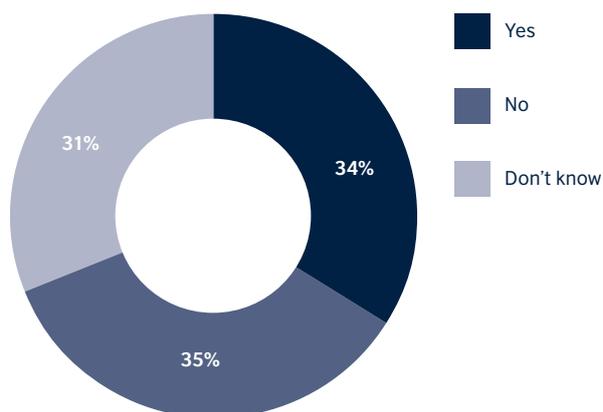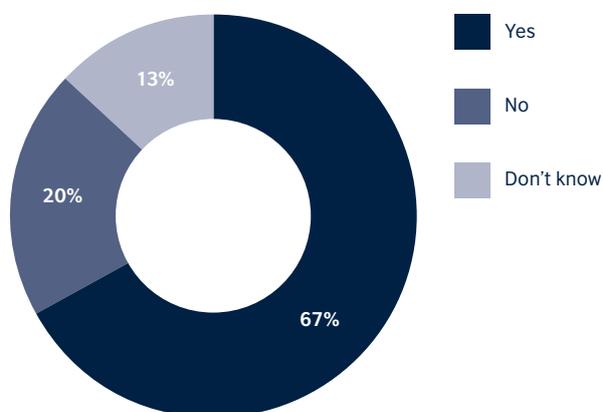Have you heard of the term 'intercultural citizen'?

- Yes
- No
- Don't know

34%
35%
31%

Figure 4: Global citizenship
Have you heard of the term 'global citizen'?

- Yes
- No
- Don't know

67%
20%
13%

As seen in Figure 5, the majority of participants (58 per cent) also identified themselves with being an intercultural/global citizen. For those that did not identify with intercultural/global citizenship, a sizable minority expressed a desire to become a global citizen (43 per cent) with others unsure (47 per cent), perhaps due to unfamiliarity with the term, and only a small number were against the idea (ten per cent) (see Figure 6).

Figure 5: Intercultural/global citizenship identity
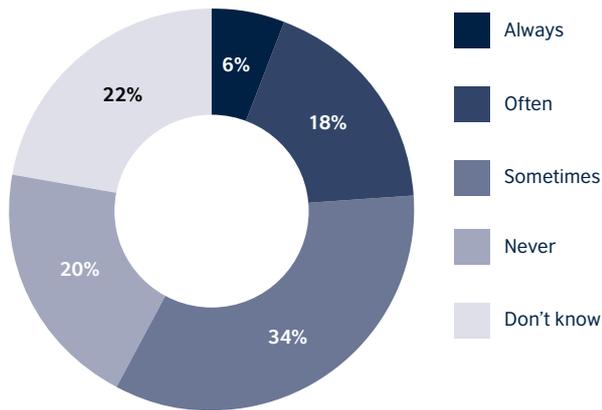Do you consider yourself an intercultural or global citizen?

- Always
- Often
- Sometimes
- Never
- Don't know

6%
18%
34%
20%
22%

Figure 6: Intercultural/global citizenship desire
Would you like to be a global/intercultural citizen?

- No
- Yes
- Don't know

10%
43%
47%

Figure 7: Intercultural citizenship factors

Factor	Mean
Learning about other cultures is important for becoming a global/intercultural citizen	1.78
Experience of intercultural communications (at home or abroad) is important for becoming a global/intercultural citizen	1.96
Travelling and getting experiences abroad is important for becoming a global/intercultural citizen	2.07
An interest in global social issues (for example poverty, enviromental protection, democracy, racism) is important for becoming a global/intercultural citizen	2.12
Taking an active role in global social issues and trying to improve the world is important for becoming a global/intercultural citizen	2.15
Speaking English is important for becoming a global/intercultural citizen	2.27
Speaking other foreign languages is important for becoming a global/intercultural citizen	2.29

Mean

Note: 1 = strongly agree to 5 = strongly disagree
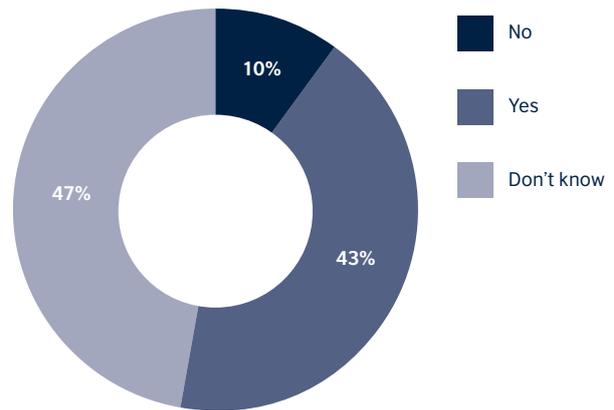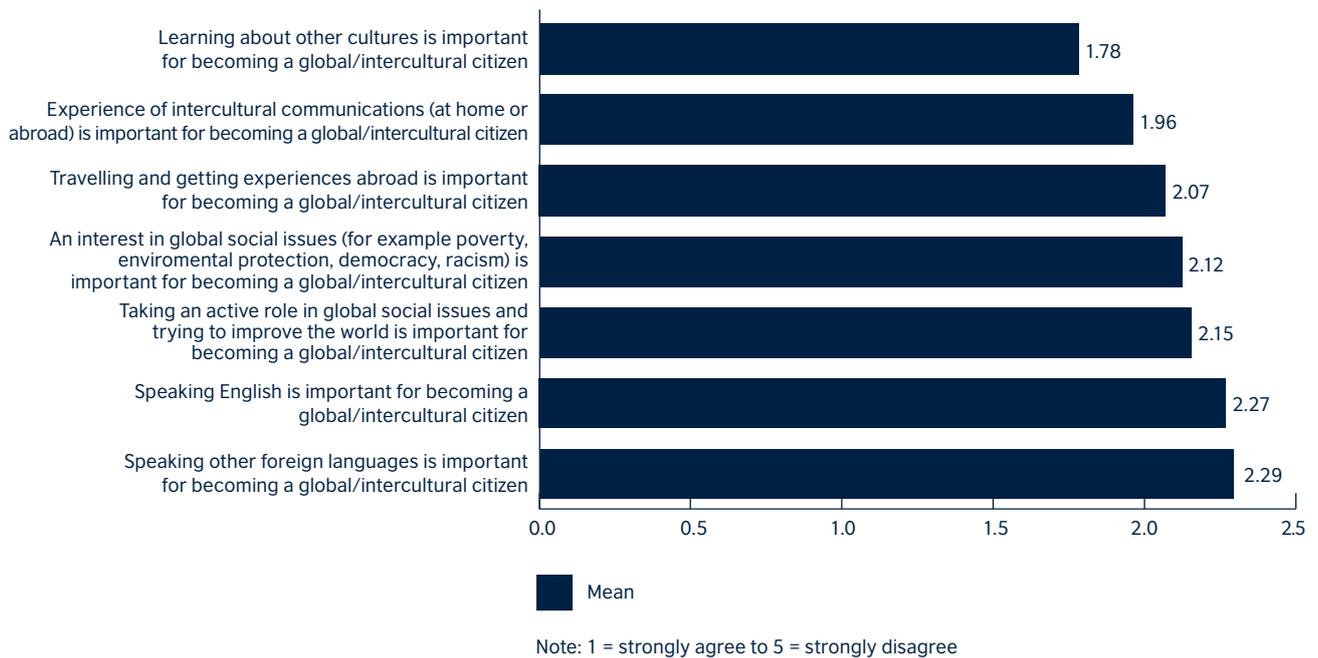
When asked about the factors that were important for intercultural citizenship, there was general agreement (a mean response of around 2 = agree) to all the factors listed, but with a slight preference for learning about cultures and experience of intercultural communication over factors such as speaking English or other languages (see Figure 7). However, there was still agreement on a link between English and intercultural citizenship.

Interviews with students also produced similarly mixed responses in terms of understanding of intercultural/global citizenship, with some students never having heard of it, particularly before study abroad in China, but others stating it was a familiar idea, typically linked to experiences of different countries and cultures and even in a few cases to quite a wide range of spheres including work and study as well as the crucial behavioural changes (see Extract 10). Importantly, six out of seven participants in China who had returned from their study abroad experiences reported that they had heard of the term 'intercultural citizenship'. However, no students were able to discuss the idea in-depth, which is unsurprising given the lack of experience of intercultural citizenship education reported.

Extract 10

ChinaASAF4: my understanding is not necessarily correct. Intercultural citizen means global citizen, because now technology is more developed, and people between different countries will have a high probability of contact and recognise different aspects in many different countries (.) a global citizen can accept different cultures, and understand the characteristics of other different regions (.) learn to accept and be inclusive to other people and in his/her behaviour as a global citizen

Similar to the questionnaire, most students in the interviews expressed positive attitudes to the idea of intercultural citizenship often related to the perceived cosmopolitan nature of intercultural/global citizens' experiences (see Extract 11) even if they did not yet have a clear idea of what it entails (see Extract 12).

Extract 11

UKF5: the global citizen err (.) sounds like have many experience and which is emm (.) they are maybe from different countries with different cultural backgrounds (.) these- they make people- make people more err creative and they- they can have more knowledge that other people don't have so this make them cool @

Extract 12

ChinaBSAF7: I said that I think life should still have a little experience and tolerance (.) Don't talk too much about labelling (.) Oh I am a Chinese, so how should I do things I am a Chongqing person (.) so how should I I don't think it's tabulating (.) I think life is really short (.) I hope to go as far as I can (.) Let's experience different life.

In contrast, as previously reported, some were not interested in being an intercultural citizen because they wanted to return to China after their study-abroad experience (see Extract 13).

Extract 13

ChinaBSAF2: first, my time abroad is quite short (.) and I heard that the coursework is still quite busy (.) I feel that it is very difficult for me to absorb cultural knowledge while studying (.) second I plan to come back after study abroad so I don't think it is particularly important [to be an intercultural citizen].

Also similar to the questionnaire, there were mixed responses as to whether students identified themselves as intercultural/global citizens, especially before study abroad or at the start of their study abroad during the first round of UK interviews and did not yet have many intercultural experiences (see Extract 14). Other students, though, were quicker to adopt an intercultural citizen identity (Extract 15) and, as shown in answer to RQ4 below, many students developed a sense of intercultural citizenship during their study-abroad experience.

Extract 14

I: so do you think you are a global citizen

UKF5: no

I: no @ why not

UKF5: emm I'm too stick to Chinese culture . and for example I- I only eat Chinese dishes in the UK and err most of my friends are Chinese so (.) @

Extract 15

I: umm so do you think you're a global or an intercultural citizen

UKF10: yeah

I: so can explain about that

UKF10: I'm a native Chinese speaker and I've spent more 20 years in the Chinese educational system but now I'm in the UK and on the new educational system with new people from other parts of the world yep (.) so I'm an intercultural citizen @

During the interviews a number of students specifically linked global/intercultural citizenship to the use of English even though this was not a question, suggesting a strong relationship between the two concepts in their understanding (see Extract 16).

Extract 16

> I: um hum so what would be good about being a global citizen
>
> UKM6: yeah you can work everywhere and go emm for example if I know English or other kind of emm world language I can work everywhere I can live everywhere in the world

In the interviews students were also asked about the role they thought intercultural citizenship should have in education. Again there were mixed responses; while all seemed to agree that it should be taught, some felt it was necessary for all (see Extract 17), others just for specific groups of students such as study-abroad students and language students (Extract 18). Nonetheless, none of the students reported any experience of intercultural citizenship education beyond the ad hoc general intercultural education discussed previously.

Extract 17

> I: okay so do you think it should be part of language education or should it just be just part of general education do you think
>
> UKM2: emm general education I think
>
> I: so why is that
>
> UKM2: err it's not about err language it's about the whole world the the globalisation err so no matter what do you have learn you should have such thought in your mind to think about in the future

Extract 18

> UKF7: I think maybe it should be part of language teaching umm (.) umm because like in applied

linguistic umm our when I finish this course err I will maybe be a English teacher in China so when you are in class you you can talk about some like err the globalised citizenship umm something like that to your students they might be interested in it because they might not umm never been study abroad before so they might be interested in it

In sum, there was generally some understanding of intercultural citizenship among the participants, although it was more commonly referred to as global citizenship. There were also positive responses to the idea with many participants either identifying themselves as global citizens or expressing a desire to become one. Intercultural/global citizenship was frequently associated with experiences of other cultures and countries as well as the use of other languages, typically English, for intercultural communication. However, the interview data suggested that the understanding of intercultural citizenship did not usually go beyond a fairly superficial level of gaining experience of other cultures. In terms of intercultural citizenship education, again the responses were mostly positive towards the idea, with the caveat that it may not be relevant for all, but none had any experience of this.

RQ4. In what ways, if any, do student sojourners develop an awareness of intercultural citizenship and an identity as an intercultural citizen as a result of their EMI study-abroad programmes?

The questionnaire responses were divided into those that had studied abroad and those that had not to see if there were any differences between them. First, out of those who studied abroad there was general agreement that they developed a sense of identity as a global/intercultural citizen while abroad. In contrast, those that had not yet studied abroad were slightly more tentative in their hope to develop an intercultural/global citizen identity (see Table 3).

Table 3: Developing intercultural/global citizenship

	Did you develop an identity or feeling of intercultural/global citizenship while you were abroad?	Do you hope to develop an identity or feeling of intercultural/global citizenship when you are abroad?
Mean	3.91	3.68
SD	0.93	1.06

Note: 5 = Very strongly; 1 = Not at all.

Responses to familiarity with the term 'intercultural citizen' gave very similar results between the two groups (33 per cent of study abroad and 35 per cent of non-study abroad were familiar with the term, while 31 per cent of study abroad and 35 per cent of non-study abroad were not). However, the term 'global citizenship' was much more familiar to study abroad than non-study-abroad students (81 per cent versus 63 per cent). Furthermore, study-abroad students identified more with global citizenship than non-study-abroad students (figures 8 and 9). Nonetheless, the beliefs about the factors that contribute to intercultural/global citizenship (see Figure 7) were found to be similar between both groups.

Figure 8: Global citizenship identity and study-abroad students
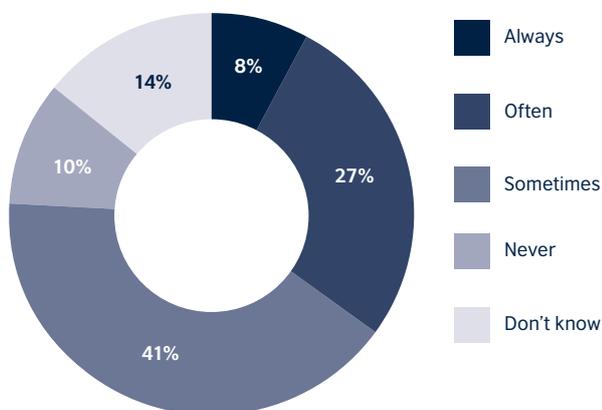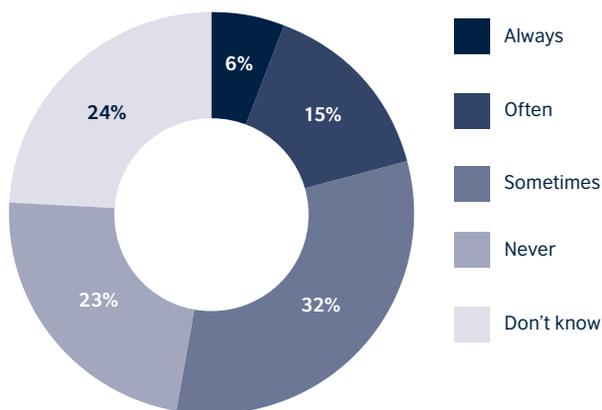Do you consider yourself an intercultural or global citizen?

- Always — 8%
- Often — 27%
- Sometimes — 41%
- Never — 10%
- Don't know — 14%

Figure 9: Global citizenship identity and non-study-abroad students
Do you consider yourself an intercultural or global citizen?

- Always — 6%
- Often — 15%
- Sometimes — 32%
- Never — 23%
- Don't know — 24%

The qualitative data from the interviews gave further insights into how this sense of intercultural/global citizenship developed for students over the study-abroad time. In the second round of UK interviews many students talked about how their time in an international university and how their intercultural experiences in the UK had changed them and how they felt more like global citizens (see Extract 19), and this was a theme repeated by students who had returned to China (see Extract 20).

Extract 19

UKF3: I think I've changed a little bit about my opinion(.) since I have been lived here for more than eight months I think (.) like I said there are many international students here and I feel like I become more global citizen here (.) I'm not have like a unique culture identity I think I've already get used to this community

Extract 20

ChinaASAF1: after you have come back to china after study abroad I know this thing intercultural citizenship is important because you are promoting a humanistic holistic education (…) you need to have certain courtesy and know how to be polite (.) I learnt how to be polite be courteous and be more adaptive during my study aboard experience (.) I understand that there are more than one dimension to a question and you can think from different perspectives

However, while students discussed personal development towards intercultural citizenship during their study abroad, there was much less engagement in wider social issues associated with intercultural citizenship. Although many students expressed an interest in global social issues, none reported any active roles. Yet when asked about different intercultural groups, many students reported membership of a wide range of local groups during study abroad both inside and outside of the university, ranging from sports clubs to social clubs and religious groups (see Extract 21). This suggests more involvement in different groups and communities (a key part of intercultural citizenship engagement) than students were aware of.

Extract 21

ChinaASAF4: because if you are abroad, you have to talk to your classmates not limited to your Chinese circle (.) If you have this awareness you can better make friends with local students (.) This is what I have learnt (.) You can learn to understand their lifestyle and make friends with them understand their lives (.) they will welcome you and invite you to their house (.) They are not as cold as I thought … I had a local classmate (.) there is church culture in the area where I stayed and people are more tolerant and welcome international students (.) so visited to have dinner at a classmate's house at Christmas (.) I was happy with that experience. (…) I also visited a British family

Nonetheless, some students still felt towards the end of their year in the UK that they had not really developed a sense of intercultural citizen identity due to a lack of connection with other international students or a lack of change in their behaviour or lives (see Extract 22).

Extract 22

UKF11: right now I think I just still feel still feel like common before 'cause this time I just stayed here I haven't I do the same the same (.) not so much thing changed

Indeed, the student in Extract 22 also went on to reject the idea of intercultural citizenship as an important part of her experience of study abroad (Extract 23).

Extract 23

UKF11: I still don't think it's really important to me right now eventually I will come back to China and it's enough @@

She was not the only student to do this, and other students both in the UK and China reacted to their experience of studying in an international environment by withdrawing their desire to become intercultural/global citizens due to negative impressions of intercultural interactions and other cultures (see Extract 24) also accompanied by a stronger sense of Chinese cultural identity (see Extract 25).

Extract 24

UKF4: … maybe I have some change about the attitude about this (.) I will become err prefer to live in a pure culture but not a global citizen. some situation it's difficult to change I think (.) If we still insist to live together and become a global citizen maybe it's not a good thing for the people from different backgrounds so so maybe I will a little bit change the attitude about the global citizens

Extract 25

FGF1: I am a Chinese when viewing from my cultural origin … although people from different majors countries and grades live in the same hall Chinese students never participated in activities with non-Chinese in the common room (.) you will find that Chinese students are not able to mingle with other people … even when I was more familiar with people from different countries than the others Chinese I still couldn't go to the bar every day with them (.) I had to go to class the next day (.) I cannot stay in the bar till 2am and go to the class the next day without taking a shower (.) life like this is very boring simply eating and chatting (.) I think the basic reason if we chased the root is because of cultural disapproval that is you cannot accept a different lifestyle

In conclusion, the questionnaire data suggests that there is more familiarity and identification with intercultural/global citizenship among students who have experienced study abroad, although overall understanding of the idea remains similar. The interview data confirms this to an extent, with many students expressing a desire to become an intercultural citizen during study abroad in the UK and feeling that this is what happened during their time due to increased intercultural contacts and experiences. However, this was not universal, and some students felt that they had not had the opportunity to develop as intercultural citizens. Perhaps of most concern, though, is that a number of students both in the UK and China rejected the idea of intercultural/global citizenship after study abroad due to negative impressions of intercultural contact and perceiving it is a threat to 'Chinese' cultural identity.

5

Discussion and implications

Overall, the findings from this study reveal many positive themes in relation to intercultural and global citizenship for Chinese study-abroad students in EMI settings, although this positivity is not without caveats. Similar to previous studies of Chinese students (Han et al., 2017; Fang and Baker, 2018) most of the participants expressed favourable attitudes towards the notion of intercultural citizenship and felt it was an identity that they would like to develop or had already developed. However, again similar to the previously cited research, understanding of intercultural citizenship was quite mixed and often fairly superficial, and students were frequently not familiar with the term itself. Students discussed intercultural citizenship in relation to experiences of other cultures and countries as well as the ability to use languages, typically English, for intercultural communication as part of a globally interconnected world. These positive responses would suggest that the concept of intercultural citizenship is a valid one in capturing part of students' experiences and motivations for study abroad.

Significantly, participants' experiences of study abroad in EMI settings appear to have led to development of identification with intercultural citizenship in most, although not all, students. Students frequently reported having changed as a person – a central part of intercultural citizenship development (Byram, 2008) – due to their experiences of living in the international environment of the university and the intercultural interactions this inevitably entailed. While personal development was a common topic of discussion, the equally important engagement in social issues and diverse communities (Byram, 2008) was less prominent. Students reported an interest in globally relevant social issues, such as human rights and environmental protection, but reported little activity in this area. Nonetheless, many of the participants were members of varied social groups and communities which were often multicultural, revealing a degree of engagement in wider communities even if the political dimensions to this were not explicit (see Porto et al., 2018 for the importance of such community engagement in intercultural citizenship development).

However, students' experiences were not all positive. The large number of other Chinese students was felt to be a problem by many as it resulted in fewer opportunities to engage in intercultural interactions and restricted chances to use, and hence improve, English (see Spencer-Oatey et al., 2017 for similar findings). Furthermore, despite reporting using English with multilingual groups and recognition that their current English proficiency was sufficient for academic study, there was still a desire among many students for 'native' English and their proficiency was measured against this. The damage that this unrealistic and unnecessary model of idealised 'native' English has in ELT and academia is now well documented (e.g. Jenkins, 2014). Additionally, a small number of students felt that intercultural citizenship was not something they wanted to develop. This appeared to be for a variety of reasons. For some study abroad was about gaining academic knowledge which they hoped to make use of in China, and so intercultural connections were not important or especially relevant. Of more concern was that for a few participants their experiences of intercultural interactions appear to have resulted in negative impressions of other cultures and feeling that their Chinese identity was under threat, leading to a desire to withdraw from the more multicultural and cosmopolitan aspects of intercultural citizenship. It has long been noted that study abroad does not necessarily lead to more positive attitudes to other cultures (Byram and Feng, 2006; Jackson, 2012; Coleman, 2013) and this study provides further evidence of the reasons for this.

A theme that emerges clearly from the data is that students' development of intercultural citizenship is not the result of formal education. The students reported extensive ELT experience before embarking on study abroad but little explicit preparation for study abroad itself beyond IELTS examinations. While some students had experienced ad hoc intercultural education, no students had experienced intercultural citizenship education, again confirming findings in earlier studies of Chinese ELT students (Han et al., 2017; Fang and Baker, 2018). Significantly, most students felt that the ELT experiences they had had before study abroad had not prepared them well for the experience. Furthermore, although students felt

well supported in terms of English language for academic study, no students reported support in relation to intercultural education or intercultural citizenship. Additionally, no students reported educational opportunities to reflect on their study-abroad experience on return to China. Nonetheless, students were generally in favour of incorporating intercultural citizenship into education, either for all students to give them a global perspective, or for study abroad and language students who had practical need of these skills, attitudes and knowledge.

The lack of educational support is of particular concern, since the study-abroad literature makes it clear that just as academic and linguistic aspects of study abroad require preparation, support and time for reflection before, during and after study, so do the intercultural aspects if they are to develop fully (Jackson, 2012). This is especially problematic given that the intercultural dimension is one of the oft cited core aims of the internationalisation of universities and the increase in EMI programmes (Knight, 2008; Baker, 2016). Linked to this, many international universities, including the one studied here, claim to produce graduates who are international or global citizens but do not appear to have incorporated this in any meaningful manner into the curriculum. Without proper integration into the university curriculum the uneven development seen in this study is the consequence, as students have little space or support to reflect on their intercultural experiences. Furthermore, where intercultural citizenship is developed without support it is more likely to be individually focused, as in this study, and thus centre on neoliberal conceptions in terms of individual networks and gains (Aktas et al., 2016), in contrast to engagement with wider social issues and groupings (Byram et al., 2017). Given international universities' claims to produce graduates who are global citizens, the importance of the intercultural dimension in internationalisation processes, the relevance of intercultural citizenship to students' experiences, and the positive attitudes expressed by many students towards an intercultural citizenship identity and education, this failure to incorporate intercultural citizenship into university curriculums would appear a missed opportunity.

In relation to the university as a whole, Killick (2013), for example, has illustrated the importance of intercultural interactions in students' educational experiences and development. Thus, rather than the 'isolated pockets' (Killick, 2013: 731) that are currently prevalent, he emphasises the need to include this in a more systematic manner across the university through incorporating: 'cross-cultural capability' (similar to intercultural or cultural

awareness as discussed in this paper) within the formal curriculum; 'equitable course-based student interactions' that do not disadvantage international students or approach them from a deficit perspective; and 'encouraging students to cross sociocultural boundaries beyond the formal curriculum' (Killick, 2013: 729–731). It is perhaps language education, however, that is best suited to the development of intercultural citizenship due to its subject matter, the language of 'others' in foreign language education and more recently the lingua franca of intercultural communication and globalisation in ELT (Dewey, 2012). Byram et al. (2017) and Porto et al. (2018) describe the wider educational goals of language teaching as 'combining the relational (focus on "others"), transnational and critical perspectives of foreign language education with the civic action in the community component of citizenship education' (Porto et al., 2018: 485).

Although intercultural citizenship education is a new area of pedagogic research, the collections of empirical studies in Byram et al. (2017) and Porto et al. (2018) illustrate a range of teaching interventions, teacher education approaches and student perspectives on intercultural citizenship education in a diversity of settings, underscoring both its relevance and the possibilities it offers. These include both teachers and students in different settings collaborating through face-to-face interactions and online exchanges such as telecollaboration. In particular, Byram et al. (2017: xxviii) advocate the use of intercultural citizenship projects which:

■ create a sense of international identification with learners in the international project

■ challenge the 'common sense' of each national group within the international project

■ develop a new 'international' way of thinking *and acting…*

■ apply that new way to 'knowledge', to 'self' and to *'the world'.*

As with any innovation in pedagogy, there are, of course, challenges. How the rather abstract principles of intercultural citizenship education are implemented in practice will most likely vary considerably between settings depending on needs and opportunities. However, as already suggested in the research here and previous studies, intercultural citizenship is a concept of relevance at the micro-level in understanding and developing students' intercultural experiences and orientations. Furthermore, at the macro-level it is relevant to the wider intercultural educational aims of international higher education.

6

Conclusion

This research has investigated the relationship between English language learning and use and the development of intercultural citizenship for Chinese international students in UK higher education. The findings demonstrate mostly positive attitudes towards intercultural citizenship and that core aspects of it are of relevance to the participants in this study, including: increased intercultural experiences, connections and understanding; accompanying behavioural and attitudinal changes; and engagement in intercultural communities. However, this development was not universal among the participants, with some students reporting a lack of opportunities to develop, and others rejecting intercultural citizenship identities, viewing it as either irrelevant or a threat to their Chinese identities. This uneven development is not surprising given that participants here reported mixed understanding of the concept, no experience of intercultural citizenship education and minimal or no intercultural education in general. This appears to be a missed opportunity since there were positive attitudes to intercultural citizenship education. Furthermore, many of the participants felt that their ELT experiences had not prepared them well for study abroad and incorporating intercultural dimensions would be one way to address this gap. Moreover, given the link many students made between intercultural citizenship and English language use and proficiency, ELT and EAP classes would seem the ideal place to address this subject. Last, the importance many UK higher education institutions place on internationalisation and the key role of intercultural dimensions and intercultural/global citizenship in this means proper attention needs to be given to it. Thus, to avoid superficial engagement in the intercultural aspects of internationalisation, we would strongly urge higher education institutes to incorporate intercultural citizenship education into both academic support, ideally in tandem with language support, and more widely across the curriculum.

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Appendix 1: Intercultural communication questionnaire

Section 1. Background information

1.   What is your date of birth? ___ / ___ / _____

2.   What is your gender?

_____ Female

_____ Male

_____ Trans

3.   Is your nationality Chinese?

_____ Yes

_____ No If no, what is your nationality: _____

4.   What is your first language (mother tongue)? _____

5.   What university are you currently studying at? _____

6.   What subject are you studying? _____

7.   Have you ever studied abroad?

_____ Yes (Go to **Question 7a**)

_____ No (Go to **Question 7b**)

7a.

7a-1.   Where did you study? _____

7a-2.   What subject did you study? _____

7a-3.   What was your level of study?

_____ Undergraduate _____ Postgraduate _____ Other

7a-4.   How long did you study abroad for?

_____ Less than one year

_____ One year

_____ Two years

_____ Three years

_____ Four years

_____ Five years

_____ More than five years

7b.

7b-1.　Are you planning to study abroad? _____ Yes _____ No

7b-2.　If yes, where are you planning to study? _____

7b-3.　What subject are you planning to study? _____

7b-4.　At what level are you planning to study?

　　　　_____ Undergraduate _____ Postgraduate ____ Other

Section 2. Intercultural experience

1.　Have you ever had any contact with people from other cultures?

　　　_____ Yes (Go to **Question 1a**)

　　　_____ No (Go to **Question 1b**)

1a.　What experiences have you had (select all that apply)?

　　☐　Travel abroad

　　☐　Visiting friends and/or relatives abroad

　　☐　Overseas study programmes (including student exchanges)

　　☐　Having international friends

　　☐　Studying in international programmes/university in China

　　☐　Studying with an international teacher

　　☐　Intercultural contact through popular media (such as social networking sites, the internet, movies, TV, magazines)

　　☐　Working or volunteering for an international organisation

　　☐　Other

1b.　Would you like to have contact with people from other cultures?

　　　_____ Yes

　　　_____ No

Section 3. Intercultural awareness and intercultural citizenship

In this section you will be asked about your knowledge and opinion of ideas related to intercultural awareness and intercultural or global citizenship. There are no right or wrong answers to this, you should answer what you think. Circle your answer.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. To be able to communicate with someone in another language you have to understand their culture.	1	2	3	4	5
2. Learning culture is part of learning another language.	1	2	3	4	5
3. It is important to understand my own culture when learning another language.	1	2	3	4	5
4. Learning another language means learning new kinds of behaviour, beliefs and values.	1	2	3	4	5
5. Culture and language are linked.	1	2	3	4	5
6. Specific languages, cultures and countries are always linked (e.g. the English language, English culture and England).	1	2	3	4	5
7. Languages can be linked to many different cultures (e.g. the English language can be used to express the cultures and countries in which it is used such as India, Singapore, China).	1	2	3	4	5
8. Cultures may be defined and understood differently by different groups and individuals.	1	2	3	4	5
9. Individuals are members of many different groups including their national cultural group.	1	2	3	4	5
10. It is important not to judge people from other cultures by the standards of my own culture.	1	2	3	4	5

11.　　Have you heard of the term *Intercultural Citizen*?

　　　　_____ Yes

　　　　_____ No

　　　　_____ Not sure

12.　　Have you heard of the term *Global Citizen*?

　　　　_____ Yes

　　　　_____ No

　　　　_____ Not sure

13. Do you consider yourself an intercultural or global citizen?

_____ Always

_____ Often

_____ Sometimes

_____ Never

_____ Don't know

If never or don't know, would you like to be a global/intercultural citizen? __Yes, __No, __Not sure

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
14. Travelling and getting experiences abroad is important for becoming a global/intercultural citizen.	1	2	3	4	5
15. Experience of intercultural communication (at home or abroad) is important for becoming a global/intercultural citizen.	1	2	3	4	5
16. Learning about other cultures is important for becoming a global/intercultural citizen.	1	2	3	4	5
17. Speaking English is important for becoming a global/intercultural citizen.	1	2	3	4	5
18. Speaking other foreign languages is important for becoming a global/intercultural citizen.	1	2	3	4	5
19. An interest in global social issues (for example poverty, environmental protection, democracy, racism) is important for becoming a global/intercultural citizen.	1	2	3	4	5
20. Taking an active role in global social issues and trying to improve the world is important for becoming a global/intercultural citizen.	1	2	3	4	5

Section 4. English language use and learning

In this section you will be asked questions about your experiences and opinions of English language use and learning. There are no right or wrong answers so please just respond as you feel.

1.   How many years have you been learning English?

     _____

2.   How would you rate your English proficiency?

     _____ Elementary

     _____ Pre-Intermediate

     _____ Intermediate

     _____ Upper Intermediate

     _____ Advanced

3.   How many languages can you use (including your first language, English and any dialects that you use)? _____

4.   Please list all the languages (including your first language, dialects and English) you can use?

     _____

     _____

5.   Where have you studied English (select all that apply)?

☐ Primary/Secondary school in China

☐ University in China

☐ Private language school in China

☐ Private language school abroad

☐ International school in China

☐ Private language tutor

☐ International school abroad

☐ International programme in China

☐ International programme abroad

☐ Other, please explain: _____

6. Do you use English outside of English classes?

_____ Yes (Go to **Question 6a**)

_____ No

6a. In what ways do you use English? Select all that apply.

☐ For subject study (not including English language classes)

☐ With family and friends

☐ For work

☐ For travel

☐ For leisure (such as watching movies, listening to music, social networking sites)

☐ Other

7. Is studying English important? Why?

_____ Yes

_____ No

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. It will allow me to get good grades at university.	1	2	3	4	5
2. It will allow me to pass exams.	1	2	3	4	5
3. I will need it for further study.	1	2	3	4	5
4. I will need it for my future career.	1	2	3	4	5
5. It will allow me to meet and communicate with more and varied people from many different cultures.	1	2	3	4	5
6. It will allow me to travel to many different countries and to learn about different cultures.	1	2	3	4	5
7. It will allow me to meet and communicate with native speakers of English.	1	2	3	4	5
8. It will allow me to have a fun and enjoyable experience.	1	2	3	4	5
9. Other people will respect me more if I have knowledge of the English language.	1	2	3	4	5

8.   Which kind of English is the most useful for you? Rank them in order of importance with **1 the most important**. You do not need to rank them all.

☐ Chinese English

☐ American English

☐ British English

☐ Australian English

☐ Indian English

☐ English as a lingua franca or international language

☐ A mix of different kinds of English

☐ No preference

☐ Other

9.   Which kind of English do you like the most? Rank them in order of importance with **1 your most preferred**. You do not need to rank them all.

☐ Chinese English

☐ American English

☐ British English

☐ Australian English

☐ Indian English

☐ English as a lingua franca or international language

☐ A mix of different kinds of English

☐ No preference

☐ Other

10.   When you have a conversation with a non-native speaker in English (e.g. Thai, German) which of these items help you to understand each other? Rank them all in order of importance with **1 the most important**.

☐ Knowing about the way other non-native English speakers use English (e.g. their accent, grammar and vocabulary).

☐ Knowing about the culture of the non-native English speaker you are communicating with.

☐ Knowing about the culture of native English-speaking countries.

☐ Knowing about the way native English speakers use English (e.g. their accent, grammar and vocabulary).

☐ Knowing about the relationship between language and culture.

☐ Knowing about intercultural communication (communication between people from different cultures).

Section 5. English language, intercultural citizenship and study abroad

In this section you will be asked some questions about studying abroad and your opinions of this. There are no correct answers so please answer as you think.

1.   Have you ever studied at a university in an English-speaking country?

    _____ Yes (Go to **Question 1a**)

    _____ No (Go to **Question 1b on next page**)

1a.

	Very badly				Very well
1. How well did your previous English language classes prepare you for studying abroad?	1	2	3	4	5
2. Were you well prepared for intercultural communication when studying abroad?	1	2	3	4	5
	Not at all				Very strongly
3. Did you develop an identity or feeling of intercultural/global citizenship while you were abroad?	1	2	3	4	5

2.   Did you have any special preparation courses for going abroad?

    _____ Yes

    _____ No

If Yes, how useful was the course? **No use** ___|___|___|___|___ **Very useful**

3.   Did you receive English language support while you were studying abroad?

    _____ Yes

    _____ No

If Yes,

How useful was the English language support while you were studying abroad?

No use ___|___|___|___|___ **Very useful**

How useful was the support for intercultural communication skills when studying abroad?

No use ___|___|___|___|___ **Very useful**

1b. Are you planning to study in an English-speaking country in the future?

_____ Yes (Go to **Question 1c**)

_____ No

	Not at all	A little	Somewhat	Well	Very well
1. How well do you think your English classes have prepared you for studying abroad?	1	2	3	4	5
2. Do you feel well prepared for intercultural communication when studying abroad?	1	2	3	4	5
3. Do you hope to develop an identity or feeling of intercultural/global citizenship when you are abroad?	1	2	3	4	5

Section 6. Further research

Thank you for completing this survey. Would you be willing to take part in an interview about this subject?

_____ Yes   Email Address: _____

_____ No

Thank you

Appendix 2: Focus group prompts

Focus group prompts

Discuss:

- your experiences of preparation for study abroad, time abroad and experiences after study abroad
- English language attitudes/ideologies and changes from study abroad
- intercultural experiences during study abroad
- intercultural/global citizenships, both theoretical perspectives and in personal experience
- ideas on intercultural citizenship education
- ideas about EMI
- recommendations for improving English language and other preparation for study abroad.

Appendix 3: Interview and focus group participants

China interview participants

Participant	Age	Gender	Subject
ChinaBSAF1	21	Female	BA Marketing
ChinaBSAF2	20	Female	BA English and Finance
ChinaBSAF3	24	Female	MA TESOL
ChinaBSAF4	22	Female	BA Applied English
ChinaBSAF5	23	Female	BA Drawing
ChinaBSAF6	25	Female	BA Management
ChinaBSAF7	22	Female	BA Global Media
ChinaBSAF8	24	Female	BA Environmental Design
ChinaBSAF9	22	Female	Foundation Design
ChinaBSAF10	26	Female	MSc Global Marketing
ChinaBSAM11	19	Male	Foundation Business
ChinaASAF1	29	Female	PhD Applied Linguistics
ChinaASAM2	24	Male	MSc Signal Processing and Communications
ChinaASAF3	26	Female	MSc International Business
ChinaASAF4	25	Female	MSc Management (International Business)
ChinaASAM5	25	Male	MA Creative and Media Enterprises
ChinaASAF6	26	Female	MSc International Marketing
ChinaASAF7	27	Female	MA TESOL

UK interview participants

Participant	Age	Gender	Subject
UKM1	24	Male	MA ELT/TESOL
UKM2	24	Male	MA ELT/TESOL
UKF3	22	Female	MA Applied Linguistics
UKF4	24	Female	MSc Risk and Finance
UKF5	23	Female	MSc Risk Management
UKM6	22	Male	MSc Accounting and Finance
UKF7	24	Female	MA Applied Linguistics
UKF8	21	Female	MSc Statistics
UKF9	23	Female	MA ELT/TESOL
UKF10	23	Female	MA ELT/TESOL
UKF11	25	Female	PhD first year ORC (Optoelectronics Research Centre)
UKM12	24	Male	PhD student first year ECS (Electronics and computer science)

China focus group participants

Participant	Age	Gender	Subject
FGF1	24	Female	MSc Management (Finance)
FGF2	24	Female	MSc Management (Finance)
FGF3	27	Female	BA Graphic Arts
FGF4	28	Female	MA Theatre
FGM5	23	Male	MA Secondary Education

Appendix 4: Transcription conventions

(.)   Pause

–   Abrupt cut-off or false start

[ ]   Overlapping speech. When it is not possible to determine the end of the overlapping speech, the final square bracket is omitted. Back-channelling is generally not transcribed

(word)   Parentheses indicate unsure transcription

(xxx)   Unable to transcribe

:   Sound stretching

@   Laughter

{ }   Contextual information is given in curly brackets when it is relevant to the understanding of the interaction

      All repetition of words and phrases are transcribed

…   Untranscribed section of dialogue

Anonymity   Participants are coded according to the setting of the interview (UK), gender (M) and an identifying number for the researchers (2). Further details of the participants are in Appendix 3