

Second language acquisition: A case study of Mandarin language and Chinese culture immersion.

Lilliam Malavé, Ph D, Associate Professor, Graduate School of Education, University at Buffalo

ABSTRACT

This case study examined the extent to which participation in a Mandarin language and Chinese culture immersion program enabled the participants to increase their Mandarin language proficiency, acquire culture content knowledge, and influence their self-transformation. Descriptive qualitative and quantitative data were collected using the application form, reflective journals, content and language surveys, structured interviews, and language and culture tests. The findings indicated that: 1) Participants in the immersion program learned a new target language through language and culture content-based instruction and interactions. 2) Immersion in the target language and culture resulted in participants' cultural content knowledge and understanding gains. 3) The program provided an opportunity for participants to engage in critical consciousness and identity construction. The study concluded that language and culture immersion is beneficial to participants. The study implies that study abroad experiences help students develop new worldviews, gain cross-cultural understanding, and expand their teaching. Future research studies will benefit from a larger sample of participants.

Keywords: *language immersion, integrated language and content instruction, self-transformation, study abroad.*

INTRODUCTION

Data for this study were collected from a Fulbright-Hays Mandarin Language and Chinese Culture Immersion Abroad Project and Case Study funded by the US Department of Education. The author was the PI for the SA Project. The case study focused on the extent to which participants exhibited Mandarin language gains, 2) acquired content knowledge, and understanding of the Chinese culture, and 3) experiencing self-transformation. This project included three phases: pre-departure training and orientation, an eight-week intensive overseas integrated language and culture content immersion curriculum, and follow-up activities after the overseas experience.

REVIEW OF LITERATURE

Language Immersion and Integrated Content Knowledge

Language immersion programs use the target language as a medium of instruction in order to learn content and achieve a high level of second language proficiency (Johnson & Swain, 1997). In this study abroad, participants took a Mandarin language Chinese culture content-based course and a Chinese culture content course using Mandarin and English. Tomoka's study (2014) found a strong connection between language learning opportunities in study abroad and second language learning. Four research-based approaches to effective foreign/second language instruction were incorporated into this project: [a] Integrated

Content-Based Instruction (IBC), [b] Intensive Language Immersion (ILI), [c] Meaningful Comprehensible Input. [d] Spontaneous Language Environment Opportunity. In ICB instruction, the language serves as a medium of instruction and learning. Context serves as the central component of interactions between the teacher and the student (Cazden, 1977). The integration of language and content provides the learner with contextualized learning experiences that facilitate the simultaneous development of L2 proficiency and academic content knowledge learning (Herrera and Murry, 2016). The ICB Mandarin language immersion course provided participants with an intensive language environment conducive to the development of Mandarin through [a] the integration of culture content (CBI) and intensive language immersion (IMI) instruction. Foreign language programs, often referred to as immersion instruction, focus on teaching a new language through academic content (Brinton, 1989).

Research has demonstrated that learning content within a meaningful context [c] enables the individual to store the content in memory with less time required for practicing and rehearsing the information (Caine & Caine, 1991). The Projects' everyday experiences and culture site visits provided a spontaneous learning environment [d], with meaningful comprehensible input to learn content while furthering the participants' Mandarin skills. According to Wong-Fillmore (1982), open settings that integrate native speakers with non-native speakers constitute optimal learning environments [e]. In this project, culture site visits and dorm living with Chinese natives [home-like stays] provided three crucial components of optimal language learning environment [e]: motivated learners [participants], speakers of the target language [native Mandarin speaking roommates and visit guides], and a social setting that brought them together into frequent contact [shared dorm rooms with native Chinese students and culture sites] (Wong Fillmore, 1982). Throughout participation in this Project, students reflected critically on their intercultural and cross-cultural transformational experiences and manifested them in their reflective journals.

TRANSFORMATIVE LEARNING AND SELF-TRANSFORMATION

Transformative learning was first introduced by Mezirow (1991), who proposed that when learners acquire new information, they tend to engage in critical reflection to reassess their existing views and understanding. It is an active process of comparing and connecting new information with prior knowledge and experiences to form a new understanding. This is a process in which when an individual is facing novel circumstances, s/he is placed in a situation that can challenge perceived norms. The individual can adapt their mindset and form new viewpoints. The novel circumstance examined is rooted in intercultural experiences (Manning, 2000). Individuals reflect through novel intercultural experiences, dialogical interactions, and transformative learning experiences to negotiate their sense of self through various social and cultural contexts (Byram, 1997). Leaver et al. (2021) state that transformative language learning and teaching (TLLT) programs consider cultural and linguistic differences as manifestations of a different experience of the world, one's place in it, and how things work or how to get things done. Learners must look for meanings in the speech, behaviors, and practices of others that may differ from their cultural assumptions and expectations to reflect on these differences and understand how their views of the world are

culturally embedded. For this study, the novel circumstances were rooted in an integrated Mandarin language and Chinese culture content immersion through a study abroad project in Beijing, China. The language and culture immersion courses, home-like stays, site visits, mentoring, and daily living experiences were created to provide opportunities for the participants to look for meaning in their cultural assumptions and reflect on the differences encountered. Formal and informal experiences were designed to foster critical reflection and engage in critical self-analysis that could lead to the transformation of self-identity.

Language immersion and cultural exchange programs have received much attention across academia due to their facilitating power and transformative potential in helping language learners become competent both linguistically and interculturally. An international exchange is considered a potentially transformative learning experience (Allen, Dristas, & Mills, 2007; Benson, Barkhuizen, Bodycott, & Brown, 2012; Choi, Slaubaugh, & Kim, 2012; Kinginger, 2008, 2009, 2013). This study examined the transformative experiences of the participants in this international study abroad through a sociocultural conceptualization (Bakhtin's 1981, 1986, 1994) of transformative language learning and teaching (TLLT) principles and experiential learning theory (A. Kolb & Kolb, 2018; D. A. Kolb, 1984; D. A. Kolb & Lewis, 1986) founded on Vygotsky's framework (1978, 1981, 1998). Studying abroad internationally is an experience that allows students to pursue their education and immerse themselves in a new culture, which can result in transformative learning that changes their perspectives and worldviews.

Identity development during this study abroad project reflected a constant change and influence of one's experiences by one's social contexts as well as the people and situation within the context (Weinrich, 2005). Participation in this study abroad provided legitimate opportunities to experience and gain a deeper understanding of the Mandarin language and Chinese culture and sociocultural practices of native Mandarin speakers. This led to comparison and critical reflection, negotiation, and co-construction of new cultural meanings. This, in turn, would lead to a critical appraisal of the participants' native culture and their self-identity (Byram, 1997, 2004).

Project Implementation and Case Study

Pre-Departure Phase

Prior to departure for the overseas phase, participants underwent pre-departure training to provide them with information to prepare for the study abroad experience in China. All the participants attended Chinese culture lectures and celebrations, and those with non or low Mandarin proficiency joined a preparatory Mandarin language class. The Project offered a Levels (0-1) Mandarin language course for potential project participants during the Spring semester. This non-credit introductory preparatory Mandarin class was required from all the Levels 0-1 applicants. Classes met for a total of 16 hours. All potential participants attended at least three activities: cultural celebrations [New Year, Moon Festival, Temple Fair], lecture series by distinguished scholars, and UBCI Chinese tri-monthly presentations and exhibitions. Potential participants documented their participation in at least 1) one cultural celebration, 2) one of the tri-monthly presentations and exhibitions on selected topics to explore and celebrate Chinese culture, and 3) one presentation of the lecture series

organized by UBCI. Potential candidates developed a portfolio of their participation. They described each activity, recorded the time spent, and included a one-page reflection. There were two pre-departure orientation sessions to provide the applicants with information about the Project and Case Study.

The first orientation day provided project information: scope, admission criteria, funding, commitment to complete all the phases and case study. Pre-departure details on the overseas and post-travel phases included academic itineraries, events, testing procedures, and data collection. Applicants reviewed the Project application form and signed the University's SBSIRB (Social Behavioral Sciences Review Board) study consent form. All the participants volunteered to participate in the study. Participants could have selected to opt out of the case study without consequences. The second day included the Office of International Education pre-departure three-hour orientation session to discuss passport, visa, vaccinations, customs and immigration/security information, health and travel insurance requirements, and US Embassy evacuation, and emergency procedures. It also covered Chinese expectations and logistics (time equivalency, banking, local currency exchange, safety, wellness, e-mail, internet and cell phone services, weather and dress codes, lodging, meals, water drinking, street food, unlicensed taxis).

Overseas Phase: Intensive Language and Culture Immersion

The intensive Mandarin language immersion through ICB instruction focuses on teaching a new language through Chinese cultural content (Brinton, 1989). The course used themes grounded on the culture, history, and people of China. It considered the participants' language proficiency levels to facilitate meaningful, comprehensible input [c]. It was structured in two small groups to use a cooperative learning approach. Collaborative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson and Johnson, 2021). One section was for Mandarin HSK Levels 0-1- 2 participants, and the other was for HSK scores of Level 3+ participants. Levels 0-1-2 section emphasized oral communication skills inclusive of the beginning levels of the Pinyin phonetic system. Level 3+ section stresses the development of oral communication and literacy skills using both the Pinyin phonetic system and Chinese characters. The ICB-MLI courses were offered for 1 ½ hours, four days, and six weeks.

The Chinese culture course/seminar in Mandarin and English focused on learning about cultural themes interrelated with the sites that students visited during the weekends to learn about Chinese culture. Participants could incidentally learn new Mandarin words by interacting with their teachers, peers, and tutors, completing course activities, and exploring the cultural sites.

Incidental learning language is "... listening to someone while the focus is on understanding the meaning of the language input rather than learning new words (Derakhshan & Shakki, 2016). Cultural sites were ideal environments to learn both Mandarin language [incidentally] and [Chinese culture] content (Short, 1991). The approach used the cultural sites to [a] teach content about the culture, history, and the people of China. It used Mandarin and English as a scaffolding strategy in both the culture course and culture site visits to facilitate comprehensible input [c].

During the overseas phase, participants lived in “home-like stays”- host university residency with Mandarin native speakers as their roommates. Di Silvio, Donovan, and Malone (2014) A significant relationship was found between students’ language gains and their satisfaction with their homestay experience. To create a supportive and safe living environment, UB native Chinese graduate students who were planning to spend their summer in Beijing were hired to be roommates. They also worked as research assistants (RAs) and tutors. One was hired as an administrative aid. The UB native Mandarin speakers were paired and housed with the participants. Two native Chinese students from the host institution were recruited to be roommates for the two male participants. The roommates facilitated the engagement of participants in informal, spontaneous, authentic life and concrete activities [d] for incidental language learning, such as having meals together; going to restaurants, banks, grocery shopping, college cafeteria, malls, and hutongs; using public transportation-metro and trains; serving as daily tour guides after class; and facing daily living, linguistic, and socio-cultural challenges.

According to Dooley (2009), communication is an interactive process where interlocutors construct meaning and understanding actively, cooperatively, and jointly. In successful intercultural communication, foreign language learners and native speakers contribute differently to building knowledge across linguistic and cultural differences.

Johnston and Swain (1997) emphasize that students in immersion programs succeed in gaining competence in two languages. The authors also document that the lack of spontaneous second language opportunity and cultural occasions to use the second language may be responsible for their inability to achieve high-level ability. Kuh, Kinzie, Buckley, Bridges, and Hayek (2006) Reported that engagement in study abroad programs and cocurricular activities can enhance students’ learning experiences, which leads to more remarkable student persistence, retention, and achievement. Hubbard and Rexeisen (2020) Noted that type of housing and participation in co-curricular activities in study abroad programs have a significant moderating effect on students’ attributions of personal growth and their attitudes towards global engagement and future social relationships. To provide spontaneous language learning opportunities [d] and cultural occasions to use the second language incidentally, the Project used a whole group approach to the ten cultural site visits designed to integrate the site visits with the content of the culture course. The cultural sites included visitations to the Great Wall, Forbidden City, Summer Palace, Beijing Man, Confucius Temple, Tiananmen Square, Birds Nest, Ming Tomb, Underground City, Prince Gong Mansion, Temple of Heaven, Terracotta Warriors, Bell Tower, Ancient Culture Street and the City of Xian. The visits provided cultural contexts for whole group interactions and spontaneous language learning situated in the target culture while allowing learners to compare and connect with their own culture and past experiences. This extracurricular component was designed to expose participants to cultural differences and encourage critical reflection that could influence their perspectives. These experiences provided participants with spontaneous situations to engage in transformative learning that could reshape their worldview.

A whole group approach during the culture class and site visits emphasizes cooperative learning between the participants of all levels. Cooperative learning allowed participants

to use English (L1) to scaffold instruction and help each other make linguistic connections between the two languages, integrate what is relevant with what is already known, and use schemata shaped by L1 culture and language. Brain research confirms that students retain what is relevant and familiar. Videos, body gestures, cognates, visual illustrations, translanguaging, and code-switching are among the many language strategies that support the use of L1 to promote L2 acquisition (Herrera and Murry, 2016). In contrast, a small group cooperative learning approach was used during the small group language classes and tutoring sessions. The language classes and tutoring sessions were organized according to language proficiency levels to ensure [c] meaningful, comprehensible input. They were based on the daily-integrated Chinese culture content-based Mandarin language (ICB-MLI) lessons and the participants' HSK scores or self-rated language levels.

During the overseas phase, bi-weekly debriefing-feedback sessions were conducted. The small group debriefing sessions were used to determine the participant's perceptions of their progress or lack of it, feelings about their experiences, and formative feedback input for program progress.

METHODOLOGY

Selection of Participants

All the applicants completed the semi-structured interview and the application form. The LANGUAGE AND CULTURE IMMERSION application form requires information about a Bachelor's or upper bachelor's or graduate degree with a 3.0 QPA minimum, HSK level, potential to complete the study abroad, and the pre-participation Mandarin language preparatory course availability. An electronic admission file for each potential participant was created. Participants were ranked according to the scores generated from a rubric created to illustrate and rank all the criteria. The selection committee included one representative from a WNY school district, the director of the Confucius Institute, two RAs, and the PI-Project Director. The electronic file access was restricted to the selection committee, PI-Project director, and RAs. Nine applicants were selected: four (4) second and foreign language teachers (#13, #14, #15, #1); one (1) Board of Education Member (#7) who also was a university student; two (2) teacher trainees (ESOL #12, elementary education #2); and two (2) international and Chinese language studies university students (#6, #8). In summary, the Project served six (6) WNY educators currently teaching and three (3) university students.

PROCEDURES AND DATA SOURCES

Descriptive data were collected during the three phases of the study: pre-departure, overseas, and follow-up activities. Pre-departure training was provided to the research assistants in data collection and organization procedures, as well as semi-structured interviews and protocol. The first activity to collect data was the completion of the application form to gather information about the participants: 1) Self-rated Mandarin language proficiency and culture content knowledge, 2) basic demographics, 3) professional background, 4) Fulbright-Hays grant eligibility, 5) foreign language background, 6) familiarity with and previous participation in research, 6) interest in the Project's case study, and 7)

pre-participation HSK language proficiency scores. Predeparture LANGUAGE AND CULTURE IMMERSION structured interviews by trained native Mandarin speakers (RAs) were conducted to triangulate the information gathered through the application form. All the applicants participated in the semi-structured interviews. A semi-structured interview protocol was developed to facilitate gathering the type of information generated by the application form. One section of the application form and the interview protocol focused on three indicators of second language proficiency: i) perception/self-rating of Mandarin language proficiency level (oral, written, reading, and listening skills), ii) length of exposure to Mandarin language environment (stays abroad, previous visits to China or other Mandarin speaking

country), iii) Mandarin use (courses, informal conversations, etc.), and iv) previous assessment/scores of Mandarin proficiency (HSK scores). RAs assigned language scores to participants who had no HSK scores. The semi-structured interviews were digitally recorded and transcribed. The triangulated language data helped establish the levels of Mandarin pre-departure proficiency for placement in the preparatory as well as the overseas Mandarin language classes.

The semi-structured interview protocol was also designed to prompt discussion with the participants and elicit open-ended data, allowing the further exploration and discovery of the underlying meanings of transformative experiences. It intended to generate information to examine the participants' pre-participation schema in relation to potential future development of cross-cultural understanding and identity construction through their participation in the Mandarin language and Chinese culture immersion project. It focused on cross-cultural experiences that could influence the self-transformation process. It is a computer-based survey to measure self-rating content knowledge and language proficiency were developed during the pre-participation phase, which was parallel to the instructor-made test that was used at the end of the overseas participation phase. Language and culture instructor-made tests provided post-participation language and content scores. These two different formats measured similar pre-post participation language and content. The culture content knowledge and language survey and interview protocol used questions from pre-existing studies to collect pre- and post-participation data (Jackson, 2008). The instruments from Jackson's (2008) studies were adapted to create the culture content knowledge survey and the semi-structured interview protocol. It aimed to measure participants' reflections on what they had learned as well as what they discovered about themselves and others and its impact on their self-identity. Seven participants also provided post-participation HSK scores.

Bi-weekly debriefing-feedback sessions were conducted in the Overseas Phase. The small group tutoring sessions were used to determine participants' perceptions of their progress or lack of it, feelings about their experiences, feedback input for program formative changes, and emerging issues.

DATA ANALYSIS

The data were analyzed to identify relevant themes, relationships, common patterns, and properties using coding techniques (Richards, 2003) in relation to the research questions. To

ensure the validity of the transcripts and interview process, two RAs reviewed each other's interview transcripts and checked for the accuracy of the transcription. They also identified emergent themes and common patterns. The RAs proceeded to send the transcriptions and a chart of the identified themes and standard patterns to the PI, who in turn paired with another RA to read, cross-compare, and identify emergent and decrease any inconsistency in the categorization of the data. Only themes and common patterns agreed by the three RAs and PI were selected to analyze interview data from the additional participants. Data elicited from the participants were quoted in the findings section to provide examples of the participants' voices and to demonstrate authentic instances of the changes in their views and attitudes due to their participation in the Project.

To ensure the validity of the coding and identification of themes of the survey data, a process similar to the interview data analysis was used. Post-instruction scores from the instructors-made tests that measured content and language gains were used to compare with the self-reported levels of the pre-participation survey. Pre- and post-instruction scores in the HSK were also used to determine the extent to which participants increased their HSK scores. Data generated from the semi-structured interviews, the surveys, and the HSK scores were transferred to an Excel form.

The participants developed weekly reflection essays to record their experiences in the courses, home-like stays, site visits, interactions with native Mandarin speakers, and efforts to learn Mandarin and Chinese culture, history, and people. The weekly reflections included four significant topics to guide the participants in keeping track of and managing their growth in language learning and cultural knowledge and understanding through personal reflections. The guiding issues were: 1) Record an event that made an impression on you and consider your interactions with people, as well as the expressions you heard, and the gestures and cultural artifacts in the activities you participated, etc. 2) Reflect and list question(s) from the immersion experience this week that would you like to discuss with your tutor. 3) Develop one objective that you will pursue to learn and experience the Mandarin language and Chinese culture next week. 4) Explain how you met the objective you developed the previous week. Participants were encouraged to reflect on their interactions and dialogues with the surrounding Chinese community, identify cultural differences, and examine cross-cultural experiences. These critical reflections were intended to promote essential self-analysis and examination of cross-cultural experiences to engage participants in transformative learning. According to Byram (1997), individuals reflect through novel intercultural experiences, dialogical interactions, and transformative learning experiences to negotiate their sense of self through various social and cultural contexts.

The reflection essay data were organized utilizing qualitative procedures. Coding categories were employed to facilitate the search and retrieval of data for comparison and analysis. A cross-case data analysis approach was used to identify the coded categories in different individual cases and describe commonalities and variations. The steps involved reading the data of one case and identifying the categories aligned with both the theoretical framework's components and the research questions. Then, another case was used to cross-compare the identified categories and to find commonalities among the cases. During this process, clues and emerging themes were discovered and identified. According to O'Connor

and Joffe (2020), intercoder reliability refers to the assessment of the level of agreement among coders regarding how to code the same data. After completing the coding, two sets of coders compared their coding results. Each set met and reached a consensus on the categories. Only the categories with complete agreement between the two sets of coders were used. These codes were used to analyze the data from all the subjects and address the research questions.

The use of thematic analysis focused on uncovering underlying themes or patterns to help answer the research questions. It also led to explore topics about attitudes, beliefs, experiences, and behaviors (Creswell, 2003) that address the process of self-identity transformation. Data from the interviews, surveys, and reflective essays were used to analyze the extent to which changes occurred in relation to the self-transformation of participants. Vygotsky (1978, 1981, 1998) proposed that the inward transfer of external social ties between people is the basis for the structure of the personality.

RESULTS

Research Question 1: To what extent did the program enable the participants to demonstrate gains in Mandarin language proficiency?

a. Language Proficiency Scores

The difference between the Mandarin language proficiency of the Project participants at the beginning of the Project and their proficiency at the end of the Project, as measured by the RA-assigned scores, HSK scores, and instructors' grades, demonstrated a gain in scores for the participants. Participants' language proficiency ratings, as assessed by two native Chinese speakers of Mandarin (RAs) during the interviews, and the HSK scores, if participants had official HSK scores, were used to triangulate the application form self-rated scores. Information about the HSK scores and the language proficiency levels, as assessed by two of native Chinese Mandarin speaking RAs, for Group 1 is presented in Table I. The language proficiency levels for Group 2 are also presented in Table I. The table shows that all the students who submitted pre-participation HSK scores obtained the same or very similar scores (#1, #12, #2, #6) to their pre-self-reported scores. Level 0<1 participants (#13, #14, #15) self-reported scores were also the same as the pre-participation scores assigned by the RAs.

The participants were divided into two groups according to their pre-participation levels of Chinese language proficiency: Group 1 had a higher level of Mandarin language proficiency ranging from levels 2 to 3+, and Group 2 had a lower Mandarin language proficiency ranging from ground zero (0) to minimal Mandarin language proficiency (<1).

Table 1 shows the six (6) participants assigned to Group 1 since they had pre-participation HSK scores levels 2 to 3+. All six (6) participants had taken at least three credits of Chinese coursework in their respective institutions. Therefore, they could skip the 16 hours of preparatory Mandarin language course. There were three (3) participants whose pre-Chinese language proficiency levels were ground zero or less than one (<1). They took the preparatory course.

Table 1 Pre-Post Ratings: HSK scores, Self-ratings, and Native Chinese speakers (RA)

ratings

| | | | | | | |
|-------------------------|---------------|---------------|--------|--------|---------------|----------------|
| Group I-Participant No. | 1 | 12 | 8 | 7 | 2 | 6 |
| Pre-Rated Level by RA | | | 2 (RA) | 3 (RA) | | |
| Pre-Self-rating Score | 3.37 | 2.75 | 3.0 | 2.0 | 2.0 | 2.5 |
| Pre HSK-Level (Score) | Level 3 (249) | Level 3 (292) | NA | NA | Level 2 (124) | Level 3 (289) |
| Post HSK-Level (Score) | Level 4 (149) | Level 4 (235) | NA | AN | Level 2 (185) | Level 4 (159)) |

| | | | |
|--------------------------------|---------------|---------------|---------------|
| Group 2-Participant No. | 15 | 14 | 13 |
| Pre-Rated Level by RAs (Score) | <1 (RA) | 0<1 (RA) | 0<1 (RA) |
| Pre-Self-rating Score | <1 | 0<1 | 0<1 |
| Post HSK-Level (Score) | Level 1 (199) | Level 1 (193) | (Level 1 139) |

Note: All participants were identified with their given number.

Tables 1 Group 1 participants who reported HSK scores: 1) earned better scores in the same level in the post-HSK (# 2) or 2) obtained a passing score in a higher level in the post-HSK (participants 1, 12, 6) or 3) increased their 0 <1 scores to a passing Level 1 score. For example, participant 2 took the same level of HSK in the pre and post-tests. S(he) received a score of 124 HSK before participating in the program and a passing score of 185 in the test after s/he participated in the program, improving 61 points in the second test. Unlike Participant 2, Participant 1 decided to take a higher level (4) of HSK after participating in the program. Even though s(he) was not able to obtain a passing score on the test, s(he) was able to feel confident enough to take the HSK one level higher than the test she took before participating in the project and obtained a score of 149, an average of close to 50% in each section (Level 3 consists of listening comprehension (score of 50%), reading comprehension (score of 54%), and writing sections (45%)). Participant 12 took the HSK test one level higher (Level 4) than his (her) pre-HSK Level 3, and s/he obtained a passing score in the higher-level HSK exam (Level 4, 235).

Group 2 participants did not have pre-HSK because they were incipient Mandarin learners. However, they were confident enough to take HSK after participating in the program. One participant scored 199, another scored 193, and the third scored 139 in Level 1 HSK tests, which are passing scores at this level. (HSK-Level I consists of a listening comprehension section and a reading comprehension section.)

b. The grades/percentages obtained in the Mandarin language course also demonstrate the participants' language gains.

Table 2 Percent/scores obtained in the post-instructor-made language test.

| Percent/scores/grades obtained in Post instructor made language test | | | | | | | | | |
|--|-----|-----|---------------------------------|-----|-----|------------------|-----|-----|-----|
| Group I: Beginners | | | Group II: Advanced Divided in 2 | | | | | | |
| | | | Tutor. Level 1 | | | Tutoring Level 2 | | | |
| Participants | 14 | 13 | 15 | 2 | 8 | 6 | 1 | 12 | 7 |
| Language Class Scores | 90% | 90% | 97% | 85% | 87% | 91% | 98% | 98% | 91% |

The grades obtained in the Mandarin language course test demonstrate their language achievements. The language post-participation scores demonstrate a high level of performance for all the participants. The instructor’s scores indicate a score of 85% or above for all the participants in their respective tests. Group 1 students scored 90% or above on their test, a possible indication of the great effort they made to succeed in the course. Group 1 data shows that the beginning level can influence language achievement in HSK scores and the teacher test scores. Group II was further divided into two groups for the tutoring sessions (Level 1 for #2, #8, and Level 2 for #6, #1, #12, #7) based on the feedback received during the debriefing sessions. Group II-Level 1 received tutoring focused on oral skills and the Pinyin phonetic system. Group II-Level 2 received tutoring focused on oral, reading, and writing skills and using the simplified Mandarin character system. Tutoring Group 2-Level 1 participants (#2, #8) scored 85%, a passing score but lower than Group 2-Level 2 participants. Participant # 2 had a pre-participation self-score of 2 and an HSK non-passing score in level 2 (the lowest -124- HSK score in Group II but a passing post-participation score of 185). Participant # 8 had a pre-participation self-rating score of level 3, but the RA-assigned score was level 2, and there was no post-participation HSK score. Group II-Level 2 participants scored ranging from 91% (# 6, # 7) to 98% (#1, #12). These four participants had Level 3 pre-participation scores in their HSK scores (#6, #1, #12) or RAs assigned scores (#7). Three of these participants (#6, #1, #12) reached Level 4 post-participation scores (159, 149, 235), a level higher than their pre-participation levels. No participant or RA reported a pre-participation score of Level 4. There were no HSK scores for participants #7 and #8. Group 2 HSK scores seem to indicate that pre-HSK level influenced language achievement in HSK scores and the teacher’s test scores. The differences in performance in pre - and post-HSK tests and the course percentage grade in the language course showed that the Project provided participants with an appropriate environment to acquire and improve their Chinese language skills, as measured by the instructor-made language tests and HSK scores. In addition, participation in the Project motivated some students to challenge themselves and take a higher level of HSK exam with successful outcomes.

c. Language Interests Self-Rating

The participants were asked to self-rate their interest in learning Mandarin grammar, vocabulary, expressions, and idioms. Table 3 shows the participants’ pre- and post-participation rating scores using a scale of 1 to 5. It illustrates the changes in their learning interests from pre- to post-participation in the Project. Note that the self-reported ratings

are individual and group average ratings using a scale that ranges from one to five.

Table 3 below shows the average group self-rating of the participant's interest in learning Mandarin grammar and vocabulary increased from 3.55 to 4.66. Their interest in Mandarin oral expression and idioms also increased from 3.55 to 4.33.

Table 3 Self-rating interests in Mandarin language learning.

| Participant No. | Mandarin grammar and vocabulary | | Mandarin oral expression and idioms | |
|-----------------|---------------------------------|--------------------|-------------------------------------|--------------------|
| | Pre- rating (Mean) | Post rating (Mean) | Pre rating (Mean) | Post rating (Mean) |
| 14 | 1 | 4 Δ3 | 1 | 4 Δ3 |
| 13 | 1 | 4 Δ3 | 1 | 4 Δ3 |
| 15 | 5 | 5 ≠Δ | 5 | 5 ≠Δ |
| 6 | 5 | 5 ≠Δ | 5 | 5 ≠Δ |
| 8 | 3 | 4 Δ1 | 4 | 4 ≠Δ |
| 12 | 4 | 5 Δ1 | 3 | 4 Δ1 |
| 1 | 5 | 5 ≠Δ | 5 | 5 ≠Δ |
| 7 | 4 | 4 ≠Δ | 4 | 4 ≠Δ |
| 2 | 3 | 4 Δ1 | 3 | 4 Δ1 |
| Total | 3.55 | 4.56 (Δ1.22) | 3.44 | 4.33 (Δ1.11) |

Table 3 shows a noticeable increase in interest in learning Mandarin. The participants' average increase in self-rated interest in Mandarin language learning grammar and vocabulary (1.22) and Mandarin oral expressions and idioms (1.11) was very similar. Self-rating in both language domains increased for five participants. Three additional participants (#15, #6, #1) had the highest possible pre-post score (5), so they could not show an increase in interest. The increase is very noticeable in participants who had low interests (2 or below; see participants 13 and 14). For example, Participant 14 had low learning interest (scale 1) in both Mandarin grammar/vocabulary and oral expression/idioms. However, after participation in the Project, their score increased to 4. Participant 13 also showed the same pattern. These two participants' interest increased by more than three points, indicating that the program was effective in building positive motivation to learn Mandarin language, especially for those who had pre-participation low interest in learning the Mandarin language. Participant #15 joined the program with much interest in learning Mandarin. The rest of the participants increased their interest in self-rating scores (2, 12) except participant #8, who increased interest in grammar and vocabulary but not in expression and idioms. This participant expressed much preoccupation with the HSK test, which focuses on grammar much more than expression and communication skills. One participant (#7) sustained the same self-rating (4) before and after the program on both aspects of language.

The data demonstrate that most of the participants (5) increased or maintained (4) their high level (4 or 5) of interest in learning Mandarin grammar and vocabulary. In addition, the data show that four (4) participants increased, and five (5) maintained their interest in learning Mandarin oral expressions and idioms. The increase in interest in learning grammar and vocabulary was higher than that in learning oral expressions and idioms. It may indicate a preoccupation with future performance in the HSK, which measures mostly

vocabulary.

d. Self-rated level of Language Learning Expectation

The application form and the post-participation survey included a five-level self-rating scale about language learning expectations. This scale was developed to gather information about the participants’ perception of the extent to which the Project met their pre-participation expectations.

Table 4 shows the five-level self-rating scale for language knowledge expectations: below average, average, above average, and very high level. It illustrates pre- and post-self-ratings about how much language knowledge was learned relative to the expectations and objectives held prior to and after participating in the Project.

Table 4 Language Learning Expectations Self-rating

| Participant No. | Self-Rating Scale: Below Expected, Average Expected Knowledge, Above Average Expected Knowledge, Very High Expected Knowledge) |
|-----------------|--|
| 1 | Pre- Above Average Post- Very High level |
| 2 | Pre- Average Knowledge Post- Very High level |
| 6 | Pre-Average Knowledge Post-Very High level |
| 7 | Pre- Above Average Post- Low level |
| 8 | Pre-Extensive/high Knowledge Post – High Level |
| 13 | Pre- Expectation: below average (Learn Basic Mandarin) Post- More than Expected. |
| 14 | Pre- Very basic (conversational skills) Post- Much more than expected |
| 15 | Pre- Expected average knowledge Post- Very high level |
| 12 | Pre-Above Average Knowledge Post- Very High level |

The table illustrates that all but one (#7) of the participants indicated that they obtained more knowledge than expected in relation to the project objectives because they participated in the Project. The responses indicate that participants met their expectations at a very high level (5), high level (1), and more or much more than expected (2). One participant (7) self-rated lower than expected. Their preoccupation with the HSK scores may have influenced their perception of overseas phase learning, which did not focus on teaching,

only on improving HSK scores. In the post-participation survey, s/he stated, “I expected to expand my vocabulary and be able to successfully take the next level of the HSK at the end.”

Research Question 2: To what extent did participation in the program enable the participants to acquire content knowledge and understanding of the new culture?

a. Learning Culture Content Knowledge

Table 5 below shows the participants’ self-rating of their pre-and post-participation knowledge of Chinese cultural content (cultural sites, history, and people). A survey (based on the instructor-made test) was developed to gather information about the participants’ perceptions of their pre- and post-participation culture content knowledge interest. The scores in the instructor-made test are also presented at the end of the culture class.

Table 5 Participants Content Knowledge Learning - Pre and Post-Participation Averages

| Categories | Participants Survey Self-Rating: Pre - Post Overseas Participation | | | | | | | | |
|----------------------|--|--------|--------|--------------------------|--------|--------|--------|--------------------|--------|
| | Scale: Minimal (1); Average (2); Above Average (3); Extensive (4) | | | | | | | | |
| | #14 | #13 | #15 | #6 | #12 | #1 | #7 | #2 | #8 |
| Content Knowledge | 1 to 3 | 1 to 3 | 2 to 3 | 2 to 4 | 2 to 4 | 4 to 4 | 3 to 3 | 3 to 4 | 3 to 3 |
| Survey Averages | 2Δ | Δ 2 | Δ 1 | Δ 2 | Δ 2 | ≠Δ | ≠Δ | Δ1 | ≠Δ |
| Instructor Made Test | Percent/scores obtained in Post Grades-Instructor’s Culture Content Test | | | | | | | | |
| | Culture Class | | | | | | | | |
| | Group 2 Tutoring | | | Group 1 Tutoring Level 2 | | | | Group 1 Tut. Lv. 1 | |
| | #14 | #13 | #15 | #6 | #12 | #1 | #7 | #2 | #8 |
| Grade scores | 87% | 95% | 96% | 90% | 96% | 96% | 88% | 93% | 95% |

The average self-rating of the participants’ interest in the knowledge of content and Chinese culture demonstrates that six (6) of them (14, 13, 15, 6m, 12, 2) perceived that they increased their interest in Chinese culture content knowledge. Four (4) of the participants (14, 13, 6, 12) increased two (2) points, and two (2) participants (15, 2) increased one (1) point. The other three (3) participants maintained the same level (4-4, 3-3) of high or above-average content knowledge on a scale of 1 to 4. Most of the participants demonstrated interest in continuing to learn about topics of interest related to the Chinese people. The scores in the instructor-made culture and content knowledge survey indicate that all (9) the participants obtained excellent and excellent ratings in the instructor-made test on knowledge of content and Chinese culture. Five (5) of the participants scored 95% or above, two (2) scored 90% and 93%, and two (2) scored 87% and 88%. All the students took the same test in English.

In addition, survey data shows participants’ interest in learning about selected topics. The content knowledge topics referred to were Land/History, Customs/Traditions and Values, Arts and Sports, Religion and Philosophy, and Economics and Current Issues. The data

show that five participants (#14, #13, #12, #2) increased their interest in learning about topics related to Chinese Land/History, and five (#14, #13, #15, #12, #2) about religion and philosophy after they participate in the project. Four (4) out of the participants (#14, #13, #15, #12) increased their interest in learning about Economic/Current Issues, and Arts and Sports (#14, #13, #7, #1). Three (3) participants increased their interest in learning about Chinese Customs and Values (#14, #13, #6). No (0) participant rated their post-participation interest score lower than their pre-participation interest score in any of the topics.

Research Question 3: To what extent did participation in the program influence the participants' development of critical consciousness and self-identification modification?

Data from the thematic analysis of the Weekly Reflections and the Content Knowledge Perception Survey provide illustrations of the participants' expressions of self-transformation. The thematic analysis allowed the exploration of underlying themes and patterns while exploring topics about attitudes, beliefs, experiences, and behaviors (Creswell, 2017) that address the process of self-identity transformation. Some illustrations follow:

1--"I believe that experiencing life and language is imperative if you truly want to understand the culture that created a language. I also believe that studying abroad can have an indelible impact on who you are and how you will react to the world at large. Since I plan to teach Chinese, I know that my experiences will inform my teaching as they have in the other languages I currently teach." By Participant 1(Content Perception Survey).

2--It's one thing to learn about another culture or language second hand. Still, it is an incredibly richer experience to live in another environment and interact with a culture through your own five senses." By Participant 15 (Content Perception Survey).

3--"Studying abroad (in this program and others) has had a profound impact on my life, personally, academically, and professionally." By Participant 13 (Content Perception Survey).

4--"There is no experience within the classroom that can replicate the experiences gained through a study abroad program. Its impact can be life-changing in many ways." By Participant 15 (Content Perception Survey).

5--"I have grown to understand new cultures, customs, people, and new languages. Professionally, I've been able to enjoy putting numerous "lines" on my resume along with several languages. I believe that these experiences make me more culturally competent and aware as well as more connected to the world." By Participant 14 (Content Perception Survey).

6--"I think it benefits all students because of its ability to provide a cross-cultural experience that cannot be supplemented with any amount of reading." By Participant 13 (Content Perception Survey).

7--"My fears about noise and air pollution were allayed as we could hear the birds in the third ring where [the University] is located. The skies were often blue, and I had no problems

breathing. I grew to like Beijing." By Participant 1 (Content Perception Survey).

Many of the participants expressed a desire to disseminate their experiences and understanding with their colleagues in the follow-up activities. Their willingness to share transformative learning experiences demonstrates the profound impact that such experiences had both at the individual level and on a broader educational level. They believed that their experiences could contribute to the professional development of other educators and students. Their transformative experiences in this study abroad program also deepened their empathy for their students' need for learning and cultural adjustments. They could gain a deeper appreciation for their students' journeys and transformation. These examples demonstrate the participant's reflections on their growth and learning that contributed to the self-transformation.

1--"I wish that all of my colleagues who work with students who speak English as a Second Language would be able to have this experience (especially in a country where a language that is so vastly different from English is spoken)." By Participant 15 (Content Perception Survey).

2--My colleagues, family, and friends were all very eager to hear about my experiences, which brought a little bit of China to them, which they would otherwise not know by Participant 13 (Content Perception Survey).

3--"I found this particular program to be greatly beneficial towards my development as a teacher. It was a good reminder of what it is like to be on the other side of the desk as a student again. This gave me insight into how best to plan lessons from the perspective of, "If I were a student, what would I like to learn and do in my class? What would be useful to me?". This awareness of myself, not only as a teacher but also as a learner, helped me to understand the needs of my students more closely, and that's a lot of what being a good teacher is about." By Participant 512 (Content Perception Survey).

4- "It helped me to better understand the range of feelings that a student who doesn't speak English may feel when facing learning all of their content in an entirely new language and how to address their needs better." By Participant 15 (Content Perception Survey).

5--"As an ESL teacher, the Fulbright-Hays trip to Beijing reminded me of the difficulties that my students face both linguistically and culturally. I have also been able to share my experiences with my students, including my personal experiences as well as information I have learned about China." By Participant 13 (Content Perception Survey).

6--"The experience made me more motivated to learn Chinese and to experience as much as I can." By Participant 7 (Weekly Reflection).

7--"Study abroad programs develop your understanding of the world and increase diversity. This can help you in both a personal and professional way. I would recommend studying abroad to anyone." By Participant 7 (Content Perception Survey).

8--"Students must study abroad. Not only does it give you experience in a new culture, but you find out about other perspectives and ways of thinking. You learn to accept people's differences, which is a vital skill in the workplace and your academic career." By Participant 2 (Content Perception Survey).

9--"It opens one's mind to a different culture and lifestyle along with many other things." By Participant 8 (Content Perception Survey).

FINDINGS-DISCUSSION

Research Question 1: To what extent did participation in the language and culture content immersion program enable the participants to demonstrate language proficiency gains?

The differences in the achievement in pre- and post-HSK tests and the course percentage grade in the language course showed that the Project provided participants with an appropriate environment in which to acquire and improve their Mandarin. All the students who submitted pre-participation HSK scores obtained the same or very similar scores to their pre-self-reported scores. The participants who reported pre-HSK scores 1) earned better scores at the same level in the post-HSK or 2) obtained a passing score or higher score at a higher level in the post-HSK. Levels 0<1 participants self-reported scores were also the same as the pre-participation scores assigned by the RAs. These non-pre HSK Level 0<1 obtained a passing post-participation Level 1 score. Some participants were motivated to take a higher level of HSK exam with success outcomes. The grades obtained in the post-participation Mandarin language course test demonstrate a high level of achievement for all the participants.

According to Allen (2010), language-learning motivation results from the alignment of a learner's motive and goal with a sense of participation in a new community of practice. Sasaki (2011) Found that the students constructed a second language (L2) associated with imagined communities that can keep them motivated to improve their L2 skills. The participants in this study expressed interest in learning the language, knowing more about culture, and engaging with native Mandarin speakers and the local L2 community people. The Project participants interacted with the native Mandarin-speaking teachers, tutors, and roommates. In their daily lives, they interacted with Chinese people from all walks of life in the local community in various settings, such as going shopping at local markets, ordering food at restaurants, visiting cultural and historical sites, taking public transportation, going to the banks, etc.

Most of the participants increased or maintained their high level of interest in learning Mandarin grammar and vocabulary. The data also showed that most participants increased or maintained their interest in learning Mandarin oral expressions and idioms. The increase in their interest in learning grammar and vocabulary was higher than that in their interest in learning oral expressions and idioms. This may indicate a preoccupation with future performance in the HSK, which measures mainly vocabulary rather than oral expressions.

Most of the participants indicated that they obtained more knowledge than expected in relation to the project objectives because they participated in the Project. Their responses indicated that they met their expectations at a very high level, high level, more, or much more than expected.

Research Question 2: To what extent did participation in the program enable the participants to acquire content knowledge and understanding of the new culture?

The average self-rating of the participants in the knowledge of content and Chinese culture survey demonstrates that most of them perceived that they increased their understanding

of Chinese culture content. The instructor made a culture and content knowledge test, demonstrating that all the participants obtained very good and excellent ratings on knowledge of content and Chinese culture. This study also found that there was an increase in the participant's interest in learning the Chinese language, history, culture, and selected topics. The participants in this study demonstrated interest in learning the Mandarin language and Chinese culture through interaction with native speakers from the Mandarin-speaking local community. Kolb (1984) pointed out that experiential learning can build "critical linkages" between the classroom and the real world. Burns & Briley (2015) found that the most influential parts of the study abroad programs were the field trips, self-reflection, and community interaction. They agree that aspects of writing and some stages of transformative learning are accomplished as a result of the experiential learning components and emphasize that real-world settings outside the classroom can offer students an experiential learning opportunity that could not be gained in school. The project provided the participants with many occasions to make connections between the classroom and the natural world through critical reflections and their experiences in the classrooms, home-like stays, and cultural site visits.

The results of this study align with the construct of integrative motivation. Gardner and Lambert (1972) point out that integrative orientation is more effective in the L2 learning process.

Language and culture immersion, which is defined as "... a desire to be a representative member of the other language community.", which reflects "... high drive on the part of the individual to acquire the language of a valued second-language community in order to facilitate communication with that group"(R. C. Gardner, Smythe, Clement, & Glikman, 1976, p. 199).With integrative motivation, the participants are more likely to show "interest in foreign languages," "desire to learn the target language," "attitudes toward learning the target language," "attitudes toward the learning situation," "desire to interact with the target language community," and "attitudes toward the target language community." Dörnyei (1990) highlighted the importance of integrative motivation in learning the target language. He stated that an integrative motivation orientation concerns a cheerful disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community. Project participants increased their interest in learning Mandarin by interacting with native-speaking teachers, tutors, and roommates, with the local community, and with people from all walks of life in various settings to learn the Mandarin language and Chinese culture, therefore increasing their interest in learning. In addition, the participants demonstrated interest in continuing to learn about topics of interest related to the Chinese people: land, history, customs, values, arts, sports, religion and philosophy, economics, and issues.

Research Question 3: To what extent did participation in the program influence the participants' development of critical consciousness and self-identification modification?

The data show that the participants experienced self-identity transformation. Participants' voices from the post-participation survey and reflective journals revealed that this study-abroad shaped the participants' understanding of the target culture, changing their views

and beliefs.

Awareness of the cultural differences was developed while exploring new roles, relationships, and actions and transforming their self-identity in relation to the Mandarin language and Chinese culture. The project provided participants with the opportunity for experiential and reflective participation in intercultural activities to shape and inform participants of meaning-making processes. Moreno (2021) States that students, by participating in experiential inquiry, can explore the target culture and gain a new understanding of its complexity. Getting involved in local events, living with native Chinese Mandarin speakers, interacting with tutors, instructors, and local speakers, and visiting cultural sites allowed project participants to experience the target culture firsthand. Study abroad programs provide a unique opportunity to develop critical consciousness (Moreno, 2021) and engage in identity construction (DiFrancesco et al., 2019). Jackson (2008) also pointed out that studying abroad enables students to develop their sense of self through crucial reflection while living and studying in a foreign country.

The survey and reflective journals show that the language and culture immersion project exposed the participants to the Chinese culture with different values and various perspectives, which challenged their existing beliefs and assumptions. Participants faced unfamiliar situations that required them to navigate cultural differences and adapt, leading to greater self-awareness, reflection, and appreciation for diversity and inclusivity, which provided them with critical consciousness and identity construction. This led to a greater cross-cultural awareness, as well as an increased understanding of their own culture, including their values, beliefs, and social identities. By immersing in the target culture, the project facilitated the participants' development of an understanding of themselves and the world around them. It equipped them with the skills and knowledge needed to succeed in the new language and context-immersion project. The study supports Wai Meng and Sasiwimol's (2018) argument that studying abroad is a chance for students to compare their own culture's values, beliefs, and social identities with those of the host culture, leading to a transformation of their identity.

CONCLUSION

This study demonstrated that integrated language and culture content-based immersion instruction (ICB-MLI) instruction enables participants to increase their language proficiency, learn cultural content knowledge, and influence their self-transformation. This was a unique transformative learning experience in terms of linguistic and content knowledge, as well as critical self-reflection, cross-cultural awareness, and interactions with target native speakers. The study provides support for the effectiveness of research-based approaches for language and culture instruction: [a] Integrated Content-Based Instruction, [b] Intensive Language Immersion, [c] Meaningful Comprehensible Input. [d] Spontaneous Language Environment Opportunity. The Project offered an integrated content-based Mandarin Language Immersion (ICB-MLI) course that used the Mandarin language as a medium of instruction for successful language and culture content learning. The culture content functioned as the central component of the interactions between the teacher and the students (Cazden, 1977). The intercultural experiences influenced the participants' attitudes toward

the target culture and challenged them to engage in self-analysis and critical reflection to reassess their views and understanding of their own culture and modify perceived cultural assumptions. Critical reflections, negotiation, and co-construction

of new cultural meanings led to instances of critical appraisal of the participants' views and self-identity transformation (Byram, 1997, 2004). This study abroad immersion program enabled participants to examine their perspectives and understand the challenges of learning another language in a different country. Participants developed an awareness of the importance of culturally and linguistically integrated teaching.

Participants in this study abroad successfully engaged in language learning that focused on linguistic opportunities that scaffolded their interactions with native Mandarin speakers. The program effectively provided culture-focused instruction to immerse participants in the Chinese culture in an in-depth format through culture courses, home-like stays with native Mandarin speakers, and culture site visits to allow participants to gain firsthand experiences and participate in the Chinese culture through the Mandarin language. Participants benefited from opportunities to reappraise their own culture in relation to the target sociocultural practices to learn and refashion their own identities and obtain knowledge and appreciation for Chinese culture. This prompted the reconstruction of their value system and self-identity, as well as value traits and practices of the Chinese culture, which they found desirable. The funding implies that language and culture immersion is beneficial to participants. Study abroad experiences help students develop worldviews, become global citizens, and advance future careers. Future research must expand the number of participants and conduct observations to validate the findings of this study.

REFERENCES

- Allen, H. W., Dristas, V., & Mills, N. (2007). Cultural learning outcomes and summer study Abroad. *Identity and Second Language Learning: Culture, Inquiry, and Dialogic Activity in Educational Contexts*, 189-215.
- Bakhtin, M. M. (1981). *The dialogic imagination: four essays*. Austin: University of Texas Press.
- Bakhtin, M. M. (1986). *Speech genres and other late essays* (1st ed. ed.). Austin: University of Texas Press.
- Bakhtin, M. M. (1994). *The Bakhtin reader: selected writings of Bakhtin, Medvedev, and Voloshinov*. London ;: E. Arnold.
- Benson, P., Barkhuizen, G., Bodycott, P., & Brown, J. (2012). *Study Abroad and the Development of Second Language Identities* (Vol. 3).
- Brinton, D. M., Snow, M. A., & Wesche, M. B. (1989). *Content-based second language instruction*. Boston: Heinle & Heinle Publishers.
- Burns, H. L., & Briley, J. (2015). Going Deep: Reflections on Teaching Deep Ecology in Costa Rica. *Transformative Dialogues: Teaching & Learning Journal*, 8(2), 1-14. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=110259277&site=ehost-live&scope=site>

- Byram, M. (1997) Intercultural Competence in Foreign Languages—The Intercultural Speaker and the Pedagogy of Foreign Language Education In *The Sage Handbook of Intercultural Competence* Edited by Darla K. Deardorf, 321-332, Sage Pub. Inc.
- Caine, Renate N.; Caine, Geoffrey (1991) *Making Connections: Teaching and the human brain*. Association for Supervision and Curriculum Development, Alexandria, Va. 91 201p. Wheaton. Md.
- Courtney B. Cazden, James T. Bond, Ann S. Epstein, Robert D. Matz and Sandra J. Savignon *Language Assessment: Where, What and How* *Anthropology & Education Quarterly* [Vol. 8, No. 2, Exploring Qualitative/Quantitative Research Methodologies in Education \(May, 1977\)](#), pp. 83-91 (9 pages) Published By: Wiley
- Choi, S., Slaubaugh, M., & Kim, A.-S. (2012). International exchange as a transformative Learning experience: A case study. *International Journal of Educational Reform*, 21, 160+. Retrieved http://link.galegroup.com.gate.lib.buffalo.edu/apps/doc/A319975038/AONE?u=sunybuff_main&sid=AONE&xid=3b4b8665.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed. ed.). Thousand Oaks, Calif: Sage Publications.
- Derakhshan, RS Z. & Shakki, F. (2016) The Interplay between Language Skills and Dynamic Assessment Article in *International Journal of Linguistics* · April 2016 DOI: 10.5296/ijl.v8i2.9221
- DiFrancesco, D., Nguyen, L. K., Spurlin, D., Dutt, A., Furst-Holloway, S., & Rogers, N. (2019). The Effects of Short-term Study Abroad on Expanding Students' Culture Perception and Identity. *Journal of Higher Education Theory & Practice*, 19(7).
- Di Silvio, F., Donovan, A., & Malone, M. E. (2014). The Effect of Study Abroad Homestay Placements: Participant Perspectives and Oral Proficiency Gains. *Foreign Language Annals*, 47(1), 168-188. doi:10.1111/flan.12064
- Dooley, K. (2009). Intercultural Conversation: Building Understanding Together. *Journal of Adolescent & Adult Literacy*, 52(6), 497-506. doi:<https://doi.org/10.1598/JAAL.52.6.4>
- Dörnyei, Z. (1990). Attitudes, Orientations, and Motivations in Language Learning: Advances in Theory, Research, and Applications. *Language Learning*, 53, 3-32. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=507798180&site=ehost-live&scope=site>
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second-Language Learning*, Rowley, MA: Newbury House
- Gardner, R. C., Smythe, P. C., Clement, R., & Gliksmann, L. (1976). *Second Language Learning: A Social Psychological Perspective*. 32, 198-213. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ138207&site=ehostlive&scope=site>
- Gardner, R. C. (1982). Language Attitudes and Language Learning. In E. B. Ryan & H. Giles (Eds.), *Attitudes towards language variation* (pp. pp. 132-147). London, England: Edward Arnold.
- Herrera, S.G. and Murry, K.G. (2016) *Mastering ESL and bilingual methods: Differentiating Instruction for Culturally and Linguistically Diverse Students*.
- Holtzman, R. (2011). *Experiential Learning in Washington, D.C.: A Study of Student Motivations and Expectations: Transformative Dialogues*. *Teaching & Learning Journal*,

- 5(1), 1-12. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=70268603&site=ehost-live&scope=site>
- Hubbard, A., & Rexeisen, R. J. (2020). Study abroad and cultural immersion: An alumni's Retrospect. *Intercultural Education*, 31(3), 345-358. doi:10.1080/14675986.2020.1728500
- Jackson, J. (2008). *Language, identity, and study abroad: Sociocultural perspectives*. London: Equinox Pub.
- Johnson, R. K., & Swain, M. (1997). *Immersion education: International perspectives / [edited By] Robert Keith Johnson and Merrill Swain*. Cambridge: Cambridge University Press.
- Johnson, D. and Eric J. Johnson (2021). *The Language Gap: Normalizing deficit ideologies*. Roudlege Pub. Co.
- Kinginger, C. (2008). Language Learning in Study Abroad: Case Studies of Americans in France. *The Modern Language Journal*, 92(s1), 1-124. doi:doi:10.1111/j.1544781.2008.00821.x
- Kinginger, C. (2009). Language Socialization and Identity. In C. Kinginger (Ed.), *Language Learning and Study Abroad: A Critical Reading of Research* (pp. 154-204). London: Palgrave Macmillan UK.
- Kinginger, C. (2013). *Social and cultural aspects of language learning in study abroad (Vol. 37,37)*. Amsterdam; Philadelphia; John Benjamins Publishing Company.
- Kolb, D. A. (1984). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, N.J: Prentice-Hall.
- Kolb, D. A., & Lewis, L. H. (1986). Facilitating experiential learning: observations and Reflections. *New Directions for Continuing Education*(30), 99-107. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=508163960&site=ehost-live&scope=site>
- Kolb, A., & Kolb, D. (2018). Eight important things to know about The Experiential Learning Cycle. *Australian Educational Leader*, 40(3), 8-14. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=132913378&site=ehost-live&scope=site>
- Kuh, G., Kinzie, J., Buckley, J., Bridges, B., & Hayek, J. (2006). *What Matters to Student Success: A Review of the Literature*.
- Leaver, B. L., Davidson, D. E., & Campbell, C. (Eds.). (2021). *Transformative language learning And teaching*. Cambridge University Press.
- Lewis-Beck, M., Bryman, E. P. A., Bryman, A. E., Liao, T. F., Liao, T. F., i. (2004). Sage Publications, *The SAGE Encyclopedia of Social Science Research Methods*: SAGE Publications.
- Manning, P. (2000). News and news sources: A critical introduction. *News and News Sources*, 1-264.
- Mayring, P. (2000). Qualitative Content Analysis. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 1(2). doi:10.17169/faqs-1.2.1089
- Mezirow, J. (1991). *Transformative dimensions of adult learning (1st ed.)*. San Francisco: Jossey-Bass.
-

- Moreno, R. (2021). Shaping a Critical Study Abroad Engagement through Experiential Arts-Based Inquiry. *Teaching & Learning Inquiry*, 9(2), 1-22. Retrieved from [https://www.proquest.com/scholarly-journals/shaping-critical-study-abroad-engement-through/docview/2618441119/se-2](https://www.proquest.com/scholarly-journals/shaping-critical-study-abroad-engagement-through/docview/2618441119/se-2).
- O'Connor, C. and Joffe, H. (2020). Intercoder reliability in qualitative research: Debates and practical guidelines. *International Journal of Qualitative Methods*, 19. <https://doi.org/10.1177/160940691989920>.
- Richards, K. (2003). *Qualitative inquiry in TESOL*. New York: Palgrave Macmillan.
- Sasaki, M. (2011). Effects of Varying Lengths of Study-Abroad Experiences on Japanese EFL Students' L2 Writing Ability and Motivation: A Longitudinal Study. *TESOL Quarterly*, 45(1), 81-105. Retrieved from <https://search.proquest.com/docview/1125270730?accountid=14169>.
- Short, D. (1991) *Integrating language and content instruction: Strategies and techniques*. Program Information Guide Series. National Clearinghouse for Bilingual Education. Washinton, D.C.
- Tomoka, S. (2014). The Effects of Study Abroad on Second Language Identities and Language Learning. *Yurtdışı Eğitimin İkinci Dil Kimliği ve Dil Öğrenimi Üzerindeki Etkileri.*, 5(3), 28- 41. doi:10.17569/tojqi.56715
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.
- Vygotsky, L. S. (1981). *The Genesis of Higher Mental Functions*. In J. V. Wertsch (Ed.), *The concept of activity in Soviet Psychology* Armonk, NY: Sharpe
- Vygotsky, L. (1998). *The Collected Works of L. S. Vygotsky: Child Psychology*. In M. J. Hall, R. W. Rieber, & A. S. Carton (Eds.): Springer US.
- Wai Meng, C., & Sasiwimol, K. (2018). Critical Cultural Awareness and Identity Development: Insights from a Short-Term Thai Language Immersion. *Electronic Journal of Foreign Language Teaching*, 15(S1), 129-147. Retrieved from <https://gate.lib.buffalo.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=139154452&site=ehost-live&scope=site>.
- Weinreich, P. (2005). Identity structure analysis. In *Analyzing Identity* (pp. 7-76). Routledge.
- Wertsch, J. V. (1991). *Voices of the mind: A sociocultural approach to mediated action* Cambridge Mass.: Harvard University Press.
- Wong-Fillmore, (1982). Instructional language as linguistic input: Second language learning in classrooms. In Wilkinson (ed.) *Communicating in the Classroom*. NY: Academic Press.