The Cognitive and Linguistic Benefits of Study Abroad for All Students

Marišca D. Martin Mozeleski

LBA 438

December 6, 2013

_____

Dr. Barbara Cobb, Mentor, LBA Coordinator

_____

Dr. Meg Brown, Mentor, German Language Faculty

_____

Dr. David Pizzo, Mentor, History Faculty

Table of Contents

I	Table of Contents	2
II	Table of Figures	3
III	Abstract	4
IV	Introduction	5
V	The Current State of Study Abroad and Those Who Participate	6
VI	The Benefits of Foreign Language Acquisition	10
VII	The Benefits to Creative Thinking Skills	12
VIII	Benefits to Critical Thinking Skills	13
IX	Length of Study Abroad and Cross-Cultural Communication	16
X	Culture Shock	18
XI	Conclusion	19
XII	Acknowledgments	21
XIII	Works Cited	22

Table of Figures

Figures

Figure 1: Murray State Student Demographics: by Academic College, 2011-2012……...8

Figure 2: Murray State Student Demographics: Participation by year ……...9

III. Abstract

Study abroad or foreign study programs are widely promulgated throughout secondary and higher education, nevertheless there are few studies that concretely quantify the benefits always heralded. But there are undeniable benefits to the students who take part. Cognitive benefits include an elevation in creative thinking and intellectual development. Second language acquisition, if a student is studying abroad for that purpose, as well as enhanced intercultural and international communication skills are also clear benefits. All students, whether they are learning a second language or not, should study abroad, especially in this age of globalization and intense international bonds between countries.

IV. Introduction

All students should study abroad. The benefits gained outweigh the stressors of studying abroad, and it is a wonderful experience. It would also have a significant beneficial effect on one's future in more than one area. According to Sjoberg and Shabalina, “short-term study abroad programs are a viable option to get more students abroad and to explore non-western, emerging markets” (46). This statement supports the idea that the range of study abroad options should be open to all students, including those students whose major falls under Business, Science, Technology, Engineering and Math, or Nursing departments.

One of the intellectual benefits from studying abroad is an increase in creative thinking. Research shows that “culturally diverse individuals are believed to have more complex and integrative cultural representations that support creative thinking in multicultural environments” (Lee, Therriault, and Linderholm 769). The more variety of cultures that one experiences, the more opportunities one has for coming up with creative solutions to problems they are confronted with. If a student was faced with the task of designing an experiment for a research project in the STEM arena, that student could potentially be able to draw from their experience and might be able to come up with a solution, or at least the beginning of one, that a peer who had not gone abroad would not have thought of. Study abroad does not just benefit those who want to learn a second language—anyone who studies abroad has the chance to benefit from it.

These benefits are not necessarily limited to study abroad programs specifically; many of the same benefits could apply to personal travel, as long as the travel immerses the person into the new culture and language (if that is their aim), or causes them to think about the differences between cultures as something to learn and think about, and try to understand and incorporate into their working knowledge.

V. The Current State of Study Abroad and Those Who Participate

> While many educators who work closely with study abroad programs could conjure up a litany of testimonials about the dramatic impact of study abroad, it is often difficult to move beyond vaguely descriptive accounts to reliable data showing how this experience influenced a student's growth in intercultural sensitivity and awareness. (Doyle 143)

One of the problems faced by study abroad programs is an unfortunate lack of quantitative studies outlining the benefits of studying abroad for students. The lack of published data prevents study abroad offices, students, and university boards from determining how successful the programs that they run are. This can only hurt meaningful development of study abroad programs. And when partner institutions are in the process of creating courses for their students that meet all the requirements and goals of a study abroad program, having meaningful input from students is one of the best sources to draw from. Without that, programs will stop appealing to the students they are designed for. At the very least, the lack of published data makes it difficult for people to understand what the benefits of studying abroad are, which may make the difference for a particular student deciding to participate in a study abroad program.

Orahood, Woolf, and Kruze recommend that the idea of completing a foreign study or study abroad program be introduced early in their educational participation at the university, as one of the barriers faced by students was a lack of planning for a study abroad program during a semester or even just a summer (140). For example, if students take a transitions course to get them acquainted with their major (similar to Murray State's policy), the idea of participating in a study abroad program should be introduced then, as well as discussing the potential benefits. As most Murray State students take the transitions course during their first or second semester, this allows them time to add a semester or year abroad into their academic schedule well ahead of time, as well as the chance to study abroad more

than once if their schedule is compatible. Early introduction to the idea of study abroad would allow them enough foresight to start saving themselves, if they are self-reliant, as well as get all the proper documents, such as passports, well ahead of time.

Another barrier to study abroad commonly cited is cost, although this is more easily remedied. Although “financial expense was the most frequently cited barrier to interest in international study” of pharmaceutical students (Owen 10), a large number of scholarships specifically for study abroad are available. If “state appropriations for most universities include dollars dedicated to/for international education” (Lukosius 487), then some scholarships should come through the university. Some of those scholarships may be awarded on merit, others may be awarded based on one's major or field of study, and there are many that are need-based. Murray State University, for example, offers scholarships and provides links to several other scholarship websites on its own Study Abroad page for students, which also outlines the deadlines for the scholarships and other opportunities for help in studying abroad *(Scholarships*). There is also the possibility of applying for a scholarship not affiliated with the school or study abroad program.

Students may also choose to participate in shorter length study abroad programs to alleviate financial difficulties resulting from longer stays abroad, if given a variety of programs to choose from. Write and Larsen state, “prospective student users should, however, be equipped to sell the program to their influencing and paying parents” (140). Students who live at home should be able to convince their parents that a study abroad program is worth the money, especially if their scholarships do not cover the entirety of the program cost. However, students should not have to rely solely on their parents to provide funding, either.

Science, technology, engineering, and math majors (STEM) may also feel that they have fewer opportunities to go abroad to learn something specific to their major. At least through MSU, there are a number of science and technology oriented study abroad programs offered, and scholarship

opportunities as well. And not just at MSU; according to Legget:

> A host of scholarship organizations offers incentives for STEM education abroad at the graduate and undergraduate level: the David L. Boren Scholarships funded through the Department of Defense, the Benjamin A. Gilman International Scholarship Program, the Whitaker International Fellows program in biomedical engineering, Fulbright Scholars, and the Winston Churchill Foundation Scholarships. (46)

This means that even STEM majors qualify to receive scholarships, which may be specific to what they want to study while abroad. They may even be specific to a location. Not only does the availability of scholarships for STEM majors provide a means or at least an incentive to study abroad, it provides the chance for STEM majors to also gain the same benefits as a Humanities and Fine Arts major, for example, or a business major. As another benefit in terms of who may participate, most of the time a second language is not required for STEM-oriented study abroad programs.

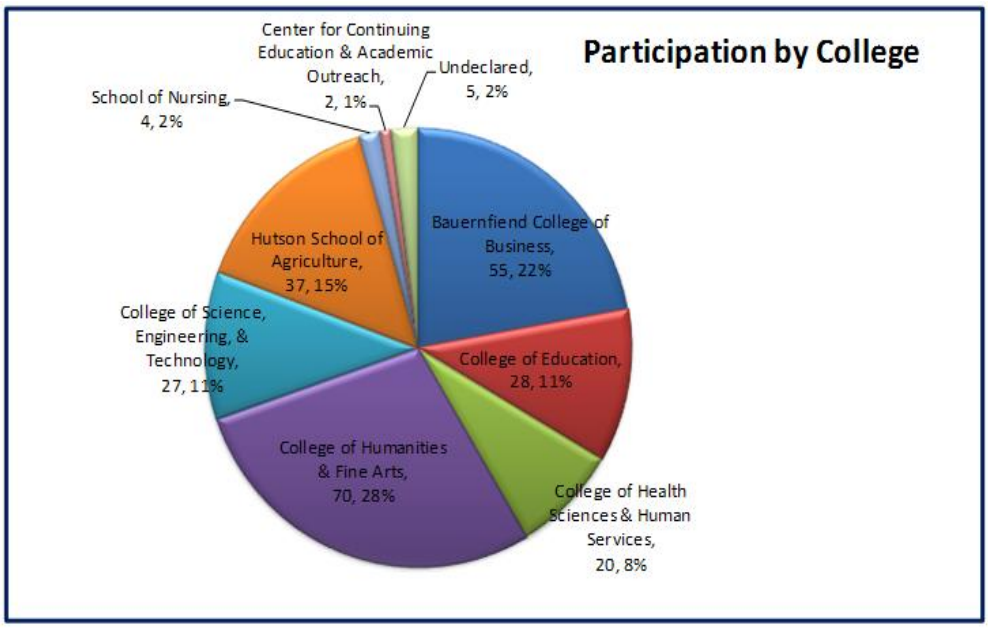

Figure 1: Student Participation in study abroad programs by Academic College at Murray State University (Pizzo)

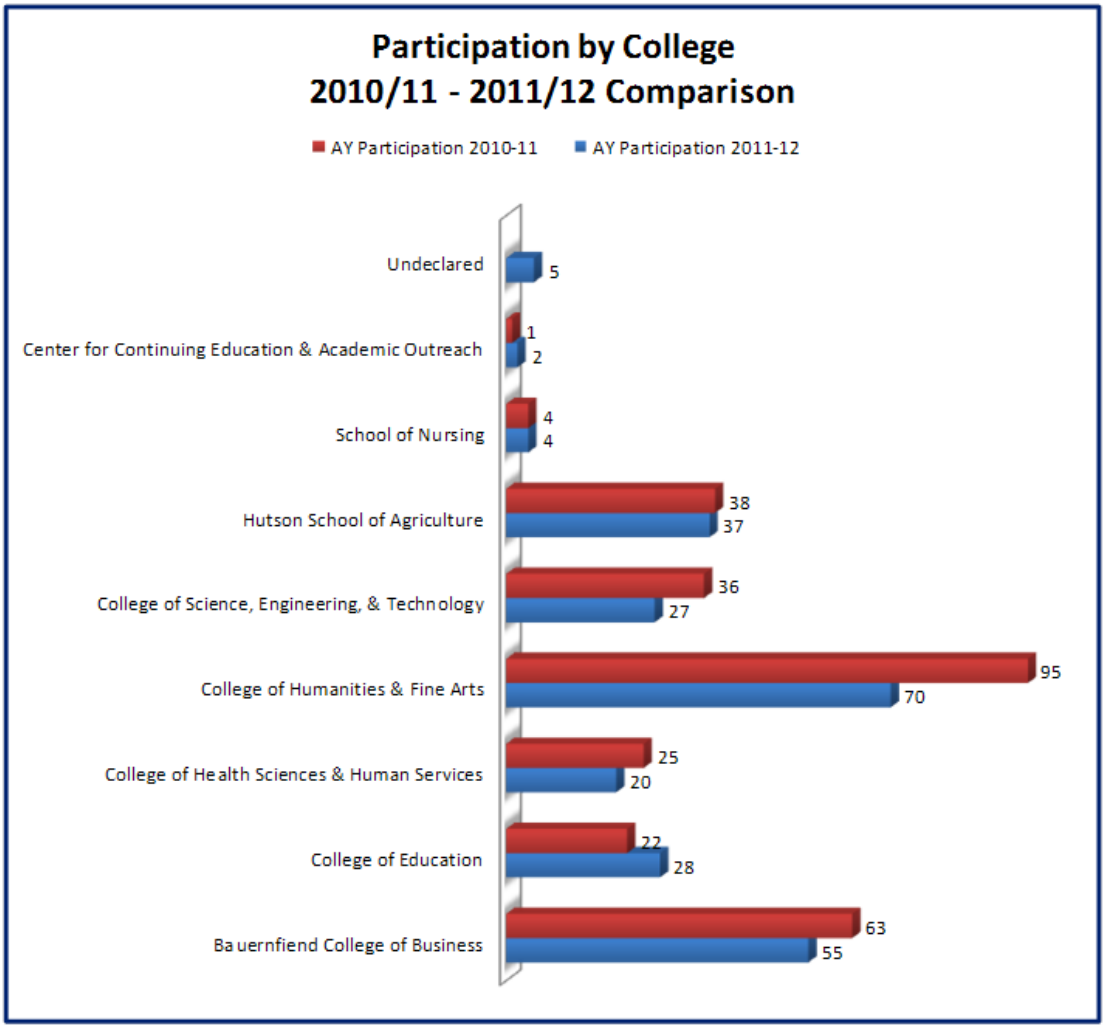

Figure 2: Participation of MSU Students by College, two-year comparison (Pizzo)

However, the demographic of students from Murray State who are most likely to study abroad are still those whose majors are within the College of Humanities and Fine Arts, and the Bauernfiend College of Business. This is seen in both the figures above.

Ballantyne et al conducted a study on the effects of short-term study abroad courses and programs on the participating students' sociocultural, economic, political and ethnocentric views and if the views changed pre to post. The authors found that even a short-term study abroad program "profoundly affected both graduate and undergraduate students when compared to the control group" (Ballantyne et al 8). The effect was that the views of the study abroad students changed significantly in

a positive manner (Ballantyne et al 7). The control group was a group of students who did not study abroad.

The study also attempted to gauge the impact of the study abroad program on students' overall educational experience (7). The study abroad programs that Ballantyne et al. studied, one graduate level study abroad to Cuba, and a graduate and undergraduate program to Italy, yielded several areas of statistically significant data. Table 4 in the study suggests, after a chi-square test for statistical significance, that there was a statistically significant positive difference between the world perspective achieved by those who studied abroad compared to those who did not, which is just one of the many facets studied (7). An improved "world perspective" is one of the many benefits study abroad programs can equip a student with, especially when interactions with different cultures than one's own is becoming more commonplace in the workforce.

VI. Benefits of Foreign Language Acquisition

A study conducted by Khorshidi empirically supports the idea that studying abroad benefits students' foreign language abilities, as well as benefiting the students' pragmatic mindset. The study was conducted at two different locations in Iran and focused on Request and Apology speech acts made in the target language. The study abroad group was taught "at two English language teaching centers in India (as study abroad groups) in which a number of Iranian students registered for a six-month language course" (Khorshidi 65). The other institution that students enrolled at was considered a home institution. The program for both was six months long, before and after which surveys and tests were given to measure the students' ability in Request and Apology acts. The tests were then to be scored by three native speakers (Khorshidi 66).

Khorshidi concluded "there are indeed differences between the language proficiency of those

who have had the opportunity to reside abroad and those whose language learning has been limited to the formal language classrooms at home" (68), so even in terms of Request and Apology speech acts, which are just a small part of any language, there was clear, significant improvement. However, that was a six month long study abroad session. Not every student has the capability to study abroad for six months.

On the other hand, Renolds-Case's study indicated that even a short, four-week study abroad could potentially benefit students' linguistic capabilities, including listening and cross-cultural competency rather than just being better able to read the second language. The study focused on "region-specific linguistic forms" and used pre- and post- program surveys as well as observational data collected during the four-week program to Spain (Reynolds-Case 311).

The study concluded that "even though the amount of time spent in Madrid was relatively short, it was sufficient for students to begin recognizing and using *vosotros* forms in appropriate situations" (Reynolds-Case 318). This shows that not only was there second language acquisition, there was also an increase in cultural knowledge related to the second language. Not only did the students further their ability to use the target language, they also increased their cultural awareness of the region or area they visited. So even if a student didn't make much headway in terms of vocabulary or grammatical structure acquisition, they still benefited from the cultural awareness they gained, in this case, over the span of four weeks.

Something that was noted in Reynolds-Case was that staying with a host family rather than in a dormitory provided the means for the students to interact regularly with a native speaker of the region, so that interaction with the culture outside of the classroom could be measured (313). This provides the best data regarding language competency, as going through a structured language course does not provide significant cultural background. Also, it forces the students to speak in the target language as much as possible, rather than being able to rely on their native tongue.

VII. Benefits to Creative Thinking Skills

It is generally understood by the general population that traveling abroad results in a higher degree of creativity, but those same people have trouble defining exactly what creativity is or how it improves, nor whom exactly it affects. Lee, Therriault, and Linderholm conducted a study to test the idea that studying abroad increased two different areas of creative thought, focusing on three groups: those who have studied abroad, those who planned to study abroad, and those who had no plans to study abroad. They found that those who had studied abroad and those who were seriously considering studying abroad had statistically significant higher levels of creative thought processes post- study abroad than those individuals who did not plan on studying abroad (774). This supports their original hypothesis as well as shows that studying abroad—or seriously planning to do so—significantly impacts several cognitive processes within the individual, implying that there is an intrinsic benefit to valuing foreign study.

The study first defined two different types of creativity: domain specific and domain general. While Lee, Therriault, and Linderholm cite data that shows "domain specific" creativity is seen as creativity that cannot transfer over to another culture (770), and that "domain general" creativity does transfer between cultures (770). Also cited are arguments in support of a "hybrid" theory on creativity, which argues that "creativity" requires skill sets that could apply to both domains equally, regardless of which domain is expressed (770). The study in sum had three goals: to study the benefits of study abroad programs, to examine the relationship between creative thinking and the cultural experiences that sparked it, and to examine which domain of creativity—general or specific—benefited from studying abroad (771). They did this through giving the students two different selected tests to cover the different domains of creativity, and then comparing two groups of students—those who have studied abroad, and those who plan to study abroad—with students who have not studied abroad.

Analyses of covariance (ANCOVA) were performed to compare the effect of the cultural aspect

of study abroad on the two domains of creativity between the three groups, with the alpha level at p=.05. The results shown in culture-specific creativity were shown by scores on the CCT test, and the ATTA test for domain general creativity. The overall results of the study confirmed "that studying abroad supports cognitive processes involved in developing innovative solutions in response to demands that arise in culturally diverse environments" as well as that "these benefits were present in students' overall (domain-free) creative thinking capacities" (Lee, Therriault, and Linderholm 775-776). So the students returned from their study abroad trips with broadened minds and a larger potential to come to a unique solution when faced with any kind of problem. This has implications for critical thinking skills as well. "Creativity" can be considered the output from a combination of critical thinking, and the application of those solutions to the current situation. Creativity is like the driver behind the wheel of a car, with critical thinking as the chassis, the physical car itself.

VIII. Benefits to Critical Thinking Skills

"Cognitive intelligence" is more a process than a quotient that may be easily measured. Multiple sub-processes, such as critical thinking and intellectual development are key to elevating one's "cognitive intelligence". Mei defines critical thinking as the ability to make objective judgments, but also the moral obligation to stay aligned with the important standards of the subject at hand (503). Critical thinking is the tool that people use to discover why certain ideas carry more weight in certain contexts than in others. This tool must be used especially while abroad, or in a context where one is not familiar with the social climate or language, to help oneself acclimate.

The "study abroad program may be an unparalleled learning laboratory for expanding worldviews and creating globally minded students" (Wright and Clarke 155). The foreign country study abroad, especially for students studying a foreign language, with semi-structured classes but with

enough time allotted to the student to spend as they wish, is clearly seen as the best path towards a higher level of intellectual and cognitive development. It is a unique and novel experience that heightens students' perceptions of the world they live in, as well as a unique chance to utilize each students' own critical thinking skills and improve them.

> McKeown states that observations of students returning from study abroad: need not be based on cultural appreciation, or a sense of history, or any other disciplinary approach, nor do they require a link to gains in foreign language ability. Something else is, and has been, going on with study abroad students. (97)

This means that when students return home from a study abroad program, their peers and professors note a marked difference between their behaviors in all sorts of ways, not simply those related to foreign language acquisition, because not all study abroad programs are for language benefits. This change may be due to all sorts of reasons, but McKeown makes the statement that the change in behavior is related to the “intellectual tensions” experienced while abroad, which may result in “significant gains in intellectual development” (99). The support for that statement comes from research further mentioned related to cultural and linguistic input that is separate from the students' home culture and language—basically, when an individual experiences another culture, they are changing the input that helps them form cognitive and intellectual schemas about the world and how it works. This is seen as an intellectual development because the schemas become broader, more globalized in spread rather than restricted to one specific culture.

Developmental-stage theories in cognition such as those discussed by Piaget were examined by Fischer and Silvern. What was key to their study was that “developmental change cannot occur without impact from the environment” (621-622). This would require that a person be interacting regularly with an environment, and it could also be inferred that those who have different environments may be at

different stages of development.

It may also be inferred that if one changes one's environment, and thus the impact, then one would see a different impact from the environment compared with those who did not change their environments. McKeown noticed that in just one semester of study abroad, students who had no previous international, environmentally changing experience had "erased that statistical gap" (98) of intellectual developmental levels compared to those who had previous travel experience.

Another aspect of critical thinking is applying what one knows already about the presented situation to the situation. One of the hypotheses tested by Hamad and Lee was whether willingness of students to communicate with other people (of the second culture) would determine whether they would be better at intercultural communication. This hypothesis was supported by the data (671). This implies that students must be willing to communicate to be able to actually communicate better. But it also implies that the students were trying to communicate on a level that required them to critically think about matters from an entirely new perspective, create a message in that new perspective that went along with the new norms, and then correctly convey that. That takes a lot of cognitive work.

This is a benefit—they are learning how to make their conversation, within that new culture, a reality rather than just romanticizing about "how cool it is" to be able to talk to native speakers in their own language. It takes an amount of cognitive intelligence to even recognize that there is a different perspective being held by others—even more to be able to communicate in that different perspective. The benefit gained here is not only flexibility of cognition but an actual gain in knowledge as well, about the different perspective and how one is seen and sees things from it.

This also effects and applies creative thinking: the student now has an entirely different world to see, a new world to communicate to others, and new methods to do so.

IX. Length of Study Abroad and Cross-Cultural Communication

Hamad and Lee investigated the relationship between the length of study abroad and willingness to engage in intercultural communication, cross-cultural communication skills, cultural identification, and cultural adaptation (662). The study focused on the “integrative theory of communication and cross-cultural adaptation,” which is the process of adapting into the new culture. Culture shock is another term used to describe this process, which is a process of recognizing the differences between one's original culture and environment, and the new culture and environment, and integrating the new environment and culture into a new culture, normally resulting in a new self-identity composed of both cultures.

Hamad and Lee's study found that, contrary to their hypothesis that a longer study abroad would provide for better cultural adaptation, there was no significant correlation between time and cultural adaptation (669). This may be due to students on shorter study abroad programs knowing in advance they would not have as much time to adapt, or because of the way cultural adaptation was viewed by students studying abroad, or a combination of the two. Part of that result could also have been due to the time of the data collection; as part of it was a survey given only after the program was completed, the students may not have known how long it took themselves to adapt (Hamad and Lee 670). Knowing when one has adapted to the local culture is a continuing problem for everyone who participates in study abroad, as not many people have the constant self-awareness to realize that they are actively or subconsciously changing their own cultural identity.

Part of changing one's own cultural identity is discovering novel methods of communication between two different cultures. If studying abroad starts the change in cultural identity to one that is composed of two or more cultures, willingness to engage in cross-cultural communication becomes paramount in order to understand the different cultures one is experiencing. Gullekson and Tucker state that as a result of studying abroad, students were more likely to engage in cross-cultural

communication, were less likely to be wary of it, and were more aware of the international world, even when that study abroad was considered “short term” (173). This shows that it does not take too much effort to open up to another culture and experience things in a different manner than before, and be able to communicate those experiences with others.

Hamad and Lee's study found that the more willing an individual was to communicate, the more able that individual was in cross-cultural communication (669). This means that if students participating in study abroad are able to choose their own program of study relative to their intercultural communication desires and goals, they will get much more out of the program in terms of improving their ability to communicate cross-culturally.

Cross cultural competency is preferred by employers, especially those who serve international or cross-cultural needs, and the need for competent cross-cultural communicators is increasing as workplaces become more global, although Gardner, Steglitz and Gross found that “students have given little thought to how study abroad has shaped and prepared them for the world of work and are unable to give meaning to their experience in ways that employers can identify” (20). This means that students who have studied abroad must learn how to show what they have learned before they may be recognized for it by employers. Working their study abroad experiences into something marketable takes the potentially increased creative skills of the student and applies them to a specific situation. Once a student has studied abroad, they have a much higher chance of being able to apply that to their future, and perhaps even current, professions in general.

Orahood, Woolf, and Kruze found that students were positively impacted in the arena of cross-cultural communication, innovation, and cultural awareness, as well as other skill areas, gained while studying abroad (134). Cross cultural competency is beginning to be looked for by employers, and the need for it is steadily increasing as workplaces become more global, as the study done by Gardner, Steglitz and Gross shows (19).

Some, like Cubillos and Ilvento, argue that compared to foreign language acquisition, cultural and intercultural communication skills and benefits are more important, showing students how much more there is to be gained by continuing the language after their program ends (506). This conclusion supports McKeown's, which includes cross-cultural and internationally oriented facets in the discussion of the benefit to intellectual ability. Also, in Franklin's study, it was found that there was a strong relationship between the study abroad experience and the direction the students went professionally (185-186). So study abroad programs have the potential to affect life-long decisions made by the students of study abroad programs, even after the students have returned from the program to their home country.

X. Culture Shock

Culture shock is the term used to describe the psychological discomfort and disorientation that occurs when one moves from one culture into another culture to either work or live (Xia 97). An effect of culture shock on students who have studied abroad is a loss of singular cultural identity. Hamad and Lee found that the longer a student studied abroad, the less likely it was that the student would have just one cultural identity (671). This implies that one of the effects of culture shock is an adaptation not necessarily only to the host culture, but an adaption away from the students' original culture and into an identity that is comprised of both the original culture and the newly acquired culture. So culture adaptation may not be entirely complete adaptation to the new or host culture, but a meeting point in between the two which has aspects of both.

Culture shock is most certainly becoming more prominent the more globalized the world becomes. On the individual level, culture shock is primarily presented in terms of psychological stress reaction to being in an unfamiliar location, and the student or person may experience this stress in the

form of depression, anxiety, or feelings of helplessness (Xia101). However, with proper pre-departure preparation, and self-awareness while experiencing symptoms of culture shock, the psychological stress may be reduced (Xia 101) to help the student adapt faster to the host culture.

Another important phenomenon is reverse culture shock—the experience of studying abroad, adapting to the host culture, and then returning to the home culture, while still carrying the new habits or attitudes from the culture experienced during the study abroad program (Xia 101). Especially when the culture experienced abroad is very different from the home culture, it may be difficult for students, or people of any age, to go through the process of cultural adaptation in a place that they may have never thought they would experience it in.

XI. Conclusion

> The themes identified in this study reveal how students sense their own growth and development. Within the cognitive dimension, students understand how they become more aware and respectful of cultural differences. Through the intrapersonal dimension, student gains in self-confidence, independence, and maturity is emphasized. And the interpersonal dimension reflects how students learn to more effectively negotiate the nuances of relationship development. (Doyle 153)

When students sign up for study abroad, they are probably already thinking something along the lines of, “How am I going to have changed when I get back?” They might be thinking about language acquisition, or the more cultural aspects of their host country such as what the predominant religion is. But they are also definitely thinking that they will come back with an irreplaceable experience, and that what they will experience, even if the trip is planned out to the very breath, will be a unique experience

that they may not get a chance to repeat later. Students will start seeing the world in a different way, and after they have adjusted to the host culture, they will be different, if only at the behavioral and mental level.

The benefits of studying abroad are an increase in cognitive intelligence, foreign language acquisition, and greater intercultural communication abilities. A student's horizons will be broadened, and will not shrink again. However, too few students at Murray State participate in study abroad. Study abroad is an undeniably amazing experience, and while it may be stressful to some students, requiring a study abroad could potentially help a number of students see that a “get degree; graduate; get job” path is lacking what getting an education really means. Broadening one's world views through change of environment and interaction is the ultimate benefit of studying abroad, developing one's personal and professional skills, and opening up more opportunities to succeed.

XII. Acknowledgments

I would like to thank my head mentor, Dr. Barbara Cobb, for her excellent help throughout this entire project that helped guide me and that kept me on-track. I would also like to thank my other mentors, Dr. Margaret Brown and Dr. David Pizzo, for providing valuable insight and guiding me through to the end of this project.

Works Cited

Ballantyne, Scott, et al. "Comparing The Intensity Of Student Attitude And Perception Changes From Short-Term Travel Courses." *Journal Of International Business & Cultural Studies* 6 (2011): 1-9. *Business Source Complete*. Web. 27 Oct. 2013.

Cress, Christine M., et al. "Developmental Outcomes Of College Students' Involvement In Leadership Activities." *Journal Of College Student Development* 42.1 (2001): 15-27. *PsycINFO*. Web. 4 Oct. 2013.

Cubillos, Jorge H., and Thomas Ilvento. "The Impact Of Study Abroad On Students' Self-Efficacy Perceptions." *Foreign Language Annals* 45.4 (2012): 494-511. *Education Source*. Web. 2 Oct. 2013.

Davidson, Dan E. "Study Abroad And Outcomes Measurements: The Case Of Russian." *Modern Language Journal* 91.2 (2007): 276-280. *Education Source*. Web. 28 Oct. 2013.

DeLoach, Stephen et al. "Developing A Global Mindset Through Short-Term Study Abroad: A Group Discussion Approach." *Journal Of Teaching In International Business* 15.1 (2003): 37-59. *Education Source*. Web. 30 Sept. 2013.

Douglas, Ceasar and Catherine G. Jones-Rikkers. "Study Abroad Programs And American Student Worldmindedness: An Empirical Analysis." *Journal Of Teaching In International Business* 13.1 (2001): 55-66. *Education Source*. Web. 25 Oct. 2013.

Douglas, Nancy L. "Enemies Of Critical Thinking: Lessons From Social Psychology Research." *Reading Psychology* 21.2 (2000): 129-144. *Education Source*. Web. 28 Sept. 2013.

Doyle, Dennis. "Holistic Assessment And The Study Abroad Experience." *Frontiers: The Interdisciplinary Journal Of Study Abroad* 18 (2009): 143-155. *Education Source*. Web. 25 Oct. 2013.

Du, Hang. “The Development of Chinese Fluency During Study Abroad in China.” *The Modern*

Language Journal 97.1 (2013): 131-143. Web. 4 October 2013.

Ennis, Robert H. “A Definition of Critical Thinking.” *The Reading Teacher* 17.8 (1964): 599-612. *JSTOR*. Web. 4 Oct. 2013.

Engstrom, David, and Loring P. Jones. "A Broadened Horizon: The Value Of International Social Work Internships." *Social Work Education* 26.2 (2007): 136-150. *PsycINFO*. Web. 24 Oct. 2013.

Fischer, Kurt W., and Louise Silvern. "Stages And Individual Differences In Cognitive Development." *Annual Review Of Psychology* 36.1 (1985): 613-648. *Business Source Complete*. Web. 30 Sept. 2013.

Franklin, Kimberly. "Long-Term Career Impact And Professional Applicability Of The Study Abroad Experience. *Frontiers: The Interdisciplinary Journal Of Study Abroad* 19 (2010): 169-190. *Education Source*. Web. 1 Oct. 2013.

Gardner, Philip, Inge Steglitz, and Linda Gross. "Translating Study Abroad Experiences For Workplace Competencies." *Peer Review* 11.4 (2009): 19-22. *Education Source*. Web. 27 Oct. 2013.

Gerner, M., Perry, F., Moselle, M.A., Archbold, M. “Characteristics of Internationally Mobile Adolescents.” *Journal of School Psychology* 30.2 (1992): 197-214. Web. 4 Oct. 2013.

Gullekson, Nicole L., and Mary L. Tucker. "An Examination Of The Relationship Between Emotional Intelligence And Intercultural Growth For Students Studying Abroad." *Journal Of The Academy Of Business Education* 13 (2012): 162-178. *Business Source Complete*. Web. 29 Sept. 2013.

Hackney, Kaylee, David Boggs, and Anci Borozan. "An Empirical Study Of Student Willingness To Study Abroad." *Journal Of Teaching In International Business* 23.2 (2012): 123-144. *Academic Search Complete*. Web. 11 Sept. 2013.

Hamad, Rania, and Carmen M. Lee. "An Assessment Of How Length Of Study-Abroad Programs Influences Cross-Cultural Adaptation." *Journal Of Human Behavior In The Social Environment* 23.5 (2013): 661-674. *Academic Search Complete*. Web. 10 Sept. 2013.

Ingraham, E.C. “Documentation and Assessment of Impact of Study Abroad.” *Study Abroad: Perspectives and Experiences from Business Schools’ Advances in International Marketing* 13 (2003): 1-21. Web. 10 Oct. 2013.

Khorshidi, Hassan Rasouli. "Study Abroad And Interlanguage Pragmatic Development In Request And Apology Speech Acts Among Iranian Learners." *English Language Teaching* 6.5 (2013): 62-70. *Education Source*. Web. 1 Oct. 2013.

Kruse, J. and Cate Brubaker. “Successful Study Abroad: Tips for Student Preparation, Immersion, and Postprocessing.” *Die Unterrichtspraxis / Teaching German* 40.2 (2007): 147-152. *JSTOR.* Web. 30 Sept. 2013.

Lee, Christine S., David J. Therriault, and Tracy Linderholm. "On The Cognitive Benefits Of Cultural Experience: Exploring The Relationship Between Studying Abroad And Creative Thinking." *Applied Cognitive Psychology* 26.5 (2012): 768-778. *Academic Search Complete*. Web. 11 Sept. 2013.

Leggett, Karen. "Encouraging STEM Students To Study Abroad." *International Educator (1059-4221)* 20.4 (2011): 44-47. *Education Source*. Web. 7 Nov. 2013.

Llanes, Àngels and Carmen Muñoz. "Age Effects In A Study Abroad Context: Children and Adults Studying Abroad and At Home." *Language Learning* 63.1 (2013): 63-90. *Academic Search Complete*. Web. 11 Sept. 2013.

Lukosius, Vaidas, and Troy Festervand. "Marketing Study Abroad Programs: A Student Recruitment Model." *American Journal Of Business Education* 6.5 (2013): 483-493. *Education Source*. Web. 8 Nov. 2013.

McKeown, Joshua S. *The First Time Effect: The Impact of Study Abroad on College Student Intellectual Development*. Albany, NY: State University of New York Press, 2009. Print.

Mei, Guo. "Developing Critical Thinking In English Class: Culture-Based Knowledge And Skills."

Theory & Practice In Language Studies 3.3 (2013): 503-507. *Education Source*. Web. 28 Sept. 2013.

Molony, John. "Curricular And Extra-Curricular Programs Supporting Improved International Learning Mobility Experiences: An Emerging Trend In Australia." *Frontiers: The Interdisciplinary Journal Of Study Abroad* 21 (2011): 211-235. *Education Source*. Web. 25 Oct. 2013.

Orahood, T., Jennie Woolf, and Larisa Kruze. "Study Abroad And Career Paths Of Business Students." *Frontiers: The Interdisciplinary Journal Of Study Abroad* 17 (2008): 133-141. *Education Source*. Web. 2 Oct. 2013.

Owen, Chelsea, et al. "Factors Associated With Pharmacy Student Interest In International Study." *American Journal Of Pharmaceutical Education* 77.3 (2013): 1-10. *Education Source*. Web. 20 Oct. 2013.

Perry, L., Stoner, L., Tarrant, M. “More Than A Vacation: Short-Term Study-Abroad As A Critically Reflective, Transformative Learning Experience. *Creative Education* 3.5 (2012): 679-683. *Education Source*. Web. 1 Oct. 2013.

Pizzo, Robyn. “Fwd: Stats for Marisca Martin-Mozeleski.” Message to the author with attachment of data. 28 Oct 2013. E-mail.

Reynolds-Case, Anne. “The Value of Short-Term Study Abroad: An Increase in Students' Cultural and Pragmatic Competency.” *Foreign Language Annals*, 46.2 (2013): 311-322. *Education Source*. Web. 9 September 2013.

Sanchez, George J. "Intensive Study Abroad For First-Generation College Students." *Peer Review* 14.3 (2012): 14-17. *Education Source*. Web. 20 Oct. 2013.

Salisbury, Mark, Michael Paulsen, and Ernest Pascarella. "To See The World Or Stay At Home: Applying An Integrated Student Choice Model To Explore The Gender Gap In The Intent To Study Abroad." *Research In Higher Education* 51.7 (2010): 615-640. *Academic Search Complete*.

Web. 10 Sept. 2013.

Scholarships. Murray State University: Institute for International Studies, 2012. Web. 9 Nov. 2013. http://www.murraystate.edu/Students/International/IIS/StudyAbroad/students/StudyAbroadScholarships.aspx

Sjoberg, Sandra D., and Olga I. Shabalina. "More Than A Sight-Seeing Trip: Enhancing The Value In Short-Term Study Abroad." *Business Education Innovation Journal* 2.2 (2010): 46-58. *Business Source Complete*. Web. 29 Oct. 2013.

Trooboff, S., Vande Berg, M., and Rayman, J. "Employer Attitudes Toward Study Abroad." *Frontiers: The Interdisciplinary Journal Of Study Abroad* 15 (2007): 17-33. *Education Source*. Web. 27 Sept. 2013.

Winkelman, Michael. "Cultural Shock and Adaptation." *Journal Of Counseling & Development* 73 (1994): 121-126. *Education Source*. Web. 23 Sept. 2013.

Wright, Newell D., and Irvine Clarke. "Preparing Marketing Students For A Global And Multicultural Work Environment: The Value Of A Semester-Long Study Abroad Program." *Marketing Education Review* 20.2 (2010): 149-162. *Business Source Complete*. Web. 28 Oct. 2013.

Wright, Newell D., and Val Larsen. "Every Brick Tells A Story: Study Abroad As An Extraordinary Experience." *Marketing Education Review* 22.2 (2012): 121-142. *Education Source*. Web. 28 Oct. 2013.

Xia, Junzi. "Analysis Of Impact Of Culture Shock On Individual Psychology." *International Journal Of Psychological Studies* 1.2 (2009): 97-101. *Academic Search Complete*. Web. 23 Sept. 2013.