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## 短期海外研修が及ぼす影響

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### 抄録

本研究では、カルフォルニア州立大学ロングビーチ校における 3 週間の文化語学研修に参加した日本の大学生を対象に、英語学習に対する意欲や態度にどのような変化が生じたかを調査する。著者は研修に参加した学生と参加しなかった学生両方を取った事前事後の意識調査の結果と、研修参加後に行ったアンケート結果をもとにその影響について調査した。その結果、短期海外研修は英語学習と異文化交流への意欲の増加において、効果があることが分かった。また、短期海外研修であっても、語学力の変化に影響を与える可能性があることが示された。この留学プログラムに参加した学生は、主にリスニング能力が向上し、英語で話すことや意見を表現することへの抵抗感が少なくなったと感じたと回答した。

### Abstract

This study explores what changes in motivation and attitude toward learning the English language occurred with Japanese university students who participated in a three-week culture and language study abroad program at California State University at Long Beach, California. The authors examine the influence using the results of attitude surveys taken from participating and non-participating students before and after the program and a post-study abroad questionnaire. The results reveal that the short-term study abroad program is effective in increasing students' motivation to learn English and to interact with people from other cultures. This study also indicates that even a short-term study abroad program can influence changes with language proficiency; students feel improvements especially with listening skills and less reluctance to speak and express themselves in English.

**Key Words:** short-term study abroad, motivation, learning English

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## 1. Introduction

### 1.1. Short-term Study Abroad Programs in Japan

In Japan, preparing a globally minded work force is a high-priority for more institutions of higher education that offer study-abroad programs. Many universities have affiliations with other overseas institutions where students go to study abroad during their semester or semester breaks. According to the Ministry of Internal Affairs and Communications (2017), out of all the students who study abroad during their enrollment in Japanese universities, 60.7% of the students study abroad for less than one month, 20.9% for more than one month but less than six months. Short-term study abroad for less than six months consists of 81.6% of the total. This investigation also notes that about 80% of the global companies represent a view that studying abroad for more than six months is necessary from the perspectives of language proficiency as well as abilities to understand other cultures and to accept diverse values. Since there are some cases where studying abroad for an extended period is difficult because of economic or other reasons, some participate in short-term study abroad programs. As long as institutions of higher education encourage the participation of overseas programs regardless of the study abroad period, it will be each institution's responsibility to clarify the educational effects.

### 1.2. Short-term Study Abroad Programs at Hokuriku University

Hokuriku University has established seventy-six partnerships with sister schools and friendship universities in fifteen countries and had 7,185 students study abroad up until the 2023 academic year. It is not a rare case that some students experience more than one of the overseas training, study-abroad, or overseas internships multiple times. The Department of International Communication requires every first-year student to take both English and Chinese language courses. To further reinforce language learning, the Department encourages 1<sup>st</sup> year-students to join the Chinese study abroad programs held during the summer break, and the U.S. study abroad programs held during the spring break. Kawaijuku (2019) concludes that an effective overseas program has the possibility of contributing to the growth of students, especially when short-term overseas programs are positioned as the first part of long-term study abroad or specialized subjects. As for Hokuriku University, the goal of short-term study abroad programs is to cultivate an international mindset and develop leadership skills as a global human resource as well as to help students prepare for a semester or one-year study abroad opportunity in the following years.

### 1.3. Impacts of Short-term Study Abroad

It is generally assumed that studying abroad can have a positive effect on language competence. The question remains whether it applies to short-term study abroad of less than one month. Research measuring the improvement of English competence from three-week study abroad programs using the standardized English proficiency tests, reports that the listening skills of Japanese university students have

improved (Kimura, 2006; Taura et al., 2009).

Besides language competence, several studies have suggested that studying abroad can influence learners' perspectives with their attitudes and motivation toward language learning. Tateyama (2002) describes how Japanese nursing students' participation in a three-week English program in Australia showed a stronger interest not only in learning English but also in accepting the values of different cultures. Suzuki and Hayashi (2014) also mention that after participating in a short-term language study abroad program in the UK for approximately three weeks, all the students were more motivated to learn English and showed a more positive attitude toward communicating on their own initiative compared to before the study abroad program.

## 2. The U.S. Short-term Study Abroad Program

### 2.1. The American Language Institute (ALI) at California State University, Long Beach (CSULB) Program Overview

The American Language Institute at Long Beach (CSULB-ALI) is an English language program for non-matriculated international students at California State University at Long Beach. The ALI program is available through the College of Professional and Continuing Education. ALI has been offering international programs for more than thirty years. It offers programs in two areas—Intensive English Program (IEP) and the English Language and American Culture program.

The IEP course is fully certified by the Commission on English Language Program Accreditation (CEA). The IEP course is for international students who wish to master the English language for academic and professional purposes. The English Language and American Culture program is for international students who wish to participate in short-term exchanges to learn English communication and American culture. The short-term program offers the opportunity to participate for three to six weeks.

### 2.2. Hokuriku University-CSULB-ALI Short-term Study Abroad Program Overview

In this short-term study abroad program, twenty-two first-year students from the Department of International Communication, as well as three second-year students from the Department of Psychology and Social Studies took part in a three-week program. The purpose of the program was to partake in the English Language and American Culture course at CSULB-ALI.

ALI instructs communicative and content-based English language courses in the AM hours Monday to Friday. The main English skills taught in this program focus on vocabulary, speaking, listening with an additional minor focus on grammar, reading, and writing. ALI also has afternoon language laboratory instruction on Tuesday and Thursday that has native-English speaking students from CSULB who participate in

group and pair-work activities with students from Hokuriku University. The purpose of the laboratory is to maximize speaking, listening, and cultural instruction between Hokuriku University students, the ALI instructor, and the CSULB students.

ALI also offers other American culture instruction with field trips to the Bob Murphy Access Center (BMAC), Cabrillo Villages, campus tours, CSULB academic department visits and class observations as well as excursions to local attractions, such as Seal Beach pier and shops and Kayaking in the Naples area of Long Beach. In addition, Hokuriku University offers day trips to Disneyland, Dodger Stadium, and other locations of interest in the Long Beach area. Students also typically have two to three days free to visit other points of interest in the Long Beach area, or students may choose to spend time with their host families or newly acquired local friends.

Students live with a host family during the three-week study abroad program. The aim of residing with a host family is to provide additional opportunities for Hokuriku University students to experience American culture and to enable additional opportunities to use the English language. Homestay occupancy rates range from one student to three students. Students can request who they want to reside with prior to departure. A few Hokuriku University students might be housed with a non-Hokuriku University student.



### 3. Purpose of the Study

In this study, three chaperone teachers who accompanied the group of twenty-five students for their US study abroad program examine the effects of the short-term study abroad program. Research questions are posed below the line:

1. Has the three-week study abroad program had any positive influence on the students' attitudes and motivations with language learning?
2. If so, what changes does the study abroad program affect?
3. Has the study abroad program contributed to any additional interests' students might have to participate in future study abroad programs offered by Hokuriku University?
4. Has the study abroad program served as a preparatory step for their future study abroad participation?

## 4. Survey of Attitudes

### 4.1. Overview of the Survey

The Department of International Communication at Hokuriku University conducts a survey of English attitude as a measurement of motivation and interest in English for students of all grades at the end of the second semester. This research used the survey as the pre-study abroad survey. The survey examines four categories of attitudes: (a) attitudes towards learning English, (b) interaction with people from different cultural backgrounds, (c) interest in other cultures, and (d) career. To compare the changes in those attitudes between students who participated in the study abroad program and those who did not, the authors also carried out a post-study abroad survey using the same questionnaire for only all the first-year students in that department. The authors verify the effects of the program by comparing the two surveys: the pre-study abroad survey and the post-study abroad survey. The following analysis of this section was performed using HAD18.003 (Shimizu, 2016).

### 4.2. Method

Forty-two freshmen responded to the pre-study abroad survey and thirty-three to the post-study abroad survey. Out of these, the data from thirty freshmen, who completed both surveys, were used in the subsequent analysis. Out of the thirty freshmen, seventeen participated in the short-term study abroad program and thirteen did not.

The authors used twenty-seven items to measure each of the four categories of attitude as shown in Table 1: attitudes towards learning English (10 items), interaction with people from different cultural backgrounds (6 items), interest in other cultures (5 items), and career (6 items). These items were developed with reference to Hashimoto (2002). Students responded to these items on an 8-point scale (0 = not at all to 7 = extremely strong) whose means have been calculated and used as the attitude score (as = .817–.918, see Table 1).

As mentioned earlier, at the end of the second semester, an attitude survey was conducted, and the response data was used as a pre-study abroad program survey. In the post-study abroad program survey, the first-year students were asked to respond to a survey during the orientation course using Google Forms.

Table 1. The items of English attitude measures used in this study

categories of attitude	items	$\alpha$	
		upper: pre	lower: post
learning English	1 I would like to take more English courses.		
	2 I will study by myself if I cannot learn English at school.		
	3 I think I am spending time learning English outside my classes.		
	4 I would like to keep learning English to improve my English skills after graduating from university.		
	5 I am doing something specific to acquire English.	.900	
	6 I think learning English is more interesting than other subjects.	.910	
	7 I think English should be taught at school.		
	8 I am quite focused in my English classes.		
	9 I usually finish my English homework quickly.		
	10 I would like to be able to read books, newspapers, and websites, etc. in English.		
interaction with people from different cultural backgrounds	11 I want to make friends with foreign students studying in Japan.		
	12 If there are international students at my school, I would like to talk to them.		
	13 I would like to make foreign friends.		
	14 If a foreigner who cannot speak Japanese is in trouble at a restaurant or a station, I will help the foreigner.	.876	
	15 I would like to join volunteer activities that benefit foreigners living in my hometown.	.918	
	16 I would like to have more opportunities to interact with foreigners in my daily life.		
interest in other cultures	17 I would like to know about diverse cultures and people.		
	18 I would like to get acquainted and converse with people from diverse cultural backgrounds.		
	19 I would like to join more activities that involve people from other cultures.	.817	
	20 I would like to actively introduce Japanese culture to people from other cultures.	.865	
	21 I watch foreign movies/dramas or listen to foreign music.		
career	22 I learn English because it is advantageous for getting a job.		
	23 I learn English because I would like to get a good score on the TOEIC or other English certification exams.		
	24 I would like to work using English in the future.	.837	
	25 I would like to acquire negotiation or presentation skills using English.	.861	
	26 I would like to be able to translate or interpret English.		
	27 I think I have more possibilities in the future if I can use English.		

### 4.3. Results and Discussion

#### 4.3.1. Comparison of the Study Abroad Program Participants and Non-participants

To compare the changes of the four attitudes (learning English, interaction with people from different cultural backgrounds, interest in other cultures and career), the

authors conducted a 2 (Time: pre, post)  $\times$  2 (Participation: participants, non-participants) mixed factors analysis of variance. As a result, an attitude toward interaction with people from different cultural backgrounds, two-way interactions between Time and Participation were significant ( $F(1, 28) = 5.99, p = .021, \eta_p^2 = .176$ ). Students, who did not participate in the study abroad program, had a statistically significant decrease in their desire to interact with people from different cultural backgrounds, whereas those who participated did not change ( $F_{\text{non-participated}}(1, 28) = 5.00, p = .033, \eta_p^2 = .294; F_{\text{participated}}(1, 28) = 1.35, p = .255, \eta_p^2 = .078$ , see Table 2). There was no significant change for the other categories of attitude.

It is assumed that the students who did not participate in the program were away from the university and classes during the long vacation between the two surveys, which reduced their motivation to interact with people who are not Japanese. However, it should be added that the mean score was above the midpoint of 3.5. On the other hand, the students who participated in the program had more opportunities to interact with people in the US, so their motivation did not decrease.

Table 2. Means and standard deviation for the four studied attitudes

attitude	participated ( <i>n</i> = 17)				non-participated ( <i>n</i> = 13)			
	pre		post		pre		post	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
learning English	4.98	1.10	5.14	1.00	4.88	1.43	4.93	1.35
interaction with people from different cultural backgrounds	5.36	1.09	5.55	1.03	5.29	1.19	4.88	1.24
interest in other cultures	5.53	1.01	5.69	1.12	5.26	1.03	5.23	0.90
career	5.39	1.18	5.56	0.89	5.27	1.41	5.35	1.38

#### 4.3.2. Correlations of the Four Categories of Attitude

To examine whether there is a significant relationship between the four categories of pre- and post-study abroad program attitudes, correlation coefficients for each group of students were determined (see Tables 3 and 4). For students who participated in the program, there were significant positive correlations for each of the following pairs of categories: learning English–career ( $r = .542, p = .025$ ) and interaction with people from different cultural backgrounds–interest in other cultures ( $r = .721, p = .001$ ) before participating in the program. However, there were significant positive correlations for all categories ( $rs = .529-.831, ps < .05$ ) after the program. It suggests that a higher level in any one of the four categories was likely to lead to a higher level in the others, so that even the short-term study abroad program organically links the different attitudes and motivations related to learning English. On the other hand, for students who did not participate in the program, in the pre-test, all pairs except learning English–interaction with people from different cultures showed significant positive correlations. In the post-test, only learning English–career ( $r = .855, p < .001$ ) and interaction with people from different cultural backgrounds–interest in other cultures ( $r = .796, p = .001$ ) remained significant, while the other correlations were not significant (Table 3). This indicates that the motivation to connect



learning English to their career may have been separated from the motivation to encounter other cultures. This may also be because they were away from the university for a long vacation, which may have prevented them from feeling the connection between learning English and intercultural exchange.

Table 3. Correlation coefficients between four categories of students' participation in the program ( $n = 17$ )

attitudes	pre-test			post-test		
	1	2	3	1	2	3
1. learning English	-	-	-	-	-	-
2. interaction with people from different cultural backgrounds	.350	-	-	.529 *	-	-
3. interest in other cultures	.306	.721 **	-	.548 *	.831 **	-
4. career	.542 *	.377	.042	.734 **	.743 **	.701 **

Note. \* $p < .05$ , \*\* $p < .01$

Table 4. Correlation coefficients between four categories of students' non-participation in the program ( $n = 13$ )

attitudes	pre-test			post-test		
	1	2	3	1	2	3
1. learning English	-	-	-	-	-	-
2. interaction with people from different cultural backgrounds	.362	-	-	.448	-	-
3. interest in other cultures	.665 *	.694 **	-	.223	.796 **	-
4. career	.854 **	.590 *	.623 *	.855 **	.306	-.016

Note. \* $p < .05$ , \*\* $p < .01$

## 5. Post-questionnaire

### 5.1. Overview of the Post-questionnaire

After the study abroad program, the authors asked the participants to answer the post-questionnaire. Out of the twenty-five students who participated in the study abroad program, twenty-two students from the Department of International Communication and two students from the Department of Psychology and Social Studies answered the questionnaire using Google Forms. The authors used the data of twenty-two students from the Department of International Communication who also took the surveys of attitudes stated in Section 4.

First, the authors wish to examine the participants' awareness of changes with their English skills. The study also examines whether there is a measurable difference with less reluctance with speaking English. Thirdly, the study hopes to assess whether there is any quantifiable satisfaction with the CSULB-ALI program. Finally, the study examines any measurable impact the CSULB-ALI program has on the participants' desire to study abroad in the future. The results of the responses to some of the questions follow.

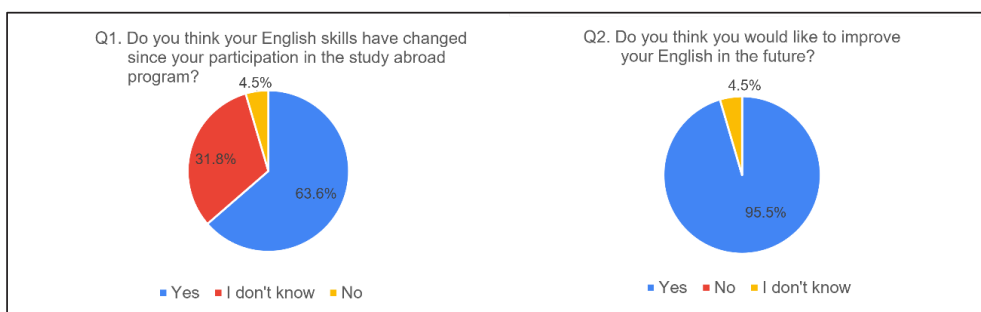
## 5.2. Participants' Awareness with Changes in English Abilities

The result of Question 1 shows participants' awareness with changes in English abilities (Figure 1). Sixty-four percent of them think their English skills have changed since their participation in the study abroad. From the responses about what changes they can observe in the open-ended question format, nine out of sixteen students say that their listening skills have improved. Two students say they have improved their speaking skills, and the other five students say they were able to learn colloquial English phrases or expressions from local people.

The result of Question 2 shows that 95.5% of the participating students would like to improve their English in the future. From the responses about what specific English skills they would like to improve (multiple responses allowed), 95.2% answer "speaking (conversation)", 85.7% answer "TOEIC test", and 76.2% answer "listening" and "pronunciation." These are the top four skills they would like to improve, and the other skills are reading (66.7%), writing (42.9%) and presentation (14.3%). From the responses about what exactly they are doing to improve their English skills, nineteen students answer that they are doing something to improve their English skills. Eleven out of the nineteen students study for the TOEIC test.

To sum up the results, sixty-four percent of the participants recognize that they have improved their English language skills, especially listening skills. The participants are aware that their participation in the short-term study abroad program has motivated them to achieve further improvements with their English.

Figure 1. Participants' awareness with changes to English abilities



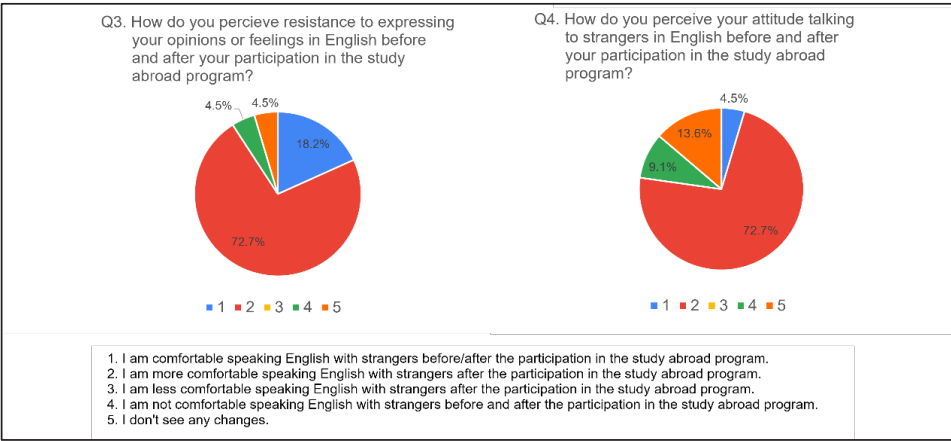
## 5.3. Participants' Awareness with Speaking in English Before and After the Study Abroad

The results of Questions 3 and 4 show how the participants perceive their changes with speaking in English before and after their participation in the program. (Figure 2). Question 3 illustrates how they perceive their reluctance to express their opinions or feelings in English. Seventy-three percent of them are more comfortable after their participation in the program. Question 4 suggests how they perceive their attitudes talking to strangers in English before and after their participation in the program. In addition to the results of Question 3, 73% are more comfortable talking to

strangers in English after the participation in the program.

In short, 73% of the respondents feel more comfortable expressing their opinions or feelings and talking to strangers in English after their participation in the program.

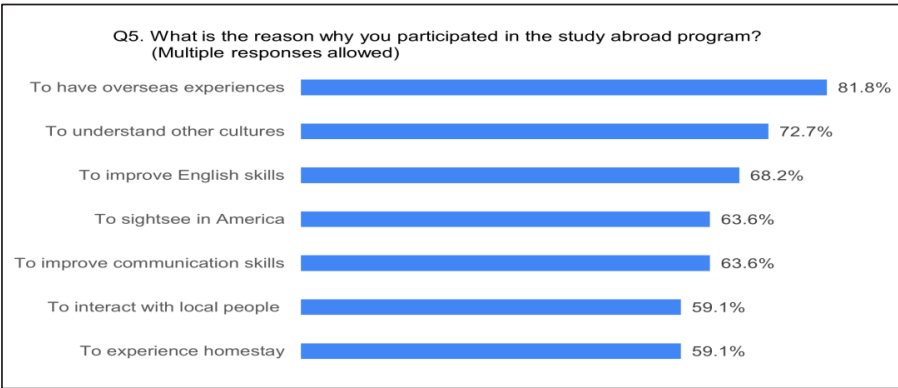
Figure 2. Participants' awareness about speaking in English before and after the study abroad program



#### 5.4. The Objectives of the Participation in the Short-term Study Abroad

The results of Question 5 show the reasons why the students participate in this study abroad program (Figure 3). The results indicate that “to have overseas experiences (81.8%)” and “to understand other cultures (72.7%)” are the top two choices. “Improving English skills (68.2%)” ranks as the third objective. It implies that their main purpose of joining the study abroad was to experience other cultures out of Japan, and to improve their English as a secondary objective.

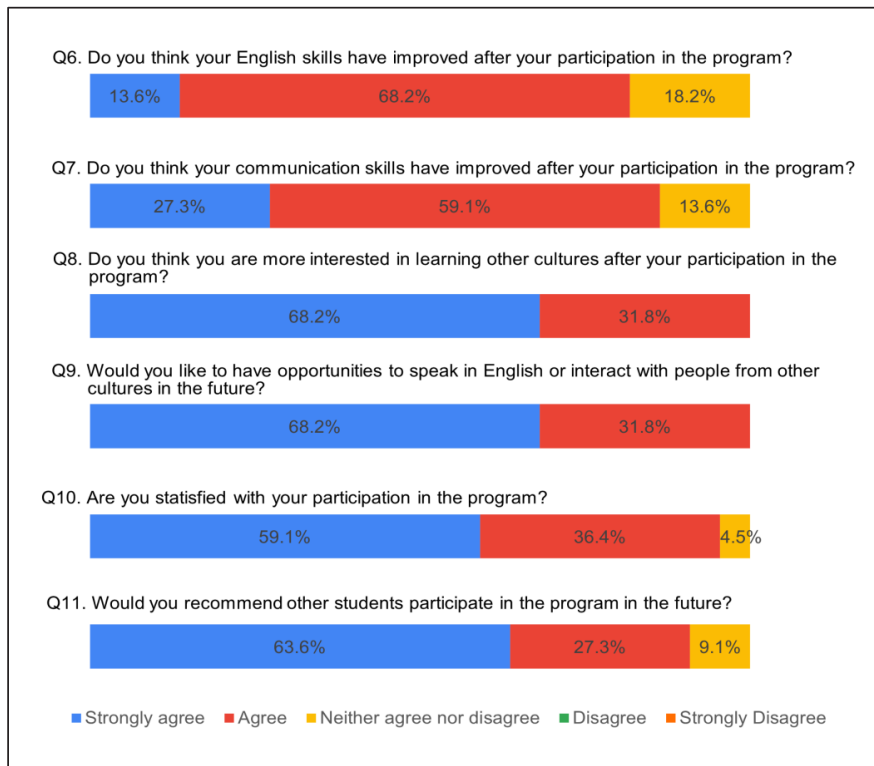
Figure 3. The objective of the participation in the study abroad



## 5.5. Participants' Awareness about Improvements with English Skills and Satisfaction with the Program

The results of Questions 6 and 7 show participants' awareness with their English skills and communication skills they improved (Figure 4). Eighty-two percent of the students state they have improved their English skills, and 86% express that they have improved their communication skills. Next, the results of Questions 8 and 9 reveal that all students have been motivated to learn more about other cultures and interact with people from diverse cultural backgrounds. Finally, the results of Questions 10 and 11 demonstrate their satisfaction with their participation in the program. In total, more than 90% of the participants are satisfied with their participation in the program. Reasons for their satisfaction in the open-ended question format include the keyword "experiences" in many of their comments.

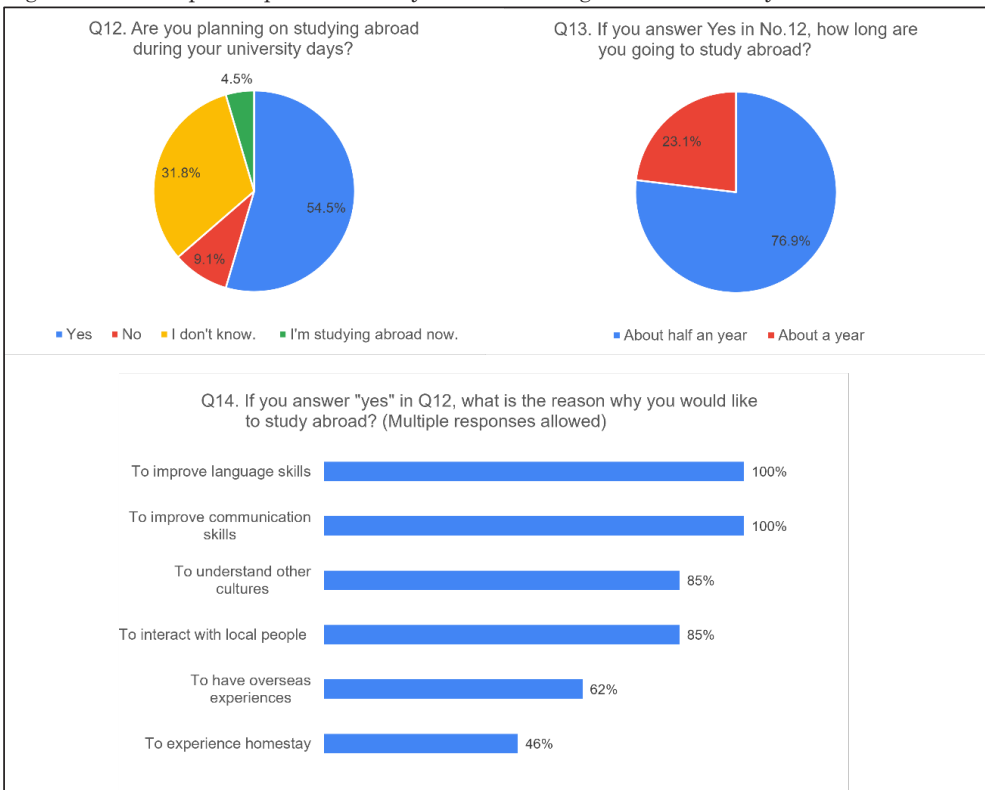
Figure 4. Participants' awareness with improved English skills and satisfaction with the program



### 5.6. Participants' Plans to Study Abroad during Their University Life

The results of Questions 12 and 13 demonstrate the participants' plans to study abroad during the rest of their university life (Figure 5). Question 12 illustrates 54.5% of the participants in the program have intentions to do so in the future. One student has already begun studying abroad since April 2024. Seventy-seven percent plan to study abroad for half a year, 23.1% for a year, as shown in the results of Question 13. All the students' objectives to study abroad are to improve language skills and communication skills. Understanding other cultures and interacting with local people rank as the second reason, as shown in the results of Question 14. Experiencing overseas life ranks as the third reason.

Figure 5. Participants' plans to study abroad during their university life



## 6. Conclusion

### 6.1. Discussion and Conclusion

These findings reveal that this short-term program has caused positive impacts in cultivating cross-cultural understanding and increasing motivation to continue to learn English. Also, the comparison of the survey of attitudes before and after the participation shows more positive findings on English language learning compared to students who did not participate in the program. Furthermore, the responses of the post-questionnaire reveal the participants are taking actions to improve their English, and more than 95% of the students would like to further improve their English. It clearly shows that the participation to the program has enhanced the students' motivation toward learning English.

In the post-questionnaire, the largest number of students state as the objective of this study abroad "to have overseas experiences"; however, most students answer that the objective of their upcoming study abroad is "to improve English and communication skills." As Kawaijuku (2019) indicates, this short-term study abroad serves as a preparatory step for their future study abroad where students can continue to learn English and improve communication skills over a longer period.

In terms of English proficiency, there were responses that the participants are aware of changes in oral proficiency skills especially listening, and they are more comfortable in speaking and expressing themselves in English. However, the authors did not conduct English measurements such as English standardized tests to compare their actual English before and after the participation in the study abroad.

To have this valuable experience of study abroad and the effects of learning outcomes maximized, it is critical to clarify the position of the study abroad in the English education program and to consider seamless educational activities in the institution including the pre and post training given as a part of the program. The authors sincerely hope that valuable programs to improve language proficiency and cross-cultural communication skills will be continuously offered to both students who have participated in study abroad and those who have not so that the study abroad is not the end of their destination, but rather the beginning of their future growth with the English language in order to be more empowered with the skill sets desired by institutions of higher education to prepare a future work force that is more globally minded.

### 6.2. Further Issues

As discussed so far, students who participate in short-term study abroad programs can benefit positively from exposure to other cultures, even for a short period of time. However, many students are unable to participate in overseas programs for various reasons. It would be the responsibility of language-focused universities to provide such students with English language learning and cross-cultural experiences similar to their overseas experience. At Hokuriku University, there is a language communication space where students can communicate in English about twice a week. Using the space, the university provides students with opportunities to interact with

international students coming from overseas universities. It is possible to use this facility to further revitalize and add more value. In order to get the most out of a short overseas experience, it is expected that learners need to make efforts to prepare before their study abroad and to continue their language skills afterwards. It would be a shame to let their study abroad experience end as just an experience. Providing opportunities like those study abroad programs while on campus and efforts by the institution to make students want to improve their communication skills in English will also be important factors for further success.

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