

TESLLE

teste de suficiência em leitura em língua estrangeira



Língua Inglesa

TESTE DE
AMOSTRA



UFSM

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Departamento de Letras Estrangeiras Modernas



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Responda às questões com base no texto adaptado *Student Intercultural Proficiency From Study Abroad Programs* (p. 7).

1

Com base no resumo, o tema do estudo reportado no texto trata das

- (a) possibilidades interculturais de um semestre de estudo em uma universidade estrangeira.
- (b) influências interculturais potenciais de um semestre de estudo em uma universidade estrangeira.
- (c) influências potenciais de um semestre de estudo em uma universidade estrangeira.
- (d) dificuldades de um semestre de estudo em uma universidade estrangeira.
- (e) atividades interculturais de um semestre de estudo em uma universidade estrangeira.

2

Em "For that reason, most universities make a wide variety of study abroad programs (SAPs) available to marketing students." (§ 3), o segmento sublinhado refere-se a:

- (a) "In the past decade, students studying abroad have increased by more than 150%, to approximately 223,000 U.S. students" (§ 3).
- (b) "By the end of the year 2040, more than half of the population in the United States will belong to a racial and ethnic minority group (Ismail, Morgan, & Haves, 2006)" (§ 1).
- (c) "Most universities make a wide variety of study abroad programs (SAPs) available to marketing students" (§ 3).
- (d) Todo conteúdo do parágrafo 2.
- (e) Todo conteúdo dos parágrafos 1 e 2.

3

Relacione as colunas, associando o autor, à esquerda, a sua respectiva afirmação, à direita (§ 1 a 3).

- | | |
|-----------------------------------|---|
| (1) Ismail, Morgan e Hayes (2006) | () O ensino de proficiência intercultural em um contexto de sala de aula tradicional pode ser desafiador porque os alunos precisam de experiências mais concretas com outras culturas. |
| (2) Munoz, Wood e Cherrier (2006) | |
| (3) Schuster et al. (1998) | () Mais da metade da população estadunidense pertencerá a um grupo de minoria étnico-racial até o final de 2040. |
| (4) Kitsantas (2004) | |
| (5) Bhandari e Chow (2007) | () Ásia e América Latina são destinos cada vez mais procurados para programas de intercâmbio acadêmico. |
| | () É preciso visitar um país para entendê-lo. |
| | () Programas de estudo no exterior são todos aqueles que são realizados fora das fronteiras geográficas do país de origem do estudante. |

A sequência correta é

- (a) 2 - 3 - 1 - 4 - 5.
- (b) 3 - 2 - 1 - 5 - 4.
- (c) 2 - 1 - 5 - 3 - 4.
- (d) 4 - 1 - 5 - 3 - 2.
- (e) 4 - 3 - 2 - 1 - 5.

4

Relacione as colunas, associando os dados numéricos, à esquerda, aos seus referentes, à direita (§ 3).

- | | |
|------------------|--|
| (1) Mais de 150% | () Estudantes dos EUA que estudam no exterior. |
| (2) 223.000 | |
| (3) Cerca de 18% | () Estudantes dos EUA que estudam na Europa. |
| (4) 58,3% | () Estudantes de Administração que estudam no exterior. |
| | () Aumento no número de estudantes que estudam no exterior. |

A sequência correta é

- (a) 2 - 4 - 3 - 1.
- (b) 2 - 4 - 1 - 3.
- (c) 4 - 2 - 3 - 1.
- (d) 3 - 1 - 4 - 2.
- (e) 1 - 3 - 2 - 4.

5

Na seção "Method" (§ 6), os autores apresentam quatro perguntas feitas aos participantes do estudo. Assinale a alternativa que apresenta uma pergunta que NÃO faz parte do estudo.

- (a) Os alunos que estudaram no exterior são mais abertos à diversidade que alunos que não estudaram no exterior?
- (b) Os alunos que estudaram no exterior são mais sensibilizados por questões interculturais que os alunos que não estudaram no exterior?
- (c) Os alunos que estudaram no exterior percebem que têm mais habilidades comunicativas interculturais que os alunos que não estudaram no exterior?

- (d) Os alunos que estudaram no exterior são mais abertos para as questões globais que os alunos que não estudaram no exterior?
- (e) Os alunos que estudaram no exterior são mais sensibilizados por questões interculturais do seu país de origem que os alunos que não estudaram no exterior?

6

Marque A para as afirmações que estão de acordo e D para as afirmações que estão em desacordo com o método adotado no estudo reportado no texto (§ 7 e 8).

- () O estudo incluiu dois grupos de alunos de graduação em Administração, sendo um grupo com 70 alunos e o outro com 87 alunos.
- () Os dois grupos de alunos assistiram a um semestre de aulas em uma universidade de médio porte dos Estados Unidos.
- () Após um semestre de aulas, os alunos participantes do estudo responderam anonimamente a um questionário durante 15 a 20 minutos.
- () A maioria dos participantes do estudo era do sexo masculino.

A sequência correta é

- (a) A - A - D - A.
- (b) D - D - A - D.
- (c) D - A - A - D.
- (d) A - D - D - A.
- (e) A - D - A - D.

7

Em "Global mindedness was measured with the 30-item Global-Mindedness Scale (Hett, 1993) that is composed of five elements [...] Gilvan (1996) confirmed the reliability of the global-minded scale" (§ 9), os segmentos sublinhados estão, respectivamente, nos seguintes tempos e vozes verbais

- (a) presente simples e voz passiva – passado simples e voz passiva – passado simples e voz ativa.
- (b) passado simples e voz ativa – presente simples e voz passiva – passado simples e voz ativa.
- (c) presente simples e voz ativa – presente simples e voz ativa – passado simples e voz passiva.
- (d) passado simples e voz passiva – presente simples e voz passiva – passado simples e voz ativa.
- (e) passado simples e voz passiva – presente simples e voz passiva – passado simples e voz passiva.

8

Considere os trechos a seguir.

I → "Intercultural communication is composed of those skills that enable the individual to engage effectively with others". (§ 4).

II → "Business students now comprise about 18% of all undergraduate study abroad students". (§ 3).

Em I e II, os segmentos sublinhados apresentam, respectivamente, ideia de

- (a) tempo e modo.
- (b) tempo e lugar.
- (c) modo e tempo.
- (d) lugar e tempo.
- (e) modo e lugar.

9

Dentre as influências interculturais discutidas nos parágrafos 11, 12 e 13, estão

I → mentalidade aberta/global.

II → preconceito cultural.

III → competência acadêmica.

IV → sensibilidade intercultural.

Estão corretas

- (a) apenas I e IV.
- (b) apenas I e III.
- (c) apenas II e IV.
- (d) apenas I, II e III.
- (e) apenas II, III e IV.

10

Considere as afirmações a seguir sobre a autoria de cada argumento.

I → Douglas & Jones-Rikker (2001) verificaram que alunos que estudam no exterior se veem como indivíduos mais globalmente engajados (§14).

II → Segundo Lunstrum, White & Schuster (1996), uma maior abertura à diversidade cultural é uma importante habilidade para alunos que ingressam na área de marketing (§17).

III → De acordo com Chickering & Reisser (1993), tolerância e respeito pelo outro são importantes para o desenvolvimento psicossocial individual de relacionamentos interpessoais maduros (§17).

Estão corretas

- (a) apenas I.
- (b) apenas II.
- (c) apenas I e III.
- (d) apenas II e III.
- (e) I, II e III.

II

Em "Table 1 shows no significant differences for students in the first four stages of Bennett's ISI, albeit SAP students had higher scores for all three stages of ethnorelativism" (§13), qual é a relação estabelecida pelo segmento sublinhado ?

- (a) Causa
- (b) Concessão
- (c) Condição
- (d) Comparação
- (e) Tempo

I2

Marque (A) para as afirmações que estão em acordo e (D) para as que estão em desacordo com as informações contidas no parágrafo 15.

- () Em relação ao subitem responsabilidade, os alunos apresentam alto grau de responsabilidade com a comunidade global, mas demonstram pouco interesse no bem comum mundial.
- () Em relação ao subitem eficácia, os estudantes acreditam que suas ações individuais podem fazer a diferença.
- () Em relação ao subitem ambiente político internacional, alguns alunos demonstraram desejo de se distanciarem de questões políticas, sociais e ambientais dos Estados Unidos.

A sequência correta é

- (a) D – A – A.
- (b) D – A – D.
- (c) A – A – A.
- (d) D – D – D.
- (e) A – D – A.

B

Assinale a alternativa cujo segmento sublinhado indica alto grau de certeza dos autores em relação as suas afirmações.

- (a) "This outcome is consisted with other reports that propose that students who study abroad may see themselves as more engaged in wide-ranging global issues" (§ 14).
- (b) "Alternatively, it could be that marketing students believe that they can make a difference but do not consider it a 'moral responsibility to improve conditions' worldwide." (§ 15).
- (c) "Marketing educators could use SAPs as a means to better prepare students to function more effectively in a multicultural marketplace." (§ 16).
- (d) "Marketing educators should not overlook the important personal development this represents for college students." (§ 17).
- (e) "If educators are to continue the tradition of efficiently designing appropriate educational encounters for marketing students, we must advance our understanding of the specific interpersonal proficiencies realized." (§ 24).

I4

Na seção "Limitations and Future Research" (§ 20 a 23), os autores enfatizam a importância do desenvolvimento de novas pesquisas sobre o tema abordado. Assinale a alternativa que NÃO destaca a necessidade de futuras pesquisas.

- (a) "SAPs of differing durations (Willians, 2005), overseas internships (Toncar & Cudmore, 2000), international consultancies (Kamath & MacNab, 1998), intercultural coursework (Brooks, 2005), and cross-cultural collaborative exercises (Munoz, Wood & Cherrier, 2006) merit further investigation as pedagogical methods of furthering intercultural proficiency." (§ 20).
- (b) "In addition, future researchers are encouraged to investigate the effects of a SAP for non-American undergraduates, graduate students, and other population groups." (§ 21).
- (c) "It is quite reasonable to assume that student development, during SAP semester, is not limited to intercultural proficiency." (§ 22).
- (d) "Subjects like self-awareness, personal maturity, international skills, and language progression could all be areas worthy of additional detailed analysis for marketing education." (§ 22).
- (e) "Future researchers may wish to carefully control the selection process to assure that the two groups are not different at the outset." (§ 23).

I5

Em "According to Bennett (1993), individuals at these stages may possess greater intercultural empathy and have the ability to experience life through values given outside their own culture." (§ 18), os segmentos sublinhados referem-se, respectivamente, a

- (a) ethnorelativist stages – students who did not study abroad.
- (b) ethnorelativist stages – individuals at these stages.

- (c) intercultural sensitivity stages – individuals at these stages.
- (d) intercultural sensitivity stages – SAP students.
- (e) adaptation and integration stages – students who did not study abroad.

I6

Na conclusão (§24), os autores apontam para a necessidade de

- (a) ampliação da amostra da pesquisa.
- (b) ampliação dos contextos culturais investigados.
- (c) revisão dos parâmetros da pesquisa.
- (d) realização de mais investigações.
- (e) diversificação dos participantes da pesquisa.

Anotações

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Student Intercultural Proficiency From Study Abroad Programs

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In the past decade, study abroad programs (SAPs) have more than doubled, where today, about 223,000 U.S. college students study abroad, immersing themselves in foreign language, culture, and business practices. It is customary to hear students describe these experiences as “life changing,” yet little empirical evidence exists to establish the specific areas of personal development achieved in a SAP. This study investigates several of the potential intercultural influences of a semester abroad for students from the United States. Findings reveal that students who study abroad may have greater intercultural proficiency, increased openness to cultural diversity, and become more globally minded than those students remaining in a traditional campus setting. Students who participate in SAPs perceive themselves as being more proficient, approachable, and open to intercultural communication.

Keywords: *diversity; global mindedness; intercultural proficiency; intercultural communication; study abroad*

By the end of the year 2040, more than half of the population in the United States will belong to a racial and ethnic minority group (Ismail, Morgan, & Hayes, 2006). At the same time, globalization of markets has led to more multinational enterprises, exponential growth in foreign trade, the creation of an increasingly diverse consumer base, and extended efforts at international marketing.

§1 Thus, the ability for a marketer to understand and communicate effectively with people of various cultural backgrounds is quickly becoming a requisite skill for success (Jones, 2003). In response to this increasingly complex, interdependent, and dynamic global economy, judicious marketing educators continue to explore a variety of innovative methods that could further globalize student thought and expand essential intercultural proficiencies (Albers-Miller, Prenshaw, & Straughan, 1999; Ortiz, 2004).

Munoz, Wood, and Cherrier (2006) contend that teaching intercultural proficiency in a traditional classroom setting can be quite challenging because students need more “concrete experiences” with other cultures to actually prepare them for the complex, multicultural global marketplace. §2 Although an intercultural exposure could be attained within a single country, extending the classroom beyond the conventional campus setting to include an actual international encounter with other people and cultures has long been recognized as a valuable educational practice. The intercultural

benefits of student engagement through experiential international encounters lead Schuster et al. (1998) to conclude that “one really needs to visit a country to understand it” (p. 130).

For that reason, most universities make a wide variety of study abroad programs (SAPs) available to marketing students. SAPs are defined as “all educational programs that take place outside the geographical boundaries of the country of origin” (Kitsantas, 2004). Given the projected growth in multicultural and international markets, SAPs are likely §3 to become an increasingly vital component of a marketing student’s education (Cann, 2000). In the past decade, students studying abroad have increased by more than 150% to approximately 223,000 U.S. students. Business students now comprise about 18% of all undergraduate study abroad students (Bhandari & Chow, 2007). The number of MBA programs requiring a travel abroad course has also dramatically increased (Schuster et al., 1998). Although Europe is still the primary study abroad destination for U.S. students (58.3%), other locations, such as Asia and Latin America, are also growing in appeal (Bhandari & Chow, 2007).

Intercultural Communication

Effective intercultural communicators possess an understanding of cultural communication differences and have the ability to overcome those differences. Intercultural communication varies from other intercultural proficiencies in that it focuses on the ability to have successful interactions in different cultures (Williams, 2005). Kim (1991) summarizes that intercultural communications stem from “the individual’s capacity to suspend or modify some of the old cultural ways, to learn and accommodate some of the new cultural ways, and to creatively find ways to manage the dynamics of cultural difference/unfamiliarity” (p. 268). Intercultural communication is composed of those skills that enable the individual to engage effectively with others. Enabling skills include adaptability, empathy, cross-cultural awareness, intercultural relations, and cultural mediation (Olson & Kroeger, 2001). Today’s marketing student must be prepared to deal with international issues and communicate with people from various backgrounds.

Williams (2005) contends that a SAP could yield improved student intercultural communication skills. However, the study concludes that “students must interact in the culture to receive the complete gain of increased intercultural communication skill” (p. 370); mere participation in the SAP is not a sufficient condition. Researchers, therefore, call for further study, with different students in various other countries, to determine if indeed intercultural communication is higher for students involved in a SAP (Olson & Kroeger, 2001; Williams, 2005). To date, this topic has yet to be explored for marketing education.

Method

This study investigates the potential intercultural proficiencies expected from a semester abroad program for students from the United States. The multidimensional characteristics of intercultural proficiency lead to four primary research questions:

- Are students who have studied abroad more global minded than students who have not studied abroad?
- Do students who study abroad recognize greater intercultural communication skills than students who do not study abroad?
- Are students who have studied abroad more open to diversity than students who have not studied abroad?
- Are students who have studied abroad more intercultural sensitive than students who have not studied abroad?

The sample consisted of two groups of undergraduate students attending the business school of a midsize U.S. state university. One group of students ($n = 70$) completed a semester of required junior-level courses, taught by home-country instructors, on campus. Coursework included marketing, management, finance, and operations management.

The other group ($n = 87$) completed the same coursework within a faculty-led university sponsored SAP in Belgium. They were taught by host-country instructors. In addition, the study abroad group visited businesses, governmental institutions, and cultural sites in six Western European countries while completing a course on “European Business Environment.” The typical student in both groups was 21 years old and took 15 credit hours. There was an approximately equal representation across both genders.

To investigate the research questions, a survey was administered to both sample groups at the conclusion of the semester. Students worked individually on the survey with a typical response time of between 15 and 20 minutes. All students were assured that their answers would remain anonymous.

Global mindedness was measured with the 30-item Global-Mindedness Scale (Hett, 1993) that is composed of five elements: responsibility, cultural pluralism, efficacy, globalcentrism, and interconnectivity. Gillan (1996) confirmed the reliability of the global-minded scale for use on college students. This study employed Pascarella et al.’s (1996) 8-item Openness to Diversity Scale because of its ability to consider racial, value, and cultural diversity. The scale has proven valid and reliable for use on college students’ cross-cultural experiences (Ismail, Morgan, & Hayes, 2006; Pike, 2002).

Olson and Kroeger’s (2001) 22-item Intercultural Sensitivity Index (ISI) was used to measure the intercultural understanding of students studying abroad. This index includes items specifically designed to measure the various stages of intercultural sensitivity (Bennett, 1993) and the intercultural communication skills shaped in a SAP. Williams (2005) concluded that the ISI is the most reliable tool for SAPs, stating “ISI can be used to identify at what DMIS stage an individual is, thereby predicting attitudes and behaviors common to people of that cognitive stage” (p. 362). Hammer, Bennett, and Wiseman (2003) support the use of intercultural development indices for measuring student gains in intercultural proficiency from SAP.

Results

Overview

The first research question asked if students who study abroad are more globally minded than those who do not study abroad. Table 1 illustrates that students who participated in the study abroad semester had higher overall scores for global mindedness ($t = 4.58, p = .034$). Across the five subscales, those who studied abroad scored higher on three of the five components. Significant differences were noted for cultural pluralism, efficacy, and interconnectedness. No significant differences were found for the components of responsibility and globalcentrism.

Students who study abroad reported significantly higher

§12

levels ($t = 30.98, p = .000$) of intercultural communication ($\mu = 45.56$) than students who did not study abroad ($\mu = 40.10$). The students who spent a semester abroad also showed a greater ($t = 19.77, p = .000$) openness to diversity ($\mu = 33.72$) than those who remained in the United States ($\mu = 30.33$).

§13

The final research question considered the intercultural sensitivity level of students who study abroad versus the student who studies in a U.S. university campus setting. Table 1 shows no significant differences for students in the first four stages of Bennett's ISI, albeit SAP students had higher scores for all three stages of ethnorelativism. Statistically significant higher scores are observed for the final two stages of adoption and integration.

Discussion

§14

A study abroad semester helped shape students into more globally minded individuals. This outcome is consistent with other reports that propose that students who study abroad may see themselves as more engaged in wide-ranging global issues (Douglas & Jones-Rikker, 2001). Particularly strong relationships were found for the global elements of cultural pluralism, efficacy, and interconnectedness, suggesting a strong appreciation for the array of cultures and an advanced discovery of their interrelatedness with different people and nations. As such, SAP students may have a better understanding of culture and how it influences worldviews and behavior than prior studies suggest. Students may also have a greater appreciation of the personal change accrued from their own cross-cultural encounters.

Interestingly, in this study, the students did not exhibit any higher degree of responsibility to the global community, nor a greater interest in the "good of the world." This

is especially enlightening when combined with the significantly higher scores on efficacy; the belief that their individual actions can make a difference. No significant change in responsibility may be partially explained by the unique U.S. international political situation at the time of the study or even the distinct European location of the SAP. Given the existing international political environment, some students expressed a desire to separate themselves from U.S. political, environmental, and social policies. Alternatively, it could be that marketing students believe that they can make a difference but do not consider it a "moral responsibility to improve conditions" worldwide. As it becomes increasingly important for marketing students to maintain a global perspective, the SAP experience may cultivate a greater overall student appreciation of the international issues that affect international markets. Nonetheless, the findings show that students could require more explicit guidance (i.e., ethics instruction) if they are to fully embrace the responsibility element intrinsic in an all-inclusive globalcentric view.

The results of our empirical study show that students participating in a semester-long SAP perceive themselves as being more proficient, approachable, and open to intercultural communication. Upon examining the individual items within the scale, SAP students report being more "self-confident with people from other places" and "having greater flexibility to adjust to new people and places." In fact, the SAP students also feel as though they can act as a cultural mediator between people of different cultures. Intriguingly, students' intercultural communication proficiency was significantly higher across all scale items except for "feeling as though they have the ability psychologically to put themselves into another person's shoes." This may indicate improved self-confidence and interaction skills for the SAP student while they remain cognizant that their cultural understanding is, in fact, bounded. The SAP increased the likelihood of enhanced intercultural communication skills, the ability to engage with others, which may transfer to other surroundings. An improved ability to navigate oneself in different cultures is at the foundation of internationalizing marketing education (Dovel & Miaoulis, 1980; Johnson & Mader, 1992, Raveed & Brenestuhl, 1980). Marketing educators could use SAPs as a means to better prepare students to function more effectively in a multicultural marketplace.

The results of the study show that a greater openness to cultural diversity, which is often considered a key skill area for students entering the marketing profession (Jones, 2003; Lundstrum, White, & Schuster, 1996), can be found in students who undertake a substantive SAP. When examining the individual items within the openness to diversity scale, students who study abroad report to like being "challenged by different ideas," "thinking about things from a dissimilar perspective," "learning about unlike cultures," and "interacting with people of varied backgrounds" (e.g., race, national origin, sexual orientation). For many students, this may manifest in a newfound degree of self-reflexivity and

Table 1
Results

	On-Campus Class	Study Abroad Class	<i>t</i>	<i>p</i> Value
Global mindedness				
Cultural pluralism	27.43	29.29	10.92	.001**
Responsibility	25.68	25.58	.022	.883
Efficacy	17.01	18.49	8.10	.005**
Globalcentrism	16.78	16.28	1.10	.296
Interconnectedness	17.59	19.45	16.94	.000**
Intercultural sensitivity				
Denial	8.88	8.44	1.85	.175
Defense	12.21	12.85	2.37	.126
Minimization	15.83	15.67	.105	.746
Acceptance	18.87	19.40	1.88	.172
Adaptation	16.25	19.13	44.75	.000**
Integration	11.01	13.20	39.71	.000**

** $p < .05$.

§15

§16

§17

self-confidence from the realization of expanded intercultural competence (Stier, 2003). Marketing educators should not overlook the important personal development this represents for college students. Outside the obvious vocational and societal benefits achieved from possessing a greater openness to diversity, “tolerance and respect for others” is considered to be an important element in the psychosocial personal development of mature interpersonal relationships (Chickering & Reisser, 1993). Because SAP students possess a significantly higher acceptance of diversity, they may be more willing to suspend judgment and attempt to understand unfamiliar ways. Chickering and Reisser (1993) propose that such appreciation of diversity may provide SAP students the life skills essential to possess “a comfort with people from all walks of life” (p. 146).

Perhaps the most critical finding of this study is that SAP students showed significantly more advanced scores on Stages 5 and 6 of the ISI—possessing a greater development of intercultural sensitivity. When taken as a whole, it is quite reasonable to expect, given college students’ exposure to general education, that most of today’s college students would have their lowest scores on the ethnocentric stages of denial and defense with accordingly no differences between on-campus and study abroad groups (Williams, 2005). However, results clearly indicate that SAP students, in terms of Bennett’s (1993) theoretical Model of Intercultural Sensitivity Development, have achieved a higher level of ethnorelativism and consequently may be better prepared to understand life choices and behaviors within another cultural context. In particular, SAP students scored significantly higher than students who did not study abroad on the adaption and integration stages of intercultural sensitivity. To move to these higher ethnorelativist stages “involves a major shift in one’s perception of difference” (Olson & Kroeger, 2001, p. 122.) According to Bennett (1993), individuals at these stages may possess greater intercultural empathy and have the ability to experience life through values given outside their own culture. In essence, they may now be able to generalize their sensitivity to cultures other than those internalized. Having higher scores at these levels of intercultural sensitivity may allow SAP students to best select those aspects of a culture befitting a particular situation, permitting them to shift more seamlessly between one culture and another. Integration is not necessarily better than adaption for situations requiring cultural proficiency, but they each describe two differing orientations whereby the individual can function biculturally or multiculturally (Hammer, Bennett, & Wiseman, 2003). Importantly, the SAP student scored significantly higher at both ethnorelativistic levels.

For a marketing student, the abilities to understand different worldviews, adapt new cultural skills, and shift between cultural groups could become important intercultural success factors, making the SAP student well suited for multicultural and international marketing careers. These findings may also partially explain the bond felt among

SAP students returning to the home-country campus, as traditional campus students may appear unconditionally imbedded to a singular dominant campus culture. As such, compared to traditional students, SAP students are more thoroughly prepared for cultural mediation as they are less invested in a particular group while still possessing the ability to successfully navigate across various cultural groups. Given the multicultural dynamics of the global, or even U.S., marketplace, higher development of intercultural sensitivity represents a positive proficiency that may assist the SAP student in the marketing profession (Kamath & MacNab, 1998) and could further differentiate them for potential employers (Toncar & Cudmore, 2000).

Limitations and Future Research

The need to educate marketing students to have a greater awareness of global issues, who are open to diverse populations with furthered development of intercultural communication skills, is imperative if these students are to compete in the modern marketplace. Mindful of such concerns, we investigated if an SAP could be used to advance student development in these areas. Although this study presents a constructive starting point for marketing educators’ understanding of intercultural proficiency, semester-long SAPs are not the only pedagogical tool for furthering vital intercultural skills among marketing students. SAPs of differing durations (Williams, 2005), overseas internships (Toncar & Cudmore, 2000), international consultancies (Kamath & MacNab, 1998), intercultural coursework (Brooks, 2005), and cross-cultural collaborative exercises (Munoz, Wood, & Cherrier, 2006) merit further investigation as pedagogical methods of furthering intercultural proficiency.

Also note that the data for this study were collected through a distinct SAP at one international location. The experiences of students at other locations may be dissimilar because they are exposed to different cultures and programs of study. Contrasting the development of intercultural sensitivity of students exposed to varied cultures and studying for different lengths of time could allow for the better understanding of how this intercultural proficiency transpires. In addition, future researchers are encouraged to investigate the effects of a SAP for non-American undergraduates, graduate students, and other population groups.

As Toncar and Cudmore (2000) summarize, students from SAPs “are changed”; furthered empirical study may isolate other personal characteristics in which this change occurs. It is quite reasonable to assume that student development, during the SAP semester, is not limited to intercultural proficiency. Although intercultural proficiency is undeniably important to the future success of a marketing student, other relevant areas of personal growth are also likely to occur from SAPs. Further research is required to examine the other areas of growth, beyond intercultural proficiency, that could be expected for marketing students. Subjects like self-awareness, personal maturity, international skills, and

language progression could all be areas worthy of additional detailed analysis for marketing education.

It is also worth noting that this does not represent a fully controlled study, because other influential experiences undoubtedly occurred during the lives of both the SAP and non-SAP students over the semester of this study. This study employed a static-group comparison design, which is a pre-experimental or quasi-experimental design. As such, the results are susceptible to the effects of the extraneous variables or confounding factors. Students were not randomly selected to groups. As a consequence, the experiential group (SAP) and the control group (study-at-home) may not be equivalent. Future researchers may wish to carefully control the selection process to assure that the two groups are not different at the outset. Yet the findings remain consistent with prior SAP results and support the attribution of development in intercultural proficiency to the SAP experience. Taken as a whole, our research contributes to the primary understanding of intercultural proficiency that may occur for marketing students as they study abroad.

Conclusion

For years, marketing educators have searched for methods to expand the international and cross-cultural orientation of students. Because intercultural proficiency and culture-spanning skills are likely to become increasingly important for marketing practitioners, further development of SAPs with an emphasis on intercultural proficiency may assist in the preparation of marketing students for the modern marketplace. The benefits accrued during the SAP are not fleeting; Dwyer and Peters (2004) report that 94% of SAP participants continue to be impacted by their experience long after their time abroad. If educators are to continue the tradition of efficiently designing appropriate educational encounters for marketing students, we must advance our understanding of the specific interpersonal proficiencies realized. A significant SAP represents one notable activity that might be used by marketing educators to achieve the important purpose of improved intercultural proficiency.

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