

**LECTURER'S AWARENESS AND ACTIVITY ENGAGEMENT WITH  
GROUP EXERCISES AS TOOLS TO DEVELOP INTERCULTURAL  
SENSITIVITY IN STUDENTS OF HIGHER EDUCATION IN  
UNIVERSITY OF TWENTE.**

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Enschede, Feb-2012

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## **Abstract**

Every day, the world is becoming more connected in the economic, cultural, political, and social spheres; in reaction, higher education institutions are changing their approach and integrating the international scope in order to prepare their graduates to become global citizens and professionals. Thus, being sensitive to diversity and differences has become more important, students need to develop attitudes, knowledge, and skills that will aid them to function in a global society.

The purpose of this study was to explore to what degree students can be influenced into being more competent in their intercultural encounters and to assess, from the point of view of the lecturer, the support the lecturer receives from the Internationalisation committee for enhancing their awareness and motivation into creating an environment that promotes intercultural learning for the students.

As a research method for this thesis, triangulation was chosen in order to look at the Intercultural sensitivity from different perspectives. By triangulation, the intention was to find different theories that would support the findings for this thesis. First, a literature review was conducted to find all relevant theory about intercultural sensitivity in students and ways it could be enhanced. Second, a quasi-experiment was carried out to find if students that were exposed to diverse cultural groups and completing assignments using their cultural background had an influence in their intercultural sensitivity. Third, a questionnaire was implemented to assess the lecturers' internationalisation perceptions and attitudes, the extent to which they integrate the internationalisation components into their academic methodology and teaching, and the extent to which the institutions were supporting and assessing their academic staff about the internationalisation component in their lectures.

Students perceived that working in diverse cultural groups helped them to observe, understand, and learn how to interact with people from different cultures. But there was no evidence that group work and the assignments influenced their intercultural sensitivity. This study also showed that lecturers claimed they were aware of the diverse cultures present in

their lecture. However, they also expressed that little had been done to promote the lecturer's active role for internationalisation in the classroom, and they tended to overlook the importance of creating cultural awareness in the students.

Internationalisation has to be undertaken from the more general aspects as internationalisation policies that cover major aspects of the university's goals and objectives to more specific aspects like developing efficient methods to promote the intercultural interactions between students, and the training for lecturers to help them to promote the best environment for students to develop their intercultural skills.

Keywords: Internationalisation, group work, intercultural interaction, intercultural skills, intercultural sensitivity, intercultural awareness, profile of ideal lecturer, teaching intercultural awareness.

## **Acknowledgement**

This study marks the end and the beginning of a new phase in my life toward becoming the man I want to be. It's for me of great satisfaction to have concluded my master's studies. And I want to express my gratitude to the persons that have made it possible.

I want to express my deepest gratitude to my advisor, Dr. Ruël, who not only guided me into this research project, but provided insightful guidance, and who was crucial in the development of the whole research process. I appreciate his patience, motivation, and enthusiasm. I could not have asked for a better advisor for my thesis.

I would like to express my gratitude to the students of the International Management course that participated in this research project and who completed the questionnaires.

I want to thank my wife, Karen, for her unconditional support, enthusiasm, and love. My sincere gratefulness to my mom, who has supported and believed in me since the beginning of this journey. And thankfulness to my dad and sister who have always been there when much needed.

Finally, I want to recognize and thank God for leading me into this opportunity to study in University of Twente, without him, my life would not have meaning.

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# Chapter 1

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## Introduction

In its early history, internationalisation was perceived only as the international mobility of students and scholars. Higher education institutions had no structural arrangements or strategies in place to facilitate it. From relatively recent date, international mobility of students and faculty became more structurally organised and started taking place in the university committee's framework. Furthermore, the universities internationalised their curricula by introducing international subjects, and an implementation plan for internationalising the higher education institutions. For example: A system-level reform was carried out by several European countries and others around the world, to modernise the structural features of higher education like the introduction of international components into the curricula. (Wächter, 2003).

Recently, Internationalisation at Home (IaH) has become an important matter for universities, they have made it part of their strategic development (Teekens, 2005); it is significant to higher education institutions for quality promotion, competitiveness and their relevance to contemporary society (Crowther, et al., 2000). Nowadays, IaH has developed to a wider perspective; it aims to broaden the academic learning context by including global issues, and linking the international dimension with the cultural dimension in higher education. Additionally, as explained by Teekens, IaH was born with the idea that the international exchange would contribute to the academic learning, cultural awareness and international understanding of the students. IaH also concerns about the content and delivery of the curriculum of all students local and international, the institutional development strategies, the non-mobile students, the faculty and administrative staff, and the education policy overall. However, to bring all the challenges mentioned above to the classroom level, structural and managerial supports are required (Teekens, 2005).

Globalization affects every aspect of communities, business and trade. Nations are being forced into rethinking their education because diversity has increased due to worldwide migration. The number of individuals living outside their country of origin increased approximately from 33 million in 1910 to 175 million in 2000. Being sensitive to diversity and differences has become more important, students need to develop attitudes, knowledge, and skills that will aid them to function in a global society (Banks, 2008). Therefore, cultural diversity has become a major challenge for universities and schools around the world and institutions have been pressured to change the cultural patterns within their institutional policies. Additionally, for an efficient and sustainable internationalisation, intercultural sensitivity has to be developed at the individual and organisational level. *“Only if the university regards cultural variety as a potential for mutual intellectual growth and if all perspectives are considered openly can internationalization lead to added value”* (Crowther, et al., 2000).

### **Purpose statement**

The purpose of this study was to explore to what degree students can be influenced into being more competent in their intercultural encounters and to assess, from the point of view of the lecturer, the support the lecturer receives from the Internationalisation committee for enhancing their awareness and motivation into creating an environment that promotes intercultural learning for the students.

### **Relevance of the study**

Research on internationalisation has shown that higher education has become a real part of the globalization process. The demands for highly qualified graduates that are able to cope in diverse cultural settings are increasing. Therefore, higher education must provide the adequate preparation and teaching to their lecturers and students. The relevance of this study is to shed light into the current situation students find themselves when attending international classrooms and how are lecturers coping with diversity.



## Chapter 2: Literature review

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### **Internationalisation of Higher Education**

Internationalisation is the dynamic process of integrating an international and intercultural dimension into the primary functions of higher education, namely, teaching, research and institutional levels (Qiang, 2003). Knight (2003) proposed the following working definition: *“Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.”* (Knight, 2003). Internationalisation is also characterized by the convergence of people with diverse thinking patterns, perceptions, emotions, and diverse cultural background. All social interactions will be shaped by the different cultural views; consequently people have to adapt their attitudes, behaviours, and skills to be able to function efficiently in an intercultural environment. Internationalisation presents the opportunity for individuals to learn how to accept social variety and to enhance their ability to tolerate diversity through intercultural experiences without feeling their cultural identity is threatened (Crowther, et al., 2000).

In this chapter an overview of the literature will be presented starting from the broader concepts of Internationalisation at Home, and then developing into more specific topics of student’s mobility, internationalisation experience, multicultural groups in classrooms, and towards cultural sensitivity.

### **Internationalisation at Home**

Every day, the world is becoming more connected in the economic, cultural, political, and social spheres. In reaction, higher education institutions are changing their approach and integrating the international scope in order to prepare their graduates to become global citizens and professionals (Jackson, 2008). According to Qiang (2003), higher education has now a real part in the globalisation process and has become increasingly important due to various reasons. First, global societies, economy, and labour markets are changing the academic

and professional requirements for graduates. Second, attracting foreign students has become a major goal for institutional income and national economic interest (Qiang, 2003).

In its early history, internationalisation was perceived only as the mobility of students and scholars to a host university in another country, this approach was known as the Erasmus programme. It was when many universities' higher education committees realized that the goal of the Erasmus programme, to enable one of every ten students study in another European country, could not be achieved and it became clear they needed a new approach. Soon, the international education committees realized a new approach should be considered that would fix the problem of internationalising the vast majority of students. The new approach consisted in bringing the international experience to students that for any reason would not leave their home country in pursuit of the international experience. This new approach was called Internationalisation at home (IaH) (Wächter, 2003). A university's intention for Internationalisation can be seen as the objective of students to be able to perceive cultural differences and to embrace them without feeling threatened to their own cultural background (Otten, 2003). This concept of internationalisation was a key groundwork to the development of internationalisation at home. IaH is based in two premises: a) internationalisation goes beyond the mobility of the students to other countries into the internationalisation of the curricula and the institutions; b) the emphasis on the teaching and learning in different cultural background setting (Wächter, 2003).

Different motivators have been found for pursuing the internationalisation higher education. Qiang (2003) made an overview of these motivations: interest of international security, maintenance of economic competitiveness, fostering human understanding across nations, environmental interdependence, increasing ethnic and religious diversity of local communities, influence of international trade on small business, self-development in a changing world, and to give students a deeper awareness of international and intercultural issues related to equity and justice (Qiang, 2003). Additionally, the rapid increasingly demand for higher education around the world has motivated universities to internationalise their programs and provide access to students from countries that cannot meet the demand for higher education

(Altbach & Knight, 2007). Furthermore, as explained by Stroud (2010), universities are investing heavily in international education since it is often seen as an indicator of institutional quality and also perceived as having a stimulating learning environment. Additionally, this urgency towards internationalisation is also stressed by governments which have found the benefits it represents to society (Stroud, 2010). From the students experience perspective, internationalisation at home aims: to seed intercultural learning by using examples and alternative perspectives from other countries and cultures; develop intercultural communication skills through exposure to international students and teaching methods; enhance the curriculum with international and global themes; be attentive to the international classroom and to dynamics and diversity of its learners; and foster a sense of global citizenship (Harrison & Peacock, 2009).

Based on a review of literature, Qiang (2003) observed that authors have generally used a similar categorisation of approaches to internationalisation. The elements used by the authors basically belong to one of the four different approaches that describe the concept of internationalisation. First, the activity approach refers to the promotion and development of activities such as curriculum, student/faculty exchange, technical assistances, and international students. Second, the competency approach, takes students, faculty and staff as their central element; the core idea is how to develop skills, knowledge, attitudes and values towards internationalisation and intercultural sensitivity competencies in the students, staff and faculty through an internationalised curricula and programs. Third, the ethos approach, deals with the creation of a culture and climate within an organization to support international and intercultural perspectives and initiatives. And, fourth, the process approach is the creation and integration of activities, policies and procedures that enhances the international and intercultural dimension in teaching, research and service within the organization.

As the world has become more interconnected, higher education has found the need of integrating the international and intercultural dimensions into teaching, research, and institutional levels in order to prepare their graduates to become successful citizens and

professionals. As a result, internationalisation is composed by four general approaches, activity, competency, ethos, and process.

**Table 1 Approach to Internationalisation**

<b>Approaches to Internationalisation</b>		
<b>Approach</b>	<b>Activities</b>	<b>Key Concern</b>
Activity	Focused on curriculum, student/faculty exchange, technical assistance, and international students.	Representative of the period when international dimension is described in terms of activities and programs.
Competency	Development of skills, knowledge, attitudes and values in students, faculty and staff.	How generation and transfer of knowledge help to develop competencies in the personnel of higher education so they become internationally knowledgeable and interculturally skilled.
Ethos	Creating culture or climate that values and supports international/intercultural perspectives and initiatives.	Creation of a culture and climate within an organization to support a particular set of principles and goals
Process	Stresses integration/infusion of an international/intercultural dimension into teaching, research and service through a range of activities, policies and procedures.	Need to address the sustainability of the international dimension

## **The student mobility and internationalisation experience**

Internationalisation experiences bring several benefits to the students. Chieffo & Griffiths (2003) conclude that programs and courses integrated by cultural diverse students enhance the internationalisation experience and even the future path of their academic and professional careers (Chieffo & Griffiths, 2003). In another study, Jackson (2008) measured the intercultural sensitivity of Hong Kong students before and after their sojourn to England. The results proved that internationalisation experience influences the intercultural sensitivity of the students and tended to display more empathy for others. Additionally, students with higher intercultural sensitivity displayed more awareness of the cultural differences between them and their peers, also being more flexible, open-minded and willing to try new things. Jackson

also concluded that students with higher sensitivity have a more in-depth perspective of the intercultural communicative competence of the host culture and try to cope with the style of communication in order to encourage relationship-building with cultural diverse peers (Jackson, 2008).

Studies shows that there were 2.7 million students enrolled in higher education outside their home countries in 2004, and by 2025 that number will increase to 8 million students (Jackson, 2008). In addition, countries are passing laws that will increase and diversify locations and participations of studying abroad. Furthermore, research about study abroad has grown; topics cover language, learning outcomes, sociability, and interethnic tolerance among others (Stroud, 2010). In light of the overall figures, it has become important to understand the factors that influence the students' internationalisation experience (Grayson, 2008).

Grayson (2008) puts forwards six propositions for factors that can have an impact on the students' outcomes during their experience in their university studies. First, the students' background characteristic such as class background and previous achievement level. Second, activities within the university which include class experiences, out-of-class experiences and any particular curricula the student participates. Third, the relation between the institutional experience and the background characteristics of the student. Fourth, factors outside the university like parental support or having a job. Fifth, involvement in different campus activities and the support students receive from others. And sixth, the assessment of the effect within the model which requires controlling other variables in the model (Grayson, 2008).

Internationalisation at home mostly rely on the interaction between home and international students on university campuses and the contributions each can bring for learning and development. Though, it looks as if the fact that they share common spaces (e.g. classrooms) is not sufficient to trigger their interaction. Research shows that there is little contact between cultural diverse students when this is not triggered by an external person. Harrison & Peacock (2009) conclude that bringing home and international students together still remains a difficult task for university staff thus making internationalisation at home a greater challenge (Harrison & Peacock, 2009).

In a paper investigating the intercultural relations, Halualani et al (2004) explain the current problematic for successful intercultural interaction, even though groups of people are situated within a great amount of cultural diverse others, the interactions between these groups are limited or almost non-existent which is a powerful contradiction in the context of multicultural universities which promote diversity. Furthermore, their findings show that a) in multicultural universities in the west-region of U.S., more than 60% of the intercultural interactions between students occur in campus (residence, in class, student union, residence halls); b) while students stressed the importance of diversity and intercultural interaction in their lives they still show no engagement in actual contact with other cultural diverse students (Halualani, et al., 2004).

Research suggest that students find it difficult to integrate into activities around campus and receive little social support and its cause lies mainly in problems of loneliness, homesickness, depression, arrival confusion, the maintenance of self-esteem, somatic complaints, family problems, time pressure, adjustment to food and climate, finances, stress, language problems, difficulty in making friends, and employment (Grayson, 2008). Being exposed to cultural diversity does not bring intercultural sensitivity by its own. Students need to work in their intercultural learning before, during, and after their university life. Unfortunately, universities and their internationalization approaches do not take the students' challenges into account. Often, committees are more concerned about increasing the numbers of international students and other objectives, forgetting the obstacles that may impede the learning process. Higher education committees should explore the most effective methods to stimulate students towards increased levels of intercultural sensitivity (Jackson, 2008).

Courses integrated by cultural diverse students enhance the internationalisation experience, influence the future academic and career path, and enhance the intercultural competence of students. The intercultural sensitivity of the students is influenced by the exposure to diverse cultural settings, student's background characteristics, experiences lived within and outside the university, and the involvement in other different campus activities. Nevertheless, being exposed to all these factors does not develop intercultural sensitivity by its

own. Students need to be trained through seminars or group works, among others, that have an intercultural component in order to enhance their internationalisation experience.

### **Multicultural groups in classrooms**

This next section will focus on the internationalisation experience students acquire in the class room settings.

Group work has become an important tool in education and in employment. Nowadays, graduates should possess a wide range of skills related to being able to work with others: being reflective, collaborative, adaptive, and being able to perform effectively within a team environment (Cathcart, et al., 2006). Thus, focusing in the competency approach proposed by Qiang (2003), higher education committees can generate and transfer knowledge to develop more internationally knowledgeable and interculturally skilled individuals (Qiang, 2003). An internationalized curricula and programs using tools like group works, can help develop better skills, knowledge, attitudes and values in students and faculty staff.

Communication and awareness can be learned through theory; direct involvement with someone from a diverse culture creates experiential learning. It is through experiential learning that students acquire self-reflection and self-awareness and in turn become sensitive toward cultural differences (Campbell, 2011). Campbell (2011) conducted an experiment which assigned a local student to an international student in order to help the latter have a smoother adaptation in the host country. Some of the results from the experiment showed that the students participating not only learned about a new culture but also learned about the importance of understanding the difference between cultures, the impact it has on communication, and also helped them learn about their own culture and how that influences the way they communicate and interact with other people (Campbell, 2011).

Even though the number of international students is increasing every year, the contact between them and the local students has stayed relatively low. Several studies show that international students declare their desire to establish relationships with local students but often they find several reasons that hinder their confidence. International students expressed

sometimes feeling they lack the English knowledge to get in contact with their fellow local classmates, they also expressed that local students not always show an interest in making contact and/or interest to know them, other reasons mentioned where the lack of common interests and the perceived cultural differences (Campbell, 2011). In another study, Harrison and Peacock reached to similar findings: although students of international universities have contact with other culturally-different students, the frequency and the quality of their contact are low. The authors suggest several issues that are detriment to the contact between international and home students: international students tend to exclude locals by sitting together in groups, the resentfulness from local students towards international students when the latter used other language of communication different than English, the constant selection of mono-cultural workgroups when multicultural workgroups occurred, and the problematic differences found by local students in the academic approach of the international students. (Harrison & Peacock, 2009).

The idea of internationalisation experience is to give students the opportunity to interact with diverse cultural people, but they tend to seclude from their host counterparts and limit themselves to contact only with other students with similar cultural background (Otten, 2003). Within the classroom settings, opportunities to promote group work between cultural diverse students are missed. Mono-cultural groups seem to prevail even within an international classroom. Despite the fact that local and international students mostly occupied slightly similar physical space, it was not the same for their social spaces. Their social encounters were generally unintentional and unplanned. Both groups of students reported spending time only within their inner groups of peers and rarely included other students (Harrison & Peacock, 2009). Research proposes that support from the host community can help international and local students acquire a better understanding of their peer's diverse culture and cultivate better relationships between them. Nevertheless, international universities lack this support system (Campbell, 2011). And as Otten (2003) concludes: *"cultural diversity and internationalisation do not automatically lead to intercultural contacts and intercultural learning experiences"* (Otten, 2003).



Although exposure to diverse cultures can lead to experiential learning and in turn enhance self-reflection and self-awareness, students often miss this opportunity because the frequency and the quality of their contact is low as they tend to stay within their inner groups which are often monocultural. Within the classroom setting, the idea of internationalisation experience can be enhanced by promoting group works between cultural diverse students.

## **Towards Cultural Sensitivity**

The extent of literature related to internationalisation and their programmes reveal that even though universities have different objectives they share a common view: development of intercultural competencies. Intercultural competency relates to the development of the student's appreciation towards cultural differences (Anderson, et al., 2006). This is in line with other intercultural trainers' thinking: learning a culture involves assimilating the assumptions, values, and beliefs of other cultures into one's views, therefore being able to adapt to environments of cultural diversity. In other words, developing intercultural sensitivity (Durocher, Jr, 2008).

In this section, the concept of intercultural sensitivity is explained together with the models developed to measure it. Next, attention is drawn to the lecturer's perspective into teaching intercultural sensitivity and the requirements they should fulfil in order to create and enhance better intercultural awareness in their international classrooms.

## **Intercultural Sensitivity**

Several research done provides an insight of the challenges that cultural diversity in multicultural environments gather on domestic work teams, multinational work teams, global leaders, and those working abroad (See Ang, et al., 2007, for an overview). And it has become of greater importance to understand how some individuals perform better than others in the same multicultural environments (Ang, et al., 2007). International businesses are now more concerned if people lack intercultural sensitivity as they may be unsuccessful to complete their

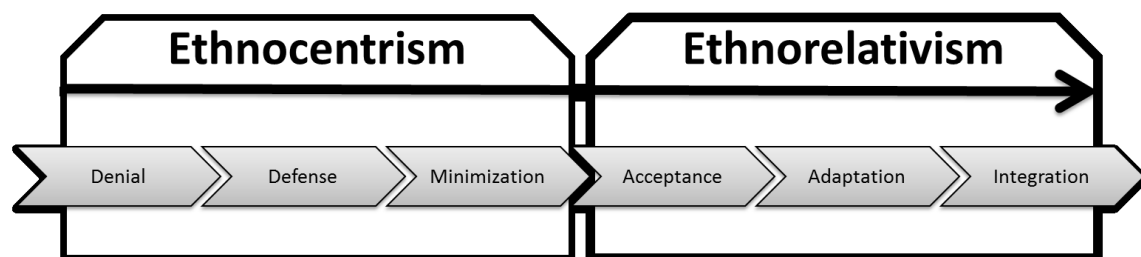
abroad tasks and assignments. The costs of calling back unsuccessful employees and the administrative costs of substituting them are very high. Further, overseas employees often pointed cross-cultural differences as the major factor influencing their work into a reduced level of efficiency and effectiveness. The rapid growth of a global marketplace emphasizes the importance of intercultural sensitivity of people around the world (Bhawuk & Brislin, 1992).

To be effective in another culture, people must have an interest in different cultures, be sensitive to their cultural differences, and have the willingness to change their behaviour as a display of respect for other people's culture. (Hammer, et al., 2003). In Chen & Starosta's word, intercultural sensitivity is "*the active desire to motivate themselves to understand, appreciate, and accept differences among cultures*" (Chen & Starosta, 2000). According to Anderson et al, "*intercultural sensitivity is crucial to enabling people to live and work with other from different cultural backgrounds*". The authors argue that as societies become more diverse, and business more globalized, individuals that have acquired sensitivity to cultural differences and the ability to adapt to those differences will be more valuable (Anderson, et al., 2006).

Bennet (2004) created the Developmental model of Intercultural Sensitivity which assess a person's stage of acquired cultural sensitivity. He explained that people would move from an ethnocentrism stage to an ethnorelativism stage as they become more intercultural competent and would create a change in the quality of their experience with cultural diverse others. He coined the term 'ethnocentrism' to explain how a person would experience the beliefs and behaviours learned in their primary socialization as central to reality, or "*just the way things are*". Bennet also coined the term 'ethnorelativism' to explain the opposite of ethnocentrism: the way a person would experience their own beliefs and behaviours as part of many different possibilities in which all are relative to each other (Bennett, 2004).

Within the Developmental model of intercultural sensitivity (DMIS) there also are six different experiences spread across the scale of ethnocentrism and ethnorelativism. As illustrated in Figure 1, the first three stages are ethnocentric. The first stage, which is the default state of a monocultural socialisation, is *Denial*. The Denial stage is when a person sees their own culture experience as the only real one and other culture are not perceived. The next

stage is *Defence*. A person perceives and is able to discriminate cultural difference but they see their own culture as the best form of behaviour compared to others. The last ethnocentrism stage is *Minimization*, when a person sees their own cultural view as universal. Any cultural differences experiences are recognised as part of familiar categories in their own culture. The next three stages of the DMIS are defined as more ethnorelative. The first stage is *Acceptance*; People in this orientation experience the differences between them and others and see these differences as part of complex worldview. Following is *Adaptation*. In this stage, people can express their alternative cultural experience in perceptions and behaviours that are appropriate to that culture. The last stage of the DMIS is *Integration*. In this stage, people are able to understand their identity as in between two or more cultures and not central to one (Bennett, 2004).



**Figure 1 Developmental model of intercultural sensitivity**

From J.M. Bennet and M.J. Bennet (2004). Developing intercultural sensitivity: An integrative approach to global and domestic diversity. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds). *Handbook of Intercultural Training* (3<sup>rd</sup> ed., pp. 147-165). Thousand Oaks, CA: Sage. P.153

Grounded in cognitive theory, Chen (1997) explains that intercultural sensitivity centres on personal emotions which are influenced by situations, people, and environments. Intercultural sensitive persons should be able to experience positive emotions when exposed to intercultural interactions and should also display an attitude of respect. Intercultural communications could create low degree of satisfaction if the persons involved do not know how to respect others cultural differences. Therefore, Chen put forward the idea that intercultural sensitivity consists of several components that cultural sensitive persons should possess: *self-esteem*: individual should have the confidence to interact with others in a social environment, accept others and expect to be accepted by others; *Self-monitoring*, persons should be able to regulate their behaviour in order to adapt to situational limitations; *open-*

*mindfulness*, individuals should be willing to explain themselves in an freely and proper manner and at the same time accept other's explanations; *empathy*, recognized as a central element for intercultural sensitivity, refers to the ability of individuals to share other persons perspectives, point of view, and experiences; *interaction involvement*, an individual's ability to be sensitive in interactions with cultural different others; and *non-judgment*, an individual's attitude towards listening to others during intercultural communication without jumping rapidly to conclusion and creating a judgment without the sufficient information (Chen, 1997).

Research has shown that students' intercultural sensitivity does not increase automatically by only being exposed to intercultural encounters. Sometimes, mere intercultural encounters can even strengthen negative stereotypes and prejudices. As a result, the encounters are not enough to enhance the intercultural learning experience of individuals. A deeper reflection is needed about the social experiences in order to create intercultural learning (Otten, 2003). Furthermore, de Jong & Teekens (2003), explain that self-reflection is the individual's ability of understanding their own culture and the ability to deal with the cultural differences in an open-minded way in their own environment as well as in multicultural settings. However, there mere exposure to intercultural encounters would not create self-reflection unless the individual is predisposed with an open mind, which is not acquired automatically. Therefore, study programmes should consist also of components that develop intercultural sensitivity (de Jong & Teekens, 2003).

Several mechanisms for achieving greater cultural sensitivity have been proposed. Some suggestions are the presentation of materials on different cultures in a classroom, traveling abroad, or through education and training. Although, other authors maintain the view that persons can participate in programs where there is great cultural diversity but still go without experiencing the cultures, alternative programs have to be designed for assessing and improving cultural sensitivity, and then committees will be able to determine which alternatives are most effective for enhancing the intercultural sensitivity of the students (Anderson, et al., 2006).

## **Teaching intercultural sensitivity**

Besides the aspects mentioned before that deteriorates the opportunity to foster better intercultural encounters thus creating intercultural sensitivity, another ignored aspect is the role of the lecturer in international classrooms. Teekens, in Crowther, et al (2000), argues that within the whole organized system for internationalisation, the lecturer is the key player in the process as it is their teaching that determines the effectiveness and success of the internationalisation policies in the international classroom (Crowther, et al., 2000). It is the individual teacher who has to deal with the effects of institutional structures and balance it with the needs of an internationalised and globalized education (Otten, 2003). Additionally, within classrooms settings represent a great advantage, fostering an environment where students can learn and make mistakes without any permanent consequences (Göbel & Helmke, 2010).

The process approach, describe by Qiang (2003), stresses the use of activities, policies and procedures to incorporate an intercultural dimension into teaching, research and service (Qiang, 2003). Internationalisation committees in universities cannot expect the lecturer to follow the objectives of an internationalised curriculum and implement them if they are not provided with the tools needed for such a demanding task. Frequently, the lecturer's role and position in internationalisation is greatly unexplored. Teaching intercultural awareness requires specific knowledge and skills. Often, these specific skills are not acquired on the basis of their general academic background, thus lecturers find themselves in the arduous task of further developing their professional knowledge in order to teach in international classrooms and meet the extra demands it brings with it. Furthermore, Teekens explains that lecturers base their motivation in teaching in an international classroom on their personal and professional interests which are often rooted in their early international experiences. Consequently, there will be lecturers who will not be interested in becoming involved in the topic of international education and will create a negative opinion against it (Crowther, et al., 2000). Three primary reasons why the integration of intercultural teaching remains a challenge are: lecturers feel they do not have time to teach culture in their already overloaded curriculum; some fear they do not know enough about culture and intercultural encounters; and because cultural teaching

mostly involves dealing with student attitudes (Durocher, Jr, 2008). Moreover, lecturers often assume that their current methods for enhancing intercultural experiences result in lasting positive effects, better international perspective, greater knowledge about culture, improved interaction and learning skills, and better intercultural sensitivity as a whole. But more often than not, that is not the case (Bachner & Zeutschel, 2009).

Given the current path, cultural diversity is every day more important in academic life, which creates more pressure for lecturers to develop better internationalisation skills. Therefore, is important to explore which instruments can support and help reduce any obstacles during the process (Crowther, et al., 2000).

### **Lecturer's internationalisation Profile**

As previously discussed, the lecturer plays an important role for intercultural interactions in the international classroom. Teekens, in Crowther, et al., (2000), reveals this has several implications and raises the following questions: *"what is required to provide lecturers with a context conducive to teaching effectively in the international classroom? Which factors have a positive influence on this context and what are possible negative influences?"* The author argues that facilitating intercultural learning is not a matter of knowledge and skills but a matter of attitude (Crowther, et al., 2000). Teekens puts forward the *'profile for the ideal lecturer for the international classroom'* in which she creates a list of qualifications or requirements a lecturer should have and be aware of in order to create a better environment that promotes intercultural learning. The authors state the importance to clarify that this is not intended to use as a strict set of rules to follow, but only as a contribution to improve the conditions in which higher education is currently internationalized and to assist the students' intercultural learning. The *'profile for the ideal lecturer for the international classroom'* should create awareness for the specific knowledge and skills that higher education committees should ask from their lecturers and it could also be used as a tool for comparing regular staff with those teaching in international classrooms to identify important differences. Thus, higher education committees can use these differences for planning and further training of staff.

Finally, the profile should provide the insight into the important role the lecturer play when having a culturally mixed group (Teekens, 2003).

The profile of the ideal lecturer for the international classroom contains eight aspects:

*Issues related to using a non-native language of instruction:* as language expresses more than what is it literally said, different interpretations are created by each culture making language issues an important factor to consider as a threat to the quality of education.

*Factors related to dealing with cultural differences:* Culture defines the way we think, feel, and behave. It is learned starting from home and develops further in life in school, work, and all the social experiences a person undergoes. Even though the curriculum is similar in terms of content, the method of delivery and the learning are influenced by the national cultural background.

*Specific Requirements Regarding Teaching and Learning Styles:* Frequently, lecturers base their teaching style from experience and have little knowledge about educational theory. Thus, the learning style is influenced greatly by the lecturer's cultural background and makes it difficult for international students to perceive the cultural implications of the teaching style.

*Using Media and Technology:* the way media and technology is used differs from country to country and its part of the academic culture. Sometimes international students are not familiar with the teaching aids used and may not be able to understand fully the teaching process.

*Specific Requirements Connected with the Academic Discipline and Diploma Recognition:* the quality of a subject can no longer be assessed by its position in an academic system. The ways the subjects are qualified differ from countries. Consultation can be done with international counterparts to gather information of the student's knowledge on a specific subject.

*Knowledge of Foreign Education Systems:* As education differs from country to country, is important to acquire some knowledge of the education systems from where the foreign students are coming in order to understand their attitudes.

*Knowledge of the International Labour Market:* Some students seek to study abroad to qualify for international job markets, others, for national qualifications. It is important to understand the relationship between the subjects and the nationality of the students to provide best career preparations in the international classroom.

*Personal Qualities:* Lecturers must be willing to cope with the extra pressure and time that demands teaching in

international classrooms. They should be able to promote a nurturing environment for intercultural learning (Teekens, 2003).

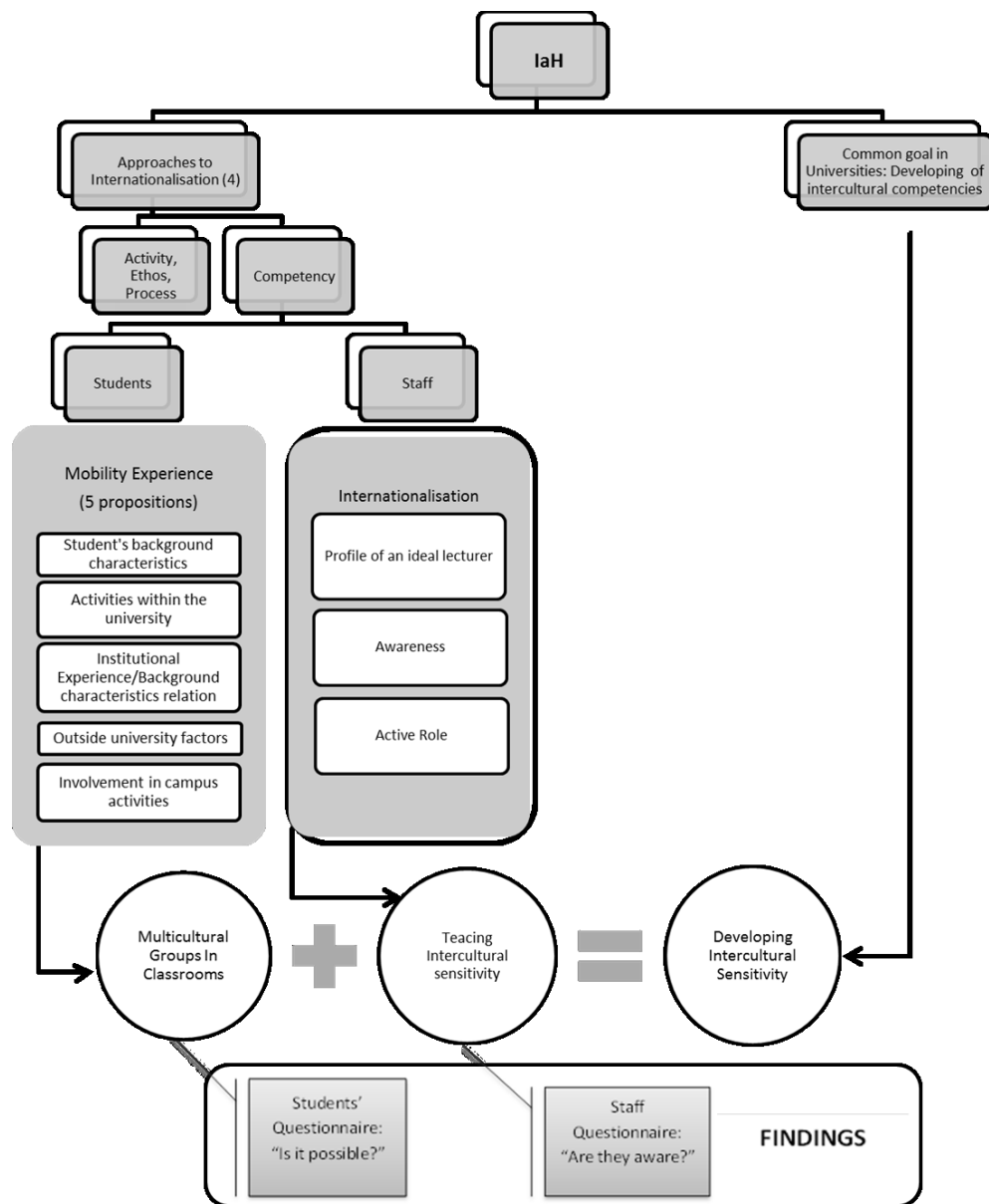
Higher education committees have to develop staff measurement scales to assess the development of the knowledge, skills, and attitudes listed above. This task is essential if committees want their lecturers to be prepared and professionalized to work efficiently in enhancing intercultural encounters within international classrooms (Teekens, 2003). If Internationalisation committees want Internationalisation at Home to be successful, more has to be done in the lower levels where the internationalisation policies cannot reach. The lecturer, as a key player, needs to be trained and encouraged to deal with the intercultural aspects of their international classrooms.



## Literature Review overview

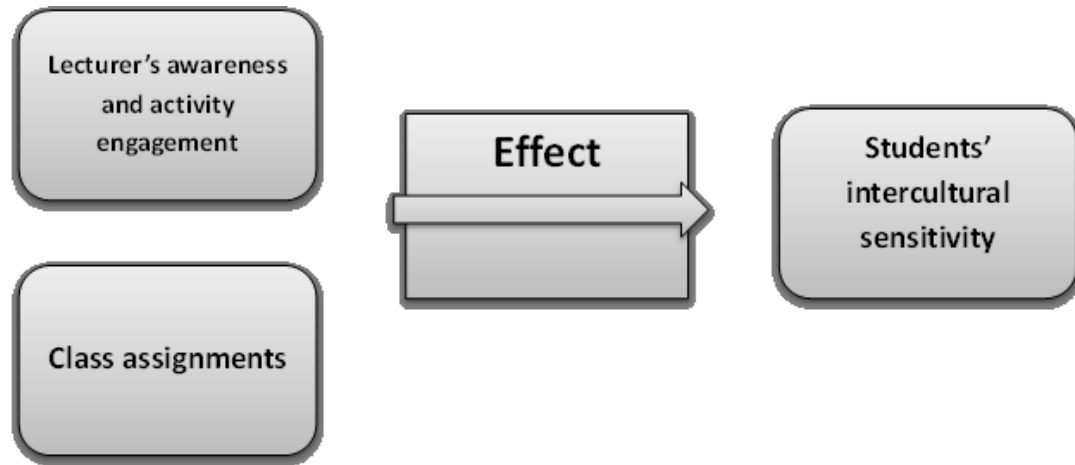
The figure below shows the line of reasoning described in the literature review.

Figure 2 Literature Review Model



## Conceptual Framework

Figure 3 Conceptual Framework



Assuming there is a relationship between adding intercultural assignments into courses and intercultural sensitivity: The purpose of this thesis is to explore to what extent are the lecturer's awareness, attitudes, and teaching methods like group works that use the diverse cultural background of the students useful for enhancing the students' intercultural awareness.

### Obstacles for successful internationalisation at home

Research has shown how important internationalisation is for universities and for students. However, several obstacles are observed when looking into the interactions between home and international students in group work and classrooms. Even though universities are actively looking towards internationalisation in their academic programmes, students that form part of multicultural classrooms often segregate themselves from other different cultural background fellow students. Otten gives an overview of several studies that show how students usually tend to stay in similar cultural backgrounds in social and classroom environments (Otten, 2003).

Ippolito (2007) shows that barriers for intercultural learning are created by four factors: (1) Academic and time pressure, students find getting to know people from different cultural

backgrounds is time-demanding and affects directly the group performance; (2) indifference, students may think that no benefits can be obtained from working in multicultural groups; (3) language, can be a direct barrier for good communication between the group members; and (4) privileged knowledge, the difference in the academic background and standards create a gap between local and international students (Ippolito, 2007). Furthermore, Teekens (2005) stress that the simple knowledge of cultural differences between students does not lead to learning or a change in attitude. When the multicultural environment becomes only a background of unchanged behaviour, it may lead to the support of previous thinking, stereotypical thinking and prejudiced views. This is easily observed when students tend to group together in their own cultural background groups, segregating from others (Teekens, 2005).

Based on Qiang's (2003) observations, there are four categorisations for approaches to internationalisation: the activity approach, the competency approach, the ethos approach, and the process approach (Qiang, 2003). For the purpose of this study, the author will focus in the competency approach. The competency approach deals with the students, faculty and staff as their central element. The core idea is how to develop skills, knowledge, attitudes and values towards internationalisation and intercultural sensitivity competencies in the students, staff and faculty through an internationalised curricula and programs. This thesis focuses on the more specific level of students and their multicultural encounters, the staff and their internationalisation experience and how they can influence the students' intercultural awareness. Therefore, this paper will limit its research to the development of skills, knowledge, attitudes and values towards internationalisation of students and faculty and the degree in which these concepts are being implemented in international classroom teaching in higher education.

Furthermore, Grayson (2008) proposes six factors that can have an impact on the students' outcomes during their experience in their university studies: the students' background characteristic such as class background and previous achievement level, activities within the university which include class experiences, the relation between the institutional experience and the background characteristics of the student, factors outside the university,

involvement in different campus activities and the support students receive from others, and the assessment of the effect within the model which requires controlling other variables in the model (Grayson, 2008). Based on these propositions, this study will be limited to try to understand the second proposition, activities within the university; particularly the class experiences students live throughout their education and involvement with other students which are relevant to the student's intercultural awareness within the specific settings that lecturers can have an influence.

Academic staff and students are the current and future global workers, therefore; universities should make them part of their internationalization strategies. Supports for staff and students should be provided to become intercultural learners. *"An outcomes-focused curriculum that requires the acquisition of intercultural skills and knowledge related to professional areas challenges traditional approaches to university teaching and learning."* (Leask, 2009). Cathcart et al (2006) puts forward the idea that the inter-cultural sensitivity can be stimulated by the host university and education staff. In addition, Chen's intercultural sensitivity scale proves that the student's six different affective elements can be measure to obtain an inter-cultural sensitivity score (Chen & Starosta, 2000). Based on the theory found, the researcher proposes the following research question:

### **Research Question**

**To what extent is the lecturer's awareness and activity engagement through group exercises as tools to develop intercultural sensitivity in students possible?**

The previous research question develops into the following two main questions and their respective sub questions:

**Research Question 1.** To what extent do student group exercises that use the diverse national backgrounds of the student in higher education influence/improve students overall internationalization orientation by developing their intercultural sensitivity?

**Sub-questions:**

1. What is the intercultural sensitivity of the students prior to the treatment? (Specify each dimension)
2. What is the intercultural sensitivity of the students after the treatment? (Specify each dimension)
3. Is there any significance in the difference between prior and after the treatment? (Specify each dimension)
4. Is there any difference between gender and the intercultural sensitivity?
5. Is there any difference between Local students and international students and their intercultural sensitivity?
6. Does having foreign friends affect the intercultural sensitivity of students?
7. Does having lived abroad affect the intercultural sensitivity of students?
8. What are the student's perception about the class and the assignments towards promoting intercultural sensitivity?

**Research Question 2.** To what extent are lecturers aware about the intercultural diversity of the students attending their lectures and what is the role and the activities they conduct to motivate cultural awareness between the students?

**Sub-questions:**

1. (Knowledge) To what extent are lecturers aware of their students' intercultural diversity in their lectures?
2. (Skills) How are lecturers motivating cultural awareness between their students in their lectures?
3. (Attitudes) To what extent are lecturers creating activities to promote cultural awareness among their students?
4. What is the perception lecturers have about how University of Twente is assessing and promoting intercultural awareness?

### **Chens' model for intercultural sensitivity**

Chen (1997) put forward the idea that intercultural sensitivity consists of several components that cultural sensitive persons should possess: self-esteem, Self-monitoring, open-mindedness, empathy, interaction involvement, and non-judgment. Thus, people with higher intercultural sensitivity are confident, open-minded, considerate, empathetic, attentive, and observant during interactions with cultural diverse persons. In order to assess intercultural sensitivity, Chen & Starosta (2000) developed the Intercultural Sensitivity Scale (ISS). The scale consists of 24 items that represents five dimensions of Intercultural Sensitivity: *Interaction Engagement*, which measures the person's feelings when participating in intercultural encounters; *Respect for Cultural Differences*, measures a person's tolerance for others cultural opinion; *Interaction Confidence*, measures the person's confidence when exposed in intercultural environments; *Interaction Enjoyment*, the person's positive or negative reactions towards communication with diverse cultural others; and *Interaction Attentiveness*, measures the person's awareness and effort to understand the events and happenings during intercultural interactions (Chen, 1997).

### **The 'profile for the ideal lecturer for the international classroom'**

In order to answer the questions about the lecturer's awareness and attitudes towards intercultural sensitivity, the '*profile for the ideal lecturer for the international classroom*' developed by Teekens (2000) will be used. The profile covers three dimensions: knowledge, skills, and attitudes which are part of the eight aspects the ideal lecturer should have. Although the profile concerns about internationalised work practices, not all aspects are directly related to the enhancement of the intercultural awareness of the students. This study is also delimited by its examination of only those qualifications that are related to teaching cultural diverse students. The qualifications chosen are: Qualification 2: Issues related to using a non-native language of instructions; Qualification 3: Factors related to dealing with cultural differences; Qualification 4: Specific requirements regarding teaching and learning styles; and Qualification 6: Specific requirements connected with the academic discipline and diploma recognition. By

selecting these qualifications, only the aspect of internationalisation that pertains to this thesis is studied. Furthermore, all three dimensions for every qualification were taken in consideration: knowledge, skills, and attitudes. Teekens (2003) exposes that teaching staff should possess particular knowledge and skills: Lecturers should have an understanding the cultural aspects within their area of expertise, how these cultural aspects have shaped their discipline and how they continue to do so. They should also be able to manage student diversity in the classroom (Teekens, 2003).

## Chapter 3: Methodology

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### Research Design

As a research method for this thesis, the researcher chose triangulation in order to look at the Intercultural sensitivity from different perspectives. By triangulation, the intention is to find different theories that would support the findings for this thesis.

First, a literature review was carried out to find all relevant theory about intercultural sensitivity in students and ways it can be enhanced. The search for relevant articles was done by using keywords like: internationalisation at home, intercultural communication, internationalisation experience, studying abroad, student mobility, multicultural classrooms, multicultural education, group work, intercultural sensitivity, teaching intercultural awareness, internationalisation of higher education, intercultural learning, and cultural diversity, among others. After a thorough reading of all the articles found, the literature was divided in seven major topics which were common within the articles and relevant for this thesis: Internationalisation at home, The Student Mobility and Internationalisation Experience, Multicultural Groups in Classrooms, Intercultural Sensitivity, Teaching Intercultural Sensitivity, and Lecturer's internationalisation Profile (See Appendix F).

Second, a quasi-experiment was carried out to find if students that are exposed to diverse cultural groups and completing assignments using their cultural background had an influence in their intercultural sensitivity. For this part, Chen & Starostas' (2000) Intercultural Sensitivity Scale was used. Students were tested for the Intercultural Sensitivity prior to the start of their quartile. During the period of two months, the students were assigned to a group with fellow students of different cultural background and were asked to complete their assignments using their diverse cultural knowledge as input. Thus, students were exposed to different perspectives, ideas, and working methods influenced by their culture. After the end of the quartile, the students were tested again for their Intercultural Sensitivity.



Third, a questionnaire was carried out to assess the lecturers' internationalisation perceptions and attitudes, the extent to which they integrate the internationalisation components into their academic methodology and teaching, and the extent to which the institutions are supporting and assessing their academic staff about the internationalisation component in their lectures. The questionnaire was done based on the 'Profile of the Ideal Lecturer for the International Classroom' by Teekens (2000), 'The requirements to develop specific skills for teaching in an intercultural setting' by Teekens (2003), and 'Intercultural learning and diversity in higher education' by Otten (2003). Teekens (2000) argues that the lecturer is the key player for a successful implementation of the internationalisation policies and agenda of the institution. Thus, teaching an internationalised curriculum requires specific knowledge, skills, and more important, specific attitudes in the lecturers. Additionally, Teekens (2003) proposes an ideal profile of the lecturer in the international classroom to give insight of the demanding role of teaching before a culturally diverse group, and more often, teaching in a different language than their own. And Otten (2003) describes the approaches of diversity activities and plans with an institution wide focus aimed at intercultural learning. Furthermore, careful consideration was taken during the elaboration of the lecturer's questionnaire and the input of several academic staff was considered. The questionnaire was revised several times before creating the final version.

### **Quasi-Experiment: Effect of multicultural groups and assignments on Intercultural Sensitivity of Students**

The first part of this study investigated the intercultural sensitivity of a group of students in the University of Twente and explored if their Intercultural Sensitivity was being influenced by the methodology used by the lecturer, specifically, group works that use the diverse cultural background of the students as inputs. First, the participants were assigned to groups with classmates of different nationality. Then, the participants were assigned cases within the international management scope. To be able to complete each assignment, students had to elaborate using their own cultural background knowledge. Thus, students were exposed

to different perspectives, ideas, and working methods influenced by their culture. Additionally, questions pertaining the demographic information, national background, and international background will be also used in the survey which correspond to the individual's attributes. The variables chosen to test if they posed a difference for Intercultural Sensitivity were: gender, being a Dutch or International student, having foreign friends, and previously lived abroad.

### Context and participants

According to Shadish et al (2001), a quasi-experiment is an experiment in which the units of analysis and the conditions they are assigned to are not chosen randomly (Shadish, et al., 2001). For the purpose of this study, the participants were chosen purposively, they were students enrolled in the course of International Management during the first quartile of 2011-2012. The students were allocated into groups with other students of diverse nationalities and participated in assignments that required using their experience and national background knowledge to elaborate them. The group of students selected were enrolled in the course of International Management at Master level. At the beginning, 30 questionnaires were collected but for the post-test questionnaire only 23 were collected. Due to the nature of the study, the student's responses needed to be paired, the pretest and posttest data for the same participant. After deleting the responses of one participant, 22 paired answers were valid for statistical analysis.

Participants were first tested for their intercultural sensitivity on their first lecture, and with a time lapse of two months, a second measurement for IS was taken on their last lecture. The detailed background information is presented in table 2.

**Table 2 Students' Demographic variables**

Variable	N	Percent (%)
<b>Age Range</b>		
Less than 21	1	4.5
From 21-25	17	77.3
26 and over	4	18.2
<b>Gender</b>		
Female	9	40.9
Male	13	59.1

<b>Nationality</b>		
Dutch	13	59.1
International	9	40.9
<b>Lived abroad previously</b>		
Yes	15	68.2
No	7	31.8
<b>Study abroad intention</b>		
Yes	13	59.1
No	9	40.9
<b>Have Foreign friends</b>		
Yes	18	81.8
No	4	18.2
<b>Studying at UT for</b>		
More than 5 years	1	4.5
From one to five years	11	50.0
Less than a year	10	45.5
<b>Time living in NL (International students)</b>		
More than 5 years	1	11.0
From one to five years	1	11.0
Less than a year	7	78.0

A total of 22 master students participated in this study. Seventeen of them were on the age range of 21 to 25 years old, 4 of them were older than 25, and only 1 was younger than 21. A 59% were males and 41% females. From the total participants, 13 were Dutch nationals and 9 were international students, specifically from: Germany, France, Bosnia, Finland, Poland, and Latvia. Fifteen of them said to have lived abroad previously, only 13 of them said to have the intention to study abroad later in their academic life and 82% of the participants said they have foreign friends. Furthermore, 11 of the participants had from one to five years studying at the UT, 10 had less than a year, and only 1 participant had more than 5 years. From the 9 international students, 7 of them had less than a year living in the Netherlands, 1 of them had from 1 to 5 years, and one other participant had more than 5 years.

## Lecturer's Questionnaire: Internationalisation Perceptions and Attitudes

The second part of this study investigated if the lecturer's internationalisation perceptions and attitudes and the extent to which they integrate the internationalisation components into their academic methodology and teaching. Additionally, questions pertaining the demographic information, national background, and international background will be also used in the survey which correspond to the individual's attributes. The variables chosen to test if they posed a difference for the lecturers' internationalisation orientation were: gender, being a Dutch or International lecturer, having taught a course abroad, time working in UT, time living in the Netherlands (only for International Lecturers), level in which giving lecturers, and the language used in their courses.

### Context and participants

In order to get the most responses possible, the questionnaire was sent to lecturers from all faculties in UT which are Behavioural Sciences, Management and Governance, Engineering Technology, Electrical Engineering, Mathematics and Computer Science, Science and Technology, and Geo-Information Science and Earth Observation. A total of 161 questionnaires were collected, but only 107 of them were complete and valid for statistical analysis. The detailed background information is presented in table 3.

**Table 3 Lecturers' Demographic variables**

Variable	N	Percent (%)
<b>Gender</b>		
Female	19	17.8
Male	88	82.2
<b>Nationality</b>		
Dutch	76	71.0
International	31	29.0
<b>Taught a course abroad</b>		
Yes	53	49.5
No	54	50.5
<b>Working at UT</b>		
Less than 5 years	29	27.1
From 5 to 10 years	31	29.0
More than 10 years	47	43.9

**Lived in NL (International Lecturers)**

Less than 5 years	10	33.3
From 5 to 15 years	14	46.7
More than 15 years	6	20.0

**To which Level gives lecturer**

Bachelor only	21	19.6
Master only	22	20.6
Both	64	59.8

**Language of Lectures**

Dutch only	13	12.2
English only	34	31.8
Both	60	56.0

A total of 107 lecturers participated in this study. An 82% were males and 18% females. Seventy six of the lecturers have Dutch nationality and 31 of them were internationals from Belgium, Canada, China, Germany, Greece, India, Ireland, Italy, Poland, Portugal, Romania, Russia, Spain, United Kingdom, and United States. From the international lecturers, 10 of them have lived less than 5 years in the Netherlands, 14 of them have from 5 to 15 years, and 6 of them have more than 15 years. From the total participants, 27% of them have less than 5 years working for the UT, 29% from 5 to 10 years, and 44% more than 10 years and around 50% of them have previously taught a course abroad. A 59% of the lecturers instruct at bachelor and master levels, 21% to master level only and 19% to bachelor level only. Accordingly, 60% of them impart lectures in Dutch and English, with only 32% of them in English, and 12% in Dutch.

## **Data collection techniques and instruments**

### **Students' Questionnaire**

The questionnaire used for the pretest in this study consisted in two parts (See Appendix D). The first part contained questions about the demographic information of the participants including age, gender, time studying in the UT, time living in the Netherlands (only International students), their country of origin, experience of living abroad previously, the intention of studying abroad in the near future, and having foreign friends. The second part of

the questionnaire consisted of the Intercultural Sensitivity Scale developed by Chen & Starosta (2000).

Proposed by Chen & Starosta (2000), individuals must possess six affective-elements to be intercultural sensitive and based on their conceptualization, they developed an instrument to measure the affective-elements and in turn be able to measure the intercultural sensitivity of individuals. The ISS consists of five dimensions, Interaction Engagement, Respect for Cultural Differences, Interaction Confidence, Interaction Enjoyment, and Interaction Attentiveness. For each of the five dimensions of the ISS, Chen & Starosta, developed a questionnaire with 24 statements measuring all dimensions (See Appendix A). The questionnaire uses a five-point Likert Scale which ranks the 24 items from Strongly Disagree (1) to Strongly Agree (5). Several items from the ISS are reverse-items to test if the participant's answers are consistent.

The posttest questionnaire consisted of three parts. The first two parts which were the same as in the pretest (demographics and Intercultural Sensitivity Scale), and the third part consisted of a series of statements concerning the students' perception of the course and their participation (See Appendix B). This part also used a five-point Likert Scale ranking the statements from Strongly Disagree (1) to Strongly Agree(5).

### **Lecturer's Questionnaire**

The questionnaire used for gathering the lecturers perceptions and attitudes in this study consisted in two parts (See Appendix E). The first part contained questions about the demographic information of the participants including gender, age, being a Dutch or International lecturer, having taught a course abroad, time working in UT, time living in the Netherlands (only for International Lecturers), level in which they impart their lectures, and the language used in their courses, and the faculty they work for. The second part consisted in several statements with the purpose of knowing the awareness for cultural diversity lecturers perceive in their courses. The third part consisted of several statements about the role the lecturer plays in their courses towards motivating cultural awareness among the students. And

the fourth part consisted in statements concerning the lecturer's activities engagement towards cultural awareness.

The statements were constructed based on the 'Profile of the Ideal Lecturer for the International Classroom' by Teekens (2000), 'The requirements to develop specific skills for teaching in an intercultural setting' by Teekens (2003), and 'Intercultural learning and diversity in higher education' by Otten (2003) (See Appendix C). The profile of the ideal lecturer covers three dimensions which lecturers should cover, knowledge, skills, and attitudes. Teekens (2003) also explains that effective internationalisation process will link the international and intercultural dimensions with the content and delivery of the curriculum to all students, and it will become a basic component of higher education. Additionally, in order to create a classroom with intercultural learning the lecturer must integrate concepts like foreign, strange, and otherness into the teaching strategies. Students with different cultural background are also view as potential resources of cultural input (Teekens, 2003). Furthermore, Otten (2003) talks about the classroom environment in higher education that would promote intercultural learning. Lecturers need to make an extra effort in international classrooms, as the interaction within the students tends to stay monocultural. Although, academics value the intercultural input of their students, integrating other cultural perspectives into teaching and learning creates a greater demand of time, energy, and patience. Those are extra efforts most lecturers are not willing to make. Likewise, students think that course requirements are easier to achieve if they stay on monocultural or homogeneous groups, while multicultural groups present extra difficulties for achieving their goals. Otten also agrees with the importance of the role the lecturer plays for the correct implementation and integration of internationalisation at home. Lecturers have to deal with the effects of institutional structures and find the balance with an internationalised education. When teaching international classrooms, the lecturer must be aware that she or he cannot have a special treatment or assessment for foreign students as this could create tensions between local and international students, thus increasing the intercultural gap between them. Therefore, lecturers should allow students to apply the different skills and knowledge into the working format. Given the importance lecturers have for an effective internationalisation at home by creating a climate where diverse cultural skills are

encouraged and valued, it is important that they receive the necessary training and support (Otten, 2003).

Each of the statements developed were used to create the staff questionnaire which explores the lecturer's awareness and attitudes towards promoting intercultural sensitivity in their classrooms.

### **Data analyses**

The statistical software PASW Statistics 18 for Windows was used for the data analyses. In this study, descriptive statistics, Cronbach's alpha, Kolmogorov-Smirnov/Shapiro-Wilk test, paired sample T-test, and Anova Test were used. For the students' analyses, descriptive statistics was used to analyse the data related to the student's demographic information, the mean score of the students' Intercultural Sensitivity previous to the treatment and post-treatment, and the students perception about the course and their participation; Cronbach's Alpha, was used for assessing the reliability of the pretest and posttest questionnaires; the Kolmogorov-Smirnov/Shapiro-Wilk test was used to assess the normality of the data, which is needed to do parametric testing; the Paired Sample t-Test was used to analyse and prove if any difference between the pretest and posttest measurements were significant; and the Anova Test was used to assess any significant differences between the Intercultural Sensitivity means within the independent variables. For the lecturer's data analysis, descriptive statistics was used to analyse the data related to the lecturer's demographic information, their perceptions, awareness, and attitudes towards enhancing intercultural sensitivity of the students.



# Chapter 4

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## **Findings**

In this chapter, the findings of the questionnaire are presented. First, the results of the Quasi-experiment with students are exposed. Next, the results of the staff questionnaire about their awareness and attitudes towards motivating cultural awareness are exposed. The results are described in sequence of each research question and sub-questions.

### **Quasi-Experiment: Effect of multicultural groups and assignments on Intercultural Sensitivity of Students**

In a general description of the findings, students perceived that working in diverse cultural groups helped them observe, understand, and learn how to interact with people from different cultures. Students also perceived there was no detriment to the group performance even though they realized working in multicultural groups created extra difficulties. Following are the detailed answers to each sub question and the answer to research question one.

#### **Sub question one: What are the students' intercultural sensitivity scores prior and after the treatment?**

The results from the student's questionnaire (See Appendix D) in Table 4 show that prior to exposure to diverse cultural groups and their assignments, the students' intercultural sensitivity was 3.96, which is fairly high compared to other studies done with students in multicultural settings (See discussion section in Chapter 5). Among the five dimensions, interaction enjoyment had the highest mean score (4.36) followed by respect for cultural differences (4.33) and interaction engagement (3.99). This means participants had, before being exposed to the intercultural groups and assignments, great enjoyment during the process of intercultural communication, they also were able to realize, accept, and respect cultural differences, and had a positive attitude towards the interaction with their cultural diverse others. Below the intercultural sensitivity mean score were interaction confidence (3.73) and

interaction attentiveness (3.39). Participants showed, in a lower degree, that they felt confident enough to engage into intercultural interactions, and felt efficient enough to reply to the messages in the communication. Overall, all dimensions are in the positive side of the scale (with a score above 3), showing that students had a positive Intercultural Sensitivity prior to the experiment.

After exposure to group works and assignments, the intercultural sensitivity score of students had a very slight and non-significant increase to 3.97. Also, interaction enjoyment (4.32), respect to cultural differences (4.24) and interaction engagement (3.91) had a relatively lower score than before the treatment. Unlike Interaction confidence (3.80) and interaction attentiveness (3.56) that were relatively higher. Nevertheless, the participants showed high enjoyment during their intercultural interaction and acceptance and respect to the cultural differences. Interestingly enough, interaction engagement fell relatively lower than the overall Intercultural Sensitivity mean score of the participants, this could mean that their attitude towards intercultural interaction became relatively negative than what it initial was. Although, interaction confidence and interaction attentiveness are still below the Intercultural Sensitivity mean score, worth noting, is both dimensions are higher than previously. Participants responded that they felt, somewhat, more confident and felt more efficient during their intercultural communications.

**Table 4 Scores for Intercultural Sensitivity and each Dimension**

<b>Dimensions</b>	<b>N</b>	<b>Pretest</b>		<b>Posttest</b>	
		<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>
Interaction engagement	22	3.99	0.40	3.91	0.44
Respect for cultural differences	22	4.33	0.39	4.24	0.47
Interaction confidence	22	3.73	0.40	3.80	0.32
Interaction Enjoyment	22	4.36	0.41	4.32	0.53
Interaction attentiveness	22	3.39	0.72	3.56	0.62
Intercultural Sensitivity Score	22	3.96	0.30	3.97	0.35

**Sub-question two: Is there any statistically significance differences between prior and after the treatment scores of intercultural sensitivity and each one of its dimensions?**

According to the t-test (See appendix G), the means showed no statistically significant difference between the pre-test and the post-test; the students' intercultural sensitivity score was unlikely influenced by being exposed to group works and assignments.

**Sub-question three: Does gender affect the students' intercultural sensitivity?**

The results (See Appendix H), showed no statistically significant difference between genders in the intercultural sensitivity's dimensions. Nevertheless, for both periods prior and after the group works and assignments, females had a relatively, non-significant higher Intercultural Sensitivity mean score. In the pretest, females had higher scores for all dimensions except Interaction Attentiveness. However, post treatment, males presented a non-significance higher mean score for Interaction Confidence and Interaction Enjoyment. Overall, females showed more receptiveness towards the group work and assignments, compared to males.

**Table 5 Intercultural Sensitivity by Gender**

	Females (n=9)		Males (n=13)	
	Pretest	Posttest	Pretest	Posttest
Interaction Engagement	4.19	4.04	3.86	3.82
Respect cultural differences	4.52	4.28	4.20	4.22
Interaction Confidence	3.73	3.78	3.72	3.82
Interaction Enjoyment	4.45	4.26	4.31	4.36
Interaction Attentiveness	3.22	3.89	3.51	3.34
<b>Intercultural Sensitivity</b>	<b>4.02</b>	<b>4.05</b>	<b>3.92</b>	<b>3.91</b>

**Sub-question four: Is there any difference in the intercultural sensitivity of Local students and international students?**

The results (See Appendix H) showed no statistically significance difference between local and international students in the intercultural sensitivity's dimensions. During the pretest,

International students self-reflected a non-significant higher Intercultural sensitivity than those of the local students (Table 6). But International Students had non-significant lower scores than their local counterparts, for Interaction Confidence and Interaction Enjoyment. Post treatment, local students showed a non-significant higher Intercultural Sensitivity mean score, unlike International students which had a lower score.

**Table 6 Intercultural Sensitivity by Nationality**

	Local (n=13)		International (n=9)	
	Pretest	Posttest	Pretest	Posttest
Interaction Engagement	3.96	3.86	4.04	3.98
Respect cultural differences	4.29	4.23	4.39	4.26
Interaction Confidence	3.75	3.86	3.69	3.71
Interaction Enjoyment	4.39	4.41	4.33	4.19
Interaction Attentiveness	3.33	3.49	3.48	3.67
<b>Intercultural Sensitivity</b>	<b>3.95</b>	<b>3.97</b>	<b>3.99</b>	<b>3.96</b>

**Sub-question five: Do students with foreign friends have a higher intercultural sensitivity?**

The results (See Appendix H) showed no statistically significant difference between students with or without friends in the intercultural sensitivity's dimensions. Nevertheless, students with foreign friends showed a non-significant higher Intercultural Sensitivity mean score after the treatment; unlike students without foreign friends who had a non-significant lower Intercultural Sensitivity mean score after the treatment (Table 7).

**Table 7 Intercultural Sensitivity and having foreign friends**

	Having foreign friends (n=18)		Without foreign friends (n=4)	
	Pretest	Posttest	Pretest	Posttest
Interaction Engagement	4.03	4.02	3.84	3.42
Respect cultural differences	4.35	4.28	4.25	4.09
Interaction Confidence	3.77	3.81	3.55	3.75
Interaction Enjoyment	4.37	4.35	4.34	4.17
Interaction Attentiveness	3.48	3.70	3.00	2.92
<b>Intercultural Sensitivity</b>	<b>4.00</b>	<b>4.03</b>	<b>3.79</b>	<b>3.67</b>

### Sub-question six: Does having lived abroad affect the intercultural sensitivity of students?

The results (See Appendix H) showed no statistically significance difference between students who have lived abroad and those who have not lived abroad previously in the intercultural sensitivity's dimensions. However, for both, pre-test and post-test mean scores (Table 8), students that had lived abroad previously showed a non-significant higher Intercultural Sensitivity and dimensions mean scores than those who had not lived abroad previously.

**Table 8 Intercultural Sensitivity and Living abroad**

	Lived abroad (n=15)		Not lived abroad (n=7)	
	Pretest	Posttest	Pretest	Posttest
Interaction Engagement	4.03	4.02	3.91	3.67
Respect cultural differences	4.30	4.28	4.40	4.17
Interaction Confidence	3.77	3.81	3.63	3.77
Interaction Enjoyment	4.36	4.36	4.38	4.24
Interaction Attentiveness	3.47	3.67	3.24	3.33
<b>Intercultural Sensitivity</b>	<b>3.99</b>	<b>4.03</b>	<b>3.91</b>	<b>3.84</b>

### Sub-question seven: What are the student's perception about the class and the assignments towards promoting intercultural sensitivity?

Overall, there was a positive reaction towards being part of a group with diverse cultural classmates and using their diverse cultural background to complete assignments. When asked about perceiving the assignments as useful for observing differences between the cultures of their classmates, 68% of the participants agreed upon. Similarly, 63.6% of the students agreed the assignments also helped them understand better other cultures. These perceptions go along with the participants' score for respect for cultural differences. It echoes that students were able to perceive differences between them and also able to accept and respect those differences. Contrastingly, 41% of the participants disagreed the assignments were useful to learn how to interact with fellow classmates of other cultures, against only 32% of them agreeing to the same statement. Accordingly, their Interaction engagement, interaction attentiveness, and interaction confidence scores were lower.

Moreover, the students felt the assignments and group works did not help them change their attitude towards interacting with cultural diverse others, increase their confidence, nor enhance their effectiveness to communicate and reply to their counterparts. When asked about creating group works with other cultural diverse classmates: 55% perceived multicultural groups fostered a better environment to better achieve goals and only 18% of them disagreed; in the same degree, 91% of the students agreed that working in multicultural groups did not hinder their performance and only 27% of them found that multicultural groups created extra difficulties when working on assignments. This echoes the Interaction enjoyment score of the participants. The students were encourage to participating in intercultural encounters as they found it promoted better efficiency and performance towards achieving their academic goals.

After having exposed the answers for each sub question, following is the elaboration of the answer for research question 1 based on the findings of the quasi-experiment.

**Research Question 1. To what extent do student group exercises that use the diverse national backgrounds of the student in higher education influence/improve students overall internationalization orientation by developing their intercultural sensitivity?**

Although, the evidence is not strong enough to conclude that the use of group exercises, that use the diverse national background of the student, were the only factors that influenced the Intercultural Sensitivity score and its dimensions, a change in their perception can be noticed. Based on there IS and dimension mean scores, the students appeared to have maintained the same sensitivity they had before and after engaging into group exercises. Additionally, a parallel analysis can be drawn between their scores and the perceptions about the class and the assignments towards promoting intercultural sensitivity.

**Lecturer's Questionnaire: Internationalisation Perceptions and Attitudes**

In a general description of the findings, this study shows that lecturers claim they are aware of the diverse cultures present in their lecture. However, they also express that little is

done to promote the lecturer's active role for internationalisation in the classroom, and they tend to overlook the importance of creating cultural awareness in the students. Following are the detailed answers to each sub question and the answer to research question two.

### **Awareness for cultural diversity:**

**Sub-question one:** (Knowledge) To what extent are lecturers aware of their students' intercultural diversity in their lectures?

The results from the lecturer's questionnaire (See Appendix E) in Table 9 show that 81% of the lecturers (strongly) agreed they were aware of the diverse cultural background of the students attending their lectures. Additionally, a 56% of them tried to keep in mind their own culture influences their perceptions and tried to keep an open mind and look at things from their students cultural perspectives.

**Sub-question two:** What is the perception lecturers have about how University of Twente is assessing and promoting intercultural awareness to the staff?

The results of the lecturer's questionnaire in Table 9 show that lecturers believed the university should address the subject of interactions between local students and their international counterparts. A 52% of the lecturers believed the university should create better ways to boost the interactions between local and international students outside the classroom.

**Table 9 Lecturer's awareness for Cultural Diversity**

<b>Lecturer's awareness for Cultural Diversity</b>		
<b>Variable</b>	<b>N</b>	<b>Percent</b>
<b>I am aware of the culturally diverse groups present at my lectures.</b>		
<b>Mean = 3.88, SD = 1.02</b>		
Strongly Disagree	1	.9
Disagree	9	8.5
Uncertain	10	9.4
Agree	60	56.6
Strongly Agree	26	24.5
<b>I believe the university should create better ways to integrate Dutch students with international students outside the classroom (n=103)</b>		
<b>Mean = 3.30, SD = 1.22</b>		

Strongly Disagree	4	3.9
Disagree	13	12.6
Uncertain	32	31.1
Agree	40	38.8
Strongly Agree	14	13.6
<b>I try to keep in mind that my own culture influences my personal views and perceptions, and frequently try to look at things from the perspective of the students' cultures (n=106)</b>		
<b>Mean = 3.56, SD = 1.01</b>		
Strongly Disagree	0	.0
Disagree	16	15.1
Uncertain	20	18.9
Agree	57	53.8
Strongly Agree	13	12.3
<b>The head of department of my faculty frequently brings up the topic of internationalization in meetings (n=101)</b>		
<b>Mean = 2.28, SD = 1.13</b>		
Strongly Disagree	15	14.9
Disagree	48	47.5
Uncertain	18	17.8
Agree	19	18.8
Strongly Agree	1	1.0
<b>Internationalization is a topic that has become more important in the annual performance evaluation of my teaching (n=102)</b>		
<b>Mean = 2.31, SD = 1.16</b>		
Strongly Disagree	16	15.7
Disagree	48	47.1
Uncertain	19	18.6
Agree	15	14.7
Strongly Agree	4	3.9
<b>The university promotes internationalization by providing intercultural training to the faculty staff (n=102)</b>		
<b>Mean = 2.33, SD = 1.11</b>		
Strongly Disagree	15	14.7
Disagree	43	42.2
Uncertain	27	26.5
Agree	15	14.7
Strongly Agree	2	2.0

## Role towards motivating cultural awareness

**Sub-question three: (Skills)** How are lecturers motivating cultural awareness between the students in their lectures?



Even though a great part of the lecturers were aware of the diverse cultural backgrounds in their classrooms, the results from the lecturer's questionnaire in Table 10 indicates that a relatively lower amount of them played an active role towards motivating cultural awareness among students. Only 34% of them (strongly) agreed they stimulated students to form groups with other students with diverse culture, and only 21% of them required students to form multicultural groups for assignments and group works. Although, 74% of them tried to create an atmosphere of respect and tolerance towards cultural differences, only 25% of the lecturers tried to make students aware of these differences and teach them how to take them into consideration. In the same degree, only 20% of the lecturers expressed they bring the topic of internationalisation as part of their lectures. Similarly, 30% of the lecturers expressed they use examples of different cultural and educational settings to explain the content of their lectures.

**Table 10** Lecturer's role towards motivating cultural awareness

<b>Lecturer's role towards motivating cultural awareness</b>		
<b>Variable</b>	<b>N</b>	<b>Percent</b>
<b>I stimulate the integration of diverse cultural backgrounds work groups within students</b>		
<b>Mean = 2.58, SD = 1.39</b>		
Strongly Disagree	4	4.3
Disagree	33	35.1
Uncertain	25	26.6
Agree	26	27.7
Strongly Agree	6	6.4
<b>I try to create an atmosphere within my class of respect towards cultural differences</b>		
<b>Mean = 3.50, SD = 1.41</b>		
Disagree	6	6.2
Uncertain	19	19.6
Agree	51	52.6
Strongly Agree	21	21.6
<b>I usually use examples from different cultural and educational settings to explain the theories in my lectures</b>		
<b>Mean = 2.36, SD = 1.62</b>		
Strongly Disagree	8	9.4
Disagree	26	30.6
Uncertain	18	21.2
Agree	24	28.2
Strongly Agree	9	10.6
<b>I adjust the methodology of my courses to make them clearer for international students</b>		

**Mean = 2.23, SD = 1.42**

Strongly Disagree	5	5.7
Disagree	42	47.7
Uncertain	17	19.3
Agree	19	21.6
Strongly Agree	5	5.7

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**I require that the groups formed in my lectures be a mixture of Dutch and international students**

**Mean = 1.92, SD = 1.32**

Strongly Disagree	12	14.0
Disagree	46	53.5
Uncertain	10	11.6
Agree	17	19.8
Strongly Agree	1	1.2

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**I try to make students aware of the cultural differences within the classroom or between the groups and help them take those differences into account**

**Mean = 2.33, SD = 1.35**

Strongly Disagree	5	5.5
Disagree	37	40.7
Uncertain	26	28.6
Agree	20	22.0
Strongly Agree	3	3.3

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**I often bring up internationalization as a topic of discussion in my lectures**

**Mean = 2.11, SD = 1.28**

Strongly Disagree	13	13.8
Disagree	51	54.3
Uncertain	11	11.7
Agree	15	16.0
Strongly Agree	4	4.3

## **Activity Engagement towards cultural awareness**

**Sub-question four:** (Attitudes) To what extent are lecturers creating activities to promote cultural awareness among their students?

The activity engagement of the lecturers towards cultural awareness reflected the importance they perceive the internationalisation topic has for the university committees. The results from the lecturer's questionnaire in Table 11 indicate that a relatively low amount of the lecturers engaged in activities to promote cultural awareness between the students. Only 20% of the lecturers said they expand their knowledge constantly from the point of view of other

cultures and countries, correspondingly, just 18% of them said they prepare their lectures taking in consideration the cultural diversity of the students. This also reflects on the consideration lecturers have about their international students. An 88% of them expressed they do not play the role of international lecturer and that 72% of them do not take in consideration the point of view of international students' tradition in their lectures.

**Table 11 Lecturer's activity engagement towards promoting intercultural awareness**

<b>Lecturer's activity engagement towards promoting intercultural awareness</b>		
<b>Variable</b>	<b>N</b>	<b>Percent</b>
<b>I usually prepare my lectures while taking in consideration the cultural diversity of my students</b>		
<b>Mean = 2.14, SD = 1.27</b>		
I never do it	24	24.5
I do not do it frequently	37	37.8
Uncertain	19	19.4
I frequently do it	14	14.3
I always do it	4	4.1
<b>I constantly expand my knowledge of the context and approaches about the concepts I teach in my lectures from the point of view of other cultures and countries</b>		
<b>Mean = 2.15, SD = 1.30</b>		
I never do it	25	25.5
I do not do it frequently	36	36.7
Uncertain	17	17.3
I frequently do it	16	16.3
I always do it	4	4.1
<b>I fulfill the role as a teacher in such a way as students from other cultural backgrounds are used to in their own educational tradition</b>		
<b>Mean = 1.90, SD = 1.22</b>		
I never do it	37	38.1
I do not do it frequently	26	26.8
Uncertain	22	22.7
I frequently do it	10	10.3
I always do it	2	2.1
<b>I take into consideration the point of view of international students' traditions when discussing the concepts and theories in my lectures</b>		
<b>Mean = 2.10, SD = 1.45</b>		
I never do it	20	22.5
I do not do it frequently	27	30.3
Uncertain	18	20.2
I frequently do it	21	23.6
I always do it	3	3.4

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**I try to involve foreign students in the learning process by allowing them to express and present their examples and cases modeled on their own cultural settings**

**Mean = 2.40, SD = 1.54**

I never do it	14	15.7
I do not do it frequently	18	20.2
Uncertain	24	27.0
I frequently do it	28	31.5
I always do it	5	5.6

After having exposed to the answers for each sub question, following is the elaboration of the answer for research question 2 based on the findings of the Lecturer's questionnaire.

**Research Question 2. To what extent are lecturers aware about the intercultural diversity of the students attending their lectures and what is the role and the activities they conduct to motivate cultural awareness between the students?**

In general, that data in this study shows that lecturers were highly aware of the diverse cultures present in their lectures. Nevertheless, their awareness is not enough for playing an active role towards aiding students in their cultural awareness. The study also shows that the lecturers are not receiving support like trainings, assessments, and the push from their head of departments to see the importance of incorporating the topic of internationalisation into their lectures and most importantly, to create cultural awareness among the students.

## Summary

In this chapter, the feedback of the Intercultural Sensitivity of students and the awareness, the role and activity engagement of the lecturers was analysed. Even though no significant differences were found between the students' IS and dimensions mean scores before and after being exposed to group exercises that use the diverse national backgrounds of the student, a positive reaction towards multicultural groups and assignments was perceived in general. Also, students expressed that the groups and assignments were not useful to learn how to interact with their cultural diverse classmates.

Moreover, based on the lecturers' feedback, lecturers showed they are aware of cultural diversity in their lectures. As stated by Tange, this is an important factor. But, the mere awareness is not enough to trigger lecturers to engage in intercultural teaching and the fostering of an environment that promotes intercultural learning. Several authors, exposed previously, showed how hard it is for lecturers to engage in these activities and they suggest that more training has to be done for lecturers to be able to enhance intercultural sensitivity. Also, exposed by Tange, lecturers are aware that they are in need for 'international pedagogies' to help them deal with the challenges that multicultural classrooms represent. If lecturers do not perceive any type of support from the university authorities they will easily overlook the importance of intercultural teaching.

## Chapter 5: Discussions and Conclusions

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In relation to the findings and results in Chapter Four, the discussions and conclusions for this study are presented in this chapter. Following, the researcher puts forward several limitations and subjects for future research.

### Discussions

#### Quasi-experiment

**Sub question one: What are the students' intercultural sensitivity scores prior and after the treatment?**

The students prior and after the exposure to group exercises and their assignments had a relatively and fairly high intercultural sensitivity compared to other studies done with students in multicultural settings. Vila Banos (2006) who explored the Intercultural Sensitivity of students in the province of Catalonia found a score of 3.47, Engle & Engle (2004) reported that students participating in a study abroad program had a 3.8 score, and Wu (2009) found students from the departments of nursing and healthcare administration had a 3.55 score.

**Sub-question two: Is there any statistically significant differences between prior and after the treatment scores of intercultural sensitivity and each one of its dimensions?**

According to the t-test (See appendix G), the means showed no statistically significant difference between the pre-test and the post-test; students are unlikely to change their intercultural sensitivity score after being exposed to group works and assignments. The findings in this study do not coincide with those of other authors who have studied the effect of intercultural interaction between students, like Anderson et al. (2006), Durocher (2008), and Summer & Volet (2008). The aforementioned authors found that students' intercultural awareness can be influenced by interacting with people of different cultures and by exposing them to intercultural training and programmes.

**Sub-question three: Does gender affect the students' intercultural sensitivity?**

Gender did not play a significant influence in the intercultural sensitivity among students, since a non-significant difference was observed in their scores. However, overall, females showed more receptiveness towards the group work and assignments, compared to males. Other studies present similar findings. Holm, et al., (2009) reported that girls showed higher intercultural sensitivity than boys. He concludes that this is supported by the theory that females show more empathy than males.

**Sub-question four: Is there any difference in the intercultural sensitivity of Local students and international students?**

Although, in this study, there was not significant interaction between the two variables: Intercultural sensitivity/Local or international student, a non-significant difference in the intercultural sensitivity and dimensions mean scores between local and international students could be observed. International Students had relatively lower scores than their local counterparts, for Interaction Confidence and Interaction Enjoyment. And post treatment, local students showed a relatively higher Intercultural Sensitivity mean score, unlike International students which had a relatively low score. As explained by Cathcart et al. (2006), international students have clear expectations of the role that local students should take and become disappointed when the role is failed to be fulfilled. This could explain the interaction enjoyment decreasing from prior to the treatment, and also could explain why Interaction Engagement was lower after the treatment.

**Sub-question five: Do students with foreign friends have a higher intercultural sensitivity?**

In this study, there was not significant interaction between the two variables Intercultural sensitivity/ and having foreign friends. Nevertheless, a non-significant difference in the intercultural sensitivity and dimensions mean scores between students with foreign friends and those without foreign friends could be observed. Students with foreign friends showed a relatively higher Intercultural Sensitivity mean score after being exposed to diverse cultural groups and assignments on class; unlike students without foreign friends who had a relatively lower Intercultural Sensitivity mean score after the treatment. These findings agree with those of Grayson (2008) who explored the influence of friendships among students in a Canadian university. Grayson found that students benefit from the interactions with cultural diverse others, creating better experiences and increasing their cultural awareness (Grayson, 2008).

**Sub-question six: Does having lived abroad affect the intercultural sensitivity of students?**

For this study there was not significant interaction between the two variables Intercultural sensitivity/Previously lived abroad and no significant difference in the intercultural sensitivity and its dimension mean scores between students that had lived abroad previously with those that did not. However, for both, pretest and posttest mean scores, students that had lived abroad previously showed a relatively higher Intercultural Sensitivity and dimensions mean scores than those who had not lived abroad previously. Similar findings are those of Jackson (2008). As a person is being exposed to more cultural differences and intercultural experiences, that person's intercultural sensitivity competence increases, they developed a higher awareness of cultural differences, displayed more empathy, and were keener to create more intercultural communications (Jackson, 2008).

**Sub-question seven: What are the student's perception about the class and the assignments towards promoting intercultural sensitivity?**

In general, there was a positive reaction from the students towards being part of a group with diverse cultural classmates and using their diverse cultural background to complete



assignments. These perceptions went along with the participants' score related to cultural differences. It echoes that students were able to perceive differences between them and also able to accept and respect those differences. Nevertheless, a high amount of participants thought the assignments were useful to learn how to interact with fellow classmates of other cultures. Although, they also expressed that the assignments and group works did not help them change their attitudes towards interacting with cultural diverse others, increase their confidence, nor enhance their effectiveness when communicating with people of different cultural background. Supported by Durocher (2008), he found that multicultural encounters could yield positive and negative outcomes. And the mere exposure to cultural diversity was not enough to produce a positive reaction in the students. Sometimes, any negative stereotypes could be amplified (Durocher, Jr, 2008).

Following, is the discussion for the Research question 1 based on the discussions of the sub-questions.

**Research Question 1. To what extent do student group exercises that use the diverse national backgrounds of the student in higher education influence/improve students overall internationalization orientation by developing their intercultural sensitivity?**

Although the evidence in this study is not strong, it is congruent with the findings in other studies exploring the impact of adding intercultural components to the curricula and other reports which theorize the importance of enhancing the intercultural interactions of students. Engle & Engle (2004) studied the influence of intercultural learning with language learning. The authors discovered that assessing intercultural learning within the academic content enhanced the learning of the students in comparison with those that did not have intercultural components in their academic content (Engle & Engle, 2004). Furthermore, Durocher (2008) carried out an experiment which students underwent intercultural training during their semester of French classes. The authors found significant differences between the

pretest and posttest. Students showed a higher intercultural sensitivity after the intercultural training in comparison with the control group (Durocher, Jr, 2008).

Based on Crowther, et al., (2000), some reasons can be drawn. Although classrooms provide a great opportunity for intercultural education, the experience of an intercultural encounter does not lead automatically to intercultural learning. Only if it is reflected on, it becomes a learning experience (Crowther, et al., 2000). Therefore, other ways for enhancing intercultural learning need to be considered in addition to the intercultural interactions occurring in classrooms, and lecturers play an important role in this process.

Leask (2009) proposes several structural issues of the curriculum to achieve engagement between home and international students:

- Explicitly include relevant intercultural learning objective
- Design learning activities that will assist students to develop the skills needed to achieve the objectives
- Structure assessment activities so that it is clear what intercultural competencies are being measured.

It is important that local and international students understand the purpose and value of the interactions, receive support to enhance their skills to engage with others, have the appropriate environment and opportunities to engage effectively, and receive appropriate rewards. In addition, students could be required to work on tasks that require a significant exchange of intercultural information to be able to complete them. The use of learning and assessment activities focused on intercultural skills can be powerful tools. (Leask, 2009).

## **Lecturer's Questionnaire**

**Sub-question one: (Knowledge) To what extent are lecturers aware of their students' intercultural diversity in their lectures?**

The results showed that most of the lecturers expressed they are aware of the diverse cultural background of the students attending their lectures. Additionally, they tried to keep in mind their own culture influences their perceptions and tried to keep an open mind and look at

things from their students cultural perspectives. A study done by Tange (2010) with lecturers of international classrooms in a Danish university supports these findings. Lecturers expressed that the key to a '*successful diversity management*' is cultural awareness. They need to know their students and show interest in their cultural background. By recognizing the difficulties the students have and going beyond such obstacles, the multicultural classroom can be transformed into a '*forum of intercultural exchanges*' (Tange, 2010). In the same line of thinking, Gobel and Helmke (2010) study confirms the theoretical foundation that indicates the intercultural experiences of lecturers is of importance to the quality of the intercultural lessons (Göbel & Helmke, 2010).

**Sub-question two: What is the perception lecturers have about how University of Twente is assessing and promoting intercultural awareness to the staff?**

The results showed that lecturers expressed they believe the university should address the subject of interactions between local students and their international counterparts and that the university should create better ways to boost the interactions between local and international students outside the classroom. Supported by Gobel & Helmke (2010), lecturers also said that they find that treating intercultural topics require more work. Additional, Hiller & Wozzniak (2009) found that exposing students to intercultural training outside the academic course creates positive reactions towards intercultural sensitivity (Hiller & Wozzniak, 2009). Furthermore, lecturers stated they believe the university was not doing enough to assess and promote the topic of internationalisation to the staff like: in faculty meetings the topic of internationalisation was not addressed by the head of department, internationalisation was a topic that had not become more important in the annual performances, and the university is not providing training to promote intercultural experiences. Reflecting these findings, Tange (2010) concludes that university authorities will have to stop leaving the internationalisation task to the lecturer and accept the responsibility of helping them in developing efficient teaching practices. Thus, the gap between the high percentage of overwhelmed lecturers and experienced ones will narrow and internationalisation would become more efficient (Tange, 2010).

**Sub-question three: (Skills) How are lecturers motivating cultural awareness between the students in their lectures?**

Even though a great part of the lecturers claimed they are aware of the diverse cultural backgrounds in their classrooms, a relatively lower amount of them said to have played an active role towards motivating cultural awareness between the students. Few of them tried to stimulate students to form groups with other students with diverse culture, and even a relatively fewer amount of them required students to form multicultural groups for assignments and group works. Although, a great considerable part of them tried to create an atmosphere of respect and tolerance towards cultural differences, few of them tried to make students aware of these differences and teach them how to take them into consideration. Tange (2010) exposes that most lecturers become overwhelmed by the cultural differences they meet in the classroom and tend to leave out any topic that would require the lecturer more explanation to the international students. Nevertheless, some experienced lecturers have learned how to use international students' cultural insights as a resource for classroom discussions (Tange, 2010).

**Sub-question four: (Attitudes) To what extent are lecturers creating activities to promote cultural awareness among their students?**

The activity engagement of the lecturers towards cultural awareness reflects the importance they perceived the internationalisation topic has for the university committees. A relatively low amount of the lecturers said to have engage in activities to promote cultural awareness between the students. Tange (2010) found that lecturers tended to find cultural differences difficult to manage. Two important factors mentioned was that lecturers found international students hard to read as they respond different to the teaching methods than the local students, and that students behaviours differ from the norms and practices already established (Tange, 2010).

**Research Question 2. To what extent are lecturers aware about the intercultural diversity of the students attending their lectures and what is the role and the activities they conduct to motivate cultural awareness between the students?**

Awareness is not enough for encouraging the lecturer to engage in activities towards aiding students in their intercultural awareness. Lecturers expressed they were not receiving the help from the university authorities. As exposed by Teekens, lecturers find themselves frequently in a difficult position when confronted with an international classroom. Therefore, university authorities should to provide instruments that will support the process and help reduce any problems and obstacles the lecturer may find when teaching in an international classroom (Crowther, et al., 2000).

## **Conclusions**

The purpose of this study was to explore to what degree students can be influenced into being more competent in their intercultural encounters and to assess, from the point of view of the lecturer, the support the lecturer receives from the Internationalisation committee for enhancing their awareness and motivation into creating an environment that promotes intercultural learning for the students.

Based on the findings of the Quasi-Experiment, it was observed that the participants had a relatively high intercultural sensitivity before and after engaging into the group exercises. Interestingly, the participants also reflected a high score for each one of the dimensions for intercultural sensitivity: interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction engagement. In general, the students had a positive reaction towards being part of an intercultural group and using their cultural background in their assignments. Students had greater enjoyment during the process of intercultural communication, they were able to perceive, accept, and respect cultural differences, and had an overall positive attitude towards the interaction with their cultural diverse classmates. However, more can be done to help students enhance their cultural

awareness. Students expressed that group works and assignments were not enough to help them to interact with their cultural diverse classmates.

Overall, there was no indication that exposing students to group exercises that use their diverse national backgrounds had an influence or improve the student's intercultural sensitivity. After the two month period, the students had a similar sensitivity mean score to the one they had before being exposed to diverse cultural groups and group exercises that use their diverse cultural background as input. Moreover, the intercultural sensitivity and each of its dimensions was tested against the independent variables of: gender, being local or international student, having foreign friends, and having previously lived abroad. All four independent variable, in this study, did not prove to have any influence in the Intercultural Sensitivity mean score of the students.

Based on the findings of the Lecturers' Questionnaire, the study concluded that lecturers appeared to be aware of the diversity they had in their classrooms and tended to have a positive attitude towards this diversity. Even though a great part of the lecturers were aware of the diverse cultural backgrounds in their classrooms, a lower amount of them played an active role towards motivating cultural awareness between the students and even fewer of them said they engage in activities to promote cultural awareness. They expressed their concern about the university authorities not doing enough to help them become better intercultural teachers. Therefore, awareness about cultural diversity was not enough for the lecturer to engage in activities to promote intercultural awareness between the students. Lecturer needed to be trained and provided with the tools necessary to engage in the demanding activity of creating an atmosphere in which students can become interculturally competent. Furthermore, lecturers tended to overlook the importance of creating cultural awareness in the students because they expressed that little is done to promote the lecturer's active role for internationalisation in the classroom. Internationalisation, as a topic and as a goal, is not being actively addressed by the faculties' directors. Thus, lecturers tended to downside the importance of helping students engage in intercultural interactions that lead to intercultural awareness. Additionally, lecturers believed the university should address the

subject of interactions between local students and their international counterparts not only inside the classroom, but in other campus activities.

Internationalisation has to be undertaken from the more general aspects as internationalisation policies that cover major aspects of the university's goals and objectives to more specific aspects like developing efficient methods to promote the intercultural interactions between students, and the training for lecturers to help them promote the best environment for students to develop their intercultural skills.

This study also confirmed what other previous studies have recommended: *"intervention is needed to increase cultural contact"* (Campbell, 2011). Even though there was an interest to engage in intercultural interactions it was evident that students needed more motivation to engage. This study also added an important perspective to the knowledge about international education, presenting that students can be influenced towards intercultural awareness with the aid of academic assignments in classroom settings. Moreover, this study revealed the absence of support from the university authorities to the teaching staff to be able to promote better intercultural experiences among students. This study concludes that developing intercultural competencies in students requires a campus environment and a general culture that motivates the interaction between local and international students.

## **Limitations**

The findings of this study might call people's attention to the low support university authorities are giving to their academic staff in order to develop the students' cultural awareness. However, some potential issues concerning the methodology used in this study can be pointed out.

First, due to the time constrain, and availability of other lecturers to offer his or her class a control group, this study has its major limitation in the lack of a control group. Therefore, a complete comparison cannot be drawn to explore other possibilities like: Students that are not exposed to group exercises that use their diverse cultural background as inputs could have a

lower intercultural sensitivity at the end of their quartile. Or, even more interesting, if not being exposed to the treatment in this study, they could have showed a higher Intercultural Sensitivity by end of the course. Additionally, the sample size could be considered as another factor that limited the findings of this study.

Second, participants of this current study were all from a class in the business faculty. The results and findings cannot provide a generalized situation of students in University of Twente, as in other faculties the ratio of local and international students differs from the one of this study. Therefore, their exposure to cultural diversity can differ greatly.

Third, it is important to note that a specific methodology of assignments and group works was not followed. Therefore, the results of this study cannot be compared to other studies that used tested methodology for influencing intercultural sensitivity.

## **Implications and Future research**

The results provide some evidence that students exposed to different cultural classmates and their interaction can have positive influence in their cultural awareness and intercultural competence. Additionally, the results provide some support that intercultural awareness is related to experiences such as working with people from other cultures. Thus, as Durocher, Jr. (2008) also proposes, a great work is there to be done to integrate intercultural awareness training into the curriculum. More extensive and thorough studies are needed to find which activities are more effective for creating and developing intercultural awareness in the students. Another interesting aspect would be to study the duration of the activities to find the most efficient activity/duration relation for developing intercultural awareness.

As exposed in the limitation, this study lacked a control group and tested methods for increasing intercultural sensitivity. Thus, a similar study could be conducted with the use of a control group to explore if there is any difference between groups. And several methods can be used with different groups to find which method proves to be more influential, if there is one at all.



Further research should be done to explore the correlation of the lecturer's awareness and the students' intercultural sensitivity. In this study, the lecturer's questionnaire consisted in three dimensions: Knowledge, skills, and attitudes. A study to find which dimension, or a combination of them, has greater correlation with the students' intercultural sensitivity.

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## **Appendixes**

### **Appendix A**

#### **Interaction Engagement:**

- I enjoy interacting with people from different cultures.
- I tend to wait before forming an impression of culturally-distinct counterparts.
- I am open-minded to people from different cultures.
- I often give positive responses to my culturally different counterpart during our interaction.
- I avoid those situations where I will have to deal with culturally-distinct persons.
- I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.
- I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.

#### **Respect for Cultural Differences**

- I think people from other cultures are narrow- minded.
- I don't like to be with people from different cultures.
- I respect the values of people from different cultures.
- I respect the ways people from different cultures behave.
- I would not accept the opinions of people from different cultures.
- I think my culture is better than other cultures.

#### **Interaction confidence**

- I am pretty sure of myself in interacting with people from different cultures.
- I find it very hard to talk in front of people from different cultures.
- I always know what to say when interacting with people from different cultures.
- I can be as sociable as I want to be when interacting with people from different cultures.
- I feel confident when interacting with people from different cultures.

#### **Interaction Enjoyment**

- I get upset easily when interacting with people from different cultures.
- I often get discouraged when I am with people from different cultures.
- I often feel useless when interacting with people from different cultures.

**Interaction attentiveness**

- I am very observant when interacting with people from different cultures.
- I try to obtain as much information as I can when interacting with people from different cultures.
- I am sensitive to my cultural-distinct counterpart's subtle meanings during our interaction.

## Appendix B

- I found the assignments were useful for increasing my knowledge about the course.
- The assignments were useful for better understanding other cultures different than mine.
- The assignments were useful for observing the differences between other cultures and mine.
- The assignments were useful to learn how to better interact with people from different cultures.
- I feel the methods used by the lecturer helped me completely understand the topic and increase my knowledge about international management.
- The methods used by the lecturer helped me develop a good perception about different cultures.
- The lecturer constantly triggered me to think in a wider perspective always taking in consideration the different culture of my classmates.
- I think working in monocultural groups makes it easier to achieve the desired goals and outcomes (in comparison to multicultural groups).
- The performance level of our group could have been higher if we would have the same cultural background.
- Working in a multicultural group created extra difficulties in achieving the desired goals and outcomes.

## Appendix C

Based on Teekens (2000)

### Knowledge:

“The lecturer must have a very good oral and written command of the language of instruction.”

- *What would you say are your skills in the language you teach: (Scale 1-10, being 10 the highest grade)      English \_\_\_\_ Dutch \_\_\_\_*

“The lecturer must have some basic knowledge of the culture(s) of the students in the group”

- *I am aware of the culturally-diverse groups that are in my lectures.*

“The lecturer should be familiar with the different theoretical approaches to the subject that are possible within different traditions”

- *I constantly expand my knowledge of the context and approaches about the concepts I teach in my lectures in the point of view of other cultures and countries.*
- *I usually prepare the lectures taking in consideration the cultural diversity of the students.*

### Skills:

“The lecturer must be able to make students aware of the cultural differences within the group and help them to take them into account”

- *I try to make students aware of the cultural differences within the classroom/between the groups and help them take those differences into account.*

“The lecturer must know how to involve students from different national traditions in the learning process by using examples and cases from different cultural settings”

- *I try to involve foreign students into the learning process by allowing them to express and present their examples and cases modelled by their own cultural settings.*

“The lecturer must be capable of teaching the subject in an international context, and of discussing concepts and theories from the point of view not only of his or her own tradition but also that of other traditions”

- *I usually use examples from other cultural and educational settings for exposing the theories in my lectures.*



**Attitude:**

“The lecturer should be aware that some students ascribe him or her a different role as a teacher and as an individual than the one he or she has been used to within his or her own tradition.”

- *I fulfil the roll as a teacher that students from other cultural backgrounds are used to in their own education tradition.*

“The lecturer should try to made [sic] adjustments for cultural differences within the groups, while at the same time respecting these differences. They include the differences between his/her culture and those of other group members”

- *I try to create an atmosphere of respect within my class towards cultural differences.*

“The lecturer should be aware of his or her own culture and understand that this strongly colours his or her own views”

- *I try to keep in mind that my culture influences my own views and perceptions and frequently try to look at things from the student’s culture perspective.*

Based on Teekens (2003):

- *I often bring the internationalization topic into discussion in my lectures.*
- *The head of department of my faculty frequently brings in the topic of internationalization in meetings.*
- *Internationalization is a topic that has become more important in the annual performance evaluation.*
- *I take in consideration the point of view of international students’ traditions when discussing the concepts and theories in my lectures.*

Based on Otten (2003):

- *I stimulate the integration of diverse cultural backgrounds when creating group works.*
- *I require that the groups formed in my lectures are a mixture of home and international students.*
- *I adjust the methodology of my courses to help international students to understand.*

- *The university promotes internationalization by providing intercultural training to the faculty staff*
- *I believe the university should create better ways to integrate home students with international students on campus outside the classroom.*

## Appendix D

### Intercultural Sensitivity Survey

Dear student,

This questionnaire is meant to help with understanding students' cross-cultural sensitivity. Please take the time to answer each question with your personal conditions and views in mind. Thank you for your cooperation

#### Part I.

The questions below are meant to gain insight in your demographic background and past exposure to multicultural

1. Your Age: \_\_\_\_\_
2. Your gender: ☐ Female ☐ Male
3. How long have you been studying in UT: (Express your answer in years. E.g. 1.5 years)  
\_\_\_\_\_
4. How long have you lived in the Netherlands? (Not applicable for Dutch Students) \_\_\_\_\_ environments.
5. Which country are you from: \_\_\_\_\_
6. Have you ever lived abroad: ☐ Yes ☐ No
7. Do you plan to study abroad in the near future? (Respond only if you are Dutch.)  
☐ Yes ☐ No
8. Do you have foreign friend(s): ☐ Yes ☐ No

## Part II

Below is a series of statements concerning intercultural communication. There are no right or wrong answers. Please work quickly and record your first impression by indicating the degree to which you agree or disagree with the statement.

5 = strongly agree

4 = agree

3 = uncertain

2 = disagree

1 = strongly disagree

Please put the number corresponding to your answer in the blank before the statement.

- \_\_\_ 1. I enjoy interacting with people from different cultures.
- \_\_\_ 2. I think people from other cultures are narrow- minded.
- \_\_\_ 3. I am pretty sure of myself in interacting with people from different cultures.
- \_\_\_ 4. I find it very hard to talk in front of people from different cultures.
- \_\_\_ 5. I always know what to say when interacting with people from different cultures.
- \_\_\_ 6. I can be as sociable as I want to be when interacting with people from different cultures.
- \_\_\_ 7. I don't like to be with people from different cultures.
- \_\_\_ 8. I respect the values of people from different cultures.
- \_\_\_ 9. I get upset easily when interacting with people from different cultures.
- \_\_\_ 10. I feel confident when interacting with people from different cultures.
- \_\_\_ 11. I tend to wait before forming an impression of culturally-distinct counterparts.
- \_\_\_ 12. I often get discouraged when I am with people from different cultures.
- \_\_\_ 13. I am open-minded to people from different cultures.
- \_\_\_ 14. I am very observant when interacting with people from different cultures.
- \_\_\_ 15. I often feel useless when interacting with people from different cultures.
- \_\_\_ 16. I respect the ways people from different cultures behave.
- \_\_\_ 17. I try to obtain as much information as I can when interacting with people from different cultures.
- \_\_\_ 18. I would not accept the opinions of people from different cultures.
- \_\_\_ 19. I am sensitive to my cultural-distinct counterpart's subtle meanings during our interaction.
- \_\_\_ 20. I think my culture is better than other cultures.
- \_\_\_ 21. I often give positive responses to my culturally different counterpart during our interaction.
- \_\_\_ 22. I avoid those situations where I will have to deal with culturally-distinct persons.
- \_\_\_ 23. I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.
- \_\_\_ 24. I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.

### Part III

Below is a series of statements concerning your perception of the course and your participation. There are no right or wrong answers. Please work quickly and record your first impression by indicating the degree to which you agree or disagree with the statement.

\*Please put the number corresponding to your answer in the blank space before the statement.

5 = strongly agree      4 = agree      3 = uncertain      2 = disagree      1 = strongly disagree

\_\_\_ 1. I found the assignments were useful for increasing my knowledge about the course.

\_\_\_ 2. The assignments were useful for better understanding other cultures different than mine.

\_\_\_ 3. The assignments were useful for observing the differences between other cultures and mine.

\_\_\_ 4. The assignments were useful to learn how to better interact with people from different cultures.

\_\_\_ 5. I feel the methods used by the lecturer helped me completely understand the topic and increase my knowledge about international management.

\_\_\_ 6. The methods used by the lecturer helped me develop a good perception about different cultures.

\_\_\_ 7. The lecturer constantly triggered me to think in a wider perspective always taking in consideration the different culture of my classmates.

\_\_\_ 8. I think working in monocultural groups makes it easier to achieve the desired goals and outcomes (in comparison to multicultural groups).

\_\_\_ 9. The performance level of our group could have been higher if we would have the same cultural background.

\_\_\_ 10. Working in a multicultural group created extra difficulties in achieving the desired goals and outcomes.

11. Given the experience you acquired during this course, what are your suggestions towards improving the intercultural learning of students? (Think about the group works, the assignments, the lecturer's influence)

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## Appendix E

### Staff intercultural Intentions

Dear lecturer,

Internationalization is a major issue at our university. In order to learn about the current views on internationalization in the classroom and on the university campus, your input as a lecturer is crucial, as you are the closest staff members to our students.

We kindly ask you to fill out the questionnaire below. It will take you 5 – 7 minutes, and the answers will remain anonymous.

Please take the time to answer each question with your personal conditions and views in mind.

There are no 'right' or 'wrong' answers! Thank you for your cooperation.

#### Demographics

The questions below are meant to gain insight into your demographic background.

1. Your gender

- ☐ Male
- ☐ Female

2. Your year of birth:

3. Have you ever taught a course abroad? (Not including seminars or others of the same kind.)

- ☐ Yes
- ☐ No

4. Which country are you from?

5. How long have you been working at the UT? (Express your answer in years. Rounding up)

6. How long have you lived in the Netherlands? (Skip this question if you are Dutch.)

7. Which faculty you work for?

8. At what level do you give lectures?

- ☐ Bachelor
- ☐ Master

☐ Both

9. You teach courses i n:

☐ Dutch

☐ English

☐ Both

10. What would you say your skills are in the language you teach: (Scale 1-10, 10 being the highest grade.)

	1	2	3	4	5	6	7	8	9	10	N/A
Dutch	<input type="radio"/>									<input type="radio"/>	
English	<input type="radio"/>										<input type="radio"/>

## My awareness of cultural diversity

Below is a series of statements concerning intercultural awareness. Please work quickly and record your first impression by indicating the degree to which you agree or disagree with the statement. Remember, there are no right or wrong answers.

11. I am aware of the culturally diverse groups present at my lectures.

12. I believe the university should create better ways to integrate Dutch students with international students outside the classroom.

13. I try to keep i n mind that my own culture influences my personal views and perceptions, and frequently try to look at things from the perspective of the students' cultures.

14. The head of department of my faculty frequently brings up the topic of internationalization in meetings.

15. Internationalization is a topic that has become more important in the annual performance evaluation of my teaching.

16. The university promotes internationalization by providing intercultural training to the faculty staff.

## My role towards motivating cultural awareness among the students.

Below is a series of statements concerning the lecturer's role towards motivating cultural awareness. Please work quickly and record your first impression by indicating the degree to which you agree or disagree with the statement. Remember, there is no right or wrong answers.

17. I stimulate the integration of diverse cultural backgrounds work groups within students.
18. I try to create an atmosphere within my class of respect towards cultural differences.
19. I usually use examples from different cultural and educational settings to explain the theories in my lectures.
20. I adjust the methodology of my courses to make them clearer for international students.
21. I require that the groups formed in my lectures be a mixture of Dutch and international students.
22. I try to make students aware of the cultural differences within the classroom or between the groups and help them take those differences into account.
23. I often bring up internationalization as a topic of discussion in my lectures.

### **My activity engagement towards cultural awareness.**

Below is a series of statements concerning the lecturer's activities engagement towards cultural awareness. Please work quickly and record your first impression by indicating the degree to which you engage or not to each activity. Remember, there is no right or wrong answers.

24. I usually prepare my lectures while taking in consideration the cultural diversity of my students.
25. I constantly expand my knowledge of the context and approaches about the concepts I teach in my lectures from the point of view of other cultures and countries.
26. I fulfil the role as a teacher in such a way as students from other cultural backgrounds are used to in their own educational tradition.
27. I take into consideration the point of view of international students' traditions when discussing the concepts and theories in my lectures.
28. I try to involve foreign students in the learning process by allowing them to express and present their examples and cases modelled on their own cultural settings.

**The information gathered with this questionnaire will be kept confidential.**

**Thank you for filling this questionnaire. Your response is very important to us.**



## Appendix F

Articles	Internationalization at Home	Student mobility and Internationalisation Experience	Multicultural Groups in Classrooms	Intercultural sensitivity	Teaching Intercultural Sensitivity	Lecutrer's Internationalisation Profile
Altbach, Knight (2007) - The internationalization of higher educations- Motivations and realities	x					
Anderson, et al (2006) - Short-term study abroad and intercultural sensitivity- A pilot study				x		
Ang, et al (2007) - Cultural intelligence- Its measurement and effects				x		
Bachner, Zeutschel (2009) - Long-term effects of international educational youth exchange					x	
Bennet(2004) - Becoming Interculturally competent				x		
Bhawuk, Brislin(1992) - The measurement of intercultural sensitivity using the concepts of individualism and collectivism				x		
Campbell (2011) - Promoting intercultural contact on campus			x			
Cathcart et al (2006) - Reluctant hosts and disappointed guests			x			
Chen (1997) - A review of the concept of intercultural sensitivity				x		
Chen, Starosta (2000) - The development and validation of the Intercultural sensitivity scale				x		
Chieffo, Griffiths (2003) - whats a month worth. Students perceptions, What they learned abroad		x				
Crowther et al (2000) - Internationalisation at Home: A Position Paper	x				x	x
de Jong, Teekens (2003) - The of University of Twente. Internationalisation as education policy				x		
Durocher (2008) - Teaching sensitivity to cultural difference in the first-year foreign language classroom				x	x	
Gobel, Helmke (2010) - Intercultural learning in english as a foreign language instruction					x	

Articles	Internationalization at Home	Student mobility and Internationalisation Experience	Multicultural Groups in Classrooms	Intercultural sensitivity	Teaching Intercultural Sensitivity	Lecturer's Internationalisation Profile
Grayson(2008) - The experiences and outcomes of domestic and international students		x				
Halualani et al (2004)- Whos interacting and what are they talking about		x				
Hammer, Bennett (2003) - Measuring intercultural sensitivity IDI				x		
Harrison, Peacock (2009)- Cultural distance, mindfulness and passive xenophobia	x	x	x			
Jackson (2008) - Globalization, internationalization, and short-term stays abroad	x	x				
Knight, J., (2003) - Updating the definition of internationalisation	x					
Otten (2003) - Intercultural learning and diversity in higher education	x		x	x	x	x
Qiang (2003) Internationalisation of higher education-towards a conceptual framework	x		x		x	
Stroud (2010) - Who plans Not to study abroad	x	x				
Teekens (2003) - The requirements to develop specific skills for teaching in an intercultural setting				x		x
Wachter (2003) - an introduction, internationalisation at home in context	x					

## Appendix G

				95% Confidence Interval of the				
Pre and Post dimension pairs	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Interaction Engagement	0.083	0.377	0.080	-0.084	0.251	1.037	21	0.312
Respect for cultural differences	0.091	0.411	0.088	-0.091	0.273	1.038	21	0.311
Interaction Confidence	-0.073	0.430	0.092	-0.263	0.118	-0.793	21	0.437
Interaction enjoyment	0.045	0.557	0.119	-0.201	0.292	0.383	21	0.706
Interaction attentiveness	-0.167	0.624	0.133	-0.443	0.110	-1.254	21	0.224
Intercultural sensitivity	-0.004	0.208	0.044	-0.096	0.088	-0.089	21	0.930

## Appendix H

Tests of Within-Subjects Effects						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercul_Sensitivity * Gender	0.004	1	0.004	0.186	0.671	0.009
Intercul Sensitivity * Being Dutch or international student	0.006	1	0.006	0.288	0.597	0.014
Intercul_Sensitivity * Having foreign friends	0.042	1	0.042	2.019	0.171	0.092
Intercul_Sensitivity * Having previously lived abroad	0.033	1	0.033	1.563	0.226	0.072

Tests of Between-Subjects Effects						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Gender	0.151	1	0.151	0.763	0.393	0.037
Dutch or International Student	0.003	1	0.003	0.013	0.911	0.001
Having Foreign friends	0.536	1	0.536	3.005	0.098	0.131
Previously lived abroad	0.169	1	0.169	0.860	0.365	0.041

## Appendix I