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From Intercultural Awareness to Intercultural Citizenship Education

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Presentation Outline

- Intercultural awareness and Intercultural communication
- English as a Lingua Franca, Global citizenship and higher education
- Global citizenship and education: Characterisations and issues
- Two studies
- Findings and Implications

GLOBALIZATION AND
LANGUAGE TEACHING
Edited by David Block and Deborah Cameron



Block, D. & Cameron, D.
(eds.). (2002). *Globalization
and Language Teaching*.
Abingdon: Routledge.

- This book considers the issues globalization raises for second language learning and teaching. Block and Cameron's collection shows how, in an economy based on services and information, the linguistic skills of workers becomes increasingly important. New technologies make possible new kinds of language teaching, and language becomes an economic commodity with a value in the global marketplace. This has implications for how and why people learn languages, and for which languages they learn.
- Drawing together the various strands of the globalization debate, this rich and varied collection of contributions explores issues such as:
 - *The commodification of language(s) and language skills
 - *The use of new media and new technologies in language learning and teaching
 - *The effects of globalization on the language teaching industry
 - *New forms of power and resistance.

<https://www.routledge.com/Globalization-and-Language-Teaching/Block-Cameron/p/book/9780415242752>

When English is 'immigrating'

- Standard English Debate (e.g. Quirk and Kachru in *English Today*, 1990, 1991);
- Linguistic Imperialism (e.g. Ngũgĩ, 1986; Phillipson, 1992);
- World Englishes (e.g. Kachru, 1985, 1992);
- English as a Lingua Franca (e.g. Jenkins, 2007, 2014; Seidlhofer, 2011);
- Postmodern Language Ideology (e.g. Canagarajah, 2013; Kumaravadivelu, 2008; Pennycook, 2007, 2010, 2012)
- Translingual Practice (Canagarajah, 2013)
- Translanguaging (Li, 2018)

So...

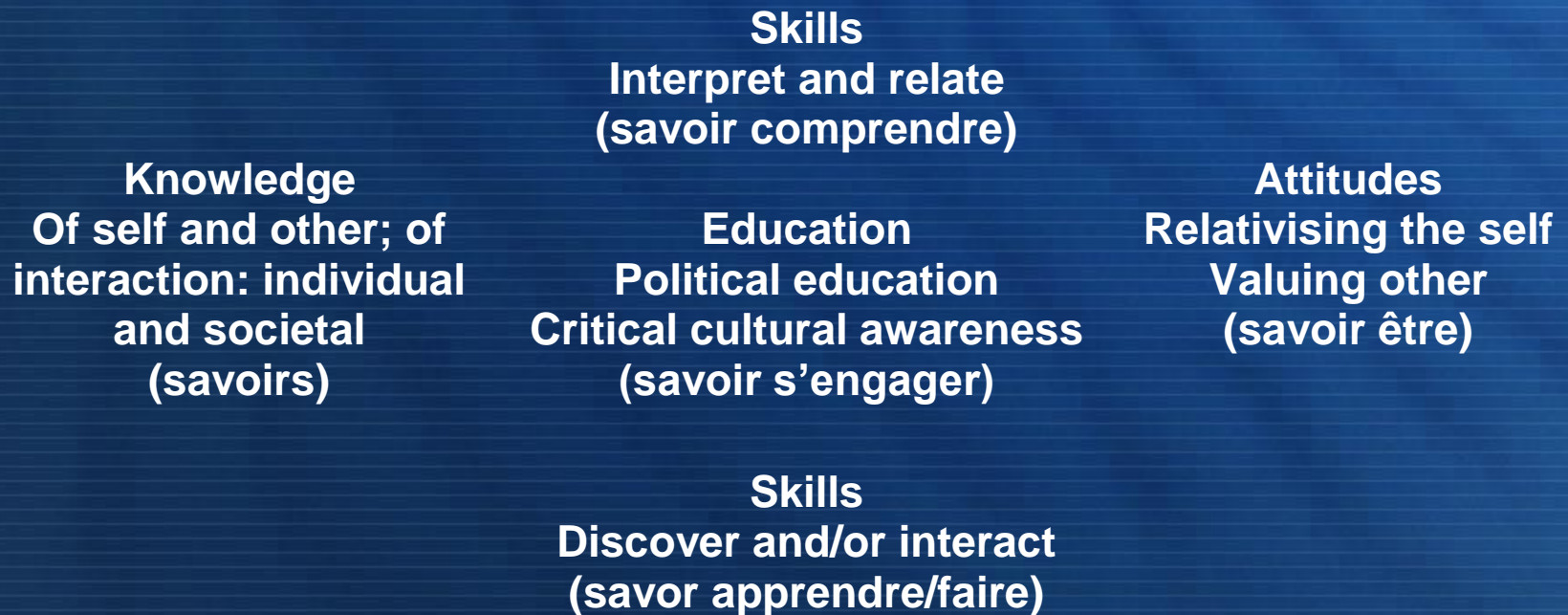


- Where a language is not associated with any one particular geographical or national entity (as is the case with English), what culture(s) is the language linked to?
- What does 'multiculturalism' or 'multilingualism' mean to higher education? When people are advocating 'language diversity' and 'intercultural communication', what do these mean to higher education?
- How should we decide on the cultural content of the language classroom?

(Baker, 2012; Bryam, 1997; Canagarajah, 2005; Fang, 2011; Guilherme, 2002; Jenkins, 2014; Kramsch, 2009; Nault, 2006)

Michael Byram (1997) – Teaching and assessing intercultural communicative competence

- Intercultural communicative competence (ICC) - 5 savoirs



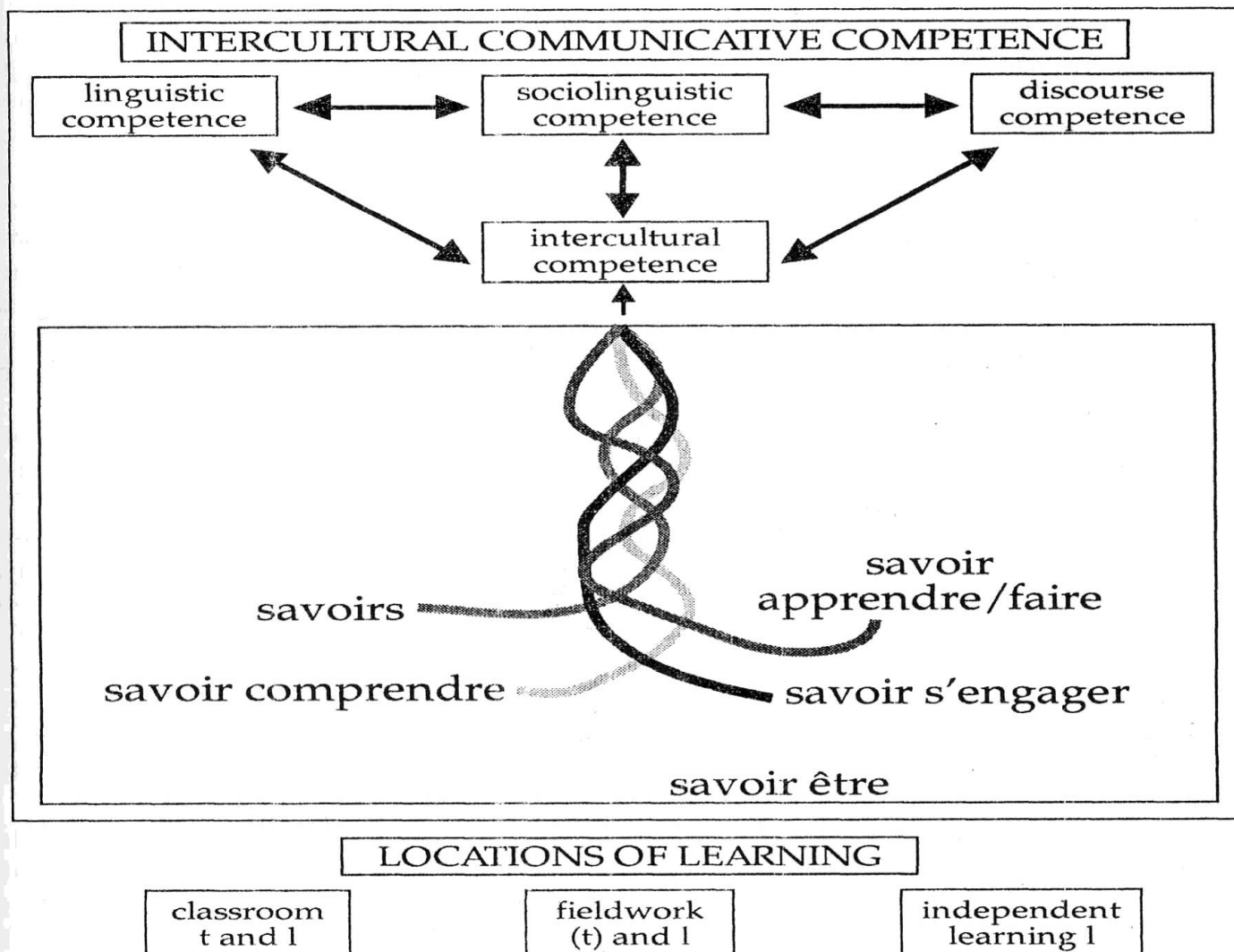


Figure 3.1

Michael Byram - ICC

- Knowledge of own culture and other cultures, linking attitudes, skills of negotiation and mediation
- The **intercultural speaker** as a replacement for native speaker model
- Pedagogic orientation – suggestions for curriculum development and assessment
- Current developments – Education for intercultural citizenship

Intercultural Communicative Competence

- Intercultural communicative competence (ICC) is a framework for intercultural learning that prepares foreign language students for meaningful interactions with those from other cultures by addressing the attitudes, knowledge, and skills needed for effective intercultural communication (Byram, 1997)
- Byram defines critical cultural awareness as ‘an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one’s own and other cultures and countries’ (Byram, 1997, p. 53).



Teaching and Assessing Intercultural Communicative Competence

Revisited

2ND EDITION

MICHAEL BYRAM

This revised edition of Michael Byram's classic 1997 book updates the text in light of both recent research and critiques and commentaries on the 1st edition. Beginning from the premise that foreign and second language teaching should prepare learners to use a language with fluency and accuracy, and also to speak with people who have different cultural identities, social values and behaviours, the book is an invaluable guide for teachers and curriculum developers, taking them from a definition of Intercultural Communicative Competence through planning for teaching to assessment. This edition refines the definitions of the five 'savoirs' of intercultural competence, and includes new sections on issues such as moral relativism and human rights, mediation, intercultural citizenship and teachers' ethical responsibilities.

<https://www.multilingual-matters.com/page/detail/Teaching-and-Assessing-Intercultural-Communicative-Competence/?k=9781800410237>



English as a Lingua Franca

- Focuses on English use transcending boundaries
- Showcases the use of English among speakers of different first languages
- Challenges native-speakerism ideology in language teaching
- Recognises the complexity and diversity of language use and identity construction and negotiation

(Fang, 2020; Galloway, 2017; Jenkins, 2015; Rose & Galloway, 2019)

New Phase of English

- ELF in the paradigm of **multilingualism** – multilingua franca;
- The ‘**multilingual turn**’ in applied linguistics;
- The **complexity** and **superdiversity** of language contact – translanguaging, translingual practice, etc.

Jenkins, J. (2015). Repositioning English and multilingualism in English as a Lingua Franca. *Englishes in Practice*, 2(3), 49-85.



Those flowers are the words of
the **lingua franca** of my love for
you ...



I speak that language too,
mi amor!



Let's call it our **lingua franca**.



Yes!



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Multilingualism

English as a Lingua Franca

ELF within the paradigm of multilingualism

Culture and Language in ELT

- Key approaches

- Language teaching and learning as a **cultural process** (Byram, 2008; Risager, 2007)
- Intercultural communicative competence and **critical cultural awareness** (Baker, 2011, 2015)
- English as a global language - **Transnational and transcultural flows** (Pennycook, 2010)

- Given the vast number of ELF users who communicate with each other, it is hard to see the relevance of native speaker target-communities to their communicative practices. [...] ICA (intercultural awareness) does not deny that national cultures and 'native', 'other' and 'foreign' dichotomies may exist in participants' approaches to intercultural communication..., but it is necessary to recognise that **equally they may not and to fully understand the complexity of intercultural communication it is necessary to go beyond such dichotomies** (Baker, 2011: 210).



Internationalisation

- The process of integrating an **international**, **intercultural** or **global** dimension into the purpose, functions or deliver of HE at the institutional and national levels (Knight, 2008, p. 21);
- Internationalisation of HE has expanded rapidly in recent years with double the number of international students as a decade ago (OECD, 2014).



Global Citizenship

- Global Citizenship Education (GCED) is UNESCO's response to these challenges. It works by empowering learners of all ages to understand that these are global, not local issues and to **become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies** (<https://en.unesco.org/themes/gced>).



Intercultural /Global Citizenship Education (adapted from Byram 2008: 187)

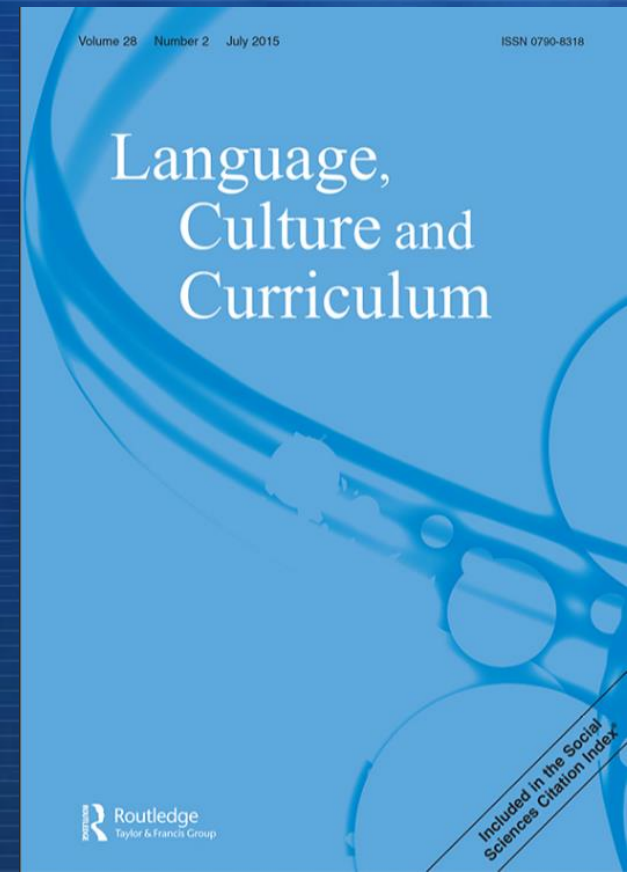


- 1. Causing/facilitating intercultural citizenship experience, and analysis and reflection on it and on the possibility of further activities, i.e. activity that involves working with others to achieve an agreed end
- 2. Creating learning/change in the individual: cognitive, attitudinal, behavioural change; change in self-perception; change in relationships with Others (i.e. people of a different social group); change that is based in the particular but is related to the universal.

Global Citizenship and Higher Education

- The intercultural dimension is as one of the major features of internationalisation, so students in international HE programmes are often expected to **improve their intercultural competence** and to **develop an identity as an intercultural or global citizen** (Byram, 2014; Baker & Fang, 2019; Porto, 2019).
- Intercultural citizenship is typically viewed as the extension of citizenship beyond national borders, through recognition of the global scale of social relations, the need to **respect and value diversity**, and participation in and responsibility to communities at multiple levels **from the local to the global** (Byram, 2008; Killick, 2013).

Baker, W., & Fang, F. (2021). 'So maybe I'm a global citizen': developing intercultural citizenship in English medium education. *Language, Culture and Curriculum*, 34(1), 1-17.
<https://doi.org/10.1080/07908318.2020.1748045>



Rationale



- Increasing prominence of **intercultural dimension** to internationalisation of higher education and ELT (Knight, 2008);
- The notion of learners developing **a sense of intercultural or global citizenship** in both language teaching and higher education (Byram, 2008; Killick, 2013);
- Little empirical evidence detailing the extent to which students actually develop an global/intercultural citizenship identity **as a result of study abroad** and its links, if any, **to EMI and the English language**;
- The **linguistic dimensions** of global citizenship have often been **ignored or marginalised**.

Methodology

- International universities in China and the UK – Chinese postgraduate students in a range of subjects before, during and after study.
- Mixed methods
 - questionnaire – before and after study (223 participants in China)
 - Semi-structured interviews – before (12), during (12) and after (6) study–focus groups after study – (5 participants in China)
- Descriptive Statistics; Qualitative content analysis – top-down and emergent coding

Research Questions

1

- What are Chinese international students understanding of and experiences of intercultural citizenship and intercultural citizenship education before undertaking study abroad in an EMI programme at an international university?

2

- What are students' perceptions of the links between language in general, the English language and intercultural citizenship?

3

- To what extent do students develop an awareness of and/or identity as an intercultural citizen as a result of undertaking EMI programmes in an international university abroad?

RQ1. What are Chinese international students understanding of and experiences of intercultural citizenship and intercultural citizenship education before undertaking study abroad in an EMI programme at an international university?



varied degrees of familiarity and understanding with intercultural citizenship prior to studying abroad

Extract 1

I: global citizenship or intercultural citizenship have you ever heard of this term

UKF8: no oh what is it about

I: what do you think it might mean a global citizen

UKF8: global citizen

I: uhu

UKF8: what what is I have no idea about it

Extract 2

UKM1: Yes. I think it's maybe it's about connecting maybe it's. by using the intercultural skills it can connect with different part in the world together maybe. maybe that's it. I'm not quite sure

general intercultural education through optional courses or ad hoc and so not a core part of their general or language education

Extract 3

UKF8: in the university our English teacher ever teach some western culture yeah

I: right that was in you- at your university in China

UKF8: yeah

I: was this part of your English lesson

UKF8: no it's an optional course

Extract 4

ChinaBSAF8: we had a chance to discuss knowledge related to intercultural citizenship and intercultural communication

a desire to develop an intercultural citizen identity through various channels

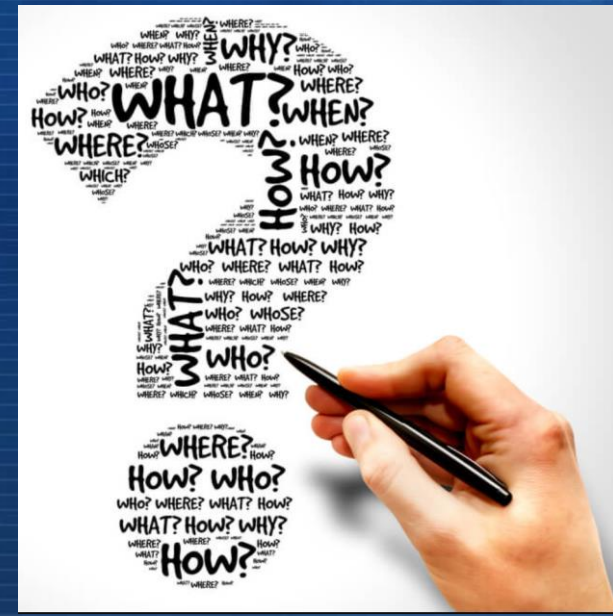
Extract 5

I: how would you develop to be an intercultural citizen
ChinaBSAF11: firstly through **making friends**. this is the simplest and most direct regardless whether it is on or out of campus I would like to make friends from different cultures and communicate with them.

Extract 6

UKM12: I think different different places have- its. different culture. have different food and different people. and it's too boring for for people to. to live to live in the same place for so many years. I think that's the main reason I want to be a global citizen

RQ2. What are students' perceptions of the links between language in general, the English language and intercultural citizenship?



mixed and at times quite sophisticated perspectives on how English linked to intercultural citizenship

Extract 7

ChinaBSAM11: I think a global citizen needs a certain level of English. [...] but one cannot develop to be a global citizen by simply knowing English. it is more important to understand people's mindset through the expression of English. nowadays English is used in many settings and is developed different versions such as Chinglish. I think understanding local varieties of English may help to develop to be a global citizen.

Extract 8

ChinaBSAF10: I am interested in becoming a global citizen. I learned Korean before and want to know Korean culture. and I also want to learn Japanese Thai and communicate with people in other countries

the use of Chinese as hindering the development of intercultural citizenship

Extract 9

UKM12: ...but the environment in my academic in my office. there are all the- I mean the people sitting around me is-are all Chinese so we speak more Chinese than English and our social circle is all Chinese. I think we-I did not feel much about-I did not get involved in the life of UK people very much

a desire to obtain more 'native' like English which was viewed as more prestigious

Extract 10

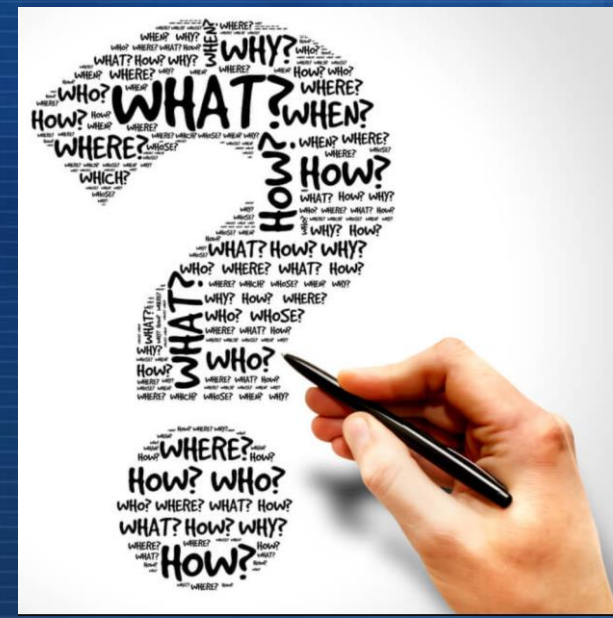
ChinaBSAF3: I want to be native although it is not possible. I am a perfectionist and I want to have a British accent. if you want to learn English you need to strive to the target although being native-like does not mean the best...I want to sound native like particularly BBC accent

both successful use of English separate from native speakers and native speakers as a benchmark

Extract 11

UKM6: ...for the instructors I can use English to communicate with them and they can understand me and I can understand them. But I mean even if my English is not as good as native speaker I can use this as **an instrument** to communicate with other people...I know it's very good to speak English as much as possible to join the native speakers and to experience the native life but because I- now because of my study and I just don't think speaking native English is the important part of my life in UK so I didn't spend a lot of time on that.

RQ3. To what extent do students develop an awareness of and/or identity as an intercultural citizen as a result of undertaking EMI programmes in an international university abroad?



development of global citizenship during study abroad

Extract 12

UKF9: maybe it's important but I think in here international students will **respect each other** so they can **respect each other's culture** yeah even their cultures are different...yeah it's important they can respect each other very well I think if this is for business students they have to learn it because in business they have to respect each other yeah and show their politeness

Extract 13

ChinaASAM2: I think I am already a global citizen.

I: in what aspects do you think you are already a global citizen

ChinaASAM2: **taste more food** and **make more friends**

engagement with social issues and intercultural social groups

Extract 14

UKF5: I attended a group with some Chinese students and some students from other countries like Jordan and an English boy from Scotland. I think it's an interesting experience for me because it's the first time I have to speak English with students and express my opinions in English so I have to organise my sentences before speaking with them and I was afraid that they can't understand what I'm saying

I: right okay and could they understand you

UKF5: yes they are all friendly

I: okay@

UKF5: and we (did a good job) that time

rejection of intercultural citizenship

Extract 15

UKF4: ...so actually I miss my country very much so I become the less interest about the other culture about the- to explore the world I think

Extract 16

FG: I don't think so. I am still a Chinese. From cultural perspective I am still a Chinese. [...] I cannot accept cultural difference or different lifestyle.

Summary

- Students' **positive attitudes** towards intercultural/global citizenship – an identity that they would like to develop or had already developed;
- Understanding of intercultural/global citizenship was quite **mixed**, often fairly **superficial** (Han et al., 2017; Fang & Baker, 2018);
- Students' regarded English as the language of internationalisation and globalisation and a prerequisite to effective engagement in intercultural communities – resulted in **negative attitudes towards working with other Chinese students and towards using their L1**;

Summary

- Students' **mixed perspectives** regarding the development of intercultural citizenship and attitudes towards the notion;
- **Lack of formal education experiences** in this area for the majority of participants;
- Positive attitudes to more **extensive incorporation of intercultural education** into both the general curriculum and language education specifically.

In general...

- Mixed degree of understanding of intercultural citizenship
- Generally positive attitudes to the concept
- Some identification with the concept but not for all
 - Developmental aspects recognised
 - Linked to proficiency in English
- Mixed ideas on role of intercultural citizenship in education but most felt it was important for international students (but not for other students)
- No experiences of intercultural citizenship education although reports of ad hoc intercultural education
- *Time spent in the UK did not necessarily lead to development of intercultural citizenship*

Boonsuk, Y., & Fang, F. (2021, online first). Re-envisaging English medium instruction, intercultural citizenship development, and higher education in the context of studying abroad. *Language and Education*.
<https://doi.org/10.1080/09500782.2021.1996595>



Methodology

- 12 students (six Thai students and six Chinese students) at both Chinese and Thai universities upon their return from study abroad
- Semi-structured interviews
- Qualitative content analysis – top-down and emergent coding

Research Questions

1

- What were Thai and Chinese university students' experiences of intercultural encounters during their time of studying abroad at international universities?

2

- How did Thai and Chinese university students develop awareness of intercultural citizenship during their experiences of studying abroad?

Perceptions of English accents

Extract 1

Thai3: When I was studying in Thailand, I did not really get to interact much with foreigners. When I went to England I could not understand people's English accents. This is especially true when everyone is from different countries – it gave me a headache. It took me a while to fit in.

Extract 2

Chinese6: In China, we were mainly exposed to Anglophone English accents. I didn't expect that I was exposed to so many accents that I had never been exposed to before. Even native speakers of English have different accents too that I sometimes was not able to understand. I tend to believe that British or American accents are universal.

Lacking opportunities to practice English

Extract 4

Chinese4: In the pre-sessional courses, I studied and lived with Chinese students. I didn't have many opportunities to practice spoken English, even English in academic settings. I always discussed with my Chinese classmates then started writing in English – I did suffer a lot in writing academic papers at the end of the term and my graduation dissertation. I didn't feel that my English improved a lot during the time that I studied abroad.

Comparing local and overseas education systems

Extract 6

Thai4: Um, I like the education systems there. They give students the opportunity to fully express their opinions. My Thai lecturers didn't encourage me to express myself. When I studied abroad the lecturers asked me to present my ideas all the time. I was anxious to express my ideas in English in front of my fellow students. I feared to be ungrammatical. I worried because I frequently made mistakes in English. I had quite a tough time to be honest.

Comparing local and overseas education systems

Extract 7

Chinese5: Although English is the lingua franca for intercultural communication, we didn't have a good chance to study how to use English for intercultural communication in detail back during my undergraduate study. We were asked to memorize vocabulary to achieve high scores. Some English courses were too superficial. I was not confident using English for intercultural communication. I was silent even in seminars, let alone participating in social activities or student clubs.

Awareness of intercultural citizenship

Extract 10

Chinese3: I heard about intercultural communication but didn't know about intercultural citizenship before study abroad. We only gained some knowledge of intercultural concepts such as stereotype, generalization, in-/out-group in a course of my undergraduate studies and] didn't have any opportunity to really experience them. I didn't know about intercultural citizenship and was kind of worried about my intercultural encounters abroad.

Awareness of intercultural citizenship

Extract 12

Thai2: Somehow, I consider myself a global citizen because after spending time doing activities along with people from various ethnicities, I became aware of my role and how to self-adjust to get along with other people

Intercultural citizenship activities

Extract 14

Chinese6: I was not sure if I needed to participate in such social activities or university clubs to merge with the local culture or experience intercultural encounters. I just wanted to obtain a degree, plus I had heavy coursework.

Extract 16

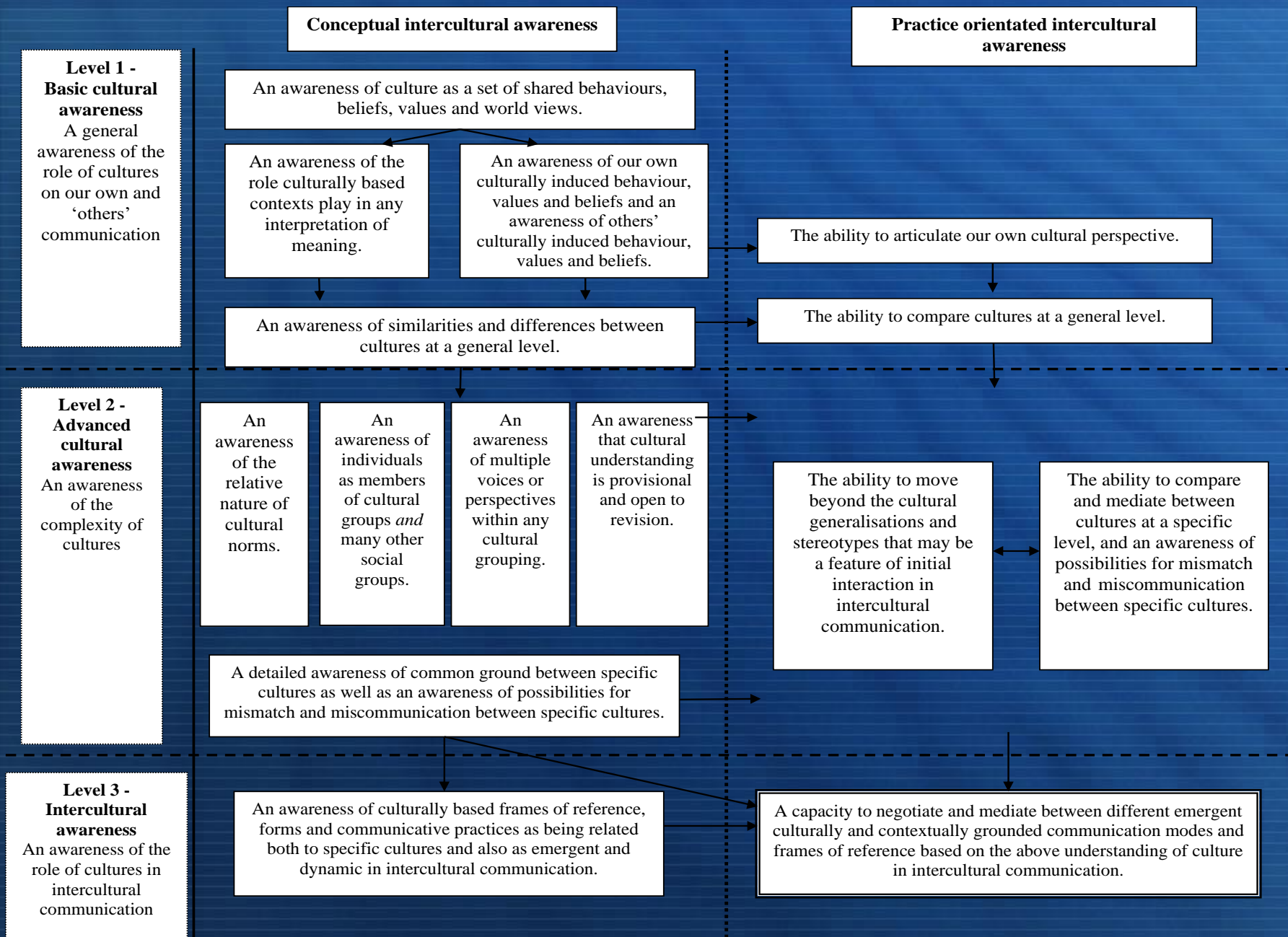
Thai2: I enjoyed doing activities with foreign friends because I think I understood others better through less-formal activities, especially those with different backgrounds. Being with them made me realized that people from different nations and ethnicities might have different ideologies, beliefs, and cultures. Oh, and one more thing, I had the opportunity to practice the language, and it made me feel less homesick.

Summary

- Superficial understanding of intercultural citizenship
- Language proficiencies and exposures may affect the development of intercultural citizenship
- University education did not promote the awareness of diversity of English

Implications

- Intercultural citizenship education in English learning for HE students should familiarize teachers/students with the extent of linguistic-cultural diversity among English-speaking interlocutors
- The current version of English language education must be enriched by intercultural citizenship education, where more opportunities for intercultural or even transcultural interactions could be offered within and outside class (Baker and Ishikawa 2021).
- re-address the representation of “E” in EMI programs that are part of language learning and intercultural citizenship education



Baker, W. (2012). From cultural awareness to intercultural awareness: culture in ELT. *ELT Journal*, 66(1), 62-70.

Level 1 – Basic Cultural Awareness

- An awareness of:
 - culture as a set of shared behaviours, beliefs, and values
 - the role culture and context play in any interpretation of meaning
 - our own culturally induced behaviour, values and beliefs and the ability to articulate this
 - others' culturally induced behaviour, values and beliefs and the ability to compare this with our own culturally induced behaviour, values and beliefs

Level 2 – Advanced Cultural Awareness

- An awareness of:
 - the relative nature of cultural **norms**
 - cultural understanding as **provisional** and **open to revision**
 - **multiple voices** or **perspectives** within any cultural grouping
 - individuals as members of many **social groupings** including cultural ones
 - common ground between specific cultures as well as an awareness of possibilities for **mismatch** and **miscommunication** between specific cultures

Level 3 – Intercultural Awareness

- An awareness of:
 - culturally based **frames** of reference, **forms** and **communicative practices** as being related both to specific cultures and also as **emergent and hybrid in intercultural communication**
 - initial interaction in intercultural communication as possibly based on **cultural stereotypes** or **generalisations** but an ability to move beyond these through;
 - a capacity to **negotiate** and **mediate** between different emergent socioculturally grounded communication modes and frames of reference based on the above understanding of culture in intercultural communication.

Level 4 – Intercultural/Global Citizenship

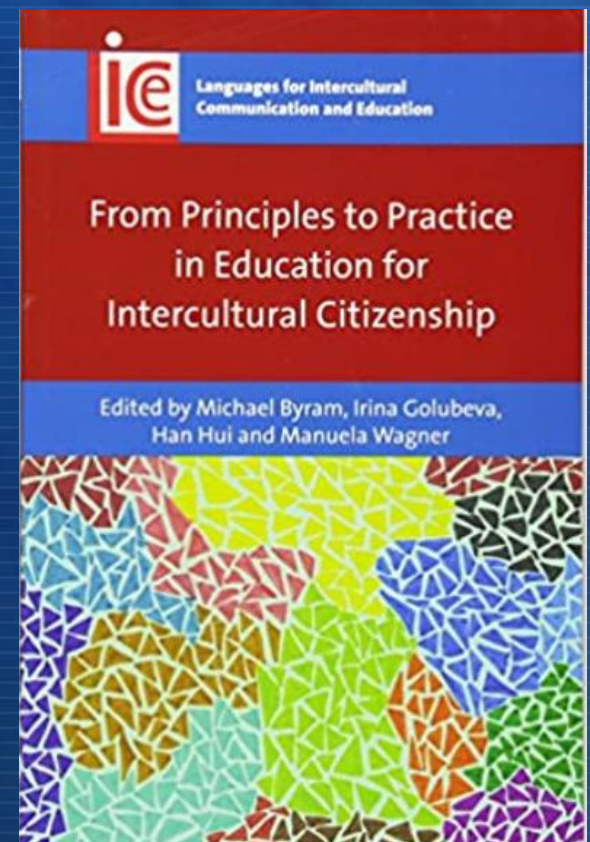
- An awareness plus activity of:
 - **Community** and **societal responsibility**, be able to observe and deal with emergent intercultural encounters with people from various lingua-cultural backgrounds;
 - **Construct** and **negotiate** cultural identities, ideologies beyond viewing culture as nation-bounded to challenge the 'culture-ideals' through various social actions;
 - **Create** opportunities for not only cognitive/attitudinal change but also behavioural change to engage in various intercultural activities
 - **Self-reflection** of home/local cultures for developing global citizenship



Teaching Ideas

- Preparation courses focusing on the intercultural aspects of SA including intercultural communication skills, knowledge and attitudes;
- Online, or teletandem, intercultural exchanges with language learners in other parts of the world;
- Intercultural group work projects involving mini-ethnographies exploring linguistic cultural complexity in local communities;
- Prepare and expose learners to different varieties and variable uses of English, engaging learners in discussions of who 'owns' English and what constitutes 'proficient' English use etc.

Byram, M., Golubeva, I., Han, H., & Wagner, M. (eds.). (2017). *From Principles to Practice in Education for Intercultural Citizenship*. Bristol: Multilingual Matters.



Critical Multilingualism

- Critical multiculturalism ‘critically examines how inequality and injustice are produced and perpetuated in relation to power and privilege’ (Kubota, 2004: 37) and explores ‘a critical understanding of culture’ (p. 38). It involves students ‘in critical inquiry into how taken-for-granted knowledge, such as history, geography, and lives of other people, is produced, legitimated, and contested in power struggles’ (p. 40).

Critical Cultural Literacy

- Reconstruct local and target culture – is there a clear boundary of local or target culture? Is there something called local/target culture? If yes, what are they? If no, how should we ‘teach language as culture’ (Kramsch, 2014).
- Language and culture as emergent – one should develop ‘a capacity to negotiate and mediate between different emergent socioculturally grounded communication modes and frames of reference’ based on the traditional understanding of culture in IC (Baker, 2012: 66).

Fang & Baker, 2018

- ... both more and a greater variety of cultural content, as well as more intercultural education which focuses on preparation for intercultural communication, is needed. It would also be beneficial to introduce the concept of intercultural citizenship as this provides a framework to help make sense of student experiences of intercultural communication and, we believe, provide an alternative model and aim to the inappropriate native speaker 'standard' (p. 620).
- English = intercultural citizenship/intercultural communication (??)

Fang, F., & Baker, W. (2018). 'A more inclusive mind towards the world': English language teaching and study abroad in China from Intercultural citizenship and English as a lingua franca perspectives. *Language Teaching Research*, 22(5), 608-624. <https://doi.org/10.1177/1362168817718574>

Linking to Culture

- Linguistic and cultural flows - Languages and cultures exist in complex relationships between individual, local, national and transnational (global) settings (Canagarajah, 2005; Kramsch, 2009; Pennycook, 2007).
- In the absence of a shared variety of English or an established cultural context there has been a shift in emphasis to shared communication strategies, repertoires and resources in which communicators expect and are prepared to negotiate variety (Baker, 2012; Blommaert, 2010; Cogo and Dewey, 2012; Jenkins, 2007).
- Kramsch's (2009) concept of 'symbolic competence' of multilingual language users – able to move between different discourse systems and communities and have a dynamic, flexible and locally contingent competence.

Rethinking Culture



Cultural Masala

We are never just teaching something called English but rather we are involved in economic and social change, cultural renewal, people's dreams and desires.

(Pennycook, 2017: xii)



Community of shared future for humankind



http://www.chinatoday.com.cn/english/economy/2017-09/28/content_747590.htm

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