RUNNING HEAD: INTERCULTURAL COMMUNICATION AT UWSP

Intercultural Communication at University of Wisconsin-Stevens Point:

Factors Influencing Domestic Students'

Willingness to Communicate with International Students

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Abstract

This thesis involved the surveying of domestic students' attitudes and perceptions of intercultural communication toward international students at the University of Wisconsin-Stevens Point through the use of qualitative and quantitative methods. The results offer support which matches previous studies conducted relative to intercultural communication using the measurements of Ethnocentrism and Intercultural Willingness to Communicate. The findings also suggest Intercultural Experience Exposure correlates positively to the independent measures of Intercultural Willingness to Communicate. Qualitative analysis revealed several factors the respondents felt was pleasant intercultural communication: commonalities; practicing foreign language; learning about culture; and in-class assignments. Qualitative analysis also revealed aspects respondents felt were uncomfortable intercultural communication were: lack of commonalities; language barrier/accents; and in-group/out-group. Further revealed, was what respondents felt encouraged intercultural communication were: university organizations; diversity; and personal interest. Finally, analysis revealed the issues that respondents felt discouraged intercultural communication on UWSP campus: lack of diversity; in-group/out-group; and stereotyping/racism.

Table of Contents

Table of Figures

Appendixes

Chapter One: Literature Review

Introduction

University and college campuses across the United States engage in programs that invite and recruit students from around the world. The practice of recruiting diverse students to American universities establishes a multiethnic student population, which in turn provides opportunities for valuable intercultural experiences and adds life enrichment to all students enrolled in higher education. Campuses containing demographically diverse populations were once only a positive trend, but are now a staple of higher education (Halualani, et al., 2004; Volet & Ang, 1998). Research and scholars explain the advantages for students and universities who participate in intercultural and international programs. These incentives keep higher education institutions competitive in this growing internationalized world.

This rationale explains the need to study current intercultural communication habits of domestic undergraduate students at the University of Wisconsin-Stevens Point (UWSP). Understanding the ways in which this student population communicates interculturally with others is important to the university. College students need each other. They depend on each other to gain independent life knowledge through college experience. This notion is supported by Social Interdependence Theory. Social Interdependence Theory (Johnson & Johnson, 2005) provides a relevant framework for this study of intercultural communication. In order for domestic students to gain intercultural knowledge and experience, they must consider themselves and foreign students as interdependent. A study specifically looking at issues related to intercultural communication in this population will give the university and scholars valuable information about how these students approach intercultural relations.

The intent of intercultural study abroad programs is to provide an environment encouraging all students to "learn by doing" on a daily basis through interaction and

communication with each other about one another's culture. University of Wisconsin-Stevens Point Chancellor Linda Bunnell explains the purpose of cultural diversity and interaction in a UWSP document titled "Plan 2008: Promoting and Celebrating Diversity" as follows:

"We seek to nurture the ability of students to gain the knowledge and skills essential to becoming successful interdependent members of a complex and multicultural society. We seek to prepare graduates to learn how to engage and shape the array of diverse communities in which they will live, work, and play."

Lucas (2003) further describes the intention of universities' intercultural educational programs, in that they provide experiential learning and cultural adaptation environments. When foreign students enter American campuses, they become an example of their native cultural background. This representation provides American students opportunities to communicate and interact with other cultures without having to leave home, while at the same time, providing foreign students the opportunity for higher education, as they live in a culture outside their own (Green, 2007).

The main purpose of college life is to immerse students in constant communal learning. Students learn from faculty – and from one another - in the classroom, at the library, cafeteria, computer labs, and dormitories. A campus that provides a diverse population provides more opportunities for students to learn from people who experience different ways of life (Green, 2007). This type of communal life-learning prepares students to enter a global workforce. Many education professionals support multicultural environments on American campuses. Multicultural campuses should encourage and promote intercultural communication between intercultural and domestic students by offering intercultural awareness programs throughout the year on campus. These opportunities - such as intercultural interaction between cultural student populations - foster cultural learning.

This study seeks to explore whether intercultural interaction among students at UWSP occurs to the extent the university hopes it does. In particular, this study investigates the relationship between certain cultural views, personal traits, and American students' willingness to approach (or avoid) intercultural interaction. Research in this area should prove useful to universities as they maintain or build intercultural study programs. Results of this study will provide insights into the interpersonal communication experiences acted out by domestic students when they communicate with foreign students. The willingness of American students to interact with others of different cultures will be measured, helping scholars learn whether the university environment encourages and provides a positive setting for students to become interculturally involved.

This study will ask what factors improve or discourage intercultural communication between the domestic and intercultural student populations. Specifically, this study will focus on intercultural willingness to communicate, ethnocentrism, and past exposure to cross-cultural experiences of domestic students. Through the results of these surveys the researcher hopes to find a clearer understanding of the ways in which domestic students currently handle and feel about intercultural relations here on the university campus.

Participants may possess a high interest to communicate among themselves, or people like themselves, but not necessarily have an interest to communicate interculturally. This may be especially true of students who have had limited exposure to intercultural situations. Further, this research will investigate whether or not commonalities relative to Intercultural Willingness to Communicate (IWTC) exist among the varying populations of domestic students attending this university where the research will be conducted relative to their responses regarding IWTC and level of ethnocentrism.

Students deserve to get the most from their educational careers. Williams (2005) argues it is imperative college students develop intercultural communication skills while in college so they become more efficient intercultural communicators when they enter the global work force. Addressing the major issues that may cause domestic students to refrain from interpersonal interaction with students of other cultures is in the best interest of all students. Exposing American students to intercultural communication in college prepares students to be citizens of the global world. This preparation is the basis for the success of the future of foreign student programs as a part of higher education in the United States.

Conceptualizing Culture and Intercultural Communication

Today, researchers and scholars provide varying definitions of culture and intercultural communication. For purposes set forth in this study, the researcher relies upon definitions that provide a general understanding of what culture is. In recent past, culture and intercultural communication have developed and "blossomed" into many different constructs across numerous disciplines. Social science has applied many methodical approaches to the theories on countless subjects. Durovic (2008) illustrates how "Intra-cultural, inter-cultural and cross-cultural communication issues have been investigated with culture having been defined as characteristic of countries, as well as, smaller groupings based on gender, social class, age, et cetera" (p. 4).

Although defining exactly what "culture" is has been an existing problem for social science, researchers theorize a general understanding of culture in that people are a product of their culture. Scholars contend culture is a difficult term to give an exact definition or meaning to. The well-known social scientist, Geert Hofstede, provides an accepted definition for the term, which is "culture consists of shared mental programs that condition individuals' responses to their environment" (Hofstede, 1980). More so, Hofstede (1980) sets out to define a specific

notion for what is meant by culture. A recognized definition of culture, and how culture is conceptualized in relation to this research, is a system of shared beliefs, values, customs, behaviors, and artifacts that are practiced and acknowledged between a group of people that are members of a society. These "practices" are relied upon and used to cope within their community, and are passed on from one generation to the next. Within this definition, a sense of shared practices, commonalities and experiences creates a sense of group identity or "wholeness". Some cultures identify so much with themselves they have developed an existence of "us", and have come to view people of other cultures as "them." This representation of "us" and "them" social scientists refer to as how people within a certain culture view themselves as the "in-group" and others as the "out-group." How the people of a culture are taught to view themselves and others depends upon what their culture dictated or taught them - as shaped from previous generations - into what is the scrutiny for the present culture. This research is interested in discussing what happens when two or more cultures come into contact. The researcher of this study questions the perceptions and measures of UWSP students when they come together with students of other cultures (Hofstede, 1980; Kim, 2007).

Still other scholars recognize culture as the way groups of people are raised or come together to practice a common way of living within a society; and in that shared way of life, they also share a bond in how they "view" outsiders. This explanation of culture is explained by Dr. Fons Trompenaars in his book, *Riding the Waves of Culture*. Trompenaars (1998) describes this "coming togetherness" of people to form a "culture" is known as national culture. A perfect example is lived by people in the United States. Though this is a nation made up of many ethnicities and is a multi-dimensional society, it can be generalized that this country shares a common cultural bond and identity. On the whole, the people that make up this country share a universal way in how they perceive others. Further, Trompenaars explains, humans are complex,

it is expected people are influenced greatly by the context or situation they are in, personal experience, knowledge, personal traits and family history. All these dimensions come together at varying levels as a framework of how humans accept and respond individually, and as a people, to cultural situations (Kneebone, 2007; Moon, 1996).

With the general and complex definitions of culture, social scientists produce varying constructs with defining what is meant by intercultural communication. A broad definition is explained by Porter and Samovar (1994): "Intercultural communication occurs whenever a message that must be understood is produced by a member of one culture for consumption by a member of another culture" (p. 19). Still, intercultural communication is explained further. Beamer (1992) asserts a method to understanding intercultural communication is examining the process between the sender and the receiver of the communication. Beamer explains perception in intercultural communication affects the construct of intercultural communication between individuals, "the conscious perception of signals at the receiver's end is essential for communication to have taken place." Simply, intercultural communication is understood from the perspective of the receiver of the message. Intercultural communication is transferred within the "encoded message". The individual accepts and translates the messaged received according to the individual's perception. This perception is groomed by social and cultural upbringing and experiences of the individual (Beamer, 1992; Moon, 1996).

However, other scholars refer to intercultural communication more specifically. For purposes of this discussion, this study conceptualizes Lucas's (2003) definition: "Intercultural communication refers to the symbolic process by which people from different cultural backgrounds interact with each other" (p. 302). Lucus goes on to explain how language, background, stereotypes and prejudices all play a role. Further, the cultural norms and social roles each held within their respective cultures provide a platform for individuals with how to

communicate with strangers. All these factors tie into and dictate a clear understanding of what intercultural communication is and how it is performed (Lucus, 2003).

A Description of the University of Wisconsin-Stevens Point

The University of Wisconsin-Stevens Point is located in the center of Wisconsin in the city of Stevens Point, upon the Wisconsin River. The city of Stevens Point is populated by approximately 25,000 people.   The area offers recreational areas including parks, lakes, streams, the 24-mile Green Circle Trail for biking, hiking, and jogging, numerous cultural festivals, live music/entertainment venues, restaurants, coffee shops, and shopping locations. Stevens Point, Wisconsin was recently named one of the "Top 100 Places to Live" by relocate-America.

UWSP was originally established in 1894 as the Wisconsin State Teacher's College. At present the university enrolls almost 8,800 undergraduate students, with a student-to-faculty ratio of 22:1. UWSP offers student population the highest percentage of undergraduate courses taught by regular faculty in the UW System. The university provides broad academic selections, with over 120 undergraduate programs to choose from. UWSP has been named one of the top Public Midwestern Universities-Master's in U.S. News and World Report's College Rankings. The university attracts students with academic excellence, with over half of all incoming freshmen ranking in the upper 25% of their high school class. Most students' hometowns are located within 100 miles of campus.

In addition, the university actively offers students opportunities to study abroad. Study abroad programs are offered by UWSP International Programs in more than 20 countries around the world. One in five UWSP undergraduate students currently participate in the study abroad program.

Further, the university offers an abundance of campus activities. UWSP has over 180 student organizations including student government, academic and professional clubs, fraternal

("Greek") organizations, multicultural groups and volunteer organizations. For active students there are intramural sports and 22 "club sports." Creative students enjoy theatre, concerts, dance programs, art exhibitions, and the Performing Arts Series. For any students interested in the Communication field, the campus newspaper, radio and TV stations invite involvement.

UWSP is maintains a competitive and successful athletic program. "Pointer" fans actively support the UWSP men's and women's athletic teams, which are members of the Wisconsin Intercollegiate Athletic Conference (WIAC) and NCAA III Men's and Women's sports teams. In the year 2008 the entire UWSP sports program ranked 13th among all 441 NCAA Division III schools.

UWSP provides all students multiple academic options for their higher learning career to prepare them for a successful future. UWSP works hard to ensure every student a well-rounded, diverse environment, which encourages participation in a variety of extra-curricular activities and recreation throughout the school year.

The International Student Program

This study focuses primarily on the intercultural perceptions and intercultural communication habits of American students at the UWSP toward international students. In order to accurately illustrate these perceptions and measures, this study provides a description of UWSP International Student Program.

UWSP began the tradition of welcoming and promoting a diverse student population, and is considered a pioneer in cultivating a foreign student population. The International Student Program began recruiting students from abroad in the middle 1950's. At that time, approximately 30 international students entered as undergraduates each year. Most of these students were natives of Hong Kong and Vietnam. In the late 1960's, Dr. Marc Fang became advisor to the International Student Program. Under Dr. Fang's leadership, and with his wife's

assistance, UWSP developed various international and intercultural programs which continue to thrive here on campus. Such programs include the International Culture Festival (a.k.a. the Portage County International Cultural Festival), International Dinner, and International Friendship Program. Dr. Fang is also credited for initiating the English as a Second Language (ESL) program here on campus, which currently has a student enrollment of 71 ESL students. The ESL program helps international students prepare to enter mainstream university courses.

Throughout the years, UWSP hosted international students from other counties, such as Nigeria, Japan and Malaysia. The number of international student has grown each year. Today, the UWSP Foreign Student Office recruits, invites and retains international students from all over the world. Though the door to enrollment as a UWSP student is open to all nationalities, most of the international students are typically natives of China, Korea and Japan. The following is a listing of students enrolled at UWSP for the Fall Semester of 2008-09:

TABLE 1. Multicultural Student Enrollment

Ethnic Group	Number of Students	% of Total
African American/Black	101	1.23 %
Hispanic/Latino	105	1.5 %
Native American	62	.7 %
Asian/Southeast Asia	137	1.5 %
Other Asian	63	.7 %
Caucasian	8,198	92.3 %
International	168	2.0 %
*Multiracial	45	.07 %
TOTAL	**8,879**	**100 %**

Information obtained through Registration & Records, UWSP.

The university offers many unique opportunities for international students, under the advisement and guidance of the Foreign Student Office. From the initial Orientation welcoming

international students, students are informed of the countless campus student involvement

options available, which introduce them to the student campus population. Organizations

specifically intended for international students are the International Friendship Program and the

International Club. These organizations offer various activities and events throughout the school

year. *Focus*, a publication informing its readers of issues concerning international students, also

provides information on programs, events, and topics of interest. International students, like all

students, are expected to reside in campus dormitories their freshman and sophomore years.

Living on campus develops unity through shared experiences. The dormitories offer consistent

university related programs, which encourage participation of the residents throughout the year.

With this illustration and description of UWSP, the campus atmosphere and academic

organizations, the reader has a clear understanding of the available programs and activities

available to UWSP student populations. Detailed information of what UWSP offers, provides a

precise look into this campus and students' life.   Life experience for university students is

unique and important. Student life on this campus offers many exceptional opportunities which

enhance students' lives. This should be the objective of all universities in this country.

Intercultural Communication on Campus

American university campuses are living examples of varied populations coming together

with a common goal. Of course, the goal of all individuals of these diverse populations attending

university is to learn and earn a degree in higher education. The practice of recruiting

international students to American universities is in the best interest of all students. Domestic

students benefit from exposure and familiarity with international students from different

backgrounds and countries in the university setting. This experience prepares them for their

future personal and professional life while they earn their college degree.

American universities strive to offer multiethnic and multicultural student populations a complimentary enriching learning environment for all students. Multiethnic populations at American university campuses provide the student population valuable intercultural experiences with international students, which are intended to add life experience and academic enhancement to all students (Williams, 2005).

With diverse international student populations attending universities in the United States, a variety of concerns exist which interest researchers in relation to how international students adjust to their role as intercultural university students in the United States. Interest in how domestic students communicate with international students should be a principal concern for researchers and scholars. There must be complimentary cooperative interaction between the populations in order for intercultural communication to be enacted.

The primary issue concerning this study is how domestic students approach intercultural communication situations with international students in their daily lives here on UWSP campus. The ways intercultural communication is conducted or avoided by domestic students with international students provides a window into how American students cope with and adjust to sociocultural environments (Zimmerman, 1995). Obtaining detailed research information will provide a better picture of intercultural communication of domestic students. The way to do this is to study how American students approach intercultural communication while living on American university campuses.

Examining the ways American students communicate interculturally with international students provides a wealth of information relating to current concerns facing both domestic and international students studying on American campuses. This information provides insight as to whether or not universities provide the proper environment for all students to carry out what is intended as students study in the United States. The success of intercultural study programs

provided by American universities depends upon positive and worthwhile interaction between international and domestic students. Research must explore whether American campuses truly enhance intercultural learning and engage students in beneficial cultural settings (Borden, 2007).

Lucas (2003) explains the intention of universities' intercultural educational programs, in that they provide experimental learning and cultural adaptation environments (p. 307). The intent of intercultural study abroad programs is to provide an environment encouraging all students to learn by doing through interaction and communication with each other about one another's culture.

When foreign students enter American campuses, they become an example of their native cultural background. This representation provides American students opportunities to communicate and interact with other cultures without having to leave home. This in exchange provides the foreign student the opportunity for higher education, while living within an outside culture (Green, 2007). The goal is to become educated in an active cultural learning environment. This active cultural learning can only be achieved while interacting and communicating with students of the domestic culture. Similarly, domestic students possess goals when they choose to attend a university with a diverse population (Johnson & Johnson, 2005). Clearly, students depend upon each other to meet their mutual goals through intercultural learning experiences. The framework for this investigation is based upon the theories set out in Social Interdependence Theory (Johnson & Johnson, 2005).

LITERATURE REVIEW

This research applies two main theories related to domestic students' intercultural communication with international students: Intercultural Willingness to Communicate (IWTC) (Kassing, 1997) and Ethnocentrism (Neuliep & McCroskey, 1997). This literature review first provides a discussion of Social Interdependence Theory and the conceptualization of one's IWTC. Second, it discusses and defines a conceptualization of ethnocentrism and how ethnocentrism directly relates to evasion of IWTC. Finally, the review identifies and describes how daily aspects and behaviors of domestic students' lives encourage or discourage intercultural communication with international students while attending the UWSP. Finally, this literature review examines the various aspects of and amount of domestic students' prior intercultural experience. All these concepts come together as a base in support for the purpose of conducting a study relative to intercultural communication of domestic students as they live on campus at UWSP with international students.

Social Interdependence Theory

The basic form of Social Interdependence Theory (SIT) was developed in the late 1940's by the German theorist Morton Deutsch, who believed people want to accomplish a positive end as a result of interaction and communication with others. All people have goals in their everyday communication relationships (Johnson & Johnson, 2005; Kellerman, 1992). Whether consciously or unconsciously aware of the specific goals, people set out every day to achieve at or benefit by something in every occurrence interacted with others. Ultimately, a relationship that benefits both parties is the end goal. When conducted constructively the result of Social Interdependence Theory develops positive psychological adjustment and social competence between humans when engaging in daily communication situations (Johnson & Johnson, 2005).

This literature review applies Social Interdependence Theory as the framework for exploring relations between international and domestic students. The main goal of international students is to become educated and communicate with domestic students as they study abroad. This active cultural learning can only be achieved while interacting and communicating with students of the host-culture. Similarly, domestic students possess goals when they choose to attend a university with a diverse population (Johnson & Johnson, 2005). Student populations are dependent upon each other to meet corresponding goals of intercultural learning experience.

Research in this area proves useful to universities as they maintain intercultural study programs. Results of this study will provide insights into the interpersonal communication experiences acted out by domestic students in their willingness to communicate with students of another culture and their level of ethnocentrism.

Intercultural Willingness to Communicate

The first dependent variable studied in this literature review is entitled Intercultural Willingness to Communicate (IWTC). Intercultural communication is the primary focus concerning domestic students' intercultural interaction and communication with multiethnic populations on university campus. Zimmerman (1995) supports this claim when discussing how communication is fundamental to individuals' adaptation and acceptance of intercultural situations.

Research done by McCroskey and his colleagues demonstrates every individual has different communication approaches for different reasons for different situations. The "intent to communicate with others" is based on McCroskey's theory of Human Communication Apprehension. McCroskey acknowledges all humans experience and deal with some form of communication apprehension in varying situations throughout their contact communicating with others; many people learn to manage this phenomenon, while others struggle to control the

17

experiences of communication apprehension with more severity or learn to avoid uncomfortable communication engagements as much as possible (Neuliep & McCroskey, 1997). Further, McCroskey describes four types of concepts that make up his theory of communication apprehension. These concepts of communication apprehension are described as 1) traitlike – the individual experiences communication apprehension in almost every interactive communication situation the individual encounters; 2) context-based – wherein the individual experiences communication apprehension in relation to only a specific kind of communication context, generally performing communication interaction well in most all other circumstances (i.e. group meetings; public speaking; 3) audience-based – when the individual suffers from communication apprehension when encountering a specific audience (e.g. professors; bosses; people of authority); 4) situational-based – combines certain contexts and certain audience (i.e. a student may feel anxious about communicating with a professor in the professor's office, but not in the hallway or classroom).

McCroskey's Communication Apprehension Theory closely relates to the theory known as Willingness to Communicate (WTC). WTC is described as an individual's comfort level in initiating communication with others, known or unknown to the individual within interpersonal situations (Kassing, 1997). Interpersonal communication occurs when people talk to each other. One's level of willingness is demonstrated through the amount of conversation one is willing to conduct or start, depending on the individuals involved and within what type of setting. Just as human communication apprehension or anxiety for individuals can be assessed, researchers developed a way to measure individual's level of willingness to communication.

Researchers McCroskey and Richmond (1987) developed the Willingness to Communicate Scale. McCroskey and Richmond's work branched off McCroskey's early work interest in communication apprehension. The Willingness to Communicate Scale is also closely

related to Burgoon's (1976) work known as the Unwilling to Communicate Scale. McCroskey and Richmond (1987) contend people measure differently in their WTC. One's WTC depends upon personality, situations, with whom and when the individual feels communication should take place (McCroskey, 1992).

The Willingness to Communicate Scale was developed by McCroskey (1992) to measure an individual's objective to initiate and respond to communication with other individuals in everyday situations. The scale also assesses the willingness of individuals to communicate with acquaintances, strangers, close friends and family members in different settings in various locations.

Kassing (1997) argues researchers studying intercultural communication need a way to measure communication between individuals from different cultures. It was then researchers applied WTC as the basis of cultural communication studies. WTC is the foundation for Intercultural Willingness to Communicate (Kassing, 1997). It is important to note an individual may be willing to communicate with others, but that does not mean the same individual will be willing to communicate with individuals from other cultures. This is the distinct difference to recognize. Both scales measure individuals WTC; however, one measures WTC with others within one's culture, and the other measures WTC with others outside one's culture. Individuals may be more accepting of strangers within their culture and consent to communicating, but may be less accepting of strangers outside their culture and avoid communicating.

IWTC is conceptualized in this literature review as an individual's WTC with another individual or other individuals in intercultural interaction. Kassing (1997) describes IWTC as "one's predisposition to initiate intercultural communication encounters" (p. 400). The willingness to communicate is measured by a range from high to low. An individual is considered to be higher in WTC the more often the individual initiates conversation or intends to

communicate in varying situations. On the other hand, an individual is considered to be lower in WTC the more often the individual keeps away from or avoids communication in different intercultural situations.

Neuliep (2006) establishes "the *affective component* of intercultural communication is the degree to which one approaches or avoids intercultural communication" (p. 447). Likewise, as McCroskey explored the Communication Apprehension, Neuliep and McCroskey developed Intercultural Communication Apprehension. The theory of Intercultural Communication Apprehension is defined as an individual's measure of "fear or anxiety associated with either real or anticipated interaction with persons from different cultures" (p. 447). This extends from the realization that strangers are strangers, but people from other cultures are "unusual and novel." Neuliep explains the unfamiliarity of the foreigner may add more stress to the situation. For example, an individual speaking with a heavy foreign accent may cause another individual uneasiness, when trying to understand what the foreign individual is expressing. The individual trying to understand the foreigner may become annoyed by the extra effort and not see the need to pursue further communication.

IWTC is a reliable measure used to assess individual's intercultural communication and encounters. The Intercultural Willingness to Communication Scale will examine the communication tendencies, habits and behaviors of domestic students here on this university's campus. Discovering present concerns and issues relative to domestic students will help gain an examination into why or why not these students take the opportunity to interact together interpersonally.

Ethnocentrism

The second dependent variable introduced in this literature review concerns Ethnocentrism. Ethnocentrism deals with the individual's personal perception of the individual in association within the in-group and with others considered outsiders as members of the out-group, as they choose whether or not to communicate in intercultural interaction. Lin and Rancer (2003) put forth culture greatly influences the way people communicate between themselves and with outsiders. Cultures vary in how they regard themselves toward others. Based upon cultural values and believes, individuals learn how to separate between "ingroup" members and those considered "outgroup" members. This is not necessarily bad, as it is seen as a way for groups to identify and protect themselves. Understanding the variations between cultures helps to understand the differences of the level of ethnocentric beliefs from culture to culture to people to people.

In 1907, scholar and theorist William Graham Sumner of Yale University introduced the concept of *ethnocentrism* as it relates to human ethnocultural interaction. The definition of ethnocentrism is described by Sumner (1907) as humans' natural preference to accept and favor those like themselves, considering those like themselves as the in-group; while rejecting or distancing those unlike themselves, and categorizing them as the out-group (p. 13). The conceptual definition developed by Sumner (1907) of ethnocentrism is also the theoretical framework found throughout this literature review. Communication authors and researchers since Sumner have relied upon the premise of ethnocentrism as they base studies and modify scales relating to communication willingness and apprehension in multicultural environments (Dong, Day, & Callaco, 2008).

According to Sumner (1907) humans have instinctive tendencies to gravitate to others with the same or similar physical appearance, backgrounds and behaviors. Surrounding the self

with others like oneself provides a measure of safety and comfort for the individual. Uniting and surrounding oneself with other like-minded individual's supports to further common interest and survival. A support group of others defends the rights and interests of the individual; this in turn justifies the will for all included within the in-group. Even when the individual's safety or identity is threatened, the preference is still to connect with others of similarity. The purpose of securing common values, belief and customs of the "folkway" or culture strengthens its identity and survival (Sumner, 1907).

Based upon the values, belief and customs of cultures, it is natural for individuals to first want to protect their own interests by bonding with others like them, thus leading to a common interest to preserve both individual and group interests. Hammond and Axelrod (2006) base their research on Sumner's description of ethnocentrism.

The concept of ethnocentrism has both positive and negative connotations, depending upon the degree of and ways in which ethnocentrism is applied within ethnic and cultural circumstances. For example, a positive look at ethnocentrism relates to in-group favoritism. These situations encourage cooperation and unity within groups. For example, the concepts of patriotism and national pride would be a good form of ethnocentrism (Lin, Rancer & Trimbitas, 2005). Patriotism and pride are good qualities for any group to possess, except when a group overvalues it's group over the identity and well-being of other groups. When this occurs, the negative form of ethnocentrism becomes apparent.

A negative view of ethnocentrism includes what is referred to as out-group discrimination or xenophobia. Negative stereotyping and isolation from out-groups are considered xenophobia behaviors. The concepts of competition and cultural superiority are examples of negative ethnocentric situations (Lin, Rancer & Trimbitas, 2005). Competition with out-groups is not considered inappropriate, but expressing an attitude of superiority against out-groups is.

Ethnocentrism in its negative form occurs when discrimination of attitudes and behaviors are aggressively and openly expressed toward individuals (or others) belonging to an out-group.

The concept of negative and positive aspects of ethnocentrism is further supported by Neuliep and McCroskey (1997). The authors Neuliep and McCroskey (1997) admit ethnocentrism exists in every corner of the globe. People of all cultures assess and judge themselves against people of other cultures. Neuliep and McCrosky's work certifies and expands research relative to the generalized ethnocentrism scale. These authors assess attitudes and behaviors toward in-groups as well as attitudes and behaviors toward out-groups are measured in the studies defined within this research (Neuliep & McCroskey, 1997).

Individuals are justified in upholding a preference for their own culture. Many scholars teach ethnocentrism is an instinctive trait developed as humanity adapted as evidenced in evolutionary framework. For example, political scientists find in recent research "political beliefs and behaviors" may be influenced by heredity (Neuliep & McCroskey, 1997). In addition, Neuliep (2006) explains "ethnocentrism is a biologically rooted survival instinct experienced, to some degree, by all people in all cultures" (p. 203). Scholars and scientists defend all humans are born ethnocentric (Neuliep, 2003).

Further, the concept of a heredity ethnocentric mind has long been a theory studied in the fields of psychology and anthropology (Hammond & Axelrod, 2006). While it is easier to accept and assert humans learn ethnocentrism through life experiences; humans absorb and find comfort in what they can relate to. Hammond & Axelrod (2006) explain how anthropologists argue ethnocentrism and nationalism has always existed as a human survival trait within the human body (p. 928). Despite how ethnocentrism came to be in humanity, it unmistakably affects the ways in which people interact and communicate amongst themselves, within their in-groups, and with others, belonging to out-groups (Neuliep & McCroskey, 1997). Research devoted to

inspecting and understanding the reality of ethnocentrism can unite and improve intercultural communication.

The manner in which people interact and communicate amongst their in-group, compared to the way people communicate with out-group people unrelated to their culture, is separate and distinctive. Studies propose people possessing high ethnocentrism traits display poor or completely lack intercultural communication skills toward out-groups. This is based upon the level of intensity of ethnocentrism present within people. Those people possessing high levels of ethnocentrism will portray negative communication toward individuals considered part of an out-group. People considered high in ethnocentrism will display favorable attitudes toward in-group members and unfavorable attitudes toward out-group members (Hammond & Axelrod, 2006). Scholars developed ways to assess ethnocentric behavior and attitudes.

Neuliep and McCroskey (1997) work measures how ethnocentric attitudes effect communication by developing the Generalized Ethnocentrism scale. This Generalized Ethnocentrism scale measures the attitude and mind-set of individuals relating to how individuals "rate" or judge other people belonging to other cultures (Lin & Rancer, 2003).

Ethnocentrism directly influences the ways in which people communicate across intercultural contacts. This concept is referred to as communicative distance. Communicative distance is used by Peng (1974) to describe unenthusiastic intercultural communication between two or more cultures. Examples of distant communication conducted by ethnocentric individuals or groups are commonly referred to as "indifferent, avoidance and disparagement" (Neuliep and McCrowskey, 1997). Specifically, ineffective intercultural communication is conducted using any of the following forms of distant communication: displaying unsympathetic comments or reactions toward out-group members (indifference); refusal to communicate with out-group members (avoidance); and outwardly mocking or belittling the identity of the out-group

24

members (disparagement) (Neuliep & McCrowskey, 1997). Distant communication tactics will

be conducted by individuals possessing high ethnocentric tendencies. Therefore, individuals

possessing high association with negative ethnocentric attitudes will not seek out situations to

interact with people outside their culture, including traveling abroad (Kim & Goldstein, 2005).

Ethnocentrism exists at varying levels for different people. Attitudes of ethnocentric

people influence both the attitudes and position of others within their in-group, as well as

relations to members of out-groups. Borden (2007) describes ethnocentrism as valued on three

levels: positive; negative and extremely negative (p. 173).

As discussed earlier in this literature review, the positive form of ethnocentrism is when

members of a group or culture are proud to belong to and support their own group; a negative

form of ethnocentrism is the idea of in-group members believing and expressing the superiority

of their group over other groups. Finally the extreme negative form of ethnocentrism is when

members of a culture uphold their culture to be the best and insist others surrender to their way

of life and standards (Borden, 2007). Borden's study shows that the degree of ethnocentrism can

be lowered when individuals come into meaningful intercultural relationships with others.

Similarly, Dong, Day and Collaco (2008) find the degree of negative ethnocentrism can

be lowered in individuals. The authors argue ethnocentric negative attitudes can be lowered by

implementing three concepts. The concepts are intercultural communication sensitivity;

exposure to multiculturalism; and sensitivity programs for scholars and instructors (p. 29). Just

as individuals must learn to become ethnocentric, they can be taught empathic methods to lessen

the degree of negative ethnocentric state of mind (Dong, Day and Collaco, 2008).

Chen and Starosta (2000) describe a negative ethnocentric mindset can be improved

toward a positive ethnocentric mindset. The authors explain how intercultural communication

sensitivity directly corresponds to intercultural communication competence. Chen and Starosta

(2000) assert individuals exposed to or properly educated about intercultural relations behave more sensitively when engaging in intercultural communication situations. Scholars show individuals afford more patience toward intercultural situations when they have experienced past intercultural involvement with intercultural people. Studies describe when individuals are educated and made aware of ethnic and intercultural situations, degrees of negative ethnocentric attitude are decreased; therefore encouraging positive intercultural communication sensitivity and intercultural communication competency (Chen & Starosta, 2000).

It is apparent ethnocentrism exists in both positive and negative forms. Individuals cannot escape possessing some form of ethnocentrism; therefore ethnocentrism does effect intercultural communication. Ethnocentrism may have more of an impact upon some cultures and not so much in others. According to Volet and Ang (1998), ethnocentrism is evident on Australian university campuses. This is shown through the lack of participation and intermixing of Australian and international students from Asian backgrounds. Many reasons are suggested for the division and lack of interpersonal interaction between Australian and Asians students. The study noted Australian students were more likely to prefer monocultural programs and rarely had been exposed to people cultures outside their own prior to attending university. While similarly, Asians students reported having had little exposure to outside cultures, also were not properly prepared for what to expect in the new host-culture (Volet & Ang, 1998).

The concept of ethnocentric behaviors are portrayed by the behavior of individuals in the ways they display and interact in intercultural communication situations. In-group and out-group variations of ethnocentrism naturally occur in all humans. Humans have an expected inclination to favor what they belong to and to refute outsiders. Scholars describe negative and positive ethnocentrism individual's possess relates directly to how competent and anxious they are when they communicate in a foreign language with others.

Intercultural Willingness to Communicate and Ethnocentrism

Lin, Rancer and Trimbitas (2005) set out to describe the relationship between IWTC and ethnocentrism. The researchers compared Romanian and American college students, finding Romanian students scored higher in ethnocentrism and lower in IWTC. Therefore, the authors concluded from their findings that there was a negative relationship between the college student populations regarding the two variables of ethnocentrism and IWTC. It is considered, because Romanian students had been strictly isolated from other cultures, until the late 1980's, they scored lower in ethnocentrism and low in IWTC. Americans, on the other hand, scored high in ethnocentrism and high in IWTC. Therefore the authors concluded cultural environment plays a major role in how the people of the culture they are a part of rate in ethnocentrism and IWTC (Lin, Rancer & Trimbitas, 2005).

Further, Lin, Rancer and Trimbitas (2005) show American college students scored higher in tolerance to other cultures than did the Romanian college students. The basis for this, the authors argue, is American college students, more so than Romanian college students, are raised in an open and accepting society and taught all people are equals. Specifically, Americans are taught to be culturally sensitive; the concept of cultural sensitivity does not exist in the same way for Romanians (Lin, Rancer & Trimbitas, 2005). It should be considered though that the American students were visiting Romania; the American students sample used in this study had a vested interest to conduct intercultural communication, whereas the Romanian students may not have possessed the same desire or need to communicate interculturally.

The authors of this study find evidence to show IWTC varies from culture to culture "due to unique communication norms defined by each respective culture" (Lin, Rancer & Trimbitas, 2005). For example, people from a Chinese background express WTC in relation to their collectivist, high context culture; and Russians express WTC in relation to their individualistic,

low context culture. However, some cultures offer much greater opportunity for individual interpretation. Western cultures', such as America and Australia, scores vary greatly for both IWTC and ethnocentrism (Lin, Rancer & Trimbitas, 2005). So, cultural classification alone is not sufficient to predict an individual's desire to communicate with others from other cultures. Individual characteristics must be considered as well.

In addition to culture another individual variable relating to IWTC and ethnocentrism seems to be influenced by the sex of the individual being measured. Lin and Rancer (2003) find sex also relates to IWTC. Research shows men exhibit less IWTC than women. Men are more apprehensive than women in relation to interpersonal communication, therefore men avoid intercultural communication situations (Lin & Rancer, 2003).

Further, findings support men score high on measures of ethnocentrism. One reason for this is, men tend to be more competitive than women, and women tend to be more trusting than men (Lin & Rancer, 2003). Lin and Rancer (2003) demonstrate the individual's sex, as well as culture, plays a role in intercultural communication (p. 196).

Individual's attitudes and intentions toward intercultural communication are influenced by many elements. When two people from differing cultures come together, communication encounters can be hindered by misconceptions and misunderstandings. These misconceptions and misunderstandings stall or prevent, open and free communication between the individuals. As we have read, misconceptions regarding IWTC stem from cultural expectations, the level of ethnocentrism, and the role of sex. With these influences, it is seen how IWTC directly corresponds to one's level of ethnocentrism (Lin & Rancer, 2003).

Ultimately, international and domestic students are themselves responsible for becoming interpersonally involved with one another. Only the students can take the initiative upon themselves to freely interact with others from different cultures. The elements of ethnocentrism

and IWTC account to how students engage in intercultural communication based upon the influence of the culture they were raised in and the culture they are brought into. Authors show how these two elements relate to the amount of students' past cultural experience as a relation to interpersonal and cultural influences of individual's approach to intercultural communication.

Prior Intercultural Experience

Research studies show college students that have gained prior intercultural experience develop a higher appreciation for other people of differing cultures and respect for differences in values and beliefs of other cultures. Erwin and Coleman (1998) show thoughtfulness and open-mindedness are expressed by individuals having come in contact with or previously having lived within another ethnic culture. Prior research studies show, study and/or travel abroad programs provide a good opportunities for college students gain intercultural experience.

In addition to having lived abroad, study of a second language, or acquired knowledge of a second language, influences an individual's attitude and intent to communicate with foreign cultures. Studies find proficiency or interest in any foreign language offers a broader perspective of other cultures and demonstrates willingness to associate oneself with other ethnic groups. The simple initiative to learn a foreign language exhibits a higher degree of interest in interacting with and within foreign communities (Erwin & Coleman, 1998).

Planken, van Hooft and Korzilius (2004) describe how study of foreign language supports intercultural learning devised to develop an awareness of ethnic diversity and understanding for people of differing backgrounds. Study of foreign language teaches students the language structure, as well as information relating to cultural understandings and experiences lived by the people native to where the language is spoken (Planken, van Hooft & Korzilius, 2004). While students learn how to speak a foreign language, they also learn intercultural communication competence.

Studies show careful education and preparation of international students, for their study abroad experience in the foreign culture they are about to enter, has positive results. Intercultural competency programs properly train international students for what to expect and how to react in varying cultural situations. This preparedness has been shown to lessen the stress levels experienced by international students, thus encouraging active engagement and a willingness to accept the surroundings of the host culture. It is known that when international students are aware of the "different cultural environment" misinterpretations are minimized and cultural situations become less threatening (Otten, 2003).

The same argument can be made for domestic students interacting with intercultural students at home on campus. Research shows study of a second language opens cross-cultural awareness, encouraged through study of a foreign language. American students that study a second language are more likely to participate or be interested in intercultural communication (Planken, van Hooft & Korzilius, 2004).

Authors and scholars demonstrate how cultural knowledge and training works to provide individuals with an intercultural base. This base or awareness assists individuals as they encounter and experience the new culture. A comfort level for the individual entering the new culture is more easily established.

Research Questions

The purpose of this study is to learn about American students' perceptions about intercultural communication on the UWSP campus. The responses and opinions of the participants are vital in learning the answers to the questions set out in this research study.

A thorough investigation that includes both qualitative and quantitative methods of the research more readily provides current and specific insight related to the experiences of domestic

students and to the factors contributing to their in intercultural communication with international students at UWSP.

This research begins by asking four open-ended questions:

RQ1: What are the primary characteristics of pleasant intercultural communication experience for UWSP students?

RQ2: What are the primary characteristics of uncomfortable intercultural communication experiences for UWSP students?

RQ3: Which elements of UWSP life encourage communication between international and domestic students here at UWSP?

RQ4: Which elements of UWSP life discourage communication between international and domestic students here at UWSP?

Based on the research information and published studies illustrated in this literature review, this study then explores the nature of the relationships between the dependent variables of IWTC, ethnocentrism, intercultural experience exposure, and several demographic characteristics.

Williams (2005) argues international students have an interest in intercultural communication which is evident and established in their decision to study in the United States away from home. International students seek education with an outside culture to gain intercultural experience and learn new customs. Domestic students attending a multicultural campus have the opportunity to interact with students from other countries. This should be reflected in their scores for IWTC and Ethnocentrism. Investigation into the levels of IWTC and Ethnocentrism of American students at the UWSP is an important issue for consideration (Halualani, Chitgopekar, Morrison & Dodge, 2004).

H1: There will be a negative relationship between Ethnocentrism and IWTC and between Ethnocentrism and IEE.

Further, the opportunities for interaction with students of different cultures are likely to be related to their intercultural willingness to communicate. This leads to a second hypothesis:

H2: There will be a positive relationship between IWTC and IEE.

RQ5: Do domestic students' levels of IWTC, ethnocentrism and intercultural experience exposure vary when considering independent variables of: a) age; b) sex; c) foreign language experience; d) hometown description; e) travel abroad; and f) college/major?

Attempts to address these hypotheses and research questions will provide the basis for a much needed investigation of how intercultural communication is conducted, as well as to uncover the current perceptions of intercultural interaction between international and domestic students at an American university. Addressing the major issues that domestic students have concerning interpersonal interaction with international students is in the best interest of all students as intercultural communicators.

Students want and deserve to get the most from their university educational career. Williams (2005) argues it is imperative college and university students develop intercultural communication skills while in college so they become more efficient intercultural communicators when they enter the global work force. Properly informing, preparing and addressing major cultural issues domestic students face as they attend college prepares them for the future, as educated citizens. As Green (2007) emphasizes, it is not enough for American universities to invite and house international students to study in this country. It is the responsibility of American universities to unite international learning toward local and global communities through communication. Inviting campus activities open the doors to basic intercultural communication and is the first step in allowing students to make those needed initial

interactions of intercultural communication (Green, 2007; Poyrazki & Grahame, 2007). For these reasons it is imperative to formally ask UWSP students these important questions.

Chapter Two: Method

This study used a combination of two research methodologies in analyzing various concepts and measurements of intercultural communication of domestic students enrolled at the UWSP campus. The two methods were complied within a questionnaire in an on-line survey, of which contained a demographic section, four open-ended questions, and three scales.

Participants

A questionnaire was distributed by on-line email invitation to 850 undergraduate students enrolled in a required 100 level course, Communication 101, Introduction to Public Speaking at the UWSP. The sample contained in this study was comprised of 155, there were 50 male and 88 female identified, with an average age of 19 (range 18 – 29). The participants are identified as American students. These students represented various ethnicities and races, but the students were born and raised in the United States. Nearly half of the participants 48.2% reported coming from rural hometowns; 37.2% from suburban; and 14.6% from urban. Classes standing of these participants are 61.4% Freshman, 24% Sophomore, 10.1% Junior, 2.5% Senior. The percentage of students who reported they speak or study more than one language is 37.7%.

Invited participants were informed of their rights as a participant of this study. Further, participants were made aware that they voluntarily agreed to participate in this study and informed they may refuse to participate at anytime, without penalty, during the course of the study. Participants were not offered extra credit in any course. However, all participating students were invited to enter their name and email address into a raffle drawing. Other than for this purpose the researcher had no need to know who is participated in this study. Subjects responded anonymously to the survey questions. If the individual wished to enter the raffle, the individual forwarded their name and email address to the following email address tyakovle@uwsp.edu. The researcher did not collect any identifying information, unless the

participant was willing to participate in the raffle. The information collected in relation to the raffle is kept confidential. Only participants' names and email addresses was requested. Six $10.00 gift certificates were available to six individuals who freely, willingly, and voluntarily enter their name and email address, into the raffle drawing, to the researcher's email address. Participant's names and email addresses responding to the raffle were entered into a drawing and were selected randomly. The six randomly chosen individuals were notified by email of where to claim their prize.

Measurement Materials

The data for this study was collected by an online survey questionnaire. The participants responded to general demographic questions, as well as questions regarding various aspects of their background and aspects of their lives as domestic students. Participants responded to sixty questions targeting three main independent variables: 1) IWTC; 2) ethnocentrism; and 3) intercultural experience exposure. Also included in the survey were four open-ended questions about the participant's personal intercultural experiences encountered on campus this academic year.

Demographic questionnaire. This study considers factors which impact intercultural communication of domestic students while studying at the UWSP campus. Participants were asked to respond to the following demographics: age; sex; ethnicity; race; country of origin; GPA; class standing; study major; number of years attending UWSP; and number of languages studied. Following the collection of demographic data, respondents were asked four open-ended questions: two questions asked participants to describe positive and an uncomfortable intercultural communication experience between participant and another student from a different culture; and two questions asked participants what encourages and discourages communication between international and domestic students at the university (Appendix A).

Intercultural Willingness to Communicate (IWTC). This measure uses a modified twelve item questionnaire from Kassing (1997). The questionnaire was modified specifically to adapt to the population participating in the survey. This scale assesses the likelihood or frequency participants would choose to communicate in their host culture in a variety of situations (for example, "talk with someone from another culture") (Kassing, 1997). The higher the score, the more often the participant will communicate in intercultural communication (Appendix B).

Generalized Ethnocentrism (GENE). This variable is measured using the 22 item scale developed by Neuliep and McCroskey (1997). The GENE scale measures the level of ethnocentrism individuals possess. It is usual that individuals scoring high in ethnocentric beliefs will avoid intercultural communication. A sample question from the GENE scale is, "Most people would be happier if they lived like people in my culture." The higher the score, the more ethnocentric a person is (Appendix C).

Intercultural Experience Exposure (IEE). The variable of prior cultural experience of intercultural interaction is measured using a ten item scale created for the purposes of this study. The participants' intercultural experience exposure will be quantified by totaling the number of close friends of another culture, romantic relationships with someone of another culture, different languages studied, cultural classes taken, religious services other than own attended, frequency of attendance at cultural and diversity events, and number of trips outside their native country taken (Williams, 2005). A sample question from the Intercultural Experience Exposure is, "I have attended cultural and/or diversity events." The higher the score, the higher the number of intercultural experiences a participant has had (Appendix D).

Data Collection and Procedures

Usual and appropriate procedure regarding research protocol was conducted. Once

permission was granted by the University Institutional Review Board for the Protection of

Human Subjects (Appendix E), research data collection commenced immediately.

Participants were recruited by an email survey notice invitation via a database of students in an

introductory Communication course. The researcher forwarded an invitation to participate. After

reading the invitation and Consent Form, participants were instructed to continue on to the survey if they

wished (Appendix F).

The participants were told that the purpose for conducting this study was to investigate

intercultural communication behaviors. Participants were informed that taking the survey was voluntary

and the information provided would be kept confidential and anonymous. The researcher did not collect

any identifying information unless the participant participated in the raffle. Only participant's name and

email address were required for participation in the raffle. The questionnaire distributed in this study took

the participants approximately 10 minutes to complete.

The measures used in this study were chosen because of their effectiveness in past studies

about intercultural relations. These measures are known for their reliability and validity in

various populations. The scales were modified slightly to bring consistency in the format of the

survey throughout the three scales. Due to incomplete computer distribution and incomplete

data, a fourth scale originally prepared and deployed within the survey was omitted from the

results.

The survey was distributed to the students by on-line email invitation on March 9, and

closed on March 14, 2009. The students were informed of the survey and their rights as

participants. The participants were invited to enter their name in a raffle that offered a chance to

win one of six $10.00 gift certificates to the campus bookstore. The participants responded to

the survey at a time and place of their convenience.

Chapter Three: Results

The first part of this section presents domestic students' reflections and responses on several issues of intercultural communication. Approximately 140 participants responded to the four open-ended questions set out in the survey. The participants' perceptions of intercultural communication and present interaction with international students are explained accurately in these responses. The insightful responses of the participants generate themes about how the participants as a whole react to intercultural encounters at UWSP. The findings are consistent throughout the participants' responses. The major themes that emerge from the responses are discussed more clearly as described in the analysis of each research question.

Qualitative Findings

The first qualitative research question focused on domestic students' characterizations of their description with a pleasant intercultural communication experience at UWSP this 2008-2009 school year. Participants were asked to describe a pleasant intercultural communication experience this school year.

RQ1: What are the primary characteristics of pleasant intercultural communication experience for UWSP students?

Issues related to positive intercultural interaction were highlighted by four major themes: commonalties, practice language, culture and classroom assignment. Though it might seem domestic students favor shying away from intercultural interaction on campus, this is really not the case. Good things happen when domestic and international students get together. The students say when they do come together, the American students respond positivity about the share interaction and experiences. The domestic students report positively and enjoy getting together with intercultural students on campus. American students react especially positively when they discover things that they have in common between themselves and the foreign

student. Learning commonalities between the domestic and intercultural student helps foster constructive relations.   This is evident in several of the responses. For example, one American student responded, "I have an acquaintance in my major who is from Japan. She is the sweetest girl, and even though she has cultural differences, I have a lot in common with her." Another domestic student wrote, "I met a Chinese girl in one of the Campus Crusade groups. Her name was "Carol" and we got partnered up for the game. She was really nice and we found out we had a lot in common."

The second issue that arises in this question is many American students report they enjoy being with intercultural students when they can practice a second language. Several students report they get pleasure from intercultural communication when they can practice the language they are studying. The relationship between the students is focused on the commonality of the knowledge of language. American students may find a "purpose" in interacting with foreign students through practicing a language the American student is studying. Specifically, a one student noted, "I got good practice with speaking Spanish with another student." Another student acknowledged how he/she shared practicing English and Spanish with intercultural students, thus showing how both parties benefit from the interaction. This student explained, "I would speak the best Spanish I could to them, and they would speak their best English back. It was good fun and practice for both of us and we really got to learn a lot about one another." Further, another student reported, "I took Japanese last semester and really enjoyed speaking with the student aids and watching Japanese movies with them."

In addition, several domestic students stated they liked learning about different cultures when they talk with intercultural students. Students report they are fascinated when they meet intercultural students and talk about the differences and similarities between their American culture and the intercultural student's culture. The students' perception of "culture" and their

own culture becomes clearer when they have opportunities to listen to the background and experiences of intercultural students. The domestic students report this interaction happens in the classroom, in social circles and at public organized events on UWSP campus. To this one student responded, "I had a partner in Comm. who was Hmong and I learned a lot about the culture". Another student told, "I attended a multicultural event where a man told us his story about being an immigrant from Hong Kong." Finally one student wrote, "I have had discussions with people from Germany and Korea about their culture/society norms."

A final theme that emerged from this question is that American students prefer structured settings such as classroom interaction when coming together with intercultural students. Domestic students are interested learning about intercultural students. Preparing the right forum in the classroom for this provides domestic students with beneficial and resourceful cultural learning experiences. Many students responded similarly that they had a pleasant intercultural experience when they got to interview intercultural students about their lives. Students reported that class assignment interviews prearranged meetings and introduced them to intercultural students with the consent and expectancy of the situation. This controlled meeting served and protected the possible awkward initial encountering that can happen when two people of very different cultures first meet. One student shared, "For my Interior Architecture class we had to interview a foreign exchange student about their home." A second student noted, "I had to do an interview for Interior Architecture and it was really interesting to learn how the foreign exchange students view America and how different it is from their home country." Another student shared, "An interview that I had to complete for a class between myself and a male student from Hong Kong." Students explained how fascinated they were to learn about the ethnic customs and expectations held in society by many different cultures. Further, students reported they did realize the differences between American culture to other cultures (such as European), but were

amazed at the vast differences of American culture in comparison to Eastern cultures, such as Japan and Korea.

The second qualitative research question looked at domestic students' characterizations of uncomfortable intercultural communication experiences at UWSP this 2008-2009 school year. In order to examine an opposing side of a pleasant intercultural communication, the participants were asked what, if any, uncomfortable intercultural communication situations they had experienced here on campus.

RQ2: What are the primary characteristics of uncomfortable intercultural communication experiences for UWSP students?

The participants reported three majoring themes to this inquiry. The main themes referred to in the responses related to language barrier/accent, lack of commonalities, and groups/cliques. Several domestic students stated these situations caused a feeling of discomfort and awkwardness when interacting interculturally. This was reported in various contexts, in and out of class.

Misunderstanding in language was a major factor or concern domestic students referred to regarding cross-cultural interaction between domestic and international students. Strained conversation was identified by the American students' responses relating to language barrier and foreign accent. This was especially evident when the American students expressed frustration when having to ask "several times" for clarification from foreign students' speech. Some of the American students reported they "felt bad" or "annoyed" when they were trying to place orders at Lower Depot. Typically, students reported they felt uncomfortable or uneasy when talking with an intercultural student(s) and being unable to understand what the intercultural student was saying. As one student wrote, "Sometimes its hard to understand what my Global Connections partner says, so he has to repeat himself or explain himself, which makes communication

strained." Another student's response was, "Someone asked me a question and I could not understand their accent and had to have them repeat the question four times before I understood them." Finally, a student reported, "I feel awkward, and it is difficult for me when I'm ordering food in lower Debot. Often workers of a different ethnic background don't understand me or I don't understand what they are saying."

Another topic students identified as being uncomfortable intercultural communication is a lack of commonalty. As much as American students enjoy commonalties, they acknowledge discomfort when they struggle to find something familiar to talk about between them. Humans feel safe when they share similarities. The search for something in common is fun until the parties realize there is nothing shared. This is seen through the attempts of domestic students to find a common ground with intercultural students, only to result in unpleasant communication experience. A student remarked, "Last semester, I lived with a Hmong girl. She and I got along for the most part, but had nothing in common. So sitting in the room together was awkward and we rarely talked about anything. So the lack of communication was uncomfortable." A second student shared, "Talking to a student from China at Debot. He was talking about his culture and I had no clue about it."

The third issue the American students mention in their responses is their feeling of intimidation and unsatisfactory intercultural communication. American students commented they did not like when they came across or were forced to approach a "group" of ethnic intercultural students. When a group of several intercultural students were together walking, talking, eating or studying, the American students felt a sense of separation or that the intercultural students intentionally cut themselves off from mixing with students other than their own. This identity of "in-group/out-group" existed when American students came into close range of the intercultural students. This is evident in the following responses of the participants.

One student expressed uneasiness when "walking into conversations while the people were speaking another language." Another domestic student explicitly explained living circumstances, "The Asians I have been exposed to in my building are odd, loud, and I can't stand it when they talk in their language when other English-speakers are around." Still another student reported, "I was walking to Debot and there was an entire group of Asian people walking in a group. There was no way of getting around them so I had to walk on the grass. I thought it was rude that they wouldn't let me pass."

The third qualitative research question looked at domestic students' characterizations of what students thought encouraged intercultural communication at UWSP. In this question students were asked to tell about what encourages communication between intercultural and domestic students here at UWSP.

RQ3: Which elements of UWSP life encourage communication between intercultural and domestic students here at UWSP?

American students reflected they thought university organizations, classroom diversity, dorm life diversity, and personal willingness were the main forces that encouraged intercultural communication on campus.

Most domestic students thought the university does a good job promoting intercultural communication by arranging and scheduling intercultural events throughout the year. Several students talked specifically about the organization called "Global Connections," while others referred to the "The International Club." One student particularly responded, "I think the Global Connections organization does a great job of getting people to interact with each other. I think the international program does a pretty good job as well, but I haven't had much association with that organization." Another student added, "I think a culture fair or some way or form to let people get experience with the culture[s] first hand." Another domestic student noted, "There

44

are always e-mails flying around letting you know how you can get involved in another language or study abroad programs."

While some American students recognized the scheduled social intercultural interaction events available, other students wrote about the daily academic setting. Many students said they thought intercultural communication was encouraged on campus through interaction in the classroom. It seems what happens in the classroom is very important, perhaps even more important than what happens at the larger more formal events on campus. These organized events are purposeful, but short-lived. It is difficult to continue a meaningful interpersonal relationship as a result of these events. Experiencing intercultural exposure in the classroom is long-lasting. Students in class spend 16 weeks each semester together. Having intermixed classes together provides time and a purpose to get together. Several students noted they liked diversity in the classroom and they liked being "paired-up" with intercultural students. Classroom diversity or culturally mixed group interaction seems to take the pressure off the students. The classroom provides students with a non-threatening environment to work naturally together. The classroom and course assignments give both the American and intercultural students a purpose for interacting together. The awkwardness may still exist at first, but after the initial stages of getting to know each other it appears meaningful interaction occurs. One student reported, "I would say having more integrated classes with both domestic and intercultural students. I have only one class with an international student and I think if I had more classes with intercultural students I would be able to meet more and interact better."

Finally, another finding reported by American students was they thought the personal interest and willingness of students encouraged intercultural communication on UWSP campus. Many students reported they thought the university did a great job in providing cross-culture exposure to all students. These students tend to place responsibility on the students as

individuals to become more involved in diverse cultural encounters. One respondent credited the actions and intentions of domestic students by writing, "Some students really want to get to know different people. They like to investigate what other cultures are really about." Correspondingly another student answered, "I think students are interested in what life is like for others from different countries, so they have the tendency to ask questions." A third student continued, "Students in college whether they admit it or not, take a strong interest in learning, which finds them taking an interest in other cultures. It's rewarding after completing hard courses and being able to discuss your new found knowledge. This is the same when you learn more about different cultures, it is very eye opening and fun to see how big of a world it is out there."

The fourth qualitative research question looked at domestic students' characterizations of what students thought discouraged intercultural communication at UWSP.

RQ4: Which elements of UWSP life discourage communication between international and domestic students here at UWSP?

The major themes that arise in the students' responses regarding discouraging intercultural communication mainly deal with racism/stereotyping, lack of diversity, language barrier and ethnocentrism.

A number of students refer to hidden racism and stereotyping as affecting intercultural interaction on UWSP. Students admit negative stereotypes and ethnocentric views exist at the UWSP campus. One student plainly responded with one word, "racism". While another student noted, "Racism and prejudice are unfortunately alive and well in every society, including ours." It appears many, not all, American students hold prejudiced perceptions of intercultural students. Considering the demographics of the UWSP campus (92.3% are white, while only 7.7% are

other than white), this leads to the next major issue about what discourages intercultural communication: lack of diversity.

Many American students raised the issue of the lack of diversity on campus and state that many students come from upbringing with little exposure to diversity. For example, one student referred that the "overwhelming numbers of Caucasian students here on campus is the biggest discouragement." A student similarly commented that UWSP students typically came from "small, white towns in Wisconsin and the mid-west." The lack of a diverse student population is obviously an issue students recognize as something that discourages intercultural communication between student populations at UWSP.

In addition many students noted a measure of ethnocentrism exists on UWSP campus. Domestic students reported that they felt distinctions between many student groups were on a daily basis. This they thought was a natural cultural practice, but also reinforced by intercultural students living separately on campus. As one student illustrates, "Students of certain ethnicities tend to stick together in groups of the friends of the same ethnicity." Another student points out, "International Students tend to stay in their cliques at UWSP. It is hard for a domestic student to walk up and try to be in their clique without feeling awkward." American students wrote they thought they benefited and preferred more "one-on-one" interaction with intercultural students.

The subject of language and accent was also an issue referred to by American students as a discouragement to intercultural communication. Many of the participants felt it was difficult to understand intercultural students that did not speak English very well or spoke with heavy accents. This inability to understand what the intercultural students were saying put a sense of nervousness or tension on the domestic student. As one student explained, "Sometimes the language barrier is a hard one to overcome for some intercultural students. They either don't speak English very well, or are not confident in their speaking abilities and don't speak much.

Also, being far away from everything they know tends to make them very shy and unwilling to put themselves out there for possible derision."

Finally, what is hopeful in the responses is that the American students who participated in this study expressed several areas that describe positively and negatively contribute to how and why intercultural communication is conducted in the way it does here on campus. This is done when students tell of their recent intercultural experience on campus. These students give their perspective in distinguishing what the UWSP campus atmosphere does to improve or discourage intercultural communication between students.

Quantitative Findings

Three dependent variable formed the foundation for the quantitative portion of this study.

Intercultural Willingness to Communicate. The measure of IWTC is based on a 12-item scale (*M=47.0641, SD=6.11996)* that has a Cronbach's alpha of .856 in this study. Scores were obtained by summing across the 12 items. Possible mean scores ranged from a low of 32 to a high of 60. The higher the score, the higher the degree of intercultural willingness to communicate.

Ethnocentrism. The measure of Ethnocentrism is based on a 22-item scale (*M=47.0641, SD=6.11996)* that has a Cronbach's alpha in this sample of .856. Scores were obtained by summing across the 22 items. Scores ranged from a low of -3.00 to a high of 36. The higher the score, the higher the degree of ethnocentrism.

Intercultural Experience Exposure. The measure for IEE is based on a 10-item scale (*M=6.22, SD=1.73348).* Scores were calculated by summing across the 10 items. The possible scores ranged from 0 (in no intercultural experience) to 10 (in high intercultural experience). The higher the score, the higher amount of intercultural experience exposure.

Quantitative Research Questions

The second part of this study explored and described the population in terms of the range of intercultural communication activity as measured by Ethnocentrism, IWTC and IEE. For this, the dependent variable measures were used to determine the range of scores for the sample as a whole. Two hypotheses sought to reinforce known relationships between the dependent variables.

H1: There will be a negative relationship between Ethnocentrism and IWTC and between Ethnocentrism and IEE.

H2: There will be a positive relationship between IWTC and IEE.

Table 2 shows a matrix of the bivariate correlations between the dependent variables. A significant negative correlation is shown between these scales. Hypothesis 1 predicted a negative relationship between Ethnocentrism and IWTC and between Ethnocentrism and IEE. Consequently, hypothesis 2 predicted a positive relationship between IWTC and IEE. Both hypotheses were supported. There was a significant negative relationship between Ethnocentrism and IWTC (r (155) = -.256, p = .001), and between Ethnocentrism and IEE (r (150) = -.286, p < .001), while a positive relation existed between IWTC and IEE (r (118) = .358, p < .001).

TABLE 2. Correlation Matrix for Dependent Variables

Variable	GENE	IWTC	IEE
GENE	1.00	-.256*	-.286*
IWTC		1.00	.358**
IEE			1.00

*p = .001; **p < .001

Research Question 5 asked whether levels of IWTC, Ethnocentrism, and IEE varied between students with different demographic characteristics. The dependent variable of age was tested using Pearson correlations; the remainder of the dependent variables were tested for differences using *t*-tests or ANOVA.

Age. There were no significant relationships between age and any of the dependent variables. Correlations ranged between .012 (IEE) and .167 (IWTC).

Sex. Men in the sample had significantly higher Ethnocentrism scores than women (t (133) = -3.11; p < .05). There were no differences between the sexes on the other dependent variables.

Foreign language experience. Respondents were divided into two groups for this test: those who know only one language and those who know two or more languages. Respondents who know more than one language had significantly higher IEE scores than their single-language counterparts (t (128) = -1.96, $p = .05$). None of the other dependent variables showed significant differences between the groups.

Hometown description. None of the dependent variable means were significantly different for students from rural, suburban, or urban areas.

Travel abroad experience. Students who had experience traveling abroad also had higher IEE scores than their counterparts (t (128) = -2.95, $p < .01$). They did not differ significantly on scores for IWTC or Ethnocentrism.

College. Students were classified according to the college in which their major is housed: Fine Arts and Communication, Letters and Science, Natural Resources, and Professional Studies. A Oneway ANOVA was conducted to test any differences between the colleges' representatives with regard to the dependent variables. No significant differences were found. Percentages according to each college are recorded as follows: 19% College of Letters and Science, 8%

College of Fine Arts and Communication, 40.1% College of Professional Studies, and 19.7%

College of Natural Resources, 13.1 % were undeclared.

CHAPTER FOUR: Discussion

This study investigated the role of intercultural communication and attitudes of

undergraduate domestic students toward international students currently attending UWSP

through qualitative and quantitative methods.

Qualitative Discussion

The responses of the qualitative portion of the study reveal the views and opinions of

UWSP students relative to communication with international students on campus. Overall, the

responses to the four open-ended research questions reflect a sense of courtesy and thoughtful

insight in regards to how domestic students approach interaction with international students.

This study suggests the domestic students are aware of intercultural or multiethnic interaction

and willing to participate with international students while at the university. Further, the written

responses of domestic students show this population at this university practices and promotes

intercultural communication in academic and extracurricular settings. This discussion explains

how the responses of the participants reflex the theories introduced and explained in the literature

review.

The most commonly mentioned issues regarding intercultural communication with

international students as addressed by the domestic students' responses relate to findings found

in prior research. Several of these topics are mentioned in the earlier literature review, which

focuses on how universities strive to promote a multicultural environment for all students. The

interest universities have in providing a diverse ethnic population for its students is to expand

knowledge and offer meaningful interpersonal relations for all students. Research shows

universities benefit in producing a population that is tolerant and understanding toward people of

other nations. As Green (2007) clearly states, "An undergraduate education must produce

graduates who will contribute to civic life both locally and globally." Scholars argue

maintaining a diverse international student population encourages positive intercultural growth and awareness in students as they act locally and abroad.

The intercultural mind-set of the participants is seen in the responses to the four open-ended questions asked in the qualitative section of this study. These four questions were intended to discover current students' opinions relative to intercultural interaction with international students while on UWSP campus.

The first two questions take on a personal perspective which asked participants to tell about a pleasant (positive) intercultural experience and then asked participants to tell about an uncomfortable (negative) intercultural experience; the second two questions took on a social or broader view by asking participants to explain what encourages or discourages interaction between international and domestic students on UWSP campus.

The responses of the domestic students closely relate to the theory described earlier in the literature review: Social Interdependence Theory (Johnson & Johnson, 2005). Science and scholars explain humans are social creatures. Humans need contact and interaction to survive. Our human society depends on camaraderie and interceding needs in order to reach our personal goals. Interaction and communication are the basis for how humans accomplish these goals (Johnson & Johnson, 2005). This is expressed in the responses reported in this study. Specifically, students reported they enjoyed the following from pleasant intercultural communication: learning commonalities; practicing foreign language; learning about another culture; and being assigned in-class assignments. All of these topics directly relate to Social Interdependence Theory. This theory demonstrates the students have something to benefit from or something to gain from each of the experiences. For example one student reported, "I got good practice with speaking Spanish with another student." It is clear there was a benefit of practice gained for the student. There was a purpose with an end. Similarly, students reported

taking pleasure in course assignments. Again, the domestic student has a reason to seek interaction with an international student because the student is required to complete a class work. The domestic student is driven with a purpose to seek interaction with another for information to earn a grade. This provides the domestic student with a purpose or reason to engage in communication with international students.

By contrast, domestic students respond less enthusiastically to the question which asks students to tell about an uncomfortable intercultural communication experience they have had on UWSP campus. The responses made by the participants regarding uncomfortable intercultural encounters demonstrate a sense of separation and distance on the part of the domestic students toward the international students. As referred to in the literature review, McCroskey explained people respond to certain communication situations in varying ways. Thus, the students' responses toward this question relate more closely toward the theory of Communication Apprehension.   Students express hesitancy and a tendency to keep away from intercultural interaction with international students. This is conveyed in the participants' responses concerning lack of commonalities between individuals; language barrier/accent of international students; groups formed by international students; foreigners speaking native language in common areas. For example, one domestic student explained they were uncomfortable "when talking to an international student and not being able to understand what they are saying." This discomfort causes an increase level of stress which then leads to avoiding communication when domestic students come into contact with international students (Neuliep & McCroskey, 1997).

Research questions three and four asked the students about their perspectives relating to the campus atmosphere of intercultural communication with international students. The third qualitative research question asked participants what they thought encouraged intercultural communication between international and domestic students on UWSP campus. The responses

of the participants echoed the themes addressed earlier in the literature review relating to IWTC and ethnocentrism. The theory of Intercultural Willingness to Communicate, illustrated by McCroskey and Richmond (1987), is apparent in the participants' responses to encouraging intercultural situations at UWSP. Additionally, the theory of Ethnocentrism explored by Neuliep and McCroskey (1997) can be applied to many themes made by the participants relative to discouraging intercultural communication with international students at UWSP.

Domestic students reported they thought what encouraged intercultural communication with international students at UWSP are the following: university organizations that scheduled activities and programs; classroom and dormitory diversity; and a genuine personal interest of students in intercultural interaction. Interestingly, these issues relate closely to the framework set out in the assumptions of IWTC. As McCroskey and Neulip explain, positive intercultural communication situations occur by people who demonstrate a willingness to seek out and act upon their intention to communicate with people of different cultures. American students respond more positively to intercultural interaction with international students when the intercultural setting is established for them. For example, many of the participants replied they thought UWSP's intercultural programs and activities encouraged communication between American and international students on campus. In relation, respondents expressed diversity within the classroom and dormitory were ways to encourage and promote intercultural communication between domestic and international students. Lastly, participants believed a genuine interest of individuals to communicate fosters intercultural communication at UWSP between domestic and international students.

These three main issues relate directly to IWTC. Domestic and international students must be provided opportunities to interact on campus. This is reflected throughout many of the participants' responses. Without opportunity or situations offered by UWSP organizations and

programs no chance for meeting or purpose to interact between the populations can occur. If

more occasions are provided by the university, more possibility for getting together will happen

between domestic and intercultural students. Students who have a willingness or interest to

communicate intercultural will make an effort to attend such events, therefore exposing

themselves more often to participate in intercultural and international events on campus. As one

participant responded, "The classes and clubs help encourage interaction between the

intercultural and domestic students. The International Club is always hosting events." Similarly,

another student noted, "There are several groups to promote it [intercultural communication], as

well as opportunities to see them [international students] working at Debot. Also, having several

international students in classes requires conversation." As expressed in these answers, UWSP

students are aware the opportunity or occasion must be present for students to come together to

act upon their willingness to communicate with international students.

The final open-ended question asked UWSP student respondents to tell what they thought

discouraged communication between domestic and international students. Overwhelmingly,

participants expressed what they felt discouraged intercultural communication between domestic

and international student populations in the following topics: lack of diversity; in-group/out-

group; and stereotyping/racism. These responses made by participants relate closely to the

foundations described by Neuliep relating to the concept of ethnocentric behavior. Themes of

ethnocentrism were repeated among most of the responses to this question. Reiterated over and

over were responses relating to in-group/out-group contact of students, for example the response

"Groups, students of certain cultures stick to their own cultures." Another student replied,

"Students of certain ethnicities tend to stick together in groups of the friends of the same

ethnicity." Respondents also acknowledged the lack of diversity on campus contributes to

discouraging intercultural communication; in comments referring to the "massive amount[s] of

whites" and recognized it was a "white dominant society after all." Lastly, many American students admitted the existence of racial discrimination on campus. One respondent replied, "Racism and prejudice are unfortunately alive and well in every society, including ours." Another student answered, "Groups of students that are not open to others that are not of the same race, or ethnicity." As addressed in the literature review, scholars such as Neuliep and McCroskey explain the essence of ethnocentrism is made up of degrees or levels from culture to culture, based upon the outlook and attitude of the individual. Ways in which individuals and groups respond to others that are culturally or ethnically different varies depending upon the situation. Ethnocentric behavior exists in any social setting; this is apparent in the responses made by this participating population of this study.

Quantitative Discussion

The findings of the quantitative portion of this study also reflect results of earlier research as mentioned in the literature review. As explained earlier, this study explored the relationships between the variables of IWTC, ethnocentrism and intercultural experience exposure. It also examined whether groups of people with different demographic characteristics produced different scores for the three dependent variables.

First, the results of this study show support for hypothesis that there is a slight negative relationship between Ethnocentrism and the variables of IWTC and IEE. The findings of this sample, domestic students currently attending UWSP, are similar to findings indicated in earlier studies. The results of this study supported previous research which explored and were based upon very similar variables and scales as those used in this study (Lin & Rancer, 2003; Neuliep & McCroskey, 1997). Students who report a higher level of ethnocentrism are less willing to communication with people from other cultures, although, the correlations obtained in these data were slight to moderate. Past research establishes ethnocentrism as an obstruction to effective or

productive intercultural communication. When individuals hold such a domineering belief of their in-group being superior, and a negative association with any out-group as inferior, this image restricts relations with others who are culturally different (Lin & Rancer, 2003; Lin, Rancer & Trimbitas, 2005; Neuliep & McCroskey, 1997).

Hypothesis 2 predicted a positive relationship between IWTC and IEE. This hypothesis also received support. Students who are open to intercultural communication are more active and involved (both in the past and present) in intercultural interaction. Individuals scoring higher in their intercultural willingness to communicate engage themselves more often in different cultural settings and do not avoid these opportunities.

The final research question asked, "Do domestic students' levels of IWTC, ethnocentrism and intercultural experience exposure vary when considering independent variables of: a) age; b) sex; c) foreign language experience; d) hometown description; e) travel abroad; and f) college/major?" Unlike previous studies relating to ethnocentrism and IWTC, this study indicated no differences in the independent variables of age and sex. Although, the level of ethnocentrism recorded was similar for younger and older participants. It should be noted the proportion of the age groups for this study was unbalanced. The number of younger participants was significantly higher than the proportion of older participants. It should be considered, that perhaps younger students are more apprehensive to communicate in any context, based upon their young age and lack of experience to life situations, while older students are more familiar with their environment and enjoy a level of comfort here at the university. Researchers have observed the effects age has on interpersonal communication. Distinctions have been reported regarding how young individuals respond hesitantly towards intercultural interaction (Valk & Karu, 2001).

The differences between sexes in this study indicated significant differences between female and male responses on Ethnocentrism. Specifically, female participants scored lower on the level of Ethnocentrism than male participants. Many more females than males participated in this study. Past research of intercultural communication show varying outcomes. Studies have shown men tend to react more cautiously than women in interpersonal exchange and intercultural contact may add more stress or "work" than they care to invest, depending on the context (Lin & Rancer, 2003; McCroskey & Richmond, 1987). This stress or "lack of need" may cause men to keep away from intercultural interaction which would result in lower scores for IWTC. This adds to an explanation for the male participants' higher score on Ethnocentrism. Men are thought to be more nationalistic than women. Past studies show men are more patriotic, defensive and competitive in regards to their identity and sense of belonging to their culture (Grant, 1993). Therefore, the findings of this study are congruent with findings of studies done before on intercultural communication.

More than half the participants of this study reported having studied a foreign language. This attribute seemed to have an effect on the participants' IEE. The findings regarding experience with foreign language(s) were significant.

Cultural expert Inoue (2007) argues "Communication competence studies insist that knowing the language is not enough unless and until it is supported by cultural knowledge" (p. 4). People can speak a foreign language, but not have an absolute concern to understand the way of life of where that language is used. Intercultural communication is not based upon how or how well one speaks a language. They must have a genuine interest to engage themselves with the people that use that language and know how the language is used to live within the culture.

Other experts argue an interest in or knowledge of foreign language does generate positive attitudes about experiencing and learning about other cultures. Likewise, Kim and

Goldstein (2005) state, "an interest in foreign languages may be linked with intergroup attitudes in terms of interest in and respect for other cultures" (p. 268) This interest leads to a willingness to interact with people of other cultures more freely (Dornyei & Csizer, 2005; Planken, et al., 2004). Scholars Erwin and Coleman explain as follows:

> Familiarity with another language is not the critical factor related to cross-cultural competence. Mastering a second language . . . requires an active interest in another culture or the desire to communicate with individuals from backgrounds that are discrepant from one's own. Perhaps it is this interest that actually leads to opportunities for the achievement of greater intercultural competence. (p. 20)

Other researchers explain intercultural awareness can be learned through foreign language study, but genuine intercultural communication requires personal will and initiative. Participants in this study were relatively high in IWTC and low in Ethnocentrism and naturally open and comfortable with intercultural communication situations on campus, with little regard to whether they studied a foreign language.

Hometown was another aspect this study explored. As explained in the literature review, knowing where UWSP students come from and in what type of environment they were raised helps illustrate the current student population sampled for this study. Less than half the participants (48.2%) described their hometown as rural; the remainder reported 37.2% suburban, and 14.6% urban hometowns. Little research is available regarding the influence of the size of one's hometown on IWTC and Ethnocentrism. One can assume people who live in small rural communities have less exposure and experience with people from other cultures. This literature review establishes people are a product of their culture. Nearly half of the students grew up in rural areas. Jackson (2005) argues that the role of an individual's host culture is a resource for

developing intercultural understanding. Students having been raised in small rural communities will most likely have had little or no dealings with people representing other cultures (Jackson, 2005). However, this information, if true, had no relevance in the current study. This study reveals that where the participants were raised had no effect on their levels of IWTC or Ethnocentrism.

This study also examined the impact of study or travel abroad in relation to participants' level of IWTC and Ethnocentrism. Over half of the participants to this study reported having traveled or studied abroad. Participants' levels of Ethnocentrism, IWTC and IEE relative to travel abroad showed slightly significant results in relation to IEE. Findings in earlier studies have found intercultural attitudes of participants' had been significant in relation to ethnocentrism and intercultural communication. Prior research claims female participants report more positively to travel or study abroad experiences than male participants. Perhaps because women tend to score lower in Ethnocentrism and men tend to score higher; and women are likely to score high on IWTC and men are more likely to score low on IWTC. This may be the reason why women's perception of travel or study abroad is seen more positively through their responses. In addition, Kim and Goldstein (2005) found, "Students who had unfavorable expectation of study abroad may believe they have little to gain from experiencing another culture and may feel anxious about the prospect of intercultural interaction" (p. 274). Students who do experience a travel or study abroad experience relate more comfortably with people from different backgrounds or adapt more readily within a new cultural setting. Therefore, it can be argued, students who did study abroad have an interest in intercultural communication and act on this more than students who did not study abroad (Williams, 2005).

Finally, this study revealed there were no distinctions between the major or college area of study of the participants. The academic field was not a factor for the participants of this study.

The area or field of study had no bearing in relation to levels of Ethnocentrism, IWTC and IEE for these participants. Kim and Goldstein (2005) report the importance of students' major to intercultural communication due to globalization and internationalization influences faced in the work world today. Scholars now focus research directly on "academic and career variables as predictors of increasing participation to intercultural situations" (Kim & Goldstein, 2005). Scholars make clear intercultural communication is very important to every major studied. This is supported by UWSP's continued participation in sending domestic students abroad. Students representing their area of study, within their college at UWSP, and in the various disciplines, show scores distributed evenly relating to the dependent variables measured in this study.

CHAPTER FIVE: Limitations, Future Research and Conclusion

This section addresses the limitations of this study. The foremost issues of concern are the open-ended questions, uneven population sample (age/sex), and problems with survey questions about study of language and travel abroad.

Limitations

The open-ended questions employed in this study were intended to assess domestic students' intercultural communication perceptions and experience with international students at UWSP. These questions asked participants to describe a pleasant and uncomfortable intercultural communication experience on this campus this year. The first two qualitative research questions were not as precise as the second two. Both of the first questions refer to intercultural communication. Those two questions should have asked more specifically about intercultural communication with international students. A few of the participants referred to conversations or activity conducted with other diverse students, not international students. These responses were omitted from the results. The focus of this study relied on data only about intercultural communication with international students.

 This study was made available to students enrolled in a required entry level Communication course. This was the best opportunity to sample students from the many majors studied at UWSP, but at the same time it provided a limited sample in the representation of age. The majority of the students were young freshmen. Though it is beneficial to learn the perspective and assess students from various disciplines upon their first year in college, this study would have benefited with more input from upper classmen. A more even distribution regarding age of the participants would have provided findings more representative of UWSP's student body.

The same can be said for the number of female to male participants. A majority of the participants were female ($n = 87$), as opposed to male ($n = 48$). Lin and Rancer (2003) sought to examine the differences between men and women in intercultural communication, which did reveal differences in the way women and men respond to IWTC and Ethnocentrism (p. 199). At any rate, this study would have benefited from a more even representation of men as it would have provided clearer evidence of how the male population at UWSP approaches intercultural communication on campus.

In addition, this study asked participants whether they studied another language and if they had traveled abroad. Again, these two questions should have been prepared more explicitly. The researcher should have asked more specific details about their study of language, for example, the question should have asked, how long the language was spoken or whether the language was learned through family members or at school. Also, the participants should have been asked to describe the particulars about the travel or study abroad experience in more detail. Information would have been more descriptive if the study asked how often participants traveled abroad, the duration of the visits, and the purpose of the travel. Earlier studies support that knowledge of a second language and/or having traveled to a foreign country opens individuals' attitudes toward becoming more accepting of diverse ethnicities and cultures (Endicott, Bock & Narvaez, 2003). Gathering such information with more details illustrates and explains participants' involvement in intercultural experiences more clearly.

Future Research

Much research has been conducted to investigate and assess how international students adapt and acclimate to the host culture and students. Less research has been done on how domestic students react in intercultural communication with international students studying in

the United States. Much more research is needed targeting domestic students' perceptions of intercultural communication opportunities with international students.

Suggestions for future research could be to conduct longitudinal studies of domestic students in their intercultural communication with international students. Collecting data on domestic students the first year they enter university and then again the last year. A study assessing domestic students' Ethnocentrism, IWTC and IEE levels as they enter university and as they graduate will prove useful. A study such as this will reveal whether or not there is more intercultural interaction with international students and if the participants' perception has changed as the domestic student matures and has been provided more experience with international students.

Another suggestion for future study is to compare domestic students that study abroad to domestic students that do not; also a before and after study of domestic students who do choose to study abroad. Previous research establishes studying abroad is an activity students choose to partake in during their higher education. These students have recognized a personal need to engage themselves in intercultural experiences by their interest in studying in a foreign culture (Williams, 2005). Learning how often and collecting an assessment of attitudes of their intercultural experience before and after will provide more accurate results on whether levels of Ethnocentrism, IWTC and IEE are affected by study abroad experience as domestic students engage in intercultural communication with international students on American university campuses.

Another area to explore is to assess whether any differences exist in Ethnocentrism, IWTC and IEE between the Colleges of study at UWSP. A study focusing specifically on the issue of College of Study will reveal whether there exist any variations in levels of these dependent variables. Such a study will help detail the attitudes of domestic students toward

65

international students from college to college. Identifying variations of students' perception of international students and attitudes of intercultural communication provides researchers with a measure of what exists in regards to intercultural awareness and communication in each school of UWSP.

Conclusion

The findings learned in this study benefits UWSP and all American colleges and universities. UWSP has gained an idea of domestic students' perceptions and attitudes in relation to intercultural communication with international students. The participants in this study provide much needed and up-to-date feedback in how they handle intercultural interaction with international students in their daily lives here at UWSP.   Building positive relationships between domestic and international students is an issue that should concern all universities. Social and academic success of intercultural communication for domestic and intercultural students is directly affected by how these student populations relate to each other. These students need the support and acceptance of each other now while on campus if they are to gain any positive intercultural experience for their future use in the world. UWSP should make use of what domestic students respond to positively to by doing more of the activities students appreciate and recognize comfortably which encourages involvement with international students while on campus. This notion is emphasized in the following statement by Madeleine F. Green (2007):

Colleges have a vital role to play in ensuring that all students in U.S.

postsecondary education can function as effective citizens of their community and

the world . . . colleges need to be intentional and strategic in giving students

learning opportunities—largely in the classroom—that promote an understanding

of other cultures and histories and the global forces that shape the daily lives and

futures of our communities. (p. 24)

66

Respectfully, two recommendations are made to UWSP. First, continue to recognize domestic students as a needed resource in international programs, and second, encourage every domestic student participate in an intercultural or international activity for a semester.

The university must continue to invite domestic students more actively in joining programs that are associated with international students. The university needs domestic students' physical participation in attending these events to ensure success. More importantly, UWSP needs the intellect and ideas of domestic students in how to better reach out to international students. Domestic students are naturally open and willing to participate, they simply need opportunities to express and share what they know. Providing a place for domestic students to create new events and generate ideas for existing programs will assist and serve the continuation of International Student Program.

Promoting ethnic, intercultural and international programs available on campus generates interest, but UWSP should be more aggressive. It is imperative the International Student Program of UWSP continue to reach out to domestic students by inviting them to get involved. Not all students are comfortable initiating participation in such programs on their own. Actively encouraging domestic students' participation in ethnic, intercultural and international organizations ensures involvement and exposure with international students. Domestic students will benefit from this contribution in two ways: first, as an educational learning experience; and second, as an opportunity to develop intercultural social skills. Providing more academic intercultural contact opportunities with international students prior to graduating provides assurance domestic students will engage in intercultural relations while on campus to prepare them personally and professionally for their future in the internationalized world. It is recognized there are logistical and administrative issues of requiring domestic students' participate in intercultural course or study abroad incurs difficulties. Thus, it is recommended the university

continue to invite and provide domestic students' involvement in intercultural interaction or involvement with international students. Nevertheless, the long-term benefits will outweigh the limitations by generating individuals that are comfortable with others from different countries as they manage themselves interpersonally when interacting interculturally.

Understanding the role of domestic students, their views and experiences with international students and intercultural communication options provides useful information. The domestic students at UWSP provide an ideal population sample typical of mid-western universities located and surrounded by farming and/or rural communities. Having conducted this study at UWSP offers an example for other universities to refer to.

In addition, this information serves all International Study Abroad programs which exist within colleges and universities. Most certainly, the information collected for this research thesis provides needed information and helpful data for the student, faculty and staff populations at this university and others as they manage and deal with issues concerning International Study Abroad programs. Identifying the intercultural barriers that exist serves both the domestic and international student populations. Recognizing and understanding existing intercultural communication barriers between domestic and international students opens more comfortable dialog. Finally, the information collected in this study helps professionals ease misunderstandings and preconceptions between domestic and international students, providing alternative methods in improving intercultural communication.

As we learned from this study and literature review, early research and theorists describe our natural human instinct to avoid communication situations we are uncomfortable with. Social science provides the scales for IWTC and Ethnocentrism to measure these theories. Scholars and researchers also suggest levels of IWTC and Ethnocentrism can change with the type and amount of exposure individuals experience have with intercultural communication. Providing domestic

students with intercultural and ethnic events for intercultural communication has proven to

enlighten and educate domestic students, but more is needed. As scholars Sias, et als (2008)

make clear "positive prior experience in an intercultural setting . . . indicates the importance of

preparing for intercultural sojourns and how one intercultural experience impacts future

intercultural experiences." UWSP must require domestic students engage themselves in

opportunities to interact and communicate with international students here on campus. UWSP is

the logical place to provide safe, encouraging, and active environments for the intercultural

education of its domestic students.

Appendix A

Demographic Questionnaire for International and Domestic Students – 11 questions ; 4 open-ended questions

Age

Sex

Ethnicity

Race

Country of origin

GPA

Class standing

Study major

Number of years attending UWSP

Languages studied

TOEFL score, if applicable

Open-ended questions:

Please describe:

1. Please describe a pleasant intercultural communication experience you may have had this school year (between yourself and another student from a different culture).

2. Please describe an uncomfortable intercultural communication experience you may have had this school year (between yourself and another student from a different culture).

3. What do you think encourages communication between international and domestic students here at University of Wisconsin-Stevens Point?

4. What do you think discourages communication between international and domestic students here at University of Wisconsin-Stevens Point?

Appendix B

Intercultural Willingness to Communicate

DIRECTIONS:

Below are thirteen situations in which you may or may not talk with another person. Answer how often you would talk in each situation.

I would . . . never   a little sometimes   often   always

1. Talk with a close friend.

2. Talk with a girlfriend or boyfriend.

3. Talk with someone I perceive to be different than me at school.

3. Talk with a classmate from another country in class.

4. Talk with a professor here at UWSP.

5. Talk with a classmate from a culture I know very little about.

6. Talk with a salesperson in a local store.

7. Talk with a fellow student of a different race than mine.

8. Talk with a relative or family member.

9. Talk with someone who speaks my native language.

10. Talk with a student from another culture outside of class.

11. Talk with a worker in the library at school.

12. Talk with someone that speaks a language different than my own.

Appendix C

Generalized Ethnocentrism

DIRECTIONS: Below are twenty-two statements. Answer each statement as it applies to you. There are no correct or wrong answers. Some statements are similar to others. Work quickly, recording your first response. For each question answer: strongly disagree/disagree/undecided/agree/strongly agree

1. Most other cultures are backward compared to my culture.

2. My culture should be the role model for other cultures.

3. People from other cultures act strange when they come into my culture.

4. Lifestyles in other cultures are just as valid as those in my culture.

5. Other cultures should try to be more like my culture.

6. I am not interested in the values and customs of other cultures.

7. People in my culture could learn a lot from people in other cultures.

8. Most people from other cultures just don't know what is good for them.

9. I respect the values and customs of other cultures.

10. Other cultures are smart to look up to our culture.

11. Most people would be happier if they lived like people in my culture.

12. I have many friends from different cultures.

13. People in my culture have just about the best lifestyle of anywhere.

14. Lifestyles in other cultures are not as valid as those in my culture.

15. I am very interested in the values and customs of other cultures.

16. I apply my values with judging people who are different.

17. I see people who are similar to me as virtuous.

18. I do not cooperate with people who are different than me.

19. Most people in my culture just don't know what is good for them.

20. I do not trust people who are different.

21. I dislike interacting with people from different cultures.

22. I have little respect for the values and customs of other cultures.

Appendix D

Intercultural Experience Exposure

DIRECTIONS:

Below are ten situations in which you may or may not have been exposed in each of the following situations. Answer yes or no to each situation.

1. I have close friends from other cultures.   Yes   /   No

2. I have been involved in a romantic relationship with someone
      from another culture.   Yes   /   No

3. I have studied different languages other than my own.   Yes   /   No

4. I have been enrolled in cultural education classes.   Yes   /   No

5. I have attended religious services other than my own.   Yes   /   No

6. I have attended cultural and/or diversity events.   Yes   /   No

7. I have interacted with people of different cultural backgrounds in my
      native country.   Yes   /   No

8. I have traveled to a foreign country.   Yes   /   No

9. I have read books and/or magazines about different cultures and places.   Yes   /   No

10. I have interacted with people from different ethnic backgrounds.   Yes   /   No

Appendix E
University of
Institutional Review Board for the Protection of Human Subjects

Protocol for Original Submissions

A complete protocol must be submitted to the IRB for approval prior to the initiation of any investigations involving human subjects or human materials, including studies in the behavioral and social sciences.

If the research does not involve vulnerable subjects such as minors or inmates, send **6 copies (original plus 5 copies) with Faculty Mentor and Department Chair signatures** of (1) the completed protocol; (2) project abstract; and (3) samples of informed consent forms to the IRB chairperson. PROTOCOLS LACKING ANY ONE OF THESE THREE ELEMENTS WILL NOT BE APPROVED. In addition, copies of questionnaires or interview questions MUST be attached. If the research does involve subjects that may be considered vulnerable, please send 12 copies.
PLEASE TYPE
Project Title: Communication Trends of International and Domestic Students at UWSP

Principal Investigator: Theresa Yakovlev

Department: Communication   Rank: Graduate Student
Campus Mailing Address:

Telephone: E-mail address: tyakovle@uwsp.edu
                                    Rhonda Sprague
Faculty Sponsor (if required):
(Faculty sponsor required if investigator is below rank of instructor.)

Expected Starting Date: 3/1/09   Expected Completion Date: 3/14/09

Are you applying for funding of this research?   Yes   No   X

If yes, what agency?

Please indicate the categories of subjects to be included in this project. Please check all that apply.
     X   Normal adult volunteers   Minors (under 18 years of age)
            Incarcerated individuals   Mentally Disabled
            Pregnant women   Other   (specify)

(**Faculty Member**) I have completed the "Human Subjects Protection Training" (available at http://www.uwsp.edu/special/irb/start.htm) and agree to accept responsibility for conducting or directing this research in accordance with the guidelines.

 (Signature of Faculty Member responsible for research)

(**Department Chair or equivalent**) I have reviewed this research proposal and, to the best of my knowledge, believe that it meets the ethical standards of the discipline.

(Signature of Department Chair or equivalent)

****************************** **Do not write below this line – for IRB use only** ******************************

74

IRB approval_____ Date_____
                    (Signature of IRB Chair)
Approval for this research expires one year from the above date.
If research is not completed by this date, a request for continuation must be filed and
approved before continuing.   **Revised form: January 2001**

Proposal Abstract

Write a brief description of the purpose of the proposed research project. (100-200 words)

The purpose of this study seeks to examine intercultural communication behavior and relations between international students and domestic students while attending the University of Wisconsin-Stevens Point. This study questions whether intercultural interaction among international and domestic students occurs to the extent the University of Wisconsin-Stevens Point hopes for. This intercultural study seeks to provide insight into whether international students and domestic students interact freely among each other and to what extent international students adapt to the host-culture, as well as to what extent domestic students accept international students. Also, this study will try to identify communication habits of both international students and domestic students when these students come together in their daily lives on campus, based upon intercultural willingness to communicate, ethnocentrism, prior intercultural experience, and current involvement in host-culture school related activities. This study will examine what effects, if any, the demographics of the participants' responses have. All four surveys and demographic questions are attached for your review.

Please complete the following questions for all research.

1. Describe the characteristics of the subjects, including gender, age ranges, ethnic background, health/treatment status and approximate number.

Participants of this study shall be international students and domestic students attending the University of Wisconsin-Stevens Point. Participants shall be above the age of 18, in good health and shall be treated in accordance with IRB standards as mandated.

2. Indicate how and where your subjects will be obtained. Describe the method you will use to contact subjects.

Participants will be recruited from two sources: 1) International students will be invited by an email database of international students, provided by the University of Wisconsin-Stevens Point, Department of Foreign Student Affairs; and 2) Domestic students will be recruited by an email database of Comm. 101 students, provided by the University of Wisconsin-Stevens Point, Department of Communication.

The researcher will forward invitations to international students and domestic students to participate in this intercultural communication survey via email. After reading the Consent Form, participants will agree to and respond to participating to the survey by clicking the link which will direct the participants directly to the online study.

3. What are you going to ask your subjects to do (be explicit) and where will your interaction with the subjects take place?

Participants will be asked to respond to a five part, 70 item questionnaire. This survey opens with general demographic questions, which lead to four surveys assessing intercultural willingness to communicate, level of ethnocentrism, past intercultural exposure and current extracurricular activity.
Participants will respond to the survey from any computer they choose at their convenience of location and time.

4. Will deception be used in gathering data? Yes ——— No ——— X
    If yes, describe and justify.

5. Are there any risks to subjects?   Yes __X__   No_____
    If yes, describe the risks (consider physical, psychological, social, economic, and legal risks) and include this description on the informed consent form.

Minimal risk may be associated with this project. For example, though this is a brief survey, some participants may find the length and number of survey questions too many. Also, sharing of personal opinions about cultural experiences and perceptions may be difficult for some participants. As a result, it is possible, though rare, some participants may experience emotional, mental and physical fatigue.   Participants will be made aware of the lengthiness and commitment needed to participate in this survey. Participants shall be informed it should take approximately fifteen minutes to complete the survey.

There are no other known risks to the participants.

6. What safeguards will be provided for subjects in case of harm or distress? (Examples of safeguards include having a counselor/therapist on call, an emergency plan in place for seeking medical assistance, assuring editorial rights to data prior to publication or release where appropriate.)

Participants shall be informed of their right to refuse to participate in the study for any reason they choose, at any time during the course of their participation. The consent form will provide the participants with notice of their rights and privileges and appropriate contact information.

7. What are the benefits of participation/involvement in this research to subjects? (Examples include obtaining knowledge of discipline, experiencing research in a discipline, obtaining course credit, getting paid, or contributing to general welfare/knowledge.)   Be sure to include this description on the informed consent form.

The benefit of participating in this research study is participants have an opportunity to contribute to the general welfare of all students attending the University of Wisconsin-Stevens Point.

The participants will benefit by becoming familiar with the concepts, terms and meaning of intercultural communication. Participants will have an opportunity to participate in an approved academic research project.

In addition, all participants will be invited to participate in a raffle. Consenting participants will be instructed to forward their name and email address to the researcher's email address. Six $10.00 UWSP Bookstore gift certificates will be raffled to participants who willingly forward their name and email to the following email address tyakovle@uwsp.edu. The entries shall be placed in a drawing. Six random winning participants will be notified by email of where to collect their prize.

8. Will this research involve conducting surveys or interviews? Yes ——X—— No———
    If yes, please attach copies of all instruments or include a list of interview questions.

The survey will be entitled Communication Trends of International and Domestic Students at UWSP. As mentioned on page 2 Proposal Abstract, the surveys and demographic questions that make up this study are attached to this request for review.

9. If electronic equipment is used with subjects, it is the investigator's responsibility to determine that it is safe, either by virtue of his or her own experience or through consultation with qualified technical personnel. The investigator is further responsible for carrying out continuing safety checks, as appropriate, during the course of the research. If electronic equipment is used, have appropriate measures been taken to ensure safety? Yes ——X— No———

Participants use their own computers to respond to this online survey.

10. During this research, what precautions will be taken to protect the identity of subjects and the confidentiality of the data?

The researcher has no need to know who is participating in this study. Subjects will respond anonymously to the survey questions. The researcher will not collect any identifying information, unless the participant is willing to participate in the raffle. The information collected in relation to the raffle will be keep confidential. Only participant's name and email address will be requested and collected.

11. Where will the data be kept throughout the course of the study? What provisions will be taken to keep it confidential or safe?

The data will be kept on at the UW-Stevens Point server under the researcher's H: drive. No one other than individuals associated with this research project will have access to this data. The data will be protected under a password known only to the researcher and those associated with this research project.

12. Describe the intended use of the data by yourself and others.

The data will be used to examine, analyze and report within a master's thesis and academic journal detailing the findings of data collected regarding intercultural communication of international students and domestic students.

13. Will the results of the study be published or presented in a public or professional setting?
    Yes ——X—— No———
    If yes, what precautions will be taken to protect the identity of your participants? **State whether or not subjects will be identifiable directly or through identifying information linked to the subjects.**

Participants and all associated with this research project will be anonymous, unless individual participants are willing to participate in the raffle. The information collected in relation to the raffle will be keep confidential. Only name and email address will be requested.

The data collected will be analyzed (excluding any identifying information) and results may become a part of any of the following: a master's thesis, academic journal publication and/or shared at conferences.

14. State how and where you will store the data upon completion of your study as well as who will have access to it? What will be done with audio/video data upon completion of the study?

The information and details collected shall be safely kept according to procedures followed by UW-Stevens Point, Department of Communication.

Appendix F
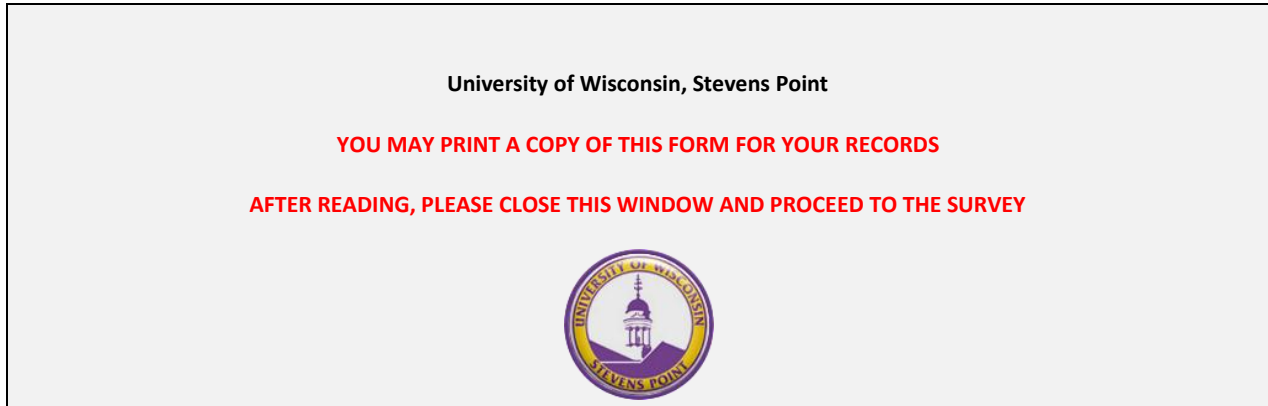
Informed Consent for Research Involvement

PROJECT TITLE:

You are asked to participate in a research study conducted by Theresa Yakovlev, graduate student from the Communication Department at the University of Wisconsin, Stevens Point. **Your participation in this study is voluntary.**

PURPOSE OF THE STUDY: To gather information about international students and domestic students' intercultural communication.

PROCEDURES: You will be asked to participate in a five part, 70 item online survey. This survey shall last approximately fifteen minutes.

The researcher will not request a follow up survey, additional open-ended questions, interviews, and or focus groups.

POTENTIAL RISKS/BENEFITS: Beyond the sharing of personal opinions about cultural experiences and perceptions, which may be emotionally difficult, there are no other foreseeable risks to your participation. This study provides participating individuals an understanding of intercultural interaction in interpersonal situations.

PAYMENT FOR PARTICIPATION: Participants will be invited to enter their name and email address into a raffle. Six $10.00 gift certificates will be available to six individuals who freely, willingly, and voluntarily, enter their name and email address to the following email address: tyakovle@uwsp.edu. Participating participant's names and email addresses will be entered into drawing and six individuals will be selected randomly. The individuals will be notified of where to pick up their prize.

CONFIDENTIALITY: The subjects of this study shall remain anonymous. The researcher will not collect any identifying information, unless the participant chooses to enter his/her name and email address in the prize raffle. The information collected in relation to the raffle will be keep confidential. Only participant's name and email address will be requested and collected.

PARTICIPATION AND WITHDRAWAL: You the participant may refuse to participate in this study at any time without consequence. You may refuse to answer any questions you do not want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so. Your participation is anonymous; no identifying information will be collected, unless you the participant choose to enter your name and email address in the prize raffle. The information collected in relation to the raffle will be keep confidential. Only your name and email address will be requested.

IDENTIFICATION OF INVESTIGATORS: If you have any questions or concerns about the research, please feel free to contact Theresa Yakovlev at 715 252-1142/ tyakovle@uwsp.edu. If you have any questions or concerns about your treatment as a subject in this research, please feel free to contact Jason Davis 715 346 4598/ jdavis@uwsp.edu

RIGHTS OF RESEARCH SUBJECTS: You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact the INSTITUTIONAL REVIEW BOARD, a group of faculty and staff at the university who review each proposal to ensure that participant rights are respected and that research is conducted in a safe and ethical manner.

SIGNATURE OF RESEARCH SUBJECT

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

ELECTRONIC SIGNATURE WILL BE OBTAINED AT THE END OF YOUR SURVEY

AFTER READING AND/ OR PRINTING PLEASE CLOSE THIS WINDOW AND PROCEED TO THE SURVEY

SIGNATURE OF INVESTIGATOR

In my judgment the participant is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Signature of Investigator: Theresa Yakovlev   Date: February _____, 2009

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