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# HOW GLOBALIZATION SHAPES THE DEVELOPMENT OF CROSS-CULTURAL LEARNING EXPERIENCES

Case Study: The transformation of Vietnamese students with Cross-culture  
Experiences

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**ABSTRACT**

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Across the whole of history, the term Globalization has been connected to a wide range of social phenomena, including economic growth and the exchange of cultures and lifestyles. Cross-culture is one area that has developed over time within Globalization and is crucial for international progress. During the time spent studying abroad, the author has observed the variations in disciplines between people who participate in cross-cultural learning experiences and those who do not. And these changes have sparked a huge substitution among people's growth choices. Thus, the thesis is conducted based on a thorough investigation of how globalization affects possibilities for cross-cultural experiences and how these experiences may have an impact on people behave and think over the long term, both at professional and their personal life.

As part of the thesis, an empirical study is conducted, with the primary data source being Vietnamese students who have graduated from foreign universities. Additionally, the fundamental questions that form the basis of the empirical study are established using standard cultural dimensions (Hofstede and Trompenaars). Through this approach, the author wants readers to understand the connection between globalization and cross-culture, as well as how these factors affect every area of our daily life, from the minor to the most significant sustainable development.

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Keywords                      Globalization, Cross-culture, Vietnamese students, transformation, sustainable development

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## CHAPTER 1. INTRODUCTION

### 1.1. BACKGROUND OF THE THESIS

"The increasing interdependence of the world's economies, cultures, and populations, as a result of cross-border trade in commodities and services, technology, and investment, people, and information flows" is what the term "globalization" alludes to (*Piie, 2018*). The phrase also describes "the process of interaction and intergration of individuals, corporations, institutions, and governments of different countries in many facets surrounding human lives," according to *Globalization (2019)*. The development of the Silk Roads, which essentially included transporting luxurious silk goods from one nation to another in order to generate ever-increasing profits for the sellers, marked the beginning of globalization in the first century BC. However, globalization did not develop into a thoroughly researched network of interconnected industrial economies until the 15th century, which marked the start of the Age of Discovery.

The materials used in globalization have evolved to the next stage in terms of its scale. Trade between nations now encompasses more than just the export of consumer goods and industrial goods; it also involves the exchange of people resources, cultural engagement, and education. Globalization has thus opened a new chapter in people's life, including opportunities for learning. Participating in international interactions and getting to know people from different cultures in a single classroom is no longer unfamiliar for people. Expanding one's exposure to global learning also requires living in and adjusting to new cultures that are very dissimilar from the native cultures into which people are born. This is in addition to learning a new language and pursuing an international degree. Therefore, the study's objective is to investigate the connection between globalization and cross-cultural learning encounters in the context of how the rise of global citizens has prompted a need for change in individual's behavior.

## 1.2. MAIN QUESTIONS OF THE THESIS

Throughout the thesis, the author aims at answer four main questions:

Q1. Which factors contribute to the link between Globalization and Cross-Culture Learning?

Q2. In which dimensions will the Cross-culture learning experience transform individuals the most?

Q3. Does the transformation create positive influence toward individuals?

Q4. The final perception for cross-culture experience through Globalization.

## 1.3. STRUCTURE OF THE THESIS

The thesis is divided into five chapters. The first chapter is The Introduction, where the author gives a general overview of the thesis and the reason why the thesis was conducted.

The second chapter is Theoretical Study, in which describes the elements mentioned in the thesis topic and the theoretical model that the author had followed to investigate the case study. In this chapter, the Hofstede and Trompenaars Models of Cultural Dimensions were applied as the main theories.

The third chapter is the Empirical Study, consisting of which type of methodology was conducted for the thesis, how the methodology supported the thesis objectives and the reason why it was helpful for the insights.

The fourth chapter is the Key Findings after analyzing real data. And which perspectives have been developed in the data analysis.

Lastly, the fifth chapter will summarize all the informations from the Theoretical, Empirical Study and the Key Findings in order to sum up the answers for thesis questions.



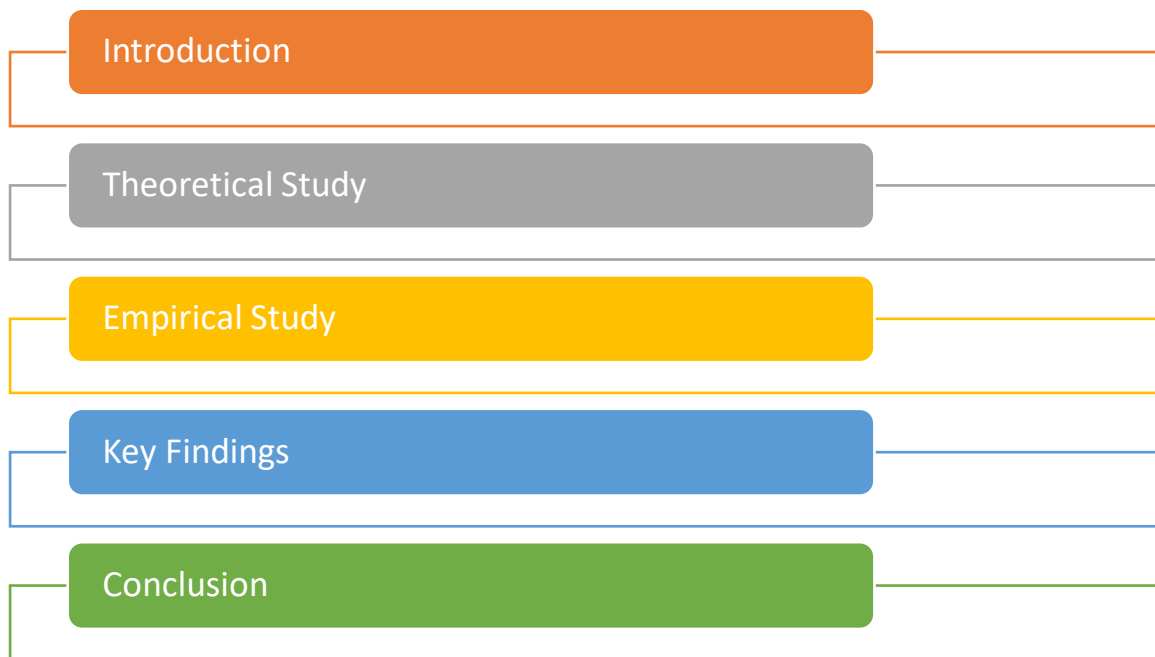


Figure 1. Structure of the thesis

#### 1.4. LIMITATION OF THE THESIS

Since Globalization and Cross-culture learning experience is the main topic, information will be obtained from Vietnamese students who have taken part in cross-cultural education. The data collected could vary from different experiences in several countries. However, due to the Covid-19 restrictions, the author is unable to travel and collect the data directly. Hence, the point of view might be narrowed down compared to direct data collected. Additionally, the author will only focus on specific dimensions in two Cultural Dimensions, instead of all dimensions included.

## CHAPTER 2. THEORETICAL STUDY

The theoretical study seeks to encompass and portray all theories and information that fall under the purview of this thesis topic. Globalization, Culture, Cross-Cultural, and Cultural Dimensions terms make up the models. The goal of theoretical research is to engage audiences by presenting them with fundamental principles that historical researchers have implemented, after which the study's author's point of view toward the thesis issue is stated.

Over the past few decades, both globalization and cross-cultural communication have developed a strong bond of relationship. Cross-cultural opportunities are made possible by globalization, and vice versa. However, it is uncommon to talk about the alterations that these two factors make to a society or an individual. The author, a Vietnamese who has been studying and living in a multi-cultural milieu, is quite aware of the affects on her life, both professionally and personally. In line with this notion, the author contends that it is vital to comprehend the inter-substitution that Cross-cultural learning disposition takes on an individual course. It is also important to determine if globalization has a rather beneficial or negative impact on cross-cultural interaction, since this would allow other Vietnamese students seeking study abroad opportunities to acquire a wider perspective from prior generation viewpoints.

### 2.1. ESSENTIAL TERMS OF THE THESIS CONCEPT

#### 2.1.1. GLOBALIZATION

In 1997, Velho spoke of Globalization as “an object, a perspective, and a horizon” (*The Blackwell Companion to Globalization*, p.55). It is indeed, considered a generalization term for the continuous development of Globalization. The primary components of Globalization said, are focused on four points of reference: nation-states, world politics, individuals, and humankind (*The Blackwell Companion to Globalization*, 2007). These components are simplified as four major facets of life which are the cultural, the social, the political, and the economic. Additionally, Armand Mattelart referred to Globalization as a hegemonic role in organizing and decoding the meaning of the world (2000:97). Combined from both points of view above, Globalization remained as the central function of different perspectives in society, and the guiding perception of any objectives leading to a turning point. Therefore, it

could be understood that Globalization works at the trigger elements transferring objects, perspectives, or horizons from a lower state to a higher state additional functional development.

### 2.1.2. CULTURE

*“Culture is more often a source of conflict than of synergy. Cultural differences are a nuisance at best and often a disaster” (Hofstede).*

Culture definition has always been a topic through centuries. The elements of culture are varied and fluctuated from time to time. Culture is seen as “shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experience of members of collective that are transmitted across generation” (House et al., 2004, p.15). In a general explanation, cultures consist of the way people thinking, acting and feeling about anything. In 1976, Edward T.Hall, an U.S anthropologist, developed an culture theory regarding to the model of an iceberg. According to Hall, culture is divided as a ratio of 1:9, where only 10% of culture factors are visible, and the other 90% is hidden below the waterline. Following this concept, culture becomes more and more complex to measure, as it is impacted not only by internal environment (for example family generation and living environment) but also by external elements such as society’s standard and ethnic beliefs. In 2013, Petrakis and Kostis collected culture components into two main groups. The first group represents the efficiency orientation of the societies such as performance orientation and future orientation, while the second group represents the social orientation of societies – which stands for the attitudes and lifestyles of members in the culture. These two concepts describe culture as different variables with hidden gems. Hence, culture can not be seen through the language, food or music only. In a particular way, culture works as the guiding tool, where people tend to use a collection of available resources gathered from their own experiences in order to respond with external/internal systems.

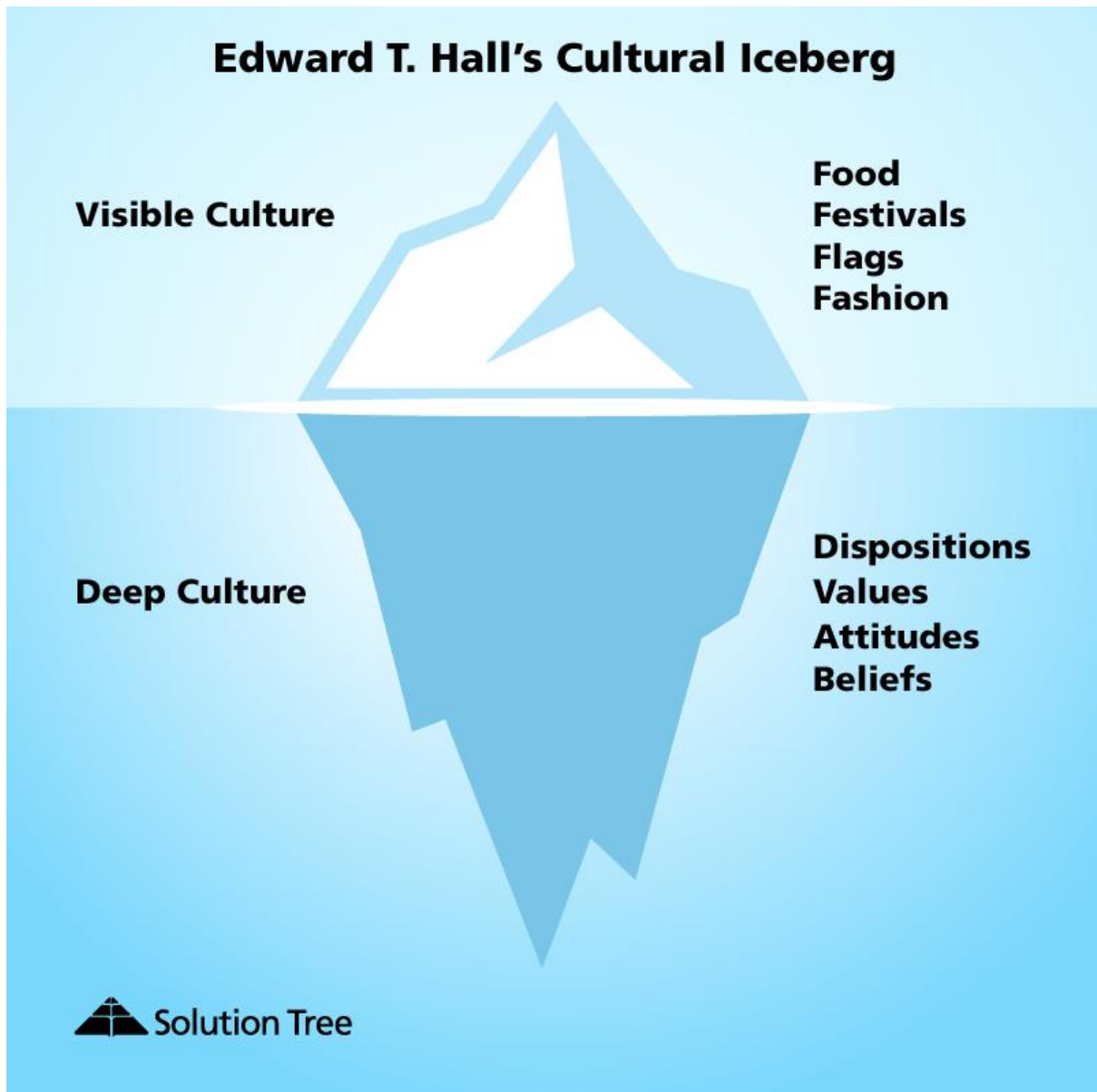


Figure 2. Edward T.Hall's Cultural Iceberg (*Beyond Culture, 1976*)

### 2.1.3. CROSS-CULTURE

Cross-culture, simply defined, is the combination of different cultures communicating through both verbal and non-verbal forms. Cross-culture experience happens when people from diversified nations, ethnicities, and regions interact in a common context. In the book *Cross-cultural Psychology (2002)*, the initial definition for Cross-culture had been clarified as “the diversity of human behavior in the world, and attempting to link individual behavior to the cultural environment in which it occurs”. The definition has emphasized two main facets of Cross-culture perspectives, which is human behavior and cultural environment. These two

facets are also the key elements contributing into the theoretical model and empirical study of the thesis.

## 2.2. THEORETICAL MODELS

### 2.2.1. HOFSTEDE'S CULTURAL DIMENSIONS

In 1980, Hofstede Geert - a Dutch management researcher, created the Hofstede's Cultural Dimensions Theory. The model's fundamental principle is to categorize cultures in order to distinguish between different countries. From there, it is possible to investigate how people behave in light of their own cultures.

The culture model by Geert Hostede eventually took over as the primary study research into culture, and numerous authors and academics have cited it over time. According to the cultural paradigm, culture is a collective experience that develops over time rather than being passed down from one generation to the next.

According to Hofstede, every person has an innate human nature that is also known as inherited genes when they are born. However, progress is occasionally made when it comes to cultural development, and it only occurs in a particular group of people who share the same social context. It is evident that culture can be distinguished and that it is always a composite of layers derived from the impacts of a local social context over time. And the following level types could be used to present them.

National level, which is the individual's original country.

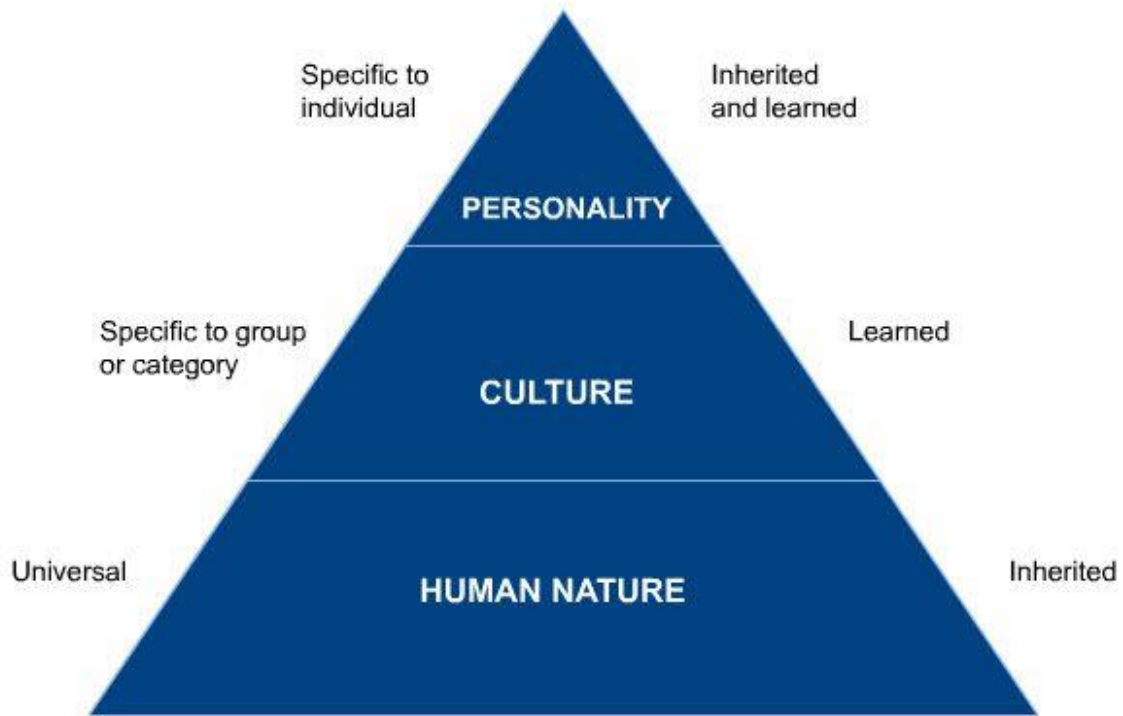
Regional and/or ethnic level, as most nations are generated by different region or ethnic features.

Gender level, is the gender that each individual is born as a boy or a girl.

Generation level, is the order of family generation, which separates parent and grandparent from children.

Social class level, is the title of the individual within society's profession.

Organizational or corporate level, is the socialized character of individuals within a work environment.



Source: Hofstede, *Cultures and Organizations: Software of the Mind*, 2005

Figure 3. Hofstede's Pyramid on Personality (*Cultures and Organizations: Software of the Mind*, 2005)

These level sorts of cultures are combined and integrated into the advancement of an individual. However, as culture can only be learned, it is able to change and being replaced. As a consequence, Hofstede categorizes cultures into six dimensions based on level types and how these levels connect to the cultural diversity of an individual living in various social contexts. Below is a description of each dimension.

Power Distance Index (PDI): The dimensions reveal the significance of social class hierarchy inside individuals and how people behave for societal reason. People accept a hierarchical structure without more justification in a nation where the degree of power distance is high. In contrast, people care less about hierarchy and tend to work toward equality in power distribution in nations with lesser power distance.

Individualism versus Collectivism (IDV): The characteristic identifies a predisposition for a loosely organized social structure. In a nation where individualism is valued highly, each person is only required to care for himself. In contrast, people appear to link their mission with the care of their family, relatives, and other social groupings in countries with high levels of collectivism. Whether or not people identify their self-image in terms of "I" or "We" is the main reflection on this dimension. (Hofstede Insight).

Uncertainty Avoidance Index (UAI): The dimension articulates people's fundamental attitudes and behaviors toward an unpredictable future. Given that the future is uncertain and full of variables, this dimension expresses a person's propensity to try and control the future or to simply let it to unfold as it should. People typically have larger needs for formal rules, standards, and institutions in nations with high levels of UAI. While in nations with lower UAI, creativity and experiences are more expensive than future prosperity. (Cassandra Grill, 2017)

Long-term Orientation versus Short-term Orientation (LTO): The dimension focuses on people's decisions, whether they prefer to uphold honored traditions or work toward modern revolution in order to be ready for the foreseeable futures. (Hofstede Insights, 2018)

Masculinity versus Femininity (Tough versus Tender): The dimension expresses how men and women hold different positions in society. The achievement, boldness, aggressiveness, and money rewards for success are represented by the masculine side. Men are therefore distributed as being the leader pushing for prosperity materials in nations with a high level of masculinity, with a tendency to become aggressive and assertive. Women, on the other hand, are subtly stereotyped as being sentimental and staying behind to take care of the family. Contrastly, the distinction between men and women is not actually seen as the norm in feminine societies. Men can take care of family responsibilities if they really want, while women can go to work and work for their own achievement.

Indulgence versus Restraint (IVR): The dimension reveals how individuals feel about their own desires. Individuals in the indulgence culture aspire to find joy and inspiring in their own lifestyles. Wealth and other physical demands become core objectives in people's insights throughout the Restraint culture.

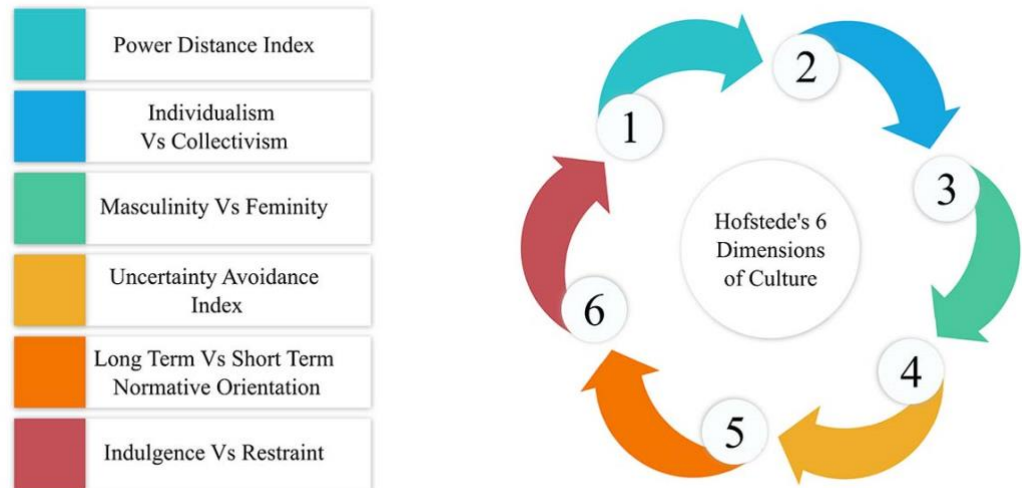


Figure 4. Hofstede's Six Dimensions of Culture

Hofstede's six dimensions eventually constituted the basis for the general culture view, and it has been employed through the years as a tool to deal with cross-culture experiences. The majority of Hofstede's effects, however, are applied in the workplace rather than in personal environments, and the dimensions place more emphasis on outside perceptions. As a result, the author is utilizing Hofstede's dimensions to examine how people move between categories of labor.





Figure 5 Country Comparison in Hofstede's Cultural Dimensions, Vietnam (Hofstede Insight)

According to the Hofstede's Country Comparison, Vietnam ranks highly on the Power Distance Index - indicating that the social hierarchy is important to Vietnamese society and that people embrace it as a manner of expressing their social status.

The score for individualism is quite low, which is a sign of the interdependence of people and society. Additionally, regarding the influences from former generations in Vietnam, self-image is still not a personal matter nowadays; rather, it must be tied to one's social connections, educational experiences, employment history, and family background. And individuals frequently find themselves working hard or succeeding in order to support their large family and reform their own social system.

Low ratings for masculinity indicate that Vietnamese culture is likely more on the feminine side. In other words, society now prioritizes creativity and quality of life over merely pursuing achievement in terms of material possessions. Still, due to the low Indulgence score, society still values restraint, and the tendency to adopt a more laid-back lifestyle is perceived as being inappropriate and strange.

On the other hand, the country is able to successfully meld with other cultures thanks to its high Long-term Orientation score, which reflects people's strong belief that circumstances can be modified and altered.

### 2.2.2. TROMPENAARS'S SEVEN CULTURAL DIMENSIONS

Published in 1997, the book *Riding the Waves of Culture: Understanding Cultural Diversity in Business*, the authors Fons Trompenaars and Charles Hampden-Turner stated the belief of misunderstanding between cultures. It is indeed, a growing interest for Trompenaars to work in-depth the behind story of this notion, since his dad is Dutch and his mom is French. The encounter of two cultures in his own household led to the point of view that "if something works in one culture, there is little chance that it will work in another" (Trompenaars and Hampden-Turner, 1997, p.1). Therefore, when several cultures crossed in the same social context, especially business context, the flowing of conflict also arises. Consequently, leading to an ineffective management process. Understanding this issue, Trompenaars and Hampden-Turner started to work on the model of culture dynamics to address the controversy that arise when individuals from different cultures interact both professionally and casually. This model's methodology first modified the definition of culture and categorized it according to various preferences. To compile and develop their model of cultural dimensions, it took both writers close to ten years of research into various cultures throughout the world using a sample of more than 46,000 managers in 40 different nations. These dimensions serve as a distinguishing tool, serving a similar purpose to Hofstede's cultural dimensions. The model has the seven dimensions listed below.

**Universalism versus Particularism:** The component focuses on the debate over whether connections or rules are more crucial. In nations where universalism is valued highly, society is built on a foundation of formal laws and sound judgment. In contrast, connections are the primary consideration in particularism countries.

**Individualism versus Communitarianism:** Individualism describes a civilization in which people view themselves as unique individuals who are unrelated to any other socially subjective concepts. Contrarily, in communitarian nations, a person's existence is linked to other components of their social group.

**Neutral versus Emotion:** an individual's capacity to convey their emotions. In a neutral culture, people typically avoid expressing their emotions. In contrast, people are free to openly express their emotions in Emotion culture by giggling and greeting one another.

Specific versus Diffuse: The dimension reveals the variation in personal space size. Specific countries regard a person's personal space to be compact and private. In contrast, there are hardly any differences between personal and public space in diffuse countries.

Achievement versus Ascription: In the achievement culture, a person's assessment is centered on how well they perform at work as well as in their social activities. The Ascription culture, on the other hand, places more emphasis on a person's basic qualities, such as their knowledge, personality, and ability to bounce back from failures.

Sequential versus Synchronic: A sequential culture places a lot of emphasis on punctuality and the potential to avoid wasting time. Instead, the synchronic culture is more likely to be flexible, as they believe in the commitment rather than the time spent together.

Internal versus External control: Internal culture typically holds that people have some level of control over outside forces. Therefore, people adopt dominating attitudes toward objects within their own internal culture. In contrast, people in an external control culture are made to be peaceful and accepting of any outside forces because they understand that things happen at their own pace.



Figure 6 Country comparison between Vietnam and Finland, based on Trompenaars-Hampden Turners Model

According to Figure 6, the country comparison based on Trompenaars Cultural Dimensions revealed about Vietnamese's individual perception:

- The low score for Universalism/Particularism indicated that the majority of respondents placed relationships at the center of all considerations.
- Individuals tend to associate their self-image through other viewpoints, such as family background, relationships, and work performance, rather than visualizing their own ideals, as indicated by the low Individualism score.
- The average mark for Specific versus Diffuse indicated that individuals had a tendency to mix all aspects of work and personal life.
- The high score for Neutral versus Emotion indicated that individuals exhibited the emotions to a fair degree.
- The low score for Achievement indicated that individuals frequently judged the status of others based on their family, age, and work success.

### 2.3. THE APPLICATION OF THEORETICAL MODELS TO THE THESIS'S OBJECTIVES

By finding similarities between two cultural models, a general picture of a Vietnamese individual could be shaped as:

- Individuals evaluate themselves and others based not only on the results of their activities, but also on other background variables.
- They are concerned with social hierarchy.
- They have little separation between their personal and professional lives.
- They have a preference for materialistic values above intellectual ones.
- Tradition is more important to them than new rituals.

To support the objectives of the thesis, the author examined the individual's cultural transformation from three vantage points:

- Mindset and self-awareness
- Personal lifestyles
- Working culture/Professional behavior

These three points would be examined through Empirical Study of the thesis. As the Empirical study would conclude Research Methodology and Data Collection, the author decided to organize the Empirical Study based on the values combined from two cultural dimensions mentioned above. The dimensions would focus on investigating the features of individuals in their new features, and how they shaped their new culture through experiencing cross-culture. Specifically, it would embrace:

Individualism – the image of individuals putting on themselves. Is it all about their own values or it would be related by other factors.

Indulgence – the purpose in which individuals set for themselves. Were they primarily chase successful materials or simply joy/happiness.

Emotion vs Neutral – the capacity where individuals were able to express their own feelings/thoughts/behaviors.

Achievement vs Ancription – the assessment defined by individuals about their own status.

Long-term vs Short-term Orientation: the assessment between individual's behavior when approaching a new perspective. Are they more likely to be open-minded and accept new rituals in life, or are they more likely to be skeptical and conservative.

#### 2.4. CULTURAL TRANSFORMATION AND GLOBALIZATION

"We are dealing with a complex and fast-changing field" (Stephen Castles, 2001). The increasing amount of transformation in all spheres of social life, as stated in this statement, poses a significant challenge to social scientists all around the world. When it comes to increasing globalisation, the components inside it also change and evolve in varied contexts. Stephen Castles begins the broader social revolution in the article with the following guiding principles:

- Social transformation proposes a wide range of societies, either developed or less-developed societies.
- Globalization navigates new directions in social identity.
- Development can not just be defined regarding to the growth of economic and modernization.
- When it comes to study social transformation, it means studying the level of globalization influences on local communities and societies.
- Social transformation can create both positive and negative influences on local communities.

Two claims about cultural changes had been supported by this scheme's utilization globalization. Not only did the physical environment change, but also cultural psychological processes. Take a person who moves from their home country to another as an example to observe how the transformation progress expresses itself in psychological patterns before and after the transition. "Globalization does not undermine the state but includes the transformation of state forms: it is both predicated on and produces such transformations" (Martin Shawn, 1997). Simply put, the cross-culture is produced and regenerated by globalization, from a cultural mindset to a cultural behavior.

#### 2.5. WHY VIETNAMESE STUDENTS ARE THE CASE STUDY

Around 120,000 Vietnamese students are anticipated to be studying abroad as of 2021, according to UNESCO. These figures have increased since 2008, and more growth is anticipated as cross-cultural learning opportunities today become more and more widespread.

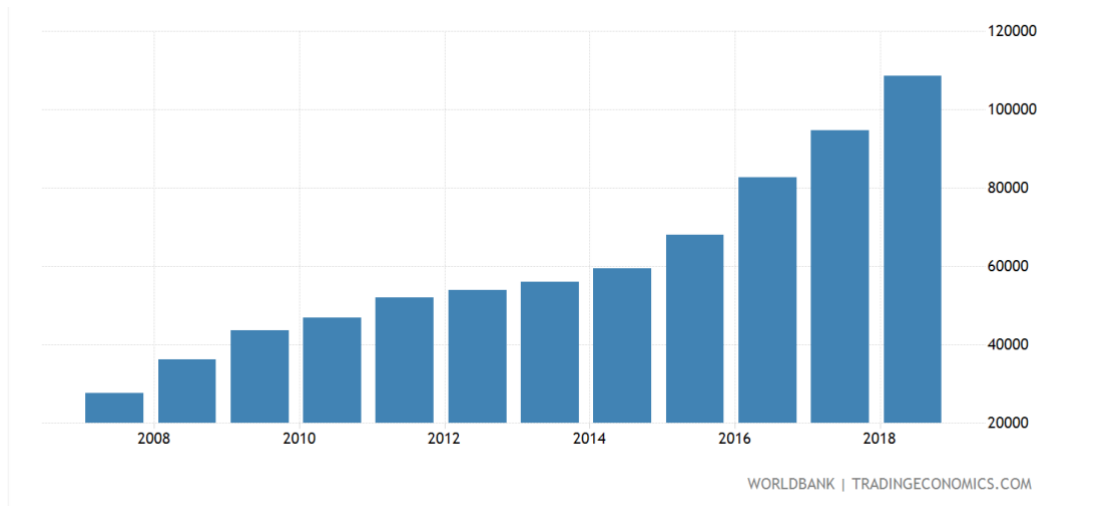


Figure 7 The number of Vietnamese students living abroad from 2008 to 2018 (World Bank Collection).

Following the graph in Figure 5, it can be seen that only about 30,000 people are estimated to be pursuing education abroad in 2008. Engaging cross-cultural learning experiences originally not very well-liked in the Vietnamese market. However, the number has been drastically increasing since 2016, when approximately 90,000 students were estimated to be enrolling in study abroad. In these years, Vietnam has also seen the extraordinary developments in the industry, where foreigners began to enter the sector and foreign investments became a phenomenon in the Vietnamese economy. Along with these adjustments, digital advancements and international networks have enhanced education, supporting cross-cultural learning opportunities more conceivably.

Even though there have been reports for years and years regarding the rise in Vietnamese students participating in cross-cultural learning opportunities, which telling a lot of positive effects on the students' lives for the cross-culture learning decision. There are very few studies focusing on the genuine interchange among Vietnamese students after spending years in the host nation and culture. The students are engaged in new cultures and go through various social hierarchies as they adjust to their studies. Additionally, as long as a student is in the host nation and culture, hidden iceberg cultures have a greater impact on the student's

unique perspectives. On the other hand, Vietnamese students are consistently criticized for having initially passive cultures. The cultures embrace students as study passively and have a logical mindset. When people started adjusting to overseas educations, Vietnamese students' grades were frequently among the highest. Thus, the author began to ask: What will happen if a passive culture is immersed in a completely new and 180-degree different culture? Will this event have a positive or negative impact on the student?

## 2.6. CROSS-CULTURE LEARNING CLASSIFICATIONS

Nowadays, cross-culture learning is becoming more and more diverse. Taking the concept as “different cultures encounter in one society”, the cross-culture learning types gradually evolve into various concepts matching student’s demand. Started from 2020, due to the influence of Covid-19 epidemic, the cross-culture online learning was promoted in order to ensure the study progress for students. Instead of learning face-to-face, each universities in countries have changed the study policy into hybrid (blended) learning, as there were numerous travelling restriction between countries. In this concept, the students joins class virtually from home. In case of special occasions or important meetings, a class in-person will be arranged. Through blended study, students from over the world have chances to attend any global academic curriculum they are accepted for without the burden of moving to a new country in the beginning. In addition, the study experience can also be customized in various timeline. Therefore, it is quite hard to measure the real influences of learning experiences without a sample scale model.

In the book *Study Abroad Level: Toward a Classification of Program Types* (2003), Lilli and John Engle stated the method of measuring abroad learning experiences. They contend that the complexity and difficulty of scaling the influences increases as cross-cultural learning differs. Functionally, in order to define the characteristics of learning for various purposes, they divided cross-cultural learning into five-level-classification. The author is able to distinguish between the various cross-cultural learning styles thanks to this classification. As a result, there will be much more precise measurement from both student transformations and learning outcomes.



Figure 1.

<i>Program Components</i>	<i>Level One: Study Tour</i>	<i>Level Two: Short-Term Study</i>
<i>Duration</i>	Several days to a few weeks	3 to 8 weeks, summer programs
<i>Entry target-language competence</i>	Elementary to intermediate	Elementary to intermediate
<i>Language used in course work</i>	English	English and target-language
<i>Academic work context</i>	Home institution faculty	In-house or institute for foreign students
<i>Housing</i>	Collective	Collective and/or home stay
<i>Provisions for cultural interaction, experiential learning</i>	None	None
<i>Guided reflection on cultural experience</i>	None	Orientation program

Figure 8 Lilli and John Engle Classification 1.1 (2003)

Study Abroad Levels

<b><i>Level Three:</i></b> <b>Cross-Cultural Contact Program</b>	<b><i>Level Four:</i></b> <b>Cross-Cultural Encounter Program</b>	<b><i>Level Five:</i></b> <b>Cross-Cultural Immersion Program</b>
Semester	Semester to academic year	Semester to academic year
Elementary to intermediate	Pre-advanced to advanced	Advanced
English and target-language	Predominantly target-language	Target-language in all curricular and extracurricular activities
Student group or with other international students	In house student group	Local norms, partial or complete direct enrollment
Collective, home stay visit, home stay rental	Home stay rental or integration home stay	Individual integration home stay
None or limited	Optional participation in occasional integration activities	Required regular participation in cultural integration program, extensive direct cultural contact via service learning, work internship
Orientation program	Orientation program, initial and ongoing	Orientation program, mentoring, on-going orientation or course in cross-cultural perspectives, reflective writing and research

Figure 9 . Lilli and John Engle Classification 1.2 (2003)

The thesis will mostly focus on Levels 4 and 5, which are Cross-Cultural Encounter Program and Cross-Cultural Immersion Program, after Figures 6 and 7. The analysis and advancement of the data from other levels continues. However, the aforementioned point will be the major objective.

### CHAPTER 3. EMPIRICAL STUDY

The empirical study addressed all facets of the data collection procedure. From the perspective of theoretical study, research methodology and data survey construction would be utilized within empirical study.

### 3.1. RESEARCH METHODOLOGY OF THE THESIS

In the thesis, structured questionnaire survey were used for a quantitative research manner. The aspects of the theoretical model that are applicable for the case study form the basis for the questions. The data was compiled using the analysis method, and will then be graded or categorized. This strategy provided a statistical perspective on the thesis. As Globalization and Cross-culture were both complex and challenging components, having a statistical point of view would make it easier for audiences to understand and relate to the thesis topic.

### 3.2. CONSTRUCTING THE QUESTIONNAIRES

As stated previously in the Theoretical Study, the questionnaires for the survey were designed based on certain cultural factors identified by Hofstede and Trompenaars. All the questions were examined from a detailed standpoint to ensure that they were relevant to the cultural functioning of the personality.

The framework of the survey is comprised of 23 guiding questions about respondent's cross-culture experience. In order to approach the respondents easier, the author used the term "Study Abroad" instead of "Cross-culture learning experience" in the survey. Moreover, stated from the beginning, the survey limited the respondents by only allowing study abroad experiences, the other cross-culture classifications (for example chasing an International degree in Vietnam University or going on International Campaign) would not be counted as a matching data for the thesis.

The survey was designed with three phases containing predominantly multiple-choice and scale questions:

- Phase 0: Background Questions. The phases asked several questions about respondent's background (gender/age/study abroad opportunity obtained) in order to filter the valid respondents.
- Phase 1: Prior to Study Abroad. The stages concluded the multiple-choice questions, revealing the reasons for the study abroad decisions as well as the respondent's

perspective on social image, career, and personal lives. This phase might also be referred to as the pre-transformation phase.

- Phase 2: During or After Studying Abroad. The phases emphasized the assessment of respondents about the same perspectives after a period of time spending abroad.
- Phase 3: Conclusion. The phases gave a visual perspective about the study experience and how that experience shaped the growth of respondents.

Vietnamese students who have already earned academic degrees in cross-cultural environments were the primary recipients of the surveys because of the Case study in the thesis. The degree could be a PhD, Master's, or Bachelor's. Furthermore, the country offering the degree varied depending on the student's background.

The questionnaires was created using Google Forms and only launched after being approved by the thesis supervisor.

The survey was published on three major channels while responses were being gathered. Sending the survey through the VAMK study office is the first option. The Union of Vietnamese Students Abroad is the second. The third and last way is through friends and family who have historically had cross-cultural learning experiences.

### 3.3. DATA COLLECTION

#### 3.3.1. PHASE 0

There were a total of 133 respondents that participated in the survey. To be eligible for the survey objectives, participants must have participated in academic abroad experience. Participants who responded "No" to the third question of the Background phase about study abroad experience would be excluded from the data validation. According to Figure 8 and 9, there were thirteen respondents who did not study abroad, representing 9.8% of the entire sample. And the remaining 120 respondents, or 90.2% of the sample, would qualify for the survey's subsequent phases.

Respondent's answer	Have you ever studied abroad?
No	13
Yes	120
<b>Grand Total</b>	<b>133</b>

Figure 10 The number of qualified and unqualified respondents.

Have you ever studied abroad? (If you choose No, then you do not need to answer other questions and submit the form).

133 responses

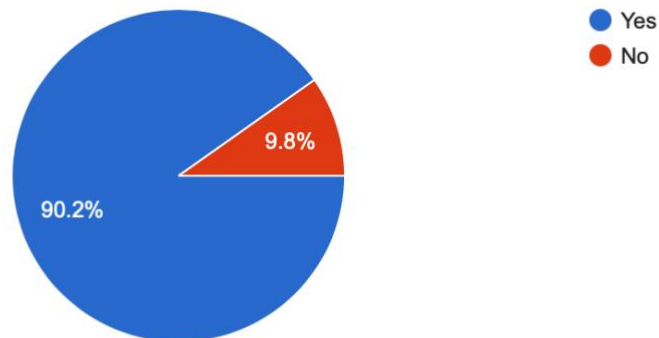


Figure 11 The percentage of qualified respondents

Sixty-two percent (62%) of the 120 qualifying responses were female. The remaining percentages were comprised of 35% males and 3% other groups. This ratio is represented visually in the figure below.

### Qualified Respondents

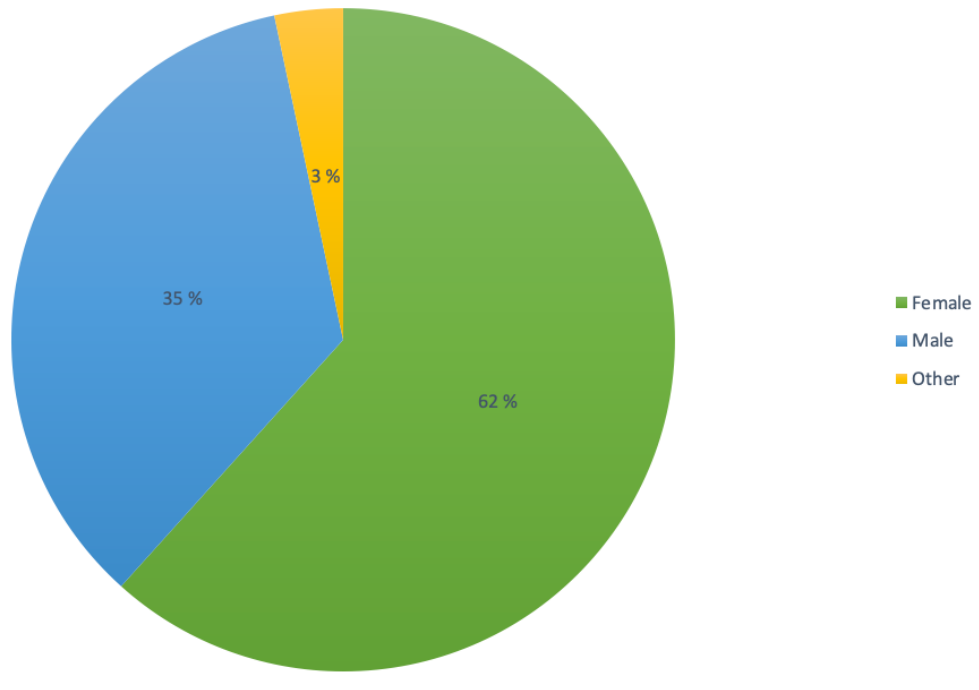


Figure 12 Gender identity of respondents

The majority of respondents were between the ages of 20 and 35 years old. This was also the average age gap where the individuals joined a study abroad experience.

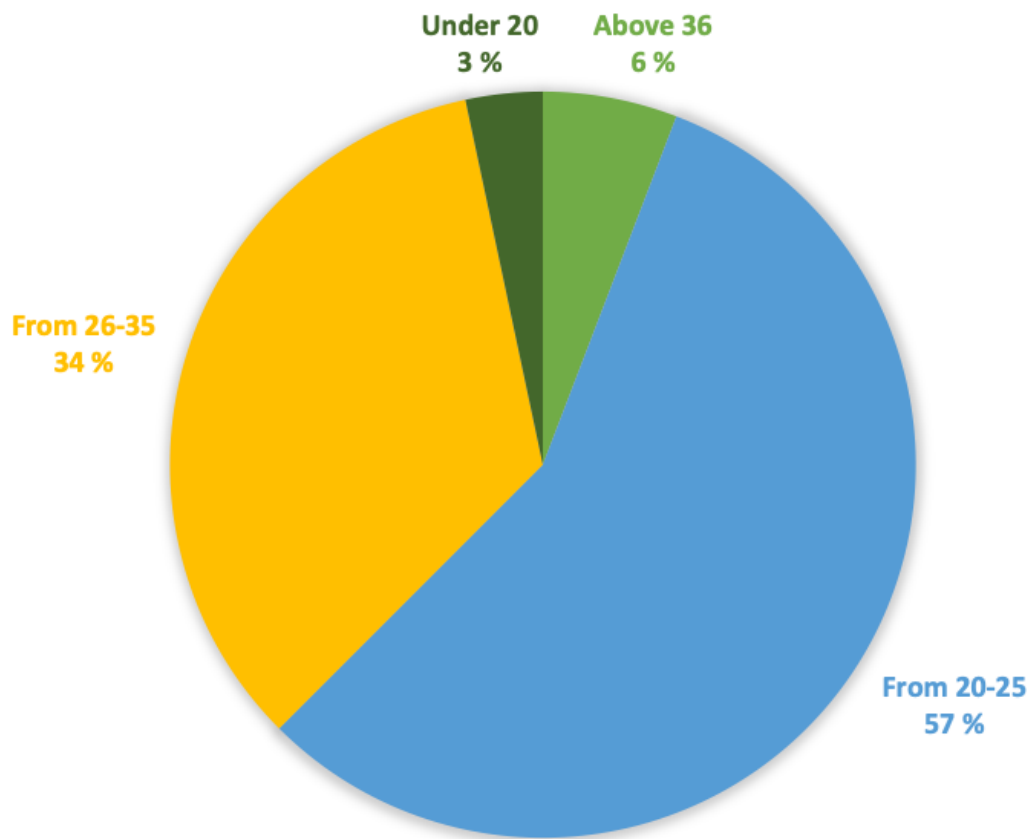


Figure 13 Age category of qualified respondents

The country's destination was selected as the first question's background in order to ensure cultural diversity. According to Figure 12, the country selections selected by respondents expanded across Asia entailed North America and Europe. Finland, which ranked first in the

study, was recognized as the dominant country. Canada and the United States followed after. The remainder of the nations were roughly equivalent in sample size.

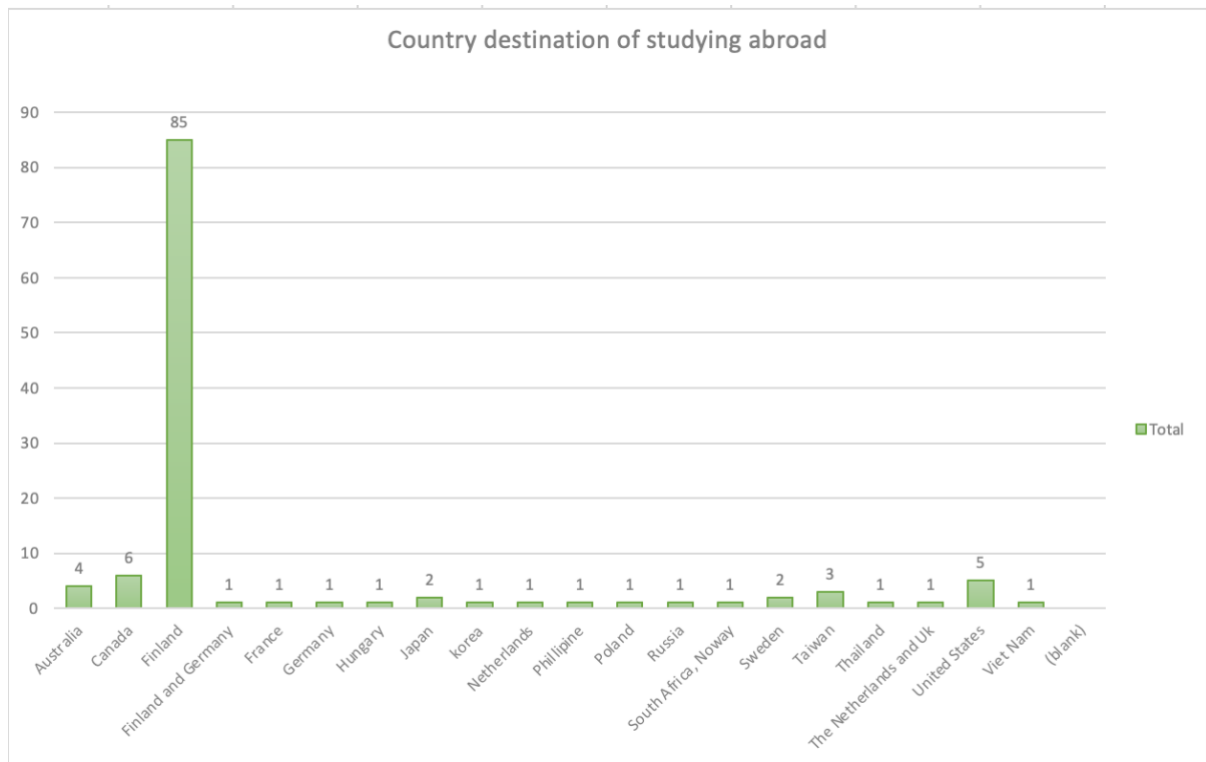


Figure 14 Destination of studying abroad

In the subsequent questions, which cover degree and study language, the author divided the responses into two categories. The first was the degree chosen by respondents, and the second was the language study required for that degree. With 81 respondents out of 120, the majority of respondents appeared to be pursuing a Bachelor's degree in English. The second most popular degree was the Master's degree in English, garnering 25 respondents out of 120.



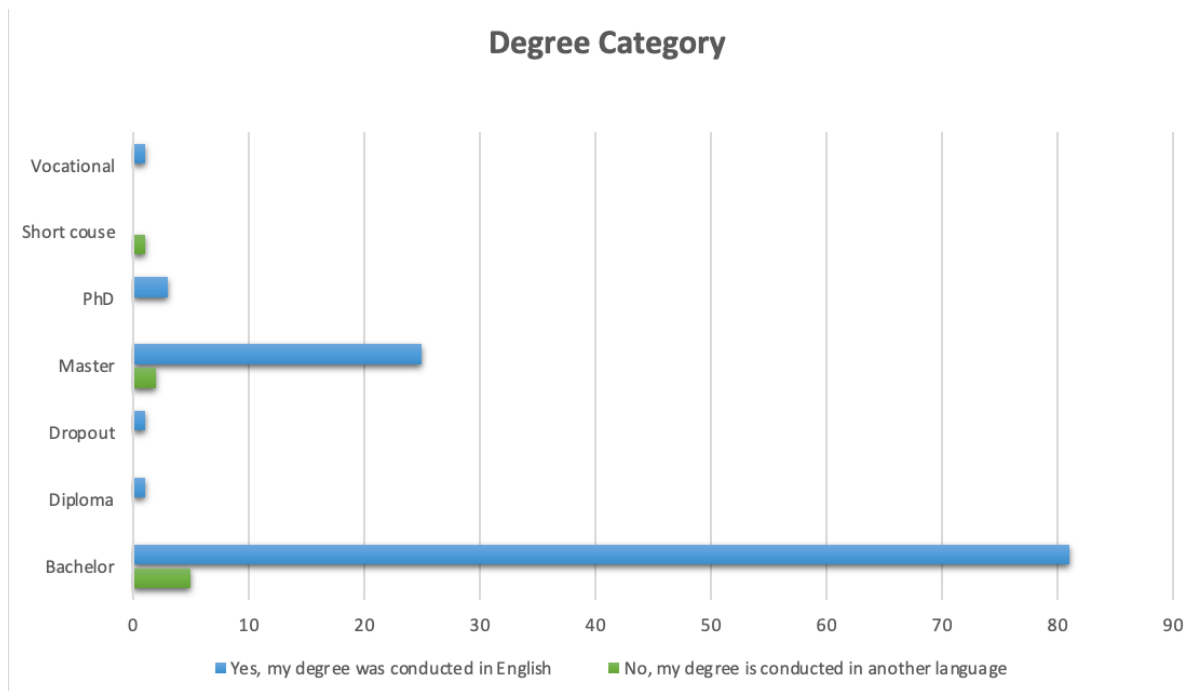


Figure 15 Degree and required language chosen by respondents

According to Figure 14, almost 60% of respondents shared a common period of the study within three to seven years. Therefore, the data matched the classification of cross-cultural learning experience in the author's theoretical study, where classified the duration of the study should range from academic year to semester. In addition, the needed study level for thesis topic corresponded with the data, as Bachelor's and Master's degrees belong to the

Advanced study section, quoted from the table of cross-culture experiences (Lilli and John Eagle).

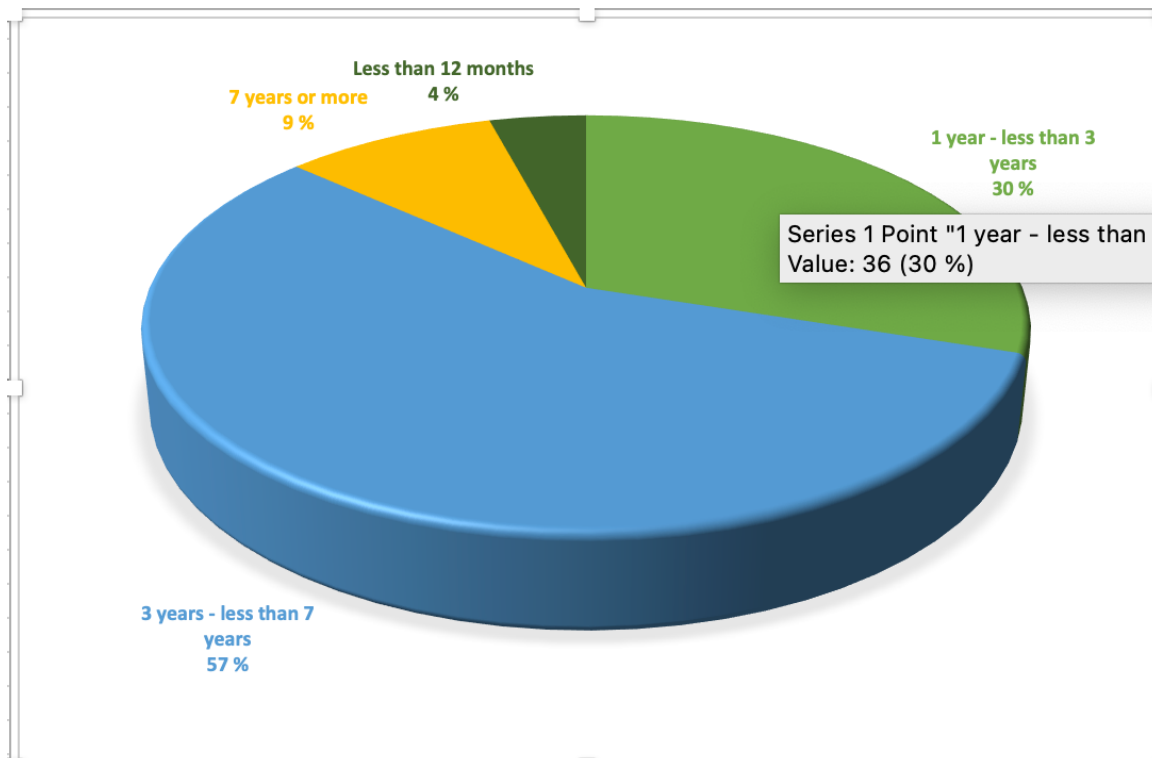


Figure 16 Duration of the study

### 3.3.2. PHASE 1&2

The objective of Phase 1 is to define the characteristics of persons while they are still in Vietnam, their homeland. The data collected in this phase are primarily used to compare with Phase 2, where the characteristics of individuals DURING/AFTER the cross-cultural learning experience were documented.

The first two questions of Phase 1 relating to the channels navigating individuals into the Cross-culture experience.

In response to the first question, "What are the best ways to find out about study abroad opportunities?" 26% of respondents said they learned about these programs through an educational agent. Social media channels followed in second place. This information

highlighted the value of a worldwide cosmetics network and the potential for cross-cultural education to be disseminated through the sharing of global information.

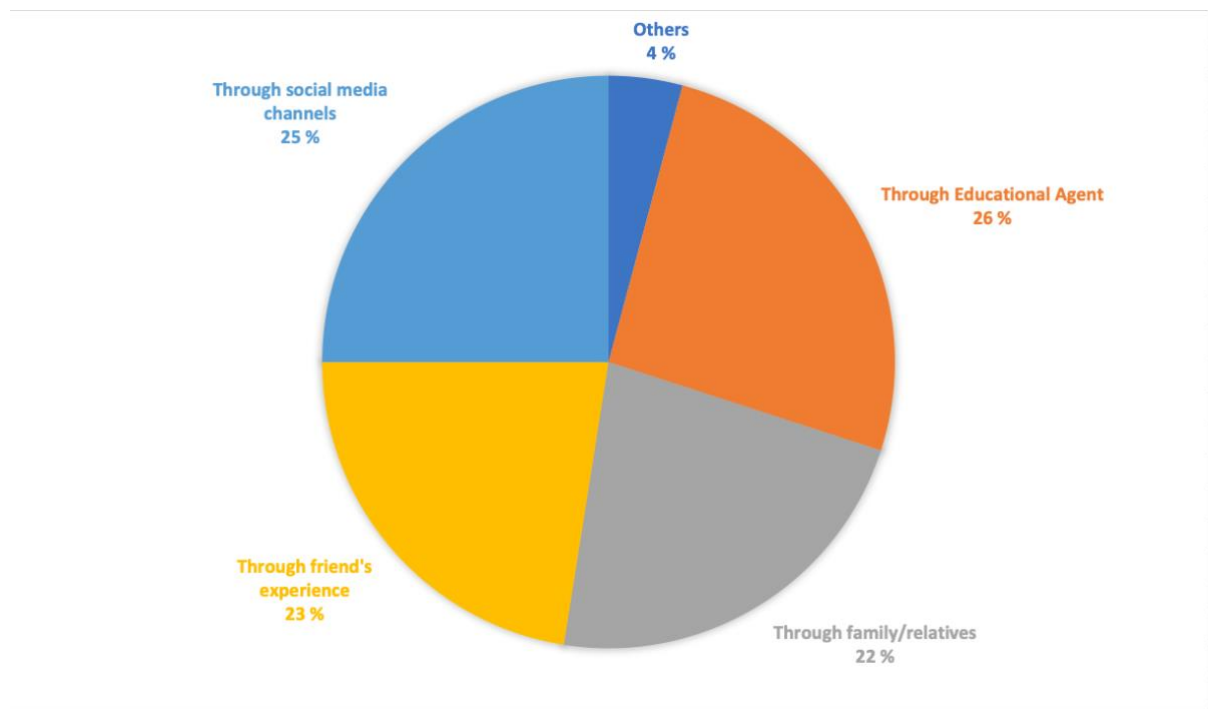


Figure 17 Channels navigated respondent's decision

In response to the next question, "What are the most important reason you chose to study abroad?" approximately 70% of respondents cited personal growth as their primary motivation for engaging in experiences from another nation. Consequently, this may be viewed as the phenomena where individuals, particularly those under the age of 30 in

Vietnam, confront their social transformation via globalization by reorienting their own intellectual and cultural horizons.

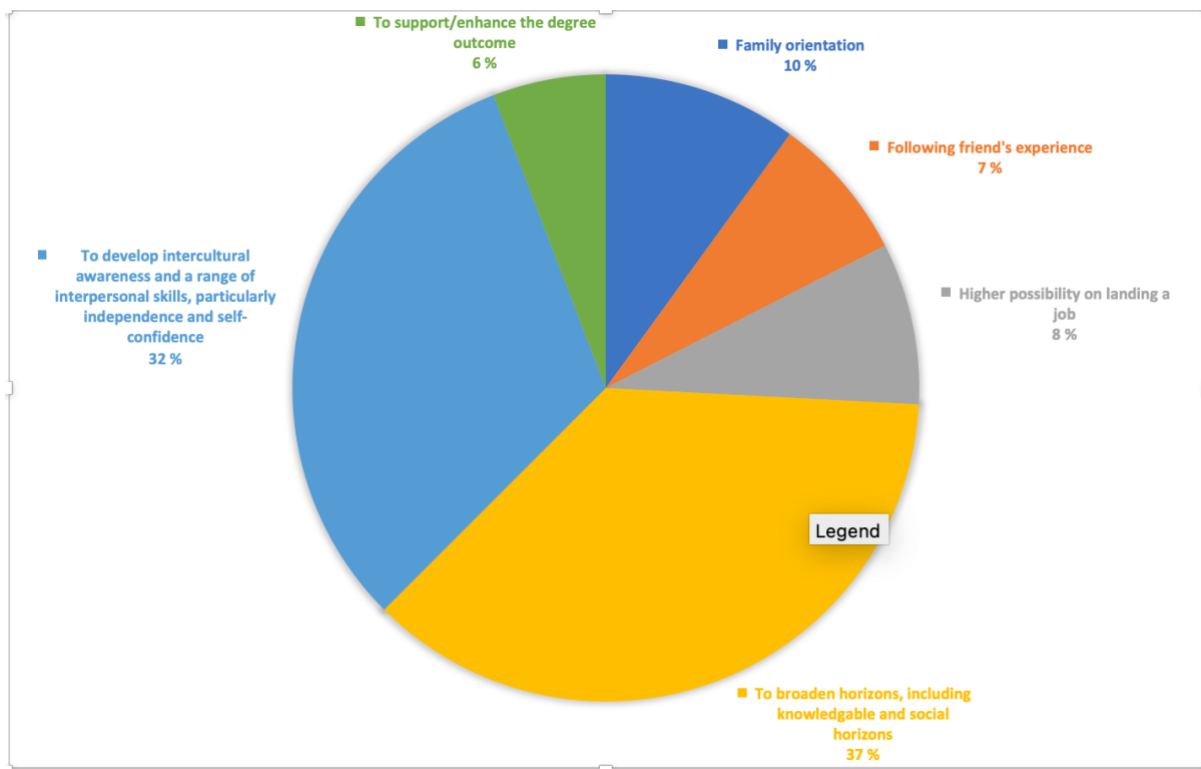


Figure 18 The reason respondents choose to study abroad

The list of other questions in two phases:

- How do you define your highest goal in life?
- Which primary factors will you consider when thinking about your ideal job?
- Which scale will you use to evaluate the capacity both in your work/school and personal life for emotional/opinion expression
- You prefer to blend your work life with your personal life together instead of dividing them properly
- You do not have barriers between relationships at work/school and relationships in personal life?
- It is evidently true when a person's social hierarchy is determined by their financial situation and their family/relationship history rather than by their own values or personalities.

- The achievement is more important than the experience
- Tradition-keeping is unquestionably better than modern innovation.

### 3.3.3. PHASE 3

This section provided a summary of the respondent's evaluation based on their study experiences. To quantify the influence of experience on respondents, the majority of questions were scale-based.

## Phase 3: Conclusions

1. Overall, how will you rate the quality of your life - both in your professional and personal life at the moment in the host country you studied/have studied?

120 responses

Figure 19 Questions of Phase 3

2. In order to evaluate your study outcomes, you find that

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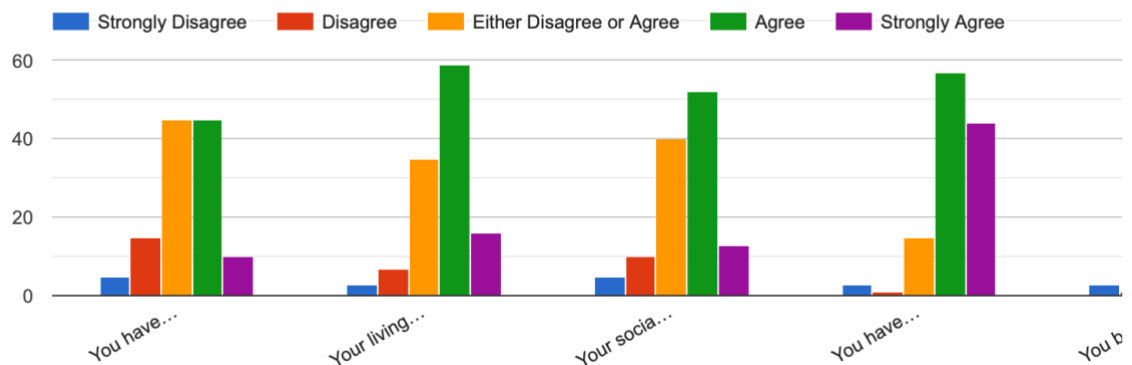


Figure 20 Questions of Phase 3

3. On which scale will you rank your study abroad experience?

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120 responses

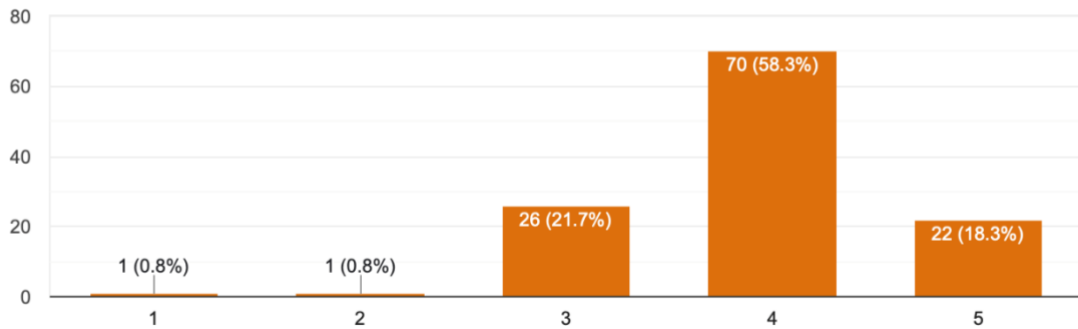


Figure 21 Questions of Phase 3

4. How likely will you recommend your study experience to a friend or acquaintance?

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120 responses

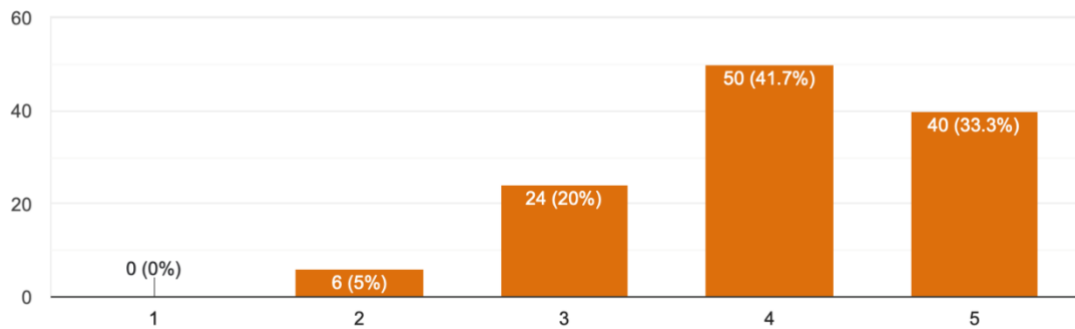


Figure 22 Questions of Phase 3

## CHAPTER 4. KEY FINDINGS

### 4.1 THE INDULGENCE DIMENSIONS BASED ON THEORETICAL MODELS

In response to Question 3 of Phase 1's "What is your highest life goal?", over 50% of respondents cited discovering joy/happiness through experiences as their highest life aim. Followed second was 23 respondents striving for the balance lifestyle between work and life, which stood for 19.2% of the total. However, proceeding to Phase 2, the ratio of the answer slightly changed. The top ranking for Discovering joy/happiness was dropped to 44.2%, while the second-placed category was replaced with "Landing a dream job."

3. How do you define your highest goal in life? (Please choose the option relating to you the most. If you choose Others, please notify)

 Copy

120 responses

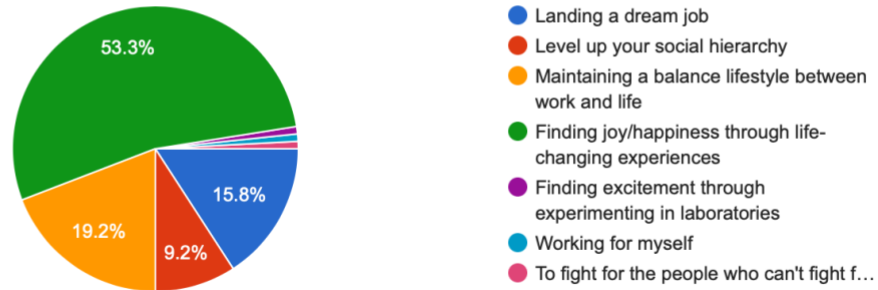


Figure 23 The individual's goal in Phase 1

5. Your highest goal in life at the moment? (Please choose the option relating to you the most. If you choose Others, please notify).

 Copy

120 responses



Figure 24 The individual's goal in Phase 2

Related with the section, the question “Which main factor is considered when thinking about the ideal job” in Phase 1 revealed the perception of individuals about what a “dream job” is. While in Phase 1, the answers mostly went to the secured employment and degree relating work tasks. The Phase 2 remained two highest answer on “The job creates a balance line” and “The job gives opportunities for professional growth”. As a result, it could be seen that individuals have begun to seek out purposes that contribute to their own personal laid-back style, rather than chasing materialism perspectives.

4. Which primary factors will you consider when thinking about your ideal job? (Please choose the option relating to you the most. If you choose Others, please notify)



120 responses

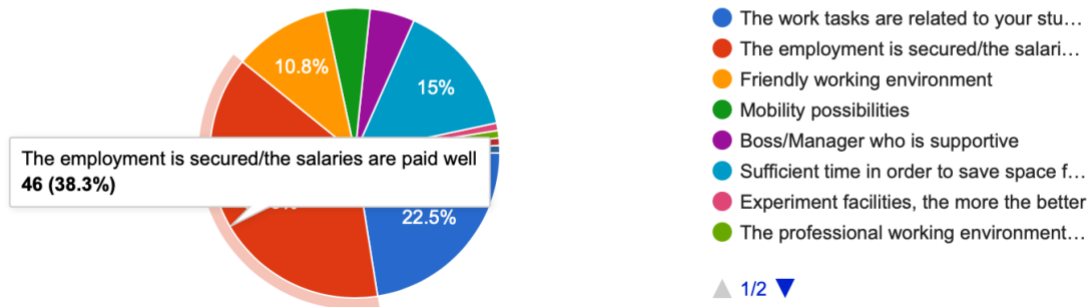


Figure 25 The ideal job feature in Phase 1

4. You define an ideal job as (Please choose the option relating to you the most. If you choose Others, please notify).



120 responses

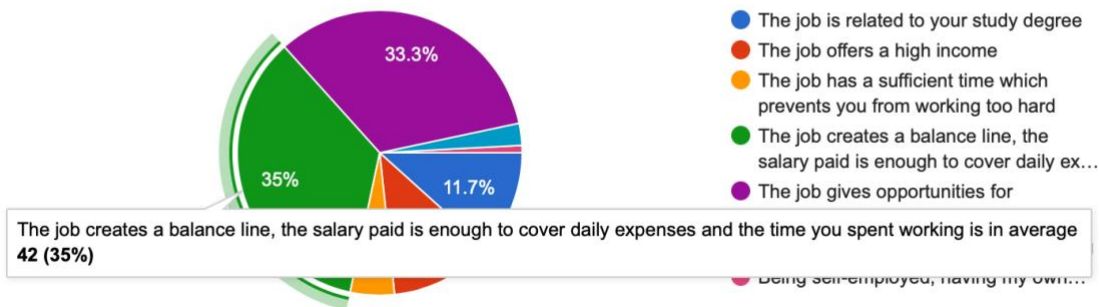


Figure 26 The ideal job feature of Phase 2

#### 4.2 THE EMOTION VS. NEUTRAL DIMENSIONS

For the Emotion vs. Neutral dimension, the question was posed to assess the expressive capacity in individuals' cultures. The purpose of the study was to determine whether or not individuals were free to express their own emotions/opinions without being judged.

The results indicated:

- 58 out of 120 respondents rated Emotional Expression Capacity as Good.
- 60 of 120 respondents rated Opinion Expression Capacity as Excellent.

In the meantime, there were still:



- out of 120 responders with an Emotional Expression Capacity grade of Poor.
- 11 of 120 respondents rated Opinion Expression Capability as Poor.

6. Which scale will you use to evaluate the capacity both in your work/school and personal life for

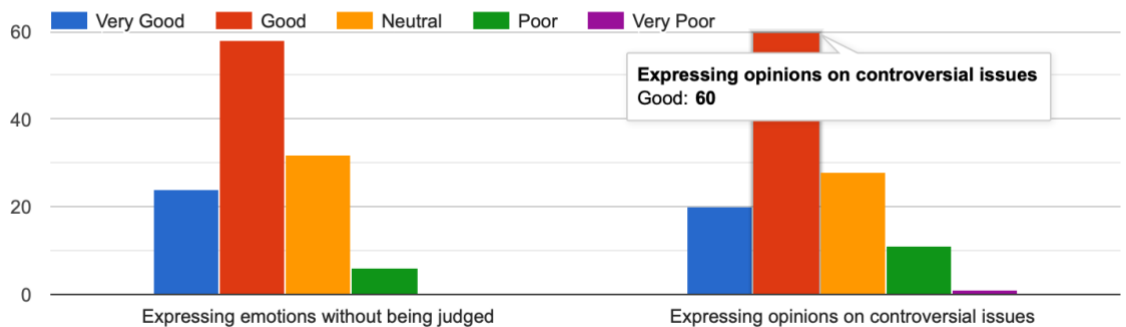


Figure 27 The emotional/opinion expression capacity dimension

#### 4.3 THE ACHIEVEMENT VS LONG-TERM ORIENTATION DIMENSIONS

During phase 1, audiences were given likert questions to assess their own mindset thinking. The questions included five perspectives:

- You prefer to blend your work life with your personal life together instead of dividing them properly
- You do not have barriers between relationships at work/school and relationships in personal life?
- It is evidently true when a person's social hierarchy is determined by their financial situation and their family/relationship history rather than by their own values or personalities.
- The achievement is more important than the experience
- Tradition-keeping is unquestionably better than modern innovation.

With the frequencies of “Either Agree or Disagree” and “Disagree” higher than other choices, the perspectives about these questions were emphasized as:

- Respondents were opposed to their work and personal lives merging, and they preferred to maintain separation between their professional and personal connections.

- Respondents did not establish a self-image by themselves. Numerous elements, including finances, family history, educational background, and so on, influenced the self-image, which was tied to social hierarchy.
- Respondents found themselves behave neutral within the term chasing for achievement or experience only.
- Respondents did not have a spectacular point of view on being open-minded, as the majority of responses to the statement "Tradition-keeping is obviously superior to current innovation" were "Either Agree or Disagree."

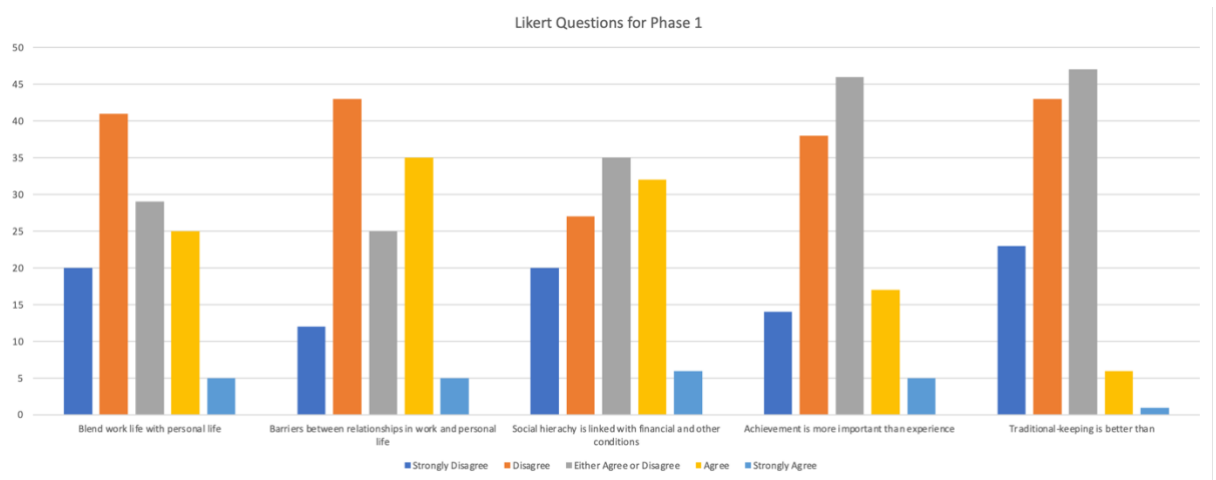


Figure 28 Frequencies of Likert Questions in Phase 1

Nevertheless, when it came time to Phase 2 evaluation, which meant the respondents had lived in a cross-cultural context for a length of time, the opinions became more apparent.

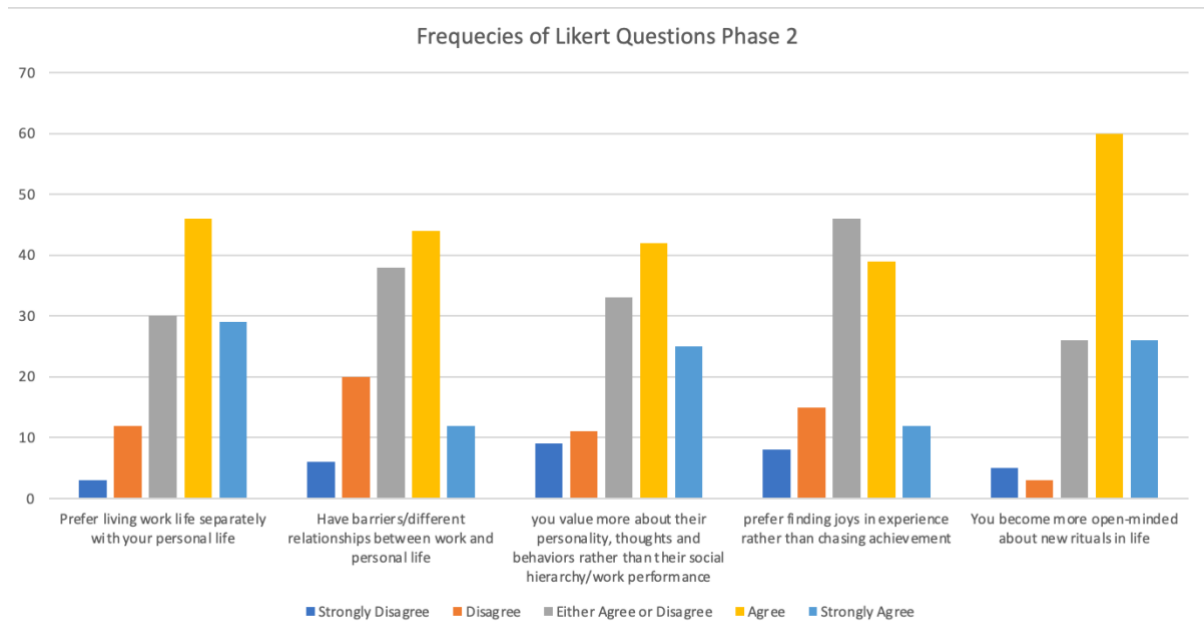


Figure 29 Frequencies of Likert Question in Phase 2

On the majority of questions, 50% of responses were "Agree" on those opinions. In a particular perspective, respondents discovered:

- They prefer to preserve distinction between their professional and personal connections.
- They were meant to place greater emphasis on a person's personality, thoughts, and actions rather than other background information. And social hierarchy was lowered as a measure of self-perception.
- They became more welcoming of new rituals, as evidenced by the 60 "Agree" and 26 "Strongly Agree" responses to the question.

#### 4.4 THE SATISFACTION AFTER CROSS-CULTURE EXPERIENCE

In order to improve the accuracy of the important influence, the author posed a question on the respondents' current status, having taken their own studies abroad. In addition, the author included a 1 (Very Dissatisfied) to 5 (Very Satisfied) measure for the second question regarding the quality of respondents' lives, based on their status.

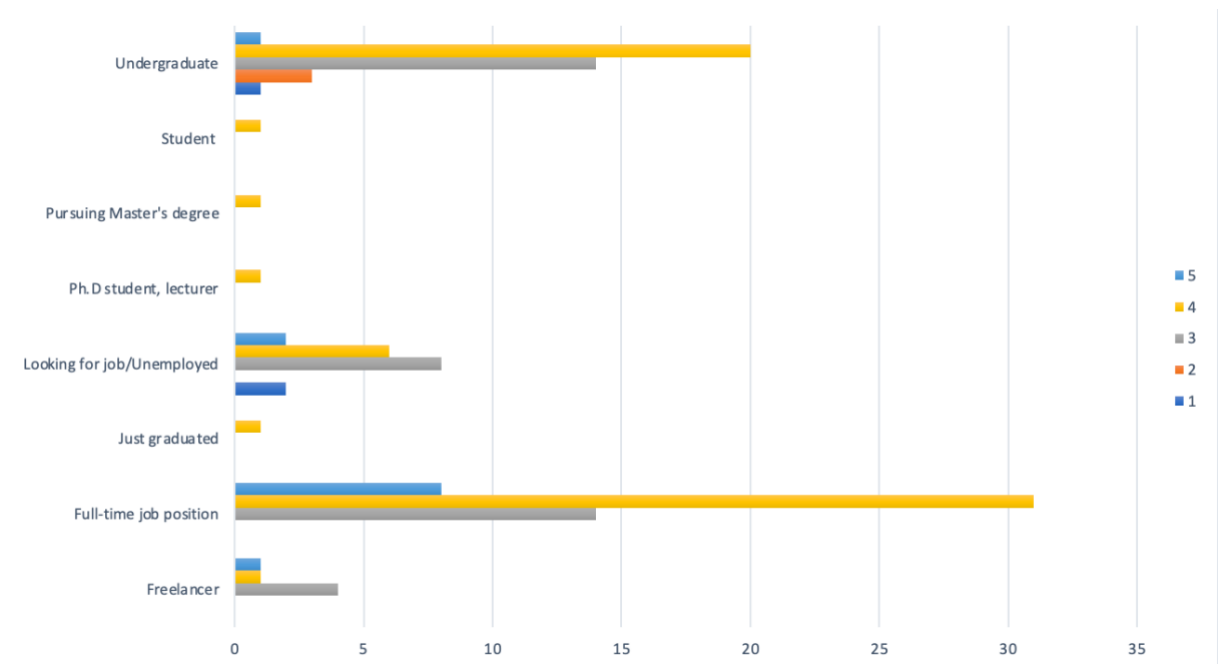


Figure 30 Quality rank based on respondent's status

The results revealed that across all respondent classifications, the average rating for life quality in both work/school and personal life was 4, representing satisfaction. The main data came from respondents who have had a Full-time job position and Undergraduate. These also emphasized the fascinating progress of the survey, due to the gap between two categories. While Undergraduate was the individuals who experienced the cross-culture in school mostly, Full-time job position respondents experienced cross-culture both in school and work environments.

#### 4.5 ANSWER THE MAIN QUESTIONS OF THE THESIS

##### 4.5.1 Q1. WHICH FACTORS CONTRIBUTE TO THE LINK BETWEEN GLOBALIZATION AND CROSS-CULTURE LEARNING DEVELOPMENT?

Globalization produces Cross-culture, and Cross-culture inclines the growth of Globalization as stated in the Theoretical Study. Both factors implemented each other and liked a tie within social horizons.

Based on the responses from Phase 0 and Phase 1, it was evident that the globalization process began with the simplest approach via social media. These channels accommodate respondents with cross-cultural experience, including the Educational Agent and friend-told narratives. Thus, respondents were able to learn about opportunities abroad that

corresponded with their qualifications. The two most significant contributors to the relationship between Globalization and the growth of cross-cultural learning are:

- Social channels, including Educational Agency and Media Channels.
- Word-of-mouth, standing for the inspiration from other's experience

#### 4.5.2 Q2. IN WHICH DIMENSIONS WILL THE CROSS-CULTURE LEARNING EXPERIENCE TRANSFORM INDIVIDUALS THE MOST?

2. To which dimensions do you believe your study abroad experience has transformed you? (If you choose Others, please notify) [Copy](#)

120 responses

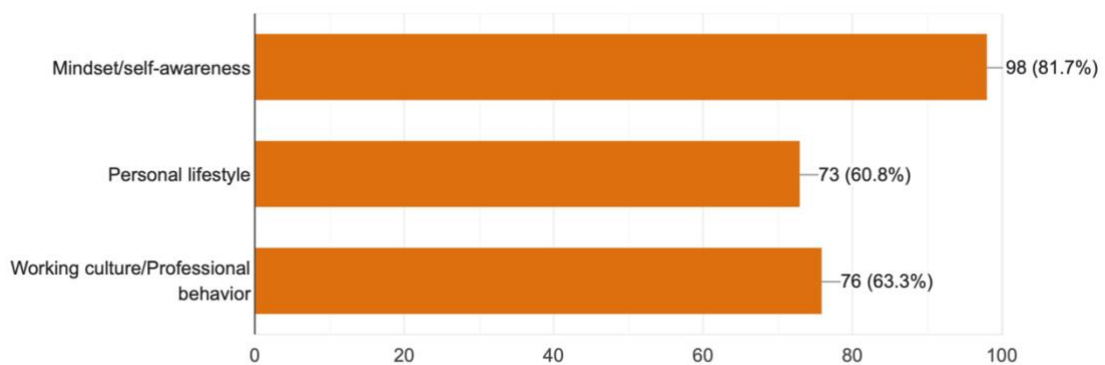


Figure 31 The dimensions transformed given by respondents

In Phase 2 Question 2, respondents were given four options to describe which dimension had the largest impact on their lives. Mindset/Self-awareness, Personal Lifestyle, and Working culture/Professional behavior were its three options available in the multiple-choice section. The highest accuracy was awarded to the Mindset/Self-Awareness metric with rating from 98 out of 120 respondents. This could be previewed by the changes of Likert questions data, in which respondents' perceptions about dream job definitions, performance materials, and social values were adjusted gradually after a period of time immersed in cross-culture experience.

#### Q3. DOES THE TRANSFORMATION CREATE POSITIVE IMPACT TOWARD INDIVIDUALS?

For this questions, the author put several likert assumptions to see the influences of study abroad experience toward respondents. The assumptions were embraced the improvements after experiencing the study abroad in several perspectives:

- Job perspective
- Living standard perspective
- Social hierarchy perspective
- Personal lifestyle perspective
- Knowledgeable and social perspective
- Personal value perspective

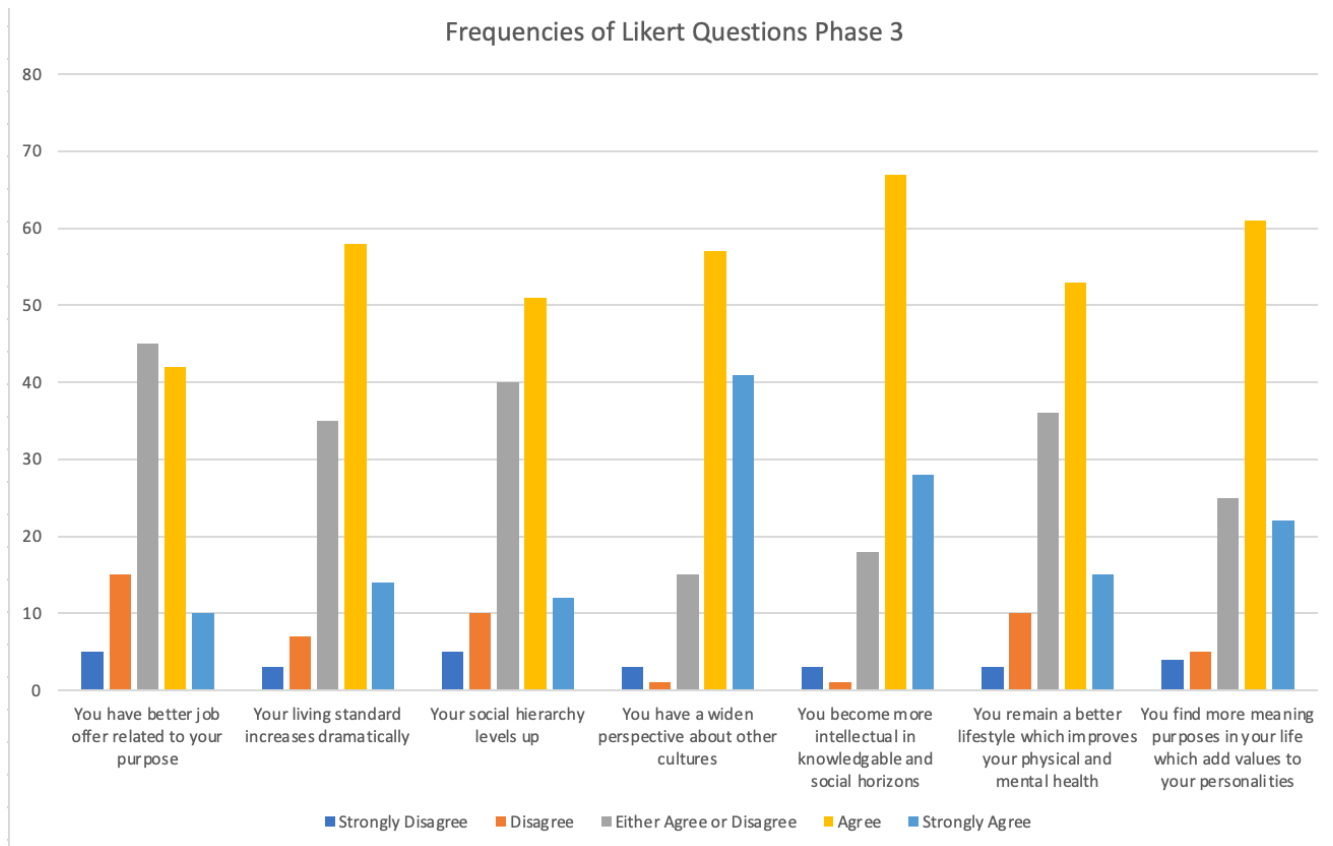


Figure 32 Frequencies of Likert Questions Phase 3

For the assumptions “You have better job offer related to your purpose” and “Your living standard increases dramatically”, nearly 50% respondents answered “Agree” and 10% respondents went to “Strongly Agree”.

For the assumptions “Your social hierarchy levels up”, 51 respondents answered “Agree” and 40 respondents stayed in “Either Agree of Disagree” statement.

For the assumption “You have a widen perspective about other cultures”, 57 respondents went to “Agree” and 41 respondents went to “Strongly Agree”.

For the assumption “You became more intellectual in knowledgeable and social horizons”, 67 respondents answered “Agree”. 28 other respondents chose “Strongly Agree”.

For the assumption “You remain a better lifestyle which improves your physical and mental health”, 53 respondents answered “Agree”, while 36 respondents went to “Either Agree or Disagree”.

For the assumption “You find more meaning purpose in your life which add values to your personalities”, 61 respondents answered “Agree” and 22 respondents answered “Strongly Agree”.

In general, all views revealed a high proportion of development in the respondent's transitions. The respondents demonstrated a broader range of skills, which enhanced their employment opportunities. In addition, rather than being fixated on observable and logical characteristics, namely the cultural qualities of the Vietnamese, respondents began to alter their perspective on values. From materialism to a balancing between the social and private facets of life. As a consequence of this, the development that takes place as a result of contact between cultures has a beneficial influence on individuals.

## CHAPTER 5. CONCLUSION: THE PERCEPTION FOR CROSS-CULTURE LEARNING EXPERIENCE DEVELOPMENT THROUGH GLOBALIZATION

*“Globalization navigates new social identity” (Stephen Castle, 2001).*

According to this statement as well as the facts presented in the sections it was determined that the respondents' very own experiences of interacting with people from other cultures helped form their evolving beliefs, points of view, and behavioural patterns. People reached out to find a multi-national opportunity that would broaden their knowledge and social horizons. This led to the experience. It was possible to observe that the beginning of globalization was driven by people's knowledge of foreign information. At that time, people shared their experiences with one another and turned such conversations into a beneficial source of information.

Through the analysis of the Vietnamese student case study, the author of the thesis came to the conclusion that there are three key claims that can be made regarding the subject of the thesis. These are were:

- The social channels have evolved into an efficient instruments of globalization, making it possible to share information with people located in a variety of market places.
- The cross-cultural learning experience molded people into new cultural notions, where old patterns of national culture and adaptive patterns of foreign culture were mixed.
- The shift was most readily seen in the Individuals dimension pertaining to mindset. Where people were brought to a state of change, both in their public and personal lifestyles, as a result of new ideas, points of view, and behavioral patterns.

Cross-cultural education and experience ultimately resulted in the development of a new kind of culture during the period of globalization. The perspectives that were



presented inside the study field began to reroute persons towards a newly emerging condition of growth. The materials that are effective are not only positioned in income or power; rather, they are guided to new grounds of cultural attitude. People's internal viewpoints began to broaden, and as a result, slowly started to redefine their own self-perceptions rather than depending on the standards set by society.

Over the course of the subsequent five years, it is projected that the wave line for cross-cultural learning experiences will continue with a bigger extend than it has in the past. According to the information shown in Figure 33, out of a total of 120 respondents, fifty of them were more likely to recommend their own particular academic experience to a friend or acquaintance. There were a total of 120 people who participated in the survey, and forty of them are entirely on board with doing the same thing. This image suggests the prospect of network infrastructure that span cultural boundaries, while word-of-mouth evolved into a globally trusted resource that can be relied upon to provide accurate information.

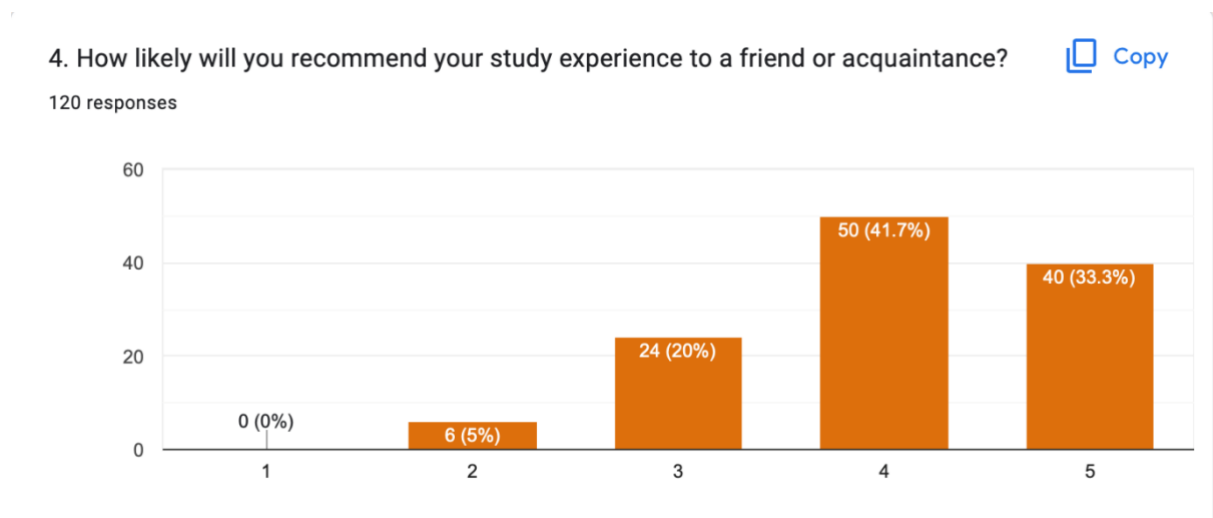


Figure 33 The statistic recommendation studying abroad experience

In a practical sense, the experience of gaining knowledge from people of other cultures served as a growth line for globalization. The cross-cultural learning experience is one which emerged as a result of globalization. And through participating in educational exchanges between different cultures, globalization was brought to a more advanced stage of its growth. Individuals are required to analyze the information networks in the most critical manner possible owing to the unending demands that are being placed on them by the wave of Global

Citizens nowadays. The ability to adapt to a new culture is important to the overall growth of an individual. And to be more precise, the process of learning about new cultural notions provides individuals with the opportunity to get a deeper understanding of their own self-perception at the same time. Which is, particularly, leading individual to become the best leadership of themself.

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## LIST OF APPENDIX




⋮

Your gender identity 

Multiple choice 




Male 

Female 

  Other  

Add option or [add "Other"](#)

---

  | Required  

How old are you? \*

Under 20

From 20-25

From 26-35

Above 36

Have you ever studied abroad? (If you choose No, then you do not need to answer other questions and \* submit the form).

Yes

No

What was your highest degree? \*

- Bachelor
- Master
- PhD
- Other...

Did your degree conduct in English? \*

- Yes, my degree was conducted in English
- No, my degree is conducted in another language

How long have you stayed in the country you studied in? \*

- Less than 12 months
- 1 year - less than 3 years
- 3 years - less than 7 years
- 7 years or more

Phase 1: ***BEFORE*** studying abroad



All of your responses need to be given in the context before you attend your study abroad experience.



1. Where did you get the information about your study degree? \*

- Through social media channels
- Through family/relatives
- Through friend's experience
- Through Educational Agent
- Other...

2. What is the biggest reason you choose to study abroad? (Please choose the option relatable to you the most) \*

- Family orientation
- Following friend's experience
- To support/enhance the degree outcome

- Following friend's experience
- To support/enhance the degree outcome
- Higher possibility on landing a job
- To develop intercultural awareness and a range of interpersonal skills, particularly independence and se...
- To broaden horizons, including knowledgable and social horizons

⋮

3. How do you define your highest goal in life? (Please choose the option relatable to you the most. If you choose Others, please notify) \*

- Landing a dream job
- Level up your social hierarchy
- Maintaining a balance lifestyle between work and life
- Finding joy/happiness through life-changing experiences
- Other...

4. Which primary factors will you consider when thinking about your ideal job? (Please choose the option relatable to you the most. If you choose Others, please notify) \*





4. Which primary factors will you consider when thinking about your ideal job? (Please choose the option relateable to you the most. If you choose Others, please notify) \*











- The work tasks are related to your study degree
- The employment is secured/the salaries are paid well
- Friendly working environment
- Mobility possibilities
- Boss/Manager who is supportive
- Sufficient time in order to save space for personal life
- Other...




...

6. Which scale will you use to evaluate the capacity both in your work/school and personal life for \*



	Very Good	Good	Neutral	Poor	Very Poor
Expressing em...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expressing opi...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. In your opinion   Multiple choice grid ▾

Rows	Columns
1. You prefer to blend your work life with y... 	<input type="radio"/> Strongly Disagree 
2. You do not have barriers between relati... 	<input type="radio"/> Disagree 
3. It is evidently true when a person's soci... 	<input type="radio"/> Either Agree or Disagree 
4. The achievement is more important tha... 	<input type="radio"/> Agree 
5. Tradition-keeping is unquestionably bett... 	<input type="radio"/> Strongly Agree 
6. Add row	<input type="radio"/> Add column

  | Require a response in each row  

Section 4 of 5

**Phase 2: *DURING OR AFTER* studying abroad**  

Each response must be given in the context of when you already began/finished your study degree.

1. What is your status at the moment? \*

- Undergraduate
- Looking for job/Unemployed
- Full-time job position
- Freelancer
- Other...

2. To which dimensions do you believe your study abroad experience has transformed you? (If you choose Others, please notify) \*

- Mindset/self-awareness
- Personal lifestyle

2. To which dimensions do you believe your study abroad experience has transformed you? (If you choose Others, please notify) \*

- Mindset/self-awareness
- Personal lifestyle
- Working culture/Professional behavior
- Other...  
.....

3. In your opinion \*

	Strongly Disag...	Disagree	Either Disagre...	Agree	Strongly Agree
You prefer livi...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You have barri...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When it come...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You prefer fin...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You become ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. You define an ideal job as (Please choose the option relatable to you the most. If you choose Others, <sup>\*</sup> please notify).

- The job is related to your study degree
- The job offers a high income
- The job has a sufficient time which prevents you from working too hard
- The job creates a balance line, the salary paid is enough to cover daily expenses and the time you spent ...
- The job gives opportunities for professional growth
- The job gives opportunities for travelling
- Other...

⋮

5. Your highest goal in life at the moment? (Please choose the option relatable to you the most. If you <sup>\*</sup> choose Others, please notify).

- Landing a dream job/create successful materials
- Level up your social hierarchy
- Maintaining a balance lifestyle between work and life
- Discovering joy/happiness through life-changing experiences

## Phase 3: Conclusions



Evaluate your study experience

1. Overall, how will you rate the quality of your life - both in your professional and personal life at the moment in the host country you studied/have studied? \*

	1	2	3	4	5	
Very dissatisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very satisfied

2. In order to evaluate your study outcomes, you find that \*

	Strongly Disag...	Disagree	Either Disagre...	Agree	Strongly Agree
You have bett...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your living sta...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your social hie...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You have a wi...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You become ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You remain a ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You find more...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⋮

3. On which scale will you rank your study abroad experience? \*

	1	2	3	4	5	
Very dissatisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very satisfied

4. How likely will you recommend your study experience to a friend or acquaintance? \*

	1	2	3	4	5	
No, I absolutely do not recommend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Yes, I will strongly recommend