CORA Cork Open Research Archive
Cartlann Taighde Oscailte Chorcaí

Title	Study abroad and environmental collapse. Rethinking academic tourism in the p-COVID era - A provocation
Authors	MagShamhráin, Rachel
Publication date	2025-11
Original Citation	MagShamhráin, R 2025, 'Study abroad and environmental collapse. Rethinking academic tourism in the p-COVID era - A provocation', Germanistik in Ireland: Jahrbuch der German Studies Association of Ireland, vol. 19, pp. 25-33.
Type of publication	Article (peer-reviewed)
Link to publisher's version	http://www.hartung-gorre.de/Ireland_19.htm
Rights	© 2025, German Studies Association of Ireland. All rights reserved.
Download date	2026-11-17 12:02:14
Item downloaded from	https://hdl.handle.net/10468/19631



UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

GERMANISTIK IN IRELAND

Jahrbuch der / Yearbook of the
German Studies Association
of Ireland (GSAI)

Special Issue:

The Future of German Studies

Volume 19
2025

Editorial Policy

Germanistik in Ireland: Jahrbuch der / Yearbook of the German Studies Association of Ireland is the official publication of the German Studies Association of Ireland (GSAI), formerly the Association of Third-Level Teachers of German in Ireland (ATLTGI). It appears once a year in the autumn and is officially launched at the annual conference of the GSAI. Each member of the Association receives one copy of the *Yearbook* gratis as part of their membership.

The aim of the *Yearbook* is to provide a forum for the publication of research in German Studies in the broadest and most inclusive sense, understood as comprising literary and cultural studies, the history and *Landeskunde* of the German-speaking countries, applied and theoretical linguistics, German as a Foreign Language and *Fachdidaktik*, including German for special purposes, as well as other related areas. The *Yearbook* publishes contributions in German, English, and Irish.

The *Yearbook* is a peer-reviewed publication with an International Advisory Board appointed by the committee of the Association. The Advisory Board consists of former editors and no fewer than five colleagues from outside Ireland whose expertise reflects the areas of German Studies represented in the Germanist community on the island of Ireland, in particular the research interests of members of the German Studies Association of Ireland.

Information for Subscribers

Orders should be addressed directly to the publisher, Hartung-Gorre Verlag http://www.hartung-gorre.de**,** Email: verlag@hartung-gorre.de. The subscription price is €15.00 per volume. For further information about the German Studies Association, please log onto our website: http://www.germaninireland.org.

***Germanistik in Ireland* is indexed in the *MLA International Bibliography* and listed in the *Directory of Periodicals*.**

This issue was kindly supported by

Ollscoil na Gaillimhe
University of Galway

© 2025 by German Studies Association of Ireland. Alle Rechte vorbehalten.
Hartung-Gorre Verlag, Konstanz, Germany

ISSN: 1863-2939
ISBN-13: 978-3-86628-847-8

GERMANISTIK IN IRELAND

Jahrbuch der / Yearbook of the
German Studies Association
of Ireland (GSAI)

Volume 19
2025

Special Issue:

The Future of German Studies

Editors

Tina-Karen Pusse (University of Galway)
Olga Springer (Dublin City University)

Advisory Board

Gordon Burgess (University of Aberdeen)
Klaus Kiefer (Ludwig-Maximilians-Universität München)
Florian Krobb (Maynooth University)
Rachel MagShamhráin (University College Cork)
Bill Niven (Nottingham Trent University)
Gillian Pye (University College Dublin)
Klaus Dieter Rossade (Open University)
Hans-Walter Schmidt-Hannisa (University of Galway)
Christiane Schönfeld (Mary Immaculate College, University of Limerick)
Sabine Strümper-Krobb (University College Dublin)

TABLE OF CONTENTS

TINA-KAREN PUSSE and OLGA SPRINGER
Introduction 5

Part I. The Future of German Studies

MARGARET ELEANOR MENNINGER
German Studies as a Team Sport. Resonance, Inclusion, Cooperation 13

RACHEL MagSHAMHRÁIN
Study Abroad and Environmental Collapse. Rethinking Academic Tourism in the Post-COVID Era – A Provocation..... 25

JAN SÜSELBECK
No Future? On Teaching German Studies in Times of Crisis..... 35

Part II. General Section

ARMIN SCHÄFER
Das virtuelle Ereignis und seine literarische Aktualisierung. Thomas Pynchons *Memento mori* 57

BILL NIVEN
Notes on a Massacre. Leni Riefenstahl and the Killing of Jews at Końskie 73

GAVIN BROTHERS
The Soundscape of Remembrance. Re-reading the Language of Silence 85

JUDITH BIERWOLF
Zur Schaufenster- und Werbekultur in Ost und West.
Siegfried Wittenburgs Fotoserien aus DDR und BRD 99

DAMHLAIC agus RACHEL MagSHAMHRÁIN
Bean-Déirce Locarno. Aistriúchán ón Ghearmáinis 113

Buchbesprechungen / Book Reviews 117

Rachel MagShamhráin

Study Abroad and Environmental Collapse

Rethinking Academic Tourism in the Post-COVID Era – A Provocation

This article considers mobility for study and research purposes from an ecocritical point of view, scrutinizing ideological weddedness to travel as a uniquely formative educational experience and the concomitant resistance to and lack of investment in the exploration of net-zero alternative possibilities. This analysis does not make any comparative claims about the quality of knowledge acquired with and without Study Abroad (SA), as this is a moot point. A recent comparative study has indeed found that "Comparisons of the speaking proficiency outcomes by language and training levels revealed a relatively consistent gap in mean gain levels across languages, with participants in the virtual groups attaining on average one proficiency sub-level lower in speaking gains than their respective face-to-face counterparts." However, the same study found that "[c]omparisons of reading, listening, and writing outcomes, however, showed smaller differences, sometimes none at all."[1]

These marginal differences in language skills attainment are not however, the concern here. Rather, this piece asks, in light of the environmental unsustainability of international travel generally, about the sustainability of travel for higher education, which is an existential rather than a purely linguistic matter. It asks that we examine the non-alignment and possible total incompatibility of overarching goals to which many higher education institutions claim to subscribe. For instance, how do we reconcile UN Sustainable Development Goal 4, to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,"[2] with the Paris Agreement's commitment to "pursu[e] efforts to limit the temperature increase to 1.5°C above pre-industrial levels,"[3] which requires we reach net zero by 2050, and, for example the European University Association's commitment to ensuring that 20% of European students should experience either an academic or work placement in a country other than their own, a commitment recently reiterated

1 Dan Davidson and Nadra Garas: "What Makes Study Abroad Transformative? Comparing Linguistic and Cultural Contacts and Learning Outcomes in Virtual vs In-Person Contexts". In: *L2 Journal* 15/2 (2023): 72–91, here p. 72.

2 Tirana EHEA Ministerial Conference (2024). "Tirana Communiqué", pp. 1–9, here p. 6.

3 United Nations Framework Convention on Climate Change (UNFCCC) (2016). *The Paris Agreement*, p. 4.

in the Tirana 2024 conference of the European Higher Education Area.[4] Can these goals be mutually achievable?

In their ecocritical analysis of international student mobility (which this article does not separate from the broader category of academic travel,[5] as there seem to be no compelling reasons to do so, unless we are examining alternative and sustainable strategies specific to a named academic outcome of SA), Shields and Lu note that international student mobility "is often viewed as a key aspect of international or higher education. […] Much of this literature implicitly views mobility as benign or inherently beneficial, and it is accompanied by evidence of the numerous benefits of international student mobility to students, higher education institutions, and entire countries."[6] The assumption that mobility is an exceptionally effective mode of acquiring linguistic and intercultural competences and other "cultural capital" related to transnational educational travel can be extrapolated from the frequency with which the collocation 'benefits of study abroad' occurs in an internet advanced search narrowed by .edu, .edu.au and .ac.uk special domain name extensions.

Transport generally is estimated to account for between 16–20% of global greenhouse gas emissions, producing some 8.4 billion metric tons of carbon dioxide equivalent (CO_2) in 2023. If we separate individual strands of mobility from one another within this 20%, then civilian travel by air, ship and rail is estimated to account for about 6% of total global carbon emissions annually with private cars and vans responsible for a further 10%.

---

4 "As the hallmark of an interconnected EHEA is seamless mobility of students and staff, we will reinforce our efforts to identify and remove barriers and promote physical mobility, to achieve the benchmark of at least 20% of mobile students."

5 While it has been suggested to me that we should perhaps distinguish between YA and other types of academic travel/tourism on the basis of a 'hierarchy of needs' according to which travel for, say, the purposes of student language development would, for example, outrank academic staff's travel to conferences, any such system would involve reversing Miss Lavish's ludicrous suggestion in Foster's *A Room With a View* in which the novelist declares that she "would like to set an examination paper at Dover, and turn back every tourist who couldn't pass it." Restricting academic travel to those with the greatest language and cultural need would involve, presumably, setting an exam paper at Dublin or Cork Airports and turning back anyone who *could* pass it. E.M. Forster: *A Room with a View*. Harmondsworth: Penguin, 1972, p. 24. Similarly, those who suggest that academic tourism (including the YA) should outrank less 'productive' forms of travel (leisure, for example) and who see academic emissions as less harmful than those produced by less edifying pursuits seem to follow Miss Lavish's logic. Academic travel exceptionalism would be something of which she would certainly approve.

6 Robin Shields and Tianqi Lu: "Uncertain Futures: Climate Change and International Student Mobility in Europe". In: *Higher Education* 88 (2023), pp. 1–18, here p. 2 (https://doi.org/10.1007/s10734-023-01026-8).

During the COVID-19 pandemic, many hitherto largely unquestioned practices of the higher education sector were revolutionized, both for better and for worse, by the exigencies of continued education delivery under lock-down which demanded, amongst other things that we 'pivot' to online delivery. This shift to online delivery accelerated a move towards "blended learning" which had already been underway pre-pandemic with increasing use of VLEs (Virtual Learning Environments) or LMS (Learning Management Systems) like CANVAS, Blackboard and Moodle since 2007-8. Most obviously, academic travel was rendered impossible in the general moratorium on international movement. While some of the changes ushered in by the pandemic have had a lasting legacy within academia, academic tourism itself has rebounded. The sector was estimated to be worth 470.15 billion USD in 2024, and is projected to grow to 1092.45 billion USD by 2031.[7] Similarly, Eurostat statistics on the number of EU 27 students studying abroad had already returned to its pre-pandemic levels by 2022.[8] EU figures for participants in learning mobility in 2023 estimate the numbers at 1.3 million. These numbers are indicative of the post-pandemic robustness of a sector which encompasses credit mobility (short-term study abroad during a longer programme of study) and, increasingly, degree mobility (long-term mobility for the completion of a qualification abroad) as well as academic teaching mobility, and a "fly or die" attitude to academic research which places a premium on travel, and "researchers are incentivized to travel far and wide, back and forth, as a form of career building."[9]

Recently, Quan et al. (2023) have critiqued some of the core ideological tenets of SA, arguing the need for "more sustainable and equitable study abroad and language curricula." However, their rejection of the fundamental assumption that SA is not just a *bonum in se* but irreplaceable in terms of the quality of the language and cultural learning experience, may not go far enough. They suggest, for instance, that the year abroad experience "include a stronger local engagement that focuses on learning about the particular host location within one trip rather than having multiple destinations. While travel to multiple locales is appealing to many, these excursions further raise the cost of SA and contribute to travel-induced emissions and global climate change, while also reinforcing ideologies of educational tourism and personal transformation."[10] But encouraging "students to stay within one locale

---

7 "Educational Tourism Market Size and Share Analysis: Growth Trends and Forecasts (2024-2031)". April 2024, at: https://www.coherentmarketinsights.com/industry-reports/educational-tourism-market (accessed 29.06.2025).

8 https://ec.europa.eu/eurostat/databrowser/view/educ_uoe_mobs02/default/table?lang=en (accessed 29.06.2025).

9 Johan Gärdebo et al.: "The Travelling Scientist: Reflections on Aviated Knowledge Production in the Anthropocene". In: *Resilience: A Journal of the Environmental Humanities* 5/1 (2017), pp. 71–99, here p. 72 (https://dx.doi.org/10.5250/resilience.5.1.0071).

10 Tracy Quan et al.: "Returning to Normal? Reimagining Study Abroad and Language

for longer" still supports the general assumption that students should still go abroad for learning purposes.

Similarly, Shields (2018) takes an on-the-one-hand-on-the-other-hand approach to the question, suggesting that while academic travel is environmentally impactful, its continued existence is essential and inevitable. In an article which has the merit of providing data which allows an "estimate of the environmental costs of international mobility [and] provides a foundation and starting point for a larger research agenda that considers both the costs and benefits of international higher education,"[11] Shields still recognizes the need for educational mobility "in the context of developing countries' growth strategies, particularly the development of skilled labor [sic] and the transfer of knowledge and technology."[12] Rather than discussing the sustainability of travel in higher education, Shields considers whether higher education should be considered an agent for sustainable development in the first place. "Instead, the results question the extent to which literature can plausibly argue for higher education as a change agent in sustainable development due to its high level of dependence upon unsustainable economic and social systems."[13]

Cognisant of the fact that an anti-travel approach to language and intercultural learning and related academic exchanges remains controversial, despite the proliferation of virtual exchange possibilities, this paper is a provocation to think about the continued promotion of SA / AT in the context of environmental collapse and the proven damage of travel. Of course, we cannot ignore the carbon footprint of the online learning environment either, with one person's annual social media use alone, for example, estimated to emit more than twice the CO_2 of a 560km flight (the approximate distance from Amsterdam to Paris).[14] These estimates are probably conservative, given the multiplicity of factors involved, but usually include the environmental cost of the manufacture of electronic devices and the impact of how the electricity used is generated. Conservatively, time online has been estimated to accounts for around 40% of the earth's CO_2 "carrying capacity".[15] Of course, there are regional differences: Norway, for instance, uses mostly hydro-

---

Learning for a Sustainable and Equitable Future." In: *L2 Journal* 15/2 (2023), pp. 153–4 (http://dx.doi.org/10.5070/L215260152).

11 Robin Shields: "The Sustainability of International Higher Education: Student Mobility and Global Climate Change." *Journal of Cleaner Production* 217 (2019), pp. 594-602, here p. 600.

12 Shields: "Sustainability", p. 598.

13 Shields: "Sustainability", p. 600.

14 Cody Slingerland: "Tech Carbon Footprint: How Much Does Online Activity Contribute to Emissions?" September 2024, at: https://www.cloudzero.com/blog/tech-carbon-footprint/#:~:text=Combining%20all%20these%20social%20media,passenger%20for%20short%2Dhaul%20flights (accessed 29.06.2025).

15 Robert Istrate et al.: "The Environmental Sustainability of Digital Content Consump-

power, while India relies upon fossil fuels. Nevertheless, an online chat between Norway and India relies on electricity from both.

Pushback against the internationalization agendas of higher education is not by any means new. Jane Knight (2013) has argued that while there were many "positive initiatives which illustrate how collaborative scholarship, cross-border education exchange, and campus-based internationalisation strategies contribute to the development of individuals, institutions, nations, and the world at large" nevertheless, the "potential risks and unintended consequences" are similarly significant.[16] For Knight, the risks were not environmental, but rather "the commodification and commercialisation of education programmes" which leverages internationalisation as part of a branding initiative.[17] Courtois (2018) in turn analyses the inequality of international mobility, noting that SA "offers opportunities to seek and maintain positional advantage" and that "the existence of an international higher education market exacerbates inequality by encouraging and making possible the deployment of socially unequal strategies. Those from disadvantaged backgrounds, as well as those with disabilities, care responsibilities, etc., are excluded."[18] In fact, the sample of 110 Irish students from seven Irish HEIs who studied abroad, and which provided the data in Courtois' study, showed a homogeneity in terms of social background and privilege. "Beyond language and cultural differences, international students [on Erasmus] tend to be relatively privileged, in the same age group and all engaged in third-level education. By and large, this was the case for the students in the sample. Students in the sample socialised with other students most of the time. Few had opportunities to interact with people who were not students and/or with people from minority ethnic backgrounds. If they did, these interactions tended to be superficial. However, this is not very different from the university experience in general."[19] Interestingly, neither considers ecological impacts in their analyses.[20]

---

tion". *Nature Communications* 15 (2024), at: https://doi.org/10.1038/s41467-024-47621-w (accessed 29.06.2025).

16 Jane Knight: "The Changing Landscape of Higher Education Internationalisation: For Better or Worse?" In: *Perspectives: Policy and Practice in Higher Education* 17/3 (2013), pp. 84–90, here p. 84, at: https://doi.org/10.1080/13603108.2012.753957 (accessed 29.06.2025).

17 Knight: "Changing Landscape", p. 88.

18 Aline Courtois: "The Significance of International Student Mobility in Students' Strategies at Third Level in Ireland". *NUI Discussion Paper* 1 (2018), pp. 1–68, here p. 11.

19 Courtois: p. 36.

20 Another point not considered here is how socioeconomic privilege, which inevitably translates into educational privilege, correlates to a higher carbon footprint.

Academic Tourism and the Case of Valencia

Spain is currently the most popular Erasmus destination, receiving nearly 50,000 students annually. Of these, 3,000 Erasmus students travel to Valencia each year. Its location on the Costa Blanca, just 47 minutes by air to Ibiza at a cost of €14.99 with Ryanair, mean that an Ibiza trip is marketed as part of the Erasmus experience. The ESN (European Student Network) of the University of Valencia organizes trips to the island as part of the suite of activities which aim to integrate visiting students into the university. Around 2,000 visiting students take part in the trip annually according to the website devoted to the trip, https://esnibizatrip.org/. The feedback cited there is interesting because of the clear connection in the students' minds between their academic tourism and more traditional tourist experiences:

> After deciding to go although no close friends wanted to join, I just have one thing to say: It was of the best decisions in my Erasmus/lifetime! Getting to know hundreds of people, making new friends and partying every night in some of the worlds [*sic*] craziest clubs is an experience I surely want to repeat whenever possible! (Olga Nefeli, Greece; Erasmus in Barcelona)

> Invaluable, frantic and special, here are 3 words to describe my ESN Ibiza Trip. The Hotel was the perfect setting for a life based on sharing the Erasmus spirit together. It has been a fight against time since I left my suitcase in the room until the last Pool Party, which by the way has been my favorite party. Let's go Erasmus people! Make the most of your time and get a better version of yourself. Enjoy it! (Gianni Salvati, Italy; Erasmus in Ciudad Real)[21]

In October 2024, Spain held a three-day mourning period after rainfall and flash-flooding in Valencia and the adjacent provinces of Albacete and Cuenca killed 232 people. According to Reuters, a year's worth of rain fell in one day, with Professor Hannah Cloke, a hydrologist at the University of Reading commenting that the event had "the fingerprints of climate change on it."[22]

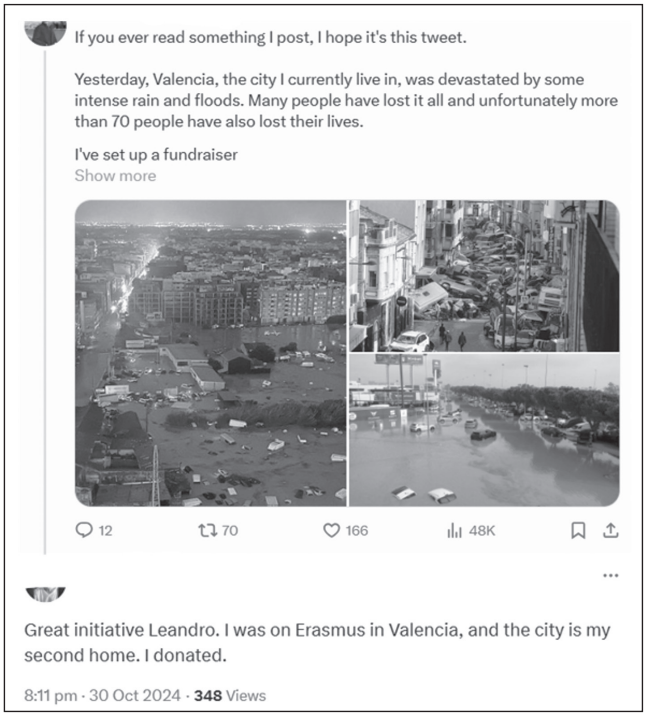
The concatenation of floods and academic tourism is not a case of immediate cause and effect. In fact, Erasmus loyalties were cited in tweets relating to the catastrophe, prompting former students to express their solidarity and donate to fundraising initiatives.

Such extreme weather events are now coinciding with over-tourism protests in Spain. While these protests, beginning in Spring 2024, are not immediately concerned with climate disasters such as happened in Valencia, they are responding to

---

21 ESN Ibiza Trip, at: https://esnibizatrip.org/ (accessed 31.10.2024).

22 Andrei Khalip and Inti Landauro: "What caused deadly floods in Spain? The impact of DANA explained". In: *Reuters*, 04.11.2024, at: https://www.reuters.com/business/environment/spains-deadly-dana-weather-phenomenon-its-links-climate-change-2024-10-30/ (accessed 31.10.2024).



other symptoms of a chronically stressed environment such as housing shortages, polluted ecosystems, strained infrastructure and depleted resources.

Virtual Exchange Alternatives: Internationalization at Home?

One of the most obvious solutions to this impasse would be to apply our knowledge of virtual exchange-based learning to the "Erasmus or Environment" dilemma. Modern language learning offers a particularly good test case because the known benefits of immersion and intensive exposure in second-language acquisition seem to offer compelling arguments in favour of actual study abroad in this subject area.

As O'Dowd points out:

> [T]he opportunity to spend an extended period of time in the target culture has been considered a key element of foreign language learning in higher education contexts. […] Jackson (2020) explains that for many years "it was widely assumed that formal L2 learning and immersion in the native speech community offer the best opportunity to enhance intercultural sensitivity and proficiency in the host language" (p. 445).[23]

However, he notes, the assumption that time spent in the country of the target language directly correlates to an increase in competence is an over-simplification of a learning process that depends on a variety of other factors, including the attitudes of the learner.[24] He sees virtual exchange as a way of mitigating the exclusivity of SA in a world where "UNESCO report that currently only 2.6% of the total world population is internationally mobile"[25] a mobility which is concentrated in the affluent West.

One issue here, however, is the question of the measurability of learning outcomes. As Dooley and Vinagre have pointed out, making convincing arguments for the success of VE in language learning contexts faces the difficulty of accurately measuring language development longitudinally, an area that remains a challenge for both research and practice:

> Trying to assess and verify precise learning gains is not always straightforward since 'language competence development is complex and discontinuous and takes place over long periods of time.' This is particularly problematic for VE research since most studies describe small scale projects, usually realized over relatively short periods of one to two sessions a week from a month to three months (the usual timespan of one semester; a few VE occasionally last between six months to a year). […] [T]he lack of longitudinal studies continues to make this aspect difficult to measure rigorously and poses a problem that is difficult to resolve.[26]

Another issue which VE faces in this context is the carbon footprint of the virtual environment. While O'Dowd suggests that "virtual approaches provide a much more environmentally sustainable approach to international learning than physical mobility program,"[27] noting that student mobility has been estimated to pro-

---

23 R. O'Dowd: "Issues of Equity and Inclusion in Virtual Exchange". In: *Language Teaching* 58/1 (2023), pp. 1–13, here p. 1 (doi:10.1017/S026144482300040X).

24 Ibid.

25 Ibid.

26 Melinda Dooly and Margarita Vinagre: "Research into Practice: Virtual Exchange in Language Teaching and Learning". In: *Language Teaching* 55/3 (2022), pp. 392–406, here p. 396 (doi:10.1017/S0261444821000069).

27 O'Dowd: p. 3.

duce 14 megatons of carbon dioxide (CO_2) per annum,[28] emissions associated with internet usage are not considered. Nor is uneven access to internet and electronic devices seen as a potential stumbling block in VE contexts. In an article advocating more moderate and discerning use of the internet, Widdicks et al. have noted that "Growing and even excessive use of digital technology has unquestionably fuelled demand for digital devices and online services leading to a wide range of societal and environmental impacts. In sustainability terms, ICT as a whole is estimated to produce up to nearly 4% of global greenhouse gas emissions."[29] This figure includes the full supply chain involved. Aviation, by comparison, is responsible for 2.5%.

A detailed comparison of the environmental impacts of SA versus VE is likely to find that neither is currently designed to achieve the net zero mandated by the Paris Accord. However, detailed carbon foot-printing at least allows a frank discussion of the ultimate sustainability of our intercultural educational practices, the ultimate word in sustainability being whether our ecosystem-embedded practices will survive possible ecological collapse. For instance, a recent study by Heller et al. of a small cohort of overseas students who opted for online engagement rather than travel to the UK found that online versus in situ learning resulted in "combined net savings [of] 969,457kg of CO_2".[30] But as we still tout the importance of the year abroad in our various universities and reference it when marketing our degrees (to cite just two of many similar examples, Trinity's German Department, for instance describes the year abroad as "very strongly advised, and an aspect of languages degrees particularly valued by employers"[31] while the University of Reading claims that students on the year abroad "will get to know another country, its people, and its history, and you will improve your command of the languages you have studied"),[32] we need collectively to consider what those purported linguistic and intercultural gains will mean in the face of catastrophic climate change.

Rachel MagShamhráin *is Head of German at University College Cork (UCC).*

---

28 Robin Shields: "The Sustainability of International Higher Education: Student Mobility and Global Climate Change". In: *Journal of Cleaner Production* 217 (2019): pp. 595–602, here p. 594, at: https://doi.org/10.1016/j.jclepro.2019.01.291.

29 Kelly Widdicks et al.: "Escaping Unsustainable Digital Interactions: Toward 'More Meaningful' and 'Moderate' Online Experiences". In: *International Journal of Human-Computer Studies* 165 (2022), pp. 1–15, here p. 1.

30 Richard F. Heller et al.: "Impact on Carbon Emissions of Online Study for a Cohort of Overseas Students: A Retrospective Cohort Study". *F1000Research* 10 (14 February 2022), at: doi:10.12688/f1000research.55156.5 (accessed 29.06.2025).

31 Website: https://www.tcd.ie/german/courses/undergraduate/tsm/yearabroad.php (accessed 29.06.2025).

32 Website: https://www.reading.ac.uk/languages-cultures/undergraduate/year-abroad (accessed 29.06.2025).