

THE ROLE OF INDIVIDUAL DIFFERENCES IN SECOND LANGUAGE
DEVELOPMENT IN A STUDY ABROAD CONTEXT



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DEVELOPMENT IN A STUDY ABROAD CONTEXT

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The Role of Individual Differences in Second Language Development
in a Study Abroad Context

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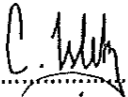
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ABSTRACT

The Role of Individual Differences in Second Language Development in a Study Abroad Context

This study investigated the effectiveness of Study Abroad (SA) in the development of learners in oral and written accuracy, and grammatical knowledge. A second concern was whether individual differences, namely motivation, aptitude, language contact, and initial proficiency, influence how much learners gain in accuracy and grammatical knowledge in the SA program. To these ends, the language development of 41 high school learners of English from Turkey in a 10-month-long exchange program in the USA was observed. These participants were given descriptive essay and oral narrative tasks, and a Grammatical Judgment Test task prior to and following their SA experience, once immediately before they returned to Turkey and another two months after their return. Other measures used to assess individual differences included a Language Aptitude Test, a motivation questionnaire, the English Language Test for International Students, Language Contact Profile and student diary entries. The participants made significant progress in their accuracy in both oral and written tests, and their grammatical knowledge. The results suggested that individual differences like aptitude for grammatical inferencing and vocabulary learning can partially explain L2 gains, especially for oral accuracy development. Another individual difference was sustained language contact opportunities after the study abroad was completed. Initial proficiency and motivation, however, did not explain the variances in L2 development. This study discusses these findings in relation to the participant profile.

ÖZET

Bireysel Farklılıkların Yurtdışında İkinci Dil Gelişimindeki Rolü

Bu çalışma Yurtdışı Eğitim'in, öğrencilerin yazılı ve sözlü dili doğru kullanımları ve gramer bilgilerindeki gelişime etkisi açısından etkililiğini araştırmıştır. Çalışmanın bir diğer amacı motivasyon, yatkinlik, dilsel temasları, ve başlangıçtaki yeterlilik gibi bireysel farklılıkların öğrencilerin yurtdışı programında dilbilgisel doğruluk ve gramer bilgileri açısından gerçekleştirdikleri gelişmeye ne kadar etki ettiğini anlamaktır. Bu amaçlarla, ABD'de 10 aylık bir değişim programına katılan İngilizce öğrenen 41 Türk lise öğrencisinin dil gelişimleri gözlenmiştir. Katılımcılara yurtdışı tecrübelerinden önce ve bir kez Türkiye'ye dönmeden hemen önce bir kez de dönüşlerinden iki ay sonra olmak üzere iki kez de Türkiye'ye döndüklerinde betimleyici deneme ve sözlü anlatım ödevleri ve Gramer Yargı Testi verilmiştir. Bireysel farklılıkları ölçmek için başka testler de uygulanmıştır. Bu testler, Dil Yatkinliği Testi, bir motivasyon anketi, Uluslararası Öğrenciler için İngilizce Dil Testi, Dil Teması Profili, ve öğrenciler tarafından yazılan günlükleri içerir. Sonuçlar katılımcıların hem yazılı hem sözlü testte doğruluk açısından ve gramer bilgileri açısından kayda değer gelişme gösterdiklerini ortaya koymuştur. Bireysel farklılıklara gelince, dilbilgisel çıkarım ve kelime öğrenme gibi yatkinliklerin özellikle sözlü dili doğru kullanmaları açısından gerçekleştirdikleri gelişimi kısmen açıkladığı görülmüştür. Dil gelişimine katkı sağladığı gözlenen bir diğer faktör de yurtdışı eğitim tamamlandıktan sonra dil temaslarının sürdürülmesidir. Başlangıçtaki yeterlilik ve motivasyon ise ikinci dil gelişimindeki farklılıkları açıklamamıştır. Bu bulgular katılımcı profili üzerinden tartışılmaktadır.

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CHAPTER 1

INTRODUCTION

The role of learning context on second language (L2) development has long drawn the interest of scholars in second language acquisition (Collentine, 2009; DeKeyser, 2010; Freed, 1995). Study abroad (SA) has been a major interest in second language acquisition (SLA) research since there is a widespread belief among many researchers, practitioners and learners that SA provides conditions that are conducive to L2 development in a way that allows for substantial learning. The results of investigations, however, have not totally represented this positive attitude towards SA that seems to be taken for granted among a considerable portion of stakeholders. Some researchers have found that SA context was superior to at-home (AH) context (Dewey, 2008; Freed *et al.* 2004; Foster, 2009; Hernandez, 2010); some, however, have found that L2 learners benefit more from formal instruction AH than time spent in SA context (Collentine, 2004; Juan-Garau and Perez-Vidal, 2007). There have also been some studies which found no significant differences between SA and AH (Freed, So & Lazar, 2003). Apart from that, the question of what factors may explain the linguistic development, or lack thereof, in SA contexts, since not all learners seem to benefit to similar extents from their SA language learning experiences. There is, therefore, a need for further research investigating different variables in relation to the context of learning so that we can obtain a finer-grained understanding of (a) the potential contribution of SA to language learning, and (b) the factors impacting on language learning during SA.

1.1 Statement of problem

Due to the shortage of systematic analysis of psychological and cognitive factors combined with insufficient investigations on some indicators (i.e. accuracy) of language learning, the research on SA has so far been insufficient to reach ensuring explanations on how SA may affect L2 development. One of the reasons for insufficient evidence is due to the difficulty of conducting a comprehensive research into SA, not least because it requires a lot of time and effort. Due to these difficulties, many studies have been conducted with university level language learners because of the ease of access to these participants and the increasing availability of exchange programs on an international level for university students. However, it is important to extend the profile of the learners investigated, due, among others, to the fact that university students' declarative knowledge can be "shaky" because of the years between when they were provided grammatical knowledge and when they went abroad, which does not create "ideal circumstances of proceduralization" (DeKeyser, 2007, p. 213).

SA studies have also been criticized for the design of research. Those comparing SA with AH are considered to be problematic, firstly because participants "... who choose to go abroad are different from those who choose to stay in their home institutions" (Sanz, 2014; p. 3). Another concern regarding such studies is that the number of participants is, more often than not, relatively low. Sanz (2014, p. 3) reports in this regard that "... studies typically do not include more than 40 participants (only 42 out of 72 studies found)..." This results in low statistical power and lack of reliability and generalizability. A further criticism is that SA studies either rely so much on gain-specific quantitative data that they ignore what is happening within the actual learning context and in learners' mind or are dependent

upon self-assessed qualitative data whose validity may at times raise questions particularly if this is not substantiated with other kinds of evidence. Therefore, DeKeyser (2007) suggests:

Future research should include a fine-grained analysis of individual students' behavior as intervening variable between aptitude and initial proficiency, on the one hand, and language learning success, on the other. We need to get into the student's head rather than conduct black-box research that links student or program characteristics with outcomes. That can only be achieved by combining qualitative methodologies such as participant observation and protocol analysis (including stimulated recall) with quantitative methodologies more typically used in psycholinguistics, educational psychology, and the psychology of individual differences. (p. 221)

For this very reason, qualitative analyses of learners' own perspectives on aspects of the SA experience combined with quantitative measurements of their progress are necessary for us to draw a more comprehensive, detailed and accurate picture of the SA in relation to language learning.

1.2 Purpose of the study

The current study intends to address a number of issues related to L2 development in a study abroad context and possible impacts of individual psychological and cognitive, social and linguistic attributes, namely motivation, aptitude, language contact and initial proficiency. The main purpose of the study is to investigate whether a 10-month study abroad experience helps learners improve their L2 oral and written accuracy and grammatical knowledge. The second aim is to examine whether differences in motivation, aptitude, initial proficiency, and language contact prior to and during the study abroad experience makes this experience advantageous (or disadvantageous) for some learners over the others in terms of language gains.

1.3 Significance of the study

The findings to date about the influences of SA programs on students' linguistic development have pointed to different directions, with some having found the contributions of SA and others not observing significant developments, particularly when the study focuses on specific aspects of linguistic development rather than overall proficiency. To complicate the matters further, individual social, cognitive, and linguistic variables have been identified that may influence the success of SA learners. The studies focusing specifically on individual differences among learners in SA contexts have obtained conflicting results, and some suffered from methodological shortcomings. A reason contributing to nonconclusive results in this respect is the fact that the number of studies investigating individual differences is rather limited. Even more so are those that investigate oral and written accuracy development with a view to understanding how these might be influenced by various individual difference factors. The current research study thus aims to contribute to our current knowledge on grammatical accuracy development in an SA context as well as on the interrelations between linguistic gains and individual variables.

1.4 Research questions

This study will examine the following questions:

1. Does a 10-month study abroad have a positive effect on L2 oral accuracy development? If so, what is the extent (of L2 oral accuracy development)?
2. Does a 10-month study abroad have a positive effect on L2 written accuracy development? If so, what is the extent (of L2 written accuracy development)?

3. Does a 10-month study abroad have a positive effect on L2 grammatical knowledge development? If so, what is the extent (of L2 grammatical knowledge development)?
4. What are the interrelations among oral and written accuracy development on the one hand and individual differences, namely motivation, aptitude, language contact opportunities, and initial L2 proficiency on the other?
 - a. What are the interrelations among a psychological individual difference namely motivation and L2 oral and written accuracy gains?
 - b. What are the interrelations among a cognitive individual difference namely aptitude and L2 oral and written accuracy gains?
 - c. What are the interrelations among language contact opportunities and L1 use on L2 oral and written accuracy gains?
 - d. What are the interrelations among initial L2 proficiency and L2 oral and written accuracy gains?

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The phenomenon of SLA has garnered significant attention through research into how learners extend their linguistic repertoire with the addition of another linguistic system following, and sometimes in tandem with, the acquisition of their first. Extensive research has led to increasing findings and more specialization, such that numerous studies have been carried out on topics as diverse as the timing of acquisition, the cognitive aspects of language learning, the socio-cultural factors related to language use or learning, the context of language learning or, the individual differences contributing to or impinging on language learning, no name but a few. It is these latter two aspects that the current study is concerned with, namely the context of language acquisition – a SA context in our case – and the differences among learners which impact upon their language learning experiences and outcomes, with a view towards understanding the influence of the SA process and that of individual differences on learners' oral and written accuracy development in their L2.

To establish the background upon which the current study has been built, an account of the relationship between SLA and SA, the development of SA research in general, the research so far on the relationship between oral accuracy and written accuracy, as well as a brief account of hitherto findings concerning SA and individual differences will be presented below.

Many researchers, educators and laypersons alike have surmised that SA confers substantial benefits in terms of language acquisition, not least because

learners encounter extensive opportunities, both in number and variety, to be exposed to language and to use it actively in a literally authentic context for real life purposes inside as well as outside the classroom. These opportunities, however, do not necessarily translate into similar linguistic gains for each and every student taking a sojourn in the target language context, let alone that certain aspects of language may be more likely to benefit from such an experience than others. It is absolutely required for this reason that rather than making global, overarching assumptions and asking questions in this line, i.e., which context is better for language acquisition, more insight can be gained through an inquiry into the interactions among the context of language acquisition, learner characteristics, and linguistic subdomains.

2.2 Second language acquisition and study abroad

One of the major research areas in SLA has concerned the potential effects of learning conditions ranging from instruction type (i.e. explicit vs implicit) to feedback type. The context where language learning takes place has also been considered as one of the factors that may affect the success of SLA. Therefore, SLA researchers have examined different context characteristics of formal instruction at home (AH), immersion classes (IM) and study abroad (SA) in different host communities. Among these contexts, the research on SA has grown great popularity for several reasons. One of the reasons is that the numbers of participation in all sorts of SA programs (i.e. summer, semester or year) have increased dramatically in recent years thanks to advances in international mobility, greater internationalization of higher education institutions, and growing numbers of exchange programs, among others . Another reason is that SA has a good reputation among researchers, parents

and language learners. They, in general, tend to believe that SA provides the best conditions to master a language. Some even go beyond and claim that some aspects of language such as pragmatics can only be acquired in the naturalistic setting. It is, in fact, very convincing for all parties as learners are surrounded with and immersed in the target language, and they learn it by experiencing it in its natural environment.

In addition to its possible contextual insights for SLA, SA can also be considered to represent SLA theories on the grounds that SA provides three major components of language development that have been highly stressed in SLA literature: (a) it provides a great deal of input as in Krashen's Input Hypothesis (1985), (b) it provides opportunities to actually produce the language as in Swain's Output Hypothesis (1985) and (c) it provides meaningful contexts for interaction as in Long's Interaction Hypothesis (1996). Having opportunities to include instances as put forward in these theories, SA charms researchers to find out the contribution, or the lack of it, that it provides in language development. At this point, I will present a review of theories by adding at the same time how they might be represented in SA.

Krashen (1985) suggests that a large amount of input is essential in the process of language acquisition; however, the input must be comprehensible and meaningful so that the focus will be kept on the message. There is no doubt that SA provides possibly the greatest amount of input to any language learner compared to the other contexts like AH and IM. The IM context can compete with SA in the sense that the input is more structured and appropriated for learners whereas the input is relatively uncontrolled in SA. However, as the setting itself is in the L2, the amount of input in SA, in addition to its richness, will outnumber the amount of input in IM.

Swain (1985), by adding on Krashen's notion of comprehensible input, claims that learning a second language will be incomplete without being involved in meaningful exchanges on both receiving and producing end of language processing. Thus, she claims that using the language is required to foster the process of language acquisition since learners will be able to identify the gap between what they already know and what is needed more to actualize their communicative needs. Considering that language learners have to employ the L2 to meet all their social and interpersonal needs, SA is expected to provide the richest environment to push learners not only to use their L2 but to use it properly.

Another oft-cited SLA hypothesis, proposed by Long (1996), draws attention to the necessity of interactions among language users, which is considered to result in negotiation of meaning eventually leading to opportunities for comprehensible input and output already mentioned. A language learner in an SA context experiences all sorts of interactions. He/she participates in a lesson to negotiate for content. He/she goes out, asks for directions to a stranger. He/she does not understand the pragmatics in a message during a chat and asks his/her friend for clarification or assistance. As can be seen from this sample of instances, SA provides an abundance of opportunities for negotiation of meaning.

Besides representing the three aforementioned SLA theories, the Noticing Hypothesis by Schmidt (1990) can also be considered to be present in SA contexts, and in fact Schmidt benefited from his SA experience to come up with his idea. Describing his own experiences during his stay abroad in Brazil in his diary, Schmidt (1990) underscores the role of context and states how much the context helped him improve his language abilities through 'noticing'. It can be claimed that a learner who has enough linguistic knowledge of the L2 can monitor his/her language use and

notice the gaps. Considering all the SLA theories mentioned so far, it would be fair to claim that SA provides a rich environment for the betterment of L2 development. Nonetheless, further review of the results presented below show that there is inconsistency on the contribution of SA environment to L2 development.

2.3 The development of study abroad research

Early research on SA attempted to understand the overall efficacy of SA programs on language development (Collentine, 2009). Carroll (1967), which is one of the mostly cited studies on SA, investigated 2,782 college students and looked at overall efficacy through multiple assessments. The major finding of his study was that the amount of study abroad was a more important predictor of proficiency than aptitude or years of at-home (AH) language study. In another study that modeled after Carroll's, Gomes da Costa, Smith and Whiteley (1975) also found that the amount of study abroad was the major predictor for speaking, listening and writing but not for reading. The largest study that investigated multiple skills was conducted by Teichler (1997) with 3,212 participants. It found that most of the participants reported a substantial development. However, it is important to note that these early studies employed a self-assessment model to evaluate the gains and that self-assessed development can be misleading for they may lack validity, which can also be claimed for studies like Lapkin *et al.* (1995) and Mizuno (1998), which also reported significant improvement based on self-assessments.

Language proficiency was the main interest in the majority of the studies conducted in the 1980s, which employed ACTFL Oral Proficiency Interview (OPI) as a criterion of measurement to analyze changes in learners' proficiency. That also means that they assessed oral proficiency mostly, due to the type of measurement.

The basic structure of the studies was to interview learners prior to their SA and interview them again after their SA to examine if they have moved a level forward in the ACTFL scales. However, the major purpose of these studies was to find out the overall efficacy of SA rather than analyzing the underlying factors impacting upon the SLA processes. These included studies in different languages: O'Connor (1988) and Magnan (1986) in French; Liskin-Gasparro (1984), Foltz (1991) and Vequez (1984) in Spanish; Millerent (1990) in Portuguese (as cited in Freed, 1995, p. 11).

The importance given to SA research has extended since Freed synthesized SA research into a concept of a separate context of SLA in her book *Second Language Acquisition in a Study Abroad Context* (1995). This attempt triggered a vast number of investigations on comparisons of SA with AH conditions and caused a deeper analysis on the development of skills separately. There were, of course, previous investigations on both (e.g., DeKeyser, 1991). However, with Freed's book, SA was considered to be an area that could contribute to the understanding of SLA. Her book includes studies comparing orders of acquisition abroad to orders that were reported in foreign language (FL) contexts (Guntermann, 1995; Lafford, 1995).

For its prospects of giving insights for the understanding of the processes in SLA, research on the effects of SA on the participants' L2 development has grown during the last decades. The question that has shaped the recent studies is how SA affects different components of SLA. To further investigate the question, SA studies started to focus on skills rather than a general efficacy analysis. Though the number of studies has grown, the research has yet to conclude how effective (if at all) SA is for L2 learners.

Most of the studies has concerned oral fluency (Freed, 1995; Llanes & Munoz, 2009; Segalowitz & Freed, 2004). Studies examining individual gains

suggested that spending time abroad positively affected participants' oral skills, and other studies comparing SA and AH also concluded that SA was superior to AH L2 oral skills development (Allen, 2002; Freed *et al.* 2004; Hernandez, 2010; Serrano *et al.*, 2011). The effects of SA on the participants' L2 lexical development have also been investigated. Some studies have examined lexical development in an SA context exclusively (Grey *et al.* 2015; Juan-Garau *et al.* 2014; Llanes & Munoz, 2009), and others have compared the SA context with other learning contexts (Dewey, 2008; Foster, 2009). All of these studies have mainly concluded that SA is also beneficial for the participants' lexical development, regardless of the length of stay in the host country. In the next section, a more detailed review of the relationship between learning contexts, namely SA, AH, and Immersion (IM), and second language acquisition is provided.

2.4 Second language acquisition and learning context

Dell Hymes (1972) notes that “the key to understanding language in context is to start not with language but with context and then (we need to) systematically relate the two” (pp. xix). As can be inferred from Hymes' quote, understanding the learning context is critical in understanding language learning processes. Within different realms among SLA scholars, the importance of learning context is considered very differently. There are scholars, such as Long (1997), who claim that language acquisition is a psycholinguistic process and thus it is independent of external factors (i.e. context); however, there are also scholars like Firth and Wagner (1997) who state that the best predictive models of SLA need to consider the social activity of the language learner. Although there is a clash between researchers who value context and researchers who disregard it, recent publications indicate that if a theory of SLA

does not accommodate both the importance of context and the role of cognition, such an approach will be doubted. In this regard, Long (1997) acknowledges that “a broader, context sensitive, participant sensitive ... approach might prove beneficial for SLA research”, but he also adds that caution must be taken against research practices which only provide “local, particular events” (p. 322).

With increasing attention paid to the context of language learning, Batstone (2002) focuses on a distinction between two contexts defined by how participants of the specific context relate with the language they are learning: *communicative vs learning* contexts. In the former, language serves as a tool for participating in social and interpersonal communication to exchange information or for other social purposes, and language learning may or may not be a component of this context, while in the latter linguistic development is at the core, mostly at an institutional environment, so that form may get relatively more focus and linguistic attempts are for the most part for the sake of linguistic expertise.

Collentine and Freed (2004) provides a more detailed account of three contexts of language acquisition that can be linked to this distinction offered in Batstone (2002). One of these is the at-home (AH) context, referred to earlier, in which while activities may be tailored towards creating an authentic communicative situation, these cannot reflect in its totality the real-life use of the language, which involves affective, cultural and situational variables that are defined by the actual communicative event. The AH context, therefore, can be safely regarded as a ‘learning’ context. The second of these three contexts is intensive domestic immersion (IM) programs, where learners are required to use the target language for mostly academic but also social purposes within a L2 environment. This context is one in which communicative and learning functions are co-existent. That is because

even if the learners put the target language into communicative uses, as the environment is a first language setting, the need for second language use is not absolutely natural as it would be in a real communicative context but is born out of a policy regulation enforced by the immersion program requirements to which learners are expected to adhere to. And then we have the SA context. In this context, learners study the target language within an environment where it is the natural first choice for speakers, and thereby they interact with the target culture as a first-hand experience. It can also be referred to as a hybrid context when learners attend formal classes, thus involving the *learning* aspect in their experiences. Residing within a community that speaks the target language, learners engage in informal interaction frequently in their day to day lives.

The main interest in the current paper is on the relationship with this last context, that is Study Abroad, and second language acquisition; yet, rather than an overall proficiency development, the study focuses mainly on oral accuracy, written accuracy development, and hence delves into grammatical development. It is also concerned with individual differences with a potential impact on accuracy development during the SA program. I will continue, therefore, with providing a background on accuracy development and later pass on to individual differences.

2.5 L2 oral language development

Research findings regarding the impact of immersion in the target language context on learners' second language acquisition has come up with findings indicating both lack of substantial improvement, particularly in comparison to an AH context, as well as gains in oral proficiency (Freed, 1990; Ginsberg & Miller, 2000). The limited number of studies with a focus on the SA context has dealt with various aspects of

oral proficiency, such as fluency and accuracy. Before moving on studies dealing specifically with oral accuracy, I will also include a few studies on fluency development so that the current study will be set against a broader background in terms of oral proficiency.

One of the studies on fluency was Isabelli-García (2003), which examined the oral communication skills of three American students learning Spanish over a five-month semester study abroad experience in Argentina, focusing specifically on two aspects of oral communication, namely fluency in oral narration, and describing and supporting opinions. Employing five formal interviews and a simulated oral-proficiency test (SOPI), Isabelli-García concluded that all subjects showed an improvement in terms of mean number of words per response, paused less frequently, and their struggle to find appropriate linguistic items and constructions decreased, all of which point to the contributions of SA experience. Only one of the participants performed substantially better in detailed narration and description, a finding which implies individual differences as a factor exerting influence on linguistic development in an SA context, yet the role of this factor will be reviewed in more detail in the following section of the chapter.

Segalowitz and Freed (2004) examined the relationship between learning context (SA vs AH), oral production abilities (operationalized in the study in terms of proficiency and fluency through the Oral Proficiency Interview, OPI), and cognitive processing skills (the specific cognitive variables the study addressed were speed and efficiency of lexical access and attention control). Therefore, the study also had an individual differences component. The pre-test/post-test design comparing the performance of the two groups of learners, those studying at home vs those studying abroad, has allowed the researchers to show that the SA context

contributed significantly to oral performance, whereas the same significant gains were not observed in the AH group, thus providing evidence not only for the improvement relatable to SA, but also for SA's contributions relative to AH. An intriguing finding that their research produced was that students' oral gains were only weakly and indirectly related to their language contact inside and outside of the classroom, which, the researchers add, may be attributed to various factors including the amount of time the learners spent abroad (one semester), and the nature of their interactions out of class, particularly with their home-stay families, which may have been characterized by short exchanges rather than extended interactions. They, however, observed contributions of specific L2-related cognitive skills and initial levels of proficiency prior to the SA experience. This study points to the necessity to delve into specific factors that may be associated with linguistic development at a much deeper level, avoiding gross generalizations as to the 'superiority' of SA over AH, or vice versa. It also points to individual differences.

Whereas the relationship between SA and fluency seems to be more often a positive one, when it comes to accuracy development, the picture is a little more blurred. Reviewing the literature on the development of accuracy, Juan-Garau (2014) concludes that "in general no substantial development occurs in the domain of accuracy after SA" (p. 89). Still, studies have produced affirmative results concerning the benefits of SA experience on accuracy, as well. The current state of research into either written or oral accuracy development is yet to yield conclusive results in this respect.

This current state is due to the mixed results evident in the findings of studies investigating SA effects on grammar and accuracy. Collentine (2004) who investigated oral accuracy related to gender, number, person, mood and tense

accuracy concluded that AH was better for the development of grammatical abilities than SA. Similarly, Juan-Garau and Perez-Vidal (2007) failed to show that SA provided better opportunities regarding L2 accuracy development in their investigation of Spanish-Catalan bilinguals spending a semester abroad. However, there have been other studies which reported positive results. Llanes and Munoz (2009) investigated oral accuracy of a bilingual group who spent almost a month abroad and found that the participants made less errors per clause and produced more error-free clauses. Similarly, Howard (2001, 2005) investigated the grammatical accuracy on past tense and number agreement and found that SA participants provided more accurate production.

One other study that pointed to positive contributions of SA in oral accuracy development was Isabelli and Nishida (2005). Even though their focus was not specifically on an assessment of the SA's relative superiority to AH or vice versa, but rather on the order of acquisition of grammatical forms, because the study examined the acquisition of Spanish forms, namely *ser* and *estar*, 'to be', in a SA context to find out whether this contextual variable would lead to changes in natural stages of acquisition of these Spanish copulas, it offers insights into the potential contributions of SA on grammatical accuracy development. The data were conducted through oral interviews at three different times, i.e., before, during and after a one-semester program in Spain. The study affirmed the effectiveness of SA, as the participants were able to acquire the difference between the two copulas, showing increased accuracy, as well as differences between AH and SA learners in terms of the stages that they went through.

Positive effects of SA were also shown in Gunterman (1995), which investigated the use of copulas *ser* and *estar* 'to be', *por* and *para* 'for', and *preterit*

versus *imperfect* by novice and intermediate English learners of Spanish, following one-year-long SA experience. Comparing their performance with those of AH learners, Gunterman concludes that SA participants outperformed AH learners on their accuracy scores, which were obtained via oral interview performance ratings.

Regan (1995) also showed that the time spend abroad, in a target language environment, helps learners to increase their target-like use of grammatical forms in oral production. Studying the acquisition of French negation, more specifically, *ne* deletion, Regan found that after spending an academic year in France, advanced Irish learners of French were able to acquire correct usage of French negation, as was indicated by their spontaneous performance in oral interview tasks.

Llanes and Muñoz (2009) investigated, among other aspects of language development such as listening comprehension and fluence, the oral accuracy development of 24 L1 speakers of Catalan/Spanish learning English as an L2. The participants' ages ranged from 13 to 22, and they had different language learning backgrounds, with some having been abroad before. The study had a pre-test/post-test design and the learners took part in an oral interview, which started with questions about participants themselves as a warm-up and continued with the main task of the study. The task is the same as one of the two tasks employed in our study, adopted from Muñoz (2006), in which participants are asked to create and narrate a story of their own production based on six pictures that show two children going to a picnic and involves a twist. As measures of oral accuracy, the researchers looked at the ratio of error-free clauses per number of clauses and the average number of errors per clause, rather than computing T-units because, as they explain, the language proficiency of the participants was relatively low. The participants showed significantly improved performance in the post-test in both measures of accuracy and

the ratio of lexical, morphological and syntactic errors were also found to have decreased. It indicated that SA helps learners improve in their oral accuracy.

Serrano, Tragant, and Llanes (2012) studied 14 L1 Spanish learners of English aged between 20 and 24 who took part in a one-year study abroad program as part of the Erasmus Program. Students' own perceptions of their proficiency in English indicated that their proficiency ranged from low proficiency to advanced in all four language skills, and this was confirmed by their performance in the pre-test task. The participants were given the 'picnic task', described briefly above and used in the present study, to assess their oral performance. They were tested at three times. In terms of oral accuracy, a significant difference was not found between Time 1 and Time 2, whereas the participants showed a significant development from Time 2 to Time 3. On the other hand, the other skills tested, namely fluency and lexical richness, developed earlier. Serrano, Tragant, and Llanes explain this finding stating that development in other areas may be a prerequisite for the development of accuracy, and therefore accuracy takes time to improve.

Mora and Valls-Ferrer (2012) gathered data from a group of 30 Spanish learners of L2 English over a period of two years. The participants were enrolled in a university in Barcelona as translation and interpreting students. They were required to spend a three-month semester as part of their program in a study-abroad context. Data were collected through oral tasks in which students were provided with questions on a piece of paper about themselves and their university studies to ask to their pairs in a dyadic speaking task. To assess accuracy, Mora and Valls-Ferrer used (a) percentage of error free AS-units (Analysis-of-Speech units), and (b) mean number of errors per AS. They found that while the students participating in the SA program improved significantly in fluency, their development in oral accuracy was

only moderate. This may be attributed to the short duration of the study, bearing in mind the argument by Serrano, Tragant, and Llanes (2012) that oral accuracy is slower to develop.

2.6 L2 written language development

The effectiveness of SA on writing and grammar development is also still unclear. One reason is that the number of studies investigating the effects of SA on L2 writing development has been rather few in number. The number of studies investigating oral accuracy development in particular are rather limited, so in this section a broader perspective will be taken to look into a greater number of studies focusing on aspects of writing rather than reviewing only those that included accuracy.

Freed, So and Lazar (2003) is one of the examples which found no significant progress in written fluency during SA. Sasaki (2007) in his comparison of SA and AH conditions through a composition task, on the other hand, found that both SA and AH groups improved in their general writing proficiency; however, the SA group had better results in terms of writing fluency. Perez-Vidal and Barquin (2014) also tested writing (academic) through a composition task and compared the results with a group of native speakers. They found that non-native speakers could catch up with writing fluency but made significantly more errors in writing accuracy.

Sasaki (2011) carried out a longitudinal study extending over a period of 3.5 years; yet, it needs to be noted that the participants were not abroad over the course of the whole study. There were four groups, three with different amounts of SA experience and an AH group: (1) around 2 months SA, (2) 4 months SA, (3) 8-11 months SA, and lastly (4) 3.5 years AH. One of the prominent findings of the study

was that those studying in the SA programs developed significantly in terms of their proficiency in writing, while a significant development from their initial levels was not obtained for the group studying only in Japan without any SA experience. Those with longer periods of SA experience, more specifically those with an experience over 4 months, on the other hand, developed more, and those who studied abroad more than 8 months became more motivated to practice writing on a voluntary basis. This study also points that proficiency gains are more pronounced in longer than shorter SA programs.

Godfrey, Treacy, and Tarone (2014) compares the development of learners on an SA program with that of those studying AH over one semester. There was a total of eight participants, with four students in each group. The participants' performance was assessed against the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scales. The development of the SA group was observed to be more substantial, while the AH learners' scores were closely similar to their initial performance and some decreases were even noted in certain aspects. Thus, the study points to the different conditions the learners were exposed to in the two contexts, emphasizing differential development in certain measures such as complexity, accuracy and fluency.

Wu and Zhang (2017) investigated how the linguistic environment shapes learners' written language development based on a comparison between the SA context and the AH context. Thirty-one Chinese graduates who had not majored in a department related to English were enrolled in graduate schools in the US. They were compared with two other groups who stayed in China; whereas one group was a non-English major group, the other majored in English. For the measurement of their writing performance, all groups were given a letter-writing task as well as an

argumentative essay writing task. While the SA group outperformed the other two in their performance in letter writing, when it comes to argumentative essay writing, they were significantly better only from the non-English majors. This study points to the positive contributions of the SA context over the AH context, but also indicates that the genre in which learners are required to write may be a factor influencing L2 performance.

In a recent study, Llanes, Tragant, and Serrano (2018) examined the contributions of an SA program on learners' writing performance. Their study included 64 Catalan/Spanish learners of English and took place over a relatively shorter period, specifically, three weeks. Even so, the participants were observed to advance in their writing skills, thus confirming the benefits of studying in an environment where the target language is the primary tool of communication. They also identified effects of individual differences, in particular that of motivation and the time students spent using the target language outside of school.

Even though there has been an increased interest in study abroad programs in recent years with a more fine-grained focus on particular aspects of linguistic development, such as oral and written complexity and accuracy, fluency, as well as listening and reading comprehension, rather than an overall evaluation of proficiency gains, it is important to note at this point that there still are relatively few studies investigating gains in written accuracy. This is even more so when it comes to studies that follow students over longer periods than at least a semester. Having reviewed studies dealing with oral and written language development, I will continue with individual differences as they relate to SA.

2.7 Individual differences and study abroad

Since investigations on different skills failed to provide a consistent answer to the question of how (much) SA affected language development, the role of individual differences has also been examined. Factors like pre-SA proficiency level, language learning aptitude, motivation, and attitude have been the focus of individual differences that have been considered so far. Although these factors were included in the studies (i.e. Llanes *et al.* 2012), the correlations between L2 development and these individual differences are open to discussion as they were either identified by self-assessed questionnaires or not explained in detail due to the nature of SA research which requires a high-level of commitment and resources.

There are very few studies which considered the effects of individual differences on language development in SA contexts. Most of the studies included individual differences like motivation or attitude as an additional variable which was not considered as a major one since the importance of previous studies have been mostly on language gains in different contexts. Those studies also lacked systematic investigations and analysis of individual differences. One of the few structured studies which tried to determine the relationship of attitudes and motivations with L2 development was conducted by Juan-Garau *et al.* (2014). In their study, they applied Attitudes, Beliefs and Motivations (ABM) questionnaire periodically to the participants to better investigate the possible effect of psychological individual differences. They found that motivation and beliefs were acting in similar ways for both AH and SA conditions whereas attitude analysis yielded opposite trends. They could not relate ABM with lexico-grammatical gains.

Another study that investigated a number of individual difference variables was Segalowitz and Freed (2004), which investigated the relationship between

language contact during the SA program both within and outside the classroom; cognitive variables, namely the speed and efficiency of lexical access and that of attention control; pre-program language proficiency; and language gain resultant from the participants' SA experiences. A total of 40 participants were analyzed, of whom 22 were in the SA group. These were English-speaking students who went to a university in Spain with the purpose of learning Spanish. The participants took the Language Contact Profile, and tests on computer to measure their lexical access and attention control, and they also were given the OPI test to assess their oral proficiency, all both prior to and following the SA program. The SA experience was shown to contribute significantly to the participants' oral language development relative to the performance of the AH group. In general, the speed and efficiency of cognitive processing as measured by lexical access and attention had a significant relationship with oral proficiency gains. However, language contact in- and out-of-class was not a significant predictor of oral gains, but only weakly contributed to the difference between the SA groups and the AH students. While initial proficiency did not turn out to be a significant predictor, it was still proposed to exert some indirect influence by affecting the participants' tendency to take part in out-of-class activities while abroad.

Baker-Smemoe, Dewey, Bown, and Martinsen (2014) examined a number of variables that are suspected to exert an influence on language gains during SA. The variables included ranged from preprogram variables (initial proficiency and intercultural sensitivity), learner attributes (age and gender, and personality) and social variables (language use and networks). The study included 102 students, who all spoke English as their native language but participated in study abroad programs in six different countries, as they were learning different languages at the time. These

languages included Arabic, Chinese, French, Russian and Spanish. The participants were given ACTFL Oral Proficiency Test before and after their SA programs. As regards the proficiency development, the participants showed substantial development during the SA such that on average they had advanced one level further in the ACTFL levels. In order to closely examine the influence of individual, social and linguistic variables specified in the study, the participants were divided into two groups based on their language gain scores: (1) those whose development was significant and (2) those who did not develop substantially. The two factors that explained the variance in language gains were social networks and cultural sensitivity. While initial proficiency also contributed to the amount of variance between the two groups, its contribution was not as substantial. Interestingly, learners' engagement in language use during SA, age and gender, and personality did not predict language gain differences between the two groups.

Dewey, Bown, Baker, Martinsen, Gold, and Eggett (2014) focused specifically on the factors that influence the extent to which students use the L2 in the SA context, assuming that language use is an important contributor to linguistic development in SA. It still needs to be noted though, as Dewey *et al.* also does, that findings have so far been inconclusive as to how significant the influence of L2 use in SA is. The participants in this study attended different SA programs, and therefore program type was one of the variables investigated. The other variables were intercultural sensitivity, personality, initial language proficiency, social networks, gender and age. The participants were a total of 118 students from four SA programs in Spain, Mexico, France and Russia. The amount of language use differed significantly between the four programs, and the program the participants took part in significantly predicted language use. Other than that, pre-program language

proficiency and personality were also important predictors with regard to the learners' language use within classroom. On the other hand, older participants were found to have a significantly higher tendency to participate in interactive language use; and age was the only significant predictor in terms of interactive language use. This study is particularly noteworthy in its investigation of the individual programs as contributing differently to the participants' language use while in abroad programs.

Grey, Cox, Serafini, and Sanz (2015) studied 26 learners of Spanish in a study abroad program, which lasted for five weeks and included coursework and fieldwork. The questions addressed were (a) whether the participants developed significantly in terms of their grammatical and lexical knowledge, as measured by a Grammaticality Judgment Test and a lexical decision task, which specifically assessed accuracy and latency respectively, and (b) the relationship between language development on the one hand, and working memory and phonological working memory on the other. Working memory was assessed through a Sentence Span Task, while phonological working memory was measured through two non-word repetition tasks. The results produced significant developments in terms of both grammatical and lexical development, which reiterates previous research showing contributions of SA programs on linguistic development even in relatively shorter periods. However, neither working memory nor phonological memory was related to linguistic gains, which the researchers attribute partly to the initial proficiency of the participants who were advanced students. Thus, irrespective of their working memory capacity, the learners were found to show significant improvements.

2.8 Conclusion

In this chapter, I have provided a review of the studies that focused on SA programs. It has been noted that while initial studies aimed to examine whether SA experiences contribute significantly to overall language development in itself or in comparison to the AH or the IM contexts. Increasingly, the studies became more sophisticated and specific, such that rather than an analysis overall proficiency, aspects of proficiency such as oral, grammatical, or listening skills were investigated, which later became even more specialized with focus, for example, on oral and written complexity, accuracy, and fluency. Studies to this end have produced contrasting results, yet in general SA have been found to be conducive to linguistic gains. Nonetheless, the fact that individual students show development to greater or lesser degrees, while development may be lacking in some aspects, such as complexity, especially when the study is carried out over a shorter period, have directed researchers to investigating social, cognitive and linguistic factors that may differ from one individual to the next in order to see what may contribute to development, or lack of it, in SA programs. It is important to note that we need more research to fine-tune our understanding of the relationship between SA and linguistic development, with a view to gaining insights into what specific factors may play a role in this process. Having reviewed the related literature, in the following section I will describe the methodology used in the present study.

CHAPTER 3

METHODOLOGY

This chapter concerns itself with the contexts in which the current study was carried out, the learners who attended the SA program, information regarding the workings of the exchange program, data collection tools administered to determine individual differences among the participants as well as to assess their proficiency before and after the SA experience, and the data analysis methods employed.

3.1 Research context

With regard to the context of the study, the participant group will be introduced first, and then the workings of the exchange program they attended will be presented.

3.1.1 Participants

The study was conducted with a group of 41 high school students who spent an academic year, which lasted 10 months in total, in the USA through a sponsored high-school exchange program. (The study originally started with 43 participants; however, 2 of them were unable to continue and had to drop out of their exchange program due to the adaptation problems they experienced while in the USA. They terminated the program in the first couple of months, which disabled the researcher to collect sufficient data to include them data computation. These two participants were excluded from the study.) The participants come from different regions of the country, Turkey, and their native language (L1) is Turkish. They are aged between 15-17 years old (13 of them are aged 15; 17 of them are aged 16; 11 of them are aged 17). The female participants almost doubled the male participants in number, 27 and

14 respectively. Thirty-eight of the students were registered in a state high school while only 3 of them were registered to private schools, at the time of the data collection. None of the students had prior experience living in a foreign country for an extended period, although some had visited other countries for a very limited period for touristic purposes, staying at their country of visit for one week at most. They came from 17 different cities in Turkey, and they were hosted in 25 different states in the USA during their exchange year. (See figures 1 and 2.)

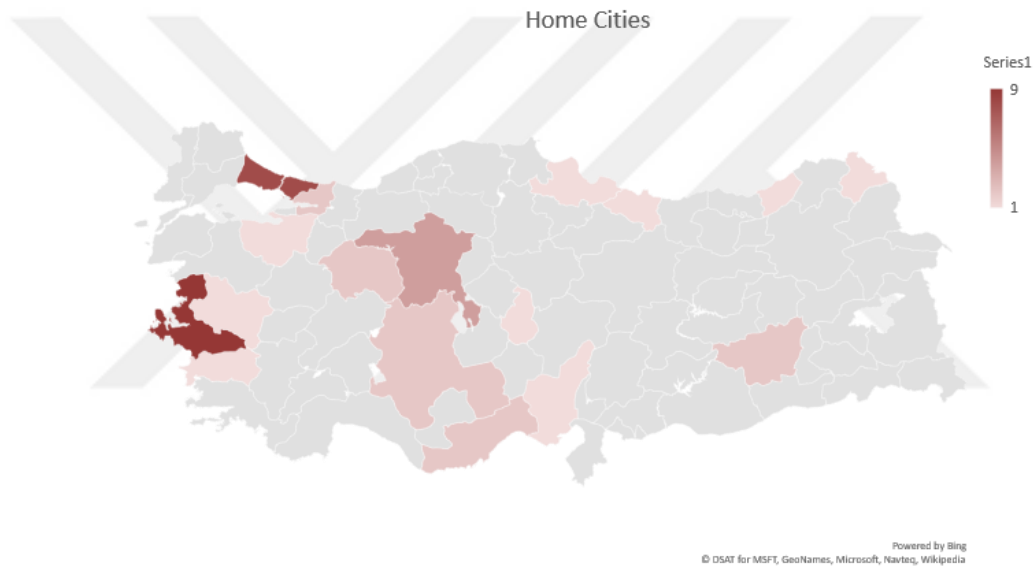


Figure 1 Home cities of the participants

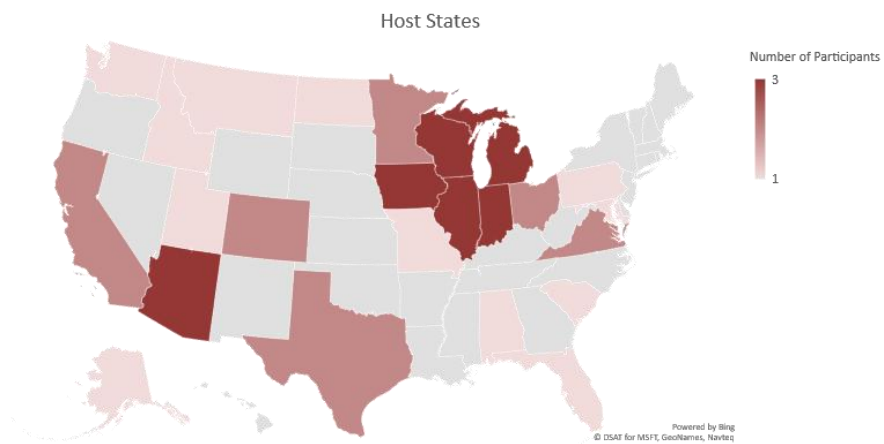


Figure 2 Host states of the participants

As part of the exchange program, the details of which are provided in the following section, three meetings were held with the participants at their orientation camps: Pre-Entry (before they departed for the US), End-Of-Stay (before their returned to Turkey) and Re-Entry (2 months after they arrived in Turkey). The orientation camps were designed to help participants acquire the knowledgebase and skills to deal with and, hopefully, overcome psychological and social issues, including adaptation and culture shock, during and after their experience abroad. The dropout rate, as a result, was negligible, as only two students had to leave before they were able to complete the program.

All participants went through a series of selection procedures independent of the current research as required by the exchange program scholarship. First, they passed a written test including analytical and critical thinking components in addition to a general knowledge questionnaire. Then, they were interviewed to evaluate their prospects of successfully integrating into the host community and completing their studies in the US. These interviews were held by experienced volunteers who had previously lived abroad as exchange students themselves and who had carried out such interviews with other student groups in earlier years. Then, their grades were checked to ensure that no candidate had any failing grades in the preceding three academic years. It is important to note that all applicants volunteered and gave their consent in written form to take part in the selection process, the exchange program and the current study.

3.1.2 The exchange program

The high school exchange program that all participants of this study were a part of is named Kennedy-Lugar Youth Exchange and Study Program (YES). The YES

program was established by U.S. Congress in October 2002 in response to the events of September 11, 2001. The program is funded through the U.S. Department of State and sponsored by the Bureau of Educational & Cultural Affairs (ECA) to provide scholarships for high school students from countries with significant Muslim populations to spend up to one academic year in the United States. The YES program is administered in partnership with the U.S. Department of State by a consortium of non-profit organizations led by American Councils for International Education. The operations related to YES in Turkey are run by Türk Kültür Vakfı. Within the program, students live with host families, attend high schools, engage in activities to learn about American society and values, acquire leadership skills, all the while contributing to Americans' knowledge about other countries and cultures. Each year more than 2000 students apply for the scholarship. Since YES started in 2003, more than 650 high school students from Turkey have benefitted from the program. In total, over 10,000 students from 45 different countries have participated in YES.

3.2 Data collection

This study collected and analyzed both quantitative and qualitative data to compensate for what has been criticized as a weakness in a number of previous research studies. The research design included pre- (T1), post- (T2) and delayed post-tests (T3) as well as continuous data collection during the 10-month study abroad via diary entries. Pre-tests were given in Turkey towards the end of the July 2016, approximately ten days prior to their departure for the USA. Post-tests were given in the USA in mid-June 2017, when participants all gathered for their departure from the USA. Delayed post-tests were given mid-August 2017, two months upon their arrival in Turkey.

A writing task and a speaking task were used to elicit linguistic data and a grammaticality judgment task (GJT) was given to further elicit accuracy data in three data collection times. Regarding individual differences, a freely available computerized language aptitude test was administered at the same time as the pre-tests. A motivation and attitudes questionnaire was administered to elicit self-reported data prior to their departure for the USA. The participants were also asked to write diaries, based on the guidance provided by the researcher, so that the changes in the participants' motivation and attitude towards English and American culture during their SA could be followed. To identify the richness of input and interaction in the L2, the participants were given adapted versions of the language contact profile questionnaire (Freed *et al.* 2004), once again in a pre-, post- and delayed post-test design. The identification of the richness of input and interaction opportunities was also backed up through the analysis of the learner diaries.

3.2.1 Descriptive essay and oral narrative task

Regarding written production, participants were asked to write one descriptive essay in T1, T2 and T3. In T1, the topic was 'My best friend' (see Appendix A); in T2, a slight adaptation was made and it became 'My best friend in X' (see Appendix B) (X stands for the place they stayed in the USA). In T3, on the other hand, it was 'My favorite family member' (see Appendix C). This task was aimed to avoid possible effects of task familiarity (since the interval between T2 and T3 was two months), but at the same time, replicated the cognitive and linguistic demands of the tasks in T1 and T2. In addition, although the tasks slightly varied to encourage authenticity, the sub-questions within the tasks were kept the same to ensure parallelism among

the tasks. The tasks were conducted in a pen and paper fashion. At all data collection points, the participants were given up to 45 minutes to fulfil the task.

In order to collect oral data, participants were given a picture elicited narrative task designed by Heaton, 1966. The same task was previously employed by various researchers (i.e. Munoz, 2006) and it was also deemed appropriate for the purpose of the current study. The task was kept almost the same for T1 and T2 (See Appendix D); however, it was altered for T3 (See Appendix E). The task familiarity issue was not considered as a problem for T1 and T2 since there were ten months between T1 and T2. However, using the same task for T3 was considered to bear some potential task familiarity effect due to the limited time (two months) between T2 and T3. Both tasks were from Heaton (1966). They both included six pictures to be narrated. Both stories were surprise-themed. The participants were introduced to the task in Turkish, and they were given one minute to prepare for their 3 minute-description. Then, the researcher instructed the participants in English to give their response: ‘Now, please tell me what is happening in the story’.

3.2.2 Grammaticality judgment test (GJT)

A commonly used GJT developed by Ellis (2005) was administered to further elicit accuracy data. The test was implemented in a pen and paper fashion and did not have time limitations. The participants were asked to do two things: first, to decide whether the sentences on the task are true or false and second, correct the grammar of incorrect statements. The task was implemented at all data collection times. (See Appendix F)

3.2.3 Language aptitude test

To investigate the relationship of learners' cognitive aptitude with their L2 development, LLAMA (Meare, 2005) was used. As indicated in previous research, four components of the test are considered to be directly related with the L2 development: vocabulary learning task (LLAMA_B), phonetic memory task (LLAMA_D), sound-symbol correspondence task (LLAMA_E) and grammatical inferencing (LLAMA_F). Therefore, data for all these four tasks were collected from the participants. The test was administered in a lab through computers at T1 only.

3.2.4 Motivation

An adapted version of motivation and attitude questionnaire by Dörnyei (2012) was employed to identify motivational traits of the participants towards English. The questionnaire was provided in Turkish. The participants were also required to write diary entries that were specifically designed to understand the changes in students' motivation and its possible effects on L2 development. (See Appendix G)

3.2.5 Initial proficiency test

To measure the participants' initial language proficiency, the English Language Test for International Students (ELTiS) was employed. ELTiS (Ballard&Tighe, 2013) is a standardized test which was designed to assess the listening and reading comprehension skills of high school aged English language learners. The test is intended to evaluate students' ability to manage the English language requirements of secondary school classes where English is the language of instruction. When the fact that the participants were to attend a high school was considered, it was crucial to consider potential differences between the participants in terms of how able they

would be in attending to and understanding classroom activities when in the USA. Thus, it can be claimed that the differences in the scores of this test can provide insights for explaining language accuracy gains if there is any.

3.2.6 Language contact opportunities

The quality of input and interaction opportunities can be a determining factor in L2 development. To measure it, pre- and post-test versions of the Language Contact Profile (LCP) (Freed *et al.* 2004) were adapted and administered. Considering advances in communication technologies, a part related to the use of these tools was added. T2 (See Appendix H) and T3 (See Appendix I) versions of LCP were only altered for language and country specific information. To understand the contact opportunities of the participants with English between T2 and T3, a third version was developed by reversing the language information.

3.2.7 Diary entries

Participants were asked to keep a diary composed of some tasks to demonstrate how their learning process was shaped during their stay. The entries were also expected to provide a picture of their motivational and attitudinal changes, and their possible effects on L2 development. The participants were given the option to keep their written diaries either online or on paper. They were instructed and trained in a session on how to keep diaries while they were in their pre-departure orientation camp. As the diaries were not to be employed for linguistic data, the participants were also allowed to write in Turkish or in English, whichever they felt more comfortable expressing themselves in. The tasks were adapted from Juan-Garau and Perez-Vidal (2009). (See Appendix J)

3.3 Data analysis

Both quantitative and qualitative data analysis techniques were used to shed light on the investigation.

To examine participants' written and oral accuracy, data from student essays and picture description tasks were first transcribed into computers. Then, they were segmented into T-Units as it was described in Bardovi-Harlig and Bofman (1988). The errors in T-Units were classified into four categories. Three of these categories were composed following Bardovi-Harlig and Bofman (1989): morphological, syntactic and lexical-idiomatic. Morphological errors included errors in nominal morphology, verbal morphology, determiners, articles, prepositions and derivational morphology. Syntactic errors included errors concerning word order, absence of constituents, combining sentences and verb complementation. Lexical-idiomatic errors included errors in idiomatic expressions and words. For written data only, there was a spelling category which included any words not written correctly. Both American or British standards of spelling were accepted. It is important to emphasize that Bardovi-Harlig and Bofman's error categorization was employed to ensure inter and intra-rater reliability. Since the purpose in the current study was to solely understand whether or not there was any gain in accuracy, error-categorization was not transferred to the analysis. Instead, the ratio of error free T-Units to total number of T-Units was calculated. Polio (1997) states that this type of calculation, in other words calculation error free T-Units, is "more clearly a measure of accuracy as distinct from complexity." (p.112) All the relevant linguistic data was analyzed by two independent researchers with an initial inter-rater reliability of 87,6%. The two researchers, then, came together to resolve the differences in their error analyses.

To score GJTs, a two-layered approach was followed. First, students' answers on whether or not the sentences were correct was marked. For example, in the following example, the participants were expected to mark 'FALSE' since the sentence is grammatically incorrect.

He has been living in New Zealand since three years.	TRUE	<i>FALSE</i>
--	------	---------------------

Then, their corrections on the incorrect answers were checked. The participants received a score if they chose the correct option (true/false) *and* they corrected the incorrect portion of the sentence. If they did not provide the correct form, even if they correctly indicated the (un)grammaticality of the sentence, they received zero.

He has been living in New Zealand since FOR three years.	TRUE	<i>FALSE</i>
--	------	---------------------

Before scoring the tests, two trained researchers came together and independently took the task. Their answers were compared to make sure there were not any possible differences. The researchers gave the same answers, including the same corrections, for 67 out of 68 questions. The other question turned out to have two possible corrections. Therefore, while scoring the tests, extra caution was paid for any possible alternate answers. When there was a possible alternate answer, two researchers came together and discussed the plausibility of the answer. A sample of flexible scoring is presented below.

He has been living in New Zealand since three years 2014.	TRUE	<i>FALSE</i>
--	------	---------------------

In this instance, the evaluators' expectation from the participant was to delete 'since' and write 'for'. However, a participant deleted 'three years' and wrote

'2014'. As he managed to correct the sentence within the same phrase, his correction was accepted.

The scores provided by LLAMA were directly used, out of one-hundred with intervals of 5, without any adjustment. As per the purpose of this research, four different LLAMA sub-tests were scored: LLAMA B (vocabulary learning task), LLAMA D (phonetic memory test), LLAMA E (sound-symbol correspondence test) and LLAMA F (grammatical inferencing task).

As the motivation questionnaire was designed with Likert-scale, points per each item were added to obtain a total score, which was later divided by the number of items to ease the statistical procedures.

To quantify the amount of language contact both for English and Turkish during the SA, hours of contact was multiplied by days of contact for each item. Then, a sum of all products was calculated. This calculation was also divided by the number of items to ease statistical procedures.

Diaries were analyzed in a 'non-introspective' manner (Matsumoto, 1987). As the diary outputs were not intended to be quantified, the diaries were inspected to further elicit data on motivation and language contact opportunities of participants, thereby the analysis could be expanded or could become more in-depth depending on the results of quantitative data for different individuals.

3.4 Conclusion

This chapter aimed to explain the methods used in the exploration of the research questions posed in the current study. First of all, the research context was introduced, with background information about the participants and the exchange program. Then, the tools used to measure the participants oral and written language accuracy, and the

other linguistic, social and cognitive variables under study. Lastly, the statistical procedures utilized and the type of qualitative analysis were introduced. In the following chapter, the findings obtained from these measurements will be provided.



CHAPTER 4

RESULTS

4.1 Introduction

As mentioned previously, the current study is concerned with learners' oral and written accuracy, and grammatical development in a SA context as well as the individual variables that potentially impact upon their linguistic development. To this end, four research questions were formulated. In this chapter, these questions will be investigated by presenting the results from the relevant analyses of the data. The analyses regarding each of the four questions will be examined in a separate section below.

4.2 Quantitative results

4.2.1 Research question 1: Does a 10-month study abroad have a positive effect on L2 oral accuracy development? If so, what is the extent (of L2 oral accuracy development)?

The first research question of the current research concerned whether or not a 10-month study abroad has a positive effect on L2 oral accuracy development, and if so, what the extent (of L2 oral accuracy development) is. To answer this question, a repeated measures ANOVA was run on the scores obtained in Time 1, Time 2 and Time 3 on the scores the participants obtained from the speaking task assessing oral accuracy. The descriptive statistics obtained in the pre-, post- and delayed post-tests are presented in Table 1.

Table 1. Descriptive Statistics for Oral Pre-, Post-, and Delayed Post-Tests

	M	SD	N
Oral Error Free Pre-Test	.40	.183	41
Oral Error Free Post-Test	.67	.181	41
Oral Error Free Delayed Post-Test	.67	.201	41

Note: M = Mean; SD = Standard deviation; N = Number of participants

The ANOVA results showed that the normality assumptions and the sphericity assumption was met for repeated measures ANOVA on oral accuracy calculations. A summary of ANOVA results are presented in Table 2. This analysis indicated that mean oral accuracy gains differed statistically significantly between time points, $F(2, 80) = 71.579, p < .001$. Post hoc tests using the Bonferroni correction revealed that the rate of error free T-Units to total T-Units elicited an increase from T1 to T2 ($M=0.40, SD= 0.18$ vs $M=0.67, SD= 0.18$, respectively), which was statistically significant ($p < .001$). However, the rate of error free T-Units to total T-Units in T3 was $M=0.67 SD=0.20$, which was not statistically significantly different from T2 ($p = 1.000$), but it was still statistically significantly different from T1 ($p < .001$).

Table 2. Summary of ANOVA Statistics for Oral Pre-, Post-, and Delayed Post-Tests

Time	Mean Difference	Std. Error	Sig.	95% Confidence Interval for Difference	
				Lower Bound	Upper Bound
1-2	-.269*	.028	.000	-.338	-.200
1-3	-.270*	.027	.000	-.337	-.203
2-3	.000	.023	1.000	-.059	.058

Note: Time = Time of the test (1 = Pre-test; 2 = Post-test; 3 = Delayed Post-test)

4.2.2 Research question 2: Does a 10-month study abroad have a positive effect on L2 written accuracy development? If so, what is the extent (of L2 written accuracy development)?

The second research question of current research concerned whether or not a 10-month study abroad has a positive effect on L2 written accuracy development, and if so, what the extent (of L2 written accuracy development) is. To this end, the participants scores on the writing task were calculated for each time (See table 3 for the relevant descriptive statistics).

Table 3. Descriptive Statistics for Written Pre-, Post-, and Delayed Post-Tests

	M	SD	N
Written Error Free Pre-Test	.61	.159	41
Written Error Free Post-Test	.73	.164	41
Written Error Free Delayed Post-Test	.83	.138	41

Note: M = Mean; SD = Standard deviation; N = Number of participants

To see whether the scores in the pre-, post-, and delayed post-tests were significantly different from each other, a repeated measures ANOVA was run for the data that met the normality assumptions (See Table 4 for the relevant statistics). The repeated measures ANOVA with a Greenhouse-Geisser correction determined that mean written accuracy gains differed statistically significantly between time points, $F(1.735, 69.405) = 60.897, p < 0.001$. Post hoc tests using the Bonferroni correction revealed that the rate of error free T-Units to total T-Units elicited an increase from T1 to T2 ($M=0.61, SD=0.16$ vs $M=0.73, SD= 0.16$, respectively), which was statistically significant ($p < .001$). Moreover, the rate of error free T-Units to total T-

Units in T3 had expanded to $M=0.83$ $SD=0.14$, which was also statistically significantly different from both T1 ($p < .001$) and T2 ($p < .001$).

Table 4. Summary of ANOVA Statistics for Written Pre-, Post-, and Delayed Post-Tests

Time	Mean Difference	Std. Error	Sig.	95% Confidence Interval for Difference	
				Lower Bound	Upper Bound
1-2	-.121*	.023	.000	-.178	-.063
1-3	-.220*	.020	.000	-.271	-.169
2-3	-.099*	.016	.000	-.139	-.059

Note: Time = Time of the test (1 = Pre-test; 2 = Post-test; 3 = Delayed Post-test)

4.2.3 Research question 3: Does a 10-month study abroad have a positive effect on L2 grammatical knowledge development? If so, what is the extent (of L2 grammatical knowledge development)?

The third research question of current research concerned whether or not a 10-month study abroad has a positive effect on L2 grammatical knowledge development, and if so, what the extent (of L2 grammatical knowledge development) is. For this, first the descriptive statistics for the pre-, post-, and delayed post-tests were calculated (See Table 5 for the relevant statistics).

Table 5. Descriptive Statistics for GJT Pre-, Post-, and Delayed Post-Tests

	M	SD	N
GJT-pre	48.58	7.78	41
GJT-post	55.48	6.47	41
GJT-delayed	55.29	6.60	41

Note: M = Mean; SD = Standard deviation; N = Number of participants

To see whether the mean differences between Times were significant, a repeated measures ANOVA was run for the data that met the normality assumptions. The repeated measures ANOVA with a Greenhouse-Geisser correction determined that mean GJT performances differed statistically significantly between time points ($F(1.082, 43.262) = 56.952, p < .001$). Post hoc tests using the Bonferroni correction revealed that GJT performance elicited an increase from T1 to T2 ($M=48.59 SD=7.79$ vs $M=55.49 SD=6.48$, respectively), which was statistically significant ($p < .001$). However, GJT performance in T3 was $M=55.29 SD=6.60$, which was not statistically significantly different from T2 ($p = 1.000$), but it was still statistically significantly different from T1 ($p < .001$). (See Table 6 for the relevant descriptive statistics)

Table 6. Summary of ANOVA Statistics for GJT Pre-, Post-, and Delayed Post-Tests

Time	Mean Difference	Std. Error	Sig.	95% Confidence Interval for Difference	
				Lower Bound	Upper Bound
1-2	-6,902*	,932	,000	-9,232	-4,573
1-3	-6,707*	,840	,000	-8,808	-4,607
2-3	,195	,227	1,000	-,372	,762

Note: Time = Time of the test (1 = Pre-test; 2 = Post-test; 3 = Delayed Post-test)

4.2.4 Research question 4: What are the interrelations among oral and written accuracy development on the one hand and individual differences, namely motivation, aptitude, language contact opportunities, and initial L2 proficiency on the other?

To answer the final question, which aims at understanding the interrelations among individual differences variables (motivation, aptitude, initial proficiency, language

contact opportunities) and dependent variables (L2 oral accuracy gains and L2 written accuracy gains), a series of multiple regression analyses were performed for T2-T1 gains and T3-T1 gains.

The scores that the participants obtained in each of these measures are provided in Table 7 below.

Table 7. Descriptive Statistics for Individual Differences Variables

	M	SD	N
Wr Time 2-1	.120	.146	41
Wr Time 3-1	.219	.130	41
Oral Time 2-1	.269	.177	41
Oral Time 3-1	.248	.209	41
Llama b	61.70	19.98	41
Llama f	60.73	24.12	41
Llama d	37.31	14.83	41
Llama e	92.92	11.00	41
ELTiS	215.68	10.92	41
Motivation	4.405	.641	41
LCP Eng	17.992	6.808	41
LCP Tur	6.421	5.944	41
LCP Time 3 Eng	7.376	5.012	41

Note: M = Mean; SD = Standard deviation; N = Number of participants

Upon these scores, a multiple regression analysis was employed to predict (to reveal how much of the variance is accounted by individual differences) written accuracy gains (between T2 and T1) based on multiple independent variables: four aptitude scores (LLAMA B, LLAMA D, LLAMA E and LLAMA F), initial proficiency (ELTiS scores), motivation and LCP reports (See Table 8 for the relevant statistics). All predictors were forced in the equation to explore the nature of relationship between the independent variables and the dependent variable. Normally distributed residuals and homoscedasticity assumptions were met. No collinearity was detected in the data. The Durbin-Watson Test assured that the errors were independent. The

analysis bore no significant relationship between any of the predictors and the dependent variable, $F(8,32) = .688, p < .699$, with an R^2 of .147.

Table 8. Summary of Regression Analyses for Written Time 2- Time 1 Gains

Model		Standardized Coefficients		95.0% Confidence Interval for B		
		Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)		.972	.339	-.577	1.630
	Llama b	.027	.146	.885	-.003	.003
	Llama f	-.145	-.818	.419	-.003	.001
	Llama d	-.211	-1.142	.262	-.006	.002
	Llama e	.013	.070	.945	-.005	.005
	ELTiS	-.207	-.997	.326	-.008	.003
	Motivation	.357	1.738	.092	-.014	.177
	LCP Eng	-.080	-.432	.669	-.010	.006
	LCP Tur	-.207	-1.136	.264	-.014	.004

Note: Dependent Variable = Pre-test to Post-test written accuracy gains.

A multiple regression analysis was employed to predict (to reveal how much of the variance is accounted by individual differences) written accuracy gains (between T3 and T1) based on multiple independent variables: four aptitude scores (LLAMA B, LLAMA D, LLAMA E and LLAMA F), initial proficiency (ELTiS scores), motivation and LCP reports (See table 9).

Table 9. Summary of Regression Analyses for Written Time 3- Time 1 Gains

Model		Standardized Coefficients		95.0% Confidence Interval for B		
		Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)		.640	.527	-.668	1.281
	Llama b	-.005	-.027	.979	-.003	.003
	Llama f	-.128	-.700	.489	-.003	.001
	Llama d	.094	.487	.630	-.003	.004
	Llama e	.116	.624	.537	-.003	.006
	ELTiS	-.111	-.524	.604	-.006	.004
	Motivation	.075	.357	.723	-.072	.103
	LCP Time 3 Eng	.087	.451	.655	-.008	.012

Note: Dependent Variable = Pre-test to Delayed Post-test written accuracy gains.

To predict oral accuracy gains (between T2 and T1) a multiple linear regression analysis was employed based on multiple independent variables: four aptitude scores (LLAMA B, LLAMA D, LLAMA E and LLAMA F), initial proficiency (ELTiS scores), motivation and LCP reports. All predictors were forced in the equation to explore the nature of relationship between the independent and dependent variables (See Table 10). Normally distributed residuals and homoscedasticity assumptions were met. No collinearity was detected in the data. The Durbin-Watson Test assured that the errors were independent. A statistically insignificant regression equation was found ($F(8,32) = 2.184, p < .056$), with an R^2 of .353.

However, two independent variables, LLAMA B and LLAMA F, elicited significance. Thus, a separate analysis was run with them through forced entry method again. The resulting model with two predictors was significant (See Table 11). The statistically significant model was predicted ($F(2,38) = 6.855, p < .003$), with an R^2 of .265. This shows that the oral accuracy gains of participants and its sustainability can be partially explained by their aptitude for grammatical inferencing and vocabulary learning.

Table 10. Summary of Regression Analyses for Oral Time 2- Time 1 Gains

Model	Standardized Coefficients			95.0% Confidence Interval for B	
	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	.052	.959	-1.131	1.191
	Llama b	-.446	-2.777	-.007	-.001
	Llama f	.440	2.851	.001	.006
	Llama d	.063	.392	-.003	.005
	Llama e	.003	.016	-.005	.005
	ELTiS	.157	.870	-.003	.009
	Motivation	-.324	-1.809	-.190	.011
	LCP Eng	.216	1.338	-.003	.014
	LCP Tur	-.001	-.009	-.010	.010

Note: Dependent Variable = Pre-test to Post-test oral accuracy gains.

Table 11. Summary of Regression Analyses for Oral Time 2- Time 1 Gains with LLAMA B and LLAMA F

Model	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B	
				Lower Bound	Upper Bound
1 (Constant)		3.457	.001	.137	.523
Llama b	-.412	-2.935	.006	-.006	-.001
Llama f	.369	2.633	.012	.001	.005

Note: Dependent Variable = Pre-test to Post-test oral accuracy gains.

A multiple linear regression analysis was employed to predict oral accuracy gains (between T3 and T1) based on multiple independent variables: four aptitude scores (LLAMA B, LLAMA D, LLAMA E and LLAMA F), initial proficiency (ELTiS scores), motivation and LCP reports. All predictors were forced in the equation (See Table 12) to explore the nature of relationship between the independent variables and the dependent variable. Normally distributed residuals and homoscedasticity assumptions were met. No collinearity was detected in the data. The Durbin-Watson Test assured that the errors were independent. A statistically insignificant regression equation was found ($F(7,33) = 1.874, p < .106$), with an R^2 of .284.

Table 12. Summary of Regression Analyses for Oral Time 3- Time 1 Gains

Model	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B	
				Lower Bound	Upper Bound
1 (Constant)		-.034	.973	-1.373	1.328
Llama b	-.290	-1.697	.099	-.007	.001
Llama f	.013	.082	.935	-.003	.003
Llama d	.188	1.124	.269	-.002	.007
Llama e	-.118	-.729	.471	-.008	.004
ELTiS	.117	.640	.526	-.005	.009
Motivation	-.060	-.330	.743	-.141	.101
LCP Time 3 Eng	.531	3.187	.003	.008	.036

Note: Dependent Variable = Pre-test to Delayed Post-test oral accuracy gains.

However, one IV, LCP, elicited significance. Thus, a separate analysis was run with that IV. A statistically significant model (See Table 13) was predicted ($F(1,39) = 9.812, p < .003$), with an R^2 of .201. This shows that the oral accuracy gains of participants and its sustainability can be partially explained by the amount of language contact opportunities.

Table 13. Summary of Regression Analyses for Oral Time 3- Time 1 Gains with LCP

Model	Standardized Coefficients			95.0% Confidence Interval for B	
	Beta	t	Sig.	Lower Bound	Upper Bound
1 (Constant)		2.084	.044	.003	.218
LCP Time 3 Eng	.448	3.132	.003	.007	.031

Note: Dependent Variable = Pre-test to Delayed Post-test oral accuracy gains.

4.3 Qualitative results

Participants were asked to write an entry at least once in every two weeks. In total, 368 entries were collected. The minimum number of entries by one participant was 8 whereas the maximum was 36. The shortest entry consisted of 62 words, and the longest consisted of 317 words. Although students were allowed to write in either Turkish or English, 349 of the entries were in English (almost 95%). The participants preferred to use Turkish to talk about events in Turkey, for example death of a close friend's parents.

The introspection of diaries by the researcher showed that the participants of this study noted events which hinted their motivational changes, contact opportunities, language use and cultural sensitivity. Although there was no systematic analysis of diaries because of the consistency of both language results and inability of individual differences to predict language gains, the diary entries were investigated for these for content areas (motivational changes, contact opportunities,

language use and cultural sensitivity). It was possible to find multiple examples of these contents in each participants' diary. Below some examples from these content areas will be provided.

These extracts from a participant's diary show that the level of motivation for study abroad remained high despite issues like homesickness:

Today is my first day at West Florence High School. This morning is challenge is beginning! I chose lots of lessons different from my country. I'm so curious about my peoples cause I wanna meet lots of people and make some friends, too. Also, I'm already excited and worried about to school. Different country, different language, different area... I just wanna pass this time of my life. Cause I'm still in my first days. Everything is starting now... I hope my homesick will be better next days and I can be adopt exactly this school and my new life.

The diary entries showed that the participants involved in language exchanges in various contexts. These extracts include a participant talking about her first activity in the USA and another talking about her first time rugby game:

Today our school had first rugby match. I didn't see any rugby match and this is my first time, too. Actually, I couldn't understand the game so much but it's funny! Also, I watched cheerleaders cause I wanna be like them. But, I can't be... When I talked to their coach, she said me you should to be a student for two years and have some experiences, too. Unfortunately I won't be a cheerleader☺ But, I got a little american football's ball for a gift from the coach!!

Today is an Exchange Student from Serbia named Jana and I went to their home for a birthday party with a pool party. This is my first activity since I came here. I am so bored at home and wanna do something and this is my first activity and I am so excited, too. Also, I met other exchanges. They are so friendly This made my feel better. I love meeting new peoples.

The next extract from another participant shows not only how study abroad participants' sensitivity grows but also how new environments challenge study abroad participants to enhance their language:

Today was such a different day! I woke up early in the morning to go to church with Tom and Becky. I thought I would keep sleeping during the ceremony. All of a sudden, Tom stood up and introduced me to the people

telling them that I am his Turkish Muslim daughter. Then, I had to be awake for the rest of the ceremony. It was the first time I saw people praying while singing at the same time, which I found very interesting. It was hard to follow the lyrics but luckily, there was a screen with all the lyrics so I could join them. After the ceremony, people began asking me questions about Islam, which I didn't thought before. I really had difficulty in finding the correct words. I knew the answers, but I did not know the specific words to make them understand what I meant. I felt really bad☹ Now, I googled all the words that I struggled today and I am ready for the next week's ceremony.

The final extract is from an entry towards the end of the participants' study abroad year. It shows that participants could monitor their language development throughout the progress.

I just took a look at the first pages of my diary to remember the very first days here. I am shocked! How bad my English was!! People were telling me that my English was good. Now, I can see that they were only trying to make me happy or increase my motivation but my English was certainly poor. I saw a lot of grammar mistakes and poor choice of word that I did not want to see the next pages ☺ Anyway, I hope I won't be ashamed of this page in the future ☺

4.4 Conclusion

In this chapter, the scores obtained from the measures employed in the current study, the analyses of these scores and the findings obtained from these analyses have been presented. For the first three questions, repeated measured ANOVAs were carried out to see whether the participants' development in the oral, written and grammatical tests was significant. For the last question, regression analyses were conducted to understand whether, and if so to what extent, the individual variables studied affected the participants' oral and written accuracy development. In addition, their dairy entries were also closely studied to substantiate the quantitative findings. In the following chapter, these findings will be discussed in relation to earlier findings, hypotheses and theories in the field, and the contribution of the present study to our understanding of the SA phenomenon will be presented.

CHAPTER 5

DISCUSSION

5.1 Introduction

In this chapter, the research questions posed within the current study will be addressed based on the findings obtained and in light of the previous studies, hypotheses, theories, etc. that have provided insights into the issues at hand, while at the same time allowing me to pose my research questions in the first place after diagnosing the gap within literature. Each research question will be answered in a separate section below.

The first research question seeks to contribute to our current understanding of the effectiveness of SA in relation to oral accuracy development. Even though there seems to be relatively more affirmative answers within literature with respect to fluency, research has been a little further from conclusive. The current study based upon a ten-month-long SA program is expected to provide insight into oral accuracy development over a longer period, which is important considering particularly the previous propositions that accuracy takes longer to develop. The pre-test/post-test/delayed post-test design has allowed me analyse whether, and if so to what extent, the SA participants improve their oral accuracy after this long immersion into the target language in an environment where that language is the predominant communication tool.

As regards the second research question, a similar analysis was carried out, but the aspect under scrutiny was written accuracy development. Studies with a focus on written accuracy development in an SA program is relatively few in number. Therefore, it is an area that would benefit substantially from the findings of the

present study. Like in oral accuracy development, the gain scores were analysed through ANOVA to see the development of the participants from their initial proficiency in the pre-test to their post-program proficiency in the post-test and delayed post-test. Studies investigating whether learners sustain their linguistic gains after returning to their home country are scarce. The current study is substantial in this regard as well.

The third research question was concerned with the participants' improvement, or lack thereof, in their grammatical knowledge as measured through a Grammatical Judgment Test with three tests at different times, namely pre-, post- and delayed post-tests. To answer this question, an ANOVA analysis was carried out to see if the existent differences from the pre-program to the post-program test were significant.

The last research question addressed the issue of individual factors that potentially predict linguistic gains in the SA program. To this end, a regression analysis was conducted with a view to exploring which cognitive, individual, or linguistic factor(s) explain the participants' development. In particular, the contribution of aptitude, motivation, initial proficiency, and language contact opportunities was examined.

5.2 Oral accuracy development

The results of repeated measures ANOVA revealed in the previous chapter that a 10-month stay statistically significantly affected oral language gains. After post hoc tests using Bonferroni correction were performed, it was found that the differences from T2 to T1 and T3 to T1 were significant; however, the difference between T3 and T2 was not statistically significant. A closer look at descriptive statistics show that the

mean difference between T2 and T3 was almost non-existent ($M=.6707$ and $M=.6712$, respectively).

The literature review of this paper suggested that the results have so far been contradictory. Some studies reported significant oral accuracy gains (e.g. Gunterman, 1995; Howard, 2001, 2005; Llanes and Muñoz, 2009; Regan, 1995; Segalowitz and Freed, 2004), whereas some reported no gain (or less gain than AH context) as a result of study abroad (e.g. Collentine, 2004; Juan-Garau and Perez Vidal, 2007; Juan-Garau, 2014). Moreover, there were some studies which found some development but added that oral accuracy development was slower than other linguistic gains or other linguistic gains are prerequisites of oral accuracy development (Serrano, Tragant, and Llanes, 2012; Mora and Valls-Ferrer, 2012). The results of this study suggests that when the time interval is long enough as in T2 to T1 (10-month) and T3 to T1 (12-month), accuracy development reaches a significant point. However, when the time interval is too short (2-month), it may not significantly affect oral accuracy gains. These may, in fact, explain why studies which reported no statistically significant difference between their pre- and post-tests failed to find development in oral accuracy. A closer look at those studies reveal that the participants were in the SA context for no longer than a semester, usually at most around 3 months. Although it may also be dependent on other individual (i.e. proficiency, aptitude, language contact opportunities etc.) and program (i.e. home-stays vs. dormitory-stays, target language courses etc.) factors, it seems that the length of the study abroad is important for the development of oral accuracy gains. The findings in the present study, when evaluated in the lights of the previous studies and discussions, actually supports the point put forward by Serrano, Tragant, and Llanes (2012) that oral accuracy is slower to develop. By looking at the results from

this study, it can also be claimed that this can be true for oral accuracy gains more than written accuracy gains as it can be seen from the below discussion concerning written accuracy development.

Rifkin (2005) compared immersion contexts and traditional classroom L2 learning, where he found that there might be a ceiling affect in that students reached a certain level of development that they cannot surpass it without a long or intensive L2 learning opportunities. This can be true for this research's participants, as well. The participants of this study might have developed so significantly that they needed more time to make another significant development. Thus, it can be reclaimed that a two-month period may not be enough to create such significant change in oral accuracy.

5.3 Written accuracy development

The results of repeated measures ANOVA with Greenhouse-Geisser correction presented in the previous chapter showed that mean written accuracy gains were statistically significant between time points. After post hoc tests using Bonferroni correction were performed, it was seen that the differences were significant for all paired time comparisons. The mean differences were all significant between T1 and T2, T2 and T3 and T1 and T3.

As presented in the literature review, the majority of written accuracy research compares SA and AH contexts. Among these studies Perez-Vidal and Barquin (2014) and Sasaki (2007) found that SA learners never performed better than their counterparts AH when accuracy or general writing proficiency, which partially includes accuracy, were taken into account. On the other hand, Godfrey, Treacy, and Tarone (2014) and Wu and Zhang (2017) reported that SA learners

improved their accuracy more than their peers AH. The only study that investigated written gains in within group design was conducted by Llanes, Tragant, and Serrano (2018). The time interval in their study was only three weeks. Nonetheless, the participants made significant gains in their written skills. This can show that unlike oral accuracy gains, written accuracy gains seemed to be less sensitive to the length of time.

Another possible reason to answer why written accuracy kept developing upon their arrival to Turkey might be due to participants' attitude towards adapting into the new context. It is important to note T2 data collection was done in the United States where students might feel more relaxed, paying less attention to the form of language they produced. However, T3 was conducted in Turkey, a foreign language context in which students are forced and tested by the form of language they produce. Therefore, even though significant difference was found between T2 and T3 for written accuracy, the significant difference might in fact stem from the participants' feeling towards the context of L2 production.

5.4 Grammatical development

The results of repeated measures ANOVA with a Greenhouse-Geisser correction revealed in the previous chapter that a 10-month stay statistically significantly affected L2 grammatical knowledge gains. After post hoc tests using Bonferroni correction were performed, it was found that the differences from T2 to T1 and T3 to T1 were significant; however, the difference between T3 and T2 was not statistically significant. A closer look at descriptive statistics show that the mean difference between T2 and T3 was almost non-existent ($M=55.49$ and $M=55.29$, respectively).

The GJT that was employed for this study included a variety of different grammatical elements. Although none of the studies presented so far included a full-stretched grammatical structures, there have been studies that included a limited number of grammatical structures. Gunterman (1995), which investigated the use of copulas *ser* and *estar* ‘to be’, *por* and *para* ‘for’, for example, concluded that SA participants outperformed AH learners on their accuracy scores. Similarly, Regan (1995) also found that after spending an academic year in France, advanced Irish learners of French were able to acquire correct usage of French negation. Collentine (2004), however, concluded that AH was better for the development of grammatical abilities than SA as a result of her investigation of oral accuracy related to gender, number, person, mood and tense accuracy. The results showing improvement in explicit grammar knowledge during SA can have important implications. As it was mentioned in the literature review, majority of the SA research favored gains in oral fluency. The participants in this research attended classes as if they were American high school students. Although a few of them stated that they took classes to improve their English such as academic writing, storytelling etc., majority of the students did not involve in any courses to improve their grammar specifically. This shows that if the participants of SA have a certain level of language proficiency and the length of their stay is long enough, they can not only develop their fluency but also develop their accuracy along with their explicit grammatical knowledge.

5.5 Individual differences and language development

Four separate multiple regression analyses were performed to reveal how much of the variance is accounted by individual differences. The dependent variables were T2-T1 L2 oral accuracy gains, T3-T1 L2 oral accuracy gains, T2-T1 L2 written

accuracy gains and T3-T1 L2 written accuracy gains. The independent variables were four aptitude scores (LLAMA B, LLAMA D, LLAMA E and LLAMA F), initial L2 proficiency (ELTiS scores), motivation and LCP reports (T2-T1 L2 contact, T2-T1 L1 contact and T3-T2 L2 contact). All predictors were forced in the equation to explore the nature of relationship between the independent variables and the dependent variables. Normally distributed residuals and homoscedasticity assumptions were met. No collinearity was detected in the data. The Durbin-Watson Test assured that the errors were independent.

5.5.1 Motivation

The analyses concerning motivation presented that the role of motivation was insignificant for all four accuracy gain measures (T2-T1 written accuracy gains, T3-T1 written accuracy gains, T2-T1 oral accuracy gains, T3-T1 oral accuracy gains). The significance scores were marked at .092, .723, .080 and .743, respectively. The results are in line with Juan-Garau *et al.* (2014). In their study, they used ABM questionnaire, which they asked their participants to fill at different times to understand its relationship with lexico-grammatical gains. They found no indicators to connect psychological individual differences with lexico-grammatical gains which are directly related with accuracy. Both results of my research and Juan-Garau *et al.*'s can be considered as plausible. As it can be inferred from what Sanz (2014) says, when she points out to the flaw in comparing SA with AH, participants "... who choose to go abroad are different from those who choose to stay in their home institutions" (p.3). It can be considered that the participants who choose to study abroad already have a high motivation. When the process of becoming a participant of the currently investigated exchange program is revisited, it can be seen that

candidates apply to the program on their own motivation. They go through a series of selection procedures that consume a lot of time and thus require a certain level of motivation.

The only concern regarding the role of motivation could be considered as having a critical value if there were any participants whose motivation was initially high but significantly dropped upon arrival to the study abroad context. When the diary entries were analyzed, the participants showed a similar pattern in the change of their motivation. The pattern is somewhat similar to the W-Curve Adjustment Hypothesis of Gullahorn and Gullahorn (1963). Similar to what is explained in the W-Curve Hypothesis, inspection of diaries uncovers that participants initially are extremely excited about their study abroad year. Then, their excitement is replaced with some concern due to the culture shocks they have experienced. However, when they truly adjust to the study abroad context their motivation and excitement keep up. There are several instances in the diaries in which students consider SA context as 'home' as in this extract from a participant's diary: "I never thought I will have this mixed feelings about leaving the USA, my second home."

5.5.2 Aptitude

Four different components of LLAMA aptitude test were employed for this research. These components include vocabulary learning task (LLAMA B), phonetic memory test (LLAMA D), sound-symbol correspondence test (LLAMA E) and grammatical inferencing task (LLAMA F). The model showed that aptitude was unable to explain variance on L2 written accuracy gains. The results were insignificant for both T2-T1 (llama_b $p = .885$, llama_d $p = .419$, llama_e $p = .262$ and llama_f $p = .419$) and T3-

T1 (llama_b $p = .979$, llama_d $p = .630$, llama_e $p = .537$ and llama_f $p = .489$) L2 written accuracy gains. However, the multiple regression analyses created a model that partially explains L2 oral accuracy gains and its sustainability by their aptitude for vocabulary learning and grammatical inferencing ($p < .009$ and $p < .008$, respectively). Furthermore, another model with these two variables only was created, the statistical significance remained ($p < .006$ and $p < .012$, respectively)

Two components, vocabulary learning and grammatical inferencing, that were found to be predictors of L2 accuracy development were also found to be significant indicators of both oral and written accuracy development. Yalçın and Spada (2016), for instance, note that grammatical inferencing contributed to learners' gains on the passive knowledge development on the written measures, which is against this research's findings. On the other hand, another component of aptitude, vocabulary learning, contributed to learners' gains on the past progressive on the oral measure. They also provide support for the claim in their research that different components of aptitude contribute to the learning of difficult and easy L2 structures in different ways. When this piece of information is combined with the semi-controlled nature of the tasks given to this study's participants, it can be suggested that students' aptitude might have interacted with accuracy development of two skills separately. Another proposal suggesting that different components of aptitude may be involved at different stages of language acquisition (Skehan, 2002) can also explain why participants' oral accuracy was affected by their aptitude for grammatical inferencing and vocabulary learning but these two did not affect L2 written development. Therefore, a staged research method in which students are also investigated between T1 and T2 can showcase important roles of different aptitude components at different time intervals.

5.5.3 Language contact opportunities

To measure language contact opportunities, the language contact profile questionnaire by Freed *et al.* (2004) was adopted. There were two different versions of LCP: a post-test and a delayed post-test version. The former investigated L2 contact opportunities between T2 and T1, whereas the latter investigated the opportunities between T3 and T2. Some items were added to the original questionnaire to ensure that all possible language contact opportunities were covered. For instance, a part regarding L2 contact through mobile usage was added. For T2-T1 version of the LCP, a part concerning L1 use was added. As can be seen in the previous chapter, contact opportunities during study abroad (T2-T1) were divided into two parts: English contact opportunities vs. Turkish use. However, this division was not necessary for T3-T2 as all students were back in Turkey.

The part of the results from the multiple regression analyses showed that the effect of English contact opportunities on L2 written accuracy gains was statistically insignificant for both T2-T1 and T3-T1 ($p = .669$ and $p = .655$, respectively). Moreover, Turkish use during study abroad did not hinder oral accuracy development ($p = .264$). Similarly, the analysis bore no significant relationship between the independent variables, English contact opportunities and Turkish use, and L2 oral accuracy development during study abroad ($p = .190$ and $p = .993$, respectively). However, the multiple regression analysis presented that participants' contact opportunities with English after they returned to Turkey (T3-T1) had a statistical significance in predicting the sustainability of oral accuracy development ($p < .003$).

The findings related to the contact opportunities did not differ from what Segalowitz and Freed (2004) found when the study abroad period itself was taken

into account. Literature review showed that language contact opportunities could be a significant indicator in second language learning. However, both this study and Segalowitz and Freed's show that when participants are placed in similar contexts with very similar routines, language contact opportunities or L1 use may not interfere positively or negatively in second language development. In this study, all participants were placed in host-family stays, they had to attend a high school as if they were real citizens of the country, and they were to report their community engagement to the program official. This shows that participants did not majorly differ from each other in term of the abundance of contact opportunities, which can in fact mean why L2 contact opportunities fail to explain the L2 development during a study abroad.

On the other hand, the results concerning the role of L2 contact opportunities become intriguing when the participants finish their year abroad. It is seen that the participants' oral accuracy gains are sustained, but written accuracy gains are not statistically significant. If both had been statistically significant, it would have been meaningful to suggest what general literature had said on language contact opportunities, and its reinforcing role of a foreign language learning. However, the fact that it only occurs in L2 oral accuracy development makes it hard to explain as previous literature mainly concerned the gain difference between the post-test and pre-test. The only resource including a series of reports on long term effects of SA that can be referred to explain what might be happening is the book named *Language Acquisition in Study Abroad and Formal Instruction Contexts* edited by Perez-Vidal (2014) which reports various investigations concerning university level exchanges in Europe. Juan-Garau (2014) reports in a chapter in the book that oral accuracy gains are sustained a year after the study abroad experience.

Even though Juan-Garau does not explicitly provide that the participants had enough contact opportunities, it can be claimed that the participants had enough contact opportunities to sustain the language gain since it is stated in the article that these students were enrolled in English language translation and interpretation department. Another chapter from the same book, even though it examined oral fluency, also shows that continuous contact with L2 leads to sustained gains. The article shows that contact through media helps L2 learners to maintain their oral gains (Valls-Ferrer and Mora, 2014). Although the work on long-term written accuracy development sustainability is limited, there is one study by Perez-Vidal and Juan-Garau (2009) that investigated, in addition to four other variables, the long-term effect of SA on written L2 development. They report that 15-months after the study abroad, participants write with more errors. Thus, our finding about the sustained gains in written L2 development is in line with their study.

It is important to note that the delayed-post tests were given two months upon their return to Turkey. In these two months, the participants did not attend to school, thus did not receive any formal instruction on their L2. Thus, the only L2 production opportunities of these participants was through online calls and social media interactions. Online calls, in fact, may represent the narrative task that was employed for this study. Assuming that these calls were mostly about their narration of what they experienced after their return, it can be considered that the participants had the possibility of sustaining their oral accuracy gains. Unlike the similarity between narration of experiences and narration of a picture task, the written strategies used in formal writing and social media writing differ in a great deal. Therefore, it can be tentatively claimed that L2 contact opportunities did not

contribute to the sustained written gains due to the lack of formal writing opportunities.

5.5.4 Initial proficiency

The analyses concerning motivation presented that the role of initial proficiency was insignificant for all four accuracy gain measures (T2-T1 written accuracy gains, T3-T1 written accuracy gains, T2-T1 oral accuracy gains, T3-T1 oral accuracy gains). The significance scores were marked at $p = .326$, $p = .604$, $p = .391$ and $p = .526$, respectively.

The result of this study was similar to that of Baker-Smemoe, Dewey, Bown, and Martinsen (2014), who examined a number of valuables that are suspected to exert an influence on language gains during SA. As their preprogram variables, they included initial proficiency and intercultural sensitivity. Although they found some variance between their experimental groups, they reported that the contribution of initial proficiency was not substantial. However, DeKeyser (2010) finds initial proficiency as a significant predictor of language gain for a 6-week study abroad experience. There can be two possible reasons to explain the results of this study and that of DeKeyser's. First of all, the current study and DeKeyser's study differs a great deal in terms of the length of the stay (10-month vs 6-week). Therefore, the initial proficiency might be a significant factor for a shorter time; however, when the length of stay is extended, the role of initial proficiency might be eliminated. Secondly, the profile studied in the studies are different from each other. In DeKeyser's study, university students are studied whereas in this study high-school students are investigated. The difference in the profile of participants can cause the differences in findings concerning initial proficiency. DeKeyser (2007) himself states

that university students' declarative knowledge can be "shaky" due to the years between when they were provided grammatical knowledge and when they went abroad, which does not create "ideal circumstances of proceduralization" (p. 213). The amount of formal instruction that the university students receive is limited compared to that of high school students. Thus, the participants in my study might have benefited from the declarative knowledge they gain from their recent formal instruction. Besides, it can be claim that even though their initial proficiency levels differed, the difference in their scores was not significant enough to predict language gain. To sum up, it can be argued that if learners studying abroad have a certain level of initial proficiency to accompany their declarative knowledge, it can be easier for them to proceduralize the knowledge as it is explained in Skill Acquisition Theory (DeKeyser, 2015).

5.6 Diary Entries

Participants' entries mainly indicated all of them were involved in various types of interactions. As for the current research's purpose, extracts concerning motivational changes, contact opportunities, language use and cultural sensitivity were specifically looked for. These four themes were the common themes in the entries of all participants. Inspection of the entries showed that students had similar patterns in terms of motivational changes. These changes were in line with what Gullahorn&Gullahorn (1963) suggested in their W-Curve Hypothesis. Initially all participants had some confusions as they were moving towards the culture shock phase. Their hope of new experiences may help seemed to motivate them to try new activities with new people. However, the entries signal somewhat dissatisfaction as the participants still questioned if they had made the correct decision to be away

from home. Majority of participants stated a culture shock moment within their first two months in their entries. Even though it is hard to point out how they recovered from this phase, following entries showed that the participants felt more comfortable with their surroundings. There is a ‘feeling alone’ moment presented in the entries as they were in their 3 to 5 months in their SA experience. After 6 months, the participants indicated more daily and flat routines in that there were not any significant drops or jumps in their motivation. This progress matches with previous work on cultural studies as the one by Gullahorn&Gullahorn (1963).

Another insight provided by the diary entries was that the construct of motivation was not as linear as it was traditionally assumed. The traditional ID construct refers to dimensions of personal characteristics which are assumed to apply to everybody and on which people differ by degree; or, in other words, it concerns “stable and systematic deviations from a normative blueprint” (p.3) (Dörnyei & Ryan, 2015). However, as the fluctuation presented above indicates, motivation is subject to change. There are a lot of developments during the SA. Several examples of these developments are offered by Dörnyei and Ryan (2015), for example when they describe the emerging understanding of motivation “as a highly situated, composite construct, with a strong developmental character” (pp. 104–105). Thus, the analysis of the diary entries supports the need of updating the traditional motivation construct. Dörnyei (2017) states that “The main attributes of language learners were not stable but showed salient temporal and situational variation, and they were not monolithic but comprised complex constellations made up of different parts that interacted with each other and the environment synchronically and diachronically.” (p.84). Therefore, the analysis of entries especially in terms of

motivation development may signal a greater importance especially after this new construct of motivation is fully developed.

The contribution of diaries was significant in that they showed that all participants were engaged in different contexts and followed a similar motivational development. Although this study failed to find a clear and consistent impact of motivation and language contact opportunities on L2 accuracy development, the data provided by the diaries can in fact show whether different individuals succeed making a significant improvement at shorter or longer periods. Nonetheless, it will be beneficial to create a more systematic analysis of dairies so that they can yield to more satisfactory results.

CHAPTER 6

CONCLUSION

6.1 Introduction

This chapter will provide a brief summary of the current study, and then the limitations of the study will be identified, and lastly suggestions will be offered for future research in SA.

6.2 Summary and conclusion

The present study aimed, first, to investigate the potential contributions of SA experience to learners' linguistic development with a specific focus on developments in oral accuracy, written accuracy and grammatical knowledge. A further aim was to examine how individual factors, namely motivation, aptitude, language contact, and initial proficiency impact upon learners' development in the areas under scrutiny.

These were important questions that needed to be addressed, not least because findings so far have been inconclusive and the number of studies examining these aspects of language development in an SA context have been limited.

To contribute to our understanding about these issues, the language development of 41 high school students participating in a 10-month-long exchange program in the USA was observed. These participants were given oral and written tasks, and a GJT task prior to and following their SA experience. In addition, other measures were used to assess individual differences variables. Their scores in these measured were examined through ANOVAs and regression analyses to see how significant their linguistic development were and what individual factors substantially contributed to their development.

The results showed that the participants had made significant linguistic development in all of the three measures of language proficiency, namely oral accuracy, written accuracy, and grammatical knowledge. These findings not only provide increasing support to the effectiveness of SA for language development, but also substantiates the arguments in favor of it considering the conflicting results obtained in literature with regards to how significant the impact of SA may be. Another reason why this study is a valuable contribution to our understanding of language learning is that research into accuracy development in SA programs have been scarce, and the number of those studies investigating long term SA experiences have been even more so. Previously, some studies found no significant contribution of SA to accuracy development, while others argued that accuracy takes time to develop. The current study provides support to this latter view, having found a significant development on both oral and written accuracy after this 10-month-long program.

The results also suggested that individual differences like aptitude for grammatical inferencing and vocabulary learning can partially explain L2 gains especially for oral accuracy development. Another individual difference that showed the importance of L2 contact on language development was sustained language contact opportunities after the study abroad was completed. The results showed that if contact with L2 is sustained after the study abroad was completed, the participants can keep developing their L2. Initial proficiency and motivation as individual differences were found that they did not explain any of the variances in L2 development. The current study suggests that the differences in initial proficiency and motivation can be eliminated if the length of the study abroad program is prolonged and the participants have a recent L2 instruction history.

6.3. Limitation and suggestions for further research

Although the research has reached its aim to shed light on the role of individual differences on L2 accuracy development during a 10-month study abroad, there were some unavoidable limitations. The first part of these limitations concerns the population used in this study. First of all, the number of participants in this study, 41, was small, although this number was higher than the participant number in many other SA studies. Secondly, these students were high school aged students, whereas the majority of the participants in previous research studies were university students. Thus, it was highly challenging to link the current study with the previous ones. Thirdly and more importantly, these participants showed such a similarity in some of their traits that it might have created a bias in the results. Even though the participants came from different parts of the country, some characteristics of these participants might be similar as they went through the same selection process. It is important to note at this level that the selection process is mainly interested in intercultural skills, not linguistic abilities. The second part of the limitations concerns the instruments used in the study. Instruments to collect both linguistic data and individual differences data were chosen from previously employed ones in the same research line. However, previous research mainly targeted a different population, the instruments might not have tapped on the details that could help the current study provide more in-depth account of the issue at hand. Another part of the limitations concerns the length of the study abroad. Although a 10-month study abroad seemed to help language development in general, it is impossible to know whether the individual differences at hand did in fact have an impact on L2 development in different periods, for example in the first two months. Understanding what developmental levels the participants went through, if one can clearly delineate such

levels, would only be possible in a study where students' development was followed periodically several times over the course of the SA.

Notwithstanding these limitations, the study have not only contributes to our understanding in an area that has been studied only in a limited number of studies, but at the same time have addressed some of the methodological issues that have been identified in previous studies. This timely study has enabled us to gain extended insights into SA and language development.



APPENDIX A

PRE-TEST WRITTEN TASK

Write an essay about your best friend in Turkey. In your essay:

- introduce your friend (name, age etc.)
- describe his/her appearance and personality
- compare your and your friend's likes and dislikes
- write about how you spend time with him/her
- narrate your best memory with him/her
- write about your friend's future plans
- explain why he/she is your best friend
- speculate about what it would be like if you had no friends

Your essay should be around 350 words. Please write about each of the points given above; do not skip any of them. Write in the order specified above; you may not scramble the order (for example, do not describe your friend's appearance before introducing him/her 😊).

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APPENDIX B

POST-TEST WRITTEN TASK

Write an essay about your best friend in In your essay:

- introduce your friend (name, age etc.)
- describe his/her appearance and personality
- compare your and your friend's likes and dislikes
- write about how you spend time with him/her
- narrate your best memory with him/her
- write about your friend's future plans
- explain why he/she is your best friend
- speculate about what it would be like if you had no friends

Your essay should be around 350 words. Please write about each of the points given above; do not skip any of them. Write in the order specified above; you may not scramble the order (for example, do not describe your friend's appearance before introducing him/her 😊).

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APPENDIX C

DELAYED POST-TEST WRITTEN TASK

Write an essay about your favorite family member. In your essay: (DELAYED POST TEST)

- introduce family member (name, age etc.)
- describe his/her appearance and personality
- compare your and your family member's likes and dislikes
- write about how you spend time with him/her
- narrate your best memory with him/her
- write about family member's future plans
- explain why he/she is your favorite family member

Your essay should be around 350 words. Please write about each of the points given above; do not skip any of them. Write in the order specified above; you may not scramble the order (for example, do not describe your friend's appearance before introducing him/her 😊).

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APPENDIX D

PRE- AND POST-TEST ORAL TASK



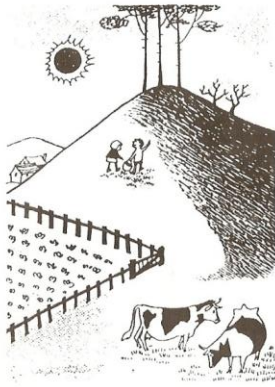
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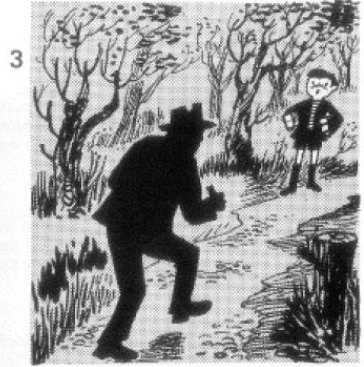
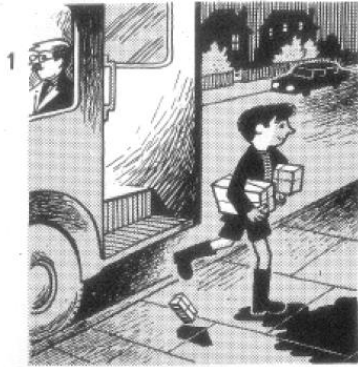
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APPENDIX E

DELAYED POST-TEST ORAL TASK



APPENDIX F

THE GRAMMATICALITY JUDGEMENT TEST

Name and Surname:

For each statement below, you will indicate whether each sentence is True or False in grammatical sense. If you choose False, correct the mistake. There is no time limit to answer the test.

1. I haven't seen him for a long time.	TRUE	FALSE
2. I think that he is nicer and more intelligent than all the other students.	TRUE	FALSE
3. The teacher explained the problem to the students.	TRUE	FALSE
4. Liao says he wants buying a car next week.	TRUE	FALSE
5. Martin completed his assignment and print it out.	TRUE	FALSE
6. We will leave tomorrow, isn't it?	TRUE	FALSE
7. He plays soccer very well.	TRUE	FALSE
8. Did Keiko completed her homework?	TRUE	FALSE
9. I must to brush my teeth now.	TRUE	FALSE
10. If he had been richer, she will marry him.	TRUE	FALSE
11. He has been living in New Zeland since three years.	TRUE	FALSE
12. Pam wanted to know what I had told John.	TRUE	FALSE
13. They had the very good time at the party.	TRUE	FALSE
14. Between 1990 and 2000 the population of New Zeland was increased.	TRUE	FALSE
15. Liao is still living in his rich uncle house.	TRUE	FALSE

16. Martin sold a few old coins and stamp to a shop.	TRUE	FALSE
17. I have been studying English since a long time.	TRUE	FALSE
18. I can to speak French very well.	TRUE	FALSE
19. Joseph miss an interesting party last weekend.	TRUE	FALSE
20. Keiko eats a lot of sushi.	TRUE	FALSE
21. Bill wanted to know where I had been.	TRUE	FALSE
22. Did Cathy cook dinner last night?	TRUE	FALSE
23. Rosemary reported the crime to the police.	TRUE	FALSE
24. Mary is taller than her sisters.	TRUE	FALSE
25. Hiroshi live with his friend Koji.	TRUE	FALSE
26. Keum wants to buy a computer this weekend.	TRUE	FALSE
27. She writes very well English.	TRUE	FALSE
28. If she had worked hard, she would have passed the exam.	TRUE	FALSE
29. Tom wanted to know whether was I going.	TRUE	FALSE
30. I saw very funny movie last night.	TRUE	FALSE
31. The teacher explained John the answer.	TRUE	FALSE
32. I must finish my homework tonight.	TRUE	FALSE
33. Keum went to the school to speak to her children teacher.	TRUE	FALSE
34. Keiko has been studying in Auckland for three years.	TRUE	FALSE
35. The bird that my brother caught it has died.	TRUE	FALSE
36. That book isn't very interesting, is it?	TRUE	FALSE
37. Her English vocabulary increased a lot last year.	TRUE	FALSE
38. Hiroshi received a letter from his father yesterday.	TRUE	FALSE
39. Does Keum live in Auckland?	TRUE	FALSE

40. Liao left some pens and pencils at school.	TRUE	FALSE
41. If he hadn't come to New Zealand, he will stay in Japan.	TRUE	FALSE
42. My car is more faster and more powerful than your car.	TRUE	FALSE
43. Joseph flew to Washington to meet the President's advisor.	TRUE	FALSE
44. Joseph wants finding a new job nexth month.	TRUE	FALSE
45. Liao works very hard but earns very little.	TRUE	FALSE
46. The boat that my father bought it has sunk.	TRUE	FALSE
47. I can cook Chinese food very well.	TRUE	FALSE
48. They enjoyed the party very much.	TRUE	FALSE
49. The boys went to bed late last night, is it?	TRUE	FALSE
50. She wanted to know why had he studied German.	TRUE	FALSE
51. He reported his father the bad news.	TRUE	FALSE
52. Keiko spoke to the professor's secretary.	TRUE	FALSE
53. Liao stayed at home all day and finished the book.	TRUE	FALSE
54. Hiroshi found some keys on the ground.	TRUE	FALSE
55. They did not come at the right time.	TRUE	FALSE
56. If he had bought a ticket, he might have won the prize.	TRUE	FALSE
57. The book that Mary wrote won the prize.	TRUE	FALSE
58. An accident was happened on the motorway.	TRUE	FALSE
59. Keum lives in Hamilton but work in Auckland.	TRUE	FALSE
60. She likes always watching television.	TRUE	FALSE
61. Did Martin visited his father yesterday?	TRUE	FALSE
62. Something bad happened last weekend.	TRUE	FALSE
63. Keum bought two present for her children.	TRUE	FALSE

64. She is working very hard, isn't she?	TRUE	FALSE
65. This building is more bigger than your house.	TRUE	FALSE
66. Japan is a very interesting country.	TRUE	FALSE
67. Martin says he wants to get married next year.	TRUE	FALSE
68. The car that Bill has rented is a Toyota.	TRUE	FALSE



APPENDIX G

MOTIVATION QUESTIONNAIRE

İNGİLİZCE ÖĞRENİM ANKETİ

Sizden Türkiye’deki İngilizce öğrenen kişilerin motivasyon ve tutumlarını daha iyi anlamak için hazırlanmış olan bu anketi doldurmanızı rica ediyoruz. Bu anket bir test değildir, bu yüzden “doğru” veya “yanlış” cevap yoktur ve isminizi yazmanız gerekmez. Sizin kişisel görüşlerinizle ilgileniyoruz. Anketin sonuçları yalnızca araştırma amaçlı kullanılacaktır. Projenin başarılı olmasını sağlamak için lütfen sorulara samimi cevaplar veriniz. Eğer sonlara doğru ankete katılmaktan vazgeçerseniz, soruları cevaplamayı bırakabilirsiniz. Yardımlarınız için çok teşekkürler!

I. Bölüm

Bu bölümde sizden 1-6 arası numaralardan birini işaretleyerek, aşağıdaki ifadelere ne kadar katıldığınızı veya katılmadığınızı belirtmenizi istiyoruz. Lütfen hiçbir maddeyi boş bırakmayın.

Kesinlikle Katılmıyorum	1
Katılmıyorum	2
Kısmen Katılmıyorum	3
Kısmen Katılıyorum	4
Katılıyorum	5
Kesinlikle Katılıyorum	6

(Örnek) Eğer aşağıdaki ifadeye kısmen katılmıyorsanız, şu şekilde belirtin:

Kayak yapmayı çok severim.

1 2 3 4 5 6

1. Uluslararası seyahat etmek istediğim için İngilizce öğrenmek	1 2 3 4 5 6
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benim için önemli.	
2. İngilizce filmleri severim.	1 2 3 4 5 6
3. Ebeveynlerim/ailem, eğitilmiş bir birey olmam için İngilizce öğrenmek konusunda olduğuma inanıyorlar.	1 2 3 4 5 6
4. İngilizce öğrenimi, toplumda kabul görmem için önemli.	1 2 3 4 5 6
5. Uzun vadedeki çalışmalarında ihtiyacım olabileceğinden İngilizce öğrenmek önemli olabilir.	1 2 3 4 5 6
6. İngilizce derslerini her zaman dört gözle beklerim.	1 2 3 4 5 6
7. Bence; İngilizce öğrenmek, İngilizce konuşan toplumların kültürü ve sanatı hakkında daha fazla bilgi edinmek açısından önemli.	1 2 3 4 5 6
8. Yurtdışında eğitim almayı planladığımdan İngilizce öğrenimi benim için önemlidir.	1 2 3 4 5 6
9. Yabancı arkadaşlarımla partilerde kendimi İngilizce konuşurken hayal edebiliyorum.	1 2 3 4 5 6
10. Eğer İngilizce öğrenmezsem, ailem benimle ilgili hayal kırıklığına uğrar.	1 2 3 4 5 6
11. İngilizce öğrenmek benim için önemli çünkü İngilizce bilmeden çok fazla seyahat edemem.	1 2 3 4 5 6
12. İngilizce öğrenimi, akranlarım arasında kabul görebilmem için önemli.	1 2 3 4 5 6
13. İngilizce öğrenmek benim için önemli çünkü; eğer İngilizce bilirsem, diğer insanlar bana daha çok saygı gösterir.	1 2 3 4 5 6
14. İngilizce konuşan ülkelerde yapılan televizyon programlarını seviyorum.	1 2 3 4 5 6
15. Yakın arkadaşlarım önemli olduğunu düşündüğü için İngilizce öğreniyorum.	1 2 3 4 5 6
16. Ailemde kabul görmem için, İngilizce öğrenimi benim için önemli.	1 2 3 4 5 6
17. İngilizce konuşan ülkelere seyahat etmeyi seviyorum.	1 2 3 4 5 6
18. Gelecekte kendimi topluluk önünde İngilizce olarak konuşma	1 2 3 4 5 6

yaparken hayal edebiliyorum.	
19. İngilizce öğrenimi benim için önemli çünkü; İngilizce'den kötü not alırsam kendimi kötü hissederim.	1 2 3 4 5 6
20. İngilizce öğrenme süreci gerçekten hoşuma gidiyor.	1 2 3 4 5 6
21. İngilizce öğrenimi kendi kişisel hedeflerime ulaşabilmem açısından önemli. (Örneğin, lisans eğitimini tamamlamak, burs kazanmak).	1 2 3 4 5 6
22. İleride İngilizce'yi iyi kullanamayacağımı düşündüğümde daha çok İngilizce çalışırım.	1 2 3 4 5 6
23. İngilizce öğrenimi, öğretmenlerimin onayımı alabilmem için önemli.	1 2 3 4 5 6
24. İngilizce öğrenimi benim için önemli çünkü; İngilizce'yi iyi kullanabildiğimde hayatımın değişeceğini düşünüyorum.	1 2 3 4 5 6
25. İngilizce'yi ileride nasıl kullanmak istediğimle ilgili hayallerim, ebeveynleriminkilerle aynı.	1 2 3 4 5 6
26. İngilizce konuşan ülkelerin müziklerini gerçekten seviyorum (Örneğin, pop müzik).	1 2 3 4 5 6
27. İngilizce öğrenmeyi gerçekten ilgi çekici buluyorum.	1 2 3 4 5 6
28. Yabancılarla İngilizce konuşarak iş yaptığımı hayal edebiliyorum.	1 2 3 4 5 6
29. Yurtdışı seyahatlerimden zevk alabilmek için İngilizce öğreniyorum.	1 2 3 4 5 6
30. İngilizce yeterlilik testlerinde düşük veya başarısız not almak istemediğim için İngilizce öğrenmem gerekli (TOEFL, IELTS, vb.).	1 2 3 4 5 6
31. İngilizce çalışırken zamanın daha hızlı geçtiğini düşünüyorum.	1 2 3 4 5 6
32. İngilizce öğrenmeyi önemli buluyorum çünkü saygı duyduğum insanlar öyle düşünüyor.	1 2 3 4 5 6
33. Gelecekte; yabancı bir arkadaşımın hafif bir müzik ve bir bardak kahve eşliğinde, benimle sohbet ettiğini hayal edebiliyorum.	1 2 3 4 5 6
34. İleride İngilizce'yi iyi kullanamayacağımı düşünmek beni	1 2 3 4 5 6

ürkütüyor.	
35. İngilizce öğrenirken ailemin baskısını hissedebiliyorum.	1 2 3 4 5 6
36. İleride İngilizce konuşulan ülkelere seyahat etmeyi planladığım için, İngilizce öğrenimi benim için önemli.	1 2 3 4 5 6
37. Dili İngilizce olan gazete, dergi ve kitapları seviyorum.	1 2 3 4 5 6
38. İngilizce öğrenmekten gerçekten zevk alıyorum.	1 2 3 4 5 6
39. İngilizce dersinde başarısız olmamak için İngilizce öğrenmek zorundayım.	1 2 3 4 5 6
40. İleride kendimi, yabancı arkadaşlarımla İngilizce olarak fikir alışverişi yaparken görebiliyorum.	1 2 3 4 5 6
41. İngilizce öğrenmek benim için önemli, çünkü eğitilmiş bir kişi İngilizce konuşabilmeli.	1 2 3 4 5 6
42. Çoğunlukla, ileride İngilizce'yi nasıl kullanmak istediğimle ilgili düşüncelerime ailemin etkisi var.	1 2 3 4 5 6

Buraya kadar olan kısım için çok teşekkürler. Çok iyi gidiyorsunuz. Anketin yarısından fazlasını tamamladınız. Birkaç soru daha cevaplayabilir misiniz? Bize yardım ettiğiniz için tekrar çok teşekkürler !

II. Bölüm

Bunlar yeni sorular, ama lütfen öncekileri cevaplandırduğunuz şekilde cevaplandırınız:

43. Öğretmen açıklama yaptığında daha iyi anlıyorum.	1 2 3 4 5 6
44. İngilizce öğrenmek için çok çaba harcamaya hazırım.	1 2 3 4 5 6
45. İleride kendimi yetkin bir şekilde İngilizce kullanırken hayal ettiğimde, durumları hem gözümün önüne getirebiliyorum hem de gerçekçi sesleri duyabiliyorum.	1 2 3 4 5 6
46. Öğrenmemde bana yardımcı olması için renk kodlarını (Örneğin; fosforlu kalem) kullanıyorum.	1 2 3 4 5 6
47. Gelecekte İngilizce'yi yetkin bir şekilde kullanırken kendimi	1 2 3 4 5 6

hayal ettiğimde, genellikle hem görsel hem de işitsel olarak gerçekçi canlandırmalar oluşturabiliyorum.	
48. Derste duyduğum şeyleri okuduklarımdan daha iyi hatırlıyorum.	1 2 3 4 5 6
49. İngilizce çalışarak çok vakit geçirmek istiyorum.	1 2 3 4 5 6
50. Dilersem gelecekte İngilizce'yi ne kadar başarılı olarak kullandığımı o kadar iyi hayal edebilirim ki sesler ve görüntüler adeta bir filmi takip ediyormuşum gibi ilgimi canlı tutar.	1 2 3 4 5 6
51. Öğretmenin tahtaya yazdıklarını okuyarak daha iyi öğreniyorum.	1 2 3 4 5 6
52. Konuyu, öğretmen derste anlattığında daha iyi öğreniyorum.	1 2 3 4 5 6
53. İngilizce öğrenmeye, diğer derslerden daha fazla konsantre olmak isterim.	1 2 3 4 5 6
54. Tablolar, şemalar ve haritalar; söylenenleri anlamama yardımcı olur.	1 2 3 4 5 6
55. Öğretmeni dinlediğimde; resimler, sayılar ve kelimeler hayal ederim.	1 2 3 4 5 6
56. Gelecekte kendimi İngilizce'yi akıcı bir şekilde kullanırken hayal ettiğimde, genellikle o anın gerçekçi bir canlandırmasını oluşturabilirim.	1 2 3 4 5 6
57. Birinin bana yüksek sesle açıklama yapması hoşuma gider.	1 2 3 4 5 6
58. İngilizce öğreniminde başarısız olmuş olsam bile, sıkı bir şekilde İngilizce çalışırım.	1 2 3 4 5 6
59. İngilizce çalışırken metnin üstünü farklı renklerle çizerim.	1 2 3 4 5 6
60. Öğrendiklerimi biriyle tartıştığımda daha iyi hatırlarım.	1 2 3 4 5 6
61. İngilizce dersinde başarısız olmuş olsam bile, benim için İngilizce gelecek için önemli olmaya devam edecek.	1 2 3 4 5 6
62. Gelecekte kendimi İngilizce'yi kullanırken kurduğum hayaller o kadar gerçekçi ki sanki bu hayaller gerçekmiş gibi hissederim.	1 2 3 4 5 6
63. Bazen kendimi çabalamadan çok rahat bir şekilde İngilizce'yi kullanırken hayal edebiliyorum	1 2 3 4 5 6
64. Kendimi İngilizce'yi kullanırken düşündüğümde oluşturduğum	1 2 3 4 5 6

resim veya hayal zaman içinde deđiřti.	
65. Aklımda hayali sahne ve/veya konuřmaları oynatmayı kolay buluyorum.	1 2 3 4 5 6
66. Kendimi İngilizce'yi kullanırken oluřturduđum resim veya hayal, eskiden sadeydi; ama řimdi daha özgün.	1 2 3 4 5 6
67. Benim için İngilizce'yi başarılı bir řekilde kullandığımı hayal etmek kolaydır.	1 2 3 4 5 6
68. Kendimi İngilizce kullanırken canlandırmam son zamanlarda iyice gerçekçi bir hal aldı.	1 2 3 4 5 6
69. Kendimi İngilizce'yi başarılı kullanırken gözümde canlandırabilmenin, dođal yeteneđim olduđunu düşünüyorum.	1 2 3 4 5 6
70. Geçmişte kendimi İngilizce'yi kullanırken hayal edemiyordum, ama řimdi bunu hayal edebiliyorum.	1 2 3 4 5 6
71. Hayali durumları gözümde canlandırmayı her zaman kolay bulmuřumdur.	1 2 3 4 5 6
72. İngilizce'yi gelecekte kullanmamla ilgili dolu dolu hayallerim vardı, ama řimdi yok.	1 2 3 4 5 6
73. Kendimi İngilizce kullanırken hayal etmem daha az gerçekçi hale geldi.	1 2 3 4 5 6

APPENDIX H

POST-TEST LANGUAGE CONTACT PROFILE

This questionnaire is a part of general research that investigates the factors affecting your English development. The responses that you give in this questionnaire will be kept confidential. This cover sheet is to allow the researcher to associate your responses with your name if needed. However, only the people entering your responses into the computer will see this name. An identification number will be used in place of your name when referring to your responses in publications. Every effort will be made to keep your responses confidential.

The information that you provide will help us to better understand the learning experiences of students of English. Your honest and detailed responses will be greatly appreciated.

Name: _____

1. Describe your living arrangement in Turkey.
 - i. List the members of the family (e.g. mother, father, one 4-year-old daughter, one 17-year-old son)
 - ii. Do they speak Turkish? Circle one: YES/NO
 - iii. Do they speak any other languages at home? Circle one: YES/NO (if YES, indicate: _____)
 - iv. Are there any native speakers of English living with your family? Circle one: YES/NO

For the following items, please specify:

- (i) How many days per week you typically used English in the situation

indicated, and

- (ii) On average how many hours per day you did so.

Circle the appropriate numbers.

2. On average, how much time did you spend speaking, *in English*, with native or fluent English speakers after you came back to Turkey?

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

3. After I came back to Turkey, I tried to speak *English* to:

3a. my instructor

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

3b. friends who are native or fluent English speakers

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

3c. classmates

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

3d. strangers whom I thought could speak English

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

3e. host family

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

3f. my natural family

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

3g. service personnel

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

3h. other; specify:

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

4. After I came back to Turkey, how often did you use English for each of the following purposes?

4a. to clarify classroom-related work

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

4b. to obtain directions or information (e.g. 'Where is the post office?', 'What time is the train to?', 'How much are stamps?')

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

4c. for superficial or brief exchanges (e.g. greetings, 'Please pass the salt',
'I'm leaving', ordering in a restaurant) with my host family and American
friends

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

4d. extended conversations with my host family, American friends or other
English speakers

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

5. After you came back to Turkey, how much time did you spend doing the
following *each week*?

5a. speaking a language other than Turkish or English to speakers of that
language (e.g. German with a German-speaking friend)

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

5b. speaking *English* to native or fluent speakers of English?

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

5c. speaking English to nonnative speakers of English? (e.g. speaking English

to a German friend)

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

6. After you came back to Turkey, how much time did you spend doing each of the following activities?

6a. overall, in reading in English

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

6b. reading English newspapers

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

6c. reading novels in English

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

6d. reading English language magazines

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

6e. reading schedules, announcements, menus, and posters in English

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

6f. reading e-mail or Internet web pages in English

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

6g. overall, listening to English

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

6h. listening to English television and radio

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

6i. listening to English movies or videos

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

6j. listening to English songs

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

6k. trying to catch other people's conversations in English

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

6l. overall, writing in English

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

6m. writing homework assignments in English

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

6n. writing personal notes or letters in English

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

6o. writing e-mail in English

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

6p. writing in Turkish on platforms like WhatsApp, Facebook, Instagram etc.

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

6r. filling forms or questionnaires in English

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

7. On average, how much time did you spend speaking *English* after you came

back to Turkey?

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

8. After you came back to Turkey, how often did you speak to your family and friends in USA via Skype, video calls, WhatsApp etc.

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5



APPENDIX I

DELAYED POST-TEST LANGUAGE CONTACT PROFILE

This questionnaire is a part of general research that investigates the factors affecting your English development. The responses that you give in this questionnaire will be kept confidential. This cover sheet is to allow the researcher to associate your responses with your name if needed. However, only the people entering your responses into the computer will see this name. An identification number will be used in place of your name when referring to your responses in publications. Every effort will be made to keep your responses confidential.

The information that you provide will help us to better understand the learning experiences of students of English. Your honest and detailed responses will be greatly appreciated.

Name: _____

Please indicate the English courses you have taken this year. (e.g. Academic Vocabulary, Writing Short Stories, Pronunciation etc.)

Course Name	Brief Description
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1. Describe your living arrangement in USA during your exchange year.
 - i. List the members of the family (e.g. mother, father, one 4-year-old daughter, one 17-year-old son)
 - ii. Did they speak English? Circle one: YES/NO
 - iii. Did they speak any other languages? Circle one: YES/NO (if YES, indicate: _____)
 - iv. Were there other nonnative speakers of English living with your host family? Circle one: YES/NO (if YES, indicate the language: _____)

For the following items, please specify:

- (i) How many days per week you typically used English in the situation indicated, and
- (ii) On average how many hours per day you did so.

Circle the appropriate numbers.

2. On average, how much time did you spend speaking, *in English*, outside the class with native or fluent English speakers during your exchange year?

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

3. This year, outside of class, I tried to speak *English* to:

3a. my instructor

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

3b. friends who are native or fluent English speakers

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

3c. classmates

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

3d. strangers whom I thought could speak English

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

3e. host family

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

3f. service personnel

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

3g. other; specify:

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

4. How often did you use English outside the classroom for each of the
following purposes?

4a. to clarify classroom-related work

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

4b. to obtain directions or information (e.g. 'Where is the post office?', 'What time is the train to?', 'How much are stamps?')

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

4c. for superficial or brief exchanges (e.g. greetings, 'Please pass the salt', 'I'm leaving', ordering in a restaurant) with my host family and American friends

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

4d. extended conversations with my host family, American friends or other English speakers

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

5. How often did you benefit from school and outside of school to improve your English?

5a. How often did you try deliberately to use things you were taught in the classroom (grammar, vocabulary, expressions) with native or fluent speakers outside the classroom?

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

5b. How often did you take things you learned outside of the classroom
(grammar, vocabulary, expressions) back to class for question or discussion?

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

6. How much time did you spend doing the following *each week*?

6a. speaking a language other than Turkish or English to speakers of that
language (e.g. German with a German-speaking friend)

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

6b. speaking *English* to native or fluent speakers of English?

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

6c. speaking English to nonnative speakers of English? (e.g. speaking English
to a German friend)

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

6d. speaking *Turkish* to nonnative speakers of Turkish? (e.g. speaking
Turkish with an American who knows Turkish)

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

7. How much time did you spend doing each of the following activities *outside of class*?

7a. overall, in reading in English *outside of class*

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

7b. reading English newspapers *outside of class*

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

7c. reading novels in English *outside of class*

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

7d. reading English language magazines *outside of class*

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

7e. reading schedules, announcements, menus, and posters in English *outside of class*

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

7f. reading e-mail or Internet web pages in English *outside of class*

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

7g. overall, listening to English

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

7h. listening to English television and radio *outside of class*

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

7i. listening to English movies or videos *outside of class*

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

7j. listening to English songs *outside of class*

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

7k. trying to catch other people's conversations in English *outside of class*

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

7l. overall, writing in English *outside of class*

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

7m. writing homework assignments in English *outside of class*

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

7n. writing personal notes or letters in English *outside of class*

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

7o. writing e-mail in English *outside of class*

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

7p. filling forms or questionnaires in English *outside of class*

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

8. On average, how much time did you spend speaking *Turkish* outside of class during this semester?

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5

more than 5

9. How often did you do the following activities in *Turkish* during this year in

USA?

9a. reading newspapers, magazines, or novels or watching movies, television, or videos

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

9b. reading e-mail or internet web pages in Turkish

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

9c. writing e-mail in Turkish

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

9d. writing personal notes and letters in Turkish

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

9e. writing in Turkish on platforms like WhatsApp, Facebook, Instagram etc.

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5

10. How often did you speak to your family and friends in Turkey via Skype, video calls, WhatsApp etc.

Typically, how many *days per week*? 0 1 2 3 4 5 6 7

On those days, typically how many *hours per day*? 0-1 1-2 2-3 3-4 4-5
more than 5



APPENDIX J

DIARY ENTRIES GUIDELINE

LANGUAGE

Where do you pick up new language?

Who did you ask questions about language? Who has corrected you ?

When do you feel relaxed using English? Where are you challenged using English?

Reading (newspapers, books, notices, instructions, forms)

What did you read this week and in what context?

.....

Writing (letters, forms, notes, reports)

What did you write this week and in what context?

.....

Listening (conversations, TV, radio, lectures, instructions,)

What did you listen to and in what contexts?

.....

Speaking (simple formulas, short conversations, long conversations, interviews,

Who did you speak to and in what context?

.....

Any particular incident where you felt pleased with your language awareness?

.....

Any particular incident in which language awareness caused difficulties?

.....

Goals for next week:

Identify a gap in your language awareness!

1. *Aim to improve XXX this coming week*

Sources of information which you can use: (Please circle)

TV Friends Newspapers Book Grammar Book Dictionary Email

CULTURE

(Politics, events, society, statistics, historical information, life style, bureaucracy, people, student life, course of study, university system, science, humor, food, arts, etc....)

Choose at least two of these and give some information below

Topic for comparison:

.....

Source of information:

.....

What is different to your own culture? How/Why?

.....

Any particular incident where you felt pleased with your cultural awareness?

.....

Any particular incident in which cultural awareness caused difficulties?

.....

Goals for next week:

Identify a gap in your cultural awareness!

2. *Aim to improve XXXX next week*

Sources of information which you can use: (Please circle)

TV Friends Newspapers Book Email Internet

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