

**2017 CLIC Conference on Study Abroad:
Understanding the Study Abroad Experience**

Abstracts

THE ROLE OF SOCIAL MEDIA IN SECOND LANGUAGE IDENTITY DEVELOPMENT IN STUDY ABROAD

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The majority of the studies on Second Language Acquisition (SLA) in study abroad context rely on data collected from participants' self-reported experience using classic methods such as pre and post sojourn interviews. Those data appear to be insufficient to report in depth and in details the changes in students' Second Language Identity (SLI) that occur during study abroad. Widespread use of social media has radically changed not only the ways in which students socialise but also their modes of self-presentation. The aim of this paper is to look at the role of social media in SLI development in study abroad. This research will investigate the impact of these changing modes of engagement with home and host countries on the SLI development during study abroad, focusing on 10 students of French from a university in Sydney, Australia, who are studying in France or Switzerland for one year as a case study. My research draws on pre-departure and post-sojourn semi-structured interviews triangulated with a contextualised discourse analysis of the students' posts, comments and any relevant publications, including pictures on Facebook during their study abroad. This innovative methodology combined with the length of the sojourn abroad and the number of participants will bring a new insight in the field of SLI development in study abroad context.

EXAMINING THE EFFECTS OF STUDY ABROAD ON THE LISTENERSHIP OF JAPANESE EFL UNIVERSITY STUDENTS

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Presently, little is known about the effects of study abroad (SA) on foreign language learning and, in particular, on pragmatic competence (Cutrone & Datzman, 2015). This study will focus on the conversational skill-set known as Listenership, which can be briefly defined as the ability of a conversational participant to provide adequate listener feedback when they are listening to someone speak. Several studies into this phenomenon have shown that the listenership of Japanese EFL speakers (JEFLs hereafter) differs to that of native-English speakers in many respects (Cutrone 2005, 2014; Maynard 1990, 1997; White, 1989), and such differences often

lead to miscommunication, negative perceptions and stereotyping across cultures (Cutrone 2013; Blanche 1987; Boxer 1993; LoCastro 1987). Although JEFs have experienced great problems in this area, listenership remains largely neglected in EFL pedagogy in Japan (Capper, 2000; Cutrone 2016). There has, however, been some speculation that SA might have an especially positive influence on learner's pragmatic competence (Tanaka & Ellis, 2003). Hence, the purpose of this study is to help fill the gap that currently exists in the research.

This longitudinal study can be divided into two parts relative to the length of the participants' time abroad: short-term (1 month) and long-term (6-12 months). A total of 26 Japanese university students are participating in this study; 20 students were involved in the short-term SA phase of the study, while 6 are currently involved in the long-term SA phase of the study. Each student was (or will be) given pragmatic tests at three points in time: within five days of going abroad (pre-test), within five days of returning to Japan (post-test 1), and approximately one month later (i.e., post-test 2, the delayed post-test). Each of these tests involves participating in an intercultural conversation with a native speaker of English, completing a questionnaire and being interviewed. To determine the efficacy of preparatory instruction, half of the students in the short-term phase (N = 10) and half of the students in the long-term phase (N = 3) were given pre-SA instruction on listenership. This consisted of three (2-hour) instructional sessions whereby the teacher drew students' attention to various features of conversation, engaged them in discussions on the implications of cross-cultural communication styles and, subsequently, taught them the 'so-called' rules of listenership in English (Cutrone 2010). The data was (or will be) analyzed according to the following assessment criteria of L2 listenership: the ability to approximate the backchannel norms of proficient speakers of English, willingness to communicate, the ability to initiate conversational repair strategies in situations of non-understanding, and Intercultural Communicative Competence. While this study is currently ongoing, the initial results from the short-term SA phase of the study point to the benefits of SA, particularly on the learners who received instruction prior to SA. Such findings provide support for the pre-teaching of listenership to JEFs endeavoring to SA. Further implications related to theoretical constructs, such as Schmidt's (1993) Noticing Hypothesis and the role of consciousness in language learning (Explicit vis-à-vis Implicit learning), will be discussed.

EVALUATIVES DURING STUDY ABROAD: LINGUISTIC AND INTERCULTURAL COMPETENCE DEVELOPMENT

Lori Czerwionka (Purdue University, USA)

The current investigation focuses on the use and development of evaluative expressions by English-speaking learners' of Spanish during a studying abroad experience. Evaluatives are pragmatic acts that are afforded by the context, which includes the speaker's prior experiences (Blackwell, 2010; Mey, 2001). Evaluatives subjectively express a speaker's attitude or stance, create intersubjectivity, or structure discourse (Thompson and Hunston, 2000, p. 6). As linguistic expressions of attitude, this investigation offers insight into learners' subjective stances and their linguistic development over the period abroad. Furthermore since attitudes, along with knowledge and skills, are one of the three central tenants required for intercultural competence (Bennett, 1993, 2008; Gertsen, 1990; Gudykunst, Ting-Toomey, & Wiseman, 1991), we also gain

insight into learners' paths towards intercultural competence. Interviews with 36 English-speaking learners of Spanish at the beginning and end of a six-week program in Spain were analyzed. The 72 interviews were recorded, transcribed (180,000 words), and coded for positive and negative evaluatives. Pre- and post-program data were analyzed quantitatively and qualitatively, in response to three research questions: (RQ1) Do learners use different quantities of evaluatives, operationalized relative to the amount of discourse produced, at the beginning and end of the program? (RQ2) Does the valency (i.e. positive vs. negative) of learners' evaluatives change over the period abroad? (RQ3) What linguistic forms (e.g., personal deixis, clause type) are used to express evaluatives at the beginning and end of the program? Regarding RQ1, it was hypothesized that learners would use more evaluatives at the beginning of the program than the end. This hypothesis is based on the finding that evaluatives are used when the object being evaluated does not align with a speaker's preconceived expectation (Blackwell, 2010). For RQ2, intercultural competence literature theorizes that certain attitudes, knowledge, and skills promote intercultural competence. If the three components function within one process of intercultural competence development, as proposed by Spitzberg and Changnon (2009), the development of one component would encourage development of others. Learners gained intercultural knowledge over the program (Author et al., 2015), and thus it is hypothesized that their attitudes expressed via evaluatives will evidence a greater positive valence at the end of the program relative to the beginning as an indicator of accommodation. Regarding RQ3, it is expected that learners will use an increased variety of linguistic forms to 'do' evaluatives at the end of the program compared to the beginning, since prior research has demonstrated a pragmalinguistic trend towards increased variety of utterance types with other speech acts (Félix-Brasdefer, 2007). Additionally, considering that 'doing' evaluation is a skill that contributes to intercultural competence, and since knowledge increases over the program, development of skills is also hypothesized. Currently, all data have been transcribed and coded. Preliminary analyses support the hypotheses. Complete analyses will be presented and results will be discussed as they relate to the pragmatic act of evaluation for study abroad learners, what these acts indicate about the study abroad context, the pragmalinguistic development of learners, and the theoretical relationship between attitudes and intercultural competence development.

'BECAUSE IT'S FAR FAR AWAY': CONSTRUCTING IDENTITIES DURING PERIODS OF SOCIOCULTURAL /LINGUISTIC TRANSITION

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Enhanced language skills are a common (and worthy) aim for many study abroad (SA) students. However, proficiency is only one aspect of this rich experience. Although notions of proficiency have guided much of the quantitative research on SA, qualitative research typically privileges participants' experiences as they go about "accomplishing everyday life" in their new contexts (Polyani, 1995, p.274). To capture these lived experiences, a focus on identity offers a valuable lens. By focusing primarily on transition periods, this study contributes to the growing area of identity-focused studies in SA (see Kinginger, 2013).

This study adopts a novel bidirectional approach to examine how eight exchange students (French and Francophone participants in New Zealand and New Zealanders in France) navigate transitions to and from the host country. It seeks to uncover the micro-processes involved in using language to construct identities by investigating interactions both in and out of educational contexts. Negotiating access to desired identities is not a one-way pursuit; this negotiation necessarily involves members of the host society and opportunities for interaction in different settings. Informed by poststructural views of language and identity, including investment (Norton, 2013), imagined communities (Anderson, 1991), and positioning theory (Davies and Harre, 1990) the current investigation employs a social constructionist approach to capture the emergence of salient identities in interaction rather than starting from fixed assumptions of categories which may (or may not) be of importance to participants. Data have been gathered by way of recorded naturally-occurring interactions (4 hours per participant) and ethnographic data collection, including interviews (5 hours per participant), informal observations (over 30 hours per participant), and social media accounts. I prioritise discourse analysis to acknowledge the layers of meaning in any interaction.

This paper focuses on selected data from two participants, one from France studying in New Zealand's capital city of Wellington, and the other a 'Kiwi' studying in Paris. I explore how they engage and index their identities in interaction with their language buddies and online via Facebook. Transitions are shown to be affected by pre-departure expectations, ground-level interactions, and visions of one's future self. Data indicate that while transitions are experienced differently by participants, common themes still arise. As a key example, nationality is made relevant by all participants, but the instantiation varies, a finding which calls into question the inadequacy of homogeneous labels.

The research has the potential to enrich our understandings of the SA experience, and notably add depth to understandings of the transition phase – a period commonly acknowledged as critical, yet underexplored. The study will be of interest to identity-based scholars in applied linguistics, sociolinguistics, and study abroad, as well as educators, course programmers, policy makers, language teachers and learners.

DOING ANTI-RACISM THROUGH MANDARIN: A MUSLIM STUDENT IN CHINA

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Despite various initiatives, ethnoracial minority groups have been and continue to be underrepresented in the overall population of American study abroad students (Institute of International Education, 2015). Research has shown that minority students may experience racialization while overseas (Talbur & Stewart, 1999). But with the exception of one study (Anya, 2016), it remains unclear how ethnoracial minority students may engage in (re)negotiation and (re)construction of their racial identity when they study abroad. This paper seeks to address this question by focusing on one student, "Shiba" (a pseudonym). A Palestinian-American male from a Muslim family, Shiba grew up in a predominantly White city in Northwestern America. His personal experience with race intersected with social histories of the United States. Because of

his ethnoracial identity, Shiba experienced discrimination and even bullying during his childhood. His sojourn in China took place during the summer of 2016, when racialization and marginalization of Muslim communities became routine in political and public discourses in the U.S. Against this historical backdrop, this study looks at how Shiba constructs, manages, and authenticates a non-White, anti-racist identity through his use of Mandarin during his time in China. Drawing from theories of identity and power (e.g., Norton, 2000), data were collected from the following sources: interviews with him and his Chinese roommate, audio recordings of their routine conversations, surveys, posts on the social media, as well as field visits to the study abroad center and his dorm. In both his conversations and his interviews, Shiba frequently associated Whites with colonialism and America's continuing involvement in the Middle East. But he also internalized societal discourses that connect Palestine and Muslim with terrorism. Therefore, he saw China as a model of peacefully resisting American hegemony and White privileges. Speaking Mandarin thus became his tool to seek for an alternative identity that is non-White, anti-racist, and counter-hegemonic. In order to do so, he frequently referred to the Whites using the pejorative Chinese word *guizi* ("foreign ghosts"), a term that appeared in China during British imperialism. In addition, Shiba's middleclass family hired a Chinese nanny who originally came from Sichuan to take care of him when he was a child, from whom he learned to speak Sichuan-accented Mandarin. Although his nanny had returned to Sichuan, he continued to manage his Mandarin accent to sound like someone from Sichuan. Using this accent, Shiba identified himself with Chinese Americans during his time in China to further authenticate his non-White and counter-hegemonic identity in the local communities. Shiba's experience highlights the importance to examine institutionalized discourses about race in America in order for us to understand why such ethnoracial minority students choose to (or not to) learn foreign languages and study abroad. As Shiba decided to transfer to a Chinese university for the rest of his college education at the end of this project, we are left with the task to further study – and perhaps empower too – ethnoracial students in foreign language classrooms and study abroad destinations.

THE METHODOLOGICAL CHALLENGES OF USING FACEBOOK TO RESEARCH STUDY ABROAD

Anja Dressler & Roswita Dressler (University of Calgary, Canada)

Social media and technology use among study abroad (SA) sojourners has changed the nature of the SA experience. Students stay connected while abroad by means of a various social media platforms, usually making use of multiple ways to communicate (Godwin-Jones, 2016). Among those platforms, Facebook is by far the most popular (Duggan & Smith, 2013). Although the use of Facebook during SA is emerging as an area of scholarly interest (Coleman, 2013; Kinginger, 2009, 2013; Mitchell, Tracy-Ventura, & McManus, 2015), research addressing the methodological challenges of using Facebook, whether in general or for SA, is surprisingly scarce (Back, 2013; Kosinski, Matz, & Gosling, 2015). Back (2013) noted a heavy reliance on self-report data in other SA studies using Facebook. Considering the challenge of relying on participant recall, she recommended supplementing those data with a look at actual Facebook posts. She "friended" her participants as a means to gain access to their posts and analyze them

for language use. This method proved effective for an in-depth qualitative study of three participants. Kosinski, Matz, and Gosling (2015) documented their success with large scale studies in which Facebook users completed a quiz for the reward of accessing a personality assessment, while also consenting to the use of their quiz answers as data. Both research studies emphasized the particular advantages that researching using Facebook can provide: access to personal data - in-depth and naturalistic on the one hand and large-scale and quantitative on the other. They also identified a number of challenges. Primarily, these challenges point to the need for new understandings of study design and ethics. This paper joins theirs in providing increased understanding of how to use Facebook in (SA) research. Additional methodological understandings emerged during one SA research study in which Facebook posts from one sojourner's two separate SA experiences revealed the sojourner's identity positioning (Author, in press). Methodological challenges arose and were addressed during the data collection, analysis and writing phases. Challenges during the latter phase arose when reviewers made requests for clarification or improvement that necessitated addressing or clarifying methodological choices. The results reveal that Facebook provided unique affordances and challenges. These affordances included the ability to request and work with a complete data set, rather than recall or screen shots; to provide both an -emic and -etic perspective, through the inclusion of the sojourner as co-researcher; and to analyze changes in identity positioning over time, through the availability of date stamps on posts as well as data in context. Challenges included framing Facebook as micro-narratives within the writing of the research, documenting the otherwise undocumented dynamic and changing nature of Facebook, and addressing the ethics of working with a multimodal and socially-connected platform in light of traditional understandings of ethics held by Institutional Research Ethics Boards. This paper adds to our understanding of the methodological challenges of using Facebook, especially in the context of SA research.

STUDY ABROAD IN CHINA: A CASE STUDY OF ETHNIC CHINESE AND AFRICAN- AMERICAN COLLEGE STUDENTS

Hang Du (Middlebury College, USA)

This study draws data from a corpus of over half a million (503,593) characters of transcribed speech from 25 students enrolled in 11 US institutions who studied in China during the 2013-2014 academic year. Preliminary analysis of this corpus confirms the findings of Du (2015) that in general, American college students studying in China have a distinctive foreigner identity, and they tend to use such an identity to their advantage. However, the experiences of ethnic Chinese American students and other minority students often did not follow this pattern. This presentation will focus on a group of such students, namely, three Chinese Americans and two African Americans, each from a different college in the US. The study was conducted in a program run by an American liberal arts college and another US-based organization. The students who are the focus of this study studied in two Chinese cities. The main data were transcriptions of recorded monthly individual face-to-face or Skype conversations in Chinese with me, a Chinese

teacher. I didn't know these students before the study except one. Each recording lasted 30-40 minutes. There were four recordings for each of the four students who studied in China for one semester, and seven for the student who studied in China for a year. These conversations were conducted in Chinese partly because there was a language pledge in the program, but more importantly, because "...stories told in the language in which the original events took place are higher in emotional intensity and amount of detail" (Pavlenko, 2007, p. 171). Data also included scores of a computeradaptive proficiency test that students took before and after studying in China. Data were analyzed qualitatively with the software MAXQDA, and quantitatively using corpus linguistics research methods and the software AntConc. Results show that quantitatively, all five students made progress in their overall Chinese proficiency, in terms of standardized test scores, lexical diversity, and amount of language produced in each conversation. Qualitatively, the following themes emerged: personality, prior cross-cultural experience, expectations, and Chinese proficiency. Students who were outgoing, had a good sense of humor, and were comfortable in their own skin tended to have a larger social network outside the classroom, and reported positive experiences. The same was true with students who had prior cross-cultural experiences. Interestingly, the student who had the least enjoyable experience, and reported being "discriminated against" by native Chinese people, is ethnic Chinese and had the highest level of Chinese proficiency. Possible explanations could be found in her personality and expectations. This study shows that the students' diverse experience in China was determined by a variety of factors that interacted with each other. Suggestions for helping students improve their experience will be discussed.

EFFECTS OF CROSS-CULTURAL IMMERSION AND CULTURAL COMPETENCE FACILITATION STRATEGIES ON SPEECH-LANGUAGE PATHOLOGY STUDENTS

Holly Durr & Todd V. Fletcher (University of Arizona, USA)

According to a demographic report published by ASHA (American Speech-Language Hearing Association) in 2013, less than 8% of registered ASHA members (including speechlanguage pathologists, audiologists, and clinical assistants) identify as members of a minority. In comparison, statistics from the U.S. Census show that 27.6% of the U.S. population identifies as a member of a racial minority. There is a growing need for culturally competent speech-language professionals to better assess, treat, and meet the needs of clients from culturally and linguistically diverse backgrounds. As discussed in a report on "Cultural Competence in Speech-Language Pathology: A Review of Where We Are and Where We Go" (Perry, 2012), culturally and linguistically diverse clients with communication disorders are not having their needs met because there is not sufficient professional training to develop these cultural competencies. With this concern in mind, what methods can be applied in cross-cultural immersion settings to develop cultural competency skills that are specific to speech-language pathology students, and what are the long-term outcomes as these students deliver services in their professional and clinical work? This study evaluates different strategies that students in the speech and language

sciences can apply in order to become more culturally competent and aware of their future clients' needs. The subject pool consists of five female students who spent seven weeks in Guanajuato, México as a part of the Verano en México study abroad program. They participated in homestays, enrolled in a course about cultural and linguistic diversity in exceptional learners, learned about history and culture through excursions, and administered speech-language therapy in local schools. Using objectives outlined in the literature (Horton-Ikard et al., 2009), five key strategies were targeted throughout the program to focus on the growth of cultural competence. The methods that were used in the study included both quantitative and qualitative assessments. Subjects completed a pre- and post-immersion profile and cultural intelligence scale that takes into account language proficiency, cultural exposure, previous travel experience, and academic coursework relevant to diversity and bilingualism. Each week of the program, participants documented their experiences through interviews that evaluated what they learned from the cultural competence facilitation strategies. Two months after returning to the U.S., the participants completed a follow-up assessment and interview to provide insight into the long-term effects of the study and how their experiences have influenced their ability to work in professional and clinical settings with diverse clients. The findings from this study suggest that cross-cultural immersion alone can develop cultural competence, but is greatly improved by the addition of specific strategies targeting a transfer of theoretical knowledge to hands-on clinical skill and practice. By regularly assessing students with a focus on cultural competence, they can engage more with their learning. Results will be provided demonstrating the gains of participating in a study abroad program. These findings can be applied to other cross-cultural immersion programs to continue developing training materials for students to expand their diversity skills, awareness, and intercultural competence.

PERCEPTION OF HOST AND OWN CULTURES AND INTERCULTURAL COMPETENCE IN SEVEN GENERATIONS OF SHORT-TERM STUDY ABROAD STUDENTS

Peter Ecke (University of Arizona, USA)

To what extent do US college students' perceptions of and attitudes towards the host culture and their own culture change during short-term study abroad? Does their predisposition to develop intercultural competence change over time? Some previous studies show that culture learning can be among the areas in which learners make the most progress during study abroad. Others find that study abroad can result in learners having more negative attitudes about the members of the target culture, and a decrease in their integrative motivation. In this study, we explore aspects of US college students' intercultural competence development in a one-month summer study program in Germany. 135 university students of seven program generations participated in the study in which we compared participants' perceptions of and attitudes towards members of their own culture and the host culture, as well as their predisposition to develop intercultural competence before the start of the study abroad program with corresponding measures at the end of the program. We found that the attitudes and assumptions about members of the host

culture remained relatively stable over the duration of the study abroad period whereas the attitudes and assumptions about members of participants' own culture changed significantly from pre-program survey to post-program survey. We illustrate how and explore why the perception of students' own culture changes during the program. Personality traits that have been suggested to facilitate culture learning and intercultural competence development showed variation only in very few attributes during the short-term stay abroad. In an additional analysis, we explore the extent to which the reported general patterns vary between specific program generations. Findings are interpreted in relation to other research on study abroad effects and intercultural competence development. It is argued that assessing potential changes in students' perceptions of own and other cultures and their intercultural competence can be an important part of study abroad program evaluation and that survey studies can serve as diagnostic tools to identify potential program issues.

THE EFFECT OF COMMUNITIES OF PRACTICE ON L2 ACQUISITION DURING STUDY ABROAD

Laura Edwards (Illinois State University, USA)

Students who study abroad have the opportunity to immerse themselves in the local language and culture creating the possibility of significant proficiency gains in the second language (L2). However, this theoretical opportunity does not always come to fruition for many reasons, such as program length, living arrangements, identity, social networks, student dispositions, and the effect of social media (e.g., Block, 2006; Downey & Gray, 2012; Huesca, 2013; Lindseth, 2010; Martinsen, 2010; Pavlenko, 2002; Segalowicz, 2004). The quantity and quality of L2 contact with members of the local community is another factor that may affect L2 acquisition abroad (Kinginger, 2009). One framework for understanding social interaction during study abroad is communities of practice (CoP), that is, a community created over time by sustained pursuit of a shared enterprise or a common goal (Wenger, 1998). Likewise, legitimate peripheral participation (LPP) is an aspect of membership in a CoP wherein newcomers progressively become members through gradual and increasing participation with the group (Lave & Wenger, 1991). Given the call for more qualitative research on language learning in study abroad (Kinginger, 2009) this case study examines one study abroad participant's experiences learning L2 French in two local CoPs: his host family and a local gaming group. The participant was a 22-year-old American undergraduate French Education major who studied abroad at a French language learning institute in Angers, France, during the spring semester of his junior year. Based on the analysis of four semi-structured interviews in French and English, journals and weekly surveys, results indicate that the student became a member of each CoP through observation and gradual participation. In the gaming CoP, for example, the student transitioned to becoming a member first by observing games and discussions from the periphery, then by gradually participating as other members invited him to take part. Likewise, with his host father, the student first listened and observed until he learned most of the expected household rules as well as common expressions that his host father used and taught him. Once he felt comfortable with the rules, he spent more and more time in daily activities and excursions with his host father. As his membership in both CoPs became more established, he became more confident in his L2

identity. He developed an increased understanding of gestures, L2 expressions, and tools used that made him feel part of the community. This student's experience suggests that joining local CoPs during study abroad can benefit study abroad participants in various ways, including facilitating L2 learning, improving confidence in using the L2, building meaningful relationships with local people, and allowing students to further develop an L2 identity.

INNOVATING METHODOLOGICAL PRACTICES IN STUDY ABROAD RESEARCH: NEW TOOLS FOR TRACKING LANGUAGE USE DURING THE ABROAD EXPERIENCE

Lorenzo García-Amaya (University of Michigan, USA)

As interest in study abroad (SA) research has increased substantially in the last decade, so too has the interest in understanding the relationship between linguistic gains and learners' L2 use (speaking, listening, writing and reading) while they are abroad. Although the battery of data collection instruments available for assessing learners' linguistic development continues to increase with new assessment methods, the current 'toolkit' of data collection instruments for tracking learners' language use while abroad is rather limited. Since the publication of Freed et al. (2004), the Language Contact Profile (LCP) has served as the standard questionnaire for collecting data on language use in SA research. The LCP includes 'pretest' and 'posttest' versions that are administered to learners at the beginning and end of the experience abroad, respectively. The pretest includes questions about language learning background, and the posttest contains questions about the amount of L1 and L2 use during the abroad experience. In this project we compare results obtained by the LCP with those of a new instrument designed to provide a more detailed snapshot of language use during the SA experience. We conducted two studies to assess L1 and L2 use in two groups of English-speaking L2 learners of Spanish. The two groups participated in different 6-week SA programs in Spain. The first group included 27 learners who completed the pretest and posttest versions of the LCP. An exhaustive analysis of learners' responses revealed that the LCP was useful for compiling background information and language use prior to traveling abroad. However, we were unable to pinpoint specific developmental patterns of L1 and L2 use over the course of the SA experience. This is because the questions were open-ended in format and focused on the SA experience globally, rather than on individual weeks or days. Given these drawbacks, a new instrument, called the Daily Linguistic Questionnaire (DLQ), was designed to track daily L1 and L2 use for a second group of 43 L2 Spanish learners. The DLQ is a more nuanced questionnaire that allows learners to report information about language use in minutes rather than in hours or days, as in the LCP. The DLQ is also administered daily through an online platform, rather than at the end of the SA experience and with paper-and-pencil, as in the LCP. The questions focus on language use inside and outside of the classroom (social and online interactions, service encounters, etc.). We generated a total of 41 DLQs (1 per day spent abroad), and asked learners to complete them daily on any electronic device with Internet access. Of the total 1763 DLQs that were administered (43 learners X 41 days abroad), 76% were completed over the course of the abroad experience. The

responses from the DLQs proved more informative than the LCP for tracking relative L1 and L2 use over the course of each learner's SA experience. Finally, we correlated learners' language use data with measures of linguistic and interactional development (metrics of oral fluency and its underlying cognitive underpinnings, and grammar skills).

VARIABLES AFFECTING THE MAINTENANCE OF L2 FLUENCY POST-STUDY ABROAD IN THE SHORT AND LONG TERM

Amanda Huensch, Nicole Tracy-Ventura, Judith Bridges, & Jhon Cuesta (University of South Florida, USA)

While research on study abroad has demonstrated that one of the main areas where learners typically make gains is oral language fluency (e.g., Du, 2013; Mora & Valls-Ferrer, 2012), less is known about what happens to those gains once learners return home. This is because the majority of research has followed a pre-posttest design without the addition of a delayed posttest. Investigating to what extent learners maintain the gains made in L2 fluency over time, both in the short term and long term, is an important area of research to pursue because it has the potential to contribute to our understanding of foreign language attrition (Schmid & Mehotcheva, 2012) and those individual and contextual variables that influence it. As a result, the research questions in the current study addressed the extent to which variables such as post-study abroad language exposure, peak fluency attainment, and proficiency can explain the utterance fluency of learners four months, eight months, and 4 years after returning home from study abroad. This presentation will describe the results of a 5-year longitudinal study that explored the development and maintenance of second language fluency by English L1 university students majoring in Spanish (n = 15) and French (n = 15) who spent nine months residing abroad in a Spanish- or French-speaking country. Data were collected 7 times between May 2011-May 2016: before going abroad (May 2011), three times while abroad (October 2011, February 2012, May 2012), twice the year immediately after returning home (their final year of university: October 2012, February 2013) and most recently in May 2016, three years after graduating with their bachelor's degree. In addition to completing an oral proficiency test and a variety of other language measures and questionnaires related to language use, participants orally retold a picture-based narrative. The narratives were transcribed in CLAN following CHAT conventions (MacWhinney, 2000) and coded for filled pauses, repetitions, and corrections. Measures of speed, breakdown, and repair fluency (Skehan, 2003; Tavakoli & Skehan, 2005) were calculated based on coding of speech and pausing in Praat (Boersma & Weenik, 2015). Thus far results at the four and eight months post-study abroad demonstrate that gains made in speed fluency were mostly retained, whereas the majority of the results for measures of breakdown fluency showed significant attrition (e.g., number of silent and filled pauses). Only gains made on the measure of mean length of pause within ASU were maintained after 8 months post-study abroad. Repair fluency did not improve during study abroad (see Authors, under review) and the same result was found post-study abroad as well. Results of the newest data collection point, 3 years after graduating from university, are still in progress. These results will be compared to the other post-study abroad points and multiple regressions will be run to investigate those variables which are the

strongest predictors of fluency maintenance after study abroad in the short and long term. Implications for post-study abroad instruction, study abroad research, and SLA research focusing on foreign language attrition will be discussed.

THE NATURE AND ASSESSMENT OF THE STUDY ABROAD (SA) CLASSROOM & THE FACILITATION OF EFFECTIVE SA PROGRAMS

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Recent research validates the high value that study abroad (SA) experiences have traditionally been known to impart as they relate to intercultural learning and global awareness, second language acquisition (SLA), disciplinary learning, and other positive long-term effects. Through the years SA studies have been carried out that focus on the development of various competencies (linguistic, pragmatic, sociolinguistic, interactional and intercultural) in students who participate in study abroad programs (Churchill & DuFon 2006; Lafford & Collentine 2006; Lafford & Uscinski 2013; Magnan & Lafford 2012). More recent topics of interest in the SA literature include the effects of individual characteristics, heritage identity, and the use of technology on student learning outcomes. Despite the rich academic tradition of studies of SLA in SA contexts, to date there has been no published research on the nature of the teaching context of language and content classes in SA environments, where students receive input and formal instruction in university-level programs during their stay in the host country. Nor have there been studies published to date on the evaluation of pedagogical practices and student learning outcomes in various types of SA programs. In recent years, regional accreditation processes for higher education in the United States have emphasized the importance of assessment of student learning outcomes when evaluating academic programs. Domestic (U.S.) second/foreign language programs undergo this type of outside assessment every few years with the goal of measuring the attainment of disciplinary standards (e.g., ACTFL National Standards and proficiency scale) and proposing improvements to programs to assure the maintenance of a high quality of second/foreign language instruction (Watanabe, Norris, & González-Lloret 2009). However, in contrast to these established assessment procedures of second/foreign language programs that take place regularly in the U.S. and the publication of studies on domestic program assessments, to date no studies have been published that describe the contexts of SA language programs and evaluate the pedagogical practices used in second language classrooms in study abroad contexts (McLeod & Wainwright 2009). Although study abroad offices often produce data based on surveys of students' opinions of their SA programs (Durrant & Dorius 2007), it is not clear that those data and the published studies truly reflect the quality of pedagogical practice occurring in SA language classrooms. As an initial attempt to describe what is happening in the target language SA classrooms, a survey was administered to SA program directors in Spanish-speaking countries offering courses in Spanish. Results from the survey will describe SA program types, student interaction, assessment, methodological approaches, and pedagogical interventions in these programs. This will be followed by a

discussion of how the results of SA research and the survey can help inform the creation of ecologically-valid learning outcome objectives and effective pedagogical interventions (ecologically valid materials, tasks/activities, and assessments) for teaching a second language in SA classrooms abroad, and facilitate the development of effective SA programs.

BEYOND THE NATIVE-SPEAKER MODEL IN STUDY ABROAD: AN IN-DEPTH QUALITATIVE INQUIRY OF JAPANESE COLLEGE STUDENTS LEARNING TO USE ENGLISH AS A LINGUA FRANCA IN THAILAND

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The overall purpose of this study is to longitudinally investigate how international students learn to interact with each other through English and multilingual resources in informal settings while enrolled in English-medium international programs in Thailand. While English undoubtedly plays a key role in globalization of education, it is important to note that the usage of English as a lingua franca (ELF) need not conform to a uniform variety. Since ELF users typically possess rich multilingual resources in addition to English, recent research characterizes ELF as variable manifestations of multilingualism, rather than a stable language variety (Jenkins, 2015). From this emerging perspective, competence in ELF encompasses the ability and openness to accept linguistic differences, adjust his/her style of communication, and even incorporate other linguistic and multimodal resources for local purposes (Canagarajah, 2013). These skills are of relevance to all users of English who shuttle between global contact zones in today's world, regardless of the first language background. Accordingly, recent ELF studies have offered a number of empirically-informed pedagogical recommendations that transcend native-speaker norms (Bayyurt & Akcan, 2015; Seidlhofer, 2011). However, apart from some notable exceptions (e.g., Kalocsai, 2014; Smit, 2010), study abroad in ELF contexts has received little scholarly attention to date in spite of its apparent educational potential in cultivating participants' competence as multilingual users of ELF. With the goal of contributing to this under-explored yet promising line of scholarship, this presentation reports on an ongoing qualitative inquiry of Japanese college students' learning experience while enrolled in an international business English communication program in Thailand. Methodologically, the study employs interview, participant observation, and fine-grained analysis of naturally-occurring interactions collected over the course of a semester. By combining these methods within the framework of language socialization (Duff & Talmy, 2011; Garrett & Baquedano-López, 2002; Schieffelin & Ochs, 1986), the larger study seeks to produce a holistic understanding of the participants' social networks and communication practices, as well as longitudinal changes in these two areas. In particular, taking recurring practices as "the primordial site of sociality" (Schegloff, 1986, p. 112), the current presentation focuses the following three questions: (a) What routine activities do the participants engage in outside the classroom?; (b) How are the activities interactionally organized?; (c) What changes can be observed over time in their patterns of participation in interaction? In addressing these questions, the presentation discusses the participants' learning processes and outcomes with respect to competence to use ELF beyond native speaker standards. Casting fresh light on the

relationship between globalization and language learning, findings of the study will offer a unique contribution to the study abroad literature, which tends to treat native speakers of the target language as the ultimate model for learning. The study will also offer useful implications to various stakeholders, including administrators of English-medium programs, language educators, and policymakers, who are looking to design programs that provide participants with opportunities to cultivate competence as multilingual users of ELF.

CROSS-CULTURAL CONVERSATION PARTNERSHIPS AND STUDENTS' LINGUISTIC AND CULTURAL GROWTH WHILE ABROAD

Lisa Kuriscak (Ball State University, USA)

This pilot study investigated the impact that engaging in Spanish-English conversation exchanges with locals in Spain had on U.S. students' perceptions of their linguistic and cultural growth abroad as well as how their participation in these exchanges affected their overall sense of satisfaction with their integration into the local community. Kolb's (1984) Learning Cycle is useful for describing the process through which study abroad students pass when engaged in such learning outside of the classroom—from concrete experience to reflective observation, abstract conceptualization, and, finally, experimentation. Essentially, the student has an experience or makes an observation, reflects on it, makes meaning of it, and comes back to it again to apply what was learned. This theory dovetails well with research in study abroad and second language acquisition that has shown for some time that merely being abroad does not produce greater language gains; rather, what students do during their time abroad and the guidance they receive on-site matter more than just length of time abroad (e.g., Cohen et al., 2005; Collentine & Freed, 2004; Freed et al., 2004). This guidance comes from their professors and program staff (U.S. or local), their host families (which are often the only sustained contact with locals that students get), or, as in the present study, local conversation partners. A recent review of the literature suggests that no studies have investigated the effect that conversation partners have on students' experiences from the perspective of student perception data. Thus, this study lays the groundwork for a larger study by investigating students' attitudes toward the conversation exchanges, what was most important to them while abroad, and their overall impressions of the impact that the conversation partner experience had on their learning, growth, and integration abroad. How connected students felt to their conversation partners is contrasted with how they felt toward their U.S. student cohort, host family, and faculty/staff. The following research questions guided this study: What are students' priorities for their study abroad experience (i.e., studying, going out, integrating themselves in the local community, and speaking in Spanish)? Is there consistency between what students wanted to get out of their experience abroad and what they felt they actually got out of it? What effect do the logistics (i.e., how often they met with their partner[s], age and gender differences, topics of conversation, location of conversations, etc.) have on students' sense of satisfaction with the exchanges? The data come from a detailed case study (interview data) of one student and survey data from 16 students who participated in conversation exchanges. Participants studied abroad in a six-week

summer program in Spain, which included living with host families, taking classes for academic credit, going on weekly program excursions, and having the choice to engage in out-of-class learning opportunities (informal internships/volunteer projects and conversation exchanges with locals). Results suggest that the exchanges can be a powerful tool for integration and linguistic and cultural growth. Implications will be discussed so as to be informative for both faculty as well as program staff.

LEARNER STATUS AND LINGUISTIC DEVELOPMENT DURING STUDY ABROAD: A COMPARISON OF SOCIO- PRAGMATIC DEVELOPMENT AMONG UNIVERSITY STUDENTS AND AU-PAIRS IN A HOME-STAY CONTEXT

Annarita Magliacane & Martin Howard (University of Naples Federico II, Italy & University College Cork, Ireland)

While study abroad research has predominantly focused on university students in an educational context during study abroad, a key question to be explored in the study abroad literature concerns the role of learner status while abroad. Learner status concerns the learner's *raison d'être* during his/her sojourn abroad, whereby educational studies, employment or simply leisure constitute the primary options available, with potential implications for the scope, type and characteristics of interactional opportunities that ensue. The potentially differential characteristics relate to the quantity, quality, frequency, duration, and intensity of L2 input exposure and interaction, as well as the range of L2 interlocutors who engage with the learners. If folk-linguistic belief holds that study abroad constitutes an optimal combination of instructed and naturalistic language exposure, then the issue of the optimal status of the learner in the target language community to enhance input engagement opportunities raises pivotal questions surrounding the potential of study abroad to impact the learner's socio-pragmatic development.

Against this background, this paper addresses such issues in a comparative longitudinal study of Italian L2 learners of English during a six-month study abroad experience in Ireland. The learners were university students ($n=14$) and au-pairs ($n=14$) whose accommodation arrangements also differed. Spoken data were elicited in the form of a sociolinguistic interview, complemented by a sociolinguistic questionnaire. The learners' socio-pragmatic development was tracked longitudinally during the duration of their stay in Ireland with a view to illuminating potential differences and similarities in their use of a number of discourse markers in terms of emergence of use of those markers, frequency of use, and the characteristics of their use of those markers in relation to a number of linguistic and discursive factors in context. The markers concerned use of 'like', 'you know', 'I mean', and 'well', which were subject to quantitative analysis, and the findings are compared with a native speaker corpus.

LANGUAGE OUTCOMES ASSESSMENT IN A STUDY ABROAD PROGRAM

Asun Martinez (University of Nevada, Reno, USA)

Two important objectives of any evaluation of any study abroad program are to show the linguistic outcomes to external stakeholders and to point to areas or aspects that are in need of improvement (Engle and Engle, 2004; Norris, 2016, Davis, 2016; Norris, Davis, Sinicrope and Watanabe, 2009). In this presentation we describe the cyclic evaluation process of a language program in a study abroad context, where boundaries between the classroom and the street necessarily blur. We first measured language proficiency with a multiple choice test but we soon realized that the second objective was not met. That is, it was hard to draw any conclusion on the areas that need improvement with data collected with a test.

We then adopted a performance-based and decided to ask for a composition written in class without any help. 98 US students of Spanish in Spain wrote a composition at the beginning of their study abroad session and three months later, after grammar instruction and continued interaction with native speakers, they wrote a second composition, keeping the topic and the instructions constant. The compositions were coded according to 22 grammatical and lexical features deemed problematic for English learners of Spanish as an L2, such as uses of ser, estar, haber, preterit and imperfect forms and uses, subjunctive, etc. T-tests were performed on the pre-program and post-program scores for each dependent variable. Variables related to translation from L1, correct choice of preterit/imperfect, and agreement turned out significant in compositions written by second year students. The third-year students showed progress, among other variables, in language complexity, measured with the number of subordinate clauses used. Advanced level students, however, did not show any statistically significant improvement for the variables under scrutiny. Finally, inspired by Narrative Inquiry (Barkhuizen, 2011) and social theories of language acquisition (Block, 2009, Duff, 2007; Duff and Talmy, 2011) we asked students to reflect on those critical incidents (Tripp, 1994) that had made aware of their language learning process (Vande Berg, 2009). A content analysis (Braun and Clarke, 2006) as well as a form analysis allowed us to see both the progress in our students' proficiency as well as the areas that are resistant to instruction. We discuss the three different phases of our assessment history and conclude that making students reflect on the experience is our methodological option because it allows us to understand the language learning in a holistic and nuanced manner.

THE RESEARCHER'S EXPERIENCE IN STUDY ABROAD: AN AUTOETHNOGRAPHIC RECONSTRUCTION

Janice McGregor, Ph.D. (Kansas State University, USA)

This paper presents an autoethnographic reconstruction of the researcher's identity, positioning, and influence on a recent study carried out in a study abroad context in Leipzig, Germany. Drawing on interview data and reflective field notes, the paper focuses on the kinds of knowledge, perspectives, and experiences that are often unaccounted for in the design and implementation of study abroad programs and research projects conducted in study abroad contexts. An analysis of interviews and field notes reveals that the researcher's negotiation of her own participation in local professional practices and her many roles as researcher, teacherscholar, advisor, professional colleague, and a former and future faculty leader of the same study abroad program had an influence on the research project. For example, in interviews with local German teachers, the L2-German speaking researcher struggled to position herself as a valued participant in the local cultural and professional academic practices of teaching Deutsch als Fremdsprache (German as a foreign language) in which German native speaker status tends to be highly valued. And in interviews with an African American, gender fluid student who talked about having negative experiences while in Leipzig, the researcher struggled to negotiate her own (white, cisgender) identities in listening, documenting, and attempting to create a safe space for the student. In both cases, the researcher's negotiation of her roles and identities influenced how she oriented to participants and vice versa, pointing to the need for applied linguists and language educators to intentionally and critically incorporate multiple identities, experiences, and ways of knowing at all levels of professional practice, including study abroad programming and research design and implementation.

NS-NNS INTERACTION IN A STUDY ABROAD SETTING: COMMUNICATION STRATEGIES, WORD SEARCHES, AND INTERSUBJECTIVITY

Abigail McMeekin, Ph.D. (University of Lethbridge, Canada)

The challenges of maintaining intersubjectivity in interactions between learners and native speakers (NS) are considerable. It is common, for example, for mutual understanding to be compromised and the progressivity of communication to be disrupted by lengthy negotiations and word searches (WSs) (Egbert, Niebecker & Rezzara, 2004; Gardner & Wagner, 2004; Gumperz, 1982; Kurhila, 2001, 2006) in which communication strategies (CSs) are deployed, responded to and manipulated in order to locate missing words and maintain intersubjectivity (Kurhila, 2006; Mazeland & Zaman-Zadeh, 2004; Willey, 1999). Analyzing WSs and how CSs are used is thus critically important to understanding how native and non-native speakers (NNS) jointly address trouble and restore mutual understanding. While more recent studies espousing a

conversational analysis (CA) approach have begun to redefine our understanding of WSs and CS use and provide a more in-depth understanding of how troubles-in-talk are resolved (Brouwer, 2004; Burch, 2014; Chiarenza, 2010; David, 2011; Kurhila, 2006; Mazeland & Zaman-Zadeh, 2004; Park, 2007; Wagner & Firth, 1997), there are still gaps in the literature. The paucity of studies examining CS use in everyday interaction in different contexts is, most notably, a concern. There are only a few studies, for instance, that have examined NS-NNS WSs and CS use in non-institutional interactions during study abroad from a CA perspective (Chiarenza, 2010; David, 2011), meaning we know very little about how participants manage troubles-in-talk and overcome intersubjectivity issues in typical study abroad situations. Analyzing approximately nine hours of video-recorded naturally-occurring conversations over eight weeks of study abroad between three NNSs of Japanese and their NS host family members, the present study uses conversation analysis to explore how the participants manage intersubjectivity using communication strategies (CSs) in word searches (WSs). Specifically the study explores the following: (a) how participants deploy, manipulate and respond to CSs as interactional resources used to co-construct meaning and progressively disambiguate the sought-after referent; (b) how CSs are used within the sequential organization of WSs to guide the trajectory of the search on a turn-by-turn basis; (c) how linguistic and non-linguistic resources such as intonation and eye gaze are used in conjunction with CSs to organize participant structure and relevant action in the unfolding talk, and (d) how a microanalytic, interactional approach can redefine our understanding of how strategic mechanisms are used and labeled in interaction. Moreover, as a CA for SLA study and one conducted in a study abroad setting, this study underscores the importance of examining authentic interaction that learners are likely to engage in during study abroad, namely NS-NNS speaker conversations. It shows, for instance, how learners and NSs overcome problems in talk, all too frequent in a SA context, to maintain intersubjectivity and reach communicative goals. Further, the analysis of the authentic interactions in study abroad shows that findings from previous studies (across different contexts and interactional types) are supported, yet reveals several aspects of CS use that have not been noted in the literature before.

RE-ENTRY? NO ENTRY? AFTER COMING HOME TO CANADA FROM GERMANY

Kim Misfeldt, Ph.D. (University of Alberta, Canada) & John L. Plews, Ph.D. (St. Mary's University, Canada)

This paper will discuss results of a McCalla Professorship funded project to investigate the experience of former study abroad students and the sustained, positive linguistic and intercultural effects of study abroad in post-sojourn domestic settings as well as identify barriers to this integration. The guiding question of this project is: What can we learn from second language (L2) study abroad participants who strive to be multilingual and intercultural thinkers and doers that will help others in the future to recognize, adopt, and use these competencies after returning? Since the 1960s, study abroad research has focused on measuring L2 proficiency and fluency in relation to the general context of study abroad and in correlation with specific qualities of the

experience abroad and communicative competence (for synopses, see Kinginger 2009, 2013). Recently, this work has been joined by studies of participants' intercultural development and L2 identities (for synopses, see Block 2007; Kinginger 2009). But if study abroad is to benefit individuals and society long-term, then we need to investigate how gains manifest themselves post-sojourn. Only a few studies (e.g., Campbell 2015; Gaw 2000; Holm 1990; Kauffman et al. 1992; Patron 2007) have examined re-entry. These discuss reverse culture shock, feeling inbetween, and changes in one's views and recommend that returnees continue to learn languages, keep international contacts, and share with friends. This paper attempts to add new, deeper, and more critical insight into the under-researched re-entry focus area within study abroad research. We will present initial findings from a new research project that explores study abroad participants' post-sojourn experiences by examining the classroom, curricular, and broader sociocultural complexities of sojourners' experiences after returning home, including the opportunities, obstacles, surprises, contradictions, and resources of returnees during reinsertion into their particular domestic university, home, work, and leisure settings. We explore returnees' language goals and contributions, personal cultural values, and how they position their contributions and identities after L2 study abroad and still further over time in the domestic setting. In particular, we focus on the re-entry experiences of participants of the Canadian Summer School in Germany, a short-term intensive German language and culture immersion program, as they interact once more with classmates, family members, work colleagues, and friends back home in various parts of Canada. Data were collected from bi-weekly self-selected online questionnaires about either L2 maintenance in the domestic curriculum and/or L2 social networks, or social reinsertion in domestic contexts as intercultural thinkers and doers. Initial outcomes reveal sojourn-determined language awareness, critical awareness of domestic curricula, self-positioning as model learners, and strong symbolic and social investments in positive study abroad personal narratives, among others.

THE TRANSFORMATIVE EXPERIENCE: PROMOTING CIVIC ENGAGEMENT IN A STUDY ABROAD CONTEXT

Eduardo Negueruela-Azarola (ILCE, Universidad de Navarra, Spain)

This presentation reports on the development of new civic engagement and service learning program for international students studying Spanish at Instituto de Lengua y Cultura Españolas (ILCE) in Universidad de Navarra (Spain). The program, called The Transformative Experience, is a new pedagogical initiative that grew out of the collaboration between ILCE and Tantaka: the campus office that coordinates volunteering opportunities for students at the university. The goal of the project is to promote civic engagement in study abroad contexts for international students taking Spanish at UNAV. The new program emerged from the will to transform and open up the study abroad experience to different learning real-life contexts. The development of the Transformative Experience program faced two challenges: (1) Proficiency: Finding service learning contexts for students at different levels of Spanish proficiency (basic, intermediate, advanced); (2) Academic: lack of courses at ILCE which integrate civic engagement and service learning opportunities as a meaningful for-credit academic endeavor. These two challenges were met by developing a new track in ILCE's Curriculum: The Transformative Experience. The initial course, which integrates civic engagement as a central task for learning Spanish, was designed

in Spring 2016, and it has been implemented during Fall 2016. Taking a sociocultural psychology perspective, the project also documents significant experiences of students participating in the course through interviews, blogs, and reflective tasks.

LANGUAGE LEARNING JOURNALS IN THE CONTEXT OF STUDY ABROAD LEARNING AND RESEARCH: WHAT THEY CAN TELL US ABOUT STUDENTS' LANGUAGE AWARENESS AND LANGUAGE DEVELOPMENT

John L. Plews, Ph.D. (St. Mary's University, Canada) & Kim Misfeldt, Ph.D. (University of Alberta, Canada)

Journals have an illustrious history in study abroad (SA) for second language (L2) acquisition research. One of the field's first investigations by Schumann & Schumann (1977) is a personal diary study of their experiences learning Arabic in Tunisia and Farsi in Iran. Ding (2014), Kinginger (2008, 2011, 2015), Pellegrino (1998), Polanyi (1995), Shively (2008), and Siegal (1996) are a few of the many more recent examples of studies concerning a range of L2s and sojourn locations that draw on participants' journals. All of these studies use journals to generate qualitative data (often in the first language) on the experience of being and doing in SA contexts as related to L2 acquisition. Rarely do researchers consider the journals in their own right as pedagogical interventions that students could use intentionally to enhance their own language awareness and development (cf. Byram & Fleming 1998) and assist acquisition, although this might be an obvious outcome. Rarely is it clear whether the journals are a normal part of a program or just added as a research tool.

By contrast, our paper re-examines journals from the perspectives of SA curriculum/pedagogy and raising students' own awareness of their language use and learning. First, we discuss structured reflective language learning journals written in L2 German as part of the coursework of an intensive short-term SA program in Germany. Briefly, journaling was to facilitate the curriculum goal of developing students' sense of subjective, affective, and creative use and ownership of the L2 through real-world tasks. Second, we review the journals — gathered from 13 Canadian undergraduate students in an intensive upper-advanced German language and culture course in a short-term study abroad program — for evidence of L2 awareness, development, and ownership as well as for the ways students elaborate self-reflectively on their learning process and progress.

We find that students vary the kinds of interactions they deem worthy of reporting and reflecting on but that, over time, they come to prioritize and value particular kinds of more sustained interactions; they gradually shift from making linguistic generalizations to identifying and exemplifying discreet items; they use the journals consciously to experiment with language and exhibit language development; they recount the successes or failures of what they have said and done in everyday interactions, but more importantly also distill how they have said and done in those interactions into personal linguistic insight to support learning styles and strategies that lead to motivation, confidence, noticing, and self-correction. We thus encourage researchers to regard journals as pedagogical articles of acquisition or places of “languaging” (Swain 2006, 2010) in their own right.

THE CASE OF THREE LEARNERS IN SPAIN: INVESTMENT, COMMUNITIES OF PRACTICE, AND L2 ORAL FLUENCY DEVELOPMENT

Tracy Quan (Colby College, USA)

Previous research confirms that study abroad leads to greater fluency in an L2 (cf. Mason, Powers, & Donnelly, 2015). However, the questions of what makes learners sound more or less fluent post-study abroad, and why the abroad context is an affordance for some learners and not others remain unresolved. First, Collentine (2004) and Segalowitz et al. (2004) attribute learners' post-program fluency gains to their ability to speak more rapidly and to construct more semantically dense utterances. Meanwhile, Wood (2015) attributes formulaic language, or sequences of words that tend to go together, to improving the length of uninterrupted speech, thus equating formulaic language with L2 fluency. Second, prior studies propose quantity of L2 use abroad (cf. Baker-Smemoe, Dewey, Bown, & Martinsen, 2014) and host families (cf. Magnan & Back, 2007) as predictors of language gains, yet these findings are inconclusive. In contrast, Kinginger (2011) and Trentman (2013) link L2 outcomes and use to learners' interaction with communities of practice (Wenger, 1998) abroad. The current study argues that learners sound more fluent post-SA as a result of longer runs and the production of more formulaic language, which is related to a learner's investment (Darvin & Norton, 2015) in communities of practice that align with their desired identities. The present case study employs pre- and post-program comic retell tasks and oral proficiency exams, bi-weekly language use surveys, interviews, and journals from three L2 Spanish learners in Spain. L2 speech samples were analyzed for temporal variables—speech rate, articulation rate, phonation time ratio, and mean length of run—and the production of formulaic language. The findings indicate that regardless of program type and duration, learners who had sustained engagements with communities of practice consisting primarily of target language speakers were more fluent post-study abroad. Nonetheless, learners' pre-study abroad proficiency level, how they wished to position themselves, and the identities ascribed to them, determined the communities of practice in which they participated while abroad.

A MIXED-METHODS INVESTIGATION OF THE LANGUAGE ENVIRONMENT OF IRANIAN STUDENTS ON ENGLISH-TAUGHT PROGRAMS IN JAPANESE UNIVERSITIES

Mahboubeh Rakhshandehroo (Osaka University, Japan)

Background To better attract foreign students to study in Japanese universities, recent policy has focused on introducing and/or expanding programs delivered partly in English (English Medium Instruction (EMI)) or fully in English (English Taught Programs (ETPs)). The Global 30 initiative (2009-2014) resulted in a sizable expansion of ETPs at undergraduate level, and the current Super Global University policy (2014-2023) aims to increase ETPs and EMI at graduate level. The Japanese government has been criticized for focusing on number of English courses, and students enrolled on these, without paying sufficient attention to the language support environment that may be needed for students taking these courses, who are often second language learners (L2) of English, and may have little if any Japanese language ability.

Research Problem This study reports on a mixed methods investigation of Iranian students studying in English at Japanese universities. Given the shortage of literature related to minority groups of international students in Japan and the fact that there has been little work on language challenges for students studying in English, this study contributes on two levels. The main research questions are: 1. Are Iranian students studying in English in Japanese universities receiving sufficient language support in and outside the classroom? 2. Does a specific group of international student, such as Iranians, from very different cultural and linguistic backgrounds coming to Japan need particular kinds of support?

Methodology and conceptual framework The conceptual framework is based on two studies: Firstly, Bradford's (2013) typology of challenges to implementing EMI in Japan. She identified three types of challenge - linguistic, cultural and structural. Secondly, Ishikawa's (2011) university support model which compares a 'traditional aid approach' to the newer 'trade approach'. At the first stage, qualitative data was generated from interviews with all Iranian graduate students and some recent Iranian graduates (18) at a leading national university in Japan, and at the second stage, from quantitative and qualitative data from Iranian students and recent Iranian graduates studying at different Japanese universities (73 participants). For the qualitative data a form of thematic analysis was employed.

Results Iranian students in Japanese universities –who are L2 speakers of both Japanese and English– mostly come to Japan to study at graduate level, are married and living in Japan with their families, are majoring in Engineering and most reported adequate English, but insufficient Japanese. Many felt that they needed more language support on campus compared to some other groups of international students with good Japanese abilities. While many are receiving informal language support from their supervisors and tutors, they reported difficulties in communication with peers and academic staff, and with negotiating university administrative structures. This caused frustration for many. While language issues off-campus were also referred to as an issue, the situation on campus was a greater source of frustration due to the expectation that an English-learning environment would be fully prepared. These results suggest

that more attention needs to be paid for the learning environment created on campus for students studying here in English.

A LONGITUDINAL STUDY OF SPEAKING GAINS: THE DYNAMIC SYSTEM PERSPECTIVE

Zhongqi Shi (Columbia University, USA)

Learning a foreign language in a study abroad (SA) context has been shown to affect learners' proficiency development, especially speaking proficiency (Brecht, Davidson, & Ginsberg, 1995; Freed, 1998; Kinginger, 2012; Tanaka & Ellis, 2003). However, prior SA research yielded mixed findings about learner gains as measured by accuracy, fluency, and complexity (DeKeyser, 1994; Freed, 2003; Howard, 2005). For example, some research found no correlation between accuracy and fluency (Pan, 2013; Zhang, 2000), and some concluded that SA could play a role in oral fluency, but not in accuracy or complexity (Lennon, 1990; Freed, 2004; Yager, 1998; Juan-Garau & PerezVidal, 2007; Llanes, 2010). The first goal of this study is to further map out the trajectory of learners' speaking gains, exploring the interrelationships among accuracy, fluency, and complexity. The second goal is to compare the effects of specific learning conditions on the development of speaking ability. The examined SA program consists of two distinctive portions: a five-week in-classroom language learning, followed by a four-week internship. Such a structure allows the researchers to depict learners' speaking gains in both instruction-based and naturalistic settings, which seems underexplored in SLA literature. The preliminary results show that participants' performance on the three measures demonstrated different patterns. Overall, students first gained significant progress on complexity, and then achieved growth on fluency, but showed no sign of improvement on accuracy. Students' performance on the three measures was not linearly correlated. For example, fluency was found to improve in a near-linear upward trajectory, whereas complexity was found to fluctuate during the first two weeks and increase greatly around the end of week 3 and the beginning of week 4. In addition, wide variations have also been found among individual students. The results appear to fit well with the Dynamic System Theory framework (De Bot, Lowie, & Verspoor, 2007), which proposes that the social and cognitive aspects of SLA should be jointly studied because their interactions might lead to development. As van Geert (1994) explains, resources in growth systems have two features: (1) they are interlinked in a complex system, and (2) they are limited. When students achieve progress on fluency at certain stages, they might have to compromise on the efforts to improve accuracy, which is probably because fluency and accuracy are situated in a competitive position. The findings drawn from this longitudinal study can help researchers and practitioners gain a better understanding of students' dynamic learning trajectory, as well as the effects of learning environment.

“¡QUÉ HORROR!”: DEVELOPMENT OF ASSESSMENTS IN L2 SPANISH DURING STUDY ABROAD

Rachel L. Shively (Illinois State University, USA)

The immersion context of study abroad offers second language (L2) learners the opportunity to engage in everyday conversation outside of the classroom in a variety of settings. Through participation in conversations with members of the host culture, learners may develop interactional resources and abilities that they can bring to bear in practices such as turn-taking, repair, and identity construction (e.g., Dings, 2014). One such interactional resource is assessments, that is, utterances that evaluate one's own or another's talk (e.g., That's great!). Assessments express the speaker's judgment, attitude, or affective stance towards what is said and perform the crucial organizational and social functions of closing a topic and displaying alignment (e.g., Goodwin & Goodwin, 1987). Hence, the ability to engage in assessment activity in the L2 is a skill that has implications for learners' full participation in everyday conversation and the building and maintenance of relationships with L2 speakers while abroad. The present study examines the L2 learners' development of speaker and listener assessments in Spanish over the course of one semester studying in Spain, in the context of everyday conversations with native-Spanish-speaking (NSS) host families and age peers. The participants were six university-level learners of Spanish from the U.S. who studied abroad in Toledo, Spain, for one semester. At regular intervals during their sojourn, each participant made eight 30-minute recordings of conversations with his or her Spanish host family and a NSS age peer, resulting in a corpus of 24 hours of naturalistic talk data. Student journals, interviews, and questionnaires supplemented the talk data. The results indicated that over the course of their semester abroad, the participants increased their use of listener assessments and broadened their repertoire of assessment structures and lexical items in Spanish. Doing so enabled learners to participate more fully in the interactions as listeners, in showing alignment and affiliation with their interlocutors and, as speakers, in expressing more precise meanings as they discussed the people and events in their lifeworlds. Using a language socialization framework, these developments in L2 assessment activity were linked to participation and observation in everyday conversation, explicit instruction by NSS interlocutors about speaker assessments, and improvements in listening comprehension. Given that assessments are common in everyday conversation, interacting with NSS host families and age peers was an ideal setting to be exposed to and use assessments. Moreover, learners produced more speaker and listener assessments when speaking with NSS age peers compared to host families, which suggests the value of helping study abroad students find opportunities to converse with local people of their own age. Based on these results, the study will conclude with suggestions for how assessments can be taught in the foreign language classroom.

FRIENDS DON'T CORRECT FRIENDS: L2 PEER PERSPECTIVES ON THEIR ROLE IN STUDY ABROAD (SA) LANGUAGE LEARNING

Victoria Surtees (University of British Columbia, Canada)

Research on language learning expectations has shown that SA students often view interactions as opportunities to improve their language abilities (e.g., Allen, 2010). As Shively (2016) recently found, through conversations with locals, students expect to make friends, to practice new words and structures and in many cases, to receive corrective feedback. However, there is relatively little evidence on how SA students' conversational partners, including host families, teachers and peers, view their roles in SA students' language learning. In particular, it unclear to what extent they are willing to take on roles as language experts and what "language expertise" means to them in the context of peer interaction. This presentation discusses how eight host country peers discursively constructed their roles and responsibilities vis à vis SA students' language learning in interviews. Data are drawn from a multiple case study on SA interaction outside the classroom involving four Japanese undergraduate SA students attending a nine-month SA program at a large Western Canadian University. The study adopted a language socialization perspective (Duff & Talmy, 2011) in which language learning is viewed as a multidirectional process contributed to by all parties and mediated by broader ideologies and expectations. Data collection took place in SA students' second semester. Each SA participant recruited one to three peers (e.g., roommates, language exchange partners, and classmates) with whom they interacted frequently in their L2, English, and selected 10-45 minute interactions to record weekly. Semi-structured interviews were conducted with SA students and their peers at the beginning and end of the collection period. Peers (N = 8) consisted of similarly aged students (age: 18-32) at the university who spoke English expertly. All peers selected by the SA participants were multilingual and were either international or generation 1.5 students. Peer interviews (n = 15) were analyzed using membership categorization analysis (MCA, Sacks, 1995), where explicit mentions of categories (e.g., native speaker, learner, friend) and associated activities (e.g., teach, listen) are located and analyzed in their sequential positions in talk (Stokoe, 2012). MCA allows the researcher to inventory the membership categories (e.g., friend) that speakers orient to and how the speakers construct the rights and responsibilities associated with these categories (e.g., being supportive). Initial findings suggest that although the researcher positioned peers as language experts, peers more often constructed the responsibilities of language expertise as unsolicited correcting, a responsibility they frequently rejected. Instead, peers more readily oriented to the collaborative responsibilities of helping and practicing. This paper contributes to the SA field by using MCA, a highly principled form of discourse analysis, to provide a detailed account of how peers discursively constructed their responsibilities (or in many cases lack thereof) vis à vis SA students' learning. It also adds to Shively's (2016) recent discussion around SA research has often marginalized the social and relational purposes of peer interaction in favour of instrumental views of talk as feedback, input, or contact.

RACE, COLOR, AND LANGUAGE IN THE OWNERSHIP OF SWAHILI BY GHANAIAN LEARNERS IN TANZANIA

Jamie A. Thomas (Swarthmore College, USA)

Before their Swahili class begins, three Ghanaian learners from Accra are chatting in their university classroom in Dar es Salaam, Tanzania. In a mixture of Twi, English, and Swahili they discuss their study abroad context and future plans. As they talk amongst themselves, they locate their identity in relation to the White American and European students with whom they share a classroom. Describing their counterparts as Abofo (White, non-African) in Twi, they reaffirm their self-concepts of Blackness and Africanness, hinting at the identity politics of studying abroad in East Africa as West Africans, even as both regions share a British and Anglo colonial past. Their discussion of shared experience reveals how their investment in learning Swahili is anchored in their sense of Pan African identity, and the future they imagine for themselves as Swahili-speakers. This imagined identity surfaces in the way they perceive their own Blackness in the concentric contexts of Swahili, Tanzania, and Africa. Through analysis of interviews with these women and local Tanzanian women, I argue they are negotiating their identities across layered borders, languages, and Diasporas. Their decision to learn and speak Swahili has landed them in Tanzania, where their Blackness superficially includes them in a larger Swahili community. As opposed to crossing, their multilayered bordercrossing illustrates the role of Swahili in forging new identities, and amplifying the currency of Blackness, even as they maintain multilingual codeswitching behaviors. While they 'pass' for Tanzanian, and experience misrecognition, they describe wanting to be seen as Ghanaian, as a way of raising the profile of their Pan African endeavor. Still, others discuss how their skin color appears to erase their limited ability in Swahili, with instances of locals refusing to believe they are other than Tanzanian, and viewing their default use of English as the snobbish behavior of upper class Tanzanians. As part of larger fieldwork on study abroad in Tanzania, these data and further interviews illustrate how immersive language learning is linked to intersecting ideological conceptions of race, color, language, and nation.

PROMOTING OUT-OF-CLASS INTERACTIONS IN SHORT-TERM STUDY ABROAD

Emma Trentman, Ph.D. (University of New Mexico, USA)

U.S. study abroad students are increasingly choosing to participate in short-term programs of less than a semester, and sometimes less than two weeks (Institute of International Education, 2015). These short-term programs make it possible for a greater diversity of students to study abroad (Twombly, Salisbury, Tumanut, and Klute, 2012). However, given the challenges students studying abroad for a semester or more have in engaging in interactions with locals and joining social networks (Kinginger, 2009, Coleman, 2015), there is concern about the value of such short-term programs in terms of language and intercultural learning. This paper analyzes the out of class interactions of eight students participating in a short-term study abroad program

to Jordan (two weeks). Despite the short time abroad, this program included several activities designed to encourage out of class interaction with locals. Prior to studying abroad, the students engaged in an 8-week telecollaboration with Jordanian peers with whom they then engaged in daily cultural activities abroad. Students also completed an ethnographic project for study abroad (e.g. Jackson, 2006; Roberts et al, 2001). They practiced ethnographic methods at home, collected data on their topic while abroad, and submitted their paper after returning from Jordan. Finally, students participated in a two-hour language class every day that focused on a particular type of interaction (such as riding a taxi or visiting a historical place) and then audio-recorded themselves engaging in that activity as homework. The data analyzed includes correspondence from the telecollaboration project, students' ethnographic projects, students' recordings with language partners and in service encounters abroad, students' work on their ethnographic projects, students' intercultural reflection assignments, interviews with students and language partners, and field notes taken by the researcher/teacher. Interactions were thematically coded for language used (Arabic or English), topics discussed, successes/difficulties, intercultural learning, and length. This analysis was triangulated with student discussion and reflection on their interactions abroad and the researcher's observations of these interactions. This analysis shows that while students still faced many challenges engaging in interactions with locals abroad, the program components designed to encourage interaction were largely successful, even during a short-term program. Future directions for research and program development are also discussed.

A CASE STUDY OF THE PRACTICE OF LANGUAGE PARTNERS IN AN AMERICAN STUDY-ABROAD PROGRAM IN BEIJING

Qiuyu Wang (Northwestern University, USA) & Yinghua Yang (University of Rochester, USA)

Since the 1980s, more than fifty American study-abroad programs have been established in Mainland China (Du, 2013). Many programs employ language partners as a means of exposing students to target language and culture outside classroom (Qiu, 2012). However, few articles in the literature document how language partnerships are employed in each program and little research examines the best practice of language partners. Therefore, we conducted a case study in a prestigious American study-abroad program in Beijing to examine how language partners can best facilitate students learning and enrich their study abroad experience. We spent more than three months to build a language partners pool for recruiting ideal language partners with various backgrounds. We trained the selected Chinese language partners on intercultural communication skills, language teaching skills and suggested activities that they can do with

their American partners. To ensure a perfect pair-up, we surveyed students' needs and preferences such as gender, age, hobbies, and major, for their language partners. A big ice-breaking dinner to introduce Chinese language partners to their American partners before the program started allowed partners to familiarize with each other and to make necessary adjustments. During the duration of the two month program, we required both Chinese language partners and American students to fill out a weekly feedback form, which helped us identify any issues so that we could make timely adjustments and provide assistance if needed. At the end of the program, we invited both American students and their Chinese partners to complete a survey to evaluate the success of their language partnership. Surveys provided us with great insights for future improvement, and showed us which aspects of the partnerships went well and which ones had room for improvement. Our main data came from the weekly feedback forms and the post-program survey. However, teachers' observations and students' journals from daily class activities were also used. The results shed light on the students' preferred activities with their language partners, on what makes a perfect language partner. It also provided the program administrators with suggestions on language partners recruitment and training, to maximize the benefit provided by language partnerships.

PRAGMATIC COMPETENCE IN INTERACTION: STUDY-ABROAD CONTEXT

Meng Yeh (Rice University, USA)

This paper presents an empirical study which compares two approaches of teaching and assessing pragmatic competence in a study abroad context in China: 1) speech-act approach and 2) discursive approach. The effectiveness of discursive approach will be demonstrated based on students' pragmatic performance. Traditionally, speech-act approach of teaching pragmatics focuses on the realization of speech acts and the effect of different contexts on the form used to realize the act. The form-focused approach raises students' awareness to certain conventional expressions (chunks) and syntactic patterns that are used to perform speech acts. The teaching materials are usually elicited from Discourse Completion Tasks (DCTs). Many similar activities and instructions can be found in the book *Pragmatics: Teaching Speech Acts* (Tatsuki and Houck, 2010). DCTs provide a situation in which native speakers are instructed to write or speak aloud what they would say in the situation. Golato's (2003) study, comparing DCTs with naturally occurring talk, pointed out that DCTs do not elicit interactive language and the native speaker's intuition does not reflect natural talks. Kasper & Ross (2013, p.24) emphasized that it is imperative to teach and assess "pragmatics with a conversation-analytic foundation." In other words, pragmatic meanings are achieved in interaction, not simply defined by some pre-defined context variables, such as power difference, social distance, and degree of imposition (suggested by Hudson et al., 1995). The second approach is guided by research in Conversation Analysis and the Discursive Pragmatics (Kasper 2006). The objectives, assessment, classroom activities, and learning materials aim to develop students' pragmatic competence in interaction. The discursive approach differs from the traditional instruction in two aspects: 1) use naturally occurring conversation as teaching/learning material; 2) assess students' pragmatic performance in their conversations with native speakers. The traditional

instruction does not pay much attention to sequential organizations in which actions are jointly accomplished. This approach uses natural conversation and guide students to analyze how pragmatic actions are co-constructed by both speakers and recipients in talk-in-interaction. Also importantly, study abroad contexts are optimal for teaching and assessing pragmatic performance in interaction. The present pragmatic curriculum takes advantage of the study abroad context in collecting natural conversation and assigning students to complete real-life pragmatic tasks with local Chinese for assessment. In addition to discussion of the result of empirical study, this paper will demonstrate the design and implementation of a curriculum for teaching and assessing pragmatics.

**2017 CLIC Conference on Study Abroad:
Understanding the Study Abroad Experience**

POSTER SESSION

“THIS TRIP HAS CHANGED MY LIFE!” ACTIVE LEARNING STRATEGIES ON SHORT- TERM STUDY ABROAD PROGRAMS

**Eddy Cuisinier (Western Kentucky University, USA) & John Dizgun (Kentucky
Institute for International Studies, USA)**

As study abroad program directors, it is not uncommon to hear from students at program's end that "this experience has changed my life." Yet when asked how or in what ways, students are often at a loss to explain the impact or change.

Rather than discourage students from making such grandiose pronouncements, we have been trying to provide them with the tools, or better tools, to allow them to make more meaningful sense of their intercultural experience. We have found the flexible Place as Text model to be particularly useful. Its focus on 'mapping, observing, listening, discussing, and reflecting' can be adapted to any education abroad setting. Equally important, we have found it empowers students, especially when working in small groups, to take a more active role in the direction of their learning, from pre-departure orientation to homecoming. In the process of acquiring critical-thinking skills, students develop a heightened sense of confidence and leadership and greater cultural sensitivity in a global context. At the 2017 CLIC Conference on Study Abroad, we would discuss some of the Place as Text strategies and exercises we have employed abroad and then provide CLIC participants, in small groups, with hands-on opportunities to "test out" elements of the model themselves. We would conclude with a group discussion/reflection.

CURRENT TRENDS IN STUDY ABROAD RESEARCH

Amelia J. Dietrich, Ph.D. (The Forum on Education Abroad, USA)

The proposed poster presentation will discuss the trends in research on study abroad in approximately the past 20 years by focusing specifically on the topics and themes of submitted manuscripts and published articles of *Frontiers: The Interdisciplinary Journal of Study Abroad*. The reported data will be used as a springboard for a discussion of rising trends in the field of study abroad and research thereof with the intent of helping language-focused researchers to contextualize their work within the changing landscape of study abroad and build bridges

between their research and the administrators and practitioners of study abroad who can apply their findings in the field.

Established in 1995, *Frontiers* was envisioned by a group of faculty and administrators working in study abroad as a journal that would publish work on the topic from “a number of different disciplinary perspectives” (Whalen, n.d.) with the goal of making study abroad a topic for “serious discussion and study” (Pearson, 1996) by publishing work of an analytical, research-based nature, rather than simply descriptive accounts (Whalen, 1995, p. v). The result has been 20+ years of interdisciplinary research focusing specifically on study abroad by U.S. students destined for other countries. Related journals also publish in international education more broadly, including a large body of research on in-bound foreign students studying at U.S. colleges and universities, making their content inapt for comparison with *Frontiers* (e.g., *Journal of Research in International Education*, *Journal of Studies in International Education*).

In its early years, *Frontiers* published a special issue entitled “Language Learning in a Study Abroad Context” (Freed, 1998), containing seven articles, many of which remain among the most frequently cited articles the journal has ever published. Since then the proportion of articles appearing in the journal that describe research on language has waned and then recovered (see table below). The proposed presentation will discuss this pattern and potential explanations for it, drawn from trends in language research (e.g., increase in experimental studies of language learning and teaching) (Ellis, 2013) and study abroad research alike (e.g., the rise of the short-term program and more career-directed university study) (Hoffa, 2007; Hoffa & DePaul, 2010). The presentation will also discuss the most recent trends in submissions to the journal (published or not). This analysis shows consistent submission and publication of research on intercultural learning and assessment tools for outcomes other than language skills, while a surge in research on service learning, internship and research programs, length of stay, identity/career development, social media, pre-departure and re-entry programming, and topics in health/safety/risk management, places language among an ever-increasing and interconnected collection of topics in study abroad research.

Years of Publication	No. of Language Articles Published	Total Articles Published	Percent Language
1995-1999	7	45	16%
2000-2004	5	49	10%
2005-2009	2	54*	4%
2010-2014	9	61	15%
2015-2016	5	33	15%

**Excluding Volumes XII, XIV, and XVI, which featured research papers written by finalists for The Undergraduate Research Award, a collaboration with The Forum on Education Abroad*

GLOBALIZATION IN CHINA: DEVELOPING LANGUAGE AND CULTURAL UNDERSTANDING THROUGH STUDY ABROAD

Kaishan Kong, Ph.D., Amanda Bower, & Katelyn Kannel (University of Wisconsin-Eau Claire, USA)

As study abroad has become an increasingly common practice for American students, existing scholarship in this field has extended from measuring pure linguistic gains to studying the integration of cultural and linguistic impact on participants. The Institute of International Education (IIE) stated that 304,467 U.S. students received academic credit for study abroad during the 2013-2014 academic school year (IIE, 2015). Study abroad is a significant context for learning because it is a “hybrid communicative- learning context” (Collentine & Freed, 2004, p. 156) where students experience both formal classroom instructions and social interaction. It is argued that study abroad is one of the best ways for students to experience first-hand the interconnectedness of language and culture (Gorka & Niesenbaum, 2001). Interactions with local communities, either through designed activities or through spontaneity, allow participants to explore cultural meanings through verbal and non-verbal communications. This process may be challenging, as Mezirow (2000) identifies as disorienting dilemma, but it is helpful to nurture learners’ multiple skills, including world mindedness, independence, tolerance for ambiguity, self-esteem, empathy and research skills (Barkin 2016).

Drawing from multiple bodies of literature on sociocultural perspectives (Lantolf, 2000; Vygotsky, 1978), transformative learning (Mezirow, 2000) and study abroad, this qualitative case study investigates how a short-term immersion study abroad program in China has helped American students to develop their understanding of Chinese culture and inspired them to reflect on their own culture. In particular, this study explores how extracurricular activities, including learning partners and social interactions in local communities, have made an impact on participants’ language and cultural understanding.

Multiple data sources include semi-structured interviews, participants’ journals, reflection papers and on-line blogging. Using conversation analysis and ethnographic analysis, the researchers discover several preliminary themes, including (1) participants’ appreciation of learning partners to help them learn more about the culture on a more personalized and local level; (2) participants’ appreciation for Chinese collectivist ways of thinking through conversations; (3) participants’ development of critical perspectives on the target culture and home culture; and (4) participants’ motivation for language learning and future careers.

This study is significant in three major aspects: (1) Different from many study abroad groups that consist of only language learners, this case study examines the impact on both language and non-language learners. It seeks answers on how they learn through everyday verbal and non-verbal interactions with local people, including their partners.

(2) This case study is situated in a short-term immersion program in China, a country that is increasingly popular among sojourners. This study can contribute to the scholarship focused on China. (3) This study, instead of using quantitative data, utilizes multiple sets of data to reveal participants’ holistic growth in learning, from the learners’ perspectives. The results will be illuminating

to both faculty and program administrators on the future development of study abroad programs. The results can also inform future study abroad participants on how to maximize learning outcomes during study abroad.

THE EFFECT OF STUDY- ABROAD EXPERIENCE ON SECOND LANGUAGE MORPHOLOGICAL PROCESSING

Yun Yao, Ph.D. (University of Arkansas, USA)

Study abroad experience has been traditionally considered to be the optimal environment to acquire a second language (L2) (Lafford, 2006). Research has shown that even short study-abroad experience has positive effects on L2 learners' proficiency in areas such as pronunciation, grammar, vocabulary, and pragmatics (e.g., Carroll, 1967). Nevertheless, a number of previous studies on the effect of study-abroad experience on L2 learners' proficiency suffer from methodological limitations including small sample size, lack of control group, and the exclusive use of test scores for measurement (Freed, 1995).

Empirical evidence is needed to determine "exactly what components of learners' proficiency improve as a result of residence abroad" (Coleman, 1996: 85).

This study examined the effect of study-abroad experience on morphological processing in second language (L2) English. Different from explicit knowledge of an L2, which is conscious and declarative and often acquired through classroom instruction, morphological processing ability is implicit, spontaneous, and procedural (Ellis, 2004) and therefore it may better reflect learners' ability to use the L2 in real time.

Participants were 40 Chinese college students who were L2 learners of English, and they were divided into two groups: Group 1 (N=20) had study-abroad experience in the United States, and Group 2 (N=20) had no study-abroad experience, but both groups scored similarly on an English proficiency test. In a masked-priming experiment, participants were presented with four types of primes: (1) semantically transparent (e.g., kingdom- king), (2) semantically opaque (e.g., center-cent), (3) orthographically related (e.g., mistake-mist), and (4) unrelated controls, and were asked to decide if the target was a real word. Their response times were recorded and analyzed in a mixed effects model.

Results showed that for Group 1, semantically transparent and opaque primes both produced faster responses than orthographically related primes, indicating that participants in Group 1 decomposed morphologically complex words when reading English. For Group 2, however, all three types of related primes produced significant facilitation relative to control primes, and that there was no difference across the three priming conditions, showing that Group 2 decomposed orthographically related words.

Taken together, Group 1 was found to be more sensitive to the morphological structure of complex words than Group 2. These findings showed that study-abroad experience has a positive effect on L2 learners' morphological processing ability.