# The impact of participation in ERASMUS study abroad in the UK on students' overall English language proficiency, self-efficacy, English use anxiety and self-motivation to continue learning English: a mixed methods investigation

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Thesis submitted to the University of Oxford for

the degree of Doctor of Philosophy

**Hilary Term 2016**

*Obstacles are those frightful things you see*
*when you take your eyes off your goals.*

(Henry Ford)

# Acknowledgements

This thesis is the result of a journey that has inspired enormous personal growth and development, for which I will always be grateful. However, I do not think that a PhD can be achieved by personal efforts alone. Rather, this achievement is made possible by the enormous personal support and by the guidance we receive.

I am most grateful for the guidance of my supervisor, Dr Bob Vanderplank. His intellect, kindness and academic generosity will always remain a source of inspiration. I do not think that I would have had the confidence to set out on this journey without him and I would certainly not have grown the way I have. Our meetings and discussions, the sharing of thoughts and ideas were always something to look forward to. Similarly, phases of monk-like contemplation were always met with understanding and trust that the result will be of value.

I am also grateful for the many stimulating conversations with numerous other scholars during my doctorate. Whether young or experienced, there was so much to learn from all of them. To my fellow students: It has been a wonderful sharing of experiences, ideas and visions for the future and I am grateful for all the friendship and camaraderie I have experienced.

I have found enormous strength in all the love, encouragement, understanding (and much more) that I received from my dear friends and family. Most of all from my loving partner Jan, my mother and grandmother Annett and Doris, Steve and Pratham, Jess and Seba, from Dietlinde and from my dear friends, who kept faith with me over the years, but especially from some who have been a constant source of support during all this time: Domi, Ivy, Lorena, Maia, Sina and Susie. It is because of you that I could pursue my ideas with such energy and passion.

The completion of this thesis would also not have been possible without the scholarships and grants from my college, St Edmund Hall, the Department of Education at Oxford, the University of Oxford and the German National Academic Foundation. This financial assistance also enabled me to present parts of this work at the 14th Conference of the International Association for Language and Intercultural Communication (28 November 2014), the International Conference on Motivational Dynamics and Second Language Acquisition (28 August 2014), the International Conference on Psychology and Language Learning (29 May 2014), the 16th Warwick Postgraduate Conference (26 June 2013), the CultNet Conference (20 April 2013) and the 8th BAAL Language Learning and Teaching Conference (5 July 2012).

## Abstract

It is widely assumed that participation in study abroad contributes to developing second language (L2) proficiency, as well as related outcomes such as higher levels of L2 learning motivation and intercultural competence. However, empirical studies into the outcomes of participation in study abroad have been affected by a series of methodological limitations, including complete reliance on participant self-assessment, the omission of longitudinal design elements, failure to control for non-equivalent comparison groups where these are included and insufficient sample sizes for testing programme effects.

Thus, the present study investigates further the impact of studying abroad with the EU's ERASMUS programme on the participants' overall L2 proficiency, their self-efficacy and anxiety in using the L2 with native and non-native speakers and on their self-motivation to continue learning the L2. To this end, a longitudinal mixed methods design was employed in which 143 German university students who applied for an ERASMUS exchange with a British university for the academic year 2012-2013 and were either accepted or rejected/ withdrawn formed the abroad and comparison groups. All students completed C-tests of overall English language proficiency and questionnaires that inquired into the students' mobility history, their L2 learning background, L2 motivation, intergroup attitudes and aspects of the study abroad experience itself. Both instruments were administered online at the onset of the study abroad period (September 2012), one term into the programme (December 2012) and prior to the students' return (either December 2012 or June 2013). This predominantly quantitative group-level study served to establish the outcomes of participation in study abroad for the students' linguistic and motivational development. Repeated interviews with a sub-sample of 15 participants served to illuminate the observed outcome patterns in terms of the motivational dynamics during study abroad, as well as common factors associated with individual differences in linguistic development.

The results of the study show that during the first 3 months abroad the ERASMUS students made significantly higher gains in overall English proficiency than the group of potentially mobile students who continued to study at home. The effect of the learning context was large and highly significant ($p$ =.001), even after the influence of pre-existing participant characteristics on the students' proficiency development was controlled for. During the

subsequent 6 months of the study abroad period, however, progress among the ERASMUS group slowed and the between-group differences were no longer significant.

The participants' L2 proficiency level at programme entry emerged as the strongest predictor of overall L2 proficiency gain, explaining up to 31.5% of the variance. The students' attitudes towards their own national group, their perceptions of self-efficacy and feelings of anxiety when using English in social interactions, the perceived present-future L2 self-discrepancy and gender explained another 13.6% of the variance in overall L2 proficiency gain. Learner-external factors, including participation in English language instruction, participation in clubs and societies, the number of academic contact hours and type of enrolment, and free time spent with co-national peers, including friends and family back home explained a further 10.9%. The qualitative analysis of the students' accounts provided further insights into the ways in which these factors play out in L2 learning abroad, as well as into the students' perceptions of aspects of studying abroad that contributed most to their linguistic development.

Regarding the motivational impact of the study abroad experience, the study found that ERASMUS students tended to develop significantly higher levels of self-efficacy in using English in social interactions as compared to the group of potentially mobile students who continued to study at home, while both the levels of perceived present-future self-discrepancy and English use anxiety with native and non-native speakers fell during the first 3 months abroad. While the overall impact of the study abroad experience on the students' motivation to continue learning the L2 was perceived as positive by the vast majority of participants, a decline in learning motivation was observed for most students after the initial 3-month period. The qualitative analysis showed that this decline can be plausibly explained by developments in the students' English self-concept that occurred in response to the study abroad experience. Evidence-based recommendations are made regarding ways in which the linguistic and motivational development of ERASMUS students can be more effectively supported by higher education institutions.

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## List of Abbreviations

| | |
|---|---|
| *ERASMUS* | European Community Action Scheme for the Mobility of University Students |
| *SA* | study abroad |
| *AH* | (study) at home |
| *SLA* | second language acquisition |
| *L1* | first language |
| *L2* | second language |
| *EFL* | English as a foreign language |
| *ELF* | English as *lingua franca* |

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# Chapter 1 **Introduction**

> *"[I]t is a tacit and widely held assumption that residence and/for study abroad is 'a good thing', for both societies and individuals. [...] However, such assumptions, once made explicit, need to be challenged intellectually."*
>
> (Michael Byram 2008)

## 1.1 Introduction to the chapter

In this introductory chapter, I will provide a rationale for undertaking the empirical research that forms the basis of this thesis (section 1.2). I will then further specify the research setting (section 1.3), including the study abroad programme and the student population under study, and the research questions that guided the study (section 1.4). The chapter concludes with an outline of the thesis document (section 1.5) in order to orientate the reader.

## 1.2 Rationale for the study

Participation in study abroad is widely regarded as an effective way of developing the skill sets and attitudes required for living, working and learning in an increasingly globalized world (Bennett 2009, Byram 2008, Ehrenreich 2008, Sanz 2014). Increasing temporary student mobility also ranks highly on the agenda of policy makers, most notably perhaps in Europe, where it has become an integral part of European higher education policy (Teichler 2015). This continues to be reflected in recent policy developments, including the increase in the student mobility target to 20% of the European student population by 2020, which was formulated at the Conference of European Ministers Responsible for Higher Education in 2009 (Leuven/Louvain-la-Neuve Communiqué 2009), as well as the inauguration of the heavily funded "ERASMUS+" programme in 2014 (European Commission 2014b). With 211,995 students studying abroad during the academic year 2012-13 alone (European Commission 2015), the EU's ERASMUS (European Community Action Scheme for the Mobility of University Students) programme, which now forms a substantial part of ERASMUS+, is the world's largest exchange programme for university students and staff.

Programme information material and official press releases on ERASMUS unanimously praise the wide-ranging benefits that participation in temporary student mobility programmes is supposed to deliver by default, most notably with regard to foreign language proficiency and

related outcomes such as second language (L2) learning motivation and intercultural competence, as exemplified by this recent statement:

> "Erasmus mobility, with its core focus on skills development, is a central element of the European Commission's strategy to combat youth unemployment, featuring prominently in the Europe 2020 strategy for growth and jobs. Student mobility contributes to individuals' personal development and equips them with a wide range of competences and skills that are increasingly valued by employers. Students do not only improve their foreign languages skills and develop greater intercultural understanding, they also become much more able to quickly adapt to changes and new situations, solve problems, work in teams, think critically and communicate more efficiently" (European Commission 2015:15).

While in the European context this "mobility euphoria" (Ehrenreich 2008) also needs to be viewed as part of a larger agenda of European integration and labour market unification (Coleman 1998, Smith and Dalichow 1988, Teichler 2015), such strong claims regarding the benefits of participation in study abroad for individuals and societies need to be intellectually challenged (Byram 2008). Given that the focus of temporary student mobility programmes is typically skills development (ERASMUS+, for example, lists among its top learning outcomes "improved foreign language competences" and "enhanced intercultural awareness", European Commission 2014:31), the benefits claimed in terms of positive outcomes need to be empirically validated.

Whether formed on the basis of positive public discourses, anecdotal evidence or wishful thinking, there are particularly strong assumptions surrounding the benefits of participation in study abroad for developing foreign language proficiency. Such extended stays abroad are widely assumed to provide the best conditions for enhancing foreign language skills and learner motivation, and are often regarded as a vital step for achieving very high levels of language proficiency by students, parents and, indeed, educators (e.g., Busse 2011, Kinginger 2015). Students are assumed to soak up the language like sponges until it becomes the vehicle for effortless communication, their thoughts and dreams. In the light of such expectations it is rather unsurprising that institutional support for facilitating the development of such very high levels of proficiency among exchange students is often lacking or inadequate (as noted, for example, in DeKeyser 2014).

The evidence to support such strong assumptions is far from compelling. Empirical studies on the benefits of participation in study abroad for foreign language learning have been affected by a series of methodological limitations, such as complete reliance on participant self-assessment, the omission of longitudinal design elements and baseline measures, failure to control for non-equivalence of comparison groups where these are included, and insufficient sample sizes for testing programme effects.

A large part of the evidence on the topic has been generated in the U.S. American context with mostly quantitative longitudinal studies that use pre/post-test measures in order to examine overall changes in L2 proficiency and L2 learning motivation. Thus, existing findings are based mostly on data that were collected from U.S. American college students with L1 English on short-term study abroad programmes of up to six weeks. This line of work has only recently been complemented by more academic research in the European context, including larger projects such as the study abroad and language acquisition (SALA) project in Spain (e.g., Llanes 2012, Pérez-Vidal 2014) and the Languages and Social Networks Abroad (LANG-SNAP) project in the UK (e.g., Mitchell, Tracy-Ventura and MacManus 2015). However, considering the current scale of European student mobility, the strong push towards further increasing mobility and the scale of investment of public resources, it is striking how little rigorous empirical research has been conducted on the topic.

Taken together, the body of largely quantitative research has provided a fair amount of evidence to suggest that study abroad environments can be productive settings for developing a variety of aspects of foreign language proficiency, including overall proficiency (e.g., Rees and Klapper 2007), oral fluency (e.g., Segalowitz and Freed 2004), listening skills (e.g., Beattie, Valls-Ferrer and Pérez-Vidal 2014), pragmatic competence (e.g., Taguchi 2011), written fluency (Pérez-Vidal and Barquin 2014), essay composition (e.g., Sasaki 2007) and vocabulary (e.g., Dewey 2007), and, further, that study abroad experiences may cultivate more positive attitudes towards foreign language learning (e.g., Juan-Garau and Trenchs-Parera 2014). However, against the high expectations of language learners, educators and policy makers, gains have often been shown to be subtle and subject to substantial individual differences. Moreover, studies that compare student development at home and abroad do not consistently find significant advantages for students in study abroad settings (e.g., Avello and Lara 2014, Collentine 2004, Freed 1995, Serrano, Lllanes and Tragant 2011).

The most problematic design aspect of existing research on the outcomes of study abroad for foreign language learning concerns the comparison groups they employ, if they do so at all. Where studies lack comparison groups, it remains inconclusive whether observed student development is a result of studying abroad or other factors, such as pre-existing participant characteristics, developmental effects, test-retest and/or other study effects. Where comparison groups are included, studies frequently fail to establish the comparability between the comparison and the abroad groups, most importantly perhaps with regard to the students' initial L2 proficiency, their confidence as foreign language learners and users and their language learning motivation, thus presumably comparing "more motivated SA students to less motivated AH students" (DeKeyser 2014:315).

When these and other potential systematic between-group differences remain uncontrolled for, it is disputable whether observed differences in development among students studying abroad and at home are attributable to differences in the learning context students are exposed to, or to pre-existing participant characteristics alone. One may argue that students who are sufficiently motivated and confident to undertake extended sojourns and academic studies in a foreign language environment would exhibit more favourable linguistic and motivational development in any learning context when compared to students that are not potentially mobile. A major competing hypothesis is therefore that developmental advantages observed among study abroad participants as compared to students who continue to study in the home country are attributable to participant characteristics that lead students to self-select into such programmes, rather than to participation in study abroad itself. Studies that do not control for non-equivalence of their abroad and comparison groups are therefore not convincing when it comes to establishing observed developmental advantages among study abroad participants as an outcome of participation in study abroad. Thus, while the empirical evidence so far suggests that study abroad programmes have the potential for achieving desirable outcomes such as considerable gains in L2 proficiency and positive motivational changes, the existing findings are of limited validity.

The above-mentioned body of research has also started to identify participant characteristics, programme features and other contextual factors that are associated with the substantial individual differences that have been observed in the linguistic gains of study abroad participants. However, existing studies have often been limited to the identification of such

factors. Rarely do they combine quantitative group level analysis of student outcomes with more in-depth qualitative analysis of the ways in which the identified factors play out in shaping the observed outcome patterns. The latter aspect, however, is crucial in order to raise the formative value for programme designers, educators, future participants and policy makers. If one agrees with Pawson's (2006) argument that social interventions offer the necessary resources according to a programme theory, but that the mechanisms of change are located within the reasoning of the individuals who choose to engage with these resources as intended or not, it follows that such an inquiry must include more sophisticated qualitative elements that capture the constructionist accounts of the participants regarding their study abroad experience.

Considering the current scale and push towards increasing participation in study abroad in Europe and elsewhere, we need to know more about whether and under what circumstances participation in such programmes is likely to have the desired outcomes for most participants, as well as how programme resources need to be deployed in order to best support students' linguistic and motivational development. This does not only concern policy makers, curriculum designers and educators. Considering the substantial personal investment of time and finances that is necessary in order to study abroad, students and their families need to know more about under what circumstances participation in such programmes constitutes a real opportunity for achieving the outcomes claimed by their advocates, above all in the area of foreign language learning. False assumptions in this regard not only lead to inflated expectations and compromised agency among study abroad participants (e.g., Wilkinson 1998) but also inadequate institutional support (e.g., DeKeyser 2014).

The current study investigates further the impact of participation in study abroad on students' L2 proficiency and on their self-motivation to learn and use the L2, both quantitatively as a programmatic outcome at the group level and qualitatively in terms of the ways in which the study abroad experience relates to these changes, if at all. As Freed, Segalowitz and Dewey (2004) write, it may not be "the learning context per se that promotes various types of learning but rather [...] the nature of the interactions, the quality of the experiences, and the efforts made to use the L2 that render one context superior to another with respect to language gain" (2004:298). A key focus of the current study will therefore be any development in the students' self-motivation to use and to continue learning the L2, as well as how these motivational changes relate to the study abroad experience itself and its linguistic

outcomes. Moreover, the study will explore the role of interactions with other international students for whom English is a second language in the development of the students' overall L2 proficiency and their self-motivation to use and further improve the L2. With consideration of the wider issues that the field of second language acquisition research seeks to address, the study will contribute to a better understanding of changes in L2 proficiency, L2 learner self-concept and self-motivation in an independent immersive learning environment. In an age of globalization and growing mobility this is becoming an increasingly pertinent context for L2 learning worldwide.

The following two sections will describe the specific setting of the current study, including the study abroad programme and the population of study abroad participants. The chapter will conclude with the research questions that guided the study.

## 1.3 Research setting

### 1.3.1 The study abroad programme

The present study is set in the context of the European ERASMUS exchange programme, which was formally established by the European Council of Education Ministers on 15 June 1987 (Council decision OJ L 166, 25.6.1987) after repeated attempts since the first programme proposal was made by the European Commission in December 1985. With over 4,600 participating institutions in 27 EU member states, as well as in Croatia, Iceland, Liechtenstein, Norway, Switzerland and Turkey, the ERASMUS programme has developed into what is now the world's largest formal exchange network for students and staff (European Commission 2015). According to the founding document, the political rationales behind the programme's major goal of boosting student mobility (besides staff mobility and institutional cooperation) are

> "(i) that the Community may draw upon an adequate pool of manpower with firsthand experience of economic and social aspects of other Member States (...)
>
> (iv) to strengthen the interaction between citizens in different Member States with a view to consolidating the concept of a People's Europe;
>
> (v) to ensure the development of a pool of graduates with direct experience of intra-Community cooperation, thereby creating the basis upon which intensified cooperation in

> the economic and social sectors can develop at Community level" (Council of Ministers 1987: 21–2).

In this agenda of economic and integrative goals, the development of skills and attitudes that facilitate successful cooperation and intercultural understanding between people from different member states assumes central importance. The recently inaugurated ERASMUS+ programme (European Commission 2014b), of which ERASMUS forms a rather substantial part, carries forward this agenda on an even larger scale as it extends learning mobility from university students and staff to trainees, apprentices, volunteers, youth workers and other professionals. The student mobility scheme alone will provide mobility grants for approximately 2 million higher education students from 2014 to 2020 (ibid.) and the official programme guide lists among the top learning outcomes for ERASMUS+ participants "foreign language competences" and "intercultural awareness" (European Commission 2014b:31).

The latest statistics on ERASMUS study mobility indicate that during the academic year 2012-2013 a total of 211,995 students from 2,325 sending institutions chose to study abroad with ERASMUS. According to these statistics, ERASMUS students are most likely to be female (60.6%) student on a Bachelor programme (70%) in the Social Sciences (41%) from either Spain (33,548), Germany (28,887), France (26,740), Italy (21,411) or Turkey (12,344) and study in Spain (31,360), France (23,970), Germany (22,724), the UK (18,082) or Italy (16,878) (European Commission 2014a, 2015).

ERASMUS students study abroad for periods between 3 and 12 months (6.2 months on average, European Commission 2015), which is substantially longer than the 6-week short study abroad programmes that are enjoying increasing popularity in North America (Kinginger 2015). In contrast to their North American peers, European students do not tend to be language specialists, but study a variety of subjects in the social sciences (41%), arts and humanities (22%), engineering sciences (16%) and natural sciences (8%).

The preparation of ERASMUS students typically involves assistance with administrative matters, academic advice and preparation in dealing with practicalities in the host country (e.g., advice on finding accommodation, opening a bank account, etc.) in the form of one-off preparation events or online learning modules. Within larger universities, the preparation of ERASMUS students and the administrative matters are typically coordinated by departmental or central ERASMUS offices. Students can turn to the ERASMUS coordinator in charge, who

is usually based within the university department that sends and/ or receives ERASMUS students. The support that incoming and outgoing ERASMUS students receive from these individuals varies greatly from some initial advice on choosing a placement and suitable courses to regular meetings and mentorship during the exchange.

71% of the respondents in the current study participated in a general preparatory event ("allgemeine Vorbereitungsveranstaltung") for outgoing ERASMUS students, 13% went to a country-specific preparatory seminar ("landesspezifische Vorbereitungsveranstaltung"), 2% attended an intercultural training, 29% participated in a preparatory language course and 7% had a language tandem partner. While linguistic preparation and in-programme provision of L2 instruction are not usually a mandatory part of the programme, ERASMUS+ offers online learning modules in the commonly taught languages for students at the A and B levels of the Common European Framework of Reference. For German ERASMUS applicants to the UK the L2 proficiency level upon programme entry can be expected to be more advanced due to the students' extensive English language learning histories. The vast majority of published study abroad research to date has been conducted with American students at lower proficiency levels, but Collentine (2009) notes that "there exists little information about American learners' success in advanced-level, direct-enrolment programs" (2009:221).

The ERASMUS programme is commonly implemented as such a direct-enrolment programme, that is, one in which exchange students attend courses together with local students. Each ERASMUS student has to draw up a "learning agreement" before departure that lists the courses they will attend at the host university, including the number of ECTS (European credit transfer system) points that are obtainable for each course. In order to be eligible for a monthly ERASMUS stipend, the minimum ECTS point requirement is 22.5 per semester or 15 per trimester where one ECTS point equals a total workload of 25-30 hours.

The latest statistical overview of the ERASMUS programme suggests that ERASMUS students are increasingly taught through English as a medium of instruction (EMI). Every second ERASMUS student in the 2012-13 cohort reported using English "as their main language for studying abroad" (European Commission 2015:66).

The accommodation options for ERASMUS students vary, but typically include university halls of residence and private single or shared accommodation, while host family arrangements are rather exceptional. University halls of residence may vary in their composition

of residents from international students only, to accommodating mostly local students with far and few international students in between. While no official data is available on the accommodation arrangements that ERASMUS students typically find themselves in, participants in the current study commonly reported separate accommodation arrangements for international and local students.

### 1.3.2 The population of study abroad participants

German university students who applied for an ERASMUS exchange with a British university for the academic year 2012 – 2013 formed the population in this study. The choice of student population was informed by methodological and conceptual considerations. Conducting the study with German ERASMUS students who applied for a placement in the UK ensured that a sufficiently large population of rejected (and withdrawn) applicants exists since the competition for places at British universities among German students is particularly fierce since the UK appears as a popular destination with a relatively low number of agreements. While there is no official documentation on the total number of applicants to places, the German National ERASMUS agency "DAAD" recorded a total of 3,053 German ERASMUS students on ERASMUS exchanges at UK universities for the year 2010-11.

Given that random assignment of students to study abroad and at home conditions is generally not an option in study abroad research, above all for ethical reasons, the best heuristic may indeed be to reduce systematic variation between these two groups as far as possible and control for remaining differences in relevant participant characteristics in a non-equivalent control group design. ERASMUS applicants, whether successful or unsuccessful, are all "potentially mobile students" (Van Mol 2011) and therefore more similar than students who do not apply for a study abroad placement in several respects, most crucially perhaps in their motivation and readiness to expose themselves to unfamiliar cultural and linguistic contexts, as well as in the amount of "mobility capital" (i.e., their own and their parents' abroad experiences) they have accumulated prior to participating in ERASMUS (Teichler 2011, Van Mol and Timmerman 2014). The selection criteria for the ERASMUS programme were not standardized and tended to vary across the German institutions, with the most common elements being a (varying) minimum GPA requirement, personal statements, interviews, and in some cases evidence of civic engagement. This reduces the systematic variation between the groups of successful, withdrawn and unsuccessful ERASMUS applicants. Thus, unsuccessful and withdrawn ERASMUS applicants were recruited to form the comparison group in this study.

Another important methodological consideration concerned my own proficiency in German (L1) and English (L2), combined with fair knowledge of the German academic system from first-hand experience as an undergraduate student, a teacher and a tutor for ERASMUS students. These factors facilitated the conceptualization and implementation of the study, and the access and recruitment of participants in particular. Being able to conduct the interviews in the participants' native language was also an important consideration since these touched upon highly personal topics related to the participants' sense of self and identity, which can be difficult to articulate even in one's native language.

However, choosing German outgoing ERASMUS students to the UK as the population under study also seemed to involve drawbacks. German learners of English who are confident enough to live and study in an English-speaking country can be expected to have a good command of English already at the onset of study abroad. Thus, in order to prevent ceiling effects that may arise in this context, an English proficiency test that was originally developed for measuring first language attrition among English native speakers was employed (see section 3.4.2.2 below). Similarly, as the exposure and use of *English* among the comparison group in the home country may be higher than for other foreign languages one needs to bear in mind that the comparison group provides a rather "tough" baseline when evaluating differential linguistic development abroad and at home. A major substantive argument for studying learners of English in an English-speaking host environment concerned the aim of exploring in what ways, if any, proficiency development and changes in self-motivation to learn and use the L2 relate to social interactions with other second language speakers. Such inquiries may not be possible with ERASMUS populations in other target countries since students in those contexts have been shown to use English, rather than the host country language as a lingua franca (e.g., Bauwens et al. 2009, Papatsiba 2006).

### 1.4 Research questions

The present study was guided by the overarching research questions **RQ 1** and **RQ 2** below, which relate to the two domains under study: the students' gains in overall L2 proficiency and their motivational development. Within each domain, the overarching research question was mediated by several sub-questions that were addressed with either a qualitative (QUAL.), quantitative (QUAN.) or combined approach (QUAL.+QUAN.) to data collection and analysis.

**RQ 1: What is the impact of ERASMUS study abroad in the UK on the students' overall English language proficiency?**

1a: How does the students' overall English language proficiency change during study abroad in the UK and are these changes in proficiency associated with participation in study abroad? (QUAN.)

1b: In what ways, if any, are the observed learner-internal and learner-external factors associated with differential overall L2 proficiency gain abroad? (QUAN.+QUAL.)

**RQ 2: What is the impact of ERASMUS study abroad in the UK on the students' self-efficacy, English use anxiety and self-motivation to continue learning English?**

2a: How do the students' self-efficacy, English use anxiety and self-motivation to continue learning English change during study abroad in the UK and are these motivational changes associated with their participation in study abroad? (QUAN.)

2b: How can we conceptualize the motivational dynamics during study abroad that give rise to the observed patterns of motivational change? (QUAL.+QUAN.)

2c: How do the students perceive the overall impact of the study abroad experience on their self-motivation to continue learning English? (QUAL.)

### 1.5 Structure of the thesis document

Following this introductory chapter, the remainder of the thesis is organised as follows: Chapter 2 contains a review of the literatures that informed the conceptualization of the current study, including theoretical perspectives and past empirical work on the impact of study abroad on linguistic and motivational development. Chapter 3 details the research methodology, including the sampling strategies and sample characteristics, the instruments, the procedures for data collection and analysis, the methodological limitations and important ethical considerations in addressing the research questions. Chapters 4 and 5 present the findings of the study. Chapter 4 presents the findings on the impact of studying abroad on the students' overall L2 proficiency, as well as common factors that were associated with differential linguistic attainment. Chapter 5 is then concerned with changes in the students' self-motivation to learn and to speak the L2 that occurred in response to the study abroad experience, as well as with the motivational dynamics that gave rise to these patterns of change. The concluding chapter 6 then discusses the contributions that the study makes to the fields of second language acquisition and study abroad research with regard to future research and practice.

# Chapter 2 **Literature Review**

*"Our current belief in the importance of a year abroad rests on some very flimsy and largely anecdotal evidence."*

*(Paul Meara 1994)*

## 2.1 Introduction to the chapter

In this chapter I will review the bodies of literature that informed the conceptualization of the current study. These include theoretical perspectives that shaped the conceptual framework of the study, as well as empirical studies on the impact of study and residence abroad on linguistic and motivational development. Section 2.2 will be concerned with existing research on the impact of study abroad on overall L2 proficiency of study abroad participants as well as on factors associated with individual differences in linguistic development abroad. In sections 2.3 - 2.5, I will then examine the research on the impact of study abroad on L2 learner self-efficacy (2.3), L2 use anxiety (2.4) and L2 learning motivation (2.5). The relevant literature on research methodology and philosophy will be referenced throughout the methodology chapter and will therefore not be part of this review.

## 2.2 The impact of study abroad on students' overall L2 proficiency and factors associated with differential linguistic progress

Whether formed on the basis of positive public discourses, anecdotal evidence or wishful thinking, extended stays abroad are widely assumed to provide the best conditions for developing foreign language skills and as Ehrenreich (2008) notes, they are often regarded as a vital step for achieving very high levels of linguistic proficiency by students, parents, educators and the wider public. There are indeed theoretical grounds to assume that studying abroad should bring advantages for L2 proficiency development when compared to self-study and/ or participation in foreign language instruction in the home country. Not only does the extent of L2 immersion and therefore the amount of L2 input tend to be greater, but stays abroad also seem to offer more opportunities for using the L2 in social interactions with native and non-

native speakers if learners so choose. The latter in particular appear to hold potential in promoting L2 development through the linguistic input (Krashen 1985), output (Swain and Lapkin 1995), the negotiation of meaning (Long 1996) and processing of novel linguistic structures (Schmidt 1990) they invite.

Researchers in the field of second language acquisition have been investigating the linguistic benefits of participation in study and residence abroad since the 1960s, which is when Carroll's (1967) survey study of the exit proficiency levels of 2,782 US American students majoring in French, German, Italian and Russian was published. Beyond nation-wide assessment of the linguistic attainment of foreign languages students in the US, the study also established major factors associated with foreign language attainment and found that a short summer school or tour abroad and a whole school year abroad were all associated with significantly higher attainment on the listening test of the "MLA Foreign Language Proficiency Tests for Teachers and Advanced Students" (Starr 1961, 1962), which the students took near the end of their degree course. Based on the findings of this large-scale cross-sectional study, Carroll concluded that "Time spent abroad is clearly one of the most potent variables we have found, and this is not surprising, for reasons that need not be belabored. Certainly our results provide a strong justification for a "year abroad" as one of the experiences to be recommended for the language majors. Even a tour abroad, or a summer school course abroad, is useful, apparently, in improving the student's skill" (Carroll 1967:137). Carroll's pioneering empirical study seemed to provide strong evidence to support widely held assumptions regarding the linguistic benefits of extended stays abroad and marked the beginning of more systematic research efforts in this area.

The clear majority of research studies since Carroll (1967) have been carried out in the US American context, focusing on the study abroad experiences of US American college majors of French, Spanish or German on short stays abroad of up to 6 weeks during the earlier stages of the L2 learning process. Much less research has been conducted on advanced learners with a first language other than English, who pursue non-modern foreign languages degrees and embark on longer stays abroad, as is the case with most European students who study abroad on the substantial ERASMUS programme. The most extensive research on the student learning outcomes of the European ERASMUS exchange programme are the large-scale survey studies of the 1980s, 90s and 2000s conducted by Teichler and colleagues (e.g., Maiworm and Teichler

2002, Opper, Teichler and Carlson 1990, Teichler 1997, 2004). While these repeated ERASMUS evaluation studies primarily sought to establish the strengths and weaknesses of the programme in supporting student mobility (Richters and Teichler 2006), they also examined the characteristics of ERASMUS participants, the problems that ERASMUS students face abroad and the self-perceived outcomes of their participation in terms of knowledge, skills and attitudes. With regard to L2 learning-related programme outcomes, Maiworm and Teichler (2002) report proficiency gains across all four skills. Furthermore, Teichler (2004) writes that "Undoubtedly, ERASMUS contributes to developing interest in foreign languages" (2004:402). This assertion, however, is based on a self-perceived decrease in perceived difficulty when using the L2, rather than on tracking the students' actual motivational development.

The sole reliance on retrospective participant self-evaluation as opposed to a tracking of the students' self-perceived or observed development over time, starting at baseline, poses a serious threat to the validity of these studies with regard to establishing observed development as an outcome of participation in ERASMUS study abroad. After all, retrospective self-evaluations of development are subject to memory bias and might be more reflective of satisfaction with the study abroad experience as a whole than of actual learning and development (Sutton, Miller and Rubin 2007). Very similar methodological limitations also compromise the validity of the recent large-scale "ERASMUS Impact Study" (European Union 2014), which was commissioned by the European Union. As in Teichler and colleagues' evaluation studies, the impact of participation in ERASMUS study abroad on the students' foreign language proficiency was established retrospectively with participant self-ratings. Thus, although these studies were rather substantial in terms of scale and funding, the evidence they provide for the programmatic outcomes of study abroad for students' linguistic and motivational development is of rather limited validity.

Apart from some earlier work in England on the linguistic benefits of the year abroad for modern foreign language students (e.g., Willis, Doble, Sankarayya and Smithers 1977, Coleman 1996, 1998, Dyson 1988), a consistent line of academic research into second language acquisition in the context of study abroad has emerged in Europe only recently, including larger projects such as the study abroad and language acquisition (SALA) project in Spain (e.g., Pérez-Vidal 2014) and the Languages and Social Networks Abroad (LANG-SNAP) project in the UK (e.g., Mitchell, Tracy-Ventura and MacManus 2015). Considering the significance, current scale and intended growth of temporary student mobility in the European higher education area, it is

indeed striking how little scholarly research has been conducted on the topic. This surprising paucity of European academic research in this area has previously been noted by American scholars, as in Collentine (2009), who hypothesizes "Perhaps because the field of SLA is still in the early stages of building a theory of acquisition, it may not be surprising that very little research exists on the effects of SA on learners such as those in the ERASMUS programs that explicitly purport to promote learners' proficiency" (2009:230).

While the growing body of SLA-orientated study abroad research has provided cumulative evidence to suggest that study abroad can be a productive setting for developing a variety of aspects of L2 proficiency (Freed 1995, Kinginger 2015), studies that compare the linguistic development of students studying abroad with those studying in the home country do not consistently find developmental advantages for study abroad participants (e.g., Avello and Lara 2014, Collentine 2004, DeKeyser 1991, Dewey 2004, Díaz-Campos 2004, Freed 1995b, Segalowitz and Dewey 2004, Möhle and Raupach 1983, Serrano, Llanes and Tragant 2011). Moreover, linguistic gains observed during study abroad are often subtle and subject to substantial individual differences (Collentine 2009, Freed 1998, Kinginger 2015).

It certainly appears plausible that the extent to which developmental advantages among study abroad participants are observable should also be contingent on the aspect of L2 proficiency under investigation. In this respect, the existing research suggests that study abroad participants tend to develop their abilities most strongly in the areas of oral fluency (e.g., Freed 1995b, Segalowitz and Freed 2004, Pérez-Vidal and Barquin 2014, Valls-Ferrer and Mora 2014), overall oral proficiency (e.g., Foltz 1991, Liskin-Gasparro 1984), listening comprehension (e.g., Allen and Herron 2003, Mora 2014, Kinginger 2008, Beattie, Valls-Ferrer and Pérez-Vidal 2014), pragmatic competence (e.g., Marriott 1995, Regan 1995, Regan, Howard and Lemée 2009, Schauer 2007, Taguchi 2011) and lexis (e.g., Collentine 2004, Dewey 2007, Milton and Meara 1995). Some evidence also exists to show greater gains among study abroad participants in written fluency (Pérez-Vidal and Barquin 2014, Serrano, Llanes and Tragant 2011, Valls-Ferrer and Mora 2014), essay composition (e.g., Pérez-Vidal and Barquin 2014, Sasaki 2007), overall L2 proficiency (e.g., Coleman 1996, Juan-Garau, Salazar-Noguera and Prieto-Arranz 2014, Rees and Klapper 2007) and communication strategies (Lafford 2004), while the findings on morphosyntax (Cheng and Mojica-Díaz 2006, Collentine 2004, DeKeyser 1991, 2010, Howard 2005, Isabelli and Nishida 2005, Möhle and Raupach 1983, Pérez-Vidal and Juan-

Garau 2011, Rees and Klapper 2007, Regan 1995, Schell 2000) and pronunciation (Avello and Lara 2014, Díaz-Campos 2004) are rather less consistent.

The current study focuses on development in students' overall L2 proficiency as captured by holistic proficiency measures (see section 3.4.2.2). Key studies in this area include Coleman 1996, Juan-Garau, Salazar-Noguera and Prieto-Arranz 2014, and Rees and Klapper 2007, which shall be reviewed in more detail.

The European Language Proficiency Survey reported in Coleman (1996) is a cross-sectional cohort study that employed C-tests (see section 3.4.2.2) to capture the overall L2 proficiency levels of 18,264 British and Irish modern foreign languages students (12,477 students of French, 3,824 students of German, 2,462 students of Spanish and 550 students of Russian) in different years of study. Based on the observation that average L2 proficiency levels of students in year 4 (post-year abroad) tended to be considerably higher than those of students in year 2 (pre-year abroad), while no consistent mean gain was observable from years 1 to 2, Coleman (1996) asserts that the third year abroad[1] is likely to be the source of these substantial proficiency gains. He concludes that "the contribution of residence abroad to the foreign language proficiency of advanced learners is greater than that of a year's tuition in the home institution" (1996:45).

Coleman (1996) also reports a decrease in the standard deviations of the students' proficiency test scores pre- to post-residence abroad for French (15.67 to 12.08) and Spanish (21.60 to 16.40), which is not evident in the scores of years 1 and 2. Drawing on these observations, he hypothesizes that spending a year abroad might not only confer advantages for the linguistic development of advanced learners compared with studying at the home university, but that it might also contribute to evening out initial individual differences in linguistic proficiency to some extent as initially "weaker learners" tend to make larger gains (1996:46). The substantially higher proficiency test scores after the third year abroad, the comparatively small average proficiency gains between years 1 and 2 at the home university, and the sheer size of Coleman's sample appear rather compelling indeed and they are consistent with the

[1] Spending the third year abroad is a compulsory part of modern foreign languages degrees in England. The types of placement are typically either a student exchange, a foreign language assistantship or internship/ work experience.

hypothesis that spending a year abroad bears developmental advantages for foreign languages students compared to studying the L2 in the home country. However, the validity of this and other cross-sectional studies for establishing the linguistic benefits of study and residence abroad is limited as proficiency development and therefore any "developmental advantages" of one learning context over another are not observed longitudinally within individuals, but rather extrapolated from cohort data.

These methodological issues are somewhat symptomatic of the limitations of the larger research body on linguistic outcomes of participation in study abroad. Even when substantial proficiency gains among study abroad participants are observed longitudinally, in the absence of a suitable comparison group the effects of the learning context on students' linguistic progress cannot be differentiated from direct effects of pre-existing participant characteristics, developmental effects and study effects. Where studies include comparison groups but fail to establish their comparability in terms of relevant participant characteristics such as the students' baseline L2 proficiency, their confidence as L2 users and their L2 learning motivation, any effects of the learning context still remain confounded with effects that these characteristics may have on the students' linguistic development. Longitudinal studies that observe the linguistic development of the same individuals in multiple learning contexts reduce the variation in participant characteristics and therefore mitigate some of these methodological limitations.

One such longitudinal study is presented by Rees and Klapper (2007), who examine the linguistic development of a cohort of 57 German "majors" and "minors" at the University of Birmingham over a period of 4 years. The researchers seek to analyse and evaluate the linguistic benefit of residence abroad for UK foreign language students in terms of 1) linguistic progress students make during the first 2 years of classroom-based instruction at the home university relative to the progress made during the obligatory third year abroad, 2) individual differences in linguistic development abroad, and 3) student characteristics that may predict L2 proficiency development abroad. All students were enrolled at German or Austrian universities during their year abroad, with 5 to 10 contact hours per week. 45 of the students spent a whole year abroad, while 12 students completed a joint honours degree with two foreign languages and accordingly studied in Germany or Austria for 6 months only.

In order to track development in the students' overall German language proficiency, Rees and Klapper (2007) employ the same C-test as Coleman (1996) at 3 points in time: upon entering university (T1), at the end of year 2/ pre-study abroad (T2) and at the start of year 4/ post-study abroad (T3). Rees and Klapper observe a moderate pre-study abroad mean score of 53.90 out of 110 on the C-test and a proficiency gain of 8.88 (*SD* = 6.89) points during the 12-month study abroad period. The average proficiency gain abroad is reported to be significantly greater ($p<.001$) than the average gains made during their first two years with foreign language instruction at the home university. During this study at home (AH) period, most students received L2 instruction for 2-3 hours per week, of which 50% had a focus on grammatical and lexical form and 50% a focus on authentic texts and communication.

The observed pre-post mean difference was smaller than in Coleman's (1996) cohort study (9.47% as compared to 16.36% with very similar pre-abroad scores of 53.90 and 54.08). As the authors note, the higher gains in Coleman (1996) might be partly explained by the fact that Coleman's year 2 (pre-abroad) measurement was taken early in year 2 so that the "abroad period" includes almost an entire year of L2 study at the home university. As another discrepancy, Rees and Klapper do not observe a decrease in standard deviations from pre- to post-abroad scores, suggesting that individual differences in the students' overall L2 proficiency did not tend to get reduced during the study abroad period.

With regard to the added benefits of a longer versus a shorter stay abroad, Rees and Klapper note "very little advantage in proficiency terms for those who stay for twelve as opposed to six months" (2007:350). Indeed the authors record a difference in L2 proficiency gain of only 1.23% between the two groups. In interpreting this finding one needs to bear in mind that the measurements after month 6 and month 12 were obtained from different individuals and therefore do not reflect real "added gain". One might hypothesize, for example, students studying two foreign languages at degree level might make more progress during a 6-month period than students who have mastered only one L2 to this level and thereby negatively bias the "added" gain during the latter 6 months. However, in interpreting this finding the authors also refer to post-return interviews with 12 students, some of whom reported a self-perceived slow-down or cessation in their linguistic progress towards the end of their stay. Finally, Rees and Klapper rightly point out that the observation of one particular cohort in a single university is particularly prone to cohort effects, which limits the transferability of the findings.

The most recent piece of evidence comes from Juan-Garau, Salazar-Noguera and Prieto-Arranz (2014), who as part of their study examine development in overall English proficiency of 57 bilingual (Spanish-Catalan) university students on a Translation and Interpreting degree programme, which included an obligatory semester-long ERASMUS exchange at a UK university. The study formed part of the larger SALA (Study Abroad and Language Acquisition) project in Spain. The project aimed to "identify and measure quantitatively the impact of two different learning contexts, FI and SA, experienced by advanced EFL undergraduates on their *linguistic abilities*", [...] "on their *motivation, comprising attitude, among other factors, and beliefs* regarding foreign language learning, use and status" and [...] "on their *intercultural awareness*" (italics as in Pérez-Vidal 2014:31-32).

The SALA project employed a largely quantitative longitudinal design similar to Rees and Klapper (2007), but it tracked students in several cohorts and examined a wider range of aspects of L2 proficiency (including listening, speaking, reading, writing proficiency and grammar) in addition to changes in L2 motivation, associated attitudes and intercultural awareness. Juan-Garau, Salazar-Noguera and Prieto-Arranz (2014) measured the overall English proficiency of all students in their sample with a Cloze test (Taylor 1953) at 3 points in time: upon entry into the university programme (T1), after 6 months (two terms) and 80 hours of L2 instruction/ pre-study abroad (T2) and again 3 months later, upon return from the ERASMUS semester in the UK/ post-study abroad (T3). They also investigated motivational and attitudinal change (see sections 2.3-2.5 below), as well as associations between these changes and the students' linguistic progress.

With regard to changes in the students' L2 proficiency the authors record an average overall proficiency score of 4.20 (*SD* = 1.89) on a scale from 0 to 10 upon entry into the university programme, which then did not significantly change during the first two terms at the home university. This was followed by a highly significant increase ($p < .001$) of 9.89% during the study abroad semester. Simple comparisons of the gain scores during both phases indicated that the overall change in L2 proficiency abroad was significantly ($p < .05$) larger than change in the home country environment. The extent of variation in the gain scores during the SA period was not reported. With regard to the first research objective "comparing the effects of two different learning contexts, namely FI and SA, on the participants' overall proficiency in L3 English" (2014:251), Juan-Garau, Salazar-Noguera and Prieto-Arranz conclude that "SA has proved to be more beneficial to help boost lexico-grammatical gains" (2014:254).

Longitudinal studies, such as this, which observe the linguistic development of individuals in multiple learning contexts, circumvent the non-equivalent control group problem and thereby make alternative explanations for differential change abroad and at home less likely. Yet, the contribution of the learning context cannot be differentiated from test-retest effects, developmental effects and stage of learning effects. Moreover, observing proficiency development of the same participants in different learning context only partly controls for the direct effects of participant characteristics since the participants are likely to change in a number of ways, in some characteristics more than others, especially if the entire study period spans several years. For example, it is conceivable that after two terms of L2 instruction at their home university the SALA students felt more efficacious in using and learning the L2, which in turn might positively affect their willingness to use the L2, as well as further linguistic gains during the subsequent period, which happens to be abroad. The same could be suggested for a number of other potentially influential learner characteristics, such as the students' L2 proficiency level, their attitudes towards L2 learning or the community of speakers, the strength of their instrumental orientation as they progressed towards future employment as language professionals etc. If the influence of these and other characteristics on the students' proficiency gains during a certain period remains uncontrolled for, their effects are confounded with the effect of the learning context, which biases the estimates of any unique contribution of the learning context to explaining L2 development.

In summary, the empirical studies to date have provided cumulative evidence that is consistent with the hypothesis that participation in study abroad contributes to developing overall L2 proficiency. However, the above-described methodological limitations, which are often a direct consequence of the practical challenges that researchers in this field face, continue to compromise the validity of the evidence on the linguistic outcomes of study abroad. Moreover, studies on development in overall L2 proficiency have focused on modern foreign languages students in particular. It therefore remains unclear to what extent the observed proficiency gains transfer to students of other subjects, which constitute the majority of exchange students worldwide.

The current study therefore further investigates changes in overall L2 proficiency as a programmatic outcome of participation in study abroad for students from a variety of subjects. The participants are advanced EFL learners from Germany on ERASMUS study abroad in the UK for 3 to 9 months. In order to determine the unique contribution of the learning context,

the gains made by the study abroad participants are compared to those made by potentially mobile students who are similar to the former on a range of potentially relevant participant characteristics. Students in the comparison group are referred to as "potentially mobile" as they had also applied for an ERASMUS exchange with a British university but continued to study in their home country Germany. This group serves to control for the influence of pre-existing participant characteristics, test-retest and study effects on the observed proficiency gains. The present study also seeks to investigate common factors associated with individual differences in overall L2 proficiency development abroad.

Past study abroad research has investigated a variety of potentially relevant factors in relation to differential linguistic gain among study abroad participants, including factors associated with the learner, such as gender (e.g., Davidson 2010, Rees and Klapper 2007, Vandeberg, Connor-Linton and Paige 2009), age (e.g., Baker 2010, Brecht, David and Ginsberg 1995, Lapkin et al 1995, Magnan and Back 2007), personality (e.g., Baker-Smemoe, Dewey, Bown and Martinsen 2014), prior academic achievement (e.g., Magnan and Back 2007), prior L2 learning history (e.g., Davidson 2010, Lapkin et al 1995), prior mode of learning (e.g., Rees and Klapper 2007), prior abroad experience (e.g., Brecht, David and Ginsberg 1995, Davidson 2010, Rees and Klapper 2007), pre-programme proficiency (e.g., Davidson 2010, Milton and Meara 1995, Vande Berg, Connor-Linton and Paige 2009), prior linguistic knowledge (e.g., Brecht and Davidson 1991, Golonka 2006) and metalinguistic knowledge (e.g., Golonka 2006), aptitude (e.g., Freed 1995, Lapkin et al 1995), IQ (e.g., Rees and Klapper 2007), working memory capacity (e.g., Sunderman and Kroll 2009, Tokowicz, Michael and Kroll 2004), phonological memory (e.g., Larson-Hall and Dewey 2012, O'Brien et al. 2007), speed of lexical access (e.g., Segalowitz and Freed 2004, Taguchi 2008), strategy use (e.g., Adams 2006, Golonka 2001, Tanaka and Ellis 2003), willingness to communicate (Yashima et al 2004), L2 learning motivation, attitudes towards target language community or an "integrative" learning orientation (e.g., Hernández 2010, Hoffman-Hicks 2000, Isabelli-García 2006, Juan-Garau, Salazar-Noguera and Prieto-Arranz 2014, Yager 1998), linguistic self-confidence and L2 use anxiety (e.g., Juan-Garau, Salazar-Noguera and Prieto-Arranz 2014), engagement in social interactions (e.g., Hernández 2010, Juan-Garau and Pérez-Vidal 2007, Yager 1998), social networks (Baker-Smemoe, Dewey, Bown and Martinsen 2014, Isabelli-García 2006) and intercultural sensitivity (e.g., Baker-Smemoe, Dewey, Bown and Martinsen 2014, Martinsen 2010, Wilkinson 1998).

With regard to common factors that relate to the study abroad programme, studies have mainly investigated the role of programme duration (e.g., Davidson 2010, Fraser 2002, Vande Berg, Connor-Linton and Paige 2009), L2 instruction (e.g., Vande Berg, Connor-Linton and Paige 2009), type of enrolment in academic courses (e.g., Vande Berg, Connor-Linton and Paige 2009) and accommodation arrangements (e.g., Allen 2002, Magnan and Back 2007, Rivers 1998).

It is conceivable that the factors that moderate linguistic gain during study abroad should vary depending on the aspect of proficiency under investigation. With regard to factors relating to individual differences in overall L2 proficiency gain in particular, Rees and Klapper (2007) examined gender, IQ, prior mode of L2 learning, cumulative prior abroad experience, prior foreign language achievement (A-level grades) and length of stay. None of these factors showed a significant association with overall L2 proficiency gain, except for prior mode of L2 learning. However, the authors also note a significant negative correlation ($r = -.33$, $p<.05$) between the students' baseline L2 proficiency scores and proficiency gain during study abroad. With regard to prior mode of L2 learning, students whose L2 learning experience during the first year was meaning-focussed and mostly involved work with factual authentic texts/ film tended to make significantly higher gains in overall L2 proficiency during their stay abroad than students who followed a form-focussed syllabus. Since no apparent differences in L2 motivation or self-reported L2 usage behaviours emerge from their interviews with 12 students from both groups, Rees and Klapper explain this finding with the difference in the L2 learning experiences during the first year at university alone. It is noteworthy, however, that students who followed the form-focussed syllabus also had higher initial L2 proficiency levels at the onset of study abroad, which were associated negatively with overall L2 proficiency gain. This effect remains undifferentiated from the effects of prior mode of learning.

The above-described study by Juan-Garau, Salazar-Noguera and Prieto-Arranz (2014) investigated the relationship between overall L2 proficiency gain and a set of motivational variables, including measures of instrumental and integrative motivational orientations, attitudes towards the L2 and its speakers, L2 use anxiety and willingness to use the language, intended learning effort, attitudes towards L2 learning and L2 learning beliefs. However, no significant correlations emerged between any of these factors and development on either the Cloze-test or the additional sentence rephrasing test. As Kinginger (2013) notes, inquiries into common factors associated with differential linguistic gain during study abroad are often

limited to identifying the presence or absence of a particular predictor-outcome association. Rarely do they combine statistical analysis with more in-depth qualitative analysis in order to illuminate the ways in which the identified factors play out in the process of L2 learning abroad.

The current study employs a combined approach in which statistical analysis is used in order to identify associations between potential predictors and overall L2 proficiency gain abroad, while the qualitative analysis of the students' accounts serves to further illuminate these predictor-outcome relationships. The study examines a range of learner-internal and learner-external factors in this way, including a set of hitherto largely unexplored psychological variables that relate to self-motivation to use and learn the L2. While existing studies have investigated motivational predictors mainly in terms of integrative and instrumental motivational orientations, and attitudes towards the target language community, the current study focuses on the students' future L2 self-conceptions, perceived L2 self-discrepancies, self-efficacy and L2 use anxiety with native and non-native L2 speakers. This reflects the endeavour to better understand the drivers behind engagement in opportunities for L2 usage and learning during study abroad.

### 2.3 The impact of study abroad on self-efficacy in using the L2

The concept of *self-efficacy* was first proposed by psychologist Albert W. Bandura (1977) as a core construct in his *social cognitive theory*, which rests on the basic tenet that "what people think, believe, and feel affects how they behave" (Bandura 1986:25). In this theory of human functioning, the human capability of self-reflection and the self-beliefs that individuals hold are most significant in influencing goal-directed behaviour. Among those self-beliefs is the individual's *self-efficacy*, which refers to "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura 1997:3). Importantly, perceptions of self-efficacy are conceptualized as specific to a given activity and further, as variable "within the same activity domain at different levels of difficulty, and under different circumstances" (Bandura 1997:11) and need to be measured at such levels of specificity. Bandura (1994) conceptualized self-efficacy as a key determinant of "how people feel, think, motivate themselves and behave" in relation to specific activities. This includes what activities are pursued, as how threatening and controllable they are perceived, how much effort is expended on them, whether individuals persist in the face of obstacles, as well as levels of

perceived stress and anxiety during completion (Bandura 1994:71). There is indeed a substantial amount of empirical work to suggest that self-efficacy in a given domain is a strong predictor of task engagement and performance, most of which concerns the self-efficacy beliefs, learning behaviours and academic attainment of pupils and university students (see, e.g., Graham and Weiner 1996, Mills, Pajares and Herron 2007).

In the context of L2 learning, stronger self-efficacy in a given L2 domain, such as listening, reading, writing and speaking the second language, has been positively associated with engagement in L2 usage as opposed to avoidance behaviours, the absence of anxiety when using the L2 (e.g., Mills, Pajares and Herron 2006), the amount of effort expended on L2 learning (e.g., Mills et al. 2006), the knowledge and deployment of more effective learner strategies (e.g, Graham 2007), persistence when difficulties are encountered (e.g., Matthews 2010), the value students ascribe to L2 learning (e.g., Mills et al. 2007) and proficiency attainment in a given domain (e.g., Hsieh and Kang 2010). In light of these findings, it is perhaps unsurprising that SLA researchers and practitioners have taken interest in the malleability and particularly so the enhancement of self-efficacy of L2 learners as a promising way of fostering L2 attainment.

According to Bandura, individuals gather information on their personal efficacy from four principal sources, which include enactive mastery experiences, vicarious experiences, verbal persuasion and their physiological and affective states (Bandura 1997:79). Enactive mastery experiences are described by Bandura as most influential "because they provide the most authentic evidence of whether one can muster what it takes to succeed" (1997:80). Thus, successfully performing the task in question tends to build a stronger sense of self-efficacy, particularly so if obstacles need to be overcome in the process, as it demonstrates that persistent effort is a promising way of effecting successful outcomes. Repeated failure on the other hand tends to lower self-efficacy, especially early on when a resilient sense of self-efficacy in a given area is yet to be established (ibid.). However, as Bandura points out "the impact of performance attainments on efficacy beliefs depends on what is made of those performances" (1997:81). In other words, it is the *interpretation* of performances as successes or failures, as well as their selective processing and reconstruction (e.g., dwelling on the poor parts only) that mediates changes in self-efficacy. Thus, self-efficacy beliefs are both the producers and product of such experiences.

Vicarious experiences, that is, external comparisons with the performance of perceived similar others, may provide information of one's own abilities and raise self-efficacy if one's own performance is judged as superior, and lower them if one's performance is judged as inferior (Bandura 1997:86). Bandura notes that the most informative comparisons are provided by those whose ability is perceived as similar or slightly higher, whereas "Neither outperforming those of lesser ability nor being surpassed by the vastly superior conveys much information about one's own level of capability" (1997:87). The faultless and calm performances of perceived similar others, however, may serve as mastery models and enhance self-efficacy when interpreted as a realistic model of one's own future capabilities (ibid.). Similarly, however, failure of perceived similar others despite their best efforts can undermine an individual's self-efficacy (ibid.). According to Bandura, such vicarious experiences are weaker than direct experiences of performance success and failure, but may be particularly significant for the formation of self-efficacy when uncertainty about one's own capabilities due to little direct experience is high.

Verbal persuasion through evaluative feedback of one's own capabilities may strengthen self-efficacy depending on the perceived credibility, knowledge and experience of the persuader, particularly so if the feedback of others is moderately more positive than one's self-perceived abilities (Bandura 1997). However, as Bandura writes, persuasively conveyed self-efficacy information is not always well-received because "Most people believe they know themselves and their predicaments better than others do, and this belief creates some resistance to social persuasion" (1997:104-5).

Finally, self-efficacy beliefs are construed based on the perceptions and interpretations of physiological and affective states that develop in anticipation or response to a given activity (Bandura 1997:107). Low mood, perceived stress and poor physical status are generally associated with lower self-efficacy across contexts (ibid.). Low mood, for example, is likely to cue past experiences of failure as mood congruent memories are selected and, thereby, easily biases interpretations of current performance. Similarly, bodily signs of arousal such as sweating or a racing heart, when interpreted as personal inadequacies rather than as common reactions of arousal, may lower self-efficacy in response to performance. Thus, as Bandura points out, "it is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted" (1997:108).

In light of Bandura's theoretical framework, study abroad experiences appear as a compelling site for researching the development of self-efficacy in L2 learners. As Cubillos and Ilvento (2013) write, "Foreign sojourns provide numerous and relevant opportunities for the application of learned language skills, learners witness others dealing with similar challenges, and interactions with sympathetic interlocutors can indeed encourage learners to persevere in their language learning efforts" (2013:498). In particular, its potential for facilitating enactive mastery experiences for L2 learners with hitherto very limited experience of using their foreign language skills outside the classroom may strengthen self-efficacy in using the L2 by validating their skills and thereby reducing the uncertainty regarding their efficacy in using the L2. The study abroad environment may also facilitate self-efficacy development through opportunities for external comparisons with the skills of other exchange students for whom the L2 is a second language and through contact experiences with highly proficient second language speakers who might function as mastery models. Moreover, inevitable L2 performances during study abroad invite performance feedback and repeatedly expose the students to their emotional and somatic responses as a source of self-efficacy information, provided they choose to use the L2. Finally, Bandura (2006) proposes that "powerful mastery experiences that provide striking testimony to one's capacity to effect personal changes can produce a transformational restructuring of efficacy beliefs that is manifested across diverse realms of functioning" (2006:2). It is conceivable that by having to negotiate linguistic, cultural and social differences in order to be able to manage life, academic studies and interpersonal relationships in a different country/ in the host country, the study abroad experience might constitute such a powerful mastery experience, which enables self-growth that has more generalized positive effects on self-efficacy, including self-efficacy in communicating with others in the L2.

However, it is also conceivable that study abroad experiences adversely affect the development of self-efficacy, particularly so in those with little experience in using the L2 outside the classroom as their sense of self-efficacy will presumably be more fragile. Communication breakdowns or perceived linguistic deficiencies, performance comparisons with native speakers or highly proficient second language speakers, as well as negative direct or indirect ability feedback might all undermine self-efficacy. Moreover, feelings of disorientation, isolation, fatigue and psychological stress evoked by the limited control over intended outcomes of one's behaviours during cultural transitions (Ward, Bochner and Furnham 2001) might have

a more wide-sweeping negative impact on self-efficacy and thereby negatively affect not only performance itself, but also students' interpretations of performance.

Despite this potential for self-efficacy development, surprisingly little empirical work has been conducted on the impact of study abroad experiences on L2-related self-efficacy beliefs. The most pertinent work is a recent study by Cubillos and Ilvento (2013), who examine the impact of study abroad on the listening, speaking, reading and writing self-efficacy of 39 (32 f, 7 m) US American study abroad participants with varying degrees of proficiency on four different programmes. The target language of the programmes was variable, with two programmes in a French and the other two in a Spanish environment, as was programme duration (two 14-week and two 5-week programmes). Accordingly, "target language" and "length of stay" were included as correlates of self-efficacy gain in the analysis. Notably, length of stay was conflated with prior L2 instruction as students on short programmes had received 1-2 semesters and those on one semester-long programmes 3-4 semesters of L2 instruction on average.

The analysis of change between the pre- and post-programme questionnaire scores with paired samples t-tests yielded highly significant gains in all of the observed areas of self-efficacy, but most notably in listening and speaking. However, larger individual differences were observed for gains in speaking and writing self-efficacy than in the receptive domains. The multiple regression analysis indicated that the L2 (Spanish vs. French) was not predictive of gains, while length of stay was. Students on 14-week programmes tended to make higher gains in reading, writing and listening self-efficacy than those on 5-week programmes. Longer stays were not associated, however, with higher gains in speaking self-efficacy. This finding seems to suggest that gains in speaking self-efficacy occurred mostly during the first 5 weeks abroad whereas self-efficacy in the other areas continues to be strengthened after this initial period. However, as length of stay and prior L2 instruction were conflated, it remains unclear whether the observed differential gain in the self-efficacy of students in longer programmes is indeed attributable to the longer duration of the study abroad programme, rather than their more extensive prior L2 instruction.

With regard to explaining the observed gains in self-efficacy, the analysis focused on the role of the students' "cultural engagement" in this development, which was conceptualized as "the amount and type of interaction with the local people and culture" (2013:503). Engagement in extracurricular activities emerged as significant predictors of gain in speaking, listening and

reading self-efficacy. Moreover, shopping and visiting local markets was a significant predictor of gains in speaking self-efficacy. While informal interactions with members of the host society did not reach significance as a predictor variable, the authors report that the students' verbal responses to the post-programme questionnaire highlighted the significance of those interactions in enhancing the students' confidence and motivation to continue learning the L2. This analysis was, however, limited to interactions with native speakers of the L2 while interactions with other second language speakers were not considered. The students' post-programme responses that were included in the article further suggest that the study abroad experience strengthened their self-efficacy as second language users and learners by reducing the uncertainties surrounding their current proficiency level, as well as by facilitating contact with highly proficient speakers who acted as mastery models.

Based on their analysis, the authors conclude that "Study abroad experiences do enhance self-efficacy beliefs among FL learners" and further that "Interaction with the local community is associated with self-efficacy gains" (2013:505). While one might question the validity of some of the analyses (e.g., regression analysis with up to 10 predictors with a sample of this size), the validity of the first main conclusion above is a major concern as it is not supported by the study design. Without a suitable comparison group it is impossible to reject competing hypotheses, such as the observed significant changes in the students' self-efficacy being attributable to pre-existing participant characteristics. Although the qualitative data provides enticing evidence on the impact of the study abroad experience on the students' self-efficacy, it is inadequate for establishing those gains as a programme outcome for most students.

Cubillos and Ilvento's 2013 study is preceded by several other empirical studies which investigated changes in L2 learner self-efficacy in the context of study abroad as part of the inquiry, including Tanaka and Ellis (2003), Amuzie and Winke (2009) and Tragant (2012). However, with regard to the findings on self-efficacy, the validity of those studies is severely limited by a number of methodological issues, but most of all by the invalid operationalization of the self-efficacy construct they employ. For example, Tragant (2012) in her study with 24 Spanish undergraduate students who participated in an ERASMUS exchange with a British university for either one or two semesters found no significant change in the students' self-efficacy. Her participants had extensive English language learning histories of at least 13 years at school as well as English language instruction to varying extent at the university level (15 of the students studied English philology or translation). The study used closed-ended questionnaires

at the beginning and end of the study abroad period to examine changes in the students' beliefs about the English language and English people, about themselves as L2 learners and users and their learning orientations, as well as self-perceptions of linguistic progress.

Tragant explains the observed lack of change in the students' self-efficacy, which was in contrast with Amuzie and Winke's (2009) earlier study with insufficient differentiation of the 6-point response scale and with the programme features of ERASMUS, such as lack of compulsory L2 instruction, few academic lectures/ seminars per week and limited contact with English native speakers. However, an examination of the instrument that was employed reveals the operationalization of the self-efficacy construct as probably the most limiting factor. The two statements "*In general, I am good at English.*" and "*I think I will never know enough to be able to understand original version movies.*" measure L2-related self-beliefs at different levels of specificity (global L2 self-concept or perceptions of L2 competence at a general level and in the second case something that could be described as expectations of ultimate attainment in the listening comprehension of L2 movies). The internal consistency of this two-item measure is not reported. While the latter item exhibits the desirable level of specificity, it does not reflect the students' judgement of present ability to comprehend movies in the L2, nor does it capture gradations of task demand (Bandura 2006). These operational issues are consistent with Mill's (2014) observations concerning common mis-measurement of self-efficacy in SLA research more widely: "Self-efficacy assessment in second language acquisition investigations can lack specificity [...]" and further "Measures of general self-confidence, self-esteem, or more generalized senses of efficacy, obscure what is being assessed and alter the beliefs of competence into more generalized personality attributes" (2014:15).

The final piece of evidence with pertinence to the present study comes from the recently concluded SALA project, which compared the linguistic, motivational and intercultural development of Spanish university students at home and abroad (as introduced in section 2.2 above). As part of the wider project, Trenchs-Parera and Juan-Garau (2014) investigated changes in the motivation and beliefs of the students, which were assessed with a 48-item Likert-type questionnaire upon entry into their degree programme (T1), after their first year at university (i.e., prior to study abroad) (T2) and upon their return to Spain (T3). One of the items (*"I feel capable of communicating with native speakers of English."*) captured self-efficacy in interactions with English native speakers, for which the authors observe a significant increase ($p$ <.01) after three months of studying with ERASMUS in the UK. Based on the students' more favourable

motivational development during study abroad as compared to their first year at their Spanish home university, Trenchs-Parera and Juan-Garau conclude that "a short SA period can increase learner motivation" (2014:276). However, as the results were generated with students who were majoring in English and for whom the ERASMUS exchange was compulsory, it is subject to further inquiry whether the observed positive change in self-efficacy with native speakers during study abroad also applies to students of other subjects, for whom participation in an ERASMUS exchange is voluntary.

The limited empirical evidence to date seems to suggest that self-efficacy in using the L2 grows stronger during a study abroad for up to one term for intermediate to advanced L2 learner populations. Such positive development has been noted for self-efficacy in L2 speaking, listening, reading and writing more generally, and self-efficacy in communicating with native speakers in particular. However, due to the methodological limitations of existing studies in this regard, gains in self-efficacy have not been firmly established as a programmatic outcome of participation in study abroad. It also remains largely unexplored what aspects of the study abroad experience might give rise to such positive changes in self-efficacy.

The current study seeks to advance this area by examining changes in L2 self-efficacy as an outcome of study abroad, as well as the motivational dynamics that give rise to any such changes. In doing so, the study focuses on students' perceptions of self-efficacy in using the L2 in social interactions with native and non-native speakers. This focus was also motivated by an interest in the relationship between the students' initial levels of self-efficacy, their engagement in opportunities for social contact that involve the L2 and their L2 proficiency development. The numerous opportunities for using the L2 in face-to-face interactions are perhaps one of the main distinguishing features between informal study abroad and home country learning environments and therefore potentially critical in explaining differential motivational and linguistic development at home and abroad. However, while study abroad environments may offer more opportunities for using the L2 in social interactions, students need to be sufficiently motivated to engage in these. Based on Bandura's social cognitive theory, one may hypothesize that perceptions of self-efficacy in the relevant domain are critical in explaining whether students exploit such opportunities for L2 usage. In this respect, the current study takes a novel approach also in differentiating self-efficacy in using the L2 with native and with non-native speakers.

**2.4 The impact of study abroad on L2 use anxiety with native and non-native speakers**

In mainstream psychology, *anxiety* has been conceived of as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Spielberger 1983:1). In studying anxiety, researchers have traditionally differentiated between trait, state and situation-specific anxiety (Cattell and Scheier 1963). Similarly to a personality trait, the first type is rather stable across time and contexts ("the anxious person"), while state anxiety refers to feelings of anxiety that arise in response to a stimulus at a specific moment in time, for example, in anticipation of bad news. Finally, situation-specific anxiety denotes feelings of anxiety that typically arise given a specific stimulus and regardless of whether the person is generally anxious or not, for example, when taking a test, visiting the dentist or having to speak in a foreign language.

In the context of second language acquisition research, anxiety has been conceptualized as situation-specific (Horwitz, Horwitz and Cope 1986, MacIntyre and Gardner 1991) and defined as "the worry and negative emotional reaction aroused when learning or using another language" (MacIntyre 2007:565). As this definition shows, SLA researchers have studied anxiety as it relates to *using* the second language (e.g., MacIntyre and Gardner 1991, Matsuda and Gobel 2004) and anxiety as it pertains to second language *learning* (e.g., Cheng, Horwitz and Schallert 1999) with a particular interest in its relationship with linguistic attainment (e.g., Gardner and MacIntyre 1993, Horwitz 2001). There have been two major lines of inquiry in this area: one around Horwitz and colleagues in the US American context, which has investigated anxiety in using and learning the L2 in the classroom qualitatively, as well as quantitatively with the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz and Cope 1986), and one initiated by Clément, which has investigated L2 use anxiety in immersive learning environments mostly in Canada (e.g., Clément, Gardner and Smythe1977). Based on the extensive research in these classroom and out-of-classroom contexts, anxiety in learning and using the L2 has come to be recognized as a motivational factor that affects willingness to use the L2 in and outside the classroom, L2 performance and attainment (Dewaele, Comanaru and Faraco 2015, Horwitz 2010).

However, rather than being a stable attribute, L2 anxiety has been shown to be amenable to change (e.g., Dewaele et al. 2015). L2-mediated social contact experiences in particular have been shown to play a key role in reducing L2 use anxiety (Clément and

Kruidenier 1985, Sampasivam and Clément 2014, Tanaka and Ellis, 2003). It is therefore conceivable that study abroad experiences should be conducive to reducing L2 use anxiety as they provide ample opportunities for engaging in such interactions if students so choose. Yet, pronounced L2 use anxiety might also prevent students from exploiting such opportunities for L2 usage and reaping their benefits for motivational and linguistic development.

Whether taken for granted or frequently overlooked, surprisingly little research has been conducted on the impact of study abroad experiences on foreign language use anxiety. Thus, although the usual unsubstantiated claims are not hard to discover, the empirical evidence to date on the extent to which participants benefit from study abroad in this regard is still scanty and inconclusive. Similarly, this applies to examining ways in which students' initial levels of L2 use anxiety might influence students' L2 usage and linguistic progress during study abroad.

A key study in this area is Allen and Herron (2003), who, as part of their mixed methods inquiry into the linguistic and affective outcomes of summer study abroad, examined changes in L2 use anxiety among 25 US American students after a 6-week study abroad programme in Paris. The students' prior training in French ranged from one to more than four years and the study abroad programme itself involved one hour per day of intermediate French classes and / or French cultural studies. The authors investigated both classroom and out-of-classroom French use anxiety, using the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al. 1986) and the French Use Anxiety Scale (FUAS) (Tremblay and Gardner 1995). The FLCAS was administered the start and the end of the study abroad programme, while the FUAS was used four times before, during and after study abroad for measuring "the degree of anxiety felt when using the FL in everyday communicative situations" (2003:374). The 10 items on this scale exhibit varying degrees of context-specificity, as in "I would get nervous if I had to speak French to someone in a store" and "When called upon to use my French, I feel very much at ease". The analysis did not differentiate between French use anxiety with native and non-native speakers of French.

The results showed a significant overall decrease in foreign language classroom anxiety ($p < .001$), as well as significant reductions in French use anxiety outside the language classroom ($p < .01$) from, but not before, day 13 to day 41 of study abroad, indicating that students started to feel more at ease speaking French two weeks into the programme. The interviews that were

conducted with 8 students at the end of the programme revealed linguistic insecurities and perceived cultural differences as the two main sources of French use anxiety. The authors report that "Every experience of language anxiety reported by participants involved native speakers and communication apprehension; many experiences also involved fear of negative evaluation" (Allen and Herron 2003:382). Thus, the findings from this qualitative analysis seem to suggest that speaking the foreign language with native speakers was particularly anxiety-provoking and, further, that the students' linguistic insecurities and fear of being judged as incompetent played a key role in this affective response.

A major caveat, however, applies to establishing the observed reductions in French use anxiety as an outcome of the summer study abroad programme. While the study included a control group, which consisted of 21 French college students with varying proficiency who did not choose to participate in the summer study abroad programme, these students were not matched to the study abroad participants in any way, nor was their comparability in key learner characteristics such as attitudes, motivations and confidence in using and learning French or regarding their French learning history and proficiency level established. Thus, it remains unclear whether the observed reductions in French use anxiety are indeed attributable to participation in the study abroad programme, rather than pre-existing participant characteristics, time and/ or study effects.

In their study of proficiency gains and changes in learning beliefs among 166 advanced English language majors from a Japanese university on a 15-week study abroad in the United States, Tanaka and Ellis (2003) measured changes in English use anxiety with a single item ("*It is possible for me not to get nervous when speaking English*"). They document a highly significant reduction in English use anxiety ($p < .001$), but point out that in order to establish these gains as "an effect" of the study abroad experience "it will be necessary to demonstrate that similar gains do no [sic.] arise in comparable students who remain in Japan" (2003:82).

These earlier findings on changes in L2 use anxiety among groups of study abroad participants have only recently been substantiated further by Trenchs-Parera and Juan-Garau's (2014) study (also see previous section), who also find significant reductions in English use anxiety ($p < .01$) among their group of 70 advanced English majors from Spain on a semester-

long ERASMUS exchange in the UK. This change was captured using a single item "*If I were to rate my level of anxiety when I speak English, I would rate myself as very calm*", which leaves open the specific context and interlocutor and is therefore a rather general/ global indicator of English use anxiety, or rather its absence. Moreover, Trenchs-Parera and Juan-Garau note significant moderate correlations between the students' English use anxiety ratings and their self-efficacy in communicating with English native speakers at the onset ($r$ =.33) and at the end ($r$ =.27) of their 3-month ERASMUS study abroad. Based on this finding, the authors hypothesize that "higher perceived competence helped learners communicate with English native speakers, probably the interlocutors who foreign language learners face with greater anxiety" (2014:277).

As no significant changes in English use anxiety were observed during the preceding one-year period of English study at the students' home university in Spain, the authors conclude "our findings reveal SA as a more congenial context for the development of positive motivational stands than the preceding AH environment, indicating that a short SA period can increase learner motivation" (2014:276). Observing the same participants in study abroad and at home contexts indeed makes alternative explanations for differential change abroad and at home such as observed development being attributable to pre-existing participant characteristics or to study effects alone seem less likely. However, such a design cannot control for developmental and the stage of learning effects since all study participants were observed over an extended period of time in going through an English studies programme with the same structure and sequencing. In other words, it remains unclear to what extent the more marked reduction in English use anxiety during the abroad period is attributable to the learning context rather than, for example, to a gradual build-up of competence and confidence during the degree programme. It also remains unclear whether this finding is specific to the English language majors in this programme.

Taken together, the existing findings suggest that participation in study abroad for up to 3 months might be effective in reducing L2 use anxiety. However, due to the methodological limitations of existing studies, observed reductions in L2 use anxiety have not yet been established as a programmatic outcome of study abroad. Moreover, it remains unexplored how L2 use anxiety changes for study abroad participants on longer study abroad programmes.

Thus, the present study investigates further the impact of studying abroad for 3 – 9 months on students' L2 use anxiety. It focuses on anxiety in L2 *performance* as opposed to

anxiety in L2 *learning*, and on anxiety in using the L2 in social interactions in particular. It will differentiate between native and non-native speaker interlocutors based on the *a priori* hypothesis that native speakers are the interlocutors that learners face with greater anxiety. The focus on L2 use anxiety in social interactions in particular was motivated by the argument that study abroad contexts offer abundant opportunities for such interactions, which are exploited to varying degree, and that engagement in these might not only be critical to how L2 use anxiety develops, but also to the development of L2 proficiency (see section 2.2 above).

## 2.5 The impact of study abroad on self-motivation to continue learning the L2

### 2.5.1 Conceptualizing self-motivation in L2 learning

In line with current theorizing in SLA research (Dörnyei 2005), L2 learning motivation in the present study is conceptualized as *self*-motivation that derives from individuals' reflections on the present- and future-orientated parts of their L2 self-concept. This focus on self-motivation is motivated by the fact that the ERASMUS programme does not usually involve any compulsory provision of L2 instruction and can therefore be conceptualized as a largely independent L2 learning environment. Only 20% of all students in the present study chose to enrol in English language classes (see section 4.3.4). Thus, for the vast majority of students the motivation to further improve their English had to come as *self*-motivation from within, rather than from external sources. Thus, changes in the students' self-motivation to continue learning English are investigated using self-concept as a theoretical lens.

*Self-concept* as a psychological construct refers to the beliefs individuals hold about themselves in a range of different domains, such as their appearance, their social skills or their academic abilities (Hamlyn 1983, Marsh and Shavelson 1985). These self-beliefs or self-conceptions also have an affective component (how one *feels* about one's looks, about one's academic abilities or about oneself as a friend etc.), from which the individual's sense of self-esteem derives (Pajares and Schunk 2005). Thus, self-concept can be conceptualized as a multifaceted cognitive-affective structure that interprets and organizes the self-relevant information that the individual extracts from interactions with the environment (Markus and Wurf 1987). Self-concept extends across time, containing conceptions of the self in the past, which are still remembered, but no longer valid (e.g., "*I used to be afraid of people*"), conceptions

of the self in the present, and conceptions of the self in the future, which express possibilities for self-development (Markus and Nurius 1986:957). These self-conceptions may differ in their importance for self-definition ("centrality"), the amount of sensory, verbal and affective content ("elaborateness") and their evaluative content or valence (i.e., "good" and "bad" selves) (ibid.). Some self-conceptions are more active and accessible to reflection than others. In other words, they feature more frequently in working memory and are therefore more easily constructed in the mind.

According to Markus and Wurf (1987), only a limited number of self-representations are active at any point in time. Markus and Wurf defined "that subset of representations which is accessible at a given moment" as the *working self-concept* (1987:314). Thus, an individual's working self-concept represents much of the dynamism of self-concept. It is continuously reconstructed and, in Markus and Wurf's words, is "a continually active, shifting array of accessible self-knowledge" (1987:306). Past, present and future self-conceptions get cued and become salient depending on the individual's physical, emotional and motivational state and on relevant stimuli from the social environment (ibid.). The more frequently self-conceptions are activated the more readily accessible they become (ibid.). Active self-conceptions provide the individual with an interpretive lens for processing the self-relevant information that the individual extracts from internal and external sources Markus and Wurf 1987, Marsh 1986). However, they not only serve as an interpretive lens, but also have the capacity to regulate behaviour (Higgins 1987, Markus and Wurf 1987).

Given that developing L2 proficiency requires considerable long-term commitment, SLA researchers have had a long-standing interest in understanding *self*-motivated engagement in L2 learning. Thus, a number of self-based conceptualizations of human motivation to learn and develop have been introduced into L2 motivation research, including *self-efficacy* (Bandura 1977, Graham 2006, Mills, Pajares and Herron 2006), *self-determination* (Deci and Ryan 1985, Noels, Pelletier, Clément and Vallerand 2000), *possible selves* (Markus and Nurius 1986) and *self-discrepancy theory* (Higgins 1987). The latter two were adopted by Dörnyei (2005) as core constructs in explaining L2 learning motivation.

The L2 *motivational self system* (Dörnyei 2005) has probably come to be the most widely used framework in contemporary L2 motivation research. It posits three primary sources of

motivation to learn a second language: the *ideal L2 self* that a language learner envisions, the *ought-to L2 self* that a learner may hold and the learner's evaluations of their *on-going L2 learning experience*. In proposing that language learners hold mental representations of themselves as L2 users in the future that can act as strong self-motivators in their learning Dörnyei draws on possible selves theory (Markus and Nurius 1986) and self-discrepancy theory (Higgins 1987). Markus and Nurius (1986) argue that all individuals hold future self-conceptions, which they refer to as *possible selves*. They conceptualize three different types of possible selves: *desired selves*, which are "selves that we would very much like to become", *feared selves*, which are "selves we are afraid of becoming" and possible selves "that we could become" (1986:954). Higgins' self-discrepancy theory holds further that the discrepancies individuals perceive between desired future selves and corresponding parts of their present self-concept constitute a source of discomfort and motivate individuals to achieve a state of congruence between the two (Higgins 1987).

Within the L2 motivational self system, the ideal L2 self, which is a mental representation of the L2 user a learner wishes to become, is proposed as the key driver of self-motivated engagement in L2 learning behaviour (Dörnyei 2005). In line with self-discrepancy theory, Dörnyei argues that such desired or ideal future L2 selves motivate engagement in L2 learning insofar as "if the person we would like to become speaks an L2 [...], the ideal L2 self is a powerful motivator to learn the L2 because we would like to reduce the discrepancy between our actual and ideal selves" (in Dörnyei and Chan 2013:438). Indeed, the empirical validity of the ideal L2 self and its links with motivated L2 learning behaviour have been evidenced by a substantial body of research, including larger correlational studies (e.g., Al-Shehri 2009, Csizér and Kormos 2009, Dörnyei and Chan 2013, Kim and Kim 2014, Kormos, Kiddle and Csizér 2011, Papi 2010, Ryan 2009, Taguchi, Magid and Papi 2009), qualitative work (e.g., Hsieh 2009, Lamb 2011) and an increasing number of mixed method inquiries (e.g., Busse 2013, Sampson 2012).

However, as detailed in Hessel (2015), this motivational framework has also been critiqued on several grounds. One such point of criticism concerns the construct validity of conventionally used ideal L2 self measures, which do not operationalize this key construct in sufficient detail, including specific properties of the ideal L2 self that have been hypothesized to

be associated with its capacity to motivate engagement in L2 learning behaviour (e.g., Hessel 2015, Taylor 2013). These operational issues are reminiscent of Dörnyei's central hypothesis above, which seems to suggest that ideal L2 selves are effective self-motivators so long as they are part of the individual's array of desired future selves. However, as shown by a line of inquiry in social cognition research by Oyserman and colleagues, desired future selves do not automatically have motivating properties. Rather, their capacity to motivate behaviour is contingent on a number of features, such as the ease and frequency with which the future self is constructed in the mind and activated in the working self-concept, the perceived discrepancy from the present self, the perceived likelihood of its attainment, the extent to which the future self is associated with action plans and its constellations with other types of future selves within an individual's self-concept, including ought-to and feared future selves in the same domain (e.g., Cross and Markus 1991, Destin and Oyserman 2009, Leondari, Syngollitou and Kiosseoglou 1998, Norman and Aron 2003, Oyserman, Bybee and Terry 2006, Oyserman, Bybee, Terry and Hart-Johnson 2004, Oyserman and Fryberg 2006, Oyserman and James 2009, Oyserman and Markus 1990, 1993).

Taking these findings into account, nine key conditions for the motivating capacity of ideal L2 selves that language learners may hold have been proposed (as listed in Dörnyei 2015), including that the learner indeed "has a desired future self image" and, further, that the desired future L2 self "is sufficiently different from the current self", "is elaborate and vivid", "is perceived as plausible", "is not perceived as comfortably certain to reach", "is in harmony or at least does not clash e with other parts of the individual's self-concept", "is accompanied by relevant and effective procedural strategies", "is regularly activated in the learner's working self-concept" and "is offset by a counteracting feared possible self in the same domain" (2015:9-10). However, despite great interest in the links between the ideal L2 self and self-motivated engagement in L2 learning over the past ten years, the features associated with the ideal L2 self's motivating capacity remain largely unexplored in empirical studies. Thus, little is known about how specific features of the future L2 selves that learners hold together with their present L2 self-conceptions relate to self-motivated engagement in L2 learning. This is not only a key concern with regard to theory development, but also of great practical importance to teachers who seek to raise their students' levels of self-motivation.

Another point of criticism concerns the omission of the present self-concept from the L2 motivational self system even though the perceived discrepancy between a learner's present and future self-conceptions is conceptualized as the key source of self-motivation (e.g., Busse 2013, Taylor 2010). While the L2 learning experience does refer to the present and is undoubtedly important in shaping a learner's L2 self-concept, it is in the first instance external to the self. However, the present dimension of L2 self-concept has featured in other strands of research in educational psychology (e.g., Marsh and Shavelson 1985, Pajares and Schunk 2005) and SLA (e.g., Mercer 2011), where it has been defined as "an individual's self-descriptions of competence and evaluative feelings about themselves as a Foreign Language (FL) learner" (Mercer 2011:14).

Mercer (2009) reports a 2-year-long case study, in which she examined the nature and variability of the foreign languages (L2) self-concept of a female Modern Foreign Languages student studying English and Italian at advanced level at an Austrian university. This and other studies on language learner self-concept suggest that L2 learners hold distinct self-concepts for each of their foreign languages (Lau, Yeung, Jin and Low 1999, Marsh 2001, Yeung and Wong 2004). Based on her in-depth case study research, Mercer (2011) proposed further that more advanced L2 learners hold distinct self-concepts in the different skill areas and domains of linguistic knowledge such as grammar and vocabulary. As Mercer (2011) points out, such domain-specific self-concepts are increasingly hard to distinguish from self-efficacy beliefs, which have been hypothesized as forming the fundamental building blocks of self-concept (e.g., Bandura 1997, Bong and Skaalvik 2003, Pajares 1996). Bandura (1997) has taken this argument further in stating that "self-concept largely reflects people's beliefs in their personal efficacy" (1997:11). In this light, research into self-efficacy in L2 learning and usage (see section 2.3 above) contributes significantly to a better understanding of L2 learner self-concept.

Since the 1980s, self-concept has been conceived of as both stable and dynamic to varying degree, not only with regard to its content but also the certainty with which self-beliefs are held (e.g., Campbell 1990, Markus and Wurf 1987). Cross and Markus (1991) propose further that within a person's self-concept, future selves are most prone to turbulences because in contrast to past and present selves they lack social validation and merely express potential (1991:233). In line with this view, the present- and future-orientated self-conceptions of L2 learners have been shown to be malleable in empirical studies (see, e.g., Busse 2013, Hsieh

2009, Mercer 2009). For example, in the above-described case study of a female Modern Foreign Languages student, Mercer (2009) finds both dynamic and stable elements in the young woman's English and Italian self-concepts over the 2 years, during which the student was interviewed 21 times. Mercer (2011) proposes that those self-conceptions that are shared across domains (e.g., conceiving of oneself as a good learner), which she refers to as "central" or "core elements" of self-concept, are relatively stable as they have been validated more extensively, whereas increasingly domain-specific self-conceptions, particularly so in areas with less experience, are held with less certainty and appear more susceptible to change. Her research also shows that more permanent changes in self-concept need to be differentiated from temporary fluctuations induced by emotional and bodily states, for example (ibid.).

Building on Marsh's widely accepted "internal/ external model" of self-concept formation (Marsh 1986) and her own work with Austrian Modern Foreign Languages students (e.g., Mercer 2007, 2009, 2011, 2013), Mercer (2011) identifies a number of internal and external factors or "frames of reference" that appear to play a role in the formation and change of L2 learner self-concept. As the most common internal frame of reference for her participants, she describes "cross-domain comparisons", most commonly between their abilities in different foreign languages (but also L1-L2 comparisons), between different skill domains of a given language (e.g., writing and speaking in the foreign language) and occasionally between different tasks (e.g., writing an essay vs. writing an e-mail), when their L2 self-concept was already sufficiently differentiated.

Additional internal factors in influencing L2 self-concept concern the individual's "beliefs about language learning", including beliefs about "the good language learner" (what one ought to be doing to succeed at L2 learning, such as residing abroad for an extended period of time), beliefs about specific languages (e.g., the relative difficulty of their mastery) and attribution beliefs (the degree to which success and failure in L2 learning is attributed to talent/ aptitude for language learning or to hard work and experience respectively). Mercer hypothesizes that the latter might mediate performance feedback such as school grades. Finally, "affective reactions" to L2 learning and usage may also affect L2 self-concept. Positive affect generated by perceptions of progress featured most prominently in Mercer's data. Moreover, her data seems to suggest that affective states such as low mood, fatigue or stress might cause considerable, but rather temporary fluctuations in L2 learner self-concept.

As external factors in the formation of L2 self-concept, Mercer (2011) lists "social comparisons", "feedback and reflected appraisals from significant others", "perceived experiences of success and failure", and "past experiences of using and learning the language" (2011:165). The first 3 factors in this set seem highly similar to the sources of self-efficacy that Bandura (1997) described. Given that self-efficacy beliefs have been conceived of as task-specific self-conceptions (Bandura 1997, Bong and Skaalvik 2003), it seems unsurprising that their formation should be informed by similar sources. Within this set of external factors, Mercer (2011) foregrounds the role of social comparisons in the formation of L2 self-concept, particularly so in the area of speaking since L2 performance may be regarded as a highly "public" undertaking. This and past research also suggests however, that individuals differ in the extent to which they source self-relevant information internally and externally (Marsh et al. 2001, Mercer 2011). Finally, it is important to note that self-relevant information derived from these internal and external sources is always interpreted through self-concept with self-relevant motives, which may serve the purpose of self-evaluation (forming more accurate self-conceptions), self-enhancement (enhancing one's self-conceptions in a certain domain) and/ or self-protection (maintaining consistency of one's self-conceptions in a certain domain) (e.g., Markus and Wurf 1987, Mruk 2006, Osborne 1996). Thus, the selection of available sources of self-relevant information, the kind of information sought and its interpretation need to be viewed in light of such self-relevant motives (Markus and Cross 1990).

With particular relevance to the current study, Mercer (2011) points out that "the self-concept appears to be particularly susceptible to change and re-evaluation at periods of transition" (2011:143). This is presumably because individuals re-assess their competences in using and learning the L2 in the new context against new internal and external frames of reference (ibid.). This appears highly pertinent to the experience of study abroad participants, who frequently transition from a mostly classroom-based learning environment to a largely independent setting of L2 learning and usage (often thought of as a "real world" setting). The latter provide numerous opportunities for evaluating and furthering one's L2 skills, which appear conducive to self-development.

Significantly, Mercer (2011) reports that most of the experiences of success and failure in using and learning the L2 that were remembered by her participants occurred outside the classroom, many of which during stays abroad in countries where the L2 is spoken. In this respect, she notes that "very often the stay was a strong theme running throughout the text of

the interview" (2011:143). Moreover, sojourns abroad often featured in the students' language learner autobiographies as "critical experiences", that is, experiences which "have been assigned some kind of critical significance by learners retrospectively in their own subjective accounts of their language learning development" (2011:146). As Mercer (2011) notes, these experiences stood out for possessing "a special, detailed, narrative quality" and for having "been assigned some affective significance by the learner" (ibid.). Significantly, abroad experiences seemed to have an exclusively positive impact on the L2 self-concept of the participants in Mercer's study. However, as Mercer cautions, this might be a function of the positive present L2 self-conceptions held by the population under study as successful advanced learners who were studying the L2 at university level. Mercer hypothesizes further that abroad experiences may influence self-concept through offering opportunities for practice that enable experiences of success and invite feedback, but also through strong (in this case positive) affect associated with the experience as a whole, which might wash back on attitudes towards the L2 and towards L2 learning. Based on her findings, Mercer concludes that "the stay abroad experience seems to have been highly influential for the self-concept of many of the learners" (2011:143). From Mercer's exploratory work, sojourns abroad emerge as a potentially powerful experience in spurring development in L2 self-concept. It is therefore conceivable that such experiences should by extension also affect self-motivation to continue learning the L2.

### 2.5.2 Past research on the impact of study abroad on motivation to continue learning the L2

Considering the significance of L2 motivation research as a subfield of SLA and the strong interest in *self*-motivation in particular (Csizér and Magid 2014, Mercer and Williams 2014), it is indeed surprising how little research has been carried out on changes in L2 learner self-motivation in the context of study abroad. In fact, no conclusive evidence exists on the impact of study abroad on students' self-motivation to continue learning the L2. While motivational changes have been explored in a variety of areas, including participants' L2 learning motives (e.g., Hernández 2010, Juan-Garau, Salazar-Noguera and Prieto-Arranz 2014), attitudes towards L2 learning and usage (e.g., Allen and Herron 2003, Amuzie and Winke 2009, Kang 2014), attitudes towards the L2 and its speakers (e.g., Hoffman-Hicks 2000, Yashima and Zenuk-Nishide 2008) and changes in levels of L2 learning motivation (e.g., Allen 2010, Isabelli-Garcia 2006, Trenchs-Parera and Juan-Garau 2014), this work has often focused on the role of

these motivational factors in explaining differential linguistic development abroad. However, as Trenchs-Parera and Juan-Garau (2014) note, research on the *motivational outcomes* of study abroad "is still scanty and inconclusive" (2014:261).

In addition to the studies on the impact of study abroad on L2 learner self-efficacy reviewed in section 2.3 above, a few studies on changes in levels of L2 learning motivation among study abroad participants offer some insight into the potential impact of study abroad on students' self-motivation to continue learning the L2.

A widely cited study in this context is Isabelli-García (2006), who investigated the motivational transitions and the oral proficiency development of 4 U.S. American L1 English intermediate learners of Spanish on a 5-month exchange programme with an Argentine university. Based on the analysis of the students' diary entries and repeated oral proficiency interviews, Isabelli-Garcia concludes that initially positive attitudes towards the host culture and high motivational levels tended to promote the students' engagement in social interactions with other L2 speakers during study abroad and that these interactions in turn positively affected the students' motivation to continue L2 study**,** as well as gains in oral proficiency. However, in explaining the students' differential engagement in such L2-mediated social interactions solely with "motivational and attitudinal deficits" (motivational deficits here refer to negative attitudes towards the host culture) (2006:256), Isabelli-Garcia disregards the potential role of students' perceptions of competence and other self-beliefs in moderating their willingness to use the L2 in social interactions and other contexts (Pellegrino Aveni 2005).

Allen (2010) investigated the motivational development of 6 U.S. American intermediate learners of French on short-term study abroad in France in a longitudinal multiple case study. As pertinent key findings she reports that those students who endorsed futures that firmly implicated L2 proficiency exploited opportunities for L2 learning and usage more than students without such long-term developmental goals. She observed further that those students who returned home with enhanced motivation to "become a fluent French speaker" also tended to be those who had engaged more with their social environment and experienced more pronounced linguistic progress during study abroad (2010:43).

Back in 2006, Isabelli-Garcia wrote that it remains unclear how the abroad environment "fosters and maintains motivation" (2006:234). The review of the literature suggests that this assessment is still valid ten years later and with regard to L2 learner self-motivation in particular. The sparse evidence to date largely comes from research with U.S. American undergraduate students on short-term study abroad, which poses questions regarding its generalizability to participants with other social, cultural, linguistic and academic backgrounds on different kinds of study abroad programmes. Only recently, research into the motivational outcomes of study abroad has also been conducted in Spain in the context of the above-described SALA-project, which has investigated the linguistic gains and motivational changes of 70 Spanish university students on a 3-month ERASMUS exchange in the UK. With regard to the students' intended learning effort (e.g., "If possible, I would like to take English courses not included in my language-specialized degree"), Trenchs-Parera and Juan-Garau (2014)[2] find no significant overall changes in this variable when they compared pre- and post-study abroad scores on a 7-item scale. Based on this purely quantitative pre-post comparison one might infer that the study abroad experience neither had a positive nor a negative overall impact on the students' English language learning motivation. As this aspect was not explored qualitatively, the authors make no attempt to explain this finding.

Owing to the paucity of empirical evidence, any statements on whether study abroad tends to have an impact on students' self-motivation to continue learning the L2 or not, and of the ways in which study abroad experiences might bring about such changes in self-motivation therefore have strongly hypothetical character. As DeKeyser (2014) notes, "much more detailed documentation is needed of how individual students are motivated for acquiring advanced language proficiency, how this motivation increases or decreases during their stay abroad, and how it is both a cause and a consequence of their level of language proficiency" (2014:318). The present study examines changes in self-motivation to continue learning the L2 as a programmatic outcome of study abroad, as well as the motivational dynamics in the study abroad context that give rise to such changes. In conceptualizing self-motivation, the present study brings together several different strands of SLA research that have been concerned with L2 learners' present and future self-conceptions.

[2] Juan-Garau, Salazar-Noguera and Prieto-Arranz (2014) also report on this result of the SALA project.

As Mercer and Williams (2014) point out, self-concept is too vast in order to operationalize fully in a single empirical inquiry and therefore researchers need to make explicit what aspects of self are being studied. The current study focuses on self-motivation to become a highly proficient speaker of the L2 ("someone who can converse effortlessly in English"). This focus on oral proficiency is motivated by past research which shows that learners tend to think of L2 proficiency primarily in terms of speaking proficiency, rather than proficiency in other areas (e.g., Busse 2011). The highly proficient English future self is operationalized in terms of several attributes whose changeability will be observed, including the degree to which this future self is desirable, plausible and accessible to the participants. Since individuals hold a range of desired future selves while their resources are limited, the degree to which a specific future self is valued and supported by the emotional system will be associated its motivating capacity (Markus and Nurius 1986). "Accessibility", or the ease and frequency with which this future self is activated in the working self-concept and constructed in the mind, has been described by Higgins (1987,1996) as a critical feature of strong self-regulatory knowledge, which has been supported by empirical studies (e.g., Norman and Aron 2003). The "perceived plausibility" of the proficient English self denotes the perceived likelihood or certainty of its attainment, whose relevance for the motivational capacity of desired future selves has been evidenced in a number of studies (e.g., Oyserman and James 2009, Porter, Markus and Nurius 1984). Moreover, the study examines changes in the discrepancy that students perceive between their present level of competence and this highly proficient English self, which have been conceptualized by Higgins (1987) as the key driver of engagement in self-motivated behaviour directed at attaining a desired future self. In considering the present dimension of L2 self-concept, the study focuses on the students' perceptions self-efficacy using the L2 in social interactions (see section 2.3 above). The study explores both qualitatively and quantitatively how changes in these aspects of the students' English self-concept relate to development in the students' self-motivation to continue learning English. With regard to the time scale on which they are investigated, the study takes a macro view in which the students' motivational development is examined over several months.

This chapter has reviewed the key concepts that feature in the present study, as well as pertinent studies. The next chapter will detail the methodological choices in carrying out the empirical study.

# Chapter 3 **Methodology**

*"There is no reason for researchers to be constrained to either one of the traditional, though largely arbitrary, paradigms when they can have the best of both."*

(C. S. Reichardt and T. D. Cook 1979)

## 3.1 Introduction to the chapter

This chapter details the methodology that the study employed. Section 3.2 makes explicit the philosophical assumptions that underpin the research. Section 3.3 provides a rationale for the study's mixed methods design. Section 3.4 describes the data collection, including participants, materials and procedures. Section 3.5 outlines the data analytic procedures that were employed for answering the research questions. Section 3.6 points out the methodological limitations of the study and the final section 3.7 considers ethical issues in carrying out the research.

## 3.2 Philosophical assumptions that underpin the research

The ontological, epistemological and axiological assumptions made by the researcher are a key part of the conceptual framework that underpins the methodology of an academic study. In their entirety, they contribute to specifying the paradigm (Kuhn 1962) in which the research is situated (Maxwell 2005:36). In terms of ontology, I subscribe to ontological realism, which assumes that "entities exist independently of being perceived, or independently of our theories about them" (Maxwell and Mittapalli 2010:130). The realist stance I adopt further regards mental states as "real" phenomena that causally interact with the physical conditions in which an individual is situated and which, similarly to physical and behavioural phenomena, bear explanatory significance (ibid.:157).

On the epistemological level, I endorse constructivism, assuming that all knowledge about reality is ultimately constructed through the researcher's conceptual frame of reference and, by extension, that of the research community. Therefore, it must remain "partial, incomplete, and fallible" (ibid.:150). This circumstance denies the possibility of ascertaining definite knowledge about an ultimate reality. Moreover, this epistemological stance already

implies axiological assumptions. If one accepts that all human knowledge is constructed, one must reject the claim that scientific inquiry must or, indeed, can be completely free of the researcher's subjectivity, interests and values and acknowledge the influence of values in the construction of knowledge as inevitable. By shaping the relationship with participants, data collection, data analysis and the representation of the findings, the researcher's values, assumptions, motivations and expectations become an integral part of the constructed knowledge and, accordingly, merit careful reflection (Roulston 2010).

Taken together, the assumptions discussed above appear to be approximated best by the pragmatist paradigm as described by Teddlie and Tashakkori (2009), which has been described as an "applied" philosophy of science. It is most distinct from the other major research paradigms in rejecting the incompatibility hypothesis (Lincoln and Guba 1995), which holds that qualitative and quantitative methods are situated in competing paradigms and are therefore incompatible. Accordingly, it strives for methodological eclecticism in answering research questions, and methods are chosen based on their perceived potential for addressing the specific research problem and with consideration to the resources and expertise of the researcher (Tashakkori and Teddlie 2010). In justifying such pragmatically orientated eclectic use of methods, its proponents argue that inferences drawn from evidence generated with a well-integrated mixed-methods design can lead to a more thorough, "synergistic" understanding of a given phenomenon that could not be achieved by the sum of inquiries that use these methods in isolation (Sammons 2010). Thus, pragmatism offers an epistemological justification and logic for the integration of elements from the quantitative and qualitative traditions. This logic is very much in concert with the thinking that underlies the design of the present study.

### 3.3 A mixed methods design for investigating student outcomes of studying abroad

Mixed methods research, as an intellectual movement that focusses on synthesis, emerged late in the 20th century (e.g., Greene, Caracelli and Graham 1989) in response to the strong advocacy of quantitative methodology in social and psychological research during most of the 20th century, the qualitative research paradigm that evolved during the 1980s almost as a counter movement, and the strong polarization of these two paradigms (Flick, Garms-Homolová, Kuck and Röhnsch 2012). In this rather young tradition (the major journal "Journal of Mixed Methods Research", for example, was only founded in 2007), there is not yet

any strong consensus on the defining features of "mixed methods research" (Guest 2012). However, the definition of mixed methods research below by Johnson, Onwuegbuzie and Turner (2007), which resulted from an analysis of 19 such definitions provided by experts in the field, is widely accepted within the field:

> "Mixed methods is the type of research in which a researcher or a team of researchers combines elements of qualitative and quantitative research approaches (e.g. use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration" (2007:123).

According to this definition, a mixed methods study is defined by a combination of elements from the qualitative and quantitative traditions, one or more points of interface ("mixing" or "integration") of both types of data at any stage of the research process, as well as a meaningful rationale for such mixing. A large number of different rationales for mixing methods have been described (e.g., Greene, Caracelli and Graham 1989, Teddlie and Tashakkori 2010). Most of these rationales are traceable to the notion of triangulation (Campbell and Fiske 1959) and the various meanings in which it has come to be used in the context of mixed methods research. Kelle (2001) provides a cogent discussion of these semantic facets. Beyond denoting the use of more than one perspective (e.g., method, data type, theory, investigator) for validation purposes with the aim of increasing confidence in the findings ("weak programme of triangulation", see Flick et al. 2012), triangulation in its original trigonometrical meaning also refers to the combination of different perspectives in complementary ways in order to illuminate different facets of the same phenomenon or associated phenomena ("strong programme of triangulation", ibid.). These semantic facets of the term triangulation reflect three broad groups of rationales for mixing qualitative and quantitative methodologies:

1) Corroboration (or mutual validation) of results gained with one type of data by using another type of data in investigating the same aspect of a social phenomenon in order to increase confidence in the findings (examining convergence or divergence of results),

2) Complementarity of qualitative and quantitative perspectives in investigating different aspects of a social phenomenon in order to gain a more "complete" understanding of it (e.g., on the "aggregate" or macro level as well as the micro level) and

3) Development, where one type of data is needed to inform the collection and analysis of the other (e.g., using exploratory interviews to inform the development of questionnaires).

The "mixing" of quantitative and qualitative approaches to data collection and analysis in the current study is motivated by a combination of all three of these rationales.

Johnson et al. note that evaluation research in particular appears to have adopted mixed methods approaches more quickly than other types of social sciences inquiry, perhaps because "of the[ir] very practical nature" and particularly good fit with pragmatist philosophy, which seems to support an integrative paradigm (2007:116). Moreover, such evaluation studies present a strong "complementarity" rationale for mixing qualitative and quantitative methodologies. Back in 1979, Reichardt and Cook urged that

> "comprehensive evaluations should be process-oriented as well as outcome-oriented, exploratory as well as confirmatory. There is no reason for researchers to be constrained to either one of the traditional, though largely arbitrary, paradigms when they can have the best of both" (1979:18-19).

Their call reflects the argument in section 1.2 above in that in order to have any formative value for those who plan and implement social intervention programmes, evaluation studies need to go beyond investigating whether the programme works in the anticipated ways to exploring how it works (Pawson 2006, Rao and Woolcock 2003). If one agrees with Pawson's (2006) argument that social interventions offer the necessary resources according to a programme theory, but that the mechanisms of change are located within the reasoning of the individuals who choose to engage with these resources as intended or not, it follows that such an inquiry must also include qualitative elements that tap into the constructionist accounts of the participants on their programme experience. Similarly, in his recent directions for future research on the linguistic impact of study abroad, DeKeyser (2014) highlights mixed methods designs as holding the most promise in advancing the field, stating that "Ideally, one would have the reliability of a quantitative study and the validity of a qualitative one combined in one large project" (2014:322).

Such reasoning also underlies the conceptualization of the current study, which seeks to investigate the impact of participation in the ERASMUS study abroad programme on the participants' overall L2 proficiency and their self-motivation to learn and use the L2, both in

terms of the programmatic outcomes and in terms of the ways in which participation in the programme may facilitate change in these domains.

In order to establish the linguistic and motivational outcomes of the students' participation in the ERASMUS study abroad programme, the current study employs a longitudinal non-equivalent control group design. A non-equivalent control group design is a type of observational design in which the researcher typically has no control over the assignment of the participants to the "treatment" and the comparison groups, and often over the intervention itself, which is then referred to as "a naturally occurring event" (Allison 1990). In the current study, German university students who applied for an ERASMUS exchange with a British university for the academic year 2012-2013 and had either been accepted or rejected (or withdrawn from the programme) formed the abroad and comparison groups. Students in all groups completed C-tests of overall English language proficiency and comprehensive questionnaires with open- and closed-ended items at the onset of the study period (September 2012), one term into the programme (December 2012) and prior to the students' return (either December 2012 or June 2013). This predominantly quantitative group-level study was complemented by repeated interviews with 15 participants abroad in order to illuminate the ways in which the study abroad experience facilitated linguistic and motivational development among the advanced EFL learners in the current study.

The following sections will provide a detailed account of the research methodology, including the sampling strategies and sample characteristics, the instruments, the procedures for data collection and analysis, the methodological limitations and important ethical considerations in addressing the research questions.

## 3.4 Data collection

### 3.4.1 Participants

#### 3.4.1.1 Sampling strategies and procedures

*The abroad and comparison groups*

The sampling strategy for the abroad and comparison groups is best described as "purposive" in terms of recruitment and as "convenience" regarding the sample composition. Negotiations for access started in early July with a letter to the German national ERASMUS

agency, which is operated by the German Academic Exchange Service (DAAD) in Bonn, Germany. In a letter to the president (see appendix G), I requested a list of all German university departments that entertain ERASMUS exchanges with British universities in an attempt to provide every member of the target population with a chance to participate. According to this list, 214 German universities had sent 3,053 students to the UK during the then most recently documented academic year 2010 – 2011. In order to maximize outreach, I decided to contact the ERASMUS offices of those institutions that sent at least 25 students to the UK across all their departments. During the months of August and September 2012 I contacted these 52 institutions by telephone and e-mail, providing them with information on the study and evidence of the study's ethics approval (see appendix G). This resulted in cooperation with 44 German universities and universities of applied sciences (8 institutions did not respond or declined). Successful ERASMUS applicants received e-mail invitations (see appendix G) from the universities' central ERASMUS offices or the departmental ERASMUS coordinators. While this approach ensured that potential participants were correctly identified as members of the student population, their access to the study became contingent on the cooperation of their German home institution. Through the contact with numerous institutions a trend of concern became evident: The relatively modest number of ERASMUS agreements between British and German universities is declining further since ERASMUS exchanges are supposed to work both ways, but far fewer British students seem interested in studying in Germany than vice versa.

Tracing and recruiting the rejected and withdrawn applicants in this cohort proved to be even more challenging and labour intensive since their contact details are not usually held by the universities' ERASMUS offices. Thus, their recruitment required the identification and collaboration of the departmental ERASMUS selection committee members, who assessed the applications within their subject area. Although they are generally expected to hold the contact details of their applicants for some time after the selection process is completed, this was not always the case and the summer holidays protracted the long-winded process further. Once located, the recruitment of students for the comparison group did not get easier. Although the exact response rate cannot be determined, it appeared rather low, perhaps as a function of curbed motivation following the recent rejection from the ERASMUS programme. I also had to reject some potential applicants since following their rejection from the exchange with a UK

institution they had received a place at the university of their second or third choice in a different country and no longer met the criterion of "studying at home".

Once prospective participants for both groups had been identified and invited, they opted into the study by responding to the e-mail invitation sent by their German home institutions, to which the attached participant information sheet was attached. The students were asked to provide the names of their home and host institutions, their departure and their projected return date (if applicable), as well as the name of their degree programme at home. They then received information on how to access the first online survey once the data collection window opened.

*Focus participants*

The sampling of the focus participants was conducted in a subsequent step based on the students' questionnaire data. Questionnaire 1 included a field at the end that asked the participants whether they would like to join the study's group of focus participants, in which case they would need to provide their e-mail address for further contact. It was clearly stated that I would then be able to associate their questionnaire data with their email address and identity. From the pool of volunteers, I purposefully selected 15 participants, aiming for maximum variation in hypothesized predictors, including their initial L2 proficiency, self-efficacy beliefs and levels of L2 use anxiety, their L2 learning motivation and their beliefs and attitudes regarding the host society based on the students' scores in questionnaire 1. I also aimed for variation in age, gender, academic subject and length of stay. Some similar looking cases were chosen for replication purposes. Thus, the sampling strategy for the focus participants was "convenience" with regard to participant recruitment, while the sample composition was "purposive".

Since this purposively selected sample was formed based on a pool of volunteers, once more a self-selection bias applies, which merits closer scrutiny. Above all, the focus participants were confident and open enough to interact and share their personal experiences with a stranger. They were also generally interested in second language acquisition and/ or intercultural experiences. Some, but not all, were anglophile. They also generally seemed to enjoy reflecting on their experiences, behaviours and thoughts in the interviews and their ability to do so was generally very well developed.

#### 3.4.1.2 Sample characteristics

*The abroad and comparison groups*

The sampling strategies described above resulted in an initial sample of 143 students, who were divided into 3 study groups. Abroad group1 was formed of 54 ERASMUS students who were studying abroad in the UK for at least two terms, starting in September 2012. Abroad group 2 comprised 45 ERASMUS students whose ERASMUS exchange lasted 1 term only, starting in September 2012. Group 3 comprised 44 unsuccessful and withdrawn ERASMUS applicants who continued to study at their home institutions in Germany during the entire study period. These "potentially mobile" students formed the comparison group.

Table 3.1 below compares the abroad and comparison groups on key participant background variables and their English language learning history. The results of the between-group comparisons using ANOVA and Chi-Square tests show that the groups did not significantly differ in these variables at baseline, except in their prior extended abroad experience in an English-speaking country, where significantly more ($p$ <.01) students in the comparison group had already stayed in an English-speaking country for 1 month or longer as compared to participants in the two abroad groups.

**Table 3.1 Overview of differences in key participant background variables at baseline**

| Variable | **Abroad group 1** | **Abroad group 2** | **Comparison group 3** | **Between-group diff.** |
|---|---|---|---|---|
| ***N*[collection 1]** | 54 | 45 | 44 | |
| **Age** | 22.54/ 1.88 | 22.76/ 2.77 | 22.88/ 2.83 | $F(2,135) = .25$, $p=.783$ |
| **Gender [male/fem.]** | 10(20.0%)/ 40(80.0%) | 14(31.1%)/ 31(68.9%) | 9(20.9%)/ 34(79.1%) | $\chi^2(2) = 1.91$, p =.384 |
| **SES [receive BAföG]*** | 17 (34.0%) | 11 (24.4%) | 14 (32.6%) | $\chi^2(2) = 1.15$, p =.561 |
| **No. of terms studied** | 4.73/1.87 | 4.02/ 1.28 | 4.53/ 2.13 | $F(2,134) = 1.87$, $p=.158$ |
| **Self-report GPA [1-6]**** | 2.03/0.49 | 1.88/0.51 | 1.87/0.43 | $F(2,135) = 1.57$, $p=.212$ |
| **English majors in the sample** | 16 (32.0%) | 11 (25.0%) | 12 (27.9%) | $\chi^2(2) = 0.57$, p =.751 |
| **EFL at school [years]** | 8.56/1.03 | 8.71/ 1.72 | 8.81/1.39 | $F(2,137) = .39$, $p=.678$ |
| **EFL at univ. [terms]** | 2.02/2.07 | 2.40/ 2.54 | 2.14/ 2.45 | $F(2,138) = .32$, $p=.726$ |
| **Has prior extended abroad experience in English-speaking context***** | 21 (42.0%) | 13 (28.9%) | 27 (62.8%) | **$\chi^2(2) = 10.40$, p <.01** |

*Notes. * Family SES was captured by whether the participants were in receipt of government support (BAföG) for their university studies. For university students, BAföG is typically granted progressively as a 50-50 grant and loan by the German government when parental income falls below a certain level.*

*** grading scale from 1 to 6, where 1 marks the top end*

**** "extended" abroad experience denotes one or more prior stays of at least 1 month in an English-speaking country*

*The focus participants*

The group of focus participants comprised 15 students. Table 3.2 below lists their gender, age, the subjects they studied at home and the length of their ERASMUS study abroad in the UK. Again just over two thirds of the participants were female (11 out of 15), reflecting the gender distribution in the wider sample. A good range of ages were represented in the group. 11 out of 15 participants were staying in the UK for two terms. Looking at their subject areas, we can see that students with Law and Teaching degrees were somewhat over-represented, while the only natural scientist dropped out after collection 2 (greyed out).

**Table 3.2 Overview of the focus participants**

| Participant* | Gender | Age | Subject | Length of stay/ group |
|---|---|---|---|---|
| Alex | m | 25 | Economics | 2 terms (group 1) |
| Anna | f | 22 | Teaching (English + History) | 2 terms (group 1) |
| Jennifer | f | 22 | Education | 2 terms (group 1) |
| Jessica | f | 24 | Law | 2 terms (group 1) |
| Karen | f | 29 | Teaching (English + Geography) | 2 terms (group 1) |
| Katie | f | 25 | History | 2 terms (group 1) |
| Lars | m | 21 | Law | 2 terms (group 1) |
| Laura | f | 27 | Business, Culture and Tourism | 2 terms (group 1) |
| Maria | f | 23 | Chemistry | 2 terms (group 1) |
| Sebastian | m | 22 | Law | 2 terms (group 1) |
| Susie | f | 22 | Teaching (English + Mathematics) | 2 terms (group 1) with school internship |
| Daniel | m | 22 | Cultural Studies | 1 term (group 2) |
| Linda | f | 23 | Medicine | 1 term (group 2) |
| Marta | f | 23 | International Relations | 1 term (group 2) |
| Tatiana | f | 21 | Law | 1 term (group 2) |

*Note. *Pseudonyms are used in order to protect the identity of the focus participants*

*Sample attrition*

Sample attrition is a common problem in longitudinal studies and might cause bias in the results as the sample composition changes (Bryman 2012). Considering that participation in the present study spanned between 9 and 15 months, including the again voluntary post-return survey, the attrition rates in all groups were rather low, ranging from 5.5% - 11.4% (see table 3.3 below. This reflects the generally high level of commitment on the part of the study participants. In order to increase participant retention, compensation of € 5 was offered upon entry into the study and before the second collection, it was communicated to the participants that this fee would increase to € 15 if they completed all three surveys. Offering a more modest fee at first also served to reduce selection bias that may result from offering remuneration. As table 3.3 shows, only one out of the 15 focus participants dropped out for personal reasons after the second data collection wave. The focus participants received no additional compensation for the interviews.

**Table 3.3 Overview of panel attrition rates in all groups**

| | **Abroad group 1** | **Abroad group 2** | **Comp. group (3)** | **Focus part.** |
|---|---|---|---|---|
| *N* collection 1 | 54 | 45 | 44 | 15 |
| *N* collection 2 | 51 | 45 | 40 | 15 |
| *N* collection 3 | 51 | 41 | 39 | 14 |
| Attrition rate | **5.5%** | **6.8%** | **11.4%** | **6.7%** |

### 3.4.2 Instrumentation

#### 3.4.2.1 The questionnaires

Questionnaires (see appendix D) were employed in order to obtain quantitative measures of the key constructs from all participants in the study at the onset of the study period (late September 2012), after the students' first term abroad (late December 2012 – January 2013) and after a further 6 months (June 2013). The development of the questionnaires was informed by the substantive literature that was reviewed in chapter 2, as well as the literature on research methodology cited throughout this section.

Table 3.4 below lists the observed outcome variables and the observed learner-internal and learner-external factors that were considered as hypothesized predictor variables of the students' linguistic and motivational development. The table specifies how the 46 variables were defined and operationalized, as well as the questionnaire(s) in which these variables were included. For some of the key constructs in the study quantitative measures needed to be newly developed, while others could be adapted from past research to suit the specific research context. This is also specified under "Measure" in column 3 of table 3.4 below. The new measures were validated *a priori* as part of the pilot phase (Hessel 2012). Moreover, the reliability and validity of the measures was established *a posteriori* with the 3 groups in the main study. The results of these validity and reliability analyses are reported with the results of the statistical analyses in chapters 4 and 5.

The last two columns of table 3.4 below specify the questionnaire(s) in which each variable item was included (questionnaire number: 1/2/3; A = abroad group questionnaire; C = comparison group questionnaire). As can be seen in column 5, the questionnaire contents

varied slightly across collection waves, except for a fixed set of outcome and predictor variables that was contained in all questionnaires 1, 2 and 3 for both groups. While questionnaire 1 contained a number of demographic background variables, as well as items that captured the participants' academic background and their L2 learning history, questionnaires 2 and 3 then contained items on the students' course work and extracurricular activities, the students' intercultural contact experiences and social networks abroad and self-ratings of their overall study abroad experience. For the abroad group, questionnaire 1 also captured the students' views on the pre-sojourn support they received by their home universities, while questionnaire 2 captured their views on the in-programme support received by their British host universities.

**Table 3.4 Overview of the variables captured by the questionnaires**

| Variable name | Definition | Measure | Q#? ** | A/C? *** |
|---|---|---|---|---|
| **Outcome variables** | | | | |
| *L2 self-efficacy in using English in interactions with native speakers and non-native speakers *L* | Level of self-efficacy in listening and speaking in English in interactions with native and non-native speakers of English in informal and academic contexts | 17-items with 11-point rating scales; newly developed based on B2+ ALTE can-do statements and Bandura (2006) (see section 5.2.2.1) | 1,2,3 | A+ C |
| *English use anxiety with native speakers of English *L* | Level of anxiety associated with using English in spoken interactions with native speakers of English in informal settings | 2 items with 11-point rating scales; newly developed based on Clément (1986) and Blair, Park and Bachelor (2003) (see section 5.2.3.1) | 1,2,3 | A+ C |
| *English use anxiety with other non-native speakers of English *L* | Level of anxiety associated with using English in spoken interactions with other NNS of English in informal settings | 2 items with 11-point scales; newly developed based on Clément (1986) and Blair, Park and Bachelor (2003) (see section 5.2.3.1) | 1,2,3 | A + C |
| *Accessibility of fluent future L2 self *L* | The frequency with which the learner imagines being a fluent speaker of English (from "very often" to "never") | single item; 11-point rating scale; newly developed based on substantive literature (see Hessel 2015) | 1,2,3 | A+ C |
| *Desirability of fluent future L2 self *L* | The intensity with which the learner desires to become a fluent speaker of English (from "very much" to "not at all") | single item; 11-point rating scale; newly developed based on substantive literature (see Hessel 2015) | 1,2,3 | A+ C |
| *Learning effort expended towards attaining the fluent future L2 self *L* | Amount of effort the learner reports to expend towards becoming a fluent speaker of English (from "work very hard to achieve" to "do not work at all to achieve") | single item; 11-point rating scale; newly developed based on substantive literature (see Hessel 2015) | 1,2,3 | A+ C |
| *Perceived plausibility of attaining fluent L2 self *L* | Perceived plausibility of becoming a fluent speaker of English (from "very likely to | single item; 11-point rating scale; newly developed based on substantive | 1,2,3 | A+ C |

| Variable name | Definition | Measure | Q#? ** | A/C? *** |
|---|---|---|---|---|
| | come true" to "not at all likely to come true") | literature (see Hessel 2015) | | |
| *Perceived present-future L2 self-discrepancy *L* | Discrepancy the learner perceives between her present competence in English and the desired ideal (from "already true of me now" to "not true of me at all") | single item; 11-point rating scale; newly developed based on substantive literature (see Hessel 2015) | 1,2,3 | A+ C |
| **Hypothesized predictor variables** | | | | |
| **Learner-external factors** | | | | |
| *Participation in English language instruction during study period* | Did the participant receive English language instruction during the study period? YES/ NO | Two items with two open slots for course focus and hrs/week | 2,3 | A+ C |
| *Course work: number of contact hours* | Number of contact hours for academic courses per week | open-ended single item | 2,3 | A |
| *Course work: type of enrolment* | Proportion of courses taken that are attended by ERASMUS students only | closed-ended single item | 2,3 | A |
| *Expectations regarding credit transfer* | Proportion of courses abroad for which participant expects to earn credit for their degree at home | closed-ended single item | 1,2 | A |
| *Participation in clubs and societies* | Frequency with which the participant is involved in clubs and societies at host university | closed-ended single item | 2,3 | A |
| *Participation in volunteering activities* | Frequency with which the participant is involved in volunteering activities during study abroad | closed-ended single item | 2,3 | A |
| *Engagement in paid work* | Frequency with which the participant engaged in paid work during study abroad | closed-ended single item | 2,3 | A |
| *Composition of local social circles* | Composition of participant's local social circles in terms of host national, co-national and other international contacts | 3 closed-ended slider items, ranging from 0 – 100% | 2,3 | A |
| *Time spent with host-national, co-national and other international contacts* | Proportion of free time spent socializing with British, German and other international contacts in % (including German family and friends back home) | 3 closed-ended slider items, ranging from 0 – 100% | 2,3 | A |
| *Languages used within local social networks* | Proportion of German vs. English, and English with NS vs. English with NNS that the participant uses in her local social network in the UK | 2 closed-ended slider items, ranging from 0 – 100% | 2,3 | A |
| *Number of British, English native speakers, German and international friends among 3 closest local friends* | Number of British, English NS, German and international friends among 3 closest local friends | Four items that tap into the number of native British, English native speakers, German native speakers and international students (English NNS) among the participants' 3 closest | 2,3 | A |

| Variable name | Definition | Measure | Q#? ** | A/C? *** |
|---|---|---|---|---|
| | | friends abroad, each ranging from 0 – 3. | | |
| *Perceived qualities of local social contacts abroad* | Perceived quality of contact with co-nationals, host nationals and internationals during study abroad | Four items that tap into the number of native British, English native speakers, German native speakers and international students (English NNS) among the participants' 3 closest friends abroad, each ranging from 0 – 3. | 2,3 | A |
| **Learner-internal factors** | | | | |
| *Age* | Participant's age at onset of the study period | open-ended single item | 1 | A+ C |
| *Gender* | Participant's gender | dichotomous single item | 1 | A+ C |
| *Nationality* | Participant's nationality | open-ended single item | 1 | A+ C |
| *SES* | Participant in receipt of student loan by the German government (BAföG)? Yes/No | dichotomized single item | 1 | A+ C |
| *Subject discipline at home* | Subject discipline of degree programme at home | open-ended single item | 1 | A+ C |
| *Status as English major/ non-major* | Participant majoring in English (including teachers in training)? YES/NO | dichotomized single item | 1 | A+ C |
| *Terms studied at university* | No. of terms participant had studied at home university at onset of the study period | Open-ended single item | 1 | A+ C |
| *Academic achievement (self-reported GPA)* | Self-reported grade point average in home university degree programme at onset of study period | Open-ended single item | 1 | A+ C |
| *Baseline English proficiency score (at time point 1)* | Participant's score on the C-test of overall English language proficiency at the onset of the study period | composite item, scale ranging from 0 - 100 | 1 | A+ C |
| *Starting age: English language learning* | Participant's age at onset of formal/informal English language learning | open-ended single item | 1 | A+ C |
| *Prior EFL instruction at school level* | Number of school years of English language instruction received at school | open-ended single item | 1 | A+ C |
| *Prior EFL instruction at university level* | Number of semesters of English language instruction received at university | open-ended single item | 1 | A+ C |
| *Prior extended abroad experience* | Participant went on extended stay(s) abroad (1 month+) prior to study period? YES/NO | dichotomized single item | 1 | A |
| *Prior extended abroad experience in English-speaking context* | Participant went on extended stay(s) in an English-speaking context (1 month+) prior to study period? YES/NO | dichotomized single item | 1 | A |
| *Goals for study abroad* | Participant's goals for studying | Open-ended item (up to 10 | 1 | A |

| Variable name | Definition | Measure | Q#? ** | A/C? *** |
|---|---|---|---|---|
| | abroad, if any | nominations) | | |
| *Stereotypical beliefs about the characteristics of host national group and own national group* | Captures strength of stereotypical beliefs about characteristics of host national and own national group (positive and negative) | 2x6 bipolar scales with positive and negative stereotypes, adapted from Stangor et al. 1996 and 2 open-ended items for free association | 1,2,3 | A+ C |
| *Self-efficacy in intercultural interactions* | Level of self-efficacy in social interactions that involve people with a different cultural background | 18-items with 11-point rating scales, from 1 – 11; based on Fan and Mak (1998), Jerusalem and Klein-Heßling (2002), Furnham and Bochner (1982) | 1,2,3 | A+ C |
| *Need for cognitive closure* | Measure of the participant's general need to arrive at definitive conclusions and aversion towards ambiguity | 15-items with 6-point rating scales; translated version of Roets and Van Hiel's (2011) 15-item Likert-type scale | 1,2,3 | A+ C |
| *Social identity: German* | Strength of identification as German | single item with 5-point scale (*from "very much" to "not at all"*) | 1,2,3 | A+ C |
| *Social identity: European* | Strength of identification as European | single item with 5-point scale (*from "very much" to "not at all"*) | 1,2,3 | A+ C |
| *Social identity: Global citizen* | Strength of identification as global citizen ("*Weltbürger*") | single item with 5-point scale (*from "very much" to "not at all"*) | 1,2,3 | A+ C |
| *Attitude towards Germans (own national group)* | The participants' attitudes towards their own national group (i.e., "the Germans") | open-ended item (feeling thermometer), scale ranging from 0 – 100; adapted from Verkuyten, Thijs and Bekhuis (2010) | 1,2,3 | A+ C |
| *Attitude towards British (host national group)* | The participants' attitudes towards the host national group (i.e., "the British") | open-ended item (feeling thermometer), scale ranging from 0 – 100; adapted from Verkuyten, Thijs and Bekhuis (2010) | 1,2,3 | A+ C |

*Note. L* signifies that the "initial state" of this outcome variable at the onset of the study abroad period (time point 1) is at the same time conceptualized as a learner-internal factor, but not listed again under "learner-internal factors".*
*** item included in questionnaire number: 1/2/3*
**** item included in: A = abroad group questionnaire; C = comparison group questionnaire*

Beyond the variables listed in table 3.4 above, each questionnaire contained a small number of open-ended items for capturing students' views on their own learning and motivational development, their social contact experiences, the institutional support they received and an evaluation of their study abroad experience in terms of overall satisfaction and personal development. Some of these items were added based on the on-going analysis in order to obtain

the students' views on specific issues as they arose from the analysis (also see section 3.4.3). The C-test (see 3.4.2.2) formed the last part of the online questionnaire. It was followed by the closing page, which included an open-ended item for feedback, thanked the participants for their participation and provided information on either the next wave of data collection or the conclusion of the study, including the availability of the study report.

The language of the questionnaires was German. Appendix D includes an English translation purely for examination purposes. Given the considerable number of essential factors that need to be captured in this type of research and setting, parsimony of the measures was a top priority in developing the questionnaire so as to reduce the burden on the participants. As an indication of the time requirements, the first questionnaire, including the C-test took students in abroad group 1 39.66 min (SD = 1.52) and students in abroad group 2 an average of 35.53 min (SD = 1.62) to complete, while the questionnaire without the study abroad programme items took students in the comparison group an average of 26.82 min (SD = 1.18).

Since the study was carried out by a single researcher, which imposed clear constraints on the resources that were available for data collection, the questionnaires were administered to the participants via an online platform. This format enabled the widest possible outreach without compromising academic rigor and research ethics. It also had a number of other advantages such as direct import of the data into SPSS, which circumvents errors that occur with manual data entry. The survey provider was SoSci Survey GmbH in Munich, Germany. The server itself is located in Munich in a secure data centre, which is operated by the M-net Telekommunikations GmbH and certified by eco Datacenter Star Audit (http://www.dcaudit.com/about-dcsa.html) for its organizational, constructional, technical, and supply security. SoSci Survey GmbH adheres to §11 Bundesdatenschutzgesetz (German data protection law) and its terms and conditions prohibit third parties from accessing the survey data, as well as its passing on to third parties.

This particular provider was chosen for offering sophisticated privacy features that ensure the anonymity of the participants in accordance with the ethical guidelines that the study adheres to (see section 3.7 below). The server www.soscisurvey.de is accessed via secure SSL encryption with signed certificate. In order to be able to match the repeated data entries of one participant, SoSci Survey generates a unique serial number for each participant and sends these directly to each participant in the form of a personalized link for accessing the relevant

abroad or comparison group questionnaire. This serial number assignment is stored in a different data base and remains undisclosed even to the researcher, which ensures that e-mail addresses are not associated with the actual dataset in order to preserve the anonymity of the participant. The storage of user IP addresses was also switched off for the study in order to prevent identification of the participants. Beyond rigorous procedures for ensuring the anonymity of the participants, SoSci Survey also offered a wide variety of question formats, including one that allowed for implementing the C-test.

#### 3.4.2.2 The C-test

Overall English language proficiency was operationalized using a C-test (Raatz and Klein-Braley 1982), which is a holistic proficiency measure that exploits the principle of reduced redundancy (Spolsky 1981). By deleting parts of text the redundancy that occurs in natural language is reduced so the learners need to draw on "the **whole** of their foreign language (L2) competence" (bold face as in Coleman 1996:137) in its reconstruction. A C-test typically contains 100-125 such deletions spread across 5 short texts on a variety of non-specialist topics. This is to reduce the interdependence of items and the influence of topic-related confounding variables on the test score, such as topic familiarity and interest.

In each text the first sentence is left intact and every second half of every second word is replaced by a gap in all subsequent sentences. If the word has an uneven number of letters, the longer half is typically deleted. Words with only one letter, compounds, names, numbers and words that have been mutilated before are typically omitted from this rule. C-tests are held to be superior in validity to the more traditional Cloze test (Taylor 1953), which consists of one long text in which whole words are deleted at longer intervals, whereby test scores become easily confounded with topic-related variables.

Although the test construct of this holistic proficiency measure is not yet fully understood, the C-test has been extensively studied over the past 30 years and has been found to be a highly reliable and integrative test of language proficiency (Asano 2014, Babaii and Ansary 2001), which is predictive of a variety of aspects of linguistic knowledge and skills, including oral-aural skills (Dörnyei and Katona 1992, Grotjahn 2010, 2014, Singleton and Singleton 2002). One particularly strong piece of evidence comes from Eckes and Grotjahn

(2006), who used both Rasch analysis and CFA and the widely used German TestDaF as a criterion measure in order to study the construct validity of the C-test. Based on their findings, they conclude "Rasch measurement modelling and confirmatory factor analysis provided clear evidence that the C-test in question was a highly reliable, unidimensional instrument, which measured the same general dimension as the four TestDaF sections: reading, listening, writing and speaking" (2006: 290).

A number of features render the C-test highly suitable for the current study. Firstly, it has shown to be a reliable and valid measure of overall language proficiency in a wide variety of learning contexts, including study abroad research (e.g., Coleman 1996, Rees and Klapper 2007), particularly so with advanced learners (Grotjahn 2010, Schmid 2011). Secondly, it is resource effective in terms of administration and analysis and it has been extensively used in computer-based formats. Schmid cautions that performance on the C-test correlates with the participant's level of education (2011:183), which was fairly homogeneous and balanced across the abroad and comparison groups in the current study (see section 3.4.1.2 above).

One may argue that studies into second language acquisition during study abroad that use much more comprehensive test batteries already exist. However, the design of the current study rests on the assumption that investigating more closely the *relationships* between the students' English proficiency development, the changes in self-motivation to learn and use the L2, their patterns of social contact and their informal engagement with linguistic and cultural differences is a more promising avenue to developing a better understanding of student learning in the study abroad context than investigating linguistic development in isolation, albeit in greater depth. This conceptualization is in line with Coleman's argument, who states "to limit residence abroad research to the linguistic outcomes is to distort the experience" (1998:197).

The C-test for this study has been adapted from Keijzer (2007), where it was first developed from scientific magazines and quality newspapers for usage in a study on first language attrition with English native speakers. These more difficult C-tests, on which educated native speakers are expected to achieve 87 – 90% (Schmid 2003), rather than 90 – 95% (Grotjahn 2002), were employed in order to prevent ceiling effects. The latter were a concern since the participants were expected to have reached upper-intermediate to advanced language proficiency (with oral language skills being somewhat weaker than written) prior to departure,

combined with a rather strong educational background. The choice of the more difficult test proved valid as students made full use of the scale, including a few top scores in the 90s (see section 4.2.2). However, while a more challenging test allowed for capturing more fully any linguistic development among these advanced EFL learners at the upper end of the scale, the potential negative motivational consequences of such a challenging test experience for the average test taker were also a concern. The instructions therefore highlighted the challenging nature of the test and the low probability of receiving a full score, even for highly proficient speakers.

A total of 100 gaps are spread across five short texts of 56 to 100 words on a variety of non-specialist topics (see appendix C for a transcript of the test). The texts were sequenced according to structural and notional difficulty. The proportion of mutilated content to function words in the employed test was rather high (85:15). This was intentional because content words have been shown to discriminate better between levels of ability than mutilated function words, particularly at higher levels of proficiency, since function words belong to a closed-class system and are therefore generally easier to reconstruct (Dörnyei and Katona 1992, Klein-Braley 1994). As recommended in the guidelines on C-test validation set forth by Grotjahn (2002), the test was validated with the specific target population of German university students with and without extended abroad experience in an English-speaking country, as well as with English native speakers. This pilot study is summarized in appendix C. Based on the results of the pilot study, one of the five texts ("BBC"), which proved too difficult/ ambiguous with the native speaker sample, was replaced by a text ("Science") that Khabbazbashi used with over 200 German EFL learners in her doctoral research (Khabbazbashi 2013).

The C-test was administered as part of the online questionnaire (see appendix D). In all 3 waves, it formed the last part of the questionnaire in order to avoid response bias in the participants' self-ratings of their English proficiency and self-efficacy as a result of the testing experience. The same test was employed across groups and time points, which has advantages and drawbacks. The crucial advantage of using the same test repeatedly is that the test difficulty remains constant across groups and time points so that results will vary mainly as a function of test-taker ability. The downside of this design is that performance on the test might improve across time points as a result of practice effects. Such practice effects might positively bias results on linguistic progress within the groups. However, the intervals of at least 3 months between instances of testing should be sufficiently long to minimize such effects (N.

Khabbazbashi, personal communication, 8 March 2012). Most crucially, the between-group comparisons, on which the analysis of differential proficiency development is based, remain unaffected since the inclusion of a comparison group controls for such test-retest effects.

#### 3.4.2.3 The semi-structured interviews

For the main study, I conducted a total of 40 interviews with the 15 focus participants. All 11 focus participants in abroad group 1, except one who dropped out after the second collection, were interviewed at the onset of the study period (late September 2012), after their first term abroad (December 2012 – January 2013) and prior to their return (June – August 2013). The four students in abroad group 2 were interviewed at the onset of the study period and towards the end of their semester abroad (December 2012). The interviews were scheduled shortly after each questionnaire and test in order to allow time for some preliminary analysis of common tendencies and personal themes that could be further explored in the interviews. In addition, the focus participants were invited to complete a short written e-mail interview on their first impressions of studying and living in the UK two weeks after their arrival. It inquired into the perceived level of challenge and feelings associated with using English, into any situations in which they had felt strange or foreign, into their perceptions of the support they had received from their British host institutions and into their initial social contact experiences in the UK. German was the language of all interviews as these involved sensitive and highly personal topics that touched on the participants' self-concept and personal history, which can be difficult to express in a foreign language. Most participants also preferred interviewing on Skype to having to travel to an interview venue. While I was expecting the students to be quite comfortable with this technology, it was almost surprising how comfortable they were, judging from vocal, facial and bodily clues.

The development of the initial interview guides was informed by the literature reviewed in chapter 2, but alterations and additions were made even into the collection phase. Such adjustment is typical of qualitative inquiry, where data collection and analysis usually proceed iteratively, that is, in a repetitive cycle (Dörnyei 2007, Kvale and Brinkman 2009). Qualitative research is much more sensitive to the emergence of unexpected themes that justify such alterations to the instruments. All the interviews used a standardized skeleton that overlapped with the content areas in the questionnaires in order to facilitate comparability between

different data types and across cases. However, the interview schedules were also individualized as they were fashioned around the students' development and their personal themes, which were explored further in each interview. Thus, the interviews are best described as semi-structured interviews, which are characterized by a number of pre-set questions while providing enough flexibility so as to allow for the emergence of new themes and encourage elaborations by the participants (Dörnyei 2007). Thus, the interviews varied in length from 48min. 21sec. to 143min. 54sec, with a mean length of 76min. 43sec.

Table 3.5 below provides an overview of the topic areas that were covered in the interviews. The interview guides, including their English translation are included in appendix E. The key constructs were operationalized in all interviews, including the students' perceptions of their current proficiency in English and their linguistic progress, their self-motivation to learn and use English, intercultural awareness and intergroup attitudes. Other content varied across interviews. While the first interview served to bring context to the participants' development during the study abroad through exploring their personal, academic and L2 learning background, including their expectations and goals for the study abroad, the following interviews focussed on the participants' immediate experiences abroad, their evaluations of these and their outlook into the future.

**Table 3.5 Overview of the topic areas explored in the interviews with focus participants**

| |
|---|
| **Interview 1 (pre-departure interview in Germany)** |
| ➢ *Consider scores in questionnaire 1* |
| - Participant's personal (including cultural) background |
| - Participant's mobility history |
| - Participant's academic background |
| - Studying abroad with ERASMUS, including motives, goals, expectations and personal preparation |
| - Perceived support at home university, perceived needs |
| - Participant's language learning history |
| - Participant self-conceptions as a learner and speaker of English |
| **Interview 2 (after term 1 in the UK/ pre-return for participants in abroad group 2)** |
| ➢ *Follow up patterns of development in the questionnaire, themes from first interview* |
| - Participant's transition experiences**,** key episodes (cultural differences) |
| - Participant's academic transition |
| - Perceived support at host university, perceived needs |
| - Participant's social contact experiences, including living arrangements |
| - Development of participant's social network, including home and virtual |
| - Participant's experiences in using English (academic and informal) |
| - Participant's language development (perceived progress and satisfaction with former, perceived sources of development), role of interactions w. other international students |

- Participant's motivational development (goals, priorities, levels of motivation, strategies)
- Participant's development of cultural self-awareness, engaging with cultural differences, engaging with the ERASMUS group, social identity, inter-group attitudes
- Participant's outlook and expectations

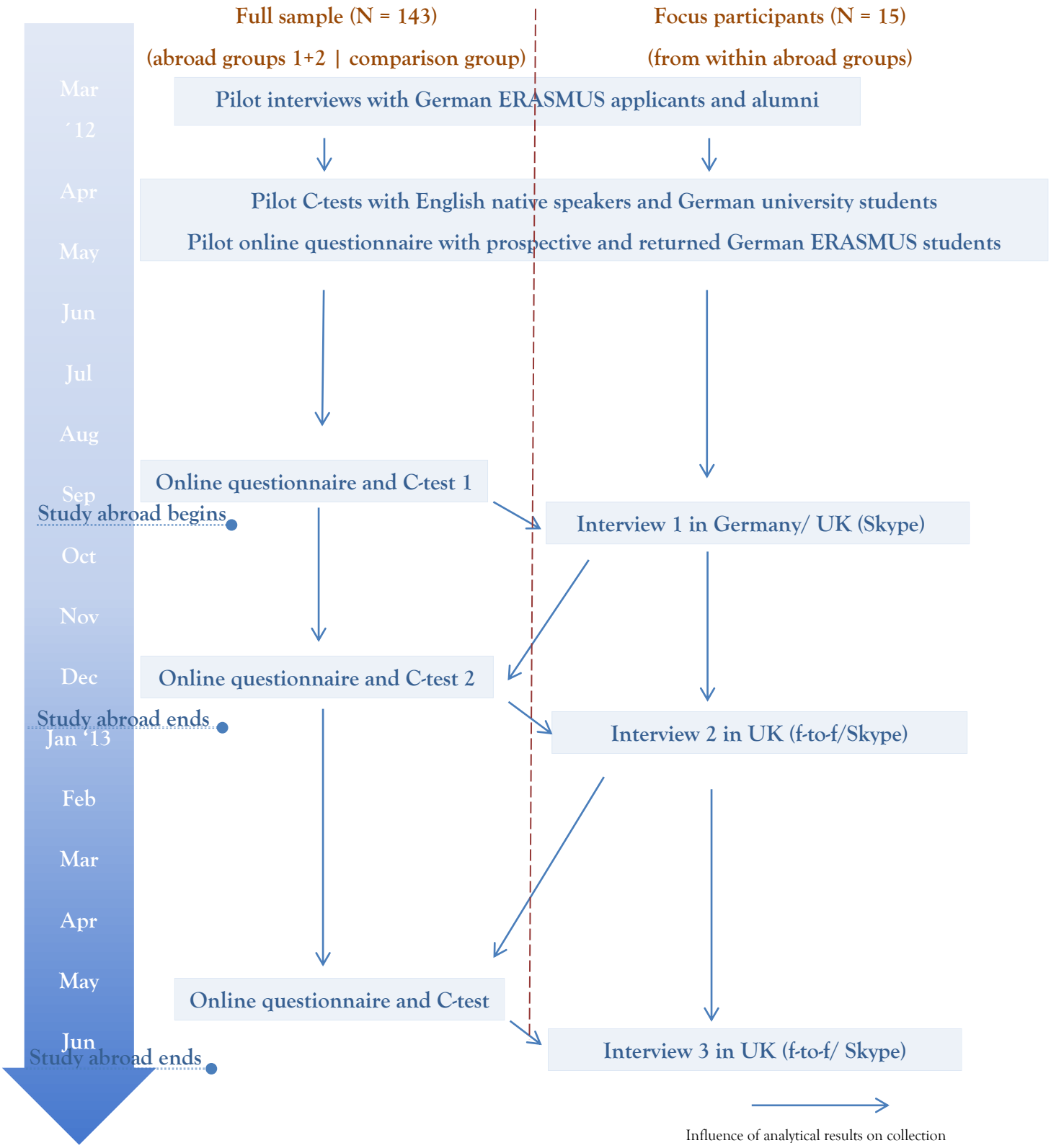
**Interview 3 (after term 2 in the UK/ pre-return; participants in abroad group 1 only)**

- ➢ *Follow up patterns of development in the questionnaire, themes from first interview*
- Participant's transition experiences**, k**ey episodes (cultural differences)
- Participant's academic transition
- Perceived support at host university, perceived needs
- Participant's social contact experiences, including living arrangements
- Development of participant's social network, including home and virtual
- Participant's experiences in using English (academic and informal)
- Participant's language development (perceived progress and satisfaction with former, perceived sources of development), role of international student community
- Participant's motivational development (goals, priorities, levels of motivation, strategies)
- Participant development of cultural self-awareness, engaging with cultural differences, engaging with the ERASMUS group, social identity, inter-group attitudes
- Perceived personal development
- Participant's evaluation of expected and unexpected outcomes
- Lessons learned and anything they would do differently or recommend to others
- Evaluation of exchange setting, suggestions for student support by the institutions
- Participant's outlook, future plans and role of English

### 3.4.3 Procedures

Figure 3.1 below provides an overview of the time frame and sequencing of the collection and analysis of the different types of data while the study was in progress.

**Figure 3.1 Sequencing of data collection and analysis**



As indicated by the timeline on the left, the pilot phase started in March 2012, when I piloted the first interview guide with a 6 German ERASMUS applicants and alumni, who provided direct feedback on the content and wording of the questions. The questionnaires were piloted in several waves with German ERASMUS applicants and alumni, while the C-test was validated with adult English native speakers and adult German native speakers with a range of intermediate to advanced English proficiency levels. In this phase I employed a convenience sampling strategy, using my personal contacts at English, German and Austrian universities, who invited their students to complete the questionnaires and C-tests online. The pilot phase was successfully concluded in July 2012. Negotiations for access and participant sampling followed during the months of July, August and September 2012 (see section 3.4.1.1 above).

Data collection for the main study started in late September, when the first questionnaire and C-test went online. The left hand side of figure 3.1 above shows that the abroad and the comparison groups completed the above described questionnaires and C-tests of overall English language proficiency at the onset of the study period and academic year (September 2012), before the long Christmas break (late December 2012) and towards the end of the academic year (June 2013). As table 3.6 below shows, students in abroad group 2, who returned home after one term, spent the second study period from January to June 2013 in Germany, while students in abroad group 1 studied in the UK during both study periods (see section 3.4.1.2 above).

**Table 3.6 Overview of data collection points and locations for all groups**

| **Group** | **Time point 1 (Sept. 2012)** | **Study period 1** | **Time point 2 (Dec. 2013)** | **Study period 2** | **Time point 3 (June 2013)** |
|---|---|---|---|---|---|
| **Abroad group 1** | Questionnaire + C-test | *Abroad (UK)* | Questionnaire + C-test | *Abroad (UK)* | Questionnaire + C-test |
| **Abroad group 2** | Questionnaire + C-test | *Abroad (UK)* | Questionnaire + C-test | *At home (Germany)* | Questionnaire + C-test |
| **Comp. group** | Questionnaire + C-test | *At home (Germany)* | Questionnaire + C-test | *At home (Germany)* | Questionnaire + C-test |

Each time the data collection window opened, the participants received an e-mail directly from the survey provider with a personalized link for accessing either the abroad group or comparison group questionnaire. These personalized links enabled the participants to access each questionnaire and C-test anonymously, while allowing for matching their multiple data

sets. All participants were redirected to the first survey via an electronic consent form. At the end of each questionnaire, information was given on when the next data collection and the study report were to be expected. At the end of the study, the participants received their remuneration in the form of €15 AMAZON.de vouchers via e-mail.

As can be seen on the right hand side of figure 3.1 above, the largely quantitative data obtained in the group-level study was supplemented by repeated interviews with 15 participants abroad, who were interviewed mostly via Skype video (in a 4 instances the last interview was held face-to-face in Oxford). The interviews were scheduled shortly after each wave questionnaire and testing in order to allow time for preliminary analysis. In preparation for each individual interview, I analysed group tendencies regarding linguistic, motivational and attitudinal development, as well as the interviewee's individual questionnaire responses, their development in the questionnaire scores over time. I also incorporated any personal themes from previous interviews which I had marked down for follow-up in the interview schedule. The interviews were audio and, if conducted via Skype, video recorded. Following each interview, some recordings were transcribed verbatim straight away, while others were analysed off the recording and partly transcribed during the collection phase due to time constraints. The transcription was regarded as the first step in the analysis. The collection phase for the main study was concluded after 12 months in August 2013 when the final interviews were completed. In total, I collected 410 questionnaires and proficiency tests from 143 students and an additional 40 interviews from the 15 focus participants.

The arrows in figure 3.1 above indicate the ways in which the collection and analysis of qualitative and quantitative data informed each other within and across the repeated collection waves in a cyclical fashion, which is typical of a well-integrated mixed method design (Sammons 2010:701). Since the data collection phase was very labour intensive, the analysis of questionnaire data before the subsequent interviews always remained partial, focussing on developmental patterns in the outcome variables as well as on the personal questionnaires of the focus participants. Together with the findings from the interview stage these then informed the design of the questionnaires and interviews in the subsequent waves, where questions were altered or added.

For example, after the second collection wave, the questionnaire data indicated a trend of dissatisfaction with the English language instruction the students received at their British host universities, which was confirmed in the follow-up with the focus participants after the second survey. The accounts of the focus participants converged in suggesting a strong mismatch between the students' linguistic needs and the level and content of the courses. In order to strengthen the formative value of the study for sending and receiving institutions, the following item was included in the third questionnaire, which targeted the students' perceptions of areas they still felt they needed to improve:

*"What contents and level would a language course of your choice have?"/ "Welche Inhalte und welches Niveau hätte Ihr Wunschsprachkurs?"*

Thus, during the data collection phase, the overall mixed methods strategy was concurrent with sequential elements that served to explain interim findings and further explore the issues that emerged. According to Teddlie and Tashakkori (2009) a genuinely sequential design would involve the full analysis of one type of data that precedes and informs the collection of the other. After the data collection phase was completed, I proceeded with the analysis of the quantitative and qualitative data in a largely sequential manner from quantitative (establishing common patterns of linguistic and motivational development) to qualitative (corroborating these patterns from an emic perspective and/ or generating potential explanations for the observed patterns and further exploring their qualities and dynamics). The next section will detail the analytical procedures that were applied to the different types of data in order to answer each research question.

## 3.5 Data analysis

### 3.5.1 Analysis of quantitative data

*Preparing the datasets and describing the samples*

All quantitative analyses of the standardized questionnaire and C-test data were implemented in SPSS (versions 21 – 23). Direct data import from the server www.soscisurvey.de into SPSS eliminated the risk of inaccurate data entry. Prior to running the main analysis, data preparation included examining patterns of missing data and outliers, computing dummy variables, computing the multi-item scales and analysing their scale properties in terms of reliability and validity (internal consistency with Cronbach's alpha and principle component analysis). The psychometric properties of the instruments are reported under the relevant sections in the results chapters 4 and 5.

After the data collection phase for the main study was completed in August 2013, all three datasets for each group were merged into one longitudinal set, before combining these three larger group datasets for the between-group analysis. This resulted in a substantial dataset with 143 cases and over 900 items. Before testing any specific hypothesis, all samples were described with measures of frequency, central tendency and variability on participant background variables, hypothesized predictor and outcome variables. This descriptive analysis served as a first step in describing the student samples and in establishing their comparability on key baseline characteristics. One-way ANOVA and independent samples t-tests served to test the significance of any such initial differences.

Since the preliminary and main analysis involved a series of parametric tests, including t-tests, ANOVA and multiple regression analysis, the normality of the distribution of scores was examined, using the skewness and kurtosis parameters and Shapiro-Wilk statistic (Field 2013) in combination with a visual inspection of histograms (bell curve shape, symmetry about the mean) and normal quantile-quantile plots (convergence of expected and observed quantiles towards diagonal) of variables and/ or residuals (Doane and Seward 2011). As reported in the results sections, some of the variable and residual distributions deviated significantly from normal. Such deviances are not at all uncommon with samples of moderate size and/ or the absence of randomized sampling strategies (Field 2013). They also reflect the characteristics of this population of highly self-motivated advanced learners of English. Since departures from

normality may bias the accuracy of the parameter estimates and significance values, a bootstrapping procedure (Efron and Tibshirani 1993) was applied to all tests involving non-normally distributed variables.

*Bootstrapping* (Efron and Tibshirani 1993) refers to a procedure that can be employed in order to generate more robust parameter estimates and significance tests that are not contingent on assumptions of normality and homoscedasticity. The procedure involves estimating the properties of the sampling distribution by randomly taking numerous smaller "bootstrap samples" (in this case 2,000) from the sample data and calculating their parameters. The parameter estimates of each bootstrap sample are used to estimate the limits of the 95% bootstrapped bias corrected and accelerated confidence interval within which 95% of all bootstrap sample means fall. This is referred to as the bias corrected and accelerated 95% confidence interval [BCaCI95%lower boundary, upper boundary]. This "more robust" confidence interval spans the true difference between group means as found in the population with a 95% chance (Field 2013:199). Where bootstrapping was applied in order to raise the confidence in the accuracy of the significance tests, the bootstrapped significance values are reported in the results summary.

*Data analysis pertaining to research questions 1a and 2a*

Research questions 1a and 2a were concerned with establishing the programmatic outcomes of the students' participation in ERASMUS study abroad in the UK in the areas of L2 proficiency and L2 motivation, asking

> *How does the students' overall English language proficiency change during study abroad in the UK and are these changes in proficiency associated with participation in study abroad?*
>
> *How do the students' self-efficacy, English use anxiety and self-motivation to continue learning English change during study abroad in the UK and are these motivational changes associated with participation in study abroad?*

Theobald and Freeman (2014) discuss the importance of controlling for potential non-equivalence in the participant groups when using a non-randomized control group design for evaluating the outcomes of an intervention in order to avoid attribution of differential change to the intervention when in fact it was attributable to differences in the characteristics of self-selecting participants. Multiple regression analysis offers an effective framework for evaluating

the outcomes of a non-randomized intervention because one can test whether the group (or "treatment") effect is significantly different from zero while controlling for the influence of all other observed covariates (e.g. co-varying participant characteristics) simultaneously (e.g., Allison 1990, Dalecki and Willits 1991, Theobald and Freeman 2014).

*Choosing Multiple Regression over ANCOVA*

Such between-group analysis can also be conducted with various types of ANCOVA. However, with a non-randomized design multiple regression is preferable since, as several authors have pointed out (e.g., Field 2013, Miller and Chapman 2001), the use of ANCOVA is only appropriate if covariates are balanced across groups (i.e., in cases where the covariates co-vary only with the outcome, but not with the grouping variable). In contexts where it is not feasible to randomly assign participants to different conditions, such as in the context of study abroad research, the study groups may differ significantly and systematically, for example, in participant characteristics that may influence their linguistic progress and motivational development abroad, such as in their baseline proficiency score or their motivational characteristics.

Employing ANCOVA in cases where participant groups systematically differ in such covariates might lead to underestimation of the group effect since between-group variance might be attributed to the covariate when in fact it may be attributable to the group condition (e.g., Field 2013). This is because if the covariate and group effects are confounded, it is not possible to separate out the proportion of variance in the outcome that is attributable to either of those. As a result, the exact size of the group effect remains obscured (ibid.). Thus, contrary to popular belief, the purpose of ANCOVA is to explain *additional* unexplained variance in the outcome by determining the effect of the covariate, rather than "controlling for" or "adjusting" for an unbalanced covariate (Field 2013:465). Moreover, as Dugard and Todman (1995) point out, one of the assumptions of both mixed ANOVA and one-way ANOVA with group gain scores is that the levels of the within-subjects variable are randomised, which is clearly not the case in pre-post-test designs, in which an intentional time sequence exists (1995:182).

*Choosing between different types of regression*

In the context of non-randomized control group designs, two major ways of analysing change from pre- to post-test within a regression framework have been described (see, e.g., Dugard and Todman 1995):

1) the "change score method", in which a change or gain score, which is computed from the pre- and post-test scores and used as the dependent variable, is regressed on the grouping variable and one or several covariates, and
2) the "regressor variable method", in which the post-test score is regressed on the grouping variable, on the pre-test score and one or several other observed covariates.

The question of what method is preferable under what circumstances has been subject to a long-standing debate (e.g., Cronbach and Furby 1970, Lord 1963). Part of the controversy may be attributed to the fact that both methods yield identical estimates of the "treatment" or "group effect" when the pre-score is included as a covariate (Allison 1990, Dalecki and Willits 1995). Allison (1990) points out that "there will almost always be some residual uncertainty" in choosing between these two models (1990:106).

Change scores have been criticized most heavily for being unnecessarily unreliable, that is, more unreliable than the raw pre- and post-test scores from which they were derived (e.g., Kessler 1977, Dugard and Todman 1995). Moreover, pre-scores ordinarily show a significant inverse relationship with gains due to the simple fact that participants with higher pre-scores have less to gain when the range of possible scores is bounded (Allison 1990). Consequently, in cases in which other independent variables are associated with the pre-score, their relationship with gains as the dependent variable might be distorted or even completely spurious. In order to control for the potentially strong influence of the pre-score and adjust for the natural regression towards the mean, Dalecki and Willits (1991) advise that information on the participants' baseline score should always be included in the prediction, regardless of whether post-test or gain scores are used as the dependent variable.

Allison provides a cogent argument, including a comparison of the change score and regressor methods, in which he convincingly refutes some of the major criticisms of using gain scores for the assessment of change with a non-equivalent control group design. With regard to

the notorious unreliability of change scores he argues that the reliability of a gain score is irrelevant in the estimation of treatment effects as it is the error variance that determines the precision of the estimates of interest (1990:104). In this respect, he demonstrates how the error variance in the model can decrease even when the reliability of the change score decreases. Crucially, Allison shows how the regressor method can distort the treatment effect in ways that suggest differential development between groups had occurred when a treatment effect could be ruled out. In the example he discusses, the regressor method yielded a false positive treatment effect when in reality no treatment had occurred, but between-group differences at T1 were merely reproduced at T2. This is because the regressor method tends to under-adjust for pre-existing differences between groups at baseline (also see Reichardt 1979).

Not only did the change score method correctly identify the absence of any treatment effect, but it may also be more robust with regard to bias caused by other types of measurement errors, such as differential reliability of the pre-test scores in the different groups (ibid.). Thus, based on Allison's argument the change score method would seem preferable in most non-equivalent control group designs so long as a clear temporal ordering of pre-test - treatment/event - post-test exists. The regressor method on the other hand appears more appropriate in cases where participants are assigned based on their pre-test scores, where the pre-score can be assumed to have a true causal effect on the post-score or in true experimental designs.

Dalecki and Willits (1991) provide another insightful account, in which they directly compare three different methods of analysing change with multiple regression analysis in a non-experimental set-up, including the change score method, the regressor method and a method that uses residualized post-test scores as the dependent variable, which is less commonly used. Given that all methods provided identical estimates for the key predictors, the authors recommend using the change score method with the pre-score as a covariate, arguing that this model has superior face validity in assessing the direction, magnitude and correlates of change. Since in the current study it was of key interest to assess differential change in L2 proficiency and L2 motivation, rather than differential performance on a post-test measure alone, change scores were examined as the dependent variable while adjusting for the students' baseline proficiency scores and other participant characteristics that were identified as covariates of change.

*Building up the regression models*

In order to assess the unique contribution of the study context (studying abroad vs. studying at home) on the development of L2 proficiency and L2 motivation, the students' change scores were regressed on their group membership (abroad vs. at home). The variable "group" had three levels (group 1, 2 and 3) for study period 1 and two levels (groups 1 and 3) for study period 2. When assessing group effects, those initial participant characteristics that were identified as covariates of student development were also entered into the regression equation. The most obvious of these covariates were the students' baseline proficiency/ motivation scores. Pre-scores ordinarily show a significant inverse relationship with gains which is partly attributable to the fact that participants with higher pre-scores have less to gain when scores are bounded (Allison 1990). Thus, the relevant pre-score was always included in the regression model in order to control for its potentially strong influence on the relationships between the outcome and other predictors.

Prior to building the main model, potential effects of the full range of hypothesized covariates on the students' development were assessed with a series of preliminary regression models, in which each covariate was regressed individually on the outcome variable while the participant pre-score was held constant. If the unique contribution of the hypothesized covariate was significantly different from 0 under these conditions, the covariate was included in the main model. The final model was built, using a two-step approach. The grouping variables were entered first and by themselves (model 1). The covariates were then entered as a second block in order to assess their contribution to predicting change in L2 proficiency/ motivation, as well as any changes in the variance explained by the grouping variables (i.e., the study abroad vs. home contexts).

*Checking test assumptions*

Before attending to the test results, the set of assumptions underlying regression analysis (as in Field 2013) needed to be tested:

1) *Additivity and linearity:* The relationship between the predictors and the outcome is best described by an additive and linear model and therefore the mean value of the residuals is expected to be 0. This assumption was tested using case wise diagnostics (no more than 5% of cases with residuals >2, no more than 1% > 2.5). In addition, I examined the plot of

standardized residuals (ZRES) against standardized predicted (ZPRED) values, as well as the partial plots (points scattered randomly and evenly without signs curving).

2) *Independence of errors (lack of autocorrelation):* For any two observations, the expected correlation between the residuals is 0. This assumption was tested using the Durbin-Watson statistic (values between 1 and 3).

3) *Homoscedasticity:* The variance of the residuals at each level of the predictor is equal. In order to check whether the data met this assumption, I examined the plot of standardized residuals (ZRESID) against standardized predicted (ZPRED) values of the dependent variable and the partial plots (points scattered randomly and evenly without signs of funnelling).

4) *Normally distributed residuals:* The distribution of the residuals at each level of the outcome variable is normal. I checked this assumption examining the histogram (symmetry about the mean, bell shape) and p-p plot (dots approximate a diagonal line) for the standardized residuals of the dependent variable.

5) *Lack of perfect multi-collinearity:* The predictor variables must not be perfectly correlated. This assumption was tested using the tolerance statistic (tolerance close to 1) and the variance inflation factor or "VIF" (any VIF <10 and average VIF not substantially greater than 1).

Violations of these assumptions affect the validity of the significance tests. Thus, where the residual statistics and plots showed signs of non-normality and/ or heteroscedasticity, bootstrapped bias corrected and accelerated 95% confidence intervals were computed for the regression coefficient B of the predictors and the associated significance tests in order to increase the accuracy of these estimates. These are reported in the "B" and "SIG." columns of the model summaries. Cohen's $f^2$ is reported as a measure of effect size for the total variance explained by the models (Cohen 1988).

In addition to the regression modelling, which was used for assessing the effect of the study context and pre-existing participant characteristics on development in L2 proficiency and L2 motivation, paired samples t-tests were employed in order to determine the size of the observed change in L2 proficiency/ motivation *within* each group for study period 1 and study period 2, using Cohen's *d* as a measure of the effect size (Cohen 1988).

*Data analysis pertaining to research question 1b*

Research question 1b was below was also addressed with a predominantly quantitative approach to data analysis.

> *In what ways, if any, are the observed learner-internal and learner-external factors associated with the students' linguistic development abroad?*

The first step in answering this question involved identifying common factors that are associated with differential L2 proficiency development abroad, again using regression analysis, but in a slightly different fashion. In these regression analyses, the L2 proficiency gain scores of students in the abroad groups were regressed on hypothesized predictors (also: "factors") in order to determine their unique contribution to predicting L2 proficiency development abroad. The factors that were considered in the prediction of overall L2 proficiency gain are *learner-internal factors* (i.e., participant characteristics), *learner-external factors* (i.e., factors relating to the study abroad programme and to the students' patterns of social contact), as well as *controlled factors,* including general demographic variables and the participants' prior L2 learning history, which are typically controlled for in SLA research although they might not be of primary interest.

Given that the baseline participant characteristics, as well as the L2 proficiency development within both abroad groups during study period 1 were highly similar, the data from both groups were combined in order to obtain a larger sample ($N = 96$) that would allow for conducting multiple regression analysis with multiple predictors simultaneously. As a rule of thumb, Miles and Shevlin (2011) suggest having at least 50+8k cases (where k represents the number of predictors) in a regression analysis that seeks to determine $R^2$, which is the total variance in the outcome explained by the model. Thus, no more than 6 predictors were included in any one regression model. As the number of observed factors was rather large while the sample size imposed clear limitations on the number of factors that could reasonably be considered simultaneously, preliminary regression modelling was carried out in which the students' L2 proficiency gains were regressed on each hypothesized predictor individually in order to determine the size of the association. This procedure was used for the identification of relevant factors for inclusion in the main modelling.

As the students' baseline proficiency score exhibited a strong inverse relationship with the students' proficiency gains its potential influence on the direction and magnitude of the other predictor-outcome relationships was controlled for in all regression models. The main models were built up with the students' baseline proficiency entered first and by itself, followed by a second block of those learner-internal/ learner-external factors that were identified as potentially significant predictors in the preliminary analysis. In the main modelling of learner-internal and learner-external factors, it was of key interest to determine both the unique contribution of each individual factor, as well as in the relative contributions of the learner-internal and learner-external factors towards predicting development in overall L2 proficiency. Where the assumptions of normality and/ or homoscedasticity were violated, the above-described bootstrapping procedure was applied and the results of the bootstrapped tests are reported in the summary tables.

The statistical analysis was then expanded upon by thematic content analysis (see section 3.5.2 below) of the students' verbal questionnaire responses and their interview accounts in order to further illuminate the qualities of the identified variable associations and the ways in which the different factors play out in the process of L2 proficiency development abroad.

*Limitations of the multiple regression analysis*

Several limitations of the multiple regression analysis that was carried out in this study need to be pointed out. The first limitation concerns its limited statistical power as a result of the moderate sample size, which was not anticipated. Sample size matters in regression analysis because it affects the standard error and limits the statistical power of the test (Field 2013, Miles and Shevlin 2011). Firstly, this means when performing regression analysis with up to 136 cases as in the current study, the analysis will only detect effects that are moderate to large. In other words, the type 2 error rate (i.e., missing an effect that is present in the population) is higher than would be desirable. Secondly, as a result of limited sample size, there is a chance that effects that are detected are slightly overestimated. The sample size also imposes limits on how many predictors can be tested in any one model simultaneously.

Secondly, although multiple regression analysis is used as a standard modelling technique for identifying predictors of linguistic development during study abroad, one needs to acknowledge an inherent limitation of its application to this particular problem. In using

participant characteristics as measured at the onset of the study period as predictors of linguistic development during study abroad, we assume that these characteristics remain largely stable, when in fact most are dynamic and also subject to change over time – not least as a result of the interaction with the study abroad environment itself. Thus, the analysis is ignorant of the dynamic nature of these predictors and limited to determining relationships between the initial states of these variables and L2 proficiency development abroad. While I am aware of this shortcoming, the limited case numbers did not permit more dynamic modelling, such as with a multilevel model for change (Goldstein 2003, Singer and Willett 2003). These growth curve models are capable not only of modelling a mixture of stable and dynamic predictors and their relationship with one or several outcome variables, but also the complex interrelationships of growth among the outcome variables, and would therefore be preferable. Thus, while the regression analysis used in this study is in keeping with current practice in the field, the static modelling of all learner-internal predictors constitutes an inherent weakness and point of criticism in this line of inquiry.

### 3.5.2 Analysis of qualitative questionnaire and interview data

Thematic content analysis was applied to the verbal questionnaire data and the interview data of the focus participants in order to address the following research questions:

> 1b: *In what ways, if any, are the observed learner-internal and learner-external factors associated with differential overall L2 proficiency gain abroad? (QUAN.+QUAL.)*
>
> 2b: *How can we conceptualize the motivational dynamics during study abroad that give rise to the observed patterns of motivational change? (QUAL.+QUAN.)*
>
> 2c: *How do the students perceive the overall impact of the study abroad experience on their self-motivation to continue learning English? (QUAL.)*

The qualitative analysis for question 1b involved theme-orientated content analysis of the students' interview accounts. Each learner-internal and learner-external factor (e.g. "participation in L2 instruction") was conceptualized as a "main category". The "sub-categories" then referred to ways in which this factor appeared to be associated with L2 proficiency gain (e.g., "quality of instruction: level too low").

The qualitative analysis pertaining to question 2b involved both theme- *and* case-orientated content analysis. First, I analysed the interview and questionnaire data (including, e.g., self-efficacy scores) for each focus participant with regard to changes in their self-motivation to continue learning the L2 (including changes in learning effort, future L2 selves) and changes in self-motivation to use the L2 (including changes in self-efficacy, L2 use anxiety). I then identified factors associated with motivational change that featured in their accounts (e.g., favourable external comparisons with other international students in curbing learning motivation). This within-case analysis was followed by between-case analysis in which I compared the motivational trajectories of all 15 focus participants as well as the prevalence of factors in their motivational change.

Question 2c involved a purely theme-orientated analysis of the students' pre-return questionnaire responses on the overall motivational impact of their study abroad experience, which was elaborated by the more detailed interview statements of the focus participants on this topic. The analytical procedures are described in more detail below.

I implemented all qualitative data analysis in Microsoft Word, NVivo 10 and Microsoft Excel 2010. The interviews were transcribed verbatim, including false starts and marked pauses in MS Word and imported into NVivo for coding. In case of questionnaire responses, I copied all answers to a particular item into a single MS Word document, which I then imported into NVivo for coding. For the case-orientated analysis I used an MS Excel table, in which cases were sorted by row and the themes by column.

Thematic qualitative content analysis is "category-based", in which verbal data are coded along a number of analytical categories (Kuckartz 2012). These categories can be created *a priori* (i.e., derived from the theory that underpins the research) or they can be developed in an inductive manner, using the empirical data. Most commonly, however, hybrid forms are adopted, in which the main categories are developed based on theory and further refined and modified based on the collected data (ibid.). Such a hybrid approach to category development was taken in the current study.

In between the repeated data collection waves the qualitative analysis remained partial and mainly served to inform subsequent surveys and interviews. After the collection phase, the analysis proceeded largely sequentially from quantitative to qualitative. I followed the procedures for thematic content analysis described in Kuckartz (2012):

1. *Initial text work:* involves transcribing, repeated reading, highlighting passages that appear particularly important and writing case summaries, which include memos for each case and references to the quantitative data (e.g., the participant's test scores). While the raw data were all in German, the language used for the analysis was English.

2. *Developing the main categories:* these were developed *a priori* based on the constructs that feature in the research questions and instruments (e.g., for L2 motivation: L2 self-efficacy, L2 use anxiety, ideal L2 self, motives for L2 learning, etc.).

3. *First coding process: applying the main categories:* The first coding process proceeded sequentially through each text, leaving irrelevant passages uncoded and assigning multiple codes to a passage, if appropriate. The respondent's whole answer to a questionnaire item or interview question was treated as a unit of coding, including the question itself, where needed for interpretation.

4. *Compiling the passages assigned to each main category:* all text passages coded under one main category are retrievable in NVivo.

5. *Creating sub-categories for each main category:* passages coded under each main category informed the development of sub-categories. These data-driven sub-categories are complemented by *a priori* categories that derive from the theoretical framework. The degree of differentiation depends on the relevance and weight of the main category. Sub-categories are defined in a way that they are mutually exclusive.

6. *Second coding process: applying the sub-categories to all the data:* The text passages under each specific main category are coded exhaustively with the final list of sub-categories.

7. *Category-based analysis and discussion of results:* As a last step in the analysis, categories are analysed and discussed with regard to their frequency and content.

The following example serves as an illustration of thematic content analysis of the students' responses to an open-ended questionnaire item:

**Original item:**

*"In how far, if at all, do you think the interactions with other international students (except English native speakers) contributed to your linguistic development (including learning motivation, confidence etc.)?"*

closed negative response option: *"Didn't help me with my language learning."*

open response option: *[open item for verbal response]*

**Main category:** *interactions with other international students who speak English as a foreign language: self-perceived role in* ***motivational*** *change*

**Sub-categories:**

1) *Overcoming English use anxiety and building self-confidence in speaking (19 responses):* Overcome English use anxiety, classroom attitudes (fear of making mistakes, monitoring), and build self-confidence in speaking English through practice in this "safer" context

Example: *"You learn to just converse despite the language barrier without feeling the pressure that every mistake in grammar or word choice gets noticed immediately."*

2) *Developing a stronger L2 self-concept through favourable external comparisons (8 responses):* self-enhancement through favourable external comparisons with other ESL speaker(s)

Example: "*I realized how well I can speak English compared to the others."*

3) *Strengthening the integrative motive for L2 learning (3 responses):* increase in perceived value of L2 as a tool for relating to others

Example: "*It also strengthened my interest in further improving my English language skills since it was only thanks to the English skills we had acquired that we could talk and get to know each other in the first place."*

4) *Providing role models of L2 attainment (1 response):* meet highly proficient ESL speakers who act as role model(s)

Example: "*It motivated me to improve my English further since I met quite a few who can speak English really, really well.*"

### 3.6 Main methodological limitations of the study

As with all research, this study is affected by methodological limitations. The moderate sample size and its implications for the statistical analysis have already been discussed in section 3.5.1. A related issue concerns the exhaustiveness of the variables considered in the prediction of linguistic development during study abroad. Although the study considers a large number of carefully selected constructs relating to L2 learning and L2 learner motivation, it also omits potentially relevant factors, such as various personality factors. However, as Dewaele (2013) points out "no research design can include all variables, so any choice could be labelled as being 'reductionist'" (2013:12). It seems impossible to include the vast number of variables that past study abroad research has rendered as potentially relevant into one single study for ethical and practical reasons. Moreover, the sample sizes that are typically obtainable in this field impose clear limits on the complexity of the model that can be *tested.*

Another limitation concerns the measurement of highly complex concepts such as L2 proficiency, self-motivation and intercultural competence in any one study. Since researching the outcomes of study abroad requires standardized data, the constructs will inevitably be reduced in their complexity. Since the burden of investing time and effort on the part of the participants and the resources at the disposal of the researcher must be considered, further compromises need to be made. With regard to the measurement of L2 proficiency in the current study, the C-test offered a highly economical, reliable and valid way of operationalizing L2 proficiency in general terms, which according to the extensive validation literature on C-tests also provides an indication of students' proficiencies in L2 reading, writing, listening and speaking (e.g., Asano 2014, Eckes and Grotjahn 2006). While employing this test allowed me as a single researcher to conduct L2 testing and a questionnaire survey with sufficiently large numbers of students abroad and at home together with contextualizing interviews, the investigation of linguistic outcomes of study abroad is strictly focussed on overall L2 proficiency and no claims regarding other linguistic outcomes can be made. With regard to the questionnaire survey, great care was taken to develop a highly parsimonious questionnaire in terms of the information it provides relative to the burden on the participant.

Furthermore, if the development of individuals is being studied, bias in the results that arise from participant self-selection and study effects need to be considered. One needs to ask *"Who chose to be studied?"* and *"How might being studied affect the findings on the participants' development?"* As in all research with voluntary participation, I studied the development of students who chose to be studied. They might generally be more self-motivated individuals who are more open to new experiences and/or they might have an interest in this specific topic. Offering the participants at least a modest compensation for their participation was an attempt to mitigate this self-selection bias. Even though the fact that students abroad and at home were both being studied controlled for study effects in differential linguistic gain and motivational development, one should bear in mind that in effect we are looking at development in participants who were probably somewhat more self-perceptive, open and potentially interested in L2 and cultural learning than the wider population of ERASMUS students.

### 3.7 Ethical considerations

The study received approval from the University of Oxford's Central University Research Ethics Committee (see appendix G) and follows the ethical guidelines for educational research set forth by the British Educational Research Association (BERA 2011). I have carefully considered the ethical issues that pertain to the research and will briefly discuss the main issues below.

#### 3.7.1 Obtaining informed consent and preserving confidentiality throughout the study

BERA lists "the securing of participants' voluntary informed consent" and "the confidential and anonymous treatment of participants' data" as key responsibilities to participants in ethical research (BERA 2011:6-7). In accordance with these standards, all (potential) participants received a participant information sheet attached to the email invitation for the study (see appendix C), which contains information on the aims of the study, on what participation involves in terms of time commitments and information sought, on how participant data will be processed and stored and confidentiality preserved throughout the study, on the voluntary nature of the study, on the participants' right to withdraw at any point without any negative consequences, as well as on ways of contacting the researcher. Informed consent was obtained through an online consent form that preceded the first survey (see appendix D). Confidentiality was strictly preserved for the wider sample through distribution of personalized links by the

survey host, which allowed for matching of repeated data entries without associating them with the participants' email addresses, which were safely stored in a completely separate databank (also see 3.4.2). Personal data, however, were held and quoted from the focus participants in the study. However, their anonymity in the study report is preserved at all times through the use of acronyms. This was communicated clearly for consideration to all participants who expressed interest in joining the group of focus participants. All data is held on password-protected and encrypted devices to which only I have access. Interview transcripts were completely anonymized, including those parts that were passed to a trustworthy colleague for establishing inter-rater reliability.

### 3.7.2 Maintaining participant relations and the danger of approximating therapeutic relationships

The second issue concerns my relationship with the focus participants. Kvale and Brinkmann (2009) point out that interview research carries an elevated risk of the researcher-participant relationship assuming a therapeutic nature, particularly if it involves long and repeated interviews on highly personal topics (2009:73). Since the development of intercultural competence involves a person's whole being, including identity, its exploration in introspective inquiry is highly sensitive and may be unsettling (including the inquiry into the social networks of the participants). Dealing with participant self-disclosure imposes high demands on the researcher's integrity, including moral integrity, that is, her experience, expertise, honesty, fairness and commitment to moral action (2009:74). Care was taken to frame the investigation in ways that are as nonintrusive and sensitive to the needs of the participants as possible. I aspired to build respectful and trusting relationships with each participant, trying to minimize the power differential in researcher-participant relationships, while at the same time not masking it, for example, by acting as if the personal relationship was purely a friendship. These measures included ample opportunity to ask back questions about my work as a research student, about my life history and future aspirations. In addition to such self-disclosure, I shared preliminary insights and engaged in member-checking with the focus participants (Briggs 2001, Kvale and Brinkmann 2009), where students' were interested in engaging in such activities. The quality of these interpersonal relationships is reflected in the depth of the students' accounts and in the fact that all focus participants except one remained fully committed from September 2012 to August 2013. Good participant relations with the wider

sample of students are reflected in very low attrition rates (5.5 – 6.8%) from collection 1 to 3 among study abroad participants. These were somewhat higher (11.4%), yet still relatively low within the group of unsuccessful/ withdrawn ERASMUS applicants (see section 3.4.1.2 above).

### 3.7.3 Disseminating results: reaching out to practitioners and policy makers

BERA's ethical guidelines further state "Researchers have a responsibility to seek to make public the results of their research" (2011:10). This is in keeping with more recent demands placed on researchers to increase the impact of their research outside the academic community (HEFCE 2012). Thus, beyond presenting aspects of this work at academic conferences, I will make available a briefing paper to higher education institutions, which provides evidence-based recommendations for practice that aim at enhancing students' linguistic progress and self-motivation to use and continue learning the L2 during study abroad. This document will also include the students' views on the institutional support they received for their ERASMUS exchange. It would also be desirable for the results of the study to be considered by policy makers. Thus, the results of this study will be forwarded to key contacts within the DAAD and the British Council as the national ERASMUS agencies and the European Commission's Directorate General for Education and Culture, which I have established at the Westminster Higher Education Forum Keynote Seminars (London, UK) and other occasions.

# Chapter 4 **Examining the impact of ERASMUS study abroad in the UK on the students' overall English language proficiency**

## 4.1 Introduction to the chapter

This first findings chapter will be concerned with the impact of the study abroad experience on the students' overall English language proficiency. The analyses presented in this chapter were guided by the following overarching research question:

> *What is the impact of ERASMUS study abroad in the UK on the students' overall English language proficiency?*

In the first part of the chapter (section 4.2), I will examine changes in the students' overall English language proficiency as an outcome of participation in study abroad. In order to determine the unique contribution of the learning context, gains made by study abroad participants will be compared to those made by potentially mobile students who were similar to the former on a range of individual characteristics that conceivably affect L2 proficiency development. Students in the comparison group are referred to as "potentially mobile" since they had applied for an ERASMUS exchange with a British university but continued to study in their home country Germany, either because they were unsuccessful with their application or they decided not to take up their place. The students' proficiency development will be examined for study period 1, which spans the first 3 months (or first term) abroad from late September to late December 2012, and for study period 2, which refers to the subsequent 6-month period from January to June 2013. For the first study period the development of all 3 groups will be examined, while the second period only concerns students in abroad group 1, who stayed in the UK for at least 2 terms, as well as the group of potentially mobile students at home.

In the second part of the chapter (section 4.3), I will then explore common factors associated with differential linguistic progress abroad. *How is it that some students make larger overall L2 proficiency gains than others?* In order to answer this question, a combination of quantitative and qualitative approaches to data analysis was employed. Multiple regression models served to establish in what ways, if any, the observed learner-internal and learner-external factors were associated with differential L2 proficiency gain abroad. The results of this

statistical analysis will be expanded by the insights into the qualities of the identified relationships that were gained from the analysis of the students' verbal questionnaire responses and their interview accounts. The qualitative analysis (see methodology section 3.5.2) also includes the students' own perceptions regarding the most significant factors in their linguistic development abroad.

## 4.2 Examining changes in the students' overall English language proficiency

### 4.2.1 Introduction to the section and preliminary notes on the analysis

This section examines the students' linguistic development in terms of changes in overall English language proficiency, which will be considered as an outcome of participation in study abroad. The analysis was guided by the following question:

> *How does the students' overall English language proficiency change during study abroad in the UK and are these changes in proficiency associated with participation in study abroad?*

Overall English language proficiency was operationalized using a C-test (Raatz and Klein-Braley 1982). The C-test is a holistic proficiency measure that consists of a series of short texts (up to 100 words each) and exploits the redundancy of natural language. Only the first sentence is left intact and in all subsequent sentences, every second half of every second word is replaced by a gap. The test in the current study contained five short texts on a variety of non-specialist topics and a total of 100 gaps. The instrument is described in greater detail in methodology section 3.4.2.2 and included in full in appendix C.

*Inspection of obtained test data and scoring procedures*

The C-test was included in each of the three data collection waves as the penultimate screen of the survey before the closing page. Ideally, a set of three test scores at time points 1 (pre-departure), 2 (3 months into the study period) and 3 (9 months into the study period) was to be obtained from each participant in order to establish their overall English proficiency development during this period. However, a few cases in each group had to be excluded from the analysis as a result of missing or biased test scores[3]. In some cases, students completed the questionnaire, but failed to complete the C-test at one or more points in time, resulting in a

[3] Abroad group 1 missing values or excluded: 6 cases from study period 1, 6 cases from study period 2
Abroad group 2 missing values or excluded: 5 cases from study period 1, 6 cases from study period 2
Comparison group missing values or excluded: 5 cases from study period 1, 5 cases from study period 2

missing score. In other instances, students lost motivation during the test, shown by a series of non-responses after an initial sequence of successfully completed items. These cases of "lack of test-taker motivation" were easily distinguished from cases where a lack of knowledge compromised the score. First of all, by the specific nature of the non-response pattern, as described above and secondly, by the fact that the resulting test score was disproportionally higher or lower than the other scores of the same individual on the same test, but presumably in a more motivated state.

A dichotomous scoring method was applied to the responses, with "1" marking a correct and "0" marking an incorrect response, as dichotomous methods have been rendered as superior in reliability than more fine-grained methods of scoring C-tests (Eckes 2011). A response was scored as "correct" when the completed word was grammatically correct and meaningful in the context of the structure and propositional content of the sentence, in which it was embedded. Only a few gaps offered several correct response options, which were clearly reflected in the native speaker data set that was obtained in the pilot study. The overall test score of a given participant was calculated as the sum of all valid responses provided by the individual. As the test contained 100 gaps in total, the lowest possible score on the test was 0 and the highest possible score was 100.

*Internal consistency of the C-test in the main study*

As recommended in the guidelines on C-test validation set forth by Grotjahn (2002), the C-test was validated prior to the main study with English native speakers and with the target population of German university students with and without extended abroad experience in an English-speaking country. This was particularly helpful in gauging its relative difficulty for the population of potentially mobile and mobile German university students and the affective responses to the test (as described in section 3.4.2.2, ceiling effects were a concern). The summary of this pilot study can be found in appendix C.

The C-test items were then subjected to reliability analysis in the main study with each participant group at each time point. For this analysis the five texts that constituted the C-test were conceptualized as super-items which are expected to form an internally consistent 5-item scale. This served to assess whether the 5 texts were reliably capturing the same test construct. As table 4.1 below shows, the internal consistency of the test was satisfactory at all time points.

**Table 4.1 Internal consistency (Cronbach's alpha) of the C-test (all time points)**

| Scale | Time point | No. of items | *Cronbach's alpha (α)* | | |
|---|---|---|---|---|---|
| | | | Group 1 | Group 2 | Group 3 |
| *C-test* | 1 | 5 | .93 | .95 | .95 |
| *C-test* | 2 | 5 | .95 | .87 | .92 |
| *C-test* | 3 | 5 | .96 | .96 | .96 |

*Examining the distribution of scores*

Prior to performing the series of parametric tests in order to assess group mean differences in the students' test scores (t-tests, ANOVA and multiple regression analysis), the distributions of raw and gain scores of each group were examined for deviations from normality. This was done by inspecting the Shapiro-Wilk statistic ($p<.05$), the skewness and kurtosis parameters (>2.0), and the visual inspection of the histograms (bell curve shape, symmetry about the mean) and normal quantile-quantile plots (convergence of expected and observed quantiles towards diagonal) (Doane and Seward 2011).

**Table 4.2 Examining normality: overview of the distributions of c-test raw and gain scores**

| Variable | Skewness | | Kurtosis | | Shapiro-Wilk's *W* | *SIG.* |
|---|---|---|---|---|---|---|
| | Statistic | *SE* | Statistic | *SE* | | |
| **GROUP 1** | | | | | | |
| **C-test score TP1** | -.270 | .365 | -.442 | .717 | .980 | .654 |
| **C-test score TP2** | -.216 | .365 | -.929 | .717 | .958 | .123 |
| **C-test score TP3** | -.199 | .365 | -.412 | .717 | .983 | .770 |
| **Gain score SP1** | -.013 | .365 | .028 | .717 | .988 | .943 |
| **Gain score SP2** | .712 | .365 | .600 | .717 | .937 | < .05 |
| **GROUP 2** | | | | | | |
| **C-test score TP1** | -.664 | .378 | .244 | .741 | .955 | .125 |
| **C-test score TP2** | -1.70 | .378 | 3.76 | .741 | .849 | < .001 |
| **Gain score SP1** | .823 | .378 | 1.198 | .741 | .956 | .128 |
| **GROUP 3** | | | | | | |
| **C-test score TP1** | -1.506 | .398 | 2.244 | .778 | .853 | < .001 |
| **C-test score TP2** | -1.311 | .398 | 1.526 | .778 | .862 | < .001 |
| **C-test score TP3** | -1.258 | .398 | 1.812 | .778 | .896 | < .01 |
| **Gain score SP1** | -.380 | .398 | .668 | .778 | .974 | .786 |
| **Gain score SP2** | .296 | .398 | .594 | .778 | .857 | .392 |

*Note. TP = time point; SP = study period; SP 1: September to December 2012; SP 2: January to June 2013*

Table 4.2 above shows the normality statistics, which indicated that some of the test scores deviated significantly from a normal distribution. As a rule of thumb, Miles and Shevlin suggest that "If skewness is greater than 1.0, but less than 2.0, you should be aware that it might be having an effect on your parameter estimates, but that it is probably OK. Finally, if the skewness statistic is greater than 2.0 you should begin to be concerned" (2011:74). Thus, while the groups' proficiency gain scores appear rather well-behaved, some raw test scores of group 3 in particular might lower our confidence in the parameter estimates. These scores show slight negative skew (that is, the scores tend to accumulate slightly at the upper end of the scale) and some pronounced leptokurtosis (peakedness with cases clustering around the group mean). Such deviances from normal are not at all uncommon with samples of moderate size and/ or the absence of randomized sampling strategies and they reflect the characteristics of the population of advanced EFL learners. Since such departures from normality may bias the accuracy of the parameter estimates and significance tests (Field 2013), a bootstrapping procedure (see section 3.5.1) was applied to all tests involving non-normally distributed test scores.

### 4.2.2 Changes in overall English proficiency from September to December 2012

We will now consider changes in the students' (overall) English proficiency test scores over the first 3 months of the study period, from late September to late December 2012. Table 4.3 below shows the means and standard deviations of the students' C-test scores at time points 1 and 2. At the onset of the study abroad period, all three groups scored moderately high ($M_{group1}$ = 64.56; $M_{group2}$ = 70.13; $M_{group3}$ = 67.66) on the C-test. One-way independent ANOVA indicated further that the groups' initial scores were not significantly different from each other ($F$ (2,123) = 0.05, $p$ =.954) at the onset of the study period.

**Table 4.3 C-test scores (means and standard deviations) at time points 1 (Sept. 2012) and 2 (Dec. 2012) with bootstrapped paired samples t-tests and effect sizes**

| | Time point 1 | | Time point 2 | | T-test | Effect size |
|---|---|---|---|---|---|---|
| | ***N*** | *Mean/ SD* | ***N*** | *Mean/ SD* | **significance level** | ***(Cohen's d)*** |
| **Abroad group 1** | 45 | 64.56/15.13 | 45 | 73.42/12.58 | $t$ (44) = -8.98, $p$ <.001 | 0.60 |
| **Abroad group 2** | 40 | 70.13/15.57 | 40 | 78.36/12.49 | $t$ (39) = -5.17, $p$ <.001 | 0.55 |
| **Comparison group (3)** | 39 | 67.66/17.82 | 39 | 69.73/16.63 | $t$ (38) = -1.75, $p$ =.089 | 0.12 |

*Note. C-test scale ranges from 0 to 100, with a maximum score of 100 points.*

When interpreting these scores, one needs to bear in mind that the test items were originally developed for the study of first language attrition among English native speakers and are therefore rather challenging for EFL learners. Educated native speakers whose language is not affected by attrition to any significant degree are expected to obtain a score between 87 – 90 points (Schmid 2003, 2011). For this particular test battery, the target range for native speakers might be raised slightly to the lower 90s since one of the five texts ("BBC") proved to be too difficult for the German students in the pilot study and was replaced by a slightly easier text ("science") that was developed for EFL learners. Given the high relative test difficulty, it is not surprising that the mean test scores at time point 1 were moderate for all groups. The choice of a more difficult test did prove to be appropriate, however, since a few students in each group achieved remarkably high scores already at the onset of the study period ($MAX_{group1}$ = 93; $MAX_{group2}$ = 95, $MAX_{group3}$ = 93), making almost full use of the upper end of the scale. However, it is important to note that these were isolated cases while the distributions of the raw test scores indicate that general ceiling effects were not a concern.

The mean proficiency change within each group was determined using bootstrapped paired samples t-tests. Table 4.3 above shows the bootstrapped significance values and the size of each mean change according to the Cohen scale (Cohen 1988). The results indicate that students in abroad groups 1 and 2 both tended to make significant progress overall English proficiency (group 1: *mean* = 8.50, *SD* = 6.56, min.: -8, max.: 22; group 2: *mean* = 8.23, *SD* = 9.89, min.: -11, max.: 37). The mean change in both groups was highly significant and very similar in size (group1: $d$ = 0.60; group 2: $d$ = 0.55, which according to the Cohen scale (Cohen 1988), is a medium effect). The striking similarity in the mean proficiency gain (84) = -.21, $p$ =.836) among students in abroad groups 1 and 2 is noteworthy because it has been questioned whether students who go abroad with a more finite perspective (e.g. one academic term only) make as much of an effort and are as successful in acquiring the host country language as those students who expect to stay for longer periods of time (as proposed, e.g., in Davidson 2010). However, the larger standard deviation in the mean proficiency gain in group 2 (*SD C-test* $gain_{\text{group 1}}$ = 6.56; *SD C-test* $gain_{\text{group 2}}$ = 9.89) indicates that individual differences in linguistic progress were rather more pronounced within the group of students who expected to stay abroad for one term only.

*Changes in overall English proficiency as an outcome of studying abroad with ERASMUS*

The question now arises whether the observed proficiency gains among both ERASMUS groups can be plausibly attributed to their participation in the study abroad programme. As table 4.3 above shows, no significant changes in overall English proficiency were observed among the group of potentially mobile students who continued to study in the home country. Independent samples t-tests indicated that study abroad participants made significantly larger gains in overall English proficiency as compared to the group of potentially mobile students who continued to study in the home country (group 1 vs. group 3: $t$ (82) = 4.60, $p$ >.001; group 2 vs. group 3: $t$ (78) = 3.22, $p$ >.01). However, such simple comparisons of average gains would belie the complexity of the matter since the effects of pre-existing characteristics of students studying abroad and at home need to be differentiated from any effect of the learning context itself. In other words, one must ask whether it is merely what the students' bring with them onto study abroad or whether the study abroad condition itself makes a unique contribution to explaining the observed differences in the students' linguistic development. Multiple regression analysis was employed in order to shed light on the contribution of the study context while controlling for the influence of pre-existing participant characteristics that

were associated with proficiency development during the study period. In more technical terms, the purpose of the analysis was to test whether any group effect would continue to hold when the influence of identified covariates (i.e., pre-existing participant characteristics) on the outcome (proficiency gain) was controlled for.

*Preliminary assessment of potential covariates*

The preliminary analysis of covariates (see methodology section 3.5.1) yielded that of all observed baseline participant characteristics (see table 4.4 below), the students' baseline L2 proficiency level, gender, their English use anxiety with other non-native speakers of English, their attitudes towards their own national group and their attitudes towards the British were directly and significantly associated with the students' English proficiency development during the first 3 months of the study period. These predictors were therefore included as covariates in the between-group comparison.

**Table 4.4 Testing potential covariates of gain in overall L2 proficiency during study period 1**

| Variable | t-statistic | Sig. |
|---|---|---|
| **General participant background variables** | | |
| Gender | $t$ (121) =-2.35 | $p$ <.05 |
| Age | $t$ (119) =-1.08 | $p$ =.281 |
| Family SES | $t$ (121) =1.57 | $p$ =.113 |
| Terms studied at university | $t$ (120) =-0.52 | $p$ =.547 |
| **Participant's English language learning background** | | |
| Baseline L2 proficiency | $t$ (122) =-5.37 | $p$ <.001 |
| English instruction during study period | $t$ (121) =-1.06 | $p$ =.292 |
| Status as English major/ non-major | $t$ (121) =0.41 | $p$ =.684 |
| Prior extended abroad experience (English-speaking context) | $t$ (121) =-1.49 | $p$ =.125 |
| **Participant's initial motivational characteristics** | | |
| Self-efficacy in using English in social interactions | $t$ (121) =-1.13 | $p$ =.334 |
| English use anxiety with native speakers | $t$ (118) =-0.76 | $p$ =.447 |
| English use anxiety with non-native speakers | $t$ (120) =-1.97 | $p$ <.05 |
| Accessibility of fluent English future self | $t$ (119) =0.54 | $p$ =.592 |
| Desirability of fluent English future self | $t$ (120) =-0.43 | $p$ =.669 |
| Plausibility of fluent English future self | $t$ (116) =0.03 | $p$ =.980 |
| Perceived self-discrepancy | $t$ (115) =-0.96 | $p$ =.337 |
| Level of self-motivation | $t$ (120) =0.12 | $p$ =.905 |
| **Participant's initial intercultural attitudes and competence** | | |
| Self-efficacy in intercultural interactions | $t$ (121) =-1.95 | $p$ =.124 |
| Need for cognitive closure | $t$ (121) =0.12 | $p$ =.897 |
| Attitude towards own national group | $t$ (119) =-2.17 | $p$ <.05 |
| Attitude towards host national group | $t$ (120) =-2.73 | $p$ <.01 |
| Social identification as German | $t$ (119) =1.39 | $p$ =.169 |
| Social identification as European | $t$ (120) =-1.96 | $p$ =.203 |
| Social identification as global citizen | $t$ (118) =-1.34 | $p$ =.133 |

*Assessing the between-group effect*

The between-group effect was assessed with hierarchical multiple regression modelling, using a two-step approach. The grouping variables were entered into the regression equation first and by themselves (model 1), followed by a second block of predictors that contained all of the covariates that were identified in the preliminary analysis above (model 2). Before attending to the parameter estimates, the assumptions of additivity and linearity (1), independence of errors (2), lack of perfect multi-collinearity (3), normally distributed residuals (4) and homoscedasticity (5) that underlie regression analysis were considered (also see section 3.5.1). The case wise diagnostics showed 6 cases with residuals greater than 2, which is exactly 5% of the total number of cases of $N$ = 120 (assumption 1). This borderline number of cases with residuals greater than 2 indicates that while an additive linear model is still appropriate for describing the relationship between the predictors and the outcome, there might be other non-linear models that fit the data slightly better (Field 2013). The Durbin Watson statistic of 1.995

indicated the desired lack of autocorrelation (assumption 2), while the VIF (average VIF =1.272) and Tolerance (average tolerance =.795) statistics confirmed the absence of perfect multi-collinearity (assumption 3). With regard to assumptions 4 and 5, the p-p plot of the standardized residuals of the dependent variable showed signs of non-normality (deviations from the diagonal line) and funnelling patterns in some of the ZRESID*ZPRED and partial residual plots could be interpreted as signs of heteroscedasticity. Thus, in order to obtain more robust parameter estimates that do not rely on the latter two assumptions, bootstrapped bias corrected and accelerated 95% confidence intervals for the regression coefficients were computed based on 2,000 bootstrap samples. The bounds of these BCa95% confidence intervals are reported in parentheses in the "B" column of the regression summary table below.

**Table 4.5 Overview of the multiple regression of change in overall L2 proficiency (study period 1) on group membership and the identified covariates with BCa 95% confidence intervals**

| Factors | Unstan. Coefficients | | Standardized coefficients | | | Correlations | |
|---|---|---|---|---|---|---|---|
| | B | SE | Beta | T | Sig. | zero-order | partial |
| **Model 1** | | | | | | | |
| Constant | 1.11 (-1.49, 3.70) | 1.18 | | 0.84 | .362 | | |
| Group 1 vs. group 3 | 7.76 (4.23, 11.29) | 1.52 | .43 | 4.36 | .001 | .24 | .37 |
| Group 2 vs. group 3 | 6.76 (3.09, 10.44) | 2.01 | .36 | 3.65 | .002 | .14 | .32 |
| **Model 2** | | | | | | | |
| Constant | 28.62 (17.96, 40.20) | 5.42 | | 6.07 | .001 | | |
| Group 1 vs. group 3 | 6.50 (3.55, 9.31) | 1.52 | .36 | 4.16 | .001 | .24 | .37 |
| Group 2 vs. group 3 | 6.24 (2.66, 9.70) | 1.88 | .33 | 3.79 | .005 | .14 | .34 |
| Gender | -2.56 (-5.81, 0.40) | 1.61 | -.12 | -1.56 | .109 | -.24 | -.15 |
| Baseline L2 proficiency | -0.18 (-0.30,-0.07) | 0.06 | -.32 | -4.10 | .002 | -.42 | -.36 |
| English use anxiety NNS | -0.57 (-1.12,-0.01) | 0.30 | -.14 | -1.78 | .055 | -.26 | -.17 |
| Attitudes tow. Germans | -.03 (-0.12,0.05) | 0.05 | -.06 | -0.75 | .467 | .25 | -.07 |
| Attitudes tow. British | -.07 (-0.14, 0.01) | 0.04 | -.14 | -1.63 | .073 | -.28 | -.15 |

*Note.* $R^2 = .155$ *for Model 1 (adjusted* $R^2 = .140$*),* $F(2,118) = 10.79$ $(p < .001)$*;* $R^2 = .389$ *for Model 2 (adjusted* $R^2 = .351$*), change in* $R^2 = .234$*, change in* $F(5,113) = 8.67$ $(p < .001)$*.*

Table 4.5 above provides an overview of the hierarchical multiple regression of English proficiency gain on the grouping variables (group 1 abroad vs. group 3 at home, group 2 abroad vs. group 3 at home) and the identified covariates. Model 1 shows that before pre-existing participant characteristics are taken into account, both the longer and the short-term study abroad conditions were significantly and positively associated with L2 proficiency gain during the first 3 months of the study period ($p$ <.001; $p$ <.01). As can be seen in model 2, these group effects remained highly significant when the influence of pre-existing participant characteristics on the students' L2 proficiency development was controlled for. The unstandardized regression coefficient *B* indicates that, on average, students in abroad group 1 gained 6.50 [BCa95%CI 3.55, 9.31] points more on the C-test than students in the comparison group, whereas those in abroad group 2 gained 6.24 [BCa95%CI 2.70, 9.66] points more on average than the potentially mobile students who continued to study at home.

As can be seen in model 2, the students' baseline proficiency score also had a highly significant (p <.01) inverse effect on the students' proficiency development during the first 3 months of the study period. The negative association (r =-.36) suggests that students with a higher baseline proficiency level tended to make less progress, which is partly a function of the natural regression towards the mean (Allison 1990). Model 2 also shows that the other baseline participant characteristics, including gender, English use anxiety and attitudes towards their own and the host national group no longer made a significant contribution towards predicting the outcome after the students' group membership (study abroad vs. study at home) and their baseline proficiency score were controlled for. Taken together, the learning context (study abroad vs. study at home) and the observed participant characteristics explained 35.1% of the total variance in the students' overall L2 proficiency development during the first 3 months of the study period, which according to Cohen (1988) is a large effect (*Cohen's* $f^2$ = 0.64).

In summary, the group-level analysis of the students' proficiency development during the first 3 months shows that students in both abroad groups made significant linguistic progress, but that larger individual differences applied to gains among students in the short-term abroad group 2. The multiple regression modelling indicates further that participation in study abroad was significantly associated with higher gains in L2 proficiency as compared to studying in the home country when the influence of pre-existing participant characteristics on the students' proficiency development was controlled for. These results suggest that the more favourable proficiency development among students in the abroad groups can be confidently

attributed at least in part to their participation in the ERASMUS study abroad programme, rather than to pre-existing participant characteristics alone, or other factors.

### 4.2.3 Changes in overall English proficiency from January to June 2013

We will now turn to the students' English proficiency development during the subsequent 6-month period between January and June 2013. The analysis includes group 1 with students who stayed abroad for at least two terms, and group 3 composed of the potentially mobile students who continued to study in the home country. The proficiency development of students in abroad group 2, who returned home between December and January, will not be considered here since it concerns the *post-return* phase of study abroad, which will be reported on elsewhere (Hessel, in preparation). It was of particular interest whether after their "initial spurt" during the first term abroad the ERASMUS students would make further gains, plateau or even experience a relapse in their overall English language proficiency during the second more extended study period. This period involved a larger Christmas break of up to 4 weeks, during which most students returned home. Thus, as a conservative estimate one may factor in a long break of 4 weeks for all students, which reduces the time spent abroad to 5 months.

**Table 4.6 C-test scores (means and standard deviations) at time points 2 (late Dec. 2012) and 3 (June 2013) with bootstrapped paired samples t-tests and effect sizes**

| | Time point 2 | | Time point 3 | | T-test | Effect size |
|---|---|---|---|---|---|---|
| | ***N*** | *Mean/ SD* | ***N*** | *Mean/ SD* | **significance level** | ***(Cohen's d)*** |
| **Abroad group 1** | 42 | 74.95/11.53 | 42 | 79.86/8.99 | $t$ (41) = -4.66, $p$ <.001 | 0.45 |
| **Comparison group (3)** | 35 | 69.89/17.27 | 35 | 72.77/16.82 | $t$ (34) = -2.78, $p$ <.01 | 0.17 |

*Note. C-test scale ranges from 0 to 100, with a maximum score of 100 points.*

Table 4.6 above shows the group means and standard deviations of the C-test scores for groups 1 and 3 at time points 2 (late December 2012) and 3 (June 2013, pre-return for students in abroad group 1). The L2 proficiency mean score of group 1 shows a further significant increase ($t$ (41) = 4.66, $p$ < .001), which is classified as a small to medium effect on the Cohen scale ($d$ = .45). This within-group effect indicates that the ERASMUS students made further gains in overall English proficiency following their first term abroad, albeit at a slowed rate (*mean* = 4.90,

*SD* = 6.82, min.: -9, max.: 21). It is also noteworthy that proficiency gains appear less evenly distributed than during the first 3 months.

Regarding the mean change in the test scores of the comparison group, the significant pared samples t-test shows that students in this group also tend to progress in their overall L2 proficiency (*mean* = 2.89, *SD* = 6.13, min.: -12, max.: 17; *t* (34) = -2.78, *p* <.01). According to the Cohen scale, the size of this effect is very small (*d* = .17), mainly because the T2 score (rather than other factors) explains almost all of the variance in the students' T3 score (*r* =.94). This significant L2 proficiency gain in the home country environment is interesting in itself considering that only 10 of 39 students in this group received L2 instruction during this period, which was limited to no more than 2 hours per week during term time. However, one is reminded that the comparison group also consisted of highly self-motivated and advanced learners of English. 29.5% of students in this group indicated that they were using English on a daily basis, 27.3% were using it several times per week, 13.6% about once a week, while 18.2% reported to use English only occasionally. With regard to the specific contexts in which the students were using English in their free time, 59.1% reported using the language with friends, 2.3% were using it with family members, 84.1% were watching/ listening to English movies, series and radio programmes, 79.5% were reading books or articles in print or online and 63.6% were using English on Facebook and other social media

Moreover, 27.9% of students in the comparison group majored English as part of a philology or teaching degree. While this proportion was balanced across all three groups (see section 3.4.1.2), this means that the students were also exposed to English in the context of their academic work at the home university and also had a strong immediate instrumental academic motive, potentially combined with an anglophile orientation. Of the non-English majors, 27.3% reported that they were never taught in English while only 6.8% reported that none of their course materials were in English. Thus, in the light of their exposure to English, the observed linguistic progress among the potentially mobile students at home appears less surprising.

One also needs to bear in mind the possible influence of test-retest and study effects, that is, effects that being a participant in the study alone might have had on the observed gains proficiency. However, while such effects might partly explain the observed gains in L2

proficiency among students at home, they also apply to the abroad groups and therefore do not affect the validity of the observed between-group effects.

Another noteworthy detail pertains to the differential change in the standard deviations of the groups' proficiency test scores. Within the group of study abroad participants the standard deviation in the mean test score decreases from time points 1 to 3 (see tables 4.3 and 4.6 above), which suggests that individual differences in the students' overall L2 proficiency levels are redressed to some extent over the study abroad period. In contrast, this tendency of convergence towards a higher proficiency level does not seem to apply to the comparison group. While this trend within the abroad group warrants further analysis (e.g., regarding the extent to which the range of scores gets compressed and catch-up effects occur), it is noteworthy since it has been argued previously that participation in study abroad may amplify individual differences in linguistic proficiency (e.g., Huebner 1995, Kinginger 2015), rather than contribute to their mitigation.

*Changes in overall English proficiency as an outcome of studying abroad with ERASMUS*

We shall now consider the larger gains in L2 proficiency among the ERASMUS students as an outcome of their participation in study abroad. Again, hierarchical multiple regression analysis served to directly compare the mean changes in proficiency while controlling for differences in those participant characteristics at time point 2 that were also associated with L2 proficiency development during this 6-month period.

*Testing for potential covariates*

As table 4.7 below shows, the preliminary analysis of covariates indicated that the students' L2 proficiency score at time point 2, the extent to which becoming a highly fluent speaker was desired and the discrepancy the students perceived between this future self and their current level of competence were significantly associated with their proficiency development during study period 2. These variables were therefore included as covariates in the main regression model.

**Table 4.7 Testing potential covariates of gain in overall L2 proficiency during study period 2**

| Variable | t-value/ statistic | Sig. |
|---|---|---|
| **General participant background variables** | | |
| Gender | $t$ (75) =0.70 | $p$ =.486 |
| Age | $t$ (73) =0.99 | $p$ =.229 |
| Family SES | $t$ (75) =-1.12 | $p$ =.292 |
| Terms studied at university | $t$ (75) =1.54 | $p$ =.142 |
| **Participant's English language learning background** | | |
| L2 proficiency at time point 2 | $t$ (75) =-3.40 | $p$ <.001 |
| English instruction during study period 2 | $t$ (74) =0.72 | $p$ =.476 |
| Status as English major/ non-major | $t$ (74) =-0.30 | $p$ =.789 |
| Prior extended abroad experience (English-speaking context) | $t$ (74) =-1.24 | $p$ =.262 |
| **Participant's motivational characteristics at time point 2** | | |
| Self-efficacy in using English in social interactions | $t$ (74) =1.29 | $p$ =.203 |
| English use anxiety with native speakers | $t$ (73) =0.90 | $p$ =.373 |
| English use anxiety with non-native speakers | $t$ (74) =1.69 | $p$ =.089 |
| Accessibility of fluent English future self | $t$ (75) =0.46 | $p$ =.647 |
| Desirability of fluent English future self | $t$ (74) =1.65 | $p$ <.05 |
| Plausibility of fluent English future self | $t$ (74) =0.98 | $p$ =.474 |
| Perceived self-discrepancy | $t$ (74) =2.49 | $p$ <.05 |
| Level of self-motivation | $t$ (74) =0.32 | $p$ =.750 |
| **Participant's initial intercultural attitudes and competence at time point 2** | | |
| Self-efficacy in intercultural interactions | $t$ (74) =0.53 | $p$ =.595 |
| Need for cognitive closure | $t$ (74) =0.69 | $p$ =.947 |
| Attitude towards own national group | $t$ (74) =0.86 | $p$ =.395 |
| Attitude towards host national group | $t$ (74) =-0.07 | $p$ =.952 |
| Social identification as German | $t$ (74) =0.24 | $p$ =.793 |
| Social identification as European | $t$ (74) =0.99 | $p$ =.213 |
| Social identification as global citizen | $t$ (74) =1.17 | $p$ =.240 |

*Assessing the between-group effect*

The main modelling of the between-group effect followed the same two-step approach as above, in which the grouping variable (group 1 vs. group 3) was entered into the regression equation first and by itself (model 1), followed by the set of covariates (model 2).

With regard to the assumptions of regression analysis, additivity and linearity (1), independence of errors (2), lack of perfect multi-collinearity (3), normally distributed residuals (4) and homoscedasticity (5), the case wise diagnostics highlighted 4 cases with residuals greater than 2, which is slightly above 5% of the total number of cases of $N$ = 74 (assumption 1). As the residuals were only slightly above 2 (2.022, -2.091, 2.096, -2.546), the additive linear model was deemed as having a sufficiently good fit. However, the relationship between the predictors and the outcome might also be described with a non-linear model. The Durbin Watson statistic of

1.983 indicated the desired lack of autocorrelation (assumption 2), while the VIF (average VIF =1.059) and Tolerance (average tolerance =.945) statistics confirmed the absence of perfect multi-collinearity (assumption 3). Since some of the residual plots showed signs of non-normality (slight deviation from the diagonal line in the p-p plot for the dependent variable) and heteroscedasticity (funnelling pattern in the ZRES*ZPRED and partial residual plots), bootstrapped bias corrected and accelerated 95% confidence intervals for the regression coefficients based on 2,000 bootstrap samples were computed, which are reported in parentheses in table 4.8 below.

**Table 4.8 Overview of the multiple regression of change in overall L2 proficiency (study period 2) on group membership and the identified covariates with BCa 95% confidence intervals**

| Factors | Unstan. Coefficients | | Standardized coefficients | | | Correlations | |
|---|---|---|---|---|---|---|---|
| | B | SE | Beta | T | Sig. | zero-order | partial |
| **Model 1** | | | | | | | |
| Constant | 2.89 (0.68, 5.10) | 1.00 | | 2.60 | .004 | | |
| Group 1 vs. group 3 | 1.97 (-1.04, 4.98) | 1.49 | .15 | 1.30 | .201 | .15 | .15 |
| **Model 2** | | | | | | | |
| Constant | 5.10 (-6.22, 16.43) | 5.61 | | 0.90 | .321 | | |
| Group 1 vs. group 3 | 2.73 (0.01, 5.44) | 1.37 | .21 | 2.00 | .054 | .15 | .23 |
| L2 proficiency at T2 | -0.21 (-.30,-.11) | 0.05 | -.46 | -4.38 | .001 | -.38 | -.46 |
| Desirability fluent L2 self | 0.64 (-0.19,1.46) | 0.44 | .16 | 1.53 | .094 | .18 | .18 |
| Pres.-fut. self-discrepancy | 0.74 (0.04, 1.44) | 0.41 | .22 | 2.11 | .066 | .17 | .24 |

*Note.* $R^2$ *= .022 for Model 1 (adjusted* $R^2$ *=.009),* $F$ *(1, 74) = 1.70 (*$p$ *= .196);* $R^2$ *=.272 for Model 2 (adjusted* $R^2$ *=.231), change in* $R^2$ *=.250, change in* $F$ *(3, 71) = 8.12 (*$p$ *< .001).*

Table 4.8 above shows the model summaries for the regression of L2 proficiency gains on the students' group membership (group 1 abroad vs. group 3 at home) and the identified covariates. Model 1 shows that before the covariates are taken into account, whether the students studied abroad or at home was not a significant predictor of their L2 proficiency development. The low $R^2$ = .022 and non-significant change in $F$ ($p$ = .196) suggest that this is a poor model for explaining the observed differential change in the students' L2 proficiency scores during study period 2.

When the covariates were entered into the equation (model 2), the predictive power of the model as a whole significantly improved (change in $R^2$ =.250, change in $F$ (3, 71) = 8.12 ($p$ < .001)). While the variance explained by the group variable increased also, its unique contribution still failed to reach significance ($p$ = .054). As the bootstrapped accelerated 95% confidence interval around the regression coefficient indicates, study abroad participants tended to gain between 0.01 and 5.44 points (2.73 points on average) more on the C-test than students who continued to study at home. However, the lower boundary of the confidence interval almost spans 0 and the range of the interval is rather wide. Thus, one cannot be sufficiently confident that students who participate in study abroad for a further 6 months would consistently exhibit developmental advantages over students who continue to study at home.

Looking at the other factors in model 2, the students' proficiency score at T2 emerges as highly predictive ($p$<.001) of their proficiency gain during the subsequent 6-month period, explaining by far the largest part of the variation in the outcome. Again an inverse relationship with proficiency gain was observed, indicating that those students with a higher proficiency level at T2 made less progress during the subsequent 6 months. This strong inverse relationship also explains why the group effect becomes larger once the influence of the T2 score is taken into account. If we consider the groups' proficiency mean scores at T2 (see table 4.6 above), we can see that once the inverse effect of the higher T2 mean score within abroad group 1 is controlled for, the partial correlation between the study context and proficiency gain increases. With regard to the other factors, model 2 shows that their unique contributions to predicting gains in overall English proficiency are non-significant after the influence of the learning context and the students' T2 proficiency scores are controlled for. In total, model 2 explains 23.1% of the variance in the students' L2 proficiency development during study period 2. According to Cohen (1988), this is a medium-sized effect (*Cohen's* $f^2$ = 0.30).

In summary the group-level analysis suggests that during the longer second study period, students in abroad group 1 continued to make highly significant gains in overall English proficiency, albeit at a slowed rate as compared to the initial 3 months of their stay. Significant progress in overall L2 proficiency was also observed for the group of potentially mobile students who continued to study at home. The between-group analysis showed further that the effect of the learning context was no longer significant. In other words, whether students studied abroad or at home no longer significantly predicted of the extent of their proficiency gain. When the

effects of pre-existing participant characteristics were controlled for the unique contribution of the learning context towards predicting L2 proficiency development increased, but still failed to reach the .05 significance level ($p$=.054).

## 4.3 Examining the role of learner-internal and learner-external factors in differential overall L2 proficiency gain abroad

### 4.3.1 Introduction to the section and preliminary notes on the analysis

Consistent with previous research, the analysis of the students' L2 proficiency development indicated substantial individual differences in their overall L2 proficiency gain abroad. This section will now examine more closely the role of learner-internal and learner-external factors in differential linguistic gain, guided by the following question:

> *In what ways, if any, are the observed learner-internal and learner-external factors associated with differential overall L2 proficiency gain abroad?*

This question was addressed with both quantitative and qualitative approaches to data analysis. Multiple regression modelling (see methodology section 3.5.1 above) was employed in order to determine to what extent, if at all, the observed factors were associated with the students' L2 proficiency development during study abroad. The factors that were considered in the prediction of L2 proficiency gain are *learner-internal factors* (participant characteristics), *learner-external factors* (factors relating to the study abroad programme and to the students' patterns of social contact), as well as *controlled factors,* including general demographic variables and the participants' prior L2 learning history.

As discussed in section 3.5.1 above, the data from both abroad groups were combined in order to obtain a sample that was sufficiently large ($N$ = 96) for conducting multiple regression analysis with up to 6 predictors simultaneously. Consequently, the analysis of individual differences in the students' L2 proficiency development focuses on the first term abroad and the dependent variable is always "C-test gain during term 1". Where assumptions of normality and/ or homoscedasticity were violated, a bootstrapping procedure (as described in section 3.5.1 above) was applied and the results of the bootstrapped tests are reported in the summary tables.

The results of this statistical analysis will be complemented by the insights into the qualities and dynamics of the identified relationships that were gained from the analysis of the students' verbal questionnaire responses and their interview accounts. The qualitative analysis (see methodology section 3.5.2) includes the students' own perceptions regarding the most significant factors in their linguistic development abroad. The results chapters only contain the English translation of the participant quotes. The German originals are included in appendix B. For easy reference, each participant quote is indexed with the same quote number as their German counterpart in the appendix (e.g., "q.4.1" for quote 1 in chapter 4).

### 4.3.2 Considering controlled factors in the prediction of L2 proficiency development abroad

Controlled factors are those factors that are not of primary interest in a study, but which might still be associated with the outcome and must therefore be taken into consideration (Tabachnick and Fidell 2014). Traditionally, controlled factors in SLA research include general participant background variables such as gender, age and socioeconomic status. Moreover if a baseline proficiency score is obtained, additional information on the participants' prior L2 learning history may also be considered under this heading. Table 4.9 below lists the general participant background variables and factors relating to the participants' background that were considered in the prediction of L2 proficiency gains. The reader may be referred to section 3.4.1.2 above for a description of the abroad and comparison groups on these variables.

**Table 4.9 Controlled factors considered in the prediction of L2 proficiency development**

| Variable name | Definition | *t*-statistic and sig. |
|---|---|---|
| **General participant background variables** | | |
| Gender | Participant's gender | $t$ (82) =-1.97, $p$ <.05 |
| Age | Participant's age at onset of the study period | $t$ (80) =-0.61, $p$ =.545 |
| Family SES | Participant in receipt of student loan by the German government (BAföG)? Yes/No | $t$ (82) =0.65, $p$ =.516 |
| Terms studied at university | No. of terms participant had studied at home university at onset of the study period | $t$ (81) =0.68, $p$ =.499 |
| Academic achievement (self-reported GPA) | Self-reported grade point average in home university degree programme at onset of study period | $t$ (73) =-1.25, $p$ =.214 |
| **Participant's English language learning background** | | |
| Baseline L2 proficiency | Participant's score on the C-test of overall English language proficiency at the onset of the study period | $t$ (84) =-6.43, $p$ <.001 |
| Starting age: English language learning | Participant's age at onset of formal/informal English language learning | $t$ (83) =0.43, $p$ =.670 |
| Prior EFL instruction at school level | Number of school years of English language instruction received at school | $t$ (83) =-0.09, $p$ =.931 |
| Prior EFL instruction at university level | Number of semesters of English language instruction | $t$ (83) =0.72, $p$ =.471 |
| Prior extended abroad experience in English-speaking context | Participant went on extended stay(s) in an English-speaking context (1 month+) prior to study period? YES/NO | $t$ (83) =-0.99, $p$ =.325 |
| Status as English major/ non-major | Participant majoring in English (including teachers in training)? YES/NO | $t$ (83) =0.70, $p$ =.489 |

As column 3 in table 4.9 above shows, a strong and highly significant ($t$ = -6.43; $p$ <.001) inverse relationship emerged between the students' baseline proficiency score and subsequent gains in proficiency made during study abroad. The negative correlation ($r_{group1}$ = -.58, $p$ >.001) indicates

that students with a lower initial proficiency level tended to make more substantial progress than those who started out at a proficiency higher level. As Allison (1990) points out, pre-scores commonly show a significant inverse relationship with gains due to the fact that participants with higher pre-scores have less to gain when the range of possible scores is bounded. Consequently, in cases in which other independent variables are associated with the pre-score, their relationship with the dependent variable might be distorted or even completely spurious. In order to control for the potentially strong influence of the students' baseline L2 proficiency score on other predictor-outcome relationships and adjust for the natural regression towards the mean, the students' baseline L2 proficiency was controlled for in all preliminary and main regression modelling (see section 3.5.1) by entering it first and by itself, followed by a second block that contained the other predictor(s). Accordingly, the t–statistic in table 4.9 above reflects the associations for each factor with overall L2 proficiency gain when the baseline proficiency score is controlled for.

Of the observed participant background variables, only the participants' gender was significantly associated with their gains in overall L2 proficiency during study abroad when the baseline proficiency score was controlled for. As male students were coded with 0 and female students with 1 the t-statistic indicates that female participants tended to make less linguistic progress than their male peers ($t$ (82) =-1.97, $p$ <.05) when their initial proficiency level was equal. Neither the participants' age, their family socioeconomic status, the number of terms they had already studied on their degree programme, nor their prior academic achievement were significantly associated with L2 proficiency gains during study abroad. Consequently, only gender was retained for inclusion in the main modelling of learner-internal factors.

No effects were observed for any of the controlled factors relating to the participant's English language learning background when the students' baseline proficiency score was controlled for. In other words, the additional information on the students' prior L2 learning history did not significantly improve the prediction of L2 proficiency gain during the study abroad period.

### 4.3.3 Examining learner-internal factors in the prediction of gain in overall L2 proficiency abroad

Learner-internal factors can be thought of as the "psychological baggage", including beliefs, attitudes, knowledge and skills that the students bring with them onto study abroad. These participant characteristics conceivably shape the ways in which students exploit the affordances of the study abroad context, which includes choices regarding course work, extracurricular activities, socializing and other free-time activities. While the interaction with the study abroad environment is likely to shape the students' beliefs, attitudes, knowledge and skills in turn, the initial "learner-internal state" can be considered as causally prior to these interactions. If case numbers had allowed for the construction of a single comprehensive model of L2 proficiency gain, I would have entered learner-internal predictors first, followed by programme features and social contact variables in order to determine to what extent, if at all, the latter make a contribution to predicting overall L2 proficiency gain after the influence of learner-internal factors has been accounted for.

Table 4.10 below provides an overview of all learner-internal factors that were considered in the prediction of L2 proficiency gain. Column 3 reports the result of the preliminary analysis, in which their association with L2 proficiency gain was tested with the students' baseline proficiency score held constant.

**Table 4.10 Learner-internal factors considered in the prediction of overall L2 proficiency development**

| Variable name | Definition | *t*-statistic and sig. |
|---|---|---|
| **Participant's initial motivational characteristics** | | |
| L2 self-efficacy in social interactions | Level of self-efficacy in using English in interactions with native and non-native speakers of English in informal and academic contexts | $t$ (82) =1.46, $p$ =.148 |
| English use anxiety with native speakers | Level of anxiety associated with using English in spoken interactions with native speakers of English in informal settings | $t$ (80) =-0.31, $p$ =.755 |
| English use anxiety with non-native speakers | Level of anxiety associated with using English in spoken interactions with other NNS of English in informal settings | $t$ (82) =-1.78, $p$ =.079 |
| Accessibility of fluent English future self | The frequency with which the learner imagines being a fluent speaker of English (from "very often" to "never") | $t$ (80) =0.88, $p$ =.384 |
| Desirability of fluent English future self | The intensity with which the learner desires to become a fluent speaker of English (from "very much" to "not at all") | $t$ (81) =0.79, $p$ =.432 |
| Plausibility of fluent English future self | Perceived plausibility of becoming a fluent speaker of English (from "very likely to come true" to "not at all likely to come true") | $t$ (79) =0.08, $p$ =.927 |
| Perceived L2 self-discrepancy | Discrepancy the learner perceives between her present competence in English and the desired ideal (from "already true of me now" to "not true of me at all") | $t$ (79) =-1.77 $p$ =.082 |
| Level of self-motivation | Amount of effort the learner reports to expend towards becoming a fluent speaker of English (from "work very hard to achieve" to "do not work at all to achieve") | $t$ (82) =0.52, $p$ =.534 |
| **Participant's initial intercultural attitudes and competence** | | |
| Self-efficacy in intercultural interactions | Level of self-efficacy in social interactions that involve people with a different cultural background | $t$ (82) =-0.70, $p$ =.486 |
| Need for cognitive closure | Measure of the participant's general need to arrive at definitive conclusions and aversion towards ambiguity | $t$ (82) =0.94, $p$ =.353 |
| Attitude towards own national group | The participants' attitudes towards their own national group (i.e., "the Germans") | $t$ (80) =-2.44, $p$ =.017 |
| Attitude towards host national group | The participants' attitudes towards the host national group (i.e., "the British") | $t$ (81) =-0.49, $p$ =.623 |
| Social identification as German | Strength of identification as German | $t$ (81) =1.05, $p$ =.297 |
| Social identification as European | Strength of identification as European | $t$ (82) =-0.11, $p$ =.914 |
| Social identification as global citizen | Strength of identification as global citizen ("*Weltbürger*") | $t$ (79) =-1.21, $p$ =.230 |

The preliminary regression analysis (see methodology section 3.5.1) indicated that of the participants' initial motivational characteristics, their self-efficacy in using English in social

interactions (partial *r*=.17), their English use anxiety with non-native speakers (partial *r*=-.20) and the perceived present-future L2 self-discrepancy (partial *r*=-.21) were associated with overall L2 proficiency gain when the influence of the baseline proficiency score was controlled for. While the unique contribution of these factors did not quite reach significance when entered individually, they were retained for the main modelling in order to examine the significance of their contribution to predicting the outcome in a more comprehensive model together with other related learner-internal factors.

English use anxiety with native speakers, the accessibility, desirability and plausibility of a highly proficient future English self and effort expended towards becoming a highly proficient L2 speaker were not included in the main modelling as quite surprisingly they exhibited very weak associations with overall L2 proficiency development at best.

With regard to the factors relating to the participants' intercultural attitudes and competence at programme entry, only the students' attitude towards their own national group (i.e., "the Germans") were significantly associated with their overall L2 proficiency development during study abroad (partial *r* =-.26). Thus, of all learner-internal factors the students' "self-efficacy in using English in social interactions", their "English use anxiety with non-native speakers", the "perceived present-future L2 self-discrepancy", their "attitude towards own national group" and "gender" were included in the main modelling.

The regression model of learner-internal factors was built up by entering the students' baseline L2 proficiency score first and by itself (model 1) in order to control for the variance it explained in the outcome and its influence on other predictor-outcome relationships, followed by gender as another controlled factor (model 2). The remaining learner-internal factors were then entered simultaneously (model 3) since no *a priori* hypotheses were raised regarding their relative importance. With regard to the assumptions of regression analysis, additivity and linearity (1), independence of errors (2), lack of perfect multi-collinearity (3), normally distributed residuals (4) and homoscedasticity (5), the case wise diagnostics indicated that 5 cases had residuals smaller than -2 or greater than 2, which is slightly above the limit of 5% of the total sample (*N* = 80). This suggests that there might be a non-linear model that is more appropriate than an additive linear model for representing the data (assumption 1). However, the partial plots of the residuals for each predictor-outcome pair showed no obvious signs of curving that would indicate a non-linear trend. With a value of 2.32, the Durbin-Watson

statistic was well within the suggested range of 1 – 3, indicating independence of errors (assumption 2). The VIF (average VIF =1.525) and tolerance (average tolerance =.718) statistics confirmed the absence of perfect multi-collinearity (assumption 3). As the residual plots showed signs of non-normality (deviation from diagonal line in the p-p plot with the desired symmetry) and heteroscedasticity (signs of funnelling in some of the partial plots) (assumptions 5 and 6), the model summary in table 4.11 below provides the BCa 95% confidence intervals around the regression coefficients and the bias-corrected significance tests in the "B" and "Sig." columns.

**Table 4.11 Prediction of gain in overall L2 proficiency during study period 1 based on learner-internal factors with BCa 95% confidence intervals reported in parentheses**

| Factors | Unstan. coefficients | | Standardized coefficients | | | Correlations | |
|---|---|---|---|---|---|---|---|
| | B | SE | Beta | t | Sig. | zero-order | partial |
| **Model 1** | | | | | | | |
| Constant | 28.61 (19.37, 36.65) | 3.50 | | 8.20 | .001 | | |
| Baseline L2 proficiency | -0.30 (-0.41, -0.18) | 0.05 | -.56 | -5.99 | .001 | -.56 | -.56 |
| **Model 2** | | | | | | | |
| Constant | 31.03 (22.39, 39.13) | 3.62 | | 8.56 | .001 | | |
| Baseline L2 proficiency | -0.30 (-0.40,-0.19) | 0.05 | -.55 | -6.04 | .001 | -.56 | -.57 |
| Participant gender | -3.58 (-7.54, -0.06) | 1.90 | -.19 | -2.08 | .041 | -.21 | -.23 |
| **Model 3** | | | | | | | |
| Constant | 37.32 (29.08, 46.04) | 5.35 | | 7.02 | .001 | | |
| Baseline L2 proficiency | -0.28 (-0.40,-0.15) | 0.06 | -.52 | -5.50 | .001 | -.56 | -.54 |
| Participant gender | -2.10 (-5.84, -1.37) | 1.81 | -.11 | -1.24 | .243 | -.21 | -.14 |
| L2 self-efficacy social interact. | 1.45 (0.12, 3.17) | 0.73 | .26 | 1.98 | .048 | -.13 | .23 |
| English use anxiety (NNS) | -0.95 (-1.86, -0.22) | 0.42 | -.24 | -2.27 | .032 | -.31 | -.26 |
| L2 self-discrepancy | -0.58 (-1.64,0.43) | 0.46 | -.13 | 1.07 | .195 | -.23 | -.12 |
| Attitude tow. Germans | -0.11 (-0.20,-0.03) | 0.04 | -.22 | -2.43 | .007 | -.31 | -.27 |

*Note.* $R^2 = .315$ *for Model 1 (adjusted* $R^2 = .307$*),* $F(1,78) = 35.93$*;* $R^2 = .352$ *for Model 2 (adjusted* $R^2 = .335$*), change in* $R^2 = .037$*, change in* $F(1,77) = 4.31$ $(p = .041)$*;* $R^2 = .452$ *for Model 3 (adjusted* $R^2 = .407$*), change in* $R^2 = .100$*, change in* $F(4,73) = 3.33$ $(p = .015)$*.*

As shown in table 4.11 above, the students' baseline proficiency score remained the most influential of the learner-internal factors, explaining 31.5% of the variation in the students' overall L2 proficiency development abroad (model 1, $p$ =.001). The prediction of L2 proficiency gain was significantly improved by both, introducing gender (model 2, $p$ =.041) and the remaining four learner-internal factors (model 3, $p$ =.015). Model 3 was chosen as the final model as it explained a total of 45.2% of the variation in the students' overall L2 proficiency development during the first term abroad. According to Cohen (1988), this is a large effect (*Cohen's* $f^2$ = 0.82).

We will now examine more closely the relationships between the individual factors and overall L2 proficiency gain while also considering the insights gained from the qualitative analysis of the students' accounts.

*Initial L2 proficiency*

The students' L2 proficiency score upon programme entry was the strongest predictor within the set ($t$ (73) = -5.50, $p$ <.001), which explained 31.5% of the variance in the students' overall L2 proficiency gain during the first term abroad. The negative partial correlation (partial $r$ = -.56) suggests that participants with a lower initial proficiency level tended to make more substantial progress than the initially stronger students. The association between the students' baseline proficiency and proficiency gain is rather unsurprising since the former must be contained within the latter. Moreover, as Allison (1990) points out, pre-scores ordinarily show an inverse relationship with overall gain due to the fact that participants with higher pre-scores have less to gain when the range of possible scores is bounded. This phenomenon is also known as "the natural regression towards the mean" (ibid.). This tendency might be further amplified by the nature of the employed proficiency measure. While the distribution of test scores suggests that ceiling effects were not an issue (i.e., that the test was too easy), the C-test is designed in a way that at least a small number of truncated words in each text are rather hard to reconstruct in order to discriminate well among even advanced learners and native speaker proficiencies (Schmid 2011). Significantly, this progressive element makes it harder to obtain higher scores near the top end of the scale as compared to the middle ranges and would therefore seem to amplify any tendency of regression towards the mean. Thus, it seems plausible to conceptualize the strong inverse association between baseline proficiency and gain score to some extent as a methodological artefact.

That said, the inverse relationship was far less pronounced for the comparison group in the home environment ($r = -.23$, $p<.05$), which renders a purely methodological explanation as simplistic, drawing attention to more substantive explanations for this phenomenon. Inverse relationships between L2 proficiency upon programme entry and proficiency gain have been observed repeatedly in past study abroad research (e.g., Collentine 2009, Davidson 2010, Freed 1995, Milton and Meara 1995) and have been commonly explained in terms of ceiling effects (e.g., Freed 1998) and diminishing returns in the skills acquisition of advanced learners (e.g., DeKeyser 2014).

A seemingly competing position in relation to the role of initial L2 proficiency concerns the argument that certain "threshold" proficiency levels need to be crossed in order to be able to benefit linguistically from studying abroad and that therefore students at higher proficiency levels, rather than the weaker students may benefit more from participation in study abroad (e.g., Davidson 2010, Golonka 2006, Lafford and Collentine 2006, Segalowitz and Freed 2004). At first glance, the finding of the present study that initially weaker students tend to make greater gains seems to be inconsistent with this position. However, the identified inverse association needs to be considered in the light of the sample characteristics. The average baseline L2 proficiency level within the sample was upper-intermediate and even the weaker learners in this group would presumably have reached solid lower intermediate level. As this might be beyond any such proficiency thresholds, the finding no longer appears inconsistent by default with the threshold hypothesis.

The qualitative data analysis suggests that the higher gains among initially weaker students may reflect language acquisition that takes place in the context of day-to-day social interactions. When the study abroad participants were asked in the second or pre-return questionnaire what kind of activities had contributed most to their linguistic development, 54% of respondents in the short-term abroad group and 44% of respondents in the long-term abroad group nominated everyday conversations ("Alltagsgespräche") as the single biggest contributor to their linguistic development, followed by academic assignments (essay writing and reading) and reading for leisure. By contrast, only 2 out of 80 respondents referred to an English language course in their up to 6 nominations of contributing factors. The perceived significance of daily conversations in the students' linguistic development also commonly featured in the interview data, as illustrated by Tatiana's statement, who studied in Sheffield for one term:

*"And what aspects of your stay have contributed the most to improving the language do you think?"*

*"Well, just situations in everyday life where you speak English instead of German. That just improved my everyday language.*

*And what factors held you back in your development perhaps?*

*The high proportion of German-speaking people.*

*How would you evaluate the contribution of interactions with internationals students who aren't English native speakers to your language development?*

*Very large because my - at least my longer conversations with English people were rather limited.*

*[...] The lectures you attend are relatively uni-directional from the lecturer to yourself. There was some speaking involved in the seminars but overall the amount of speaking at university is rather small."*

*(Tatiana, interview 2) (q.4.1)*

Lars, for example, also referred to informal conversations as the biggest contributing factor in his L2 development as he found this context to be most challenging:

*"What do you think, what aspects of your stay have contributed the most to improving your language skills?"*

*"Talking to all sorts of people because that is ... it is most the most challenging – just being able to spontaneously express your thoughts that you spontaneously have." (Lars, interview 2) (q.4.2)*

Thus, while for the initially more advanced learners the benefits of this kind of conversational input might be limited, it may be precisely the area that has the most potential for development for veteran classroom learners with more limited user experiences.

Another substantive explanation that emerged from the qualitative analysis concerns the observed common pattern of motivational development according to which students tended to lose motivation to further improve their English upon reaching a functional level of proficiency which they felt was adequate for their purposes (see section 5.3.3). Thus, it might be that initially stronger students tended to reach that stage first, which then curbed further linguistic growth as compared to students who were still developing their proficiencies from a lower level.

*Gender*

Model 2 in table 4.11 above shows a significant weak to moderate association between gender and overall L2 proficiency gain (partial $r$ =-.23, $p$ =.041). As male students were coded with 0 and female students with 1 this suggests that female participants tended to make less progress than their male peers when their initial proficiency level was equal. However, when the participants' motivational and attitudinal characteristics were taken into account (model 3), its unique effect became insignificant $p$ =.220), suggesting that variance in the outcome that was explained by gender is now at least partially explained by other variables in the set.

In order to examine this further, the other variables in the model were analysed for possible gender differences. This analysis showed that no significant gender differences existed for initial L2 proficiency, self-efficacy or level of anxiety in using the L2 in social interactions and the perceived present-future self-discrepancy. However, female students tended to have more positive attitudes towards their own national group upon entry into the programme ($t$(81) = -2.07, $p$ <.05). As will be discussed below, more positive attitudes towards one's own national group upon programme entry were associated with lower overall L2 proficiency gains during study abroad. The qualitative analysis of the students' accounts did not yield further explanations for a gender bias in the students' linguistic development. Polanyi (1995) reports instances of sexist behaviour as an explanation for lower L2 proficiency gains among U.S. American female students on study abroad in Russia. However, no such references were made by the female participants in the present study.

*Self-efficacy in using English in social interactions*

Adding information on the students' initial levels of self-efficacy in using English in social interactions made a significant unique contribution to the prediction of overall L2 proficiency gain ($t$ (73) = 1.98; $p$ =.048). The positive association between the two variables (partial $r$ =.23) suggests that students who felt more efficacious in using English in social interactions upon arrival tended to make larger gains in overall L2 proficiency. The positive association between the students' initial levels of self-efficacy and overall L2 proficiency gain abroad is consistent with the propositions of social cognitive theory (Bandura 1986), in which self-efficacy in a certain domain is conceptualized as a strong predictor of task engagement and

achievement. It seems plausible therefore that the relationship between self-efficacy in using the L2 in social interactions and overall L2 proficiency gain should be mediated by engagement in social interactions that use the L2.

From the analysis of the students' interviews accounts it emerged that the students themselves perceived day-to-day informal interactions as a key source of their own language development (see "initial L2 proficiency" above). Drawing on Bandura's extensive work, I argued in section 2.3 that the students' expectations of success in managing social interactions in the L2 may be a key factor in whether they exploit such opportunities. According to this hypothesis, students with higher levels of self-efficacy will be more likely to engage in social interactions in which they use English, rather than their L1 or rather than leaving such opportunities for L2 learning and practice unused. Chapter 5 provides a detailed analysis of development in the students' L2 self-efficacy and its relationship with patterns of social contact and other motivational variables, such as the perceived present-future self-discrepancy and L2 use anxiety.

*English use anxiety in social interactions with non-native speakers of English*

A significant inverse relationship emerged between the students' initial levels of anxiety when using the L2 in social interactions with non-native speakers and overall L2 proficiency gain (partial $r$ =-.26; $p$ =.032). It is important to note that a low scale score expressed high levels of anxiety and vice versa. Thus, a crude interpretation of this relationship would be "*students with initially higher levels of English use anxiety with non-native speakers tended to make larger gains in overall L2 proficiency during the first term abroad*". Higher levels of initial L2 use anxiety being associated with greater L2 attainment is reminiscent of the facilitative aspect of anxiety, which is thought to promote learning and achievement and is associated with such behaviours as over-studying (e.g., Alpert and Haber 1966, Scovel 1978). Indeed, threats to self-concept and associated feelings of anxiety featured in the students' interview accounts as key drivers of L2 learning and development, particularly so during the initial phase of study abroad (see section 5.3.3 below).

Higher initial levels of English use anxiety with other non-native speakers were associated with lower initial L2 proficiency ($r$ =.24, $p$ <.05), lower self-efficacy ($r$ =.33, $p$ <.01)

and a wider perceived L2 self-discrepancy ($r$ =.40, $p$ <.01), which were also associated with the outcome. However, L2 use anxiety with other non-native speakers still made a significant unique contribution to predicting L2 proficiency gain when these other participant characteristics were controlled for ($t$ (73) = -2.27; $p$ =.032).

It is interesting to note that English use anxiety with English *native speakers* was not significantly associated with overall L2 proficiency gain ($t$ (80) = -0.31; $p$ =.755). The contingency of this relationship on the type of interlocutor appears as a rather intriguing finding. The statistical analysis of the students' social circles showed that the latter tended to be dominated by other international students for whom English was a second language. According to the students' own estimates, students in this group made up 56% of their local social circles abroad on average. If, as the students' own perceptions suggest, their informal social interactions were a major source of linguistic gain (see under "initial L2 proficiency" above), and these interactions featured predominantly other non-native speakers, it appears plausible that anxiety with non-native, rather than native speakers should be most pertinent to their L2 development through social interactions. L2 use anxiety, its relationship with the students' patterns of social contact and self-motivation to use and learn the L2 will be examined in detail in chapter 5.

*The perceived present-future L2 self-discrepancy*

The discrepancy that the students perceived between their present competence in English and a highly proficient desired English self ("someone who can converse effortlessly with other speakers of English") was negatively associated with gain in overall L2 proficiency during the first term abroad (partial $r$ =-.12). Significantly, a lower scale score expressed a wider perceived discrepancy between the students' actual and ideal English selves. Thus, the relationship can be interpreted as *"those students who perceived a wider discrepancy between their actual and ideal level of competence in speaking English at the start of the programme tended to make larger gains in overall L2 proficiency"*. Such a relationship is consistent with propositions in mainstream motivational psychology (Higgins 1987) and L2 motivation research (Dörnyei 2005) that individuals who perceive a wider discrepancy between their actual and ideal L2 selves will be more motivated to resolve it so long as its resolution appears sufficiently likely (among other conditions) and therefore are more likely to make progress with their L2 learning.

In the present study, learners who perceived a wider L2 self-discrepancy also tended to have lower levels of self-efficacy ($r$ =.53, $p$ <.001) and experience greater anxiety when using the L2 in with native ($r$ =.40, $p$ <.01) and non-native speakers ($r$ =.41, $p$ <.01), as well as having a lower initial L2 proficiency level ($r$ =.26, $p$ <.05). Indeed, when controlling for these associated participant characteristics, the association between the perceived present-future self-discrepancy is diminished from $r$ =-.23 to partial $r$ =-.12 and its unique contribution to predicting the outcome is no longer significant with the moderately sized sample. It is therefore likely that its relationship with L2 proficiency gain is mediated by other variables, such as self-efficacy, L2 use anxiety and initial L2 proficiency.

*Attitudes towards one's own national group*

The students' initial attitudes towards their own national group (i.e., "the Germans") were significantly associated with overall L2 proficiency gain during study abroad ($t$ (73) = -2.43, $p$ =.007). The inverse correlation (partial $r$ =-.27) indicates that students with more positive attitudes towards their own national group tended to make smaller gains.

The relationship between in-group attitudes and L2 proficiency gain is not easily interpreted, particularly so since it did not seem to be mediated by the students' patterns of social contact. For example, it would be conceivable that a more positive attitude towards one's own national group is associated with patterns of social contact that favour co-national peers, which might also increase use of the L1 at the expense of the L2 within the students' social network. However, such a pattern was not supported by the quantitative data as attitudes towards the students' own national group still significantly predicted overall L2 proficiency gain at the .05 level when social contact variables were controlled for.

One might also think of literature in social psychology which suggests that very positive attitudes towards one's in-groups are associated with the derogation of out-groups (e.g., Hewstone, Rubin and Willis 2002, Tajfel and Turner 1979). Strong in-group favouritism might be an impediment to L2 learning as it involves considerable exposure to and engagement with "the foreign" (e.g., Gardner 1985, 2001), particularly so in immersive learning environments such as study abroad. In the context of the present study one might suspect that participants with a more positive attitude towards their own national group tended to have a more negative

attitude towards the host society. However, the statistical analysis highlighted that this was not the case. The positive association between the students' attitudes towards their own and the host national group ($r$ =.42, $p$<.01) indicates that more positive attitudes towards the students' own national group (the Germans) were associated with more positive attitudes towards the host national group (the British). Changes in attitudes towards these two groups that occurred during study abroad were also positively correlated ($r$ =.34, $p$<.01). Thus, similarly to recent findings which suggest that more inclusive intercultural identities do not develop "at the expense" of one's own national identities during study abroad (Plews 2015), the present study challenges the view that individuals "choose their loyalties" between their own national group and others.

Lastly, one needs to consider that the general attitude towards the students' own national group in the present study tended to be fairly positive ($M$ = 71.52, $SD$ = 18.73 on a "feeling thermometer" (Verkuyten, Thijs and Bekhuis 2010) that ranges from 0 – 100° where 0 represents very cold and negative feelings and 100 very warm and positive feelings). Thus, the inverse relationship may be re-interpreted as *participants with more balanced (rather than highly positive attitudes) towards their own national group tended to make greater gains in L2 proficiency.* This finding is consistent with the hypothesis that more balanced, rather than strongly positive views of one's in- and out-groups might be more fruitful in relating and learning from cultural encounters with regard to a variety of outcomes, including the acquisition and display or foreign (language) behaviour and the development of more complex/ less stereotypical views.

### 4.3.4 Examining learner-external factors in the prediction of gain in overall L2 proficiency abroad

We will now consider the contribution of learner-external factors to the prediction of differential gain in overall L2 proficiency during study abroad. Traditionally, study abroad research has differentiated between "learner-related" and "programme-related" factors in such explorations of individual differences. However, considering that the academic course work of ERASMUS students often involves as few as 12 contact hours per week (Bauwens et al. 2009), there is a need to inquire beyond strictly programme- or curriculum-related variables into the participants' informal activities, including their patterns of social contact. While such factors are no longer strictly programme-related, they are still "external" to the learner. Hence, I termed

this group "learner-external factors". Table 4.12 below provides an overview of the observed learner-external factors, which include curriculum-related factors, extracurricular activities and factors relating to the students' patterns of social contact. Column 3 reports the significance of the predictor-outcome relationships when the baseline L2 proficiency score was held constant.

**Table 4.12 Learner-external factors considered in the prediction of overall L2 proficiency development**

| Variable name | Definition | *t*-statistic and sig. |
|---|---|---|
| **Curriculum-related factors** | | |
| Participation in English language instruction during study period | Did the participant receive English language instruction during the study period? YES/ NO | $t$ (82) =-1.74, $p$ =.085 |
| Course work: number of contact hours | Number of contact hours for academic courses per week | $t$ (80) =-2.36, $p$ =.037 |
| Course work: type of enrolment | Proportion of courses taken that are attended by ERASMUS students only | $t$ (82) =-1.62, $p$ =.107 |
| Expectations regarding credit transfer | Proportion of courses abroad for which participant expects to earn credit for their degree at home | $t$ (61) =1.10, $p$ =.253 |
| **Extracurricular activities** | | |
| Participation in clubs and societies | Frequency with which the participant is involved in clubs and societies at host university | $t$ (82) =1.98, $p$ =.072 |
| Participation in volunteering activities | Frequency with which the participant is involved in volunteering activities during study abroad | $t$ (82) =0.35, $p$ =.727 |
| Engagement in paid work | Frequency with which the participant engaged in paid work during study abroad | $t$ (82) =0.05, $p$ =.960 |

| **Factors related to social contact** | | |
|---|---|---|
| Proportion of host national (British) contacts | Proportion of host national (British) contacts in participant's local social circles abroad | $t$ (72) =-0.30, $p$ =.769 |
| Proportion of co-national (German) contacts | Proportion of co-national (German) contacts in participant's local social circles abroad | $t$ (72) =-0.25, $p$ =.802 |
| Proportion of other international contacts | Proportion of other international contacts in participant's local social circles abroad | $t$ (72) =-0.42, $p$ =.675 |
| Time spent with host national (British) contacts abroad | Proportion of free time spent socializing with British contacts in % | $t$ (71) =-0.50, $p$ =.618 |
| Time spent with co-national (German) contacts | Proportion of free time spent socializing with German contacts in % (including German family and friends back home) | $t$ (80) =-1.32, $p$ =.110 |
| Time spent with other international contacts abroad | Proportion of free time spent socializing with other international contacts in % | $t$ (72) =-0.46, $p$ =.651 |
| Language use with local social contacts: English vs. German | Proportion of German and English that the participant uses with her local social contacts in the UK in % | $t$ (74) =1.05, $p$ =.245 |
| Language use with native vs. non-native speaker contacts | Proportion of English usage with native vs. non-native speaker social contacts in the UK in % | $t$ (74) =-0.05, $p$ =.957 |

Within the group of *curriculum-related factors*, only the number of weekly contact hours that students' academic courses involved emerged as a significant predictor of L2 proficiency gain after the students' baseline proficiency score was controlled for ($t$ (80) =-2.36, $p$ =.037). Since "course work: type of enrolment" (partial $r$=-.18) and "participation in English language instruction during study period" (partial $r$=-.19) also exhibited associations with overall L2 proficiency gain while their unique contributions did not quite reach significance, they were not discarded right away but included in the main modelling in order to examine their relationship with the outcome when considered in a more comprehensive model with other learner-external factors.

As for the observed factors that related to the students "*extra-curricular activities*", the extent of their participation in clubs and societies was associated ($r$ =.21) with overall L2 proficiency gain abroad. While this factor did not quite reach significance by itself in the preliminary model, it was included in the main modelling in order to examine its contribution to predicting the outcome when considered together with other learner-external factors. The questionnaire had also enquired into the students' involvement in side jobs and volunteering with a view to assessing them as predictors of L2 development. However, these activities were

taken up only by a surprisingly small number of participants. As for paid work, 82 students (85.4%) reported not working at all during their study abroad in the UK despite having such rights, while 2 (2.1%) worked occasionally and 3 (3.1%) worked several times per week (9 responses missing). For volunteer work a similar picture emerged: 5 students (5.2%) reported to participate in volunteering activities on a regular basis (at least once a week), 13 (13.5%) volunteered occasionally, while the majority of 69 students (71.9%) did not engage in such activities at all (9 missing responses). While the low uptake of these activities is an interesting finding in itself, the restricted variation limited the validity of their analysis as predictors of L2 proficiency gain.

The last group of factors related to *the students' patterns of social contact* and associated language use, including the composition of the students' local social networks in terms of host national, co-national and international contacts (Bochner, McLeod and Lin 1977), the proportion of free time spent socializing with British, international and German contacts, including family and friends back home, and the linguistic choices in these interactions (German vs. English; English with native speakers vs. English with non-native speakers). Among these different factors, only the proportion of free time spent with German contacts showed a weak inverse association with overall L2 proficiency gain abroad ($r$ =-.14). This factor was retained in the main model in order to further assess its contribution to predicting the outcome within a more comprehensive model.

In summary, the preliminary analysis highlighted 5 of the learner-external factors as potential predictors of L2 proficiency gain, which were therefore included in the main modelling: "participation in English language instruction", "course work: type of enrolment", "course work: number of contact hours per week", "participation in clubs and societies" and "time spent with co-national (German) contacts".

With regard to meeting the test assumptions, additivity and linearity (1), independence of errors (2), lack of perfect multi-collinearity (3), normally distributed residuals (4) and homoscedasticity (5), the case wise diagnostics highlighted 3 cases with residuals greater than 2, which was well below 5% of the total number of cases of $N$ = 81 (assumption 1), suggesting that an additive linear model represents the data sufficiently well. The Durbin Watson statistic of 2.254 indicated the desired lack of autocorrelation (assumption 2), while the VIF (average VIF =1.127) and Tolerance (average tolerance =.889) statistics confirmed the absence of perfect

multi-collinearity (assumption 3). While the ZRES*ZPRED and partial residual plots showed no obvious signs of funnelling, suggesting the assumption of homoscedasticity was met (assumption 5), the deviation from the diagonal line in the p-p plot for the dependent variable suggested that the residuals might be non-normally distributed. Thus, bootstrapped bias corrected and accelerated 95% confidence intervals for the regression coefficients based on 2,000 bootstrap samples were computed, which are reported in parentheses in table 4.13 below.

**Table 4.13 Prediction of gain in overall L2 proficiency during study period 1 based on learner-external factors with BCa 95% confidence intervals reported in parentheses**

| Factors | Unstan. coefficients | | Standardized coefficients | | | Correlations | |
|---|---|---|---|---|---|---|---|
| | B | SE | Beta | T | Sig. | zero-order | partial |
| **Model 1** | | | | | | | |
| Constant | 29.01 (21.31, 40.79) | 3.77 | | 8.59 | .001 | | |
| Baseline L2 proficiency | -0.31 (-0.40, -0.21) | 0.05 | -.57 | -6.20 | .001 | -.57 | -.57 |
| **Model 2** | | | | | | | |
| Constant | 36.97 (26.78, 36.45) | 4.70 | | 6.58 | .001 | | |
| Baseline L2 proficiency | -0.33 (-0.42,-0.26) | 0.05 | -.62 | -6.61 | .001 | -.57 | -.61 |
| Part. in L2 instruction | -2.78 (-8.22, 2.19) | 1.96 | -.13 | 1.42 | .161 | -.01 | -.15 |
| Course work: type of enrolment | -0.73 (-2.13, 1.19) | 0.86 | -.10 | -1.10 | .286 | -.22 | -.12 |
| Course work: number of contact hrs. | -0.31 (-0.74,0.01) | 0.19 | -.18 | -1.91 | .060 | -.22 | -.17 |
| Participation in clubs and societies | 0.93 (-.62,2.45) | 0.79 | .11 | 1.15 | .258 | .23 | .13 |
| Time spent with German contacts | -.53 (-1.06,-0.01) | 0.27 | -.14 | -1.60 | .067 | -.12 | -.18 |

*Note.* $R^2 = .327$ *for Model 1 (adjusted* $R^2 = .319$*),* $F(1,79) = 38.42$*;* $R^2 = .436$ *for Model 2 (adjusted* $R^2 = .391$*);* *Change in* $R^2 = .109$*, change in* $F(5,74) = 2.87$ $(p = .020)$.

The model summaries above show the prediction of overall L2 proficiency gain based on learner-external factors. The students' baseline L2 proficiency score was entered first and by itself in order to control for the variance it explained in the outcome and its influence on other predictor-outcome relationships (model 1). All learner-external factors were introduced into the model simultaneously in a second block since no hypotheses were raised regarding their relative importance (model 2). This two-step approach allowed for examining their contribution towards predicting L2 proficiency gain *over and above* the students' baseline proficiency score. As indicated by the significant change in $R^2$ ($p$ =.020), model 2 was a better prediction of L2 proficiency gain abroad than the baseline proficiency score alone. Although in the more conservative bootstrapped model, none of the individual learner-external predictors made a significant unique contribution towards predicting the outcome, as a set they explained an additional 10.9% of the variance in L2 proficiency gain during the first term abroad. According to Cohen (1988), this is a small effect (*Cohen's* $f^2$ = 0.12).

We will now examine the relationship between each individual factor with the outcome together with the insights gained from the qualitative analysis of the students' accounts.

*Participation in L2 instruction*

The most surprising finding within this set of learner-external factors was perhaps that participation in English language instruction was negatively associated with overall L2 proficiency gain (partial $r$ = -.15). Given that language classes are not a compulsory component of the ERASMUS programme, one needs to ask who chooses to enrol in English language classes during study abroad before considering what it might be about the instruction itself that may account for this negative association. 17 of 85 (20%) respondents indicated that they participated in English language classes at their host university while 68 (80%) did not. The instruction of the 17 students involved 2-3 hours per week of mostly academic writing and occasionally speaking/ pronunciation and vocabulary. One of the students took an intensive IELTS preparation course (5hrs/ week) and another attended an intensive course on English grammar, vocabulary and presentations (4 hrs/ week). The statistical analysis showed that students who chose to participate in English language instruction tended to have a lower baseline L2 proficiency level, lower levels of efficacy in using English in social interactions, perceive a wider present-future self-discrepancy and be more anglophile than most students. When controlling for these characteristics of the self-selecting participants, the negative

association between L2 instruction and L2 proficiency gain abroad decreases to $r = -.10$ and the direct effect of L2 instruction is not statistically significant ($p = .469$).

The qualitative inquiry into the students' perceptions, however, did indeed indicate a gross mismatch between the students' linguistic needs and the level and content of the English language classes that were available at their British host universities. In this regard, consider Tatiana's account below:

> *"And did you attend language classes in the end?"*
>
> *"You had to take a test beforehand in order to have your level determined. I applied for a "General Language Course" but was not accepted as my level was apparently too high and there were no courses offered for my level. Friends of mine went to the courses that had a lower level, but they thought that they weren't very useful at all. I then went to a pronunciation course. I went there twice because it just didn't make sense for me to go. I had hoped that we would learn specifically British English pronunciation perhaps, but as it turns out the level was very low and the course was attended most of all by groups of speakers who had real problems with English pronunciation. And after I had been to two classes in which they taught the difference between "d" and "t", I decided that the course just didn't make sense for me."*
>
> *"Right, I see." (Tatiana, interview 3) (q.4.3)*

Tatiana's account above reflects a broader trend of dissatisfaction with the English language instruction that was (or was not) available to the students at their British host universities. The mean satisfaction with English language courses among the 17 attendees was 2.53 ($SD$ =0.33) on a scale from 1 (*not at all satisfied*) to 5 (*completely satisfied*). The record seems even worse for the 7 focus participants who attended English language classes. All except one student evaluated their English language instruction negatively. The students' accounts converged in suggesting that the level of instruction was too low and the content too general for the specific needs of such fairly advanced learners. In order to increase the formative value of the study for sending and receiving institutions, the following item was included in the third questionnaire:

> *"What content and level would a language course of your choice have?"/ "Welche Inhalte und welches Niveau hätte Ihr Wunschsprachkurs?"*

Of the 59 respondents, 5 students indicated that they would no longer consider attending any English language classes, while 54 students made suggestions for an advanced English language

course of their choice. The students' indications of their needs and preferences are included in appendix A.

Thus, with regard to the role of L2 instruction in overall L2 proficiency gain abroad, the statistical analysis indicated a negative association, but no statistically significant direct effect when key characteristics of participants who opted into English language classes were controlled for. The students' accounts, however, converged in suggesting that the English language instruction they received tended to be too low in level and often too general in content. One may say that in the study abroad environment attending level-inappropriate classes is associated with potentially high "linguistic opportunity cost".

*Course work: type of enrolment*

Enrolment in courses that were attended mainly or exclusively by ERASMUS students only as compared to direct enrolment in courses with local students was negatively associated with overall L2 proficiency gain. However, in the final model the correlation with the outcome was merely $r = -.12$. This was partly due to covariance between type of enrolment and initial proficiency level. In other words, students with initially lower proficiency levels also tended to enrol more in courses that were offered specifically to ERASMUS students, rather than courses that were open to all students. While some institutions offer courses specifically for ERASMUS students, ERASMUS is generally a direct enrolment programme and exchange students typically enrol in courses with local students. This programme characteristic is reflected in the finding that 47 students (55.3%) reported that none of their courses were mainly attended by ERASMUS students, 22 students (25.9%) reported this to be the case for 25% of their courses, 8 students (9.4%) for 50% of their courses, 4 students (4.7%) for 75% of their courses, while only 4 students (4.7%) reported that all of their courses were attended mainly by ERASMUS students.

One potential explanation for the positive association between type of enrolment and linguistic gain might be the different quality of spoken input and output in these courses. In the interviews, some focus participants reported gaining useful expressions, set phrases and academic vocabulary during their courses through listening to the contributions of the lecturer and sometimes their peers, as in Laura's statement below:

> *"And what do you think, what aspects of your stay contributed the most to improving your language skills?"*
>
> *"Well, just that you hear a lot in the lectures and that you can learn a lot from the native speakers in terms of useful phrases and expressions and so on. When I sit attentively in a lecture and listen to how someone, the lecturer, says something then that's where I think I learn the most." (Laura, interview 2) (q.4.4)*

It is conceivable that in ERASMUS courses lecturers might simplify their own output, linguistically and substantively, that output by peers might be less varied and/ or incorrect, or that discussions might be less dynamic due to linguistic difficulties and/ or low confidence in using the L2.

*Course work: number of contact hours per week*

Perhaps surprisingly, the number of hours spent in academic lectures, seminars and/ or tutorials per week was negatively associated with L2 proficiency gains (partial $r$ =-.17). This is an intriguing finding as one might expect that these provide a stable source of L2 input in an otherwise largely unstructured L2 learning environment. One way of conceptualizing this finding is in terms of the "opportunity cost" of academic work with regard to L2 proficiency development in the study abroad environment. While students had a fairly limited number of contact hours per week on average (M = 11.31, *SD* = 4.83), these are likely to correlate with the number of courses taken, which also involve a significant amount of self-study. While these activities involve academically orientated linguistic input and most likely some output, one could argue that the academic work load also carries a "linguistic cost" by restricting time for informal activities and the development of interpersonal relationships, which bring with them a different set of opportunities for linguistic development.

As one student expressed it, time spent on academic work "encroaches upon one's free time" ("geht vom Freizeitkonto ab") (Katie, interview 3). In other words, one has less time for socializing, where the L2 is used in informal interactions with others. As discussed above under "initial L2 proficiency", the students' perspective on their linguistic development abroad highlighted the significance of informal day-to-day social interactions as a key context for second language development. In the interviews, some students also expressed a stronger motivation to

improve conversational skills during study abroad as it was viewed as a "unique opportunity" for doing so while academic language could also be built up at the home university:

> *"Well, one can actually learn academic [English] everywhere in Germany as that's what's taught at university, but I almost find everyday language more important as one cannot learn it that easily at home." (Marta, interview 2) (q.4.5)*

Finally, in considering the inverse relationship between the number of academic contact hours and L2 proficiency gain during study abroad, one needs to reiterate that the employed C-test was a measure of general overall L2 proficiency and consequently gains in academic language proficiency were under-assessed.

*Participation in clubs and societies*

The frequency with which students reported participating in clubs and societies was positively associated with overall L2 proficiency gain during study abroad. However, in the bootstrapped regression model of learner-external factors, which controlled for variance explained by other learner-external factors, the association between participation in clubs and societies and L2 proficiency gain was merely $r$ =.13 and its unique effect was too small to be detected as significant. However, participation in clubs and societies did occasionally feature in the students' interview accounts as a key site of L2 learning, not only in the context of a debating society, but also in less obviously verbal activities such as a martial arts dojo. Thus, while the quantitative data needs to be interpreted with caution since it remains unclear whether the absence of any significant effect is to be explained substantially or with the limited statistical power of the analysis, participation in clubs and societies was considered by some students as one of the most fruitful sites for their L2 learning. The uptake of such extra-curricular activities, however, was generally moderate. 32 students (37.6%) reported that they participated in clubs and societies on a regular basis (at least once a week), 33 students (38.8%) went occasionally and 20 students (23.5%) indicated that they were not interested and/ or that there was a lack of suitable offerings.

*Time spent with co-national (German) contacts*

Time spent with German contacts was negatively associated with overall L2 proficiency gain abroad ($r$ =-.18). However, in the more conservative bootstrapped model the unique effect of this factor failed to reach significance ($p$ =.067). The survey results indicated that the average proportion of free time spent with German contacts was 56.1%, which appears rather substantial. The item deliberately included contact with friends and family back home via telephone, email, instant messaging etc., as well as contact with German peers in the students' local social networks abroad. Time spent socializing with new German friends and on keeping in touch or travelling with German family and friends was frequently referred to in the interviews as the number one obstacle for developing English proficiency.

When talking about their initial social contacts and the social networks they had formed during their first term abroad, the students often expressed surprise with regard to just how many German exchange students there were at their host universities in the UK. Despite best intentions not to build German-speaking networks abroad in order to maximize their use of English, the students often soon found themselves having one or several close ERASMUS friends from Germany. In this regard, consider the first impressions that Maria e-mailed 2 weeks into the programme:

> *"International students arrived one week earlier than the English students, which means that one interacted a lot with those, also during all of these events. On the first day I met two other Germans, who are living on my floor. And they took me right along to the evening programme, where I then met even more ERASMUS people. They already seemed to know each other (I arrived two days later than everyone else), but they integrated me really well. With the English students it is more difficult to get in contact though. All the English flatmates are freshers and just turned 18. Apart from the fact that they have a somewhat different induction programme, their interests also seem quite different. [...] It was just naive to think that just because one is in England one only speaks English and can speak perfectly within two weeks. There are way too many Germans here for that to happen. Although we try to also speak English with each other, there is always someone who switches back to German." (Maria, first impressions) (q.4.6)*

Like other focus participants, she talks about having made surprisingly many German (or German-speaking) friends upon arrival, which she notes with some discomfort with regard to her anticipated language development. She also refers to several perceived barriers in getting to

know British students, including the age gap and diverging interests, which seem exacerbated by the separate induction arrangements for local and exchange students.

The tendency that the students happened to befriend rather a lot of other Germans (besides other international students) was also reflected in the survey data as a common pattern. A total of 72.6% of the participants reported having one or more German friends among their 3 closest contacts abroad. While this may also be a symptom of Germany being among the top 3 countries that send ERASMUS students abroad, this finding is reminiscent of a well-established tendency among sojourners to consciously or sub-consciously seek out co-national contacts abroad for emotional support and companionship (e.g., Bochner, McLeod and Lin 1977). Some students shared their feelings, thoughts and motivations regarding their relationships with other Germans (as well as with international and British students) in rather detailed accounts. The brief excerpt from Laura's second interview provides a glimpse into these explorations:

> *"Hm, somehow I have always – well, well not always – but generally had the feeling that I am more on the same page with Germans. I don't know whether you just imagine that because you find that communication is already somewhat easier, or - but as I said - it's also those with whom I do things because our interests are most likely the same. [...] I do believe that somehow that's because one can communicate more directly. Subconsciously it's perhaps the feeling that you are more on the same page than with someone who speaks another language [...]." (Laura, interview 2) (q.4.7)*

Thus, rather than regarding Germans as the second choice as local students were not easily befriended, the students' accounts indicated that relating to co-nationals provided a sense of comfort and familiarity as shared understandings were assumed. Nonetheless, the students often felt rather ambivalent about their social contacts with other Germans, as they were aware of the pitfalls regarding the development of their language skills, which is illustrated by Tatiana's statement:

> *"On the one hand it's good, of course, because it also makes you feel a bit more like at home, but then again it does make it harder to develop the language." (Tatiana, interview 2) (q.4.8)*

### 4.4 Chapter 4: summary of findings

This chapter examined the impact of studying abroad with ERASMUS for 3 months or more on students' overall L2 proficiency. The first part of the chapter (section 4.2) contained a group-level analysis of differential linguistic development, in which 2 groups of ERASMUS students who studied in the UK for either 1 term only (group 2) or at least 2 terms (group 1) were compared with a group of potentially mobile students who continued to study in the home country (group 3). During the first 3 months of the study period students in both abroad groups made significant gains in overall English proficiency while no such progress was observable for students in the comparison group. The between-group effect was large and highly significant ($p$ =.001), even when the influence of pre-existing participant characteristics and English language instruction on the students' proficiency development were controlled for. This result strongly suggests that the observed developmental advantages among the study abroad participants are also attributable to the difference in the learning context, rather than to pre-existing participant characteristics or other factors such as test-retest or study effects alone.

During the subsequent 6 months, students in abroad group 1 continued to make significant further progress in overall English proficiency, albeit at a slower rate. Moreover, significant gains in overall L2 proficiency were also observed for the group of potentially mobile students at home and the between-group effect was no longer significant. Within the group of study abroad participants, however, the standard deviation in the students' mean proficiency scores consistently decreased during the first and second study period. This trend of convergence towards a higher proficiency level did not apply to the comparison group and appears to suggest that study abroad may have further contributed to evening out individual differences in linguistic proficiency.

Finally, the regarding the question of whether the *anticipated* length of stay was associated with differences in proficiency development, no significant differences in overall L2 proficiency gain during the first 3 months were observable between students who expected to study in the UK for 1 term only as compared to those who expected to stay longer. However, while the average proficiency gain within both abroad groups was not significantly different, substantially larger individual differences in linguistic progress were observed among students in the short-term abroad group 2.

The second part of the chapter (section 4.3) then examined more closely learner-internal and learner-external factors associated with individual differences in the students' proficiency development abroad. The students' initial proficiency level emerged as the strongest predictor of overall L2 proficiency gain during study abroad, explaining up to 31.5% of the variance. Adding further information on the students' preceding L2 learning history, including the age at which they started learning English, amount of English language instruction at school and university, prior extended stays abroad in English speaking environments or whether the students were majoring in English did not significantly improve the prediction. Similarly, none of the general background variables including age, family SES, prior academic achievement or study semester, except gender were significantly associated with overall L2 proficiency gain when the students' baseline proficiency level was controlled for.

After the students' baseline proficiency score, the students' attitudes towards their own national group and their levels of self-efficacy and anxiety when using English in social interactions were the next biggest contributors in the prediction of overall L2 proficiency gain abroad. While the perceived present-future self-discrepancy and gender were also associated with the outcome, any direct effect on overall L2 proficiency gain did not test as significant when the other participant characteristics were controlled for. Taken together, the observed learner-internal factors explained 45.1% of the variance in overall L2 proficiency gain during the first term abroad.

The learner-external factors, including participation in English language instruction, participation in clubs and societies, the number of contact hours and the peer-group in academic courses, as well as the free time spent with co-national peers including friends and family back home explained a further 10.9% of the variance in the students' L2 proficiency development. However, their associations with L2 proficiency gain were generally weak and their unique effects too small to reach significance with the moderately sized sample. The qualitative analysis of the students' accounts provided further insights into the ways in which these factors may relate to L2 proficiency development during study abroad, as well as on the aspects of studying abroad that the students thought contributed the most to their linguistic development.

# Chapter 5 **Examining the impact of ERASMUS study abroad in the UK on the students' self-efficacy, English use anxiety and self-motivation to continue learning English**

## 5.1 Introduction to the chapter

In this chapter, I will examine the impact of the study abroad experience on the students' self-efficacy and English use anxiety in interactions with native and non-native speakers of English, as well as on their self-motivation to continue learning English. The analysis was guided by the following question:

*What is the impact of ERASMUS study abroad in the UK on the students' self-efficacy, English use anxiety and their self-motivation to continue learning English?*

In section 5.2, I will examine changes in these areas as an outcome of participation in ERASMUS study abroad in a purely quantitative group-level analysis. To this end, the overall motivational changes of ERASMUS students on study abroad in the UK will be compared with those of ERASMUS applicants who continued to study in the home country. In order to determine the unique contribution of the learning context to predicting motivational change, the analysis controls for differences in pre-existing participant characteristics that were also associated with the students' motivational development during the study period.

In section 5.3, I will then explore the motivational dynamics during study abroad that gave rise to the observed patterns of motivational change. In this exploratory analysis the students' verbal questionnaire and interview data are examined in light of the common developmental patterns. In section 5.3.1, I will explore the dynamics of change in the students' perceptions of self-efficacy and English use anxiety with native and non-native speakers, as well as the role of the students' initial speaking self-concept in their patterns of social contact with host national, co-national and other international students during study abroad. Section 5.3.2 will then tease out the dynamics of change in the students' L2 learning motivation during study abroad.

Lastly, section 5.4 will be concerned with the self-perceived motivational impact of the study abroad experience on the students' self-motivation to continue learning English in the future. It will highlight the common themes in the responses gathered from all study abroad participants at the end of their stay.

**Study abroad participants as language learners**

Prior to engaging in any analysis of motivational change, it seemed important to ask whether participants in the current study regarded improving their English language skills as a personal goal for their study abroad experience at all. In her study with U.S. American learners of French on study abroad in France, Kinginger (2008) shows how the assumption that students who decide to study in an L2 country are by default not only L2 users, but also L2 learners can be problematic since L2 learning might not even feature on the agenda of the participants. Indeed, investigating changes in L2 motivation seems meaningful only with participants who seek to improve their L2 skills during study abroad. Thus, the pre-departure questionnaire also inquired in general terms in whether the students had any goals for studying abroad in the UK. 79 out of the 88 students who reported having goals for their stay listed improving their English language skills among these, with 70 listing it as the number one goal for their stay. It seems therefore that at least at the onset of the study abroad period, improving their English was an important learning goal for almost all of the ERASMUS students in this study. It is noteworthy, however, that very few students specified their language learning goals further, for example, as wanting to improve their speaking skills, their pronunciation, their academic writing skills or subject language. The vast majority seemed to hold the rather global goal of "improving their English". Academic achievement, meeting people from other cultures, getting to know "British culture" and personal development also ranked highly among the students' personal goals for study abroad.

## 5.2 Examining global changes in the students' self-efficacy, English use anxiety and self-motivation to continue learning English

### 5.2.1 Introduction to the section

In this section, I will examine global changes in the students' self-efficacy and English use anxiety in social interactions, as well as in their self-motivation to continue learning English as a programmatic outcome of participation in study abroad. To this end, the motivational development of ERASMUS participants who studied in the UK for two terms or more (group 1) and those who studied in the UK for one term only (group 2) is compared with that of potentially mobile students who continue to study in the home country (group 3). In determining the unique contribution that the study context makes to student development, the multiple regression model takes into account differences in pre-existing participant characteristics that are likely to influence motivational development during the study period. This purely quantitative analysis was guided by the following question:

*How do the students' self-efficacy, English use anxiety and self-motivation to continue learning English change during study abroad in the UK and are these motivational changes associated with participation in study abroad?*

The analysis will consider changes in self-efficacy (section 5.2.2) and feelings of anxiety (section 5.2.3) in using English in social interactions, changes in how the students' aspirations to become highly proficient speakers of English and in the amount of learning effort expended towards this goal (section 5.2.4). Most of these motivational constructs required the development of novel standardized instruments to suit the context of the current study. Their development and psychometric properties will therefore be described in a separate sub-section prior to the respective results. The students' motivational change will be examined separately for study periods 1 and 2.

### 5.2.2 Changes in the students' self-efficacy in using English in interactions with native and non-native speakers

#### 5.2.2.1 The self-efficacy in using English in interactions scale with native and non-native speakers

Prior to the main study, a scale for capturing self-efficacy in using the L2 in social interactions with native and non-native speakers in informal and academic contexts suitable for advanced learners needed to be developed. The scale was developed based on the ALTE Can Do Statements for listening and speaking in categories A ("Social and Tourist") and C ("Study"), Bandura's guidelines for constructing self-efficacy scales (Bandura 2006) and the scale format that was employed by Zimmerman and Bandura (1994).

The *self-efficacy in using English in social interactions* scale comprises 17 items, which represent different, but related facets of the same skill domain (differentiating between the listening and speaking components of using English in social interactions, between informal and academic contexts and between native and non-native speaker interlocutors). Following the guidelines set forth by Bandura (2006), the scale was constructed in a way that those items representing the same facet (e.g., expressing ideas in a seminar setting) are sequenced according to increasing task demands (e.g., planned contributions vs. spontaneous contributions in this setting). As proposed by Bandura (2006), this "progression" aspect of the self-efficacy scale reflects increasing levels of challenge in the domain under study (here: using the L2 in interactions with native and non-native speakers of English) against which people's perceived efficacy can be judged.

The 11-point response scale ranged from 0 (*cannot do at all/ kann ich überhaupt nicht*) to 100 (*can do very well/ kann ich sehr gut*), which were coded for the analysis as 1 to 11. The self-efficacy items were preceded by the following instructions in German: "B*itte schätzen Sie auf einer Skala von 0 bis 100, wie gut Sie Folgendes in englischer Sprache tun können. Zur Orientierung:"/* "*Please rate on a scale from 0 to 100 how well you can do the following in English. For your orientation:*"

*0 = Kann ich überhaupt nicht/ cannot do at all*

*30 = Fällt mir sehr schwer/ have great difficulty to do well*

*50 = Kann ich einigermaßen/ can do somewhat*

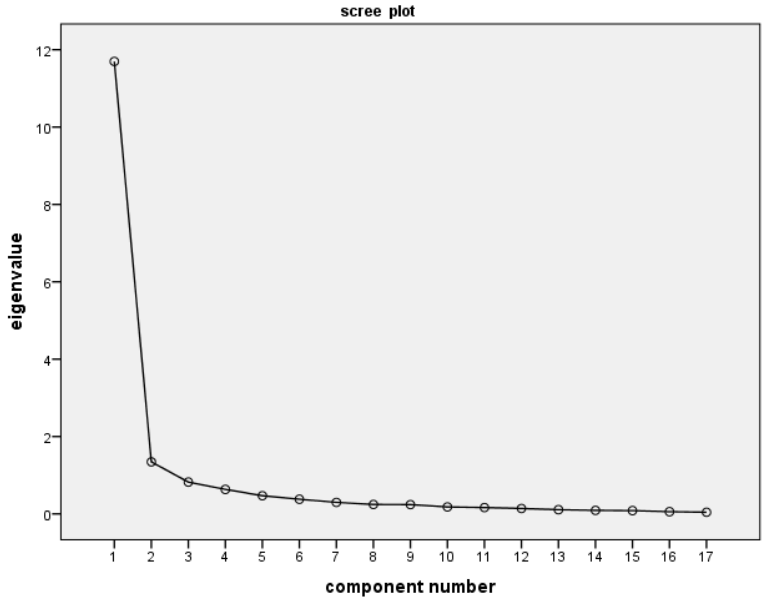
*70 = Kann ich ganz gut/ can do quite well*

*100 = Kann ich sehr gut/ can do very well*

The 0 to 100 response format has been extensively tried and tested in mainstream self-efficacy research and has been found to be superior in reliability and predictive validity than scales with as few as five points, presumably because it allows for greater differentiation of participant responses (Pajares, Hartley an Valiante, 2001). The focus in the instructions and verbalization of scale points was deliberately on "can do", rather than on degrees of certainty. According to psychologist and self-efficacy expert Barry Zimmerman, "the scope of this type of scale is broader because it ranges from doing to not doing rather than degrees of certainty" and "focuses the respondent on performance success rather than other sources of self-efficacy belief" (e-mail correspondence on 22 June 2012, also see Zimmerman and Bandura 1994).

Prior to its use in the main study, the scale was piloted and refined repeatedly with German students studying in the UK, German ERASMUS alumni and prospective mobile students studying in Germany. The properties of the scale were then reanalysed with the student data from the main study in order to examine its validity and reliability with these student samples. The factor structure of the 17-item *self-efficacy in using English in social interactions* scale was examined using principal component analysis (PCA) with oblique rotation. Prior to performing PCA , the suitability of the data for factor analysis was assessed. Bartlett's test of sphericity, $\chi^2$ (136) = 2927.38, $p < .001$, indicated that the correlations between items were sufficiently large for PCA and the Kaiser-Meyer-Olkin statistic confirmed sample adequacy, with the overall KMO = .93 and KMO values for all individual items of .84 and above, which is well above the cut-off score of .5 suggested by Kaiser (1974). Skewness and Kurtosis of the items were examined ($-1 < x < 1$) to check whether they were roughly normally distributed, which they were. The number of factors for extraction was determined using a number of different criteria. The scree plot (figure 5.1 below) is slightly ambiguous since both factor 2 and factor 3 could be interpreted as constituting the point of inflection, suggesting either a one- or two-factor solution (Cattell 1966).

**Figure 5.1 scree plot for self-efficacy in using English in social interactions scale**




Applying Kaiser's criterion (Kaiser 1974) yielded two factors with an eigenvalue of above 1. The first factor showed an eigenvalue of 11.70, which was well above Kaiser's criterion of 1 and explained 68.80 % of the total variance. The second factor had an eigenvalue of 1.35 and explained an additional 7.92%. Thus, in total the two factors explained 76.72% of the variance in the items. Table 5.1 below shows the factor loadings after oblique rotation (loadings of <.40 were suppressed). The items that cluster on the same factor suggest that factor 1 represents the productive component of using English in social interactions ("speaking") and factor 2 the receptive component ("listening").

**Table 5.1 Factor loadings of the self-efficacy in using English in social interactions scale**

| Scale item | Speaking | Listening |
|---|---|---|
| 1 Understand what is said if the person speaks clearly and the topic is familiar.<br>*Verstehen, was gemeint ist, wenn deutlich gesprochen wird und ich mit dem Thema vertraut bin.* | | **.94** |
| 2 Follow long conversations on familiar topics that are delivered at fast speed.<br>*Langen Gesprächen zu mir vertrauten Themen folgen, wenn schnell gesprochen wird* | | **.87** |
| 3 Follow long conversations on unfamiliar topics that are delivered at fast speed.<br>*Langen Gesprächen zu mir unbekannten Themen folgen, wenn schnell gesprochen wird* | | **.68** |
| 4 Follow movies, TV and radio shows without effort.<br>*Spielfilmen, Fernsehsendungen und Radiosendungen mühelos folgen.* | | **.63** |
| 5 Express myself clearly in everyday conversations.<br>*Mich in alltäglichen Unterhaltungen verständlich ausdrücken.* | **.55** | |
| 6Talk about current events or my area of study without having to search for words.<br>*Mich über das aktuelle Zeitgeschehen oder mein Studiengebiet unterhalten, ohne nach Vokabular suchen zu müssen.* | **.74** | |
| 7Talk fluently about less familiar topics to other non-native speakers.<br>*Mich flüssig mit anderen Nicht-Muttersprachlern über mir weniger vertraute Themen unterhalten.* | **.59** | |
| 8Talk fluently about less familiar topics to native speakers.<br>*Mich flüssig mit Muttersprachlern über mir weniger vertraute Themen unterhalten.* | **.67** | |
| 9Express my thoughts fluently in seminar/ tutorial discussions if I have some time to pre-formulate what I would like to say.<br>*Meine Gedanken in Seminaren/ Tutorien flüssig ausdrücken, wenn ich etwas Zeit zur gedanklichen Formulierung habe.* | **.69** | |
| 10Express my thoughts fluently in seminar/ tutorial discussions in spontaneous contributions.<br>*Meine Gedanken in Seminaren/ Tutorien in spontanen Beiträgen flüssig ausdrücken.* | **.79** | |
| 11 Express my thoughts fluently when talking to my lecturer/ supervisor.<br>*Meine Gedanken gegenüber meinem Dozenten/ Betreuer flüssig ausdrücken.* | **.82** | |
| 12 Reformulate my ideas when I have trouble finding words in such a way that does not disrupt the flow of the conversation.<br>*Wenn mir Wörter nicht einfallen, so umformulieren, dass man es im Gespräch kaum merkt.* | **.79** | |
| 13 Express subtle nuances of meaning to a degree I am content with.<br>*Auch feinere Bedeutungsnuancen zu meiner Zufriedenheit ausdrücken.* | **.92** | |
| 14 Use idioms and colloquialisms in a way that fits the situation.<br>*Redewendungen und Umgangssprache so verwenden, dass es zur Gesprächssituation passt.* | **.97** | |
| 15 Express my sense of humour as usual.<br>*So humorvoll wie sonst auch sein.* | **.94** | |
| 16 Convey my personality to others to a degree that I am happy with.<br>*Anderen gegenüber Meine Persönlichkeit zu meiner Zufriedenheit ausdrücken.* | **.93** | |
| 17 Fully express my personality.<br>*Meine Persönlichkeit uneingeschränkt ausdrücken.* | **.97** | |
| **Eigenvalue** | **11.70** | **1.35** |
| **% of variance** | **68.80** | **7.92** |

Although a one-factor solution would also be conceivable, the two-factor solution showed a better fit with 37% as opposed to 52% of non-redundant residuals with absolute values greater than 0.05. All items fulfilled Stevens' cut-off criterion of .40 for a substantive factor loading (Stevens 2002), with the smallest factor loading being .55, and were therefore retained. The

internal consistency of the multi-item scale was highly satisfactory with all groups at all time points (see table 5.2 below).

**Table 5.2 Internal consistency (Cronbach's alpha) of the *self-efficacy in using English in social interactions* scale**

| Scale | Time point | No. of items | *Cronbach's alpha (α)* Group 1 | Group 2 | Group 3 |
|---|---|---|---|---|---|
| *self-efficacy English* | 1 | 17 | .97 | .97 | .97 |
| *self-efficacy English* | 2 | 17 | .95 | .95 | .97 |
| *self-efficacy English* | 3 | 17 | .95 | .95 | .97 |

*Examining the distribution of scores*

Since the quantitative analysis of motivational change involved a set of parametric tests, including t-tests, one-way ANOVA and multiple regression analysis, I inspected the distributions of all self-efficacy raw and gain scores for deviances from normality. As can be seen in table 5.3 below, some of the scores exhibited slight deviations from the normal distribution which proved significant. Thus, the tests involving these non-normal scores were all bootstrapped in order to obtain robust estimates that do not rely on assumptions of normality.

**Table 5.3 Overview of distributions of self-efficacy raw and gain scores**

| Variable | Skewness Statistic | *SE* | Kurtosis Statistic | *SE* | Shapiro-Wilk's *W* | *SIG.* |
|---|---|---|---|---|---|---|
| **GROUP 1** | | | | | | |
| **Self-efficacy TP1** | -.637 | .337 | -.477 | .662 | .945 | .029 |
| **Self-efficacy TP2** | -.188 | .350 | -.891 | .698 | .970 | .277 |
| **Self-efficacy TP3** | -.495 | .333 | -.293 | .656 | .977 | .483 |
| **SE gain SP1** | -.547 | .350 | 1.021 | .688 | .969 | .260 |
| **SE gain SP2** | .290 | .350 | -.283 | .688 | .981 | .638 |
| **GROUP 2** | | | | | | |
| **Self-efficacy TP1** | -.766 | .369 | -1.547 | .724 | .939 | <.05 |
| **Self-efficacy TP2** | .122 | .369 | -.457 | .724 | .979 | .651 |
| **SE gain SP1** | .779 | .369 | 5.682 | .724 | .873 | <.001 |
| **GROUP 3** | | | | | | |
| **Self-efficacy TP1** | -.543 | .357 | -.997 | .702 | .931 | .022 |
| **Self-efficacy TP2** | -.893 | .374 | -.422 | .733 | .890 | <.01 |
| **Self-efficacy TP3** | -.966 | .378 | -.164 | .741 | .873 | <.001 |
| **SE gain SP1** | .236 | .383 | 1.646 | .750 | .934 | .028 |
| **SE gain SP2** | -.156 | .383 | -.764 | .750 | .954 | .123 |

*Note. TP = time point; SP = study period; SP 1: September to December 2012; SP 2: January to June 2013*

### 5.2.2.2 Changes in self-efficacy from September to December 2012

Table 5.4 below shows the mean levels of self-efficacy in using English in social interactions for all groups at the onset of the study period in late September 2012 (time point 1) and in late December 2012, just before the long Christmas break (time point 2). The scores at time point 1 indicate that at the onset of the study period, students in all groups tended to view themselves as fairly efficacious in using their English in social interactions with others (group 1: *M* =7.87, *SD* =1.52; group 2: M =7.91, *SD* =1.66; group 3: M =8.70, *SD* =1.68; note that scale point 8 was verbalized as *can do quite well/ kann ich ganz gut*). Although it looks as if students in the comparison group started out as more efficacious than students in the ERASMUS groups, one-way independent ANOVA of the students' initial scores indicated no significant differences between the groups ($F$ (2,132) = 2.43, $p$ =.092).

**Table 5.4 Self-efficacy in using English (means and standard deviations) at time points 1 (Sept. 2012) and 2 (Dec. 2012) with bootstrapped paired samples t-tests and effect sizes**

| | Time point 1 | | Time point 2 | | T-test | Effect size |
|---|---|---|---|---|---|---|
| | ***N*** | *Mean/ SD* | ***N*** | *Mean/ SD* | **significance level** | ***(Cohen's d)*** |
| **Abroad group 1** | 46 | 7.87/1 .52 | 46 | 8.50/ 1.30 | $t$ (45) = 4.21, $p$ <.001 | 0.48 |
| **Abroad group 2** | 41 | 7.91/1.66 | 41 | 8.59/ 1.10 | $t$ (40) = 2.97, $p$ <.01 | 0.41 |
| **Comparison group (3)** | 40 | 8.70/1.49 | 40 | 8.34/1.68 | $t$ (39) = -2.85, $p$ <.05 | 0.22 |

*Note. Scale ranges from 1 (cannot do at all) to 11 (can do very well)*

Looking at the overall motivational change from time point 1 to 2, the paired samples t-tests indicate that students in both abroad groups tended to become significantly more efficacious in using their English in social interactions (group 1: $p$ <.001; group 2: $p$ <.01) during the first 3 months on study abroad in the UK. According to the Cohen scale, the gains recorded for both groups are of moderate size ($d$ = 0.48, $d$ = 0.41). In contrast, the self-efficacy of students who continued to study at home tended to weaken over the same time period (-0.36, $p$ <.05). The effect was small, yet significant ($d$= 0.22, $p$ <.05).

*Areas of greatest change for the ERASMUS students*

Prior to comparing the gains of the three different groups directly, we shall examine in more detail the specific areas of self-efficacy in which the ERASMUS participants tended to gain the most. Table 5.5 below lists the changes in the individual self-efficacy items for abroad groups 1 and 2 during the initial 3 months of study abroad. It shows that the changes

concerned self-efficacy in both listening and speaking, in informal and academic contexts. The specific areas in which students in both abroad groups consistently gained the most concerned their ability to *talk about current events or their area of study without having to search for words* (item 6: +0.84, $p$ <.001; +0.78, $p$ <.01), *express their thoughts fluently in seminar/ tutorial discussions in spontaneous contributions* (item 10: +0.63, $p$ <.01; +0.69, $p$ <.01), *express their thoughts fluently when talking to their lecturer/ supervisor* (item 11: +0.87, $p$ <.001; +0.73, $p$ <.01), *express subtle nuances of meaning to a degree they are content with* (item 13: +0.79, $p$ <.01; +0.75, $p$ <.001) and *convey their personality to others to a degree they are content with* (item 16: +0.67, $p$ <.01; +0.88, $p$ <.01). The greatest changes in the more receptive aspects concerned their perceived ability to *follow long conversations on familiar topics that are delivered at fast speed* (item 2: +0.55, $p$ <.05; +0.37, $p$ <.05) and to *follow long conversations on unfamiliar topics that are delivered at fast speed* (item 3: +0.61, $p$ <.05; +0.51, $p$ <.01).

Further gains in speaking self-efficacy pertained to their ability to *express themselves clearly in everyday conversations* (item 5: +0.50, $p$ <.05; +0.44, $p$ <.05), *use idioms and colloquialisms in a way that fits the situation* (item 14: +0.71, $p$ <.01; +0.74, $p$ <.05), *express their sense of humour* (item 15: +0.89, $p$ <.01; +0.66, $p$ <.05) and *reformulate their ideas when having trouble to find words in such a way that does not disrupt the flow of the conversation* (item 12: +0.76, $p$ <.05; +0.68, $p$ <.01).

**Table 5.5 Self-efficacy in using English in social interactions: changes from September to December 2012**

| | Item | Abroad group 1 | | | Abroad group 2 | | |
|---|---|---|---|---|---|---|---|
| | | *Time 1 M/ SD* | *Time 2 M/ SD* | *Mean difference* | *Time1 M/ SD* | *Time 2 M/ SD* | *Mean difference* |
| 1 | Understand what is said if the person speaks clearly and the topic is familiar. *Verstehen, was gemeint ist, wenn deutlich gesprochen wird und ich mit dem Thema vertraut bin.* | 10.41/ 0.91 | 10.57/ 0.81 | $t$ (46) =1.16; $p$ =.276 | 10.41/ 0.77 | 10.41/ 0.74 | $t$ (41) =0.00; $p$ =.999 |
| 2 | Follow long conversations on familiar topics that are delivered at fast speed. *Langen Gesprächen zu mir vertrauten Themen folgen, wenn schnell gesprochen wird* | 9.30/ 1.36 | 9.85/ 1.10 | $t$ (46) =2.97; $p$ <.05 | 9.29/ 1.25 | 9.66/ 1.11 | $t$ (41) =2.49; $p$ <.05 |
| 3 | Follow long conversations on unfamiliar topics that are delivered at fast native speed. *Langen Gesprächen zu mir unbekannten Themen folgen, wenn schnell gesprochen wird* | 7.80/ 1.67 | 8.41/ 1.59 | $t$ (46) =2.73; $p$ <.05 | 7.71/ 1.69 | 8.22/ 1.49 | $t$ (41) =2.51; $p$ <.01 |
| 4 | Follow movies, TV and radio | 9.07/ | 9.33/ | $t$ (46) | 9.12/ | 9.44/ | $t$ (41) |

| | Item | Abroad group 1 | | | Abroad group 2 | | |
|---|---|---|---|---|---|---|---|
| | | *Time 1 M/ SD* | *Time 2 M/ SD* | *Mean difference* | *Time1 M/ SD* | *Time 2 M/ SD* | *Mean difference* |
| | shows without effort. *Spielfilmen, Fernsehsendungen und Radiosendungen mühelos folgen.* | 1.72 | 1.23 | =1.30; *p* =.198 | 1.49 | 1.21 | =1.96; *p* =.060 |
| 5 | Express myself clearly in everyday conversations. *Mich in alltäglichen Unterhaltungen verständlich ausdrücken.* | 8.96/ 1.58 | 9.46/ 1.11 | *t* (46) =2.49; *p* <.05 | 9.07/ 1.44 | 9.51/ 1.10 | *t* (41) =2.62; *p* <.05 |
| 6 | Talk about current events or my area of study without having to search for words. *Mich über das aktuelle Zeitgeschehen oder mein Studiengebiet unterhalten, ohne nach Vokabular suchen zu müssen.* | 7.83/ 1.77 | 8.67/ 1.38 | *t* (46) =4.31; *p* <.001 | 8.12/ 1.85 | 8.90/ 1.28 | *t* (41) =3.21; *p* <.01 |
| 7 | Talk fluently about less familiar topics to other non-native speakers. *Mich flüssig mit anderen Nicht-Muttersprachlern über mir weniger vertraute Themen unterhalten.* | 8.50/ 1.74 | 8.91/ 1.26 | *t* (46) =1.56; *p* =.128 | 8.46/ 1.68 | 9.02/ 1.15 | *t* (41) =2.34; *p* <.05 |
| 8 | Talk fluently about less familiar topics to native speakers. *Mich flüssig mit Muttersprachlern über mir weniger vertraute Themen unterhalten.* | 7.78/ 1.86 | 8.20/ 1.50 | *t* (46) =1.69; *p* =.095 | 8.39/ 1.63 | 9.02/ 1.24 | *t* (41) =3.39; *p* <.001 |
| 9 | Express my thoughts fluently in seminar/ tutorial discussions if I have some time to pre-formulate what I would like to say. *Meine Gedanken in Seminaren/ Tutorien flüssig ausdrücken, wenn ich etwas Zeit zur gedanklichen Formulierung habe.* | 8.07/ 1.76 | 8.61/ 1.68 | *t* (46) =2.39; *p* <.05 | 7.83/ 1.56 | 8.29/ 1.29 | *t* (41) =2.31; *p* <.05 |
| 10 | Express my thoughts fluently in seminar/ tutorial discussions in spontaneous contributions. *Meine Gedanken in Seminaren/ Tutorien in spontanen Beiträgen flüssig ausdrücken.* | 7.02/ 2.08 | 7.65/ 1.68 | *t* (46) =3.01; *p* <.01 | 7.39/ 1.70 | 8.07/ 1.35 | *t* (41) =3.33; *p* <.01 |
| 11 | Express my thoughts fluently when talking to my lecturer/ supervisor. *Meine Gedanken gegenüber meinem Dozenten/ Betreuer flüssig ausdrücken.* | 7.09/ 2.04 | 7.96/ 1.69 | *t* (46) =4.14; *p* <.001 | 7.56/ 1.69 | 8.29/ 1.35 | *t* (41) =3.54; *p* <.01 |
| 12 | Reformulate my ideas when I have trouble finding words in such a way that does not disrupt the flow of the conversation. | 6.89/ 1.92 | 7.65/ 2.14 | *t* (46) =2.58; *p* <.05 | 7.32/ 1.68 | 8.00/ 1.47 | *t* (41) =3.11; *p* <.01 |

| | Item | Abroad group 1 | | | Abroad group 2 | | |
|---|---|---|---|---|---|---|---|
| | | *Time 1 M/ SD* | *Time 2 M/ SD* | *Mean difference* | *Time1 M/ SD* | *Time 2 M/ SD* | *Mean difference* |
| | *Wenn mir Wörter nicht einfallen, so umformulieren, dass man es im Gespräch kaum merkt.* | | | | | | |
| 13 | Express subtle nuances of meaning to a degree I am content with. *Auch feinere Bedeutungsnuancen zu meinerZufriedenheit ausdrücken.* | 6.67/ 2.11 | 7.46/ 1.97 | *t* (46) =3.23; *p* <.01 | 6.93/ 1.90 | 7.68/ 1.62 | *t* (41) =3.24; *p* <.001 |
| 14 | Use idioms and colloquialisms in a way that fits the situation. *Redewendungen und Umgangssprache so verwenden, dass es zur Gesprächssituation passt.* | 6.83/ 2.29 | 7.54/ 2.20 | *t* (46) =2.81; *p* <.01 | 6.85/ 2.07 | 7.59/ 1.67 | *t* (41) =2.70; *p* <.05 |
| 15 | Express my sense of humour as usual. *So humorvoll wie sonst auch sein.* | 6.96/ 2.40 | 7.85/ 2.30 | *t* (46) =3.58; *p* <.01 | 7.10/ 2.38 | 7.76/ 2.01 | *t* (41) =2.65; *p* <.05 |
| 16 | Convey my personality to others to a degree that I am happy with. *Anderen gegenüber meine Persönlichkeit zu meiner Zufriedenheit ausdrücken.* | 7.85/ 2.03 | 8.52/ 2.01 | *t* (46) =2.69; *p* <.01 | 7.63/ 2.47 | 8.51/ 1.90 | *t* (41) =3.87; *p* <.01 |
| 17 | Fully express my personality. *Meine Persönlichkeit uneingeschränkt ausdrücken.* | 6.85/ 2.50 | 7.93/ 2.45 | *t* (46) =3.67; *p* <.01 | 7.15/ 2.56 | 7.61/ 2.40 | *t* (41) =1.40; *p* =.176 |

*Note. Scale ranges from 1 (cannot do at all) to 11 (can do very well*

*Changes in self-efficacy as an outcome of studying abroad with ERASMUS*

The question now arises whether the positive changes in self-efficacy among the ERASMUS students can be plausibly attributed to studying as opposed to in the home country. A simple comparison of average gains that students make abroad and at home during the same time period, however, would belie the complexity of the matter since the potential influence of differences in pre-existing learner characteristics needs to be taken into account. In other words, the key concern is whether it is merely what the students' bring with them onto study abroad or also something about studying abroad that may give their self-efficacy development a different turn and accounts for the observed differences in self-efficacy at the end of the study period.

In order to shed light on the "difference" that the study context makes, the self-efficacy development of students abroad and at home was compared directly while controlling for initial

differences in participant characteristics that were also associated with changes in self-efficacy using multiple regression analysis. The purpose of the analysis in more technical terms was to test whether any group effect continued to hold when the potential influence of pre-existing participant characteristics (conceptualized as covariates) on the students' self-efficacy development was taken into account.

*Testing for potential covariates*

The preliminary analysis of covariates (see methodology section 3.5.1) for inclusion in the model yielded that of all observed baseline participant characteristics, the students' initial level of self-efficacy, their English use anxiety with English native and non-native speakers, the perceived plausibility of becoming a fluent speaker of English, the perceived discrepancy between their current competence and a fluent English speaker, as well as their overall English proficiency at the onset of the study period were directly and significantly associated with their self-efficacy development during the first 3 months (see table 5.6 below). These predictors were therefore included as covariates in the analysis of the group effect.

**Table 5.6 Testing potential covariates of self-efficacy gains during study period 1**

| Variable | t-value/ statistic | Sig. |
|---|---|---|
| **General participant background variables** | | |
| Gender | *t* (126) =0.81 | *p* =.417 |
| Age | *t* (124) =0.36 | *p* =.719 |
| Family SES | *t* (126) =0.55 | *p* =.582 |
| Terms studied at university | *t* (123) =1.88 | *p* =.062 |
| **Participant's English language learning background** | | |
| Baseline L2 proficiency | *t* (124) =3.14 | ***p* <.01** |
| English instruction during study period | *t* (124) =-0.68 | *p* =.499 |
| Status as English major/ non-major | *t* (125) =0.57 | *p* =.571 |
| Prior extended abroad experience (English-speaking context) | *t* (125) =0.19 | *p* =.851 |
| **Participant's initial motivational characteristics** | | |
| Self-efficacy in using English in social interactions | *t* (125) =-8.24 | ***p* <.001** |
| English use anxiety with native speakers | *t* (125) =3.25 | ***p* <.001** |
| English use anxiety with non-native speakers | *t* (125) =3.17 | ***p* <.01** |
| Accessibility of fluent English future self | *t* (115) =1.76 | *p* =.081 |
| Desirability of fluent English future self | *t* (115) =0.57 | *p* =.955 |
| Plausibility of fluent English future self | *t* (115) =3.27 | ***p* <.01** |
| Perceived self-discrepancy | *t* (115) =4.95 | ***p* <.01** |
| Level of self-motivation | *t* (115) =-0.86 | *p* =.389 |
| **Participant's initial intercultural attitudes and competence** | | |
| Self-efficacy in intercultural interactions | *t* (126) =2.11 | *p* =.037 |
| Need for cognitive closure | *t* (126) =1.12 | *p* =.361 |
| Attitude towards own national group | *t* (123) =1.13 | *p* =.262 |
| Attitude towards host national group | *t* (123) =1.14 | *p* =.311 |
| Social identification as German | *t* (122) =0.33 | *p* =.998 |
| Social identification as European | *t* (122) =-0.48 | *p* =.877 |
| Social identification as global citizen | *t* (122) =-0.70 | *p* =.336 |

*Assessing the between-group effect*

The between-group effect was assessed with hierarchical multiple regression modelling, using a two-step approach in which the grouping variable was entered into the regression equation first and by itself (model 1), followed by a second block of predictors that contained all of the covariates (i.e., the initial participant characteristics that were identified as being associated with the students' self-efficacy development) (model 2).

Before considering the parameter estimates, the assumptions of additivity and linearity (1), independence of errors (2), lack of perfect multi-collinearity (3), normally distributed residuals (4) and homoscedasticity (5) that underlie regression analysis were to be examined. The case wise diagnostics showed 4 cases with residuals greater than 2, which is less than 5% of the total number of cases of *N* = 115, therefore suggesting that an additive linear model was

appropriate for describing the relationship between the predictors and the outcome (assumption1). The Durbin Watson statistic of 2.001 indicated the desired lack of autocorrelation (assumption 2), while the VIF (average VIF =1.686) and Tolerance (average tolerance =.631) statistics confirmed the absence of perfect multi-collinearity (assumption 3). With regard to assumptions 4 and 5, some of the residual plots showed signs of non-normality (slight deviation from the diagonal line in the p-p plot) and heteroscedasticity (funnelling patterns in the ZRES*ZPRED and partial residual plots). In order to obtain more robust estimates that do not rely on the latter two assumptions, bootstrapped bias corrected and accelerated 95% confidence intervals for the regression coefficients based on 2,000 bootstrap samples were computed. The bounds of these BCa95% confidence intervals are reported in parentheses in the regression summary table below.

**Table 5.7 Overview of the multiple regression of change in self-efficacy (study period 1) on group membership and the identified covariates with BCa 95% confidence intervals**

| Factors | Unstan. Coefficients | | Standardized coefficients | | | Correlations | |
|---|---|---|---|---|---|---|---|
| | B | SE | Beta | T | Sig. | zero-order | partial |
| **Model 1** | | | | | | | |
| Constant | -0.33 (-0.59, -0.06) | .14 | | 1.91 | .016 | | |
| Group 1 vs. group 3 | 0.92 (0.49, 1.35) | .21 | .40 | 3.86 | .001 | .21 | .34 |
| Group 2 vs. group 3 | 0.83 (0.37, 1.26) | .24 | .35 | 3.41 | .001 | .14 | .31 |
| **Model 2** | | | | | | | |
| Constant | 1.51 (0.48, 2.61) | .56 | | 4.88 | .012 | | |
| Group 1 vs. group 3 | 0.53 (0.14, 0.88) | .19 | .23 | 2.91 | .005 | .21 | .27 |
| Group 2 vs. group 3 | 0.48 (0.12, 0.80) | .20 | .20 | 2.53 | .016 | .14 | .24 |
| Baseline L2 self-efficacy | -0.71 (-0.90,-0.52) | .10 | -.95 | -9.20 | .001 | -.52 | -.66 |
| English use anxiety NNS | 0.06 (-0.02,0.15) | .04 | .11 | 1.31 | .161 | -.13 | .13 |
| English use anxiety NS | 0.06 (-0.03,0.15) | .05 | .15 | 1.83 | .159 | -.10 | .18 |
| Discrepancy fluent self | .21 (0.09,0.32) | .03 | .34 | 3.50 | .002 | .21 | .26 |
| Plausibility fluent self | .09 (0.02,0.18) | .06 | .20 | 2.77 | .016 | -.11 | .32 |
| Baseline proficiency | .01 (0.01, 0.02) | .01 | .20 | 2.72 | .004 | .06 | .26 |

*Note.* $R^2 = .136$ *for Model 1 (adjusted* $R^2 = .120$*),* $F(2,112) = 8.80$ $(p < .001)$*;* $R^2 = .562$ *for Model 2 (adjusted* $R^2 = .529$*), change in* $R^2 = .426$*, change in* $F(6,106) = 17.20$ $(p < .001)$*.*

Table 5.7 above provides an overview of the hierarchical multiple regression of self-efficacy gains on the students' group membership (group 1 abroad vs. group 3 at home, group 2 abroad vs. group 3 at home) and the identified covariates in two subsequent steps. Model 1 shows that before the pre-existing learner characteristics are taken into account, whether the students studied abroad or at home significantly predicted their self-efficacy development during the first 3 months ($p$ <.001), explaining 13.6% of the total variance. When entered into the regression equation, those pre-existing participant characteristics explain an additional 42.6% to the total variance in self-efficacy gains (model 2). All identified covariates make a significant contribution towards the prediction, except English use anxiety with native and non-native speakers, which in the bootstrapped final model were no longer in directly and significantly associated with self-efficacy gains when the other learner characteristics are held constant ($p$ = .161 for anxiety with NNS and $p$ =.159 for anxiety with NS).

Considering the individual predictors, the students' initial level of self-efficacy in using English in social interactions showed a strong inverse relationship with their subsequent self-efficacy gains ($r$ =-.66, $p$ <.001), which is at least in part a reflection of the natural regression towards the mean when scores are bounded (see e.g., Allison 1990). Other aspects of the students' initial English self-concept, including the plausibility of becoming a fluent speaker of English in the future ($p$ <.05) and the perceived discrepancy between such a fluent English-speaking self and their current self-concept ($p$ <.01) were also significantly related with their self-efficacy development during the first 3 months. The more plausible such a fluent future self ($r$ =.26) and the less removed from the current self it appeared ($r$ =.32) at the onset of the study period, the more positive subsequent self-efficacy development. Finally, the students' baseline proficiency level was also positively associated with their gains ($r$ =.26; $p$ <.01) so that those students with a higher baseline proficiency score experienced larger gains in self-efficacy during their first term abroad than those students with lower baseline proficiency.

Most crucially, however, the modelling shows that the group effect continued to hold when the influence of pre-existing participant characteristics on changes in self-efficacy during the study period was taken into account. In other words, the identified covariates appear to explain additional variance in the students' self-efficacy development, but do not render the group effect insignificant.

The unstandardized regression coefficient *B* indicates that, on average, students in abroad group 1 gained 0.53 [BCa95%CI 0.14, 0.88] points more on the self-efficacy measure than students in the comparison group, whereas those in abroad group 2 tended to gain 0.48 [BCa95%CI 0.12, 0.80] points more after initial differences in learner characteristics are accounted for. Thus, the more positive self-efficacy development among students in both abroad groups as compared to the potentially mobile students at home can be plausibly attributed to studying in the abroad as opposed to the home environment. Taken together, the students' group membership (i.e., whether they studied abroad or at home) and the observed initial participant characteristics explained a total of 52.9% of the variance in the students' self-efficacy development during the first 3 months, which according to Cohen (1988) is a very large effect (Cohen's f2 = 1.13).

In summary, the quantitative analysis of the students' self-efficacy development during the first 3 months indicated that students in both abroad groups showed very similar significant moderate gains in self-efficacy in social interactions in informal and academic contexts, while the self-efficacy of the non-mobile students at home tended to regress slightly, perhaps as a function of time spent in the home country since their last stay abroad and the consequent lack of practice. Participation in study abroad significantly predicted gains in self-efficacy, even after the influence of pre-existing learner characteristics on the students' self-efficacy development was controlled for, suggesting that the more favourable self-efficacy development of both abroad groups can be plausibly attributed, at least in part, to their participation in the ERASMUS study abroad programme.

#### 5.2.2.3 Changes in self-efficacy from January to June 2013

We will now examine changes in the students' self-efficacy beliefs during the second, more extended part of the study period, from January to June 2013. This analysis includes students in abroad group 1, who stayed in the UK for more than one term, and students in the comparison group at home. Table 5.8 below shows the average self-efficacy scores for students in each group at time points 2 and 3. The paired samples t-test indicates that during the second part of the study period, the students in the abroad group continued to become significantly more efficacious ($t$ (45) = 3.90, $p$ <.01) in using their English in social interactions. Compared to the initial 3 months of their stay, the size of the self-efficacy gain was somewhat smaller ($d$ =

0.34), yet highly significant. No such development occurred among students in the comparison group at home, whose self-efficacy beliefs tended to remain stable ($t$ (37) = 0.78, $p$ =.416).

**Table 5.8 Self-efficacy in using English (means and standard deviations) at time points 2 (late December 2012) and 3 (June 2013) with bootstrapped paired samples t-tests and effect sizes**

| | Time point 1 | | Time point 2 | | T-test | Effect size |
|---|---|---|---|---|---|---|
| | ***N*** | *Mean/ SD* | ***N*** | *Mean/ SD* | **significance level** | ***(Cohen's d)*** |
| **Abroad group 1** | 46 | 8.50/1.30 | 46 | 8.92/1.11 | $t$ (45) = 3.90, $p$ <.01 | 0.34 |
| **Comparison group (3)** | 38 | 8.30/1.72 | 38 | 8.39/1.63 | $t$ (37) = 0.78, $p$ =.416 | |

*Note. Scale ranges from 1 (cannot do at all) to 11 (can do very well)*

*Areas of greatest change among study abroad participants who stayed in the UK for more than one term*

Table 5.9 below shows that the specific areas of self-efficacy in which the ERASMUS students continued to gain the most pertained to their perceived ability to *talk about current events or their area of study without having to search for words* ($t$ (45) =3.46; $p$ <.001) and to *express their thoughts fluently in seminar/ tutorial discussions in spontaneous contributions* ($t$ (45) =3.57; $p$ <.001). Further significant changes pertained to their concerned their efficacy in *following movies, TV and radio shows without effort* ($t$ (45) =2.93; $p$ <.01), *expressing themselves clearly in everyday conversations* ($t$ (45) =3.23; $p$ <.01), *talking fluently about less familiar topics to native speakers* ($t$ (45) =2.19; $p$ <.05), *expressing their thoughts fluently in seminar/ tutorial discussions if they had some time to pre-formulate what they would like to say* ($t$ (45) =2.46; $p$ <.05), *expressing their thoughts fluently when talking to their lecturer/ supervisor* ($t$ (45) =3.19; $p$ <.01), *expressing subtle nuances of meaning to a degree they are content with* ($t$ (45) =3.20; $p$ <.01) and in *using idioms and colloquialisms in a way that fits the situation* ($t$ (45) =2.66; $p$ <.05).

It is also noteworthy, yet not surprising perhaps that nine months into the programme just before their return to the home country, the students tended to remain significantly less efficacious when faced with spoken discourse on unfamiliar as opposed to familiar topic areas ($t$ (50) = 9.08, $p$ <.001), when talking to native as opposed to non-native speakers about less familiar topics ($t$ (50) = 3.48, $p$ <.01) and when having to make unplanned as opposed to planned contributions to seminar discussions ($t$ (50) = 5.69, $p$ <.001).

**Table 5.9 Self-efficacy in using English in social interactions: changes in individual items from January to June 2013 within abroad group 1**

| | Item | Abroad group 1 | | |
|---|---|---|---|---|
| | | *Time 1* *M/ SD* | *Time 2* *M/ SD* | *Mean difference* |
| 1 | Understand what is said if the person speaks clearly and the topic is familiar. *Verstehen, was gemeint ist, wenn deutlich gesprochen wird und ich mit dem Thema vertraut bin.* | 10.57/ 0.81 | 10.61/ 0.68 | *t* (45) =0.34; *p* =.738 |
| 2 | Follow long conversations on familiar topics that are delivered at fast speed. *Langen Gesprächen zu mir vertrauten Themen folgen, wenn schnell gesprochen wird* | 9.85/ 1.10 | 10.07/ 0.95 | *t* (45) =1.43; *p* =.170 |
| 3 | Follow long conversations on unfamiliar topics that are delivered at fast speed. *Langen Gesprächen zu mir unbekannten Themen folgen, wenn schnell gesprochen wird* | 8.41/ 1.59 | 8.78/ 1.33 | *t* (45) =2.03; *p* =.054 |
| 4 | Follow movies, TV and radio shows without effort. *Spielfilmen, Fernsehsendungen und Radiosendungen mühelos folgen.* | 9.33/ 1.23 | 9.72/ 1.17 | *t* (45) =2.93; *p* <.01 |
| 5 | Express myself clearly in everyday conversations. *Mich in alltäglichen Unterhaltungen verständlich ausdrücken.* | 9.46/ 1.11 | 9.96/ 0.97 | *t* (45) =3.23; *p* <.01 |
| 6 | Talk about current events or my area of study without having to search for words. *Mich über das aktuelle Zeitgeschehen oder mein Studiengebiet unterhalten, ohne nach Vokabular suchen zu müssen.* | 8.67/ 1.38 | 9.30/ 1.25 | *t* (45) =3.46; *p* <.001 |
| 7 | Talk fluently about less familiar topics to other non-native speakers. *Mich flüssig mit anderen Nicht-Muttersprachlern über mir weniger vertraute Themen unterhalten.* | 8.91/ 1.26 | 9.02/ 1.15 | *t* (45) =0.56; *p* =.571 |
| 8 | Talk fluently about less familiar topics to native speakers. *Mich flüssig mit Muttersprachlern über mir weniger vertraute Themen unterhalten.* | 8.20/ 1.50 | 8.57/ 1.36 | *t* (45) =2.19; *p* <.05 |
| 9 | Express my thoughts fluently in seminar/ tutorial discussions if I have some time to pre-formulate what I would like to say. *Meine Gedanken in Seminaren/ Tutorien flüssig ausdrücken, wenn ich etwas Zeit zur gedanklichen Formulierung habe.* | 8.61/ 1.68 | 9.07/ 1.42 | *t* (45) =2.46; *p* <.05 |
| 10 | Express my thoughts fluently in seminar/ tutorial discussions in spontaneous contributions. *Meine Gedanken in Seminaren/ Tutorien* | 7.65/ 1.68 | 8.28/ 1.70 | *t* (45) =3.57; *p* <.001 |

| | Item | Abroad group 1 | | |
|---|---|---|---|---|
| | | *Time 1* *M/ SD* | *Time 2* *M/ SD* | *Mean difference* |
| | *in spontanen Beiträgen flüssig ausdrücken.* | | | |
| 11 | Express my thoughts fluently when talking to my lecturer/ supervisor. *Meine Gedanken gegenüber meinem Dozenten/ Betreuer flüssig ausdrücken.* | 7.96/ 1.69 | 8.59/ 1.59 | $t$ (45) =3.19; $p$ <.01 |
| 12 | Reformulate my ideas when I have trouble finding words in such a way that does not disrupt the flow of the conversation. *Wenn mir Wörter nicht einfallen, so umformulieren, dass man es im Gespräch kaum merkt.* | 7.65/ 2.14 | 8.07/ 1.87 | $t$ (45) =1.59; $p$ =.113 |
| 13 | Express subtle nuances of meaning to a degree I am content with. *Auch feinere Bedeutungsnuancen zu meiner Zufriedenheit ausdrücken.* | 7.46/ 1.97 | 8.13/ 1.78 | $t$ (45) =3.20; $p$ <.01 |
| 14 | Use idioms and colloquialisms in a way that fits the situation. *Redewendungen und Umgangssprache so verwenden, dass es zur Gesprächssituation passt.* | 7.54/ 2.20 | 8.20/ 1.92 | $t$ (45) =2.66; $p$ <.05 |
| 15 | Express my sense of humour as usual. *So humorvoll wie sonst auch sein.* | 7.85/ 2.30 | 8.22/ 2.25 | $t$ (45) =1.75; $p$ =.080 |
| 16 | Convey my personality to others to a degree that I am happy with. *Anderen gegenüber Meine Persönlichkeit zu meiner Zufriedenheit ausdrücken.* | 8.52/ 2.01 | 8.91/ 1.59 | $t$ (45) =1.85; $p$ =.053 |
| 17 | Fully express my personality. *Meine Persönlichkeit uneingeschränkt ausdrücken.* | 7.93/ 2.45 | 8.22/ 2.07 | $t$ (45) =1.35; $p$ =.177 |

*Note. Scale ranges from 1 (cannot do at all) to 11 (can do very well)*

*Changes in self-efficacy as an outcome of studying abroad with ERASMUS*

We shall now consider the observed gains in self-efficacy among the ERASMUS students as an outcome of their participation in study abroad. Multiple regression analysis served to directly compare the overall change in self-efficacy among students abroad and students at home during this period while taking into account differences in student characteristics at time point 2 that were also associated with their self-efficacy development over the subsequent 6 months.

*Testing for potential covariates*

As table 5.10 below shows, the preliminary analysis of covariates indicated that only the students' perceptions of self-efficacy at time point 2 were significantly associated with their subsequent self-efficacy development and were therefore included as a covariate in the main model.

**Table 5.10 Testing potential covariates of self-efficacy gains during study period 2**

| Variable | t-value/ statistic | Sig. |
|---|---|---|
| **General participant background variables** | | |
| Gender | $t$ (83) =-0.64 | $p$ =.524 |
| Age | $t$ (81) =-0.73 | $p$ =.471 |
| Family SES | $t$ (83) =-0.04 | $p$ =.972 |
| Terms studied at university | $t$ (83) =-1.42 | $p$ =.160 |
| **Participant's English language learning background** | | |
| L2 proficiency at time point 2 | $t$ (83) =1.46 | $p$ =.150 |
| English instruction during study period 2 | $t$ (46) =1.44 | $p$ =.157 |
| Status as English major/ non-major | $t$ (83) =0.47 | $p$ =.642 |
| Prior extended abroad experience (English-speaking context) | $t$ (83) =-0.70 | $p$ =.489 |
| **Participant's motivational characteristics at time point 2** | | |
| Self-efficacy in using English in social interactions | $t$ (83) =-3.77 | **$p$ <.001** |
| English use anxiety with native speakers | $t$ (81) =0.75 | $p$ =.456 |
| English use anxiety with non-native speakers | $t$ (81) =1.77 | $p$ =.081 |
| Accessibility of fluent English future self | $t$ (83) =1.09 | $p$ =.279 |
| Desirability of fluent English future self | $t$ (83) =-1.57 | $p$ =.120 |
| Plausibility of fluent English future self | $t$ (83) =-0.48 | $p$ =.635 |
| Perceived self-discrepancy | $t$ (82) =0.66 | $p$ =.512 |
| Level of self-motivation | $t$ (83) =1.49 | $p$ =.140 |
| **Participant's initial intercultural attitudes and competence at time point 2** | | |
| Self-efficacy in intercultural interactions | $t$ (83) =1.23 | $p$ =.222 |
| Need for cognitive closure | $t$ (83) =-0.58 | $p$ =.932 |
| Attitude towards own national group | $t$ (83) =0.35 | $p$ =.729 |
| Attitude towards host national group | $t$ (83) =0.15 | $p$ =.882 |
| Social identification as German | $t$ (83) =0.91 | $p$ =.366 |
| Social identification as European | $t$ (83) =0.95 | $p$ =.346 |
| Social identification as global citizen | $t$ (83) =-0.80 | $p$ =.426 |

*Assessing the between-group effect*

In the main modelling of the between-group effect the grouping variable (group 1 vs. group 3) was entered into the regression equation first and by itself (model 1), followed by the students' self-efficacy score at time point 2 as the covariate of change in self-efficacy (model 2).

With regard to the assumptions of regression analysis, additivity and linearity (1), independence of errors (2), lack of perfect multi-collinearity (3), normally distributed residuals (4) and homoscedasticity (5), the case wise diagnostics flagged up 3 cases with residuals greater than 2, which is below 5% of the total number of cases of $N$ = 84, suggesting that an additive

linear model is appropriate for describing the relationship between the predictors and the outcome (assumption1). The Durbin Watson statistic of 1.915 indicated the desired lack of autocorrelation (assumption 2), while the VIF (average VIF =1.005) and Tolerance (average tolerance =.995) statistics confirmed the absence of perfect multi-collinearity (assumption 3). Since some of the residual plots showed signs of non-normality (slight deviation from the diagonal line in the p-p plot) and heteroscedasticity (funnelling patterns in the ZRES*ZPRED and partial residual plots), bootstrapped bias corrected and accelerated 95% confidence intervals for the regression coefficients based on 2,000 bootstrap samples were computed, which are reported in parentheses in table 5.11 below.

**Table 5.11 Overview of the multiple regression of change in L2 self-efficacy (study period 2) on group membership and the identified covariates with BCa 95% confidence intervals**

| Factors | Unstan. Coefficients | | Standardized coefficients | | | Correlations | |
|---|---|---|---|---|---|---|---|
| | B | SE | Beta | T | Sig. | zero-order | partial |
| **Model 1** | | | | | | | |
| Constant | 0.09 (-0.14, 0.30) | .12 | | 0.77 | .453 | | |
| Group 1 vs. group 3 | 0.33 (0.03, 0.64) | .16 | .22 | 2.08 | .034 | .22 | .22 |
| **Model 2** | | | | | | | |
| Constant | 1.73 (0.85, 2.62) | .46 | | 4.13 | .001 | | |
| Group 1 vs. group 3 | 0.37 (0.08, 0.66) | .15 | .25 | 2.54 | .017 | .27 | .25 |
| L2 self-efficacy time point 2 | -0.20 (-0.30, -0.10) | .05 | -.40 | -4.05 | .001 | -.41 | -.40 |

*Note. $R^2$ = .050 for Model 1 (adjusted $R^2$ =.039), $F$ (1, 82) = 4.33 ($p$ < .05); $R^2$ =.210 for Model 2 (adjusted $R^2$ =.191), change in $R^2$ =.160, change in $F$ (1, 81) = 16.44 ($p$ < .001).*

Table 5.11 above provides an overview of the hierarchical multiple regression modelling of self-efficacy gains on the students' group membership (group 1 vs. group 3) and their self-efficacy at time point 2. Model 1 shows that before the covariate is taken into account, the students' self-efficacy gains during the 6-month-period were significantly predicted by whether they studied abroad or at home ($p$ <.05). When the covariate is entered into the equation, the model significantly improves (change in $R^2$ =.160, change in $F$ (1, 81) = 16.44 ($p$ < .001)). The students' self-efficacy score at time point 2 bears an inverse relationship with the outcome ($r$ =-.40, $p$ <.001) and explains an additional 16% in the students' self-efficacy gains during the following months. Most crucially, model 2 shows that the group effect remains significant at the

$p$ <.05 level when the covariate is taken into account. Thus, the more favourable self-efficacy development of students in the abroad group as compared to the potentially mobile students at home can be plausibly attributed, at least in part, to studying abroad. On average, the ERASMUS students in group 1 tended to gain 0.37 [BCa95%CI 0.08, 0.66] points more on the self-efficacy measure than students who continued to study at home. Taken together, the study environment (i.e., whether they studied abroad or at home) and their level of self-efficacy at time point 2 explain 19.1% of the differences in their self-efficacy development over the subsequent 6-month-period. According to Cohen (1988), this is a medium-sized effect (*Cohen's* $f^2 = 0.24$).

In summary, the quantitative data suggests that during the second, slightly more extended part of the study period, students in the abroad group continued to make some significant gains in self-efficacy, while students in the comparison group at home did not. When the influence of relevant covariates was controlled for, participation in ERASMUS continued to predict higher gains in self-efficacy compared to studying at home. In the next section, we will consider a related aspect of self-motivation to use the L2 in social interactions, which concerns changes in the students' English use anxiety with native and non-native speakers of English.

### 5.2.3 Changes in English use anxiety with native and non-native speakers of English

#### 5.2.3.1 The English use anxiety measure

In the context of the current study, English use anxiety was conceptualized in situation-specific terms as feelings of anxiety associated with using English in *interactions* with English native and non-native speakers. Thus, the items used in the current study tapped into English use anxiety with English native and non-native speakers separately, resulting in two opening statements:

*"Wie fühlen sie sich, wenn Sie sich mit anderen Nicht-Muttersprachlern/englischen Muttersprachlern auf Englisch unterhalten?"/ "When conversing with English native speakers/ other non-native speakers in English, how do you generally feel?"*

Each statement was followed by one negatively worded item to indicate the level of anxiety with an 11-point response scale ranging from *very uneasy – not at all uneasy* (*sehr unsicher – überhaupt nicht unsicher*) and one positively worded item to indicate a lack of anxiety, ranging from *very relaxed – not at all relaxed* (*sehr entspannt – überhaupt nicht entspannt)*. In the online survey, the order of the positive and negative items was randomized, as was the poling of the response scales in order to reduce sequencing effects and response bias towards either end of the scale. The development of the L2 use anxiety items was strongly informed by the arguments and instruments presented in Clément, Gardner and Smythe (1977) and in Blair, Park and Bachelor (2003). The instrument was repeatedly piloted and refined with German students studying in the UK, German ERASMUS alumni and prospective mobile students studying in Germany before being employed in the main study, in which their validity and reliability were established once more with the participant data.

The four English use anxiety items were also subjected to PCA in order to examine the factor structure. Oblique factor rotation was used since there was good reason to assume that L2 use anxiety with different types of interlocutors should be correlated. Bartlett's test of sphericity, $\chi^2$ (6) = 150.13 ($p < .001$) confirmed the factorability of the correlation matrix, while the Kaiser-Meyer-Olkin statistic indicated sample adequacy with an overall KMO of .59 and individual KMO values of .58 and above (Kaiser 1974). Applying Kaiser's criterion, those two factors with eigenvalues of above 1 were extracted. The first factor showed an eigenvalue of 2.16 and explained 54.01% of the variance, while the second factor had an eigenvalue of 1.12, explaining an additional 27.98%. Thus, in combination, both factors explained a sizeable 81.99% of the total variance in the items.

Table 5.12 below displays the factor loadings (pattern matrix) after oblique rotation, showing that all items fulfilled Stevens' cut-off criterion of .40 for a substantive factor loading (Stevens 2002). As hypothesized, the two items that relate to English use anxiety with other non-native speakers loaded together onto one factor (therefore labelled "anxiety with NNS") and while those two that pertain to English use anxiety with native speakers loaded onto a second factor (labelled "anxiety with NS"), which were only moderately correlated with each other ($r$ =.31). This factor structure supports the hypothesis that levels of anxiety in interactions with non-native speakers do not necessarily transfer to interactions with native speakers. Thus, it is meaningful to differentiate between the type of interlocutor in conceptualizing and operationalizing L2 use anxiety.

**Table 5.12 Factor loadings of the English use anxiety items**

| Items | anxiety with NNS | anxiety with NS |
|---|---|---|
| Feel about speaking English with other non-native speakers of English: very uneasy – not uneasy at all/ *sehr unsicher – überhaupt nicht unsicher* | .93 | |
| Feel about speaking English with other non-native speakers of English: very relaxed – not at all relaxed/ *sehr entspannt – überhaupt nicht entspannt* | .89 | |
| Feel about speaking English with English native speakers: very uneasy – not uneasy at all/ *sehr unsicher – überhaupt nicht unsicher* | | .92 |
| Feel about speaking English with English native speakers: very relaxed – not at all relaxed/ *sehr entspannt – überhaupt nicht entspannt* | | .86 |
| **Eigenvalue** | **2.16** | **1.12** |
| **% of variance** | **54.01** | **27.98** |

Table 5.13 below lists the *Cronbach's alpha* statistics of both measures with all groups at all time points. Although a higher internal consistency would have been desirable, most of the *Cronbach's alpha* values for the English use anxiety with native and English use anxiety with non-native speaker measures were above .60 and seem acceptable considering that they comprised no more than two items each (Dörnyei 2007). However, there were two exceptions, both of which concerned the measure for English use anxiety with non-native speakers. It showed low internal consistency with the data from group 2 at time point 2 and for group 1 at time point 3. On both occasions, the standard deviation for the positively worded item "feel relaxed" (group 2, T2: *SD* = 1.51; group 1, T3: *SD* = 0.92) was smaller than for the negatively worded item "feel uneasy" (group 2, T2: *SD* = 2.24; group 1, T3: *SD* = 1.97). In other words there was more consensus among the students regarding them feeling rather relaxed when using English with other non-native speakers, than not feeling uneasy.

**Table 5.13 Internal consistency of the English use anxiety measure**

| | | | *Cronbach's alpha (α)* | | |
|---|---|---|---|---|---|
| **Scale** | **Time point** | **No. of items** | Group 1 | Group 2 | Group 3 |
| *Anxiety with NNS* | 1 | 2 | .76 | .87 | .76 |
| *Anxiety with NNS* | 2 | 2 | .64 | .43 | .87 |
| *Anxiety with NNS* | 3 | 2 | .42! | .82 | .85 |
| *Anxiety with NS* | 1 | 2 | .74 | .83 | .66 |
| *Anxiety with NS* | 2 | 2 | .80 | .78 | .63 |
| *Anxiety with NS* | 3 | 2 | .73 | .79 | .68 |

*Examining the distribution of scores*

As shown in table 5.14 below, the normality statistics suggest that some of the scores deviated from the normal distribution, mainly in terms of kurtosis (showing more pronounced "peakedness"). Miles and Shevlin (2001) point out that deviances of greater than 2.0 in skew rather than kurtosis provide reason for concern. However, less serious deviances from normality may still bias the significance tests (Field 2013). Therefore, all tests involving non-normally distributed scores were bootstrapped in order to obtain robust parameter estimates that do not depend on the normal distribution.

**Table 5.14 Examining normality: overview of distributions of anxiety raw and gain scores**

| | Skewness | | Kurtosis | | | |
|---|---|---|---|---|---|---|
| **Variable** | Statistic | *SE* | Statistic | *SE* | **Shapiro-Wilk's *W*** | ***SIG.*** |
| **GROUP 1** | | | | | | |
| Anxiety NS TP1 | -.223 | .365 | -.739 | .717 | .971 | .347 |
| Anxiety NS TP2 | -.479 | .365 | -.943 | .717 | .929 | <.05 |
| Anxiety NS TP3 | -.331 | .365 | -.252 | .717 | .962 | .180 |
| Anx NS gain SP1 | .042 | .365 | .073 | .717 | .982 | .732 |
| Anx NS gain SP2 | .457 | .365 | -.280 | .717 | .962 | .175 |
| Anxiety NNS TP1 | -1.653 | .365 | 2.554 | .717 | .800 | <.001 |
| Anxiety NNS TP2 | -1.170 | .365 | 1.504 | .717 | .879 | <.001 |
| Anxiety NNS TP3 | -1.527 | .365 | 2.258 | .717 | .824 | <.001 |
| Anx NNS gain SP1 | 1.228 | .365 | 2.489 | .717 | .890 | <.01 |
| Anx NNS gain SP2 | -1.375 | .365 | 4.483 | .717 | .865 | <.001 |
| **GROUP 2** | | | | | | |
| Anxiety NS TP1 | .205 | .378 | -.945 | .741 | .956 | .130 |
| Anxiety NS TP2 | -.338 | .378 | -.654 | .741 | .948 | .069 |
| Anx NS gain SP1 | .830 | .378 | .680 | .741 | .947 | .067 |
| Anxiety NNS TP1 | -.711 | .378 | -.158 | .741 | .914 | <.01 |
| Anxiety NNS TP2 | -2.040 | .378 | 4.691 | .741 | .768 | <.001 |
| Anx NNS gain SP1 | -.217 | .378 | 1.133 | .741 | .973 | .454 |
| **GROUP 3** | | | | | | |
| Anxiety NS TP1 | -.310 | .388 | -.745 | .759 | .940 | <.05 |
| Anxiety NS TP2 | -.507 | .388 | -.150 | .759 | .962 | .242 |
| Anxiety NS TP3 | .085 | .388 | -1.220 | .759 | .942 | .053 |
| Anx NS gain SP1 | .679 | .388 | 1.523 | .759 | .958 | .173 |
| Anx NS gain SP2 | .459 | .388 | -.836 | .759 | .935 | <.05 |
| Anxiety NNS TP1 | -1.554 | .388 | -2.799 | .759 | .819 | <.001 |
| Anxiety NNS TP2 | -1.117 | .388 | .508 | .759 | .834 | <.001 |
| Anxiety NNS TP3 | -.734 | .388 | -.753 | .759 | .860 | <.001 |
| Anx NNS gain SP1 | -.466 | .388 | 2.474 | .759 | .888 | <.01 |
| Anx NNS gain SP2 | -.558 | .388 | 3.275 | .759 | .915 | <.01 |

*Note. TP = time point; SP = study period; SP 1: September to December 2012; SP 2: January to June 2013*

### 5.2.3.2 Changes in English use anxiety from September to December 2012

Table 5.15 below shows the mean levels of English use anxiety with native (NS) and non-native speakers (NNS) of English among students in all groups in late September 2012 (time point 1) and December 2012 (time point 2). At time point 1, students generally reported experiencing low levels of anxiety when using their English with non-native speakers (group 1: *M* = 8.84, *SD* = 2.12; group 2: M = 8.67, *SD* = 2.00; group 3: M = 9.08 *SD* = 2.06, where a score of 11 means *feel very relaxed/ not at all uneasy*). However, for students in all groups initial inhibitions were significantly greater with English native speakers (all differences $p < .001$).

A between-group comparison with one-way independent ANOVA indicated that the groups did not differ in their initial levels of English use anxiety with non-native speakers ($F(2,135) = 1.01$, $p = .367$), whereas differences emerged in initial levels of anxiety with English native speakers ($F(2,133) = 3.32$, $p < .05$). Pairwise comparisons showed that students in the comparison group on average started out with lower levels of English use anxiety with native speakers than students in abroad group 2 ($p < .05$), but no significant differences emerged between the comparison group and abroad group 1 ($p = .138$) or between the two abroad groups ($p = .272$).

**Table 5.15 English use anxiety scores (means and standard deviations) at time points 1 (September 2012) and 2 (December 2012) with bootstrapped t-tests and the effect sizes**

| | Time point 1 | | Time point 2 | | T-test | *Cohen's* |
|---|---|---|---|---|---|---|
| | ***N*** | *Mean/ SD* | ***N*** | *Mean/ SD* | **sig. level** | ***d*** |
| **Abroad group 1** | | | | | | |
| Anxiety with NNS | 46 | 8.84/2.12 | 46 | 9.71/1.16 | $t(45) = 2.85$, $p < .01$ | 0.50 |
| Anxiety with NS | 43 | 6.13/2.41 | 43 | 7.58/2.35 | $t(42) = 3.51$, $p < .001$ | 0.60 |
| **Abroad group 2** | | | | | | |
| Anxiety with NNS | 41 | 8.67/2.00 | 41 | 9.73/1.52 | $t(40) = 3.62$, $p < .001$ | 0.60 |
| Anxiety with NS | 40 | 5.75/2.53 | 40 | 7.29/2.31 | $t(39) = 4.20$, $p < .001$ | 0.64 |
| **Comparis. group (3)** | | | | | | |
| Anxiety with NNS | 39 | 9.18/2.06 | 39 | 8.92/2.34 | $t(38) = 0.79$, $p = .433$ | |
| Anxiety with NS | 38 | 7.11/2.59 | 38 | 7.04/2.42 | $t(37) = 0.16$, $p = .876$ | |

*Note. Scale ranges from 1 (not at all relaxed/ very uneasy) to 11 (very relaxed/ not at all uneasy)*

Looking at the overall changes in English use anxiety during the initial 3 months of the study period (see table 5.15 above), a very similar picture emerges for students in abroad groups 1 and 2. Students in both groups experienced significant reductions in English use anxiety with both native and non-native speakers of English with strikingly similar medium effect sizes. It is noteworthy, however, that the reductions in anxiety with non-native speaker interlocutors

seemed to apply much more across the board (note, e.g., that for group 1 the standard deviation of the anxiety score with non-native speakers is halved from time point 1 to time point 2) whereas stronger individual differences remained with English native speakers, as reflected by the standard deviations at time point 2.

*Changes in English use anxiety as an outcome of studying abroad with ERASMUS*

The question was now whether the observed reductions in English use anxiety during the study period among students in both abroad groups were associated with participation in study abroad, rather than with differences in pre-existing participant characteristics.

*Testing for potential covariates*

As table 5.16 below shows, the preliminary analysis of covariates indicated that the students' initial English use anxiety with English native and non-native speakers, the perceived discrepancy between a fluent future English self and their current perceived competence and self-efficacy in using English and in managing intercultural interactions at T1 were significantly correlated with changes in English use anxiety with other non-native speakers during the initial 3 months. Changes in English use anxiety with native speakers on the other hand were associated with the students' initial levels of English use anxiety, the perceived self-discrepancy, their self-efficacy in intercultural interactions, their status as an English major vs. non-major and their initial attitudes towards the British as a group. These variables were therefore included as covariates in the regression modelling of the group effect.

**Table 5.16 Testing covariates of change in English use anxiety during study period 1**

| Potential covariates | Anxiety with NNS | Anxiety with NS |
|---|---|---|
| **General participant background variables** | | |
| Gender | $t$ (121) =0.24; $p$ =.815 | $t$ (116) =-0.24; $p$ =.814 |
| Age | $t$ (119) =1.48; $p$ =.142 | $t$ (115) =1.10; $p$ =.275 |
| Family SES | $t$ (121) =1.34; $p$ =.155 | $t$ (116) =0.55; $p$ =.581 |
| Terms studied at university | $t$ (120) =-0.38; $p$ =.705 | $t$ (115) =1.51; $p$ =.109 |
| **Participant's English language learning background** | | |
| Baseline L2 proficiency | $t$ (119) =1.09; $p$ =.278 | $t$ (114) =1.09; $p$ =.277 |
| English instruction during study period 1 | $t$ (121) =0.73; $p$ =.446 | $t$ (116) =0.73; $p$ =.972 |
| Status as English major/ non-major | $t$ (121) =0.62; $p$ =.535 | $t$ (116) =2.64; **$p$ <.05** |
| Prior abroad experience (English-speaking contexts) | $t$ (121) =0.44; $p$ =.659 | $t$ (116) =1.81; $p$ =.068 |
| **Participant's motivational characteristics at time point 1** | | |
| Self-efficacy in using English in social interactions | $t$ (124) =2.50; **$p$ <.05** | $t$ (116) =2.36; $p$ =.064 |
| English use anxiety with native speakers | $t$ (119) =3.11; **$p$ <.01** | $t$ (117) =-7.32; **$p$ <.001** |
| English use anxiety with non-native speakers | $t$ (120) =-9.24; **$p$ <.001** | $t$ (116) =3.09; **$p$ <.01** |
| Accessibility of fluent English future self | $t$ (119) =2.35; $p$ =.060 | $t$ (114) =1.49; $p$ =.310 |
| Desirability of fluent English future self | $t$ (120) =0.59; $p$ =.484 | $t$ (115) =-0.84; $p$ =.392 |
| Plausibility of fluent English future self | $t$ (117) =1.75; $p$ =.082 | $t$ (113) =1.19; $p$ =.349 |
| Perceived self-discrepancy | $t$ (116) =2.60; **$p$ <.05** | $t$ (112) =4.52; **$p$ <.001** |
| Level of self-motivation | $t$ (120) =0.64; $p$ =.524 | $t$ (115) =0.85; $p$ =.549 |
| **Participant's initial intercultural competence (affective domain) at time point 1** | | |
| Self-efficacy in intercultural interactions | $t$ (121) =2.62; **$p$ <.05** | $t$ (116) =2.58; **$p$ <.05** |
| Need for cognitive closure | $t$ (121) =0.93; $p$ =.353 | $t$ (116) =1.63; $p$ =.106 |
| Attitude towards own national group | $t$ (119) =0.79; $p$ =.432 | $t$ (114) =0.47; $p$ =.606 |
| Attitude towards host national group | $t$ (120) =1.23; $p$ =.223 | $t$ (115) =2.65; **$p$ <.05** |
| Social identification as German | $t$ (119) =-0.23; $p$ =.821 | $t$ (114) =0.44; $p$ =.662 |
| Social identification as European | $t$ (120) =0.50; $p$ =.620 | $t$ (115) =0.30; $p$ =.764 |
| Social identification as global citizen | $t$ (118) =0.27; $p$ =.785 | $t$ (120) =1.20; $p$ =.233 |

*Assessing the between-group effect*

Table 5.17 below provides a summary of the multiple regression of changes in English use anxiety with non-native speakers on the students' group membership (model 1) and the covariates (model 2). As a first step in the main analysis, the examination of assumptions that underlie regression analysis suggested that an additive linear model is sufficiently suitable for describing the relationship between the predictors and the outcome since no more than 6 cases (5% of the total number of cases of $N$ = 120) had residuals greater than 2. Moreover, the Durbin Watson statistic of 1.981 indicated the desired lack of autocorrelation, while the VIF (average VIF =1.678) and Tolerance (average tolerance =.611) statistics confirmed the absence of perfect multi-collinearity. Since the residual plots showed signs of non-normality (noticeable skew in the histogram and deviation from the diagonal line in the p-p plot) and heteroscedasticity (funnelling pattern in the residual plots), bootstrapped bias corrected and

accelerated 95% confidence intervals for the regression coefficients were computed based on 2,000 bootstrap samples (reported in parentheses in table 5.17 below).

**Table 5.17 Overview of the multiple regression of change in English use anxiety with non-native speakers (study period 1) on group membership and the identified covariates with BCa 95% confidence intervals**

| Factors | Unstan. Coefficients | | Standardized coefficients | | | Correlations | |
|---|---|---|---|---|---|---|---|
| | B | SE | Beta | T | Sig. | zero-order | partial |
| **Model 1** | | | | | | | |
| Constant | -0.26 (-0.94, 0.33) | 0.33 | | -0.78 | .437 | | |
| Group 1 vs. group 3 | 1.22 (0.39, 2.21) | 0.46 | .29 | 2.74 | .01 | .13 | .25 |
| Group 2 vs. group 3 | 1.33 (0.40, 2.24) | 0.45 | .30 | 2.90 | .01 | .15 | .26 |
| **Model 2** | | | | | | | |
| Constant | 3.83 (1.76, 5.88) | 1.16 | | 4.10 | .003 | | |
| Group 1 vs. group 3 | 1.19 (0.40, 1.90) | 0.38 | .28 | 3.51 | .003 | .13 | .32 |
| Group 2 vs. group 3 | 1.10 (0.30, 1.85) | 0.40 | .25 | 3.13 | .013 | .15 | .28 |
| Baseline L2 use anxiety with NNS | -0.77 (-0.93,-0.61) | 0.09 | -.77 | -9.60 | .001 | -.66 | -.67 |
| Baseline L2 use anxiety with Eng. NS | 0.08 (-0.03,0.17) | 0.06 | .10 | 1.20 | .206 | -.06 | .11 |
| Self-efficacy in English | 0.04 (-0.19,0.30) | 0.11 | .03 | 0.33 | .682 | -.27 | .03 |
| Perceived self-discrepancy | 0.12 (-0.09,0.35) | 0.11 | .11 | 1.16 | .267 | -.23 | .11 |
| Self-efficacy in intercult. interactions | 0.15 (-0.09, 0.38) | 0.11 | .10 | 1.34 | .209 | -.10 | .13 |

*Note.* $R^2$ *= .082 for Model 1 (adjusted* $R^2$ *=.066),* $F$ *(2,117) = 5.21 (*$p$ *< .01);* $R^2$ *=.531 for Model 2 (adjusted* $R^2$ *=.502), change in* $R^2$ *=.450, change in* $F$ *(5,112) = 21.49 (*$p$ *< .001).*

As can be seen in table 5.17 above, before the covariates are taken into account (model 1), changes in English use anxiety with non-native speakers were significantly predicted by whether the students studied abroad or at home (group 1 abroad vs. group 3 at home: $p$ <.01, group 2 abroad vs. group 3 at home: $p$ <.01). Significantly, when the covariates are entered into the equation (model 2), the group effect is maintained at the $p$ <.01 level for both abroad groups, indicating that studying abroad vs. studying at home still predicts patterns of change in

English use anxiety when differences in pre-existing participant characteristics are controlled for. The ERASMUS students in group 1 tended to gain 1.19 [BCa95%CI 0.40, 1.90] points and those in group 2 1.10 [BCa95%CI 0.30, 1.85] points more on the anxiety measure on average than students who continued to study at home.

Looking at the covariates themselves, we can see that the students' English use anxiety with other non-native speakers at onset of the study period was strongly and inversely related with changes in anxiety during the first 3 months ($r$ =-.67, $p$ <.001), mainly reflecting the fact that those who experienced less anxiety initially, had less of it to overcome. Significantly, the students' initial English use anxiety with *native* speakers, their perceptions of self-efficacy and the perceived self-discrepancy were no longer directly associated with changes in English use anxiety when the baseline anxiety level with non-native speakers was taken into account.

Taking this group of pre-existing participant characteristics into account significantly improved the model (change in $R^2$ =.450, change in $F$ (5, 112) = 21.49 ($p$ < .001)), explaining an additional 45% of the variance in the overall change in English use anxiety. The standardized regression coefficient suggests that of all variables the baseline anxiety score had the greatest impact on the overall change in anxiety levels during the study period. The study abroad condition, however, remained significantly associated with the observed changes in English use anxiety after the influence of those learner characteristics was controlled for. The overall variance explained by the model is 50.2%, which according to Cohen (1988) represents a large effect (Cohen's $f^2$ = 1.02).

*Changes in English use anxiety with native speakers as an outcome of studying abroad*

Table 5.18 below summarizes the regression analysis of changes in English use anxiety with English native speakers. The preliminary analysis of model assumptions showed 3 cases with residuals greater than 2, which falls within 5% of the total number of cases of $N$ = 116, suggesting that an additive linear model was sufficiently suitable for describing the relationship between the predictors and the outcome. The Durbin Watson statistic of 2.026 indicated the desired lack of autocorrelation, while the VIF (average VIF =1.459) and Tolerance (average tolerance =.705) statistics confirmed the absence of perfect multi-collinearity. Although the residual plots showed a normal distribution (symmetrical histogram, approximation of the

diagonal line in p-p plot), there was some ambiguity with regard to the homoscedasticity assumption (slight funnelling pattern in residual plots) so that bootstrapped bias corrected and accelerated 95% confidence intervals for the regression coefficients (based on 2,000 bootstrap samples) were computed.

**Table 5.18 Overview of the multiple regression of change in English use anxiety with native speakers during study period 1 on group membership and the identified covariates with BCa 95% confidence intervals**

| Factors | Unstan. Coefficients | | Standardized coefficients | | | Correlations | |
|---|---|---|---|---|---|---|---|
| | B | SE | Beta | T | Sig. | zero-order | partial |
| **Model 1** | | | | | | | |
| Constant | -0.13 (-0.95, 0.71) | .42 | | -0.30 | .782 | | |
| Group 1 vs. group 3 | 1.53 (0.31, 2.69) | .57 | .28 | 2.67 | .012 | .13 | .24 |
| Group 2 vs. group 3 | 1.59 (0.45, 2.66) | .59 | .29 | 2.70 | .013 | .14 | .25 |
| **Model 2** | | | | | | | |
| Constant | -1.89 (-4.23, 1.21) | 1.29 | | -1.44 | .134 | | |
| Group 1 vs. group 3 | 1.24 (0.28, 2.03) | .42 | .23 | 2.88 | .01 | .13 | .27 |
| Group 2 vs. group 3 | 0.89 (0.06, 1.67) | .43 | .16 | 1.98 | .05 | .14 | .19 |
| Baseline L2 use anxiety with NS | -0.80 (-0.97,-0.61) | .10 | -.78 | -9.13 | .001 | -.58 | -.66 |
| Baseline L2 use anxiety with Eng. NNS | 0.14 (-0.06,0.33) | .10 | .11 | 1.32 | .135 | .04 | .13 |
| English major vs non-major | 0.60 (-0.18,1.30) | .39 | .11 | 1.51 | .130 | .23 | .14 |
| Perceived self-discrepancy | 0.33 (0.06,0.64) | .14 | .24 | 2.60 | .05 | -.04 | .24 |
| Attitudes towards British | 0.02 (0.01,0.04) | .01 | .16 | 2.19 | .05 | .09 | .21 |
| Self-efficacy in intercult. interactions | 0.21 (-0.05, 0.43) | .13 | .12 | 1.49 | .136 | -.10 | .14 |

*Note.* $R^2$ *= .077 for Model 1 (adjusted* $R^2$ *=.061),* $F(2,113) = 4.72$ *(*$p < .05$*);* $R^2$ *=.525 for Model 2 (adjusted* $R^2$ *=.490), change in* $R^2$ *=.448, change in* $F(6,107) = 16.85$ *(*$p < .001$*).*

As can be seen in model 1 in table 5.18 above, participation in study abroad significantly predicted changes in English use anxiety with English native speakers during the first 3 months of the study period (both abroad groups vs. comparison group: $p$ <.05). These group effects remained significant at the $p$ <.05 level when the pre-existing participant characteristics that were also associated with changes in anxiety with English native speakers were held constant (model 2). ERASMUS students in group 1 tended to gain 1.24 [BCa95%CI 0.28, 2.03] points and those in group 2 0.84 [BCa95%CI 0.06, 1.67] points more on the anxiety measure than students who continued to study at home.

Regarding the covariates, the analysis showed the familiar pattern that the students' baseline anxiety score was strongly and inversely related with subsequent changes in anxiety during the first 3 months ($r$ =-.66, $p$ <.001). Moreover, the perceived discrepancy between the students' current level of competence and being a fluent speaker of English ($r$ =.24, $p$ <.05), and their attitudes towards the British as a group ($r$ =.21, $p$ <.05) were positively associated with changes in English use anxiety with native speakers. Those students who saw themselves closer to being a fluent English speaker and held more positive attitudes towards the British as a group at the beginning of their stay tended to experience greater reductions in English use anxiety with native speakers during their study abroad. The students' initial English use anxiety with other non-native speakers, their self-efficacy perceptions in intercultural interactions and the status as an English major vs. non-major were no longer directly related to the reductions in anxiety. Taking the influence of the pre-existing learner characteristics into account significantly improved the model (change in $R^2$ =.450, change in $F$ (6, 107) = 16.85 ($p$ < .001)) and explained an additional 49% of the total variance in English use anxiety with native speakers. The overall variance explained by the model was 52.5%, which according to Cohen (1988) represents a large effect (Cohen's $f^2$ = 1.11).

In summary, the group-level analysis of global changes in English use anxiety indicated that during the first 3 months of the study period both ERASMUS groups showed strikingly similar reductions in English use anxiety with native and non-native speakers of English. These reductions remained significantly associated with participation in study abroad, even when differences in pre-existing learner characteristics were controlled for. The next section will be concerned with the potential benefits of a more extended stay in further reducing L2 use anxiety.

### 5.2.3.3 Changes in English use anxiety from January to June 2013

Table 5.19 below shows the average anxiety scores for students in both the longer term abroad group 1 and the comparison group (3) at time points 2 and 3. The paired samples t-tests indicate that during this more extended 6-month period no significant changes in English use anxiety occurred in either group. Thus, assessing the impact of the study context on the development of the students' anxiety levels was not viable.

**Table 5.19 English use anxiety scores (means and standard deviations) at time points 2 (late December 2012) and 3 (June 2013) with bootstrapped t-tests and the effect sizes**

| | Time point 2 | | Time point 3 | | T-test | *Cohen's* |
|---|---|---|---|---|---|---|
| | ***N*** | *Mean/ SD* | ***N*** | *Mean/ SD* | **sig. level** | ***d*** |
| **Abroad group 1** | | | | | | |
| Anxiety with NNS | 46 | 9.71/1.16 | 46 | 9.77/1.20 | $t$ (45) = 0.31, $p$ =.760 | |
| Anxiety with NS | 43 | 7.58/2.35 | 43 | 7.26/2.36 | $t$ (42) = 1.01, $p$ =.318 | |
| **Comparison group** | | | | | | |
| Anxiety with NNS | 38 | 8.87/2.38 | 38 | 8.67/2.33 | $t$ (37) = 0.98, $p$ =.332 | |
| Anxiety with NS | 38 | 6.99/2.43 | 38 | 7.59/2.06 | $t$ (36) = 1.55, $p$ =.129 | |

*Note. Scale ranges from 1 (not at all relaxed/ very uneasy) to 11 (very relaxed/ not at all uneasy)*

The plateauing developmental pattern within the study abroad group suggests that feelings of anxiety regarding when using English in social interactions were overcome by the students mostly during the initial 3 months of their study and residence abroad. The patterns of change in English use anxiety are therefore in contrast with the observed gains in self-efficacy discussed in section 5.2.2 above, which were distributed more evenly across both parts of the study period.

In summary then, the group-level analysis showed that participation in study abroad was associated with significant reductions in English use anxiety during the first 3 months abroad with both native and non-native interlocutors. Both groups of ERASMUS students exhibited striking similarities in terms of their developmental patterns during this period. The analysis of change among the longer-term participants showed a plateauing pattern during the subsequent 6-month period. The analysis also showed that students tended to remain significantly less at ease in interactions with English native speakers than with other non-native speakers ($t$ (49) = 7.32, $p$ <.001) even after 9 months of engaging in a minimum of such interactions in the UK. We will now move on to changes in how the students related to the goal of becoming a highly proficient speaker of English ("someone who can converse effortlessly in English") and their levels of self-motivation in pursuing this goal.

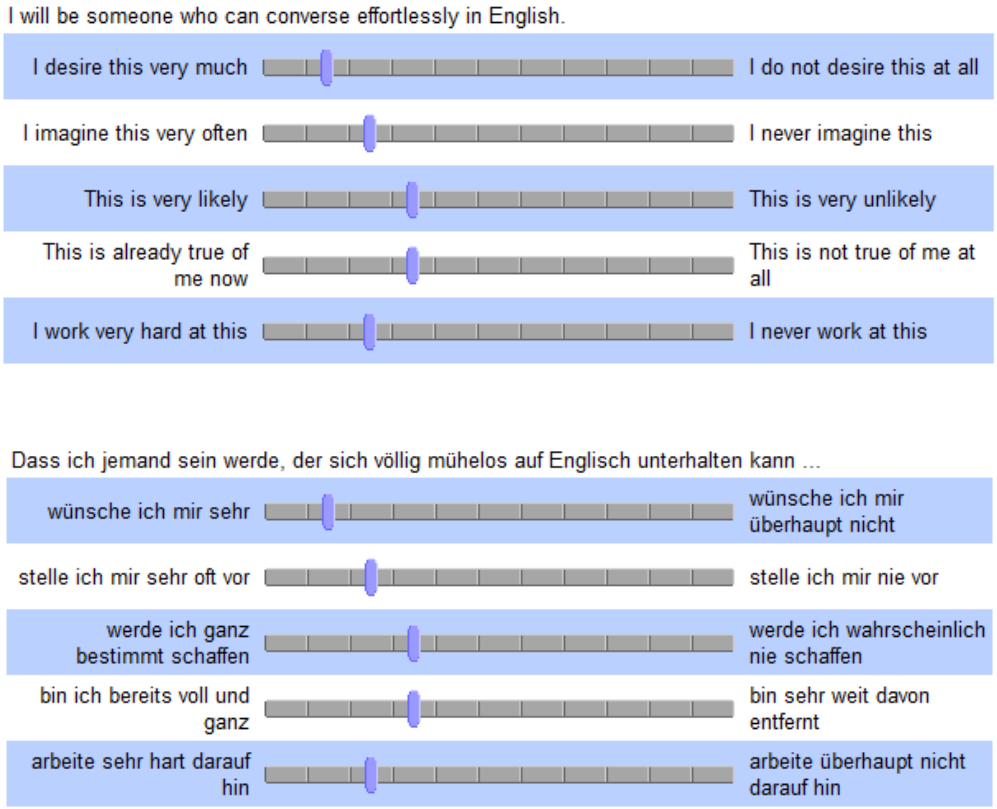
### 5.2.4 Changes in the desirability, accessibility and plausibility of becoming a highly proficient speaker of English, in the perceived self-discrepancy and self-motivation to continue learning English

#### 5.2.4.1 Capturing the properties of students' desired future English selves and levels of self-motivation

The students' levels of self-motivation to learn English were operationalized as the amount of effort they reported expending towards becoming a highly proficient speaker of English ("someone who can converse effortlessly in English"). As discussed in section 2.5, this focus on oral proficiency was motivated by past research which shows that learners tend to think of L2 proficiency primarily in terms of speaking proficiency, rather than proficiency in other areas (e.g., Busse 2011). The goal of becoming a highly proficient speaker of English was operationalized as a future English self with four specific properties that have been associated with the capacity of such imagined future L2 selves to motivate engagement in L2 learning behaviour (see section 2.5), including the degree to which the future self is desired (its desirability), the ease and frequency with which it is constructed in the mind and activated in the working self-concept (its accessibility), the perceived likelihood of its attainment (its plausibility) and the discrepancy that students' perceived between their current English self-concept and the proficient future English self.

The development of the instrument itself is detailed in Hessel (2015). Prior to its use in the current study, the new items were repeatedly piloted and further refined with German students studying in the UK, formerly and potentially mobile university students in Germany and in the UK. Figure 5.2 below shows the English and German versions of the items used in the current study (also see appendix D).

**Figure 5.2 Fluent English self items (English and German versions)**




The opening statement "*Dass ich jemand sein werde, der sich völlig mühelos auf Englisch unterhalten kann*"/ "*I will be someone who can converse effortlessly in English*" was followed by a set of five items with 11-point response scales and verbalized end points that inquired into the desirability ("I desire this very much" to "I do not desire this at all"), the accessibility ("I imagine this very often" to "I never imagine this") and the perceived plausibility ("This is very likely" to "This is very unlikely") of this conversant ideal English self, the perceived discrepancy between this future self and the students' present English self-concept ("This is already true of me now" to "This is not true of me at all") and the amount of effort they were expending towards its attainment ("I work very hard at this" to "I never work at this"). In line with widely used measures of effort expended on L2 learning, self-reported levels of effort are employed as an approximation of actual effort expended. Findings in measurement research suggest that an 11-point response scale positively affects the distributional properties of a measure, including skew and kurtosis, and that through greater differentiation and sensitivity in capturing participant responses the amount of reliable variance is increased (e.g., Leung, 2011). Considering common problems with highly non-normal attitude and motivation self-report data, especially in post-secondary

contexts with highly self-motivated adults who choose to continue L2 learning (often a clustering at the positive end of the scale is found), the 11-point scale format was chosen over shorter response scales. Both the order and poling of the items were randomized in order to reduce sequencing effects and response bias towards either end of the scale.

Since the tests of internal consistency and structural validity that are conventionally used in order to establish the construct validity and reliability of multi-item scales are not applicable to single item measures, the reliability of the fluent L2 self items was assessed with the test-retest method, using the autocorrelations of the items across the 3 data collection points (Robins, Hendin and Trzesniewski 2001). The comparison group data was used for this purpose since it was assumed that students in this group would show the most stability in their English self-concept over time. The auto-correlations of the desirability (*Cronbach's alpha* =.76), accessibility (*Cronbach's alpha* =.73), plausibility (*Cronbach's alpha* =.89), self-discrepany (*Cronbach's alpha* =.94) and effort (*Cronbach's alpha* =.87) items were all above .70.

Two widely used *global ideal L2 self* and *effort expended on L2 learning* measures were included in the student questionnaire solely for the purpose of establishing the convergent validity and the predictive validity of the new items. The internal consistency was satisfactory for both, the global ideal L2 self (Cronbach's alpha =.86) and effort (Cronbach's alpha =.83) scales. Table 5.20 below shows the non-parametric correlations between the fluent L2 self and effort items, and the global ideal L2 self and effort scales (last two columns) that have traditionally been used in quantitative research on the ideal L2 self.

**Table 5.20 Bootstrapped Spearman-Rho correlations between properties of the fluent English self and effort expended towards becoming a highly proficient speaker of English**

| | *effort expended* | *accessibility* | *desirability* | *Plausibility* | *self-discrepancy* | *ideal L2 self (global)* | *effort (global)* |
|---|---|---|---|---|---|---|---|
| *effort expend.* | 1 | .61** | .32* | .49** | .36* | .54** | .66** |
| *accessibility* | .61** | 1 | .60** | .62** | .51* | .62** | .46** |
| *desirability* | .32* | .60** | 1 | .39** | .30 | .18 | .26 |
| *plausibility* | .49** | .62** | .39** | 1 | .54** | .40* | .50** |
| *self-discrepancy* | .36* | .51** | .30 | .54** | 1 | .44** | .49** |
| *ideal L2self*[a] | .54** | .62** | .18 | .40* | .44** | 1 | .42** |
| *effort expend.*[b] | .66** | .46** | .26 | .50** | .49** | .42** | 1 |

*$p < .05$; **$p < .01$; [a]*global ideal L2 self scale*; [b]*global effort scale*

*Convergent validity of the fluent L2 self and effort items*

The global ideal L2 self measure showed significant medium to strong correlations with the accessibility, perceived self-discrepancy and plausibility items. It was most strongly correlated with the accessibility of the fluent ideal L2 self ($r = .62$; $p < .01$), indicating that the global ideal L2 self scale largely represents a learner's propensity to conjure up specific ideal L2 self-images (the "strength" of the vision). It also taps into the perceived self-discrepancy ($r = .44$; $p < .01$) and into the perceived plausibility ($r = .40$; $p < .01$) to a significant degree. However, the global ideal L2 self measure and the desirability of a fluent ideal L2 self were not significantly correlated ($r = .18$; non-significant). Finally, a strong correlation ($r = .66$; $p < .01$) emerged between the widely used global measure of effort expended towards L2 learning and the new item for effort expended towards the ideal L2 self, indicating strong convergent validity.

*Predictive validity of the ideal L2 self items*

Consistent with previous research, a highly significant correlation($r = .42$; $p < .01$) emerged between the conventional ideal L2 self and effort expended on L2 learning scales. The global ideal L2 self scale also correlated highly ($r = .54$; $p < .01$) with the new effort item, substantiating its validity as a criterion measure of self-motivation to attain the ideal L2 self. With regard to the relationships between the properties of the ideal L2 self and the criterion measure, significant medium to large correlations emerged between the perceived self-discrepancy, the desirability, accessibility and plausibility of the ideal L2 self and effort expended towards its attainment. The accessibility of the ideal L2 self emerged as the strongest correlate of self-motivation to attain the ideal L2 self ($r = .61$; $p < .01$), followed by its plausibility ($r = .49$; $p < .01$), the perceived self-discrepancy ($r = .36$; $p < .05$) and its desirability ($r = .32$; $p < .05$). Thus, all items exhibited good predictive validity as reflected in their significant correlations with the criterion measure. A similar picture emerged regarding the relationships between the individual properties of the ideal L2 self with the global effort expended upon L2 learning criterion measure, which showed significant positive medium to large correlations with the items capturing the ideal L2 self's accessibility ($r = .46$; $p < .01$), plausibility ($r = .50$; $p < .01$) and the perceived self-discrepancy ($r = .49$; $p < .01$) of the ideal L2 self. However, the degree to which a fluent future English self was desired was not significantly associated with the effort students reported expending towards learning English more generally ($r = .26$;

non-significant). Without further data, it is hard to tell whether the observed lack of a significant correlation between the extent to which a fluent future L2 self was desired and the amount of effort expended on L2 learning more generally reflects a measurement problem or whether it may be regarded as an interesting substantive finding.

*Examining the distribution of scores*

As shown in table 5.21 below, the majority of the raw and gain scores showed significant departures from the normal distribution, showing a trend towards negatively skewed and leptokurtic distributions, which was particularly strong for the desirability of the ideal L2 self, meaning that rather a lot of students in the sample very much wanted to become highly proficient speakers of English. Negative skew and leptokurtic tendencies (clustering of responses at the positive end of the scale with ceiling effects) are a common concern with L2 motivation and attitude data, especially in post-secondary contexts. The distributions reflect high levels of self-motivation in adults who choose to continue L2 learning (and to take part in research studies on L2 motivation). Given the non-normal distributions, all tests involving these non-normally distributed scores were bootstrapped in order to obtain robust parameter estimates that do not depend on the assumption of normality.

**Table 5.21 Overview of distributions of fluent L2 self raw and gain scores**

| | **Skewness** | | **Kurtosis** | | | |
|---|---|---|---|---|---|---|
| **Variable** | Statistic | *SE* | Statistic | *SE* | **Shapiro-Wilk's *W*** | ***SIG.*** |
| **GROUP 1** | | | | | | |
| Desirability TP1 | -3.708 | .378 | 13.986 | .741 | .421 | <.001 |
| Desirability TP2 | -2.989 | .378 | 8.230 | .741 | .440 | <.001 |
| Desirability TP3 | -2.727 | .378 | 6.604 | .741 | .466 | <.001 |
| Desirability gain SP1 | -.557 | .378 | 10.265 | .741 | .564 | <.001 |
| Desirability gain SP2 | -.304 | .378 | 7.083 | .741 | .572 | <.001 |
| Accessibility TP1 | -1.426 | .378 | 1.505 | .741 | .737 | <.001 |
| Accessibility TP2 | -2.020 | .378 | 4.080 | .741 | .666 | <.001 |
| Accessibility TP3 | -3.243 | .378 | 13.303 | .741 | .594 | <.001 |
| Accessibility gain SP1 | -1.125 | .378 | 2.154 | .741 | .854 | <.001 |
| Accessibility gain SP2 | -.524 | .378 | 2.444 | .741 | .839 | <.001 |
| Plausibility TP1 | -2.005 | .378 | 3.033 | .741 | .669 | <.001 |
| Plausibility TP2 | -1.604 | .378 | 1.615 | .741 | .743 | <.001 |
| Plausibility TP3 | -1.644 | .378 | 1.677 | .741 | .726 | <.001 |
| Plausibility gain SP1 | -.154 | .378 | 4.799 | .741 | .810 | <.001 |
| Plausibility gain SP2 | .208 | .378 | 5.740 | .741 | .782 | <.001 |
| Self-discrepancy TP1 | -.984 | .378 | .176 | .741 | .867 | <.001 |
| Self-discrepancy TP2 | -1.290 | .378 | 2.623 | .741 | .889 | <.001 |

| Variable | Skewness | | Kurtosis | | | |
|---|---|---|---|---|---|---|
| | Statistic | *SE* | Statistic | *SE* | Shapiro-Wilk's *W* | *SIG.* |
| Self-discrepancy TP3 | -1.740 | .378 | 3.467 | .741 | .820 | <.001 |
| Self-discrep. gain SP1 | -.818 | .378 | 4.535 | .741 | .880 | <.001 |
| Self-discrep. gain SP2 | -2.386 | .378 | 8.691 | .741 | .756 | <.001 |
| Effort expended TP1 | -1.238 | .378 | 2.100 | .741 | .849 | <.001 |
| Effort expended TP2 | -1.385 | .378 | 1.398 | .741 | .799 | <.001 |
| Effort expended TP3 | -1.454 | .378 | 2.150 | .741 | .838 | <.001 |
| Effort gain SP1 | -1.370 | .378 | 8.592 | .741 | .780 | <.001 |
| Effort gain SP2 | -2.259 | .378 | 7.350 | .741 | .766 | <.001 |
| **GROUP 2** | | | | | | |
| Desirability TP1 | -2.442 | .398 | 5.290 | .778 | .577 | <.001 |
| Desirability TP2 | -3.652 | .398 | 16.306 | .778 | .558 | <.001 |
| Desirability gain SP1 | .678 | .398 | 4.754 | .778 | .718 | <.001 |
| Accessibility TP1 | -1.579 | .398 | 2.649 | .778 | .761 | <.001 |
| Accessibility TP2 | -.661 | .398 | -.619 | .778 | .860 | <.001 |
| Accessibility gain SP1 | 1.534 | .398 | 3.816 | .778 | .832 | <.001 |
| Plausibility TP1 | -1.712 | .398 | 3.225 | .778 | .790 | <.001 |
| Plausibility TP2 | -1.281 | .398 | .922 | .778 | .826 | <.001 |
| Plausibility gain SP1 | -.188 | .398 | 1.642 | .778 | .901 | <.05 |
| Self-discrepancy TP1 | -1.524 | .398 | 5.435 | .778 | .849 | <.001 |
| Self-discrepancy TP2 | -.605 | .398 | .174 | .778 | .866 | <.001 |
| Self-discrep. gain SP1 | 1.622 | .398 | 5.769 | .778 | .838 | <.001 |
| Effort expended TP1 | -1.678 | .398 | 2.969 | .778 | .816 | <.001 |
| Effort expended TP2 | -.241 | .398 | -.387 | .778 | .931 | <.05 |
| Effort gain SP1 | 2.113 | .398 | 8.050 | .778 | .763 | <.001 |
| **GROUP 3** | | | | | | |
| Desirability TP1 | -2.741 | .409 | 6.727 | .798 | .480 | <.001 |
| Desirability TP2 | -3.491 | .409 | 15.282 | .798 | .572 | <.001 |
| Desirability TP3 | -1.933 | .409 | 2.404 | .798 | .610 | <.001 |
| Desirability gain SP1 | 2.976 | .409 | 9.736 | .798 | .582 | <.001 |
| Desirability gain SP2 | -2.052 | .409 | 3.347 | .798 | .665 | <.001 |
| Accessibility TP1 | -2.049 | .409 | 4.678 | .798 | .704 | <.001 |
| Accessibility TP2 | -2.792 | .409 | 8.292 | .798 | .609 | <.001 |
| Accessibility TP3 | -2.653 | .409 | 8.243 | .798 | .671 | <.001 |
| Accessibility gain SP1 | 2.331 | .409 | 6.958 | .798 | .738 | <.001 |
| Accessibility gain SP2 | -1.154 | .409 | 7.561 | .798 | .764 | <.001 |
| Plausibility TP1 | -1.673 | .409 | 1.882 | .798 | .735 | <.001 |
| Plausibility TP2 | -2.337 | .409 | 7.019 | .798 | .743 | <.001 |
| Plausibility TP3 | -1.472 | .409 | 1.555 | .798 | .803 | <.001 |
| Plausibility gain SP1 | 2.008 | .409 | 5.878 | .798 | .807 | <.001 |
| Plausibility gain SP2 | -.339 | .409 | .635 | .798 | .934 | <.05 |
| Self-discrepancy TP1 | -1.341 | .409 | 1.593 | .798 | .851 | <.001 |
| Self-discrepancy TP2 | -1.535 | .409 | 3.406 | .798 | .843 | <.001 |
| Self-discrepancy TP3 | -1.374 | .409 | 2.745 | .798 | .867 | <.001 |
| Self-discrep. gain SP1 | .347 | .409 | -.587 | .798 | .835 | <.001 |
| Self-discrep. gain SP2 | -1.380 | .409 | 2.980 | .798 | .846 | <.001 |
| Effort expended TP1 | -2.427 | .409 | 9.798 | .798 | .769 | <.001 |
| Effort expended TP2 | -1.670 | .409 | 3.400 | .798 | .829 | <.001 |

| Variable | Skewness | | Kurtosis | | | |
|---|---|---|---|---|---|---|
| | Statistic | *SE* | Statistic | *SE* | **Shapiro-Wilk's *W*** | ***SIG.*** |
| Effort expended TP3 | -1.483 | .409 | 3.228 | .798 | .861 | <.001 |
| Effort gain SP1 | -.852 | .409 | 1.012 | .798 | .906 | <.01 |
| Effort gain SP2 | .839 | .409 | 1.525 | .798 | .927 | <.05 |

*Note. TP = time point; SP = study period; SP 1: September to December 2012; SP 2: January to June 2013*

**5.2.4.2 Changes in the properties of students' future English selves and levels of self-motivation from September to December 2012**

Table 5.22 below shows the means and standard deviations that describe the desirability, accessibility and plausibility of becoming a highly proficient speaker for students in the 3 groups, the perceived discrepancy between their present English self-concept and this future self and the amount of effort they expended towards its attainment at the onset of the study period (time point 1) and 3 months into the study (time point 2). The very high *desirability* mean scores in all groups at time point 1 suggests that they strongly endorsed a highly proficient future English self (group 1: M = 10.22, *SD* = 2.02; group 2: M = 9.63, *SD* = 2.55; group 3: M = 9.94, *SD* = 2.61, on a scale from 1 – 11, where a score of 11 denotes *I desire this very much*), while the high *accessibility* mean scores indicate that they tended to conjure up the image of the fluent speaker rather often (group 1: M = 10.22, *SD* = 1.04; group 2: M = 9.74, *SD* = 1.70; group 3: M = 9.51, *SD* = 2.28 on a scale from 1 – 11, where a score of 11 denotes *I imagine this very often)*. Considering the *plausibility* mean score, it appears that becoming someone who can converse effortlessly in English tended to be rather plausible future, that is, a realistic goal whose attainment appeared likely (group 1: M = 8.93, *SD* = 2.72; group 2: M = 9.09, *SD* = 2.20; group 3: M = 9.09, *SD* = 2.45 on a scale from 1 to 11, where a score of 11 denotes *This is very likely*).

The self-discrepancy mean score in the upper third of the scale (group 1: M = 7.49, *SD* = 1.99; group 2: M = 7.80, *SD* = 1.53; group 3: M = 8.34, *SD* = 1.78 on a scale from 1 - 11, where a score of 11 denotes *This is already true of me now*) suggests that the gap students perceived between their current level of competence and the fluent ideal tended to be perceived as moderate by students within all three groups, which is consistent with its plausibility. Lastly, students in all three groups reported expending rather a lot of effort towards becoming highly proficient speaker of English (group 1: M = 9.41, *SD* = 1.57; group 2: M = 8.46, *SD* = 2.32;

group 3: M = 8.86, *SD* = 1.82 on a scale from 1 - 11, where a score of 11 denotes *I work very hard at this*).

**Table 5.22 Fluent future English self and effort scores (means and standard deviations) at time points 1 (September 2012) and 2 (December 2012) with bootstrapped t-tests and effect sizes**

| Properties of the fluent future L2 self | *N* | Time point 1 *Mean/ SD* | *N* | Time point 2 *Mean/ SD* | T-test sig. level | *Cohen's d* |
|---|---|---|---|---|---|---|
| **Abroad group 1** | | | | | | |
| Desirability | 41 | 10.22/2.02 | 41 | 10.20/2.10 | $t$ (40) = 0.07, $p$ =.955 | |
| Accessibility | 41 | 10.22/1.04 | 41 | 10.15/1.42 | $t$ (40) = 0.39, $p$ =.702 | |
| Plausibility | 41 | 8.93/2.72 | 41 | 8.90/ 2.68 | $t$ (40) = 0.05, $p$ =.957 | |
| Self-discrepancy | 41 | **7.49/1.99** | 41 | **8.15/1.84** | ***t* (40) = 2.33, *p* <.05** | 0.35 |
| Effort expended | 41 | 9.41/1.57 | 41 | 9.44/1.83 | $t$ (40) = -0.09, $p$ =.936 | |
| **Abroad group 2** | | | | | | |
| Desirability | 35 | 9.63/2.55 | 35 | 9.97/1.86 | $t$ (34) = -0.66, $p$ =.543 | |
| Accessibility | 35 | 9.74/1.70 | 35 | 9.66/1.31 | $t$ (34) = 0.34, $p$ =.732 | |
| Plausibility | 35 | 9.09/2.20 | 35 | 8.74/2.50 | $t$ (34) = 1.28, $p$ =.226 | |
| Self-discrepancy | 35 | **7.80/1.53** | 35 | **8.23/1.14** | ***t* (34) = -1.76, *p* =.107** | 0.31 |
| Effort expended | 35 | 8.46/2.32 | 35 | 8.69/1.47 | $t$ (34) = -0.57, $p$ =.611 | |
| **Comparison group (3)** | 35 | 9.94/2.61 | 35 | 10.11/1.49 | $t$ (34) = -0.40, $p$ =.694 | |
| Desirability | 35 | 9.51/2.28 | 35 | 9.74/2.05 | $t$ (34) = -0.51, $p$ =.620 | |
| Accessibility | 35 | 9.09/2.45 | 35 | 9.29/1.92 | $t$ (34) = -0.55, $p$ =.608 | |
| Plausibility | 35 | **8.34/1.78** | 35 | **7.97/1.99** | ***t* (34) = 2.85, *p* <.01** | 0.19 |
| Self-discrepancy | 35 | **8.86/1.82** | 35 | **7.83/2.09** | ***t* (34) = 4.34, *p* <.001** | 0.52 |
| Effort expended | | | | | | |

*Note. Scale ranges from 1 (I do not desire this at all) to 11 (I desire this very much)*

*Scale ranges from 1 (I never imagine this) to 11 (I imagine this very often)*

*Scale ranges from 1 (This is very unlikely) to 11 (This is very likely)*

*Scale ranges from 1 (This is not true of me at all) to 11 (This is already true of me now)*

*Scale ranges from 1 (I do not work at this at all) to 11 (I work very hard at this)*

The between-group comparisons with one-way independent ANOVA indicated that there were no significant initial differences between the abroad and home groups regarding the desirability ($F$ (2,136) = 0.61, $p$ =.547), the accessibility ($F$ (2,135) = 1.41, $p$ =.247), the perceived plausibility ($F$ (2,131) = 0.07, $p$ =.929) of the highly proficient future English self, as well as the initial perceived self-discrepancy ($F$ (2,131) = 1.34, $p$ =.266). However, significant between-group differences emerged for the amount of effort students reported expending on its attainment ($F$ (2,136) = 3.57, $p$ <.05). The pairwise comparisons showed that at time point 1, students in group 1 who were setting out on a longer term ERASMUS exchange reported expending significantly more effort towards achieving speaking proficiency than the short-term ERASMUS

students in group 2 ($p$ <.05), while no significant differences in effort expended towards becoming fluent emerged between the comparison group at home and students in abroad group1 ($p$ =.212) and 2 ($p$ =.736).

Considering the overall changes in how the students related to the goal of becoming a highly proficient speaker of English, the mean changes in table 5.22 above show that this remained a highly accessible and desirable future throughout the initial 3-month period, with no significant changes occurring in any of the groups. Similarly, no significant global changes were recorded in the perceived plausibility of this future self. This is somewhat surprising considering that the students in abroad group 1 tended to perceive a significant ($p$ <.05) narrowing of the gap between their current competence in English and the highly proficient ideal (small effect, d = 0.35). In other words, although the students perceived themselves as getting closer to this ideal English self, its attainment did not tend to become more plausible.

The trend of a narrowing self-discrepancy also showed among ERASMUS students in group 2. However, within this smaller group the observed small effect ($d$ = 0.31) was non-significant ($p$ =.107). Within the comparison group, the opposite tendency could be observed. For students who continued to study in the home country, the perceived discrepancy between their actual English self and the fluent speaker ideal tended to become significantly ($p$ <.01) wider (small effect, $d$ = 0.31). Lastly, no significant overall changes were observed in the levels of self-motivation among students in both abroad groups. Thus, from this macro perspective, it appears that the students managed to sustain rather high levels of self-motivation in working towards oral proficiency during the first term abroad. In contrast, a highly significant ($p$ <.001) decline in learning effort was observed among students in the comparison group at home, indicating waning levels of self-motivation during the first 3 months of the study period (moderate effect, $d$ = 0.52).

*Changes in perceived self-discrepancy as an outcome of studying abroad with ERASMUS*

In order to assess the impact of the learning context, the changes in the perceived self-discrepancy among students abroad and at home were compared directly while controlling for initial differences in participant characteristics that were also associated with their changing self-perceptions.

*Testing for potential covariates*

Table 5.23 below shows that none of the initial participant characteristics, except the baseline self-discrepancy score was directly and significantly associated with changes in the perceived self-discrepancy during the first 3 months of the study period. The self-discrepancy pre-score was therefore included as the only covariate in the analysis of the between-group effect.

**Table 5.23 Testing potential covariates of changes in self-discrepancy during time period 1**

| Variable | t-value/ statistic | Sig. |
|---|---|---|
| **General participant background variables** | | |
| Gender | $t$ (117) =-0.25 | $p$ =.589 |
| Age | $t$ (116) =1.05 | $p$ =.295 |
| Family SES | $t$ (117) =0.83 | $p$ =.468 |
| Terms studied at university | $t$ (116) =0.85 | $p$ =.375 |
| **Participant's English language learning background** | | |
| Baseline L2 proficiency | $t$ (115) =0.28 | $p$ =.779 |
| English instruction during study period | $t$ (115) =1.01 | $p$ =.270 |
| Status as English major/ non-major | $t$ (115) =0.18 | $p$ =.875 |
| Prior extended abroad experience (English-speaking context) | $t$ (116) =-0.30 | $p$ =.764 |
| **Participant's initial motivational characteristics at time point 1** | | |
| Self-efficacy in using English in social interactions | $t$ (115) =-0.62 | $p$ =.462 |
| English use anxiety with native speakers | $t$ (114) =1.69 | $p$ =.253 |
| English use anxiety with non-native speakers | $t$ (115) =1.50 | $p$ =.097 |
| Accessibility of fluent English future self | $t$ (114) =1.30 | $p$ =.352 |
| Desirability of fluent English future self | $t$ (115) =-0.19 | $p$ =.864 |
| Plausibility of fluent English future self | $t$ (113) =1.51 | $p$ =.183 |
| Perceived self-discrepancy | $t$ (116) =-5.58 | **$p$ <.001** |
| Level of self-motivation | $t$ (114) =0.57 | $p$ =.487 |
| **Participant's initial intercultural competence (affective domain) at time point 1** | | |
| Self-efficacy in intercultural interactions | $t$ (117) =1.29 | $p$ =.417 |
| Need for cognitive closure | $t$ (115) =-0.18 | $p$ =.859 |
| Attitude towards own national group | $t$ (113) =0.70 | $p$ =.555 |
| Attitude towards host national group | $t$ (114) =1.19 | $p$ =.240 |
| Social identification as German | $t$ (113) =0.26 | $p$ =.769 |
| Social identification as European | $t$ (114) =0.68 | $p$ =.518 |
| Social identification as global citizen | $t$ (112) =-1.31 | $p$ =.356 |

Table 5.24 below provides a summary of the multiple regression of changes in the perceived self-discrepancy on group membership (model 1) and the baseline self-discrepancy score (model 2). The preceding examination of test assumptions suggested that an additive linear model was sufficiently suitable for describing the relationship between the predictors and the outcome since less than 5% of the $N$ = 118 cases had residuals greater than 2. Moreover, the Durbin Watson statistic of 2.228 indicated the desired lack of autocorrelation, while the VIF (average VIF =1.268) and Tolerance (average tolerance = 0.805) statistics confirmed the absence of perfect multi-collinearity. Since the residual plots showed signs of non-normality (negative skew

in the histogram and deviation of the residuals from the 45 upward sloping line in the p-p plot) and heteroscedasticity (funnelling pattern in the residual plots), bootstrapped bias corrected and accelerated 95% confidence intervals for the regression coefficients were computed based on 2,000 bootstrap samples (reported in parentheses in table 5.24 below).

**Table 5.24 Overview of the multiple regression of change in perceived self-discrepancy during study period 1 on group membership and self-discrepancy pre-score with BCa 95% confidence intervals**

| Factors | Unstan. Coefficients | | Standardized coefficients | | | Correlations | |
|---|---|---|---|---|---|---|---|
| | B | SE | Beta | T | Sig. | zero-order | partial |
| **Model 1** | | | | | | | |
| Constant | -0.32 (-0.58, -0.08) | 0.13 | | -1.40 | .017 | | |
| Group 1 vs. group 3 | 0.95 (0.32, 1.54) | 0.30 | .32 | 3.02 | .001 | .27 | .27 |
| Group 2 vs. group 3 | 0.75 (0.21, 1.33) | 0.27 | .24 | 2.30 | .009 | .21 | .21 |
| **Model 2** | | | | | | | |
| Constant | 2.47 (0.84, 4.18) | 0.86 | | 4.35 | .007 | | |
| Group 1 vs. group 3 | 0.74 (0.17, 1.23) | 0.29 | .25 | 2.57 | .014 | .23 | .21 |
| Group 2 vs. group 3 | 0.64 (0.15, 1.10) | 0.25 | .21 | 2.17 | .016 | .15 | .18 |
| Baseline self-discrep. Score | -0.34 (-0.52, -0.16) | 0.10 | -.43 | -5.29 | .001 | -.44 | -.43 |

*Note. $R^2$ = .079 for Model 1 (adjusted $R^2$ =.063), F (2,115) = 4.92 ($p$ < .01); $R^2$ =.260 for Model 2 (adjusted $R^2$ =.241), change in $R^2$ =.182, change in F (1,114) = 27.98 ($p$ < .001).*

As can be seen in model 1 in table 5.24 above, participation in study abroad significantly predicted changes in the perceived self-discrepancy during the first 3 months of the study period (both abroad groups vs. comparison group: $p$ <.01). These group effects remained significant at the $p$ <.05 level when the pre-score was entered into the equation (model 2). The regression coefficients indicate that study abroad participants in group 1 tended to gain 0.74 [BCa95%CI 0.17, 1.23] points more and those in group 2 0.64 [BCa95%CI 0.15, 1.10] points more on the self-discrepancy measure than students who continued to study at home. When interpreting these figures, it is worth noting that this between-group effect is not merely a product of greater reduction in the perceived self-discrepancy among study abroad participants, but it also reflects the tendency for the perceived self-discrepancy to widen among students who continued to study at home.

With regard to the covariate, we once again find the typical pattern that the baseline score was inversely related with subsequent changes in the perceived self-discrepancy during the first 3 months ($r$ =-.43, $p$ <.001). Including the baseline score significantly improved the model (change in $R^2$ =.182, change in $F$ (1, 114) = 27.98 ($p$ < .001)). The final model 2 explained 24.1% of the total variance in the development of the perceived self-discrepancy during the first 3 months of the study period (moderate effect, Cohen's $f^2$ = 0.32). Most importantly, the between-group effect remained significant when the influence of the initial perceived self-discrepancy on the students' subsequent self-development was controlled for. This result suggests that studying abroad with ERASMUS in the UK at least partly accounts for the narrowing in the discrepancy students perceived between their current level of competence and being a highly proficient speaker of English.

In summary, the quantitative analysis of how the students related to the goal of becoming a highly proficient speaker of English indicated that the only significant change pertained to the present-future self-discrepancy, which narrowed significantly during the initial 3 months of study abroad. Students in the comparison group at home tended to experience the opposite: a widening of the perceived self-discrepancy. The between-group analysis showed a significant group effect, suggesting that participation in study abroad accounts for some of the observed self-development towards a more congruent English self-concept.

#### 5.2.4.3 Changes in the properties of students' future English selves and levels of self-motivation from January to June 2013

Table 5.25 below shows the desirability, accessibility and plausibility of becoming a highly proficient speaker of English for students in groups 1 and 3, the perceived discrepancy between their present level of competence and this proficient ideal, as well as the amount of effort they reported to expend towards its attainment at time points 2 and 3.

**Table 5.25 Fluent future English self and effort scores (means and standard deviations) at time points 2 (late December 2012) and 3 (June 2013) with bootstrapped t-tests and effect sizes**

| Properties of the fluent future L2 self | *N* | Time point 2 *Mean/ SD* | *N* | Time point 3 *Mean/ SD* | T-test sig. level | *Cohen's d* |
|---|---|---|---|---|---|---|
| **Abroad group 1** | | | | | | |
| Desirability | 42 | 10.00/2.43 | 42 | 9.98/2.52 | $t$ (41) = 0.05, $p$ =.956 | |
| Accessibility | 42 | 10.14/1.41 | 42 | 9.98/1.81 | $t$ (41) = 0.79, $p$ =.425 | |
| Plausibility | 42 | 8.95/2.63 | 42 | 8.95/ 2.87 | $t$ (41) = 0.01, $p$ =.957 | |
| Self-discrepancy | 42 | 8.24/1.78 | 42 | 8.43/2.13 | $t$ (41) = -0.54, $p$ =.621 | |
| Perceived effort expended | 42 | 9.50/1.77 | 42 | 8.69/2.36 | **$t$ (41) = 2.40, $p$ <.05** | 0.39 |
| **Comparison group (3)** | | | | | | |
| Desirability | 38 | 10.24/1.44 | 38 | 9.16/3.07 | **$t$ (37) = 2.25, $p$ =.054** | 0.43 |
| Accessibility | 38 | 9.47/2.28 | 38 | 9.26/2.30 | $t$ (37) = 0.50, $p$ =.627 | |
| Plausibility | 38 | 8.95/2.34 | 38 | 8.50/2.57 | $t$ (37) = 1.42, $p$ =.168 | |
| Self-discrepancy | 38 | 7.68/1.78 | 38 | 7.82/1.90 | $t$ (37) = -0.67, $p$ =.530 | |
| Perceived effort expended | 38 | 7.74/2.06 | 38 | 7.74/2.10 | $t$ (37) = 0.01, $p$ =.999 | |

*Note. Scale ranges from 1 (I do not desire this at all) to 11 (I desire this very much)*

*Scale ranges from 1 (I never imagine this) to 11 (I imagine this very often)*

*Scale ranges from 1 (This is very unlikely) to 11 (This is very likely)*

*Scale ranges from 1 (This is not true of me at all) to 11 (This is already true of me now)*

*Scale ranges from 1 (I do not work at this at all) to 11 (I work very hard at this)*

The within-group comparisons suggest that for students in abroad group 1, becoming someone who can converse effortlessly in English remained a highly desired (M = 9.98, *SD* = 2.52) future self at the end of their stay, which they still frequently envisioned (M = 9.98, *SD* = 1.81). However, despite the fact that the students spent 6 further months in the UK, becoming a highly fluent speaker of English did not become any more likely (M = 8.95, *SD* = 2.87) than it was at the end of their first term abroad (December 2012), nor did they seem to find themselves to be approximating their fluent ideals further during the subsequent 6-month period. In other words, the moderate gap (M = 8.43, *SD* = 2.13) students tended to perceive between their current level of proficiency and this future self did not seem to get significantly smaller. At the same time, there was a significant decline in the amount of effort expended towards achieving speaking proficiency ($p$ <.05), which plateaued at a somewhat more moderate level (M = 8.69, *SD* = 2.36).

*Changes in self-motivation to become proficient as an outcome of studying abroad with ERASMUS*

We will now assess whether the observed decrease in learning motivation among the ERASMUS students was associated with their participation in study abroad. As shown in table 5.26 below, the preliminary analysis of covariates indicated that none of the participant characteristics, except the students' levels of learning motivation at T2 were directly and significantly associated with changes in their learning motivation during the second study period. The students' effort scores at T2 were therefore included as a covariate in the main analysis.

**Table 5.26 Testing covariates of changes in learning motivation during study period 2**

| Variable | t-value/ statistic | Sig. |
|---|---|---|
| **General participant background variables** | | |
| Gender | *t* (81) =0.67 | *p* =.559 |
| Age | *t* (79) =-1.14 | *p* =.251 |
| Family SES | *t* (81) =0.92 | *p* =.351 |
| Terms studied at university | *t* (81) =0.10 | *p* =.904 |
| **Participant's English language learning background** | | |
| Baseline L2 proficiency | *t* (82) =-0.19 | *p* =.843 |
| English instruction during study period | *t* (81) =0.44 | *p* =.607 |
| Status as English major/ non-major | *t* (83) =0.86 | *p* =.406 |
| Prior extended abroad experience (English-speaking context) | *t* (81) =0.85 | *p* =.678 |
| **Participant's motivational characteristics at time point 2** | | |
| Self-efficacy in using English in social interactions | *t* (83) =-0.37 | *p* =.746 |
| English use anxiety with native speakers | *t* (81) =-0.61 | *p* =.543 |
| English use anxiety with non-native speakers | *t* (83) =-0.59 | *p* =.535 |
| Accessibility of fluent English future self | *t* (82) =-0.25 | *p* =.835 |
| Desirability of fluent English future self | *t* (82) =1.32 | *p* =.479 |
| Plausibility of fluent English future self | *t* (83) =0.38 | *p* =.727 |
| Perceived self-discrepancy | *t* (82) =-0.05 | *p* =.960 |
| Level of self-motivation | *t* (82) =-3.95 | ***p* <.01** |
| **Participant's initial intercultural competence (affective domain) at time point 2** | | |
| Self-efficacy in intercultural interactions | *t* (83) =-0.01 | *p* =.998 |
| Need for cognitive closure | *t* (83) =0.06 | *p* =.944 |
| Attitude towards own national group | *t* (81) =0.73 | *p* =.385 |
| Attitude towards host national group | *t* (81) =0.50 | *p* =.504 |
| Social identification as German | *t* (81) =-0.50 | *p* =.575 |
| Social identification as European | *t* (81) =-1.55 | *p* =.064 |
| Social identification as global citizen | *t* (81) =-0.81 | *p* =.427 |

*Assessing the between-group effect*

Table 5.27 below provides the summary of the regression of change in learning effort on the students' group membership (model 1) and their effort score at T2 (model 2). The examination of test assumptions indicated the adequate fit of an additive linear model to the data since only 2 out of 80 cases that had residuals greater than 2. The Durbin Watson statistic of 1.887 confirmed the desired lack of autocorrelation, while the VIF (average VIF =1.187) and Tolerance (average tolerance = 0.842) statistics confirmed the absence of perfect multi-collinearity. Since the residual plots indicated non-normality (skew in the histogram and deviation of the residuals from the 45 upward sloping line in the p-p plot) bootstrapped bias corrected and accelerated 95% confidence intervals for the regression coefficients based on 2,000 bootstrap samples were computed (reported in parentheses in table 5.27 below).

**Table 5.27 Overview of the multiple regression of change in learning effort during study period 2 on group membership and self-discrepancy pre-score with BCa 95% confidence intervals**

| Factors | Unstan. Coefficients | | Standardized coefficients | | | Correlations | |
|---|---|---|---|---|---|---|---|
| | B | SE | Beta | T | Sig. | zero-order | partial |
| **Model 1** | | | | | | | |
| Constant | 6.106E-16 (-0.50, 0.51) | 0.27 | | 0.01 | .981 | | |
| Group 1 vs. group 3 | -0.76 (1.59, 0.02) | 0.39 | -.20 | 2.30 | .071 | -.20 | -.20 |
| **Model 2** | | | | | | | |
| Constant | 3.82 (0.95, 4.35) | 0.96 | | 3.05 | .012 | | |
| Group 1 vs. group 3 | -0.22 (-0.91, 0.51) | 0.36 | -.05 | -0.51 | .598 | -.20 | -.05 |
| Effort T2 score | -0.35 (-0.58, -0.11) | 0.11 | -.36 | -3.29 | .009 | -.38 | -.34 |

*Note.* $R^2$ *= .038 for Model 1 (adjusted* $R^2$ *=.026),* $F\ (1,82) = 3.22$ *(*$p = .076$*);* $R^2$ *=.148 for Model 2 (adjusted* $R^2$ *=.127), change in* $R^2$ *=.110, change in* $F\ (1,81) = 10.51$ *(*$p < .01$*).*

As shown in model 1, the unique contribution of the study context (group 1 abroad vs. group 3 at home) to predicting changes in learning effort did not reach significance ($p$ =.071). When the effort T2 score was taken into account (model 2), the association between participation in study abroad and changes in effort further decreased from $r$ =-.20 to $r$ =-.05. Thus, the standardized beta coefficients suggest that the students' levels of self-motivation at T2 were much more strongly associated with subsequent changes in self-motivation ($p$ >.01) than

the difference in the learning context itself. As it is commonly found, the "pre-score" (effort expended at T2) was inversely correlated with subsequent gains in effort from T2 to T3 ($r$ =-.34). In other words, students with higher levels of self-motivation at T2 tended to experience a stronger decline in self-motivation than less motivated students regardless of the study context they found themselves in, partly because they simply "had more motivation to lose" than the latter. The final model 2 explains 12.7% of the total variance in effort, which according to Cohen (1988) is a small effect (*Cohen's* $f^2$ =0.15). These results suggest that the observed significant decline in learning motivation was not associated with studying abroad as opposed to studying at home.

In summary, the quantitative group-level analysis suggests that during the second study period from January to June 2013, becoming a highly proficient speaker of English was still a highly desired, accessible and rather plausible goal that was not at all far removed from the present English self-concept of the study abroad participants. However, the data show a significant decline in the amount of effort students reported expending towards realizing their highly proficient ideal. This tendency was only observed among ERASMUS students abroad, whereas for the group of students at home no overall changes in learning motivation were recorded. The absence of a significant between-group effect, however, seems to suggest that this motivational decline was not associated with the extended stay abroad.

### 5.2.5 Section summary: examining changes in the students' self-efficacy, English use anxiety and self-motivation to learn English as an outcome of study abroad

The group-level analysis of global changes in the students' self-motivation to learn and speak English during study abroad in the UK revealed significant changes in all three of the observed areas: the students' perceptions of self-efficacy when using English in interactions with native and non-native speakers of English (their levels of English use anxiety in those interactions (see 5.2.3), as well as their self-motivation to become proficient speakers of English (see 5.2.4).

During the initial 3 months of the study period, students in both abroad groups developed significantly stronger L2 self-efficacy when using their English in social interactions in both informal and academic contexts. The mean change in both groups was small to

moderate according to the Cohen scale, but in the short-term abroad group larger individual differences in self-efficacy gains were observed. The non-mobile students tended to regress slightly, perhaps as a function of time spent in the home country and the relative lack of engagement in such interactions. The between-group analysis showed that participation in study abroad was significantly associated with higher gains in self-efficacy when initial differences in relevant participant characteristics were controlled for (see 5.2.2.2).

During the subsequent study period from January to June 2013, students in abroad group 1 continued to develop higher levels of self-efficacy, albeit in a less pronounced manner than during the initial 3 months of their stay (*Cohen's d* =.34 as compared to .48). The between group analysis showed that the study abroad condition was significantly associated with higher gains in self-efficacy during this subsequent 6-month period. It showed further that after 9 months in the UK students tended to remain significantly less efficacious when talking to native as opposed to non-native speakers, when faced with spoken discourse on unfamiliar as opposed to familiar topics and when having to make unplanned as opposed to planned contributions to seminar discussions (see 5.2.2.3).

Students in both study abroad groups also tended to experience significant reductions in English use anxiety with both English native and non-native speakers during the first 3 months of their stay. Very similar medium sized reductions in anxiety were observed for students in both abroad groups and with both types of interlocutors. It is noteworthy, however, that reductions in English use anxiety with other non-native speakers tended to apply more across the board whereas stronger individual differences remained with English native speakers. After controlling for initial differences in relevant participant characteristics, the study abroad condition remained significantly associated with the observed reductions in English use anxiety (see 5.2.3.2). The group-level analysis further showed that levels of English use anxiety with both native and non-native speakers tended to plateau after the initial 3-month period (see 5.2.3.3).

With regard to the students' self-motivation to continue learning English, the quantitative analysis suggests that becoming someone who can converse effortlessly in English remained a highly desired and rather plausible goal for self-development during the students' first term abroad, which they reported to frequently envision. During the initial 3 months abroad, students in both abroad groups tended to experience a narrowing in the perceived

discrepancy between their current competence in English and their fluent ideal. The between-group analysis suggested that studying abroad in the UK for 3 months can at least partly accounts for these changes in the students' English self-concept. The quantitative analysis of overall change in the amount of effort expended towards becoming highly proficient indicated that students in both abroad groups tended to sustain high levels of learning motivation during their first term abroad (see 5.2.4.2). It appears therefore that the difference in their temporal perspective, i.e., whether the students were expecting to stay in the UK for only one term or longer, did not tend to significantly affect the overall development in their self-motivation to continue learning English.

During the subsequent 6-month period becoming a fluent speaker of English tended to remain a highly desired, accessible and rather plausible goal that was not far removed from the students' present English self-concept. Surprisingly perhaps, no more reductions were observed in the perceived self-discrepancy even though the students continued to develop higher levels of self-efficacy. Similarly, it was striking that after 9 months of studying abroad in the UK, attaining their highly proficient ideal did not tend to become significantly more plausible than at programme entry. The only significant change pertained to the amount of effort students reported expending towards becoming highly proficient speakers of English, in which a small but significant decline was recorded among the study abroad participants. While this decline in learning effort was observed among the group of study abroad participants only, the non-significant between-group effect seems to suggest that the decrease in self-motivation to learn English was not significantly associated with their extended study abroad experience (see 5.2.4.3).

The group-level analysis presented in this section served to identify common patterns of overall change in L2 self-motivation among students at home and abroad. In doing so it allowed for the move from individual to the programmatic outcomes of ERASMUS study abroad in the UK for most participants. At the same time, its potential in generating explanations for the observed developmental patterns is limited. Thus, the next section 5.3 will explore the motivational dynamics during study abroad that were involved in shaping the observed common patterns of motivational change based on the students' verbal questionnaire and interview data.

## 5.3 A closer look at the motivational dynamics during ERASMUS study abroad

### 5.3.1 Introduction to the section

In the previous section, we have examined common patterns of change in the students' self-motivation to learn and speak English. This section will delve deeper into the motivational dynamics during study abroad that give rise to the observed patterns of motivational change. Qualitative content analysis (see methodology section 3.5.2) of the verbal questionnaire data from all study abroad participants and of the interview data from the 15 focus participants was conducted in order to address the following question:

> *How can we conceptualize the motivational dynamics during study abroad that give rise to the observed patterns of motivational change?*

So far, the analysis of change in the students' self-motivation to learn and speak English was conducted from a decidedly etic, that is, from an observer's perspective. However, if the mechanisms of change lie in the reasoning of the participants (Pawson 2006), then how the students themselves perceived the changes in their self-motivation, as well as aspects of the study abroad experience that they found (de)motivating are crucial in developing a fuller understanding of its motivational impact. Thus, the aim of the qualitative analysis was two-fold: to corroborate the observed patterns of motivational change from the perspective of the participants (triangulation) and to generate potential explanations for the observed changes (complementarity).

In analyzing the motivational impact of the study abroad experience qualitatively, it proved meaningful to differentiate between its concurrent impact as manifested in the motivational changes during the study abroad period itself (this section) and the overall impact of the experience as a whole on the students' motivation to continue learning English in the future, as perceived by the students at the end of their stay (section 5.4).

Section 5.3.2 will explore the dynamics of change in the students' self-efficacy and English use anxiety with native and non-native speakers of English, while section 5.3.3 will focus on potential explanations for the observed decline in learning motivation after the first term abroad.

### 5.3.2 Exploring the dynamics of change in the students' self-efficacy and English use anxiety and their role in the students' engagement in social interactions during study abroad

#### 5.3.2.1 Initial L2 self-conceptions and L2 use anxiety

The quantitative analysis showed that the most pronounced motivational changes during the first 3 months abroad tended to occur in the students' self-efficacy in using English in social interactions, in the perceived discrepancy between their current level of competence and their fluent ideal English future self, and in their levels of anxiety when talking to native and non-native speakers of English (see sections 5.2.2, 5.2.3 and 5.2.4). None of these changes were observed among the group of potentially mobile students at home. The group mean scores at the onset of the study abroad period indicated that the students already tended to be rather efficacious (group 1: M = 7.87 (1.52); group 2: M = 7.91 (1.66) on a scale from 1-11), generally perceived themselves as not too far off from their imagined ideal English future selves (group 1: M = 7.49 (1.99); group 2: M = 7.80 (1.53) on a scale from 1-11) and experienced little English use anxiety with other non-native speakers (group 1: M = 8.84 (2.12); group 2: M = 8.67 (2.00) on a scale from 1-11), albeit they were more anxious when talking to native speakers of English (group 1: M = 6.13 (2.41); group 2: M = 5.75 (2.53) on a scale from 1-11). The comparisons of the students' questionnaire scores with their verbal accounts highlighted, however, that their insecurities and inhibitions when conversing in English tended to be greater than their numerical scores would suggest.

For example, Tatiana scored 8.53 out of 11 on the self-efficacy in using English in social interactions scale, 10.5 out of 11 on the English use anxiety with non-native speakers and 5.5 out of 11 on the English use anxiety with native speakers scales, which suggest fairly high levels of self-efficacy, virtually no English use anxiety with other non-native speakers and moderate anxiety with native speakers. However, the accounts in her first interview before departure to the UK suggested rather low self-efficacy and strong inhibitions when she had to speak English at her German university:

> *"Well, when you suddenly meet someone at university who is asking for information, my inhibitions are alarmingly strong." (Tatiana, interview 1) (q.5.1)*

It was indeed somewhat surprising to find that at this advanced stage, the clear majority of focus participants (11 out of 15) still felt quite insecure about speaking English upon arrival in the UK. Alex, who is also a fluent speaker of Spanish and had a pre-departure C-Test score of

81, a TOEFL score of 114 and an initial self-efficacy score in using English in social interactions of 6.12, was talking about his initial difficulties with speaking English, two weeks into the programme:

> *"How does it feel to speak English now, and how are you coping language-wise?"*
>
> *"It feels strange and uneasy. When I speak I lack everyday vocabulary. Very often the Spanish, rather than the English word comes to my mind." (Alex, first impressions) (q.5.2)*

Karen, who had one of the highest baseline C-test scores (93 out of 100) and a self-efficacy score of 8.65, talked about the challenge of speaking the language she had studied for so long, including for her teaching degree in Geography and English, two weeks after her arrival in Glasgow:

> *"However, I find speaking difficult, which doesn't mean that I can't manage at all, but I often notice that I make mistakes, that everything sounds a bit wooden or that my pronunciation is off, or I lack certain phrases or that I do not sound authentic or natural because I use this written English since I haven't participated in English conversations a lot. I haven't had longer conversations with other people in English before – it will be the first time here that I am doing this. Well, I only fully realized here how much potential for improvement there still is." (Karen, first impressions) (q.5.3)*

As Karen's statement illustrates, these perceived difficulties with speaking were not so much a matter of lacking the necessary linguistic competence, but rather a performance issue marked by compromised fluency and/ or pronunciation and further, one of non-idiomatic language use since the students' active repertoire of useful expressions typically used in daily life tended to be restricted. The following reflections on the "linguistic challenges" ("sprachliche Herausforderungen") of the first two weeks in the UK by Tatiana, who also had an initial C-test score of 93, also illustrate these difficulties well:

> *"There are challenges everywhere. It starts with the fact that English at school only teaches you very theoretical and complicated vocabulary and you fail miserably when you are in the kitchen and want to tell your flatmate where you stored the spatula. I just really miss a lot of everyday vocabulary. Visits to authorities or matters of administration at university are challenges because each time I speak with locals I suddenly can't seem to think of even the simplest expressions." (Tatiana, first impressions) (q.5.4)*

Karen's statement above also illustrates another finding. Despite their extensive English language learning histories, the students' English speaking self-concept, that is, their sense of their own speaking skills in English was often not yet well developed, probably as a function of having learned English mostly within the classroom and of a lack of speaking practice in- and outside this setting. The perceived uncertainties around whether one would be able to maintain a conversation and relate to others in English were sometimes considerable. For example, Linda, a highly anglophile student, who even before she went on the ERASMUS exchange followed the news in the UK, consumed English media and felt that English was a better medium for expressing her emotions than her native language German, yet she was very uncertain of how well she could actually speak English with others:

> *"I would like to get better at speaking or, to start with, I would like to take stock of how I speak to start with since I do not know how I speak." (Linda, interview 1) (q.5.5)*

Significantly, those uncertainties constituted a major factor in the students' initial inhibitions and language use anxiety. Marta, in her pre-return interview, referred to initial "panic" when she had to speak English, which was also fed by the uncertainties around her speaking skills, which she was able to overcome during her semester-long stay in the UK:

> *"Now I don't feel fear or panic anymore when I speak without planning and even if there is something I don't understand, I don't have a problem with asking X times/ repeatedly. [...] Now I know that I can maintain a conversation from beginning to end, without having to consult the dictionary; that my interlocutor will understand me and that I can use the words I've learned in conversation. I already feel more confident." (Marta, interview 2) (q.5.6)*

There were also notable exceptions. 3 out of 15 students reported feeling at ease and not particularly challenged by having to speak English. All three students had previously spent an extended period in an English-speaking country, as an au-pair in England, a high school student in the United States or a working traveller in New Zealand. When following up this phenomenon quantitatively in order to determine whether there was a common pattern, it emerged that prior extended abroad experience in an English-speaking country was a significant predictor of initial levels of anxiety with native speakers ($r$ =-.22, $p$ <.05) and other non-native speakers ($r$ =-.21, $p$ <.05). This finding is consistent with the intuitive hypothesis that the first

extended abroad experience in an L2 country might play the most significant role in bringing down high levels of L2 use anxiety. In these cases, too, however, students reported going through a relatively short transition period in order to find back to their old levels of fluency and confidence again. Jennifer, who had stayed in London as an au-pair before for one year some 3 years earlier, was somewhat surprised that she had to get used to the all English medium again, even though she had kept in touch with the English language and had English-speaking friends in Germany:

> *"All right. And how does it feel now to be speaking English again?"*
>
> *"Err ... a bit .. well, I was a bit surprised that it was this diff... err .. challenging to get back into it again. Although I spoke a lot of English in Berlin, had lots of English friends and an English flatmate for some time, I realized that it is quite different when you are constantly confronted with the language. And yes, it took me about a week until I thought 'now I have reached my old levels of fluency again'." (Jennifer, first impressions) (q.5.7)*

Overall, the contrastive analysis of the students' initial questionnaire scores and their verbal accounts showed, however, that in the clear majority of cases the students' questionnaire scores alone tended to paint a somewhat optimistic picture of their initial levels of self-efficacy and English use anxiety in social interactions.

#### *5.3.2.2 Interrelationships between students' initial self-conceptions and English use anxiety*

Another interesting finding with regard to the students' initial perceptions of self-efficacy, self-discrepancy and levels of English use anxiety was how these motivational characteristics were interrelated in multiple ways. These inter-relationships are represented by the non-parametric correlations in Table 5.28 below. A higher level of self-efficacy in social interactions was strongly associated ($r$ =.53, $p$ <.001) with a smaller perceived discrepancy between one's present level of competence and one's imagined ideal English self. Given that self-efficacy beliefs have been conceptualized as building blocks of an individual's present self-concept in the relevant domain (Mercer 2011), the significant overlap is plausible, yet this constitutes a novel empirical finding as L2 learners' perceived present-future self-discrepancies had hitherto not been operationalized in correlational studies due to a lack of suitable instruments.

**Table 5.28 Non-parametric *Kendall Tau* correlations (time point 1)**

| | *self-efficacy* | *self-discrepancy* | *anxiety NNS* | *anxiety NS* |
|---|---|---|---|---|
| *self-efficacy* | 1 | .53*** | .33** | .32** |
| *self-discrep.* | .53*** | 1 | .40** | .41** |
| *anxiety NNS* | .33** | .40** | 1 | .19* |
| *anxiety NS* | .32** | .41** | .19* | 1 |

*Note. *p < .05; **p < .01; ***p < .001*

Both, the perceived present-future self-discrepancy and self-efficacy in using the L2 in social interactions showed inverse relationships with L2 use anxiety with non-native and native speakers of English that were very similar in size. The lower the students' self-efficacy in using English and the greater the perceived discrepancies between their current English self-concept and their imagined ideal English selves, the higher their levels of L2 use anxiety tended to be. Such a relationship between perceived self-discrepancies and feelings of anxiety when using the L2 in social interactions has been suggested by Pellegrino Aveni (2005) based on her qualitative studies of U.S. Americans on study abroad in Russia, yet it remained unclear whether this was an idiosyncratic or indeed a more generalizable finding. The highly significant association that emerged between these constructs in the present study suggests that perceived L2 self-discrepancies are indeed associated with L2 use anxiety with native and non-native speakers, at least in informal settings such as informal study abroad environments.

Table 5.28 also shows that, perhaps somewhat surprisingly, feelings of anxiety when using English with native and with non-native speakers were only weakly correlated ($r$ =.19, $p$ <.05). Thus, although both exhibit rather similar relationships with the perceived self-discrepancy and self-efficacy, this result suggests that these need to be considered as distinct phenomena. As discussed in section 5.2.3 above, students' tended to be significantly ($p$ <.01) more anxious when using their English with native speakers as compared to other non-native speakers of English at the onset of the study abroad period, after the first term abroad and after nine months in the UK. The interviews with focus participants shed light on the students' perceptions regarding the qualitative differences between these two contexts of L2 usage. From this qualitative analysis, two main reasons for higher levels of anxiety with native speakers emerged: fear of being perceived as incompetent by native speakers and the greater perceived linguistic demands of those interactions.

While most of the students considered themselves as equally or more competent than other international students for whom English was their second language, they tended to be

anxious about being perceived as incompetent by English native speakers. In this regard, consider the students' comparisons of using English with other non-native speakers and native speakers of English:

> *"How does it feel to speak English now?"*
>
> *„It depends whom I talk to. Well, with international students I feel quite safe. I feel that they are not perfect either. They make mistakes, I make mistakes. We're on a par, as it were. When I talk to native speakers, I feel somewhat obliged to speak better than I can and because I put myself under pressure I make mistakes that I would not make when I'm not nervous." (Marta, first impressions) (q.5.8)*

> *"Well, it [speaking English with international students with English as L2] is a little different than with native speakers because if you happen to use the wrong word or whatever, then it is not too bad because in most cases they wouldn't notice. But with native speakers you keep on thinking afterwards 'Man! You know how to do it, yet you said it in such a strange way!' Well, you are annoyed with yourself and think 'You know this!' and 'Why do you do such things???' [laughs] With international students I don't care really." (Anna, Interview 2) (q.5.10)*

> *"Do you feel that there is a difference in whether you talk to native speakers or non-native speakers purely in terms of your self-confidence?"*
>
> *"Yes, still. Well, with non-native speakers I don't care how I speak – you feel that you are more among the better group of linguists and when you talk to native speakers you are more likely to feel that you got it wrong. However, I noticed quite quickly that if you say you are unsure, people are rather quick to say that one's English is superb and one doesn't need to worry at all." (Tatiana, interview 2) (q.5.11)*

While the students did seem to experience anxieties about being perceived as incompetent, it is noteworthy that none of the students reported any direct negative judgement of their skills by a British person. In fact, some students were under the impression that British people were actually rather quick to praise their language skills, as Tatiana's statement above illustrates.

The other major concern students shared regarding native speaker interactions were their greater linguistic demands. Listening comprehension was perceived as more challenging due to faster speech production of native speakers, challenging regional English, Scottish or Northern Irish accents and, to a lesser extent, higher incidence of unknown vocabulary. One participant also referred to native accents other than British (Canadian and U.S. American) as being particularly hard to understand. Challenging accents were also mentioned in the context of interactions with second language speakers, yet not as evoking English use anxiety. The students' statements below serve to illustrate common perceived linguistic challenges of interactions with native speakers:

> *"With Scottish or British people it is slightly more difficult because the accent is stronger. Well, with Scottish people in particular. I can actually understand British people quite well, but some talk very fast." (Karen, interview 1) (q.5.12)*

> *"I also have great difficulties understanding the everyday language of British students. I often have to double check and ask them to repeat." (Alex, first impressions) (q.5.13)*

One of the focus participants described in more detail their feelings of inferiority as a result of not being able to fully understand their British flatmate:

> *"Well, if one is a native speaker then first of all you simply do not understand many things. Then you cannot re-act. [...] there is also a dominant British girl - 'dominant' in the sense that she often is in control of the topic of conversation, she's often in the kitchen and talks a lot and I often have real difficulties to understand her and then she makes a joke or something and everyone is laughing, or she says something to me and I don't understand and cannot respond and then I really look like a fool. Well, inferior." (Alex, interview 2) (q.5.14)*

Although the students became significantly more confident with native speakers over the first term abroad, there was a common pattern for speaking anxiety to remain significantly greater with this group (see section 5.2.3.3). In generating potential explanations for the more persistent English use anxiety with native speakers, the composition of the students' social circles comes to mind, which featured less native speaker interactions and L2 practice with this group. The exploration of the students' perceptions themselves highlighted that during their first term abroad they came to perceive interactions with native speakers as less linguistically

challenging as their listening comprehension skills improved. However, their anxieties about being perceived as incompetent by a native speaker proved to be rather tenacious.

Daniel's statement below illustrates the perceived increase in listening self-efficacy, which is in line with the quantitative data on changes in self-efficacy in social interactions with native speakers during the first term abroad (see section 5.2.2.2):

> *"Well, with non-native speakers you are on one level quite quickly whereas with native speakers you also have such things as accent and how fast they speak – in the beginning that was sometimes difficult and I was sitting there thinking 'Whaaat?' But you can get used to that and you learn how you have to interpret accents and yes, you get better at it after some time." (Daniel, interview 3) (q.5.15)*

While the increase in self-efficacy appears to have played a central role in easing L2 use anxiety with native speakers, persistent fear of being judged as incompetent seemed pivotal to sustaining the greater levels of anxiety with this group. In this regard, consider the following example statements from students at the end of their study abroad in the UK:

> *"And does it still make a difference for you whether you talk to native or non-native speakers?"*
>
> *"Mh, it depends on the situation – sometimes it does. It has already become less, but sometimes you are more anxious with English people because you think 'Huh, what if you talk nonsense or …'. Although, as I said they are not fussy about it or anything." (Laura, interview 3) (q.5.16)*

> *"When I talk to native speakers I know there is a 90% chance that my English is better than that of my interlocutor. However, with native speakers you often have the feeling that you get it wrong."*
>
> *"Do you think you have become a lot more confident in speaking with native speakers as a result of your stay?"*
>
> *"Yes, I would say so. But it still makes a difference." (Tatiana, interview 2) (q.5.17)*

As was typical among students in this group, Tatiana came to compare herself favourably with most other international students who were speakers of English as a second language, yet she was still anxious about her competences being judged by native speakers. Like other students

she held strong beliefs that native speakers had the authority over the language, which are reflected in common attitudes, such as interactions with native speakers having the greatest value for L2 learning, as the example statement illustrates:

> *"I think that's a prejudice of almost all students who go on study abroad. Almost all of them think 'I have to communicate with locals and that's really important'. However, once you are there – for example, I had a err very communicative flatmate who was talking constantly. We really could talk for several hours and I ended up spending this much with international people and I think I then realized that it doesn't make a big difference." (Marta, interview 2) (q.5.18)*

The persistent fear of being perceived as incompetent by native speakers seemed to affect those students who were striving for native-like ideal self and those who were quite anglophile more than others. In both cases one might hypothesize an idealization of the English native speaker to some degree. It is important to note that most questions pertaining to native speaker interlocutors in this study were explicitly geared towards British rather than, for example, towards South African or Australian native speakers of English. Similarly, "Anglophilia" in this context also refers specifically to an attraction to everything British in particular.

Significantly, the two major anxiety inducing factors in communication with native speakers, anxieties about being judged as incompetent and about not being able to cope with the perceived linguistic demands of native speaker interactions, are both associated with the students' English self-concept, that is, the conceptions of their own English skills, particularly so in the area of speaking. The analysis therefore highlights that even in the case of such fairly advanced learners, low self-efficacy in using English in social interactions, perceived discrepancies between their present competence and the imagined ideal and feelings of L2 use anxiety should still be considered as obstacles that may prevent students from using the L2 in social interactions when such opportunities arise, particularly so if they involve native speakers.

#### 5.3.2.3 Initial self-efficacy, self-discrepancies and English use anxiety in the students' linguistic choices and patterns of social contact

In order to follow up whether there was indeed a general pattern of association between the students' English self-concept, their levels of anxiety, their patterns of social contact and their linguistic choices in those interactions, non-parametric Kendall-Tau correlations were

computed between these variables. Statistically significant associations emerged between the students' levels of self-efficacy, English use anxiety and perceived self-discrepancies at the onset of study abroad, the composition of their local social networks (proportion of co-national, host national and international students with ESL) and the languages they chose to speak within their social circles (English or German) by the end of the first term.

The lower their initial levels of self-efficacy ($r$ =.25; $p$ <.05) and the wider the gap they perceived between their actual competence and their ideal English-speaking self ($r$ =.23; $p$ <.05), the lower the proportion of British contacts they reported to have in their local social network. This suggests that the students' initial English self-concept played a moderated their social contacts with British students. This association also featured repeatedly in the interviews when focus participants constructed their language abilities as a barrier to befriending British students. Maria, for example, in her second interview first elaborates on how British students did not seem very interested and open to getting to know international students. When asked how she arrived at that conclusion, she referred to her two British flat mates:

> *"When the English flatmates arrived, they also had fresher's week and went on excursions and err didn't even ask whether one wants to come. Such things, for example. Then I thought 'OK, they don't know each other before, they didn't know me before, but they don't ask me. Got it.'" (Maria, interview 2) (q.5.19)*

However, only a few minutes later in the same interview when we talking about her disappointment about having no British friends and the barriers in befriending them, she constructs her own language skills as the most significant barrier:

> *"And you said that you really wanted more contact with English students and English people in general. [...] What do you think are the biggest obstacles that, well, get in the way of that?"*
>
> *"I think, first of all it is myself. That I expect that if I approach people and talk to them with my terrible English, I expect them to like me or to be nice to me. So, well, I think the biggest problem am I, myself. Perhaps if I did it, then at some point there would be someone who is open and would respond just as nicely, but well." (Maria, interview 2) (q.5.20)*

Although Maria was one of the weaker learners in this group by no means did this mean that she could not communicate in intelligible ways. Yet, her weak speaking self-concept posed a real obstacle for her in relating to British students. Similarly, Laura, in talking about the lack of

British contacts in her social network and barriers in social interactions with British students, refers to an episode of group work where she was the only non-British student and sometimes felt "left out":

> *"[...] I sometimes feel that I can't really get into that [group]."*
>
> *"So, a little left out sometimes?"*
>
> *"Yes, perhaps they find it too tiring to ask me every time or something – I can imagine that also. [...] Again I can rethink it and project it onto myself that when I talk to internationals who aren't as good at English as we are then you take somewhat less notice of them or take them less seriously, take less notice. Yes, it's just tiring, I think, because you have to tell someone again or, or because you fell that they don't understand 100%. Similarly, I can imagine that they feel in similar ways. The German, she doesn't always understand 100% and so on, although they do hear that I get it, but they are always so fast and then I sometimes have this thing: 'Do they mean it this way or that way'? Sometimes these are nuances, but they already notice that. I don't blame them since, that's an automatic thing. As I said, I notice with myself, too, that if there is someone who has a little bit of difficulties understanding something, you take somewhat less notice of them." (Laura interview 2) (q.5.21)*

The key issue in Laura's deliberations regarding potential barriers in her interactions with British students is perhaps that although her initial levels of self-efficacy were not particularly low, she still constructed her English language skills as a barrier in relating to British students.

Students with lower initial self-efficacy in using English in social interactions also reported speaking more German as opposed to English ($r$ =.26; $p$ <.05) and more English with non-native speakers as opposed to native speakers ($r$ =.22; $p$ <.05) within their local social circles. While the reasons for why German was perceived as the "easier option" should seem quite obvious, the students' accounts also highlighted the importance of feeling able to speak as themselves and convey their personality in their preference for German, as illustrated by Maria's statement below:

> *"I think the difficult thing is that you can't quite – you just cannot express yourself the way you can in your mother tongue. That's why it is just easier with Germans. Because you can be the way you are, rather than having to search for another word that perhaps doesn't fit that well and that's why I think it's still easier with Germans." (Maria, interview 2) (q.5.22)*

The reasons for why speaking English with other non-native speakers was perceived as a "safer" option than practicing with native speakers revolved mainly around perceptions of being on an equal footing with one's interlocutor. However, the motivational dynamics in these interactions will be discussed in greater detail below under the role of English as lingua franca (ELF) communication with other international students in overcoming initially high levels of L2 use anxiety and in developing stronger self-efficacy.

Finally, the students' initial levels of English use anxiety were also predictive of their patterns of social contact. The lower their levels of English use anxiety with other non-native speakers of English at the beginning of their stay, the more they socialized with international students for whom English was a second language ($r = .22$; $p < .05$), as opposed to other German students or British students. Students' initial levels of English use anxiety with native speakers, unlike perceptions of self-efficacy and self-discrepancy, were not predictive of students' patterns of social contact with British students. This seems to suggest that the L2 self-concept, rather than feelings of anxiety plays a more immediate role in patterns of social contact with native speakers, besides other perceived barriers (see section 4.3.4). This finding seems plausible if one regards L2 self-concept as an antecedent of feelings of anxiety.

In sum, this analysis highlights that while the vast majority of the ERASMUS students in this study had in common the strong wish to become highly proficient speakers of English, often paired with rather high levels of learning motivation, individual differences in their English self-concept and English use anxiety at the beginning of their stay played a significant role in whether and with whom they chose to speak English, even in the case of such fairly advanced learners.

**5.3.2.4 Ways in which the study abroad experience related to changes in the students' self-efficacy and English use anxiety with native and non-native speakers**

As discussed in section 5.2, the quantitative analysis showed that during the first 3 months abroad, ERASMUS students in both groups tended to experience a significant increase in self-efficacy in using English in social interactions along with a reduction in the perceived present future self-discrepancy and a lowering of anxiety with both native and non-native speakers of English. In the area of self-efficacy, this upward trend continued beyond the first term for those students who were staying abroad for two terms or more. In order corroborate these patterns of motivational change from the perspective of the participants, focus participants were invited in their second and third interviews to elaborate on perceived changes in how they felt about speaking English:

*"Does speaking English feel different now than it did at the beginning of our stay?"*

*„Fühlt sich jetzt anders an, Englisch zu sprechen als zu Beginn deines Aufenthaltes?"*

In all 15 cases, the students themselves perceived an increase in confidence when speaking English with others, including those students who had already been fairly confident speakers even before their arrival, as compared to their arrival in the UK. Moreover, their accounts indicated that even high levels of English use anxiety with other non-native speakers of English tended to be overcome quite quickly, often within the first few weeks, whereas English use anxiety with native speakers tended to ease off to some extent. Thus, the students' perceptions were rather consistent with the observed developmental patterns of change in the larger sample.

The account of Tatiana, who had a very high baseline overall proficiency level, but a weak speaking self-concept and high initial levels of language use anxiety with both native and non-native speakers reflects some of the typical changes in the subjectivities in how students felt about speaking English by the end of the first term abroad: having overcome inhibitions to speak English with other non-native speakers and feeling less inhibited with native speakers, perceptions of greater fluency and having to expend less effort, but also clearly noticeable variations in performance and ease of communication, depending on the day and interlocutor.

*"And how do you feel about speaking? Does speaking feel different in any way from at the beginning of your stay?"*

*"Err, yeah, it already got easier. You don't have these very strong inhibitions anymore, especially when you talk to non-native speakers, no inhibitions anymore. With English people they have also become less strong."*

*"Well, you wanted to overcome your insecurities in speaking and you think you managed that? And as for achieving greater fluency in speaking, what do you think about that?"*

*"Well, as I said, that really depends on the day. There are good days and bad days, but if you compare a good day now with a good day before, the level would be higher now."*

*"And how about the effort it takes you to speak English?"*

*"[...] Well, not too bad. It's not a big obstacle. It's also not tiring I have to say. Well, of course it also depends on the interlocutor. If the interlocutor spoke Sheffield English, it would still be difficult. Similarly, it would be difficult if an interlocutor spoke very little English, but generally it takes relatively little effort to speak English." (Tatiana interview 2) (q.5.23)*

Beyond interrogating the observed statistically significant changes on the standardized scales in the questionnaire from the students' perspective on their own motivational development, the aim of the qualitative analysis was to further explore in what ways, if any, the study abroad experience contributed to strengthening the students' English speaking self-concept and to reducing speaking anxiety. In this regard, several themes emerged from the accounts of the focus participants, which will be discussed in turn.

*5.3.2.4.1 Increasing self-certainty and lowering English use anxiety through opportunities for self-validation*

As discussed above, the students tended to arrive in the UK with limited experience in speaking English, particularly so outside the classroom and with native speakers of English. There was therefore uncertainty around their abilities to converse in English, which was in some cases considerable (i.e., not knowing at all whether one would be able to communicate in intelligible ways). Thus, the students' initial experiences of speaking English with others in the UK served as long overdue "reality checks" of their abilities that facilitated the development of more elaborate and/ or accurate self-conceptions in this domain. Thus, these initial opportunities for self-validation in the study abroad context enhanced the students' English self-

concept and reduced feelings of speaking anxiety mainly by increasing in the certainty of their self-beliefs.

Consider Linda's reflections below on becoming a more confident speaker of English during study abroad in the UK. While Linda's initial overall proficiency test score of 83 was rather high, her prior experiences of speaking English in Germany had been very limited. One of her goals mentioned in her pre-departure interview was therefore to "*take stock of how I speak*". This is what she said at the end of her study abroad semester regarding how she felt about speaking English now:

> *"Well, I feel much more self-confident now simply because I now have the experience in my head that it works and that I can communicate. That gives me a sense of security. In the beginning, I was still uncertain whether I would be understood or whether I would understand. And when I spoke I felt more insecure." (Linda, interview 2) (q.5.24)*

When considering such reality checks as a source of motivational change in the study abroad setting, it is important to consider the role of the students' proficiency level. Students in this group were at a level where their perceived difficulties in conversing often did not reflect a genuine lack of competence, but tended to revolve around confidence issues and compromised performance in terms of fluency, idiomaticity and lack of some everyday vocabulary that may be acquired fairly quickly by repeatedly going through standard situations in daily life. However, it is conceivable that for students at lower proficiency levels, such reality checks might well have different motivational outcomes, such as feeling *more* insecure and inhibited as a result of conversation breakdowns or other direct and indirect negative feedback, or perhaps motivate them to work harder at improving one's language skills by the encountered difficulties**,** rather than feeling more confident and motivated to use the L2 in social interactions.

*5.3.2.4.2 Self-enhancement through external comparisons with the proficiency level of other international students for whom English was a second language*

External comparisons with the speaking abilities of other international students were another common source of self-efficacy and therefore self-enhancement during the initial phase of the study abroad period. The students' accounts highlighted that other international

students for whom English was a second language commonly served as an external point of reference for evaluating their own English language skills:

> *"Yes, perhaps that you compare yourself a little, a little bit and thinks, 'oh, her or his language is actually, actually still sounds much better than yours' and then does compare it a little like this, I think." (Katie, interview 2) (q.5.25)*

As the following excerpts illustrate, these comparisons tended to be favourable and thus have self-enhancing functions besides affecting the students' self-motivation to further improve their English (see section 5.3.3 below):

> *"I somehow felt at some point that I could cope quite well and my English is better than that of most other ERASMUS students [...]"(Jessica, interview 3) (q.5.26)*

> *"What I noticed is that what you can show on paper is still different from what you can actually do in practice because all ERASMUS students had to fulfill the same [linguistic] requirement, but so many had a much lower level than me [...]"(Jennifer, interview 2) (q.5.27)*

> *"Well, with non-native speakers I don't care how I speak – you feel that you are more among the better group of linguists [...]" (Tatiana, interview 2) (q.5.28)*

Thus, the study abroad experience also appeared to facilitate the enhancement of the students' English self-concept and self-motivation to speak English by enabling favourable external comparisons with the skills of other international students with English as a second language, be it by taking part or by observing interactions featuring this group of students.

*5.3.2.4.3 Self-enhancement through direct feedback on the students' speaking abilities*

To a lesser extent, direct positive feedback from others, including international and co-national peers, as well as friends and family back home on the students' language skills and their speaking abilities in particular featured as a source of self-efficacy and self-enhancement in the students' accounts. Katie, for example, referred to the positive remarks of her Japanese flatmate, who was taking English language classes herself, on her speaking skills:

*"[...]she thought I can speak English well enough and don't need the course." (Katie, interview 2) (q.5.29)*

Lars remembered receiving positive feedback on his spoken English by his friends back home during the long Christmas break:

*"I noticed that when I came back to Germany. People there told me that I had improved."*

*"I see. You spoke English in Germany?"*

*"Partly, yes, simply because they wanted to know how I speak English." (Lars, interview 2) (q.5.30)*

The students also referred to feedback from the local British population, although their credibility as a source of validation of their skills tended to be somewhat mitigated. In the students' perceptions, British people tended to be rather quick, perhaps too quick, to praise their language skills. They therefore tended to interpret their comments as an act of politeness and encouragement, rather than as a genuine evaluation of their language skills:

*"However, I noticed quite quickly that if you say you are unsure, people are rather quick to say that one's English is superb and one doesn't need to worry at all." (Tatiana, interview 2) (q.5.31)*

*"There is definitely still room for improvement, but my confidence to just start talking is simply greater, or, yes, well, that – the confidence to speak English at all. And in fact, for example, I have just had different people commenting on my English in the past few days when I was in London. Well, I mean, English people, I think, are always quick to say it's superb." (Laura, interview 2) (q.5.32)*

The analysis also highlighted instances of confusion and frustration arising from dissonances between the students' own perceptions of their speaking skills and efficacy information they received from external sources:

*"I definitely feel more self-confident when I communicate in English, more fluent and less insecure. And many people also tell me that it got better. Nonetheless, I think I am not at that high level where I would like to be. I sometimes feel that I am missing words, or I can't think of them." (Karen, interview 3) (q.5.33)*

Such dissonances also featured in cases where students themselves wished to improve their English by taking language classes, but placement tests marked their level as too high for any of the classes offered by their host institution (see section 4.3.4).

However, while such dissonances occurred and explicit feedback was not always perceived as credible, the students still referred to the positive feedback they had received when interviewed on their perceptions of competence and linguistic progress. Significantly, there were no accounts of any explicit negative feedback. Thus, for this group of fairly advanced EFL learners the numerous instantiations of L2 usage in the study abroad environment also facilitated self-enhancement through the direct feedback these invite.

*5.3.2.4.4 Overcoming classroom attitudes: greater readiness to take risks in communicating meaning*

During the first term abroad, the students' self-motivation to speak English also seemed to increase as a result of changes in risk taking behavior in communicating towards greater readiness of making mistakes in order to get the meaning across. The account of Katie below illustrates this change in self-motivation to speak English quite well:

> *"Do you think speaking feels different now from at the beginning?"*
>
> *"I can't tell somehow – it still depends a bit on the situation and with whom I speak. Overall, I just find it easier and I am also more communicative now. [...] Well, in English in particular, that I am not that afraid anymore to get it wrong or to make a fool of myself or something like that – or, it's actually not that my English is so much better now, but rather that this becomes less important. I also think it was an important experience that I am understood and even when I thought I didn't speak perfect English, just the experience that I am understood anyway, that everyone knows what I mean and understands me and so on – somehow that is a really important key moment for that you just do it more often and talk to people, and also in those situations where you don't have all the words immediately at hand." (Katie, interview 3) (q.5.34)*

Rather than simply reflecting higher levels of self-efficacy, the key mechanism behind this increase in self-motivation to speak English seems to be a change in attitudes and risk taking behaviour. In the excerpt below, Laura also talks about getting into the habit of unplanned speaking, that is, speaking without thinking much about how to say it beforehand, even if it

meant making mistakes. She noticed this shift only after the long Christmas break, once she had developed confidence that she was generally understood by others:

> *"There is still potential, but my confidence to just speak, or to speak English in general is just greater. [...] I now came back and just started talking like that, while in the beginning I always thought about how I wanted to say it or what to say and now. And now I tend to think less and simply start talking. Well, in terms of feeling – I think it is just the confidence and also that you are being understood better and better now and so on." (Laura, interview 2) (q.5.35)*

As illustrated by the accounts above, participation in ERAMUS study abroad also appeared to increase self-motivation to use the L2 in social interactions by facilitating a shift away from typical classroom behaviours and attitudes, such as meticulous pre-planning of output, speaking anxiety and avoidance behaviours for fear of making mistakes. This shift tended to occur during the first term abroad, after students had developed a certain level of confidence that they were able to communicate successfully as a result of repeated mastery experiences.

*5.3.2.4.5 Strengthening self-efficacy and reducing anxiety through enactive mastery experiences*

Perhaps rather unsurprisingly, daily speaking practice with others, which was often referred to by the students themselves as the necessity of "having to speak English" on a daily basis, was most influential in increasing self-motivation to speak English by strengthening students' self-efficacy beliefs through repeated experiences of success. Such performance accomplishments or *enactive mastery experiences* have also been described by Bandura (1997) as the most potent source of self-efficacy. Therefore, this finding in itself does not seem particularly novel or significant. However, its significance lies in the context in which these mastery experiences occurred as these were commonly facilitated by interactions with other international students for whom English was their second language.

In order to explore the role of these English as *lingua franca* (ELF) interactions with other international students in the development of self-motivation to speak and learn English in more depth, all study abroad participants were asked in questionnaire 2:

> *"In how far, if at all, do you think the interactions with other international students (except English native speakers) contributed to your language development (including learning motivation, confidence etc.)?"*

> *„Inwiefern, falls überhaupt, denken Sie hat die Interaktion mit anderen internationalen Studierenden (englische Muttersprachler ausgenommen) zu Ihrer sprachlichen Entwicklung beigetragen (einschließlich Lernmotivation, Selbstvertrauen, etc.)?“*

Other than entering a verbal response, students could opt for "*Didn't help me with my language learning.*"/ "*Hat mir in sprachlicher Hinsicht nicht geholfen.*". In order to then explore themes that emerged from the students' questionnaire responses in more depth the focus participants were invited to share their views on the dynamics and significance of those interactions in the pre-return interview:

*"How would you evaluate the contribution of interactions with other international students whose first language is not English to developing ones foreign language skills?"*

*„Wie bewertest Du den Beitrag, den die Interaktion mit internationalen Studierenden zur fremdsprachlichen Entwicklung leistet?“*

The frequency analysis of the students' questionnaire responses showed that the majority of ERASMUS participants (31 out of 42 respondents (73.81%) in group 1 and 31 out of 37 respondents (83.78%) in group 2) thought that interactions with other international students for whom English was a second language did make a contribution to their English language acquisition, their motivational development and/ or their intercultural learning abroad. While the overall trend was the same for both ERASMUS groups, the proportion of students who thought that these interactions played a role in their learning was slightly higher among those who stayed in the UK for one term only. The different ways in which ELF interactions with other international students affected the students' self-motivation to learn and use English that emerged from the qualitative content analysis are discussed below in order of category size.

*Overcoming initially high levels of L2 use anxiety and strengthening self-efficacy through ELF interactions as a "safe" space for practice (19 responses)*

19 out of 62 students indicated that ELF interactions with other international students helped them to overcome initial use anxiety and/ or building their confidence through offering a safe space for practicing one's English with others. The frequency analysis suggests that these were by far the most important motivational functions of these interactions. Laura's account

below, in which she reflects on the role of these interactions for her linguistic and motivational development, gives a flavor of their motivational dynamics and significance:

> *"Mh, interesting you should mentioned that. I just wanted to ask how you would evaluate the contribution that interactions with international students – well, with those who don't speak English as their native language -made to your linguistic development, as it were."*
>
> *"Well, as I said, I think the main point is bringing yourself to speak German at all – err nonsense - I mean English at all because you speak and you also have to find words and expressions that fit the situation, so it is definitely helpful for you to speak and work at it. But it is not necessarily correct. Yeah, it's not perfect English that you speak and hear. Well, it's funny but I often observed that you still understand each other very well, even if an English person would probably say 'what she just said was completely wrong'. But because both aren't native speakers you often know exactly what the other means if you leave out expert expressions because both don't know them, but you somehow find other phrases."*
>
> *"Yeah. You also said it's good for one's self-confidence …"*
>
> *"Yeah, I think so. Simply because, on the one hand, like I've just explained, you have the security that the other person doesn't hold it against you if you say something that is wrong perhaps because they just don't know any better themselves."*
>
> *"Mhm."*
>
> *"But just speaking, and perhaps in this relaxed setting in particular, where the other person cannot hold it against you, you have more courage because in the beginning you are more insecure when talking to English people, but more confident speaking with other non-native speakers." (Laura, interview 2) (q.5.36)*

As her account illustrates, interactions with other international students for whom English is a second language appear to have played a key role in overcoming English use anxiety, strengthening the students' self-efficacy and facilitating engagement in speaking practice during the initial phase of study abroad when speaking anxiety with native speakers for fear of appearing incompetent may still have been too strong. Through conveying a sense of being on equal footing, of mistakes going unnoticed and of shared understandings of what it means to be an L2 learner, ELF interactions with other international students were perceived as a

sufficiently safe space for to building confidence in speaking English upon arrival in the host country. In particular, the feeling of not having to worry about making mistakes featured prominently in the students' answers:

> *"One was happy to find that many others also didn't speak perfect English so that one dared to say something even though it was likely that the sentence was wrong." (q.5.37)*
>
> *"It helped in bringing oneself to speak without worrying about making mistakes." (q.5.38)*
>
> *"You speak English without feeling embarrassed because it is neither one's native language." (q.5.39)*

One student also mentioned overcoming inhibitions specifically caused by their German accent with other international students as they, too, spoke with an accent:

> *"One wasn't insecure because of one's own accent since the other international students had one, too, and so one had the courage to speak English more." (q.5.40)*

Thus, EFL interactions helped students in overcoming attitudes that had become deeply ingrained during their extensive classroom learning history. ELF interactions with other international students also contributed to building self-efficacy and fluency for some students through providing regular speaking practice. Some also reported meeting specifically for speaking practice:

> *"We met on a daily basis and talked to each other. In doing so, one gains self-confidence confidence in the language." (q.5.41)*
>
> *"An important role. I felt that I wasn't the only one who couldn't speak perfect English. We encouraged each other and were understanding of the other's situation, which helped me to carry on learning and gave me courage to speak. It was easier to speak English with each other where one is not afraid of making mistakes as no one can speak the language perfectly." (q.5.42)*
>
> *"A very important role. You learn to just converse despite the language barrier without feeling the pressure that every mistake in grammar or word choice gets noticed immediately." (q.5.43)*

Thus, the analysis of the students' accounts suggests that by being perceived as sufficiently safe, that is, less demanding and potentially threatening to the students' L2 self-concept, these ELF

interactions played a key role in overcoming English use anxiety and in building self-efficacy through mastery experiences.

*Developing a stronger English self-concept through favourable external comparisons with other ESL speakers in ELF interactions (8 responses)*

Beyond facilitating mastery experiences, interactions with other international students also facilitated self-enhancement by enabling favourable external comparisons with other ESL speakers. In doing so, they might reduce and counter the effects of external comparisons with English native speakers with more unfavourable outcomes. 7 of the 62 students referred to such external comparisons as enhancing their confidence.

> *"I might sound like a douchebag, but when others are worse [at English] than I am - which many of them are - then it does give you confidence. But apart from that, I don't think so." (q.5.44)*

> *"You notice how well you speak compared to others (increased confidence)." (q.5.45)*

In at least one case, increased self-confidence was a result of vicarious experience (Bandura 1997), that is, of watching another individual succeed at the task:

> *"It gave me some vocabulary and above all self-confidence since many weren't good [at English], but managed well nonetheless." (q.5.46)*

Thus, external comparisons with other ESL speakers also appeared to increase self-efficacy by highlighting successful communication in English as a realistic option for oneself.

*Developing a stronger integrative motive for learning English through ELF interactions (3 responses)*

Interactions with other international students did not only strengthen the students' confidence and self-motivation to use English in social interactions, but also appeared to enhance their learning motivation. In this regard, consider the following statements of students who refer to being more motivated to improve their English further for its value as a tool for relating to others:

> *"A large part of my interactions in English was with international students. [...] It also strengthened my interest in further improving my English language skills since it was only thanks to*

*the English skills we had acquired that we could talk and get to know each other in the first place." (q.5.47)*

*"I found it motivating because I realized that good English is the key to many good conversations, which I wouldn't have been able to have without my knowledge of English." (q.5.48)*

Thus, it appears that the students' intercultural contact experiences and friendships with other international students enhanced their self-motivation to learn English as they came to appreciate more fully the value of English as a tool for relating to people from around the world. While this value might have occurred to the students before, it was perhaps becoming a reality or lived experience through the intercultural interactions during study abroad, rather than just an imagined potential. Thus, one may say that as a result of their interactions with other international students some study abroad participants developed a stronger integrative learning motive in the wider sense. One student also referred to increased motivation to learn additional languages as a result of their intercultural contact experiences, which also reflects a stronger, but more generalized cross-linguistic integrative motive:

*"I got to know many new perspectives and their cultures and am motivated to learn more languages." (q.5.49)*

*Developing higher self-motivation to learn as a result of meeting role models for self-development (1 response)*

One student also reported that meeting highly proficient international students for whom English also was a second language strengthened their learning motivation:

*"A lot since I almost only interact with other international students. It has motivated me to improve my English further since I met quite a few who can speak English really really well." (q.5.50)*

Thus, ELF interactions with other international students also appeared to enhance self-efficacy and self-motivation to learn the L2 as a result of contact with highly proficient ESL speakers who served as mastery models for self-development with whom the students could identify. These encounters might enhance L2 learning motivation by increasing self-efficacy and replacing native speaker role models with more attainable ideals and potentially contribute to greater specificity and elaboration of the students' ideal English selves.

In summary, the analysis of the students' accounts highlighted that ELF interactions with other international students played a key role in overcoming even high initial levels of English use anxiety and in building self-efficacy in using English in social interactions by offering a space for practice that was perceived as less threatening and by providing opportunities for external comparisons with other ESL speakers. In some cases, ELF interactions with other international students also enhanced the students' English language learning motivation by strengthening the integrative motive for learning English and/ or introducing them to highly proficient ESL speakers who served as mastery models for self-development. Although ELF interactions also seemed to have various perceived linguistic benefits, the main perceived benefit among this group of students was clearly motivational, which is nicely captured in Alex's statement:

> *"It gives you confidence because you realise that you can express yourself, but it does not give you great skill." (Alex, interview 3) (q.5.51)*

**5.3.2.5 Section summary: exploring dynamics of change in the students' self-efficacy and English use anxiety and their role in the students' engagement in social interactions during study abroad**

The exploration of changes in the students' self-motivation to speak English started with their initial levels of self-efficacy and anxiety when using English in social interactions with other native and non-native speakers of English. The qualitative analysis of the students' interview data highlighted that they tended to be more anxious and less efficacious than their questionnaire scores would suggest and that, despite being fairly advanced learners, their speaking self-concepts were often not very well developed (see 5.3.2.1). Further quantitative analysis of these initial motivational characteristics showed that students who were less efficacious also tended to be more anxious when speaking English with other native and non-native speakers and perceive a wider discrepancy between their present competence and being a highly proficient speaker of English.

Significantly, English use anxiety with native and non-native speakers only showed a modest correlation of $r$ =.19 and levels of anxiety with native speakers remained significantly higher even after 9 months of studying abroad (see 5.3.2.2). From the qualitative analysis of the

students' accounts two main reasons for experiencing higher levels of anxiety with English native speakers emerged: higher perceived linguistic demands of these interactions and stronger fear of being judged as incompetent. While the first factor was mitigated as the students developed stronger self-efficacy in social interactions, their anxieties about appearing incompetent proved rather persistent. Both of these anxiety inducing factors were associated with the students' self-conceptions of their own English skills, particularly so in the area of speaking. Further quantitative analysis indicated that individual differences in the students' English self-concept and English use anxiety were significantly associated with the extent to which the students socialized with co-national, host national or international students and whether they chose to speak English or German in those interactions (see 5.3.2.3).

With regard to the observed changes in self-efficacy, self-discrepancy and English use anxiety, the perceptions of the focus participants that were shared in the interviews at the end of study period 1 and 2 were largely consistent with the observed developmental patterns in the larger sample. Their detailed accounts also played a key role in illuminating *how* the study abroad experience contributed to strengthening the students' self-motivation to speak English (see 5.3.2.4).

Since the students tended to arrive in the UK with limited experience in speaking English outside the classroom, their initial experiences of speaking English with others in the UK served as long overdue "reality checks", which enhanced students' self-efficacy and reduced feelings of anxiety in using English in social interactions by increasing the certainty of their self-beliefs (see 5.3.2.4.1). Furthermore, the study abroad experience facilitated enhancement of the students' English self-concept through favourable comparisons with the English proficiency of other international students for whom English was a second language (see 5.3.2.4.2) and, to a lesser extent, through direct positive feedback from peers, friends and family back home and the local British population. Although such direct feedback was not always perceived as credible and sometimes dissonances between the students' own perceptions of their skills and feedback from others occurred, students still referred to the positive feedback they had received when interviewed on their perceptions of competence and linguistic progress (see 5.3.2.4.3). Participation in study abroad also appeared to increase self-motivation to speak English in social interactions by facilitating a shift away from typical classroom behaviours and attitudes, such as meticulous pre-planning of output, speaking anxiety and avoidance behaviours for fear of making mistakes (see 5.3.2.4.4).

However, daily speaking practice, which was often referred to by the students themselves as the necessity of "having to speak English", seemed most influential in strengthening students' self-efficacy beliefs and reducing English use anxiety through repeated experiences of success (see 5.3.2.4.5). The students' verbal accounts highlighted further that interactions with other international students for whom English was their second language appeared most significant in facilitating such mastery experiences. In offering a safe space for practice and providing opportunities for external comparisons with other ESL speakers these interactions played a key role in building self-efficacy and overcoming initial levels of English use anxiety when using English in social interactions. There were also cases in which ELF interactions with other international students enhanced the students' English language learning motivation by strengthening the integrative motive for learning English and introducing them to highly proficient ESL speakers who served as role models for self-development.

Following the exploration of changes in the students' self-motivation to use English in social interactions with native and non-native speakers, we will now take a closer look at the dynamics of change in their learning motivation, that is, their self-motivation to work towards becoming proficient speakers of English.

### 5.3.3 Exploring the dynamics of change in the students' self-motivation to continue learning English

As discussed in section 5.2.4, the statistical analysis indicated that most students managed to sustain rather high levels of learning motivation during the first term abroad. During the subsequent 6-month period of study abroad the data showed a significant decline in the amount of learning effort students reported expending towards becoming highly proficient speakers of English. This observed motivational decline poses questions as to what lead the students to shift their priorities away from L2 learning. Considering that they were a group of rather advanced learners, one might think that this tendency for the students to reduce their learning effort after the first 3 months abroad occurred as a result of approximating the goal of becoming a highly proficient speaker. Is it that they felt that they had already become highly proficient speakers of English? Or were they perhaps comfortably certain of achieving this goal without expending further effort on L2 learning? Or did they abandon this ideal English self altogether, and if so, for what reasons?

The analysis of the participants' accounts served to illuminate this decline in learning motivation, focusing in particular on the ways in which changes in the present- and future-orientated parts of the students' English self-concept aligned with the observed changes in self-motivation. The central question that guided the analysis was

*"How can we conceptualize the motivational dynamics during study abroad that give rise to the observed decline in L2 learning motivation after the first three months?"*

The accounts of the focus participants played a key role in illuminating the dynamics underlying the observed changes in the students' learning motivation. At the end of their first and second terms abroad, they were invited to share their perceptions on how their self-motivation to learn English had developed during their stay. This interview segment provided a good starting point for the analysis of how the students conceptualized the development of their learning motivation during their stay, as well as the key factors in shaping this development:

> *"In the beginning you were rather motivated to improve your English further. How did your learning motivation develop over the course of your stay?"*
>
> "*Du warst ja anfangs ziemlich motiviert, Dein Englisch zu verbessern. Wie hat sich Deine Lernmotivation im Laufe des Aufenthaltes entwickelt?"*

7 of the 11 focus participants who stayed in the UK for more than one term reported that they had experienced a decline in their learning motivation. The self-perceived decline in learning motivation that was reported by most focus participants who studied abroad for more than one term was consistent with the general trend of declining learning motivation observed among students in abroad group 1 more widely.

#### *5.3.3.1 Reductions in learning effort in light of changes in the students' present L2 self-concept*

At the onset of the study abroad period, levels of English language learning motivation among the 15 focus participants ranged from moderate to high. In all cases, improving their English formed part of the students' personal goals for studying abroad.12 of the 15 participants specifically referred to improving their speaking skills and/ or to wanting to overcome their inhibitions when speaking English. This emphasis on achieving speaking

proficiency in the students' learning goals was consistent with the very high desirability of becoming a highly proficient speaker of English in the wider sample (see section 5.2.4). Some of the focus participants also thought that being abroad was a particularly good opportunity to develop their oral language skills, whereas reading and writing (academic language in particular) could well be improved in the home country. Consider Laura's statement in this regard:

> *„I can learn grammar from books, I can learn vocabulary from books, but well, just how you say things you just learn by living there. And that was what I had actually hoped to pick up, how you express yourself that you pick that up. That you sound a little more as if you had mastered the language. Those are the things that other people also notice und think "Okay, her English is quite good" because you just know such fixed expressions as well." (Laura, interview 3) (q.5.52)*

As far as the students' motives for learning English were concerned, 11 out of the 15 focus participants had a pronounced career-related instrumental learning orientation (as a reminder to the reader, 3 of the focus participants were trainee teachers of English and 1 was studying English language and literature). 12 students had a strong interest in meeting people from other countries and/ or in learning about "other cultures" (i.e., countries, political systems, customs and/ or other ways of life more generally). They displayed what one might term an international posture or an integrative orientation in the wider sense. 5 of the focus participants were quite anglophile and 2 had strong integrative orientation towards "the host culture", that is, a strong affinity with everything British, and could see themselves settling down in the UK eventually. Thus, attaining English proficiency was in one way or another instrumental for all the students in achieving their other valued life goals, such as pursuing postgraduate studies in English, being able to work internationally and/ or relate to people from other countries. However, it was the students' entry into the English-speaking study abroad environment that created an immediate need for English proficiency in order to be able to manage everyday life, interpersonal relationships and academic studies in English, thereby making English language learning a priority.

As discussed in the previous section, initially the linguistic demands of everyday life were still perceived as challenging by the students despite their extensive English language learning histories. As students' tended to have prior exposure to course materials such as textbooks in English, the linguistic demands of daily life were often described by the students as

initially more challenging than studying their subject in English. Perceived linguistic challenges and language use anxiety also concerned students with remarkably high baseline proficiency test scores, such as Tatiana, whose T1 score was 93 out of 100 and who wrote two weeks after her arrival in the UK:

> *„There are challenges everywhere. It starts with the fact that English at school only teaches you very theoretical and complicated vocabulary and you fail miserably when you are in the kitchen and want to tell your flatmate where you stored the spatula. I just really miss a lot of everyday vocabulary. Visits to authorities or matters of administration at university are challenges because each time I speak with locals I suddenly can't seem to think of even the simplest expressions." (Tatiana, first impressions) (q.5.53)*

Since all attempts of unsuccessful communication potentially compromised these competence beliefs further, the study abroad environment constitutes a self-threatening environment, particularly so during the initial phase (Pellegrino Aveni 2005). The students' accounts highlighted perceived threats to their sense of competence as a key driver behind improving their spoken English after their arrival in the UK, as illustrated by Katie's statement:

> *"I think in the beginning you are more insecure about whether you are understood at all and you go to great lengths to improve. Perhaps you then feel more confident and become a little lazy because, well, it's enough." (Katie, interview 3) (q.5.54)*

Conversely, reductions in these perceived threats to self-concept tended to curb learning motivation. In the quantitative data, this pattern was showed as a significant association ($r$ =-.23, $p$ <.05) between reductions in English use anxiety with non-native speakers during term 1 and the expenditure of learning effort towards becoming fluent during the following 6 months. In other words, the more the students' English use anxiety eased during the first 3 months in interactions with non-native speakers as their main reference group, the less motivated to continue working towards their highly proficient ideal the students tended to become. For an emic perspective on this phenomenon consider Laura's account of how she found herself less motivated to invest effort into improving her English after her first term abroad:

*"At the beginning of your stay, you were quite motivated to improve your English – how did your motivation develop?"*

*"I think that got a little less. I thought about this again just recently. In the beginning, I looked up more things that I wanted to know. I still do it every now and then, but it got less. I still find it exciting to learn things and I still want to improve it, but to look up specific things - that has become a little less."*

*"Why do you think that has become a little less?"*

*"Perhaps because in the beginning you still feel that by doing that you also gain confidence and then at some point you feel more confident and then I also started to just go over some things that I couldn't translate 100%, but somehow feel I understand anyway. You get used to that then." (Laura, interview 2) (q.5.55)*

Laura's account suggests that as she developed confidence in English, she started to take higher risks in negotiating meaning, such as not ascertaining the meaning of every unfamiliar word, while at the same time she found herself less motivated to engage in targeted learning activities. Laura talks about picking up little things, but no longer making any "significant leaps forward" ("keine großen Sprünge mehr") after her first term abroad:

*"[...]I think in the beginning it goes up relatively quickly because you go through a lot of different situations and learn something new everywhere or also look it up and then I think you reach a plateau that is higher than before of course. But then there doesn't seem to be happening an awful lot anymore. It's more like little things that you pick up from time to time or situations in which you hear something and take something away, or tasks you get and prepare for specifically, adding this way, but apart from that there is no more potential for significant leaps forward, I think. You would have to invest more effort again in order to push yourself further again." (Laura, interview 3) (q.5.56)*

The perceptions of her own proficiency development are indeed strikingly accurate as her proficiency test scores improved from 69 to 82 during the first term, and then from 82 to 83 during the subsequent 6 month-period. This pattern is reflective of a general trend in the proficiency development among students in the longer-term ERASMUS group, according to

which linguistic progress tended to be more pronounced during the first term abroad (see section 4.2).

Jessica, for example, also reported expending less effort on L2 learning once she felt confident that she could cope quite well with the linguistic demands of studying abroad. For her and at least 2 other focus participants, this decline in learning motivation was reinforced by self-enhancement through favourable external comparisons with other international students for whom English was a second language. When asked about how she viewed her own motivational development after 9 months in the UK, Jessica stated:

> *"Somewhat lazy... I somehow felt at some point that I could cope quite well und my English is better than that of most other ERASMUS students and then I told myself "Well, okay then"." (Jessica, interview 3) (q.5.57)*

Another common factor that lead to enhancement of the students' English self-concept and reductions in learning motivation were high scores on English proficiency tests and on placement tests for language classes at the host university. High test scores seemed to suggest to the students that they must already be rather proficient users of English, thereby undermining self-improvement efforts. Alex, for example, was planning to apply for an MBA programme with a minimum English requirement and regarded English as a tool that he urgently needed for his postgraduate studies. His learning motivation declined sharply after he achieved a TOEFL score of 114 points during his first term abroad:

> *"I could do more, but because I scored 114 points in on the TOEFL test, I feel a sort of relief. Now I am certified and so I can fulfil all English requirements of applications, and I also know that you need a much better level for work afterwards. You would have to be more fluent." (Alex, interview 2) (q.5.58)*

His account suggests that the test result acted as an external validation that he had achieved the proficiency level he needed for pursuing his education goals. That said, Alex was not uncritical of the validity of the test in measuring his speaking proficiency and continued to regard speaking as his weakest skill in all subsequent interviews. He also expected that he would have to improve his speaking skills further according to the specific demands of his future job, should English become relevant to his professional life. Crucially, however, his present learning

efforts were orientated towards being able to meet the immediate linguistic demands of the study abroad context, rather than towards more distant desired futures he envisioned.

A somewhat sobering interpretation of this finding would be that developing a stronger English self-concept and confidence in speaking the language developed at the expense of the students' self-motivation to continue learning English. However, taking a more differentiated perspective, one might also think of this change in learning motivation as a shift in learning mode away from engagement in targeted learning activities towards incidental learning as part of other activities that the students pursued, such as engaging in conversations, consuming films, online newspapers and radio programmes in English. For example, Laura continued to talk about how she now liked watching English movies and about the fact that she was now able to understand them in their original language, while also thinking that this might be a good way of further developing her spoken English:

> *"I also love watching movies in English by now. Well, I don't have a TV, but sometimes I go on the internet or to the cinema to watch a movie in English because I find it really cool to just understand the movie in the original language and the original soundtrack. I just recently watched a movie in German and the way it's dubbed is just horrible. For example, that's something I would really like to continue doing at home. And I think it's also a good way of acquiring the language." (Laura, interview 3) (q.5.59)*

Her account suggests that she had reached a rewarding level at which her proficiency in English made her incidental learning approach viable and her user experience enjoyable and rewarding through increasingly consistent positive feedback in these enactive mastery experiences (Bandura 1997). Such increased motivation and interest in consuming English media was also reported by other participants, who also regarded it as an enjoyable way of maintaining or improving their English language skills. Significantly, the students' accounts indicated that English language learning still tended to form part of the rationale for engagement in these activities, which suggests that these behaviours were also driven by self-motivation to improve the L2.

Some participants also reported falling into patterns once they felt confident in using their English with others. Consider Katie's account below, who found herself relying more and more on the linguistic routines she had built up, rather than learning and trying out new expressions:

> *"[...] when I speak English with my flatmates, including the girl from Canada, who is a native speaker, I actually feel that after a while you become a little bit, well, not exactly lazy with your language use, but you do tend to more or less speak the same sentences or express yourself using the same phrases that you are used to. Well, in this regard university is a little more challenging in a sense that you write and speak at an academic level so that I feel I am making more of an effort than in private life." (Katie, interview 2) (q.5.60)*

Perhaps most interesting, however, are her remarks on making more of an effort to improve her English in the context of her academic work. They illustrate that perceived challenges to the students' sense of competence also acted as a key mechanism that lead them to switch back from acquisition to targeted learning mode. The degree to which a communicative task is perceived as challenging or even threatening is, of course, closely linked to the individual's sense of self-efficacy and to their L2 self-concept in the relevant domain more widely. This renders changes in the students' present English self-concept as highly relevant to changes in self-motivation to further improve their English.

The students' accounts highlighted further that their academic and social goals for study abroad competed in some ways with their L2 learning goals for motivational space. Katie's account below illustrates how students sometimes felt that managing the workload of their courses compromised engagement in targeted learning of the language itself:

> *"Err, yeah, I am definitely motivated to improve it, but somehow the goal of working on the language has now taken a backseat because I'm just doing so much for university - I mean contentwise - that it is more like secondary right now, so not necessarily the main goal at the moment. It's happening more or less on the side. I'd still like to improve it a bit, especially having a closer look at some grammatical things." (Katie, interview 2) (q.5.61)*

Keeping in touch with family and friends back home, fitting in travel plans with their visitors from Germany and spending time with their new German-speaking friends were also recognized by the students as other major factors in competing with their goal of becoming fluent in English:

> "*And the factors that hold you back?*"
>
> *"With regard to the language? My speaking?"*

*"With regard to language, yes, improving the language."*

*"Well, perhaps because you do hang out with Germans and German-speaking people. Within three weeks of holidays I had, for example, a one-week holiday in Scotland and then friends visiting at three different times and always everything in German and then I thought "oh man, now I almost only spoke German for three weeks". That I think does throw you back a little sometimes, especially when you suddenly have to switch to English from a German conversation, then you have to sort out your brain briefly." (Laura, interview 3) (q.5.62)*

Finally, fading initial excitement and enthusiasm were also mentioned as negatively affecting the students' learning motivation, as illustrated by Lars's statement:

*"In the beginning you were quite motivated to improve your English – that was one of your goals for your stay abroad as it were. How did that motivation develop?"*

*"It got less. One thing was that I get better [at English] and that means it wasn't so much of a necessity for me anymore to get better. On the other hand it could also be that my motivation decreased over time when the first enthusiasm had faded. [...] When it comes to language I improve only so long as I need it and when I then come across some problem, I start to actively improve again instead of just participating in everyday life." (Lars, interview 3) (q.5.63)*

Beyond referring to fading enthusiasm, Lars's statement also reflects the common tendency for the students' learning motivation to decline once they felt confident that they were able to meet the linguistic demands of living studying and socializing in English. Thus, the analysis highlighted that the students' self-motivation to learn English was inextricably linked with perceived challenges to their present English self-concept and, further, that the students seemed to have difficulties sustaining self-motivation to continue learning English once they felt sufficiently competent and confident in meeting the immediate linguistic demands in the study abroad context. However, according to current motivational frameworks (see section 2.5), changes in the students' aspirations for the future and perceived present-future self-discrepancies also factor into the equation for self-motivation. In line with the wider sample of study abroad participants, Lars' questionnaire responses at T2 (10.00) and T3 (9.00) suggest that becoming a highly proficient speaker of English was still rather attractive to him. However, rather than pursuing this goal further, he seemed to have "settled" for functional proficiency by

the end of his 9-month-long stay in the UK. We will now consider how changes in the students' aspirations and in the discrepancies the perceived between their current level of competence and their proficient ideals link with the observed decline in learning effort.

*5.3.3.2 Reductions in learning effort in light of changes in the students' aspirations for self-development*

As discussed in section 5.2.4.2, during the first term abroad, most students perceived the gap between their current level of competence and their highly proficient ideal future selves to be narrowing. Since the students were a group of fairly advanced learners it stands to reason that the observed reductions in learning effort during study abroad might be a result of having achieved or at least approximated their ideal fluent English self to a degree where they felt comfortably certain of its achievement. Frequency analysis of the self-discrepancy scores of all students in the abroad groups showed, however, that only 14 out of 84 students (16.7%) already considered themselves as or very close to being someone who can converse effortlessly in English after the first term abroad (as indicated by T2 scores between 10 – 11). This suggests that while there were indeed some students who appeared to perceive themselves as very close to attaining their fluent ideal or as having attained it, most of them still seemed to perceive a significant discrepancy between their current level of competence and someone who can converse effortlessly in English. Thus, given that the fluent English self remained a future that was very much desired by most students (see section 5.2.4) it seems all the more surprising that most students nevertheless reduced their efforts in working towards its attainment.

A rather conspicuous trend in the quantitative data offered a good starting point for making sense of the motivational dynamics that were at play. Although the students' self-efficacy in English still tended to increase during the first term abroad (see section 5.2.2.2), the students no longer tended to perceive themselves as further approximating their proficient future English self. Given that the future reference point (becoming "someone who can converse effortlessly in English") remained the same in all surveys, one must suspect a perceptual change and re-evaluation of the remaining distance to the target. The interviews with the focus participants served to further explore any such changes in the students' perceptions of the present-future self-discrepancy. In this regard, consider Karen's reflections at the end of her stay on her linguistic development, as well as on the ground she had yet to cover to achieve her fluent ideal:

*"It's definitely considerable progress, but it's definitely – well, I imagined that – I've been there for 7 months and before that I thought a 7-month-long stay abroad , that's quite something. Well, many people only go 3 or 4 months or go on an extended internship. So I thought, 7 months are a lot, but sometimes I have the feeling that the more you talk to native speakers, the more you recognize your own flaws." [...]*

*"When you are abroad, or are in the UK, and are surrounded by English all the time then you realize – sure, every language is complex – but only then the complexity of it really strikes you, or you realize it fully, and then you think 'Okay ... you still have a long way to go'. And before when I was at Münster University and there were people who had been to the States for a year or had already been on an ERASMUS exchange in the UK, I thought 'Good Lord, their English is already - already sounds native-like' and now I would probably view them differently as well and say 'Okay, that's good, but that's still a German speaking English and no native speaker'."*

*[...] "What's your ideal for the future with regard to your competences in English now then?"*

*"If I could speak English as well as those two bilinguals I mentioned, that would be great." (Karen, interview 3) (q.5.64)*

While Karen thought that her English had indeed improved quite considerably as a result of studying in Glasgow for 7 months, becoming a highly proficient speaker also seemed more difficult to her than she had expected and as a goal had somewhat receded into the distance by the end of her study abroad experience. Karen was one of the focus participants with the highest entry and exit proficiency scores (T1: 93, T2: 95, T3: 96). However, her statements suggest that she still felt rather overwhelmed by the complexity of mastering the language and how much more she had yet to learn on the way to becoming the highly proficient bilingual she envisioned.

Closely linked with this re-evaluation of the remaining self-discrepancy was a phenomenon that shall be termed the "plausibility paradox". This phenomenon also became evident first in the statistical analysis of the students' questionnaire scores and was then explored in more depth in the student interviews. Given the significant reductions in the perceived present-future self-discrepancy during the first 3 months abroad, one should think that the attainment of the highly proficient English self would become more plausible. However, contrary to this hypothesis, the statistical analysis showed no significant change in the perceived

plausibility of this ideal self (see 5.2.4). The content analysis of the students' accounts, however, gave a more differentiated perspective. While, 4 out of the 15 students indeed perceived no change in the plausibility of attaining their ideal English selves as a result of their stay abroad, the majority thought that the ideal of becoming a highly proficient speaker of English had in some ways more and in other ways less likely. For an emic perspective on this perceptual change, first consider Karen's thoughts on attaining her ideal English self, a little later in the same interview that she gave before her return to Germany:

> *"Do you think it is more likely now that you can attain this ideal and become as fluent as those two [bilinguals]?"*
>
> *"Well, both. On the one hand, as I said, I realized only now that you do not get onto a good level as quickly as I had imagined, and on the other hand, I am now more motivated because I have English-speaking friends now and more of a relationship with England. And before it was, somehow 'Yes and now I have to read another one of those stupid books or write another one of those stupid term papers'. I also found university quite theoretical and I always thought 'What am I doing here – I'm studying English, but I read books and write term papers – that's all I'm doing'." (Karen, interview 3) (q.5.65)*

Karen concludes that the attainment of her fluent ideal English self had at the same time become more and less likely as a result of her study abroad experience. On the one hand, she talks about feeling more motivated to improve her English as a result of having made English speaking friends and developing a more personal relationship with the country. Both of these developments seem to have boosted her learning motivation by bringing her academic subject to life. On the other hand, attaining her fluent ideal seemed less likely to her now as improving her level during study abroad had been more difficult than she had expected.

Slightly earlier in the same interview (see previous excerpt above) Karen refers to fellow students at her home university whose proficiency level she had perceived as "native-like" after they had spent an extended period of time in an English-speaking country. It appears that based on these encounters Karen had formed rather high expectations regarding the ease of attainment in the study abroad context. It seems that the downward adjustment of those beliefs and expectations during her own study abroad experience played a central role in compromising the plausibility of attaining her ideal English self by increasing the anticipated difficulty of its attainment.

Such high expectations of progress and proficiency attainment during study abroad featured rather prominently among the focus participants. However, in all but one case the students had come to revise their initial expectations by the end of their stay, as illustrated by the following two excerpts:

> *"How would you describe the development of your English language skills during your study abroad semester now?"*
>
> *"Mh, slow."*
>
> *"I somehow thought at the beginning that when I'm here I will only have contact with English people and learn super fast and after 3 weeks I can speak English, well, speak fluently and talk to everyone and in this regard I was very disappointed that that isn't the case, but somehow ... it's developing, noticeably, but not at the speed I would like it to develop." (Maria, interview 2) (q.5.66)*

> *"Well, I think that was just such a thing that I came here and thought „Okay, after this year in England you can speak perfect English and no one will hear anymore that you are German" and well, yes, I moved away from that idea or let go of it [...]." (Susie, interview 3) (q.5.67)*

> *"My expectations for my stay were probably like „Well, I go there fort two terms and when I come back my English has wildly improved" - which didn't happen or at least not that I noticed it."*
>
> *"Where do you think such expectations come from?"*
>
> *"I don't know whether one has those automatically perhaps. For example, I've heard of people who were also abroad and then dreamed in English after three months really often." (Katie, interview 3) (q.5.68)*

Most importantly, if progress in the study abroad environment appears slower and harder than expected, the anticipated difficulty and the investment of learning effort required to become a

highly proficient speaker increases. This perceptual change seemed pivotal in compromising the students' willingness to expend further effort towards its attainment.

Similarly to Karen, Lars had come to re-evaluate the plausibility of attaining his ideal English self by the end of his study abroad experience:

*"Do you have an ideal for the future? You as a speaker of English?"*

*"As an ideal ... I want to work on my style a little bit, on my writing, but apart from that I've come to the conclusion that I can manage just fine. I could live here, I could study here. That's enough for me actually."*

*"So that means you consider yourself quite close to your ideal."*

*"Oh well, ideal - there is ... ideal for me would mean to be perfect at it. However, I just lack the necessity to get there. That's why I think the level I've achieved is enough for me. I think I'm relatively close, but how close – I don't know."*

*"Has it somehow become more likely or less likely that you will attain this ideal over the course of your stay?"*

*"That's a good question because on the one hand I'm closer to it now – so in principle it would now be easier to achieve if you assume that the process is linear. On the other hand, as I said, I don't need to achieve it anymore and knowing myself it won't get ideal."*

*"So, basically you approximated the ideal and are content, it's enough."*

*"Exactly."*

*"And do I understand correctly from what you're saying that it seemed somewhat more likely before that you would attain that ideal fully? That you would bridge that last bit?"*

*"Yes, that's right."*

*"Why do you think it has become less likely now?"*

*"Because my motivation to go on with it declined. I will go on [learning] a bit, but won't be particularly ambitious because I don't need it."*

*"How is it that you lowered your standards?"*

> *"I don't know – I had these aspirations before because I think that I am quite good at German and wanted to achieve that in English, too, but I've come to the conclusion that this will be very difficult to achieve and well, I can get by just fine."*
>
> *"Basically, it's all a matter of the standards that one has."*
>
> *"Exactly. In my case, this developed more into a "I have to manage somehow", rather than having a perfect command of the language. Well, I thought I would get closer to that." (Lars, interview 3) (q.5.69)*

In a rather differentiated account, Lars explains that on the one hand, attaining his ideal of becoming "perfect at English" had become more likely during his stay as his English had improved to a level where he could already "function" quite well in the language. At the same time, however, he perceived its attainment as less likely because he was no longer motivated to expend the necessary effort required for its attainment. Crucially, this motivational change seemed to be a result of having underestimated how difficult it would be to raise his English to the same level as his German during study abroad. Taking a perspective of cost and benefit on the expenditure of learning effort, one may say that Lars had decided that this ideal L2 self had become "too costly" in terms of the investment of learning effort it still required, given the added benefit that it offered. As he was not ready to meet this cost, he started to consider it as more unlikely that he would become a highly proficient speaker of English.

Lars's expectations in his first interview suggest that he strongly believed in the effectiveness of immersion, anticipating that L2 learning would happen entirely through practice:

> *"Well, I came here to learn this language and I suppose I don't have to do much for that since I will have to do that one way or another." (Lars, first impressions) (q.5.70)*

However, as progress in the study abroad environment came to appear more effortful than expected, so increased the estimate of the amount of conscious effort it would require to become highly proficient. The other side of this cost-benefit analysis concerns the *benefits* of further trying to pursue this fluent ideal. As Lars had realized, the level he had achieved during his stay allowed him to meet the linguistic demands of studying and living in an English-speaking country rather confidently. At his current level, he also did not seem to consider himself as too far off from his original ideal. Trying to bridge the remaining gap in order to

become "native-like" or "perfect" at English then seemed to involve rather a lot of effort considering the added benefit it offered. Thus, from a cost-benefit perspective, settling near his current level seemed to offer a reasonable compromise.

Since Lars' adjusted goal for L2 development was rather close to his current level, it appears that its attainment had become comfortably certain. As Oyserman and James (2009) write, "high levels of certainty can undermine effort by suggesting that attention *can* be shifted to other goals" (2009:379). Thus, achieving functional proficiency, abandoning his ideal English self as he came to re-evaluate the effort its attainment required, and settling for a more proximal, highly certain goal for self-development seem to be the key mechanisms behind the decline in his learning motivation. It is important to note, however, that Lars did not "abandon" his ideal because it started to appear entirely unattainable. Rather, he still seemed to conceptualize it as a possibility that he *chose* not to pursue. As we will discuss shortly, this has important implications for the protection and enhancement of the students' English self-concept.

Lars was by no means the only student who had lowered his ambitions and settled close to their current level of functional proficiency by the end of his study abroad. Susie, who was training to become a teacher of English and studied abroad at a highly practice-orientated teacher college, reported that she used to envision herself standing in front of her class "speaking perfect English". However, by the end of her stay she no longer intended to pursue this ideal L2 self further despite not yet having attained it fully**.** In this regard, consider the following statements in her pre-return interview:

> *"Did you already have that earlier that you had such an imagined ideal?"*
>
> *"Yes, I think so. Of oneself standing in front of the class as a teacher and being able to speak perfect English, yeah. However, I do think that the way I speak English now is authentic and convincing to students."*
>
> *"Has the attainment of this ideal somehow become more likely or less likely as a result of your stay abroad?"*
>
> *"Well, it's more likely now, but one year or 10 months is just not enough for that, I think - let alone 5 months." [...]*

*"So, you think that one could achieve this ideal. Do you think you have already achieved it? I mean, this vision of the teacher and the perfect English?"*

*"No, I don't think so. Well, I think I can speak English well and it's fine for school. I'm pleased with it."*

*"So, you wouldn't invest a whole lot of effort anymore."*

*"No, more as a side effect when you then teach."*

*"Alright. Can you remember whether this vision of the teacher with her perfect English motivated you sometimes to invest more effort into learning [English]?"*

*"Yes, yes, yes, definitely." (Susie, interview 3) (q.5.71)*

Rather than pursuing her envisioned goal of becoming a highly proficient teacher of English further, Susie intended to maintain and perhaps further improve her level "as a side effect" of her teaching practice by the end of her study abroad. Susie was a very pro-active and highly self-motivated learner who believed that immersion alone was not enough to ensure progress in the study abroad setting, but that it depended on one's own efforts. Yet, she regarded the abroad context not only as the *most effective*, but also the *only* context in which one could possibly achieve very high levels of speaking proficiency:

*"In hindsight, how would you evaluate the contribution of your stay towards your linguistic development?"*

*"Absolutely, I'm convinced that if you really want to learn a language you have to go into the country where the language is spoken and this is what my stay has done for me, as it were, and yes, it has definitely contributed to throwing me into situations in which you have to speak English."*

*"Do you think that going abroad is a necessary condition in order to attain very good language skills?"*

*"Yes, yes, no I think that's important - for the language to become more idiomatic and in order to get a feel for the language. This includes that you hear whether something sounds right or wrong. That you develop this intuitive sense of the language." (Susie, interview 3) (q.5.72)*

By the end of her stay, she seemed to have adjusted her expectations of progress during study abroad downward and concluded that pursuing her ideal further would require her to go abroad again for rather a long time since 10 months abroad had not been sufficient for its attainment. However, Susie had definite family plans and did not plan to go abroad again for such an extended period of time in the foreseeable future. Thus, she seemed to have reached the conclusion that trying to bridge the remaining gap towards her ideal was no longer reasonable. In light of having attained functional proficiency in the school environment and the anticipated difficulty of attaining her ideal, she chose to settle for her current level, even though this ideal was still highly desirable for her. It was not, however, that this future self had come to appear entirely implausible to her. As her account suggests, she even thought that its attainment should she want to pursue it had become more plausible overall as a result of her stay. Thus, one may say that becoming the highly proficient teacher seemed to have turned into a stronger *potential*.

Jessica, too, had reduced her learning efforts once she felt that she could comfortably manage life and academic studies in the UK. Expert proficiency in English was still very much part of the person Jessica wanted to become, particularly so in the context of her career as a barrister. However, she perceived no immediate need, nor expectations of others to improve her English further for the time being (note that her informal spoken English was already at a very high level). Like some of the other students referred to above, Jessica had also realized that her imagined ideal English self would perhaps be more difficult to attain than she had thought. However, the highly proficient English future self had also gained potential by appearing more bridgeable to her as a result of her stay:

> *"I do believe that it is at least not out of bounds. The feeling of how likely it is and the distance also seems to be smaller as a result of this year, or - yes, definitely more bridgeable. Good for your self-confidence that you can do it. Well, that it will be work and that it will take time and that no one expects it from you just yet, but that it is possible." (Jessica, interview 3) (q.5.73)*

In appearing as an option that she could pursue and plausibly attain, it increased psychological well-being and fulfilled what Oyserman and James (2009) call "self-enhancement functions". In Jessica's terms, it is "*Good for your self-confidence that you can do it." ("Gut für's Selbstbewusstsein, dass man das machen kann.").* As Oyserman and James (2009) write, "self-enhancing possible selves promote positive feelings and maintain a sense of optimism and hope for the future without

evoking behavioural strategies" (2009:376). Thus, it seems that the highly proficient English selves that Jessica and other students held had at least temporarily developed into desired future selves with compromised motivational capacity, yet important self-enhancement functions.

In this light, one may interpret the attitudes and behaviour that some students displayed not only as a symptom of curbed self-motivation as their ideal L2 self came to appear too costly, but also as a self-protective strategy which ensured that becoming a highly proficient speaker indeed remained a *possible* self. For example, no longer working towards becoming a highly proficient speaker as this "is no longer needed" or would require "too much effort" or "going abroad again for long periods of time" preserves the potential of this ideal self as a possible future and thereby protects the self-concept from the consequences of failure. In contrast, pursuing this possible self further and failing with its attainment may have to be interpreted to mean that this future self has become *impossible* for them and no longer contribute to the individual's sense of competence and optimism for the future.

#### 5.3.3.3 Section summary: exploring the dynamics of change in the students' self-motivation to learn English

The analysis of the students' accounts showed that the statistically significant reductions in effort expended towards becoming a highly proficient speaker of English among participants who studied abroad for more than one term can be plausibly explained by the interplay of developments in the present- and future-orientated parts of the students' English self-concept. On the one hand, the students tended to develop a significantly stronger present self-concept and perceptions of self-efficacy in particular as they developed functional proficiency in the study abroad context. As the students became more confident communicators, a switch in learning mode tended to occur from engagement in targeted learning activities to incidental learning as part of their academic or free time activities. Some students also reported relying increasingly on linguistic routines they had built up once they felt confident that they were able to meet the linguistic demands of living, studying and socializing in English, and/ or once their initial enthusiasm for learning English had faded.

On the other hand, the students' aspirations for self-development seemed to change as a result of studying abroad. As they came to adjust their expectations regarding the ease of

linguistic progress in the study abroad context downward, the anticipated difficulty and effort still required in order to become a highly proficient speaker of English increased. In light of the students' experience of being able to meet the linguistic demands of daily life and academic studies in English and in the absence of an immediate strong learning motive, bridging the remaining gap to the highly proficient ideal English self, even though it was still much desired by most students, started to appear too costly in terms of the added benefit it offered. Thus, while some students indeed thought that they had managed to become someone who can converse effortlessly in English during their stay, most participants tended to settle for a level of functional proficiency which they were comfortably certain to achieve and approximated their fluent ideal to some degree, rather than closing the gap fully. Significantly however, the students' accounts suggest that for most students becoming a highly proficient speaker of English had not come to appear entirely unattainable, but rather remained a possible self which they chose not to pursue further. Thus, it seems that for most students the highly proficient ideal English self developed into a desired future self with mainly self-enhancement functions, rather than immediate motivational capacity.

In the final section 5.4, we will now consider how the students' perceived the overall impact of the study abroad experience on their self-motivation to continue learning English at the end of their stay.

## 5.4 The self-perceived overall impact of ERASMUS study abroad on the students' self-motivation to continue learning English

### 5.4.1 Introduction to the section

In section 5.2 we have examined common patterns of change in the present- and future-orientated parts of the students' English self-concept, as well as in their levels of self-motivation to learn the English language during study abroad. Section 5.3 then explored some of the motivational dynamics that give rise to these changes by analysing the students' accounts in light of the common patterns of motivational change that were observed within the two abroad groups. This final section is now concerned with the students' retrospective evaluation of the

overall impact of their study abroad experience on their self-motivation to continue learning English in the future. The analysis was guided the following question:

*"How do the students perceive the overall impact of the study abroad experience on their self-motivation to continue learning English?"*

At the end of their stay in the UK, students in both abroad groups were asked in the pre-return questionnaire to respond to the following item:

*„Hat Ihr Auslandsaufenthalt Ihre Motivation, Ihr Englisch weiter zu verbessern in irgendeiner Form beeinflusst?"*

*"Has your stay abroad affected your motivation to further improve your English in any way?"*

*Nein./ No.*

*Ja, negativ, da .../ Yes, in a negative way, because ...*

*Ja, positiv, da .../ Yes, in a positive way, because ...*

The students' answers were first analysed quantitatively in terms of frequencies (no motivational impact/ negative motivational impact/ positive motivational impact), followed by a qualitative analysis of the ways in which they perceived the study abroad experience to be (de)motivating. In order to explore some of the themes that emerged from the students' questionnaire responses further, interview data of the focus participants were included in the analysis. This group of students were invited to share their perceptions on the overall motivational impact of the study abroad on their motivation to continue learning English in their pre-return interviews as follows:

*„Denkst Du, Dein Auslandsstudium hat Deine Motivation, Dein Englisch weiter zu verbessern in irgendeiner Form beeinflusst?"*

*"Do you think your study abroad has in any way affected your motivation to further improve your English?"*

**5.4.2 Results**

The frequency analysis of the students' questionnaire responses suggests that for the majority of respondents, the SA experience in the UK did indeed seem to have an impact on their English language learning motivation. As table 5.29 below shows, at the end of their stay,

9 students (17.3%) in abroad group 1 indicated that their study abroad in the UK had had no influence on their motivation to further improve their English, while 41 students (78.8%) responded that it had. This trend was very similar within abroad group 2, where 8 students (17.7%) responded at the end of their semester-long stay in the UK that their study abroad had not affected their English language learning motivation in any way, while 33 students (73.3%) thought it had. Moreover, the data from both groups converge in showing that the impact of their study abroad experience was perceived almost exclusively as positive, that is, motivating, rather than demotivating. Only one student in the short-term abroad group 2 reported feeling demotivated to continue learning English by the study abroad experience after realizing that s(he) had reached a sufficiently high proficiency level for their purposes. This participant had a baseline C-test score of 74 and achieved an 81 after at the end of their study abroad semester, both of which are above the group mean scores. However, correlational analysis showed that there was no general association between students' baseline or exit proficiency levels and whether or not students perceived the study abroad experience as motivating.

**Table 5.29 Perceived motivational impact of study abroad: frequencies**

| | Abroad group 1 | Abroad group 2 |
|---|---|---|
| no motivational impact | 9 (17.3%) | 8 (17.7%) |
| negative motivational impact | 0 (0.0%) | 1 (2.2%) |
| positive motivational impact | 41 (78.8%) (3 of which without comment) | 32 (71.1%) (3 of which without comment) |
| Total no. of responses | 50 (96.2%) | 41 (91.1%) |
| Total no. of participants | 52 | 45 |

In order to explore the various ways in which the study abroad experience had an impact on the students' English language learning motivation, the 67 verbal responses[4] were subjected to thematic content analysis. Each individual response was treated as a unit of analysis and coded under one or several themes, which are described in the following starting with the largest category.

**Enhancing learning motivation through external validation of the students' current competences and highlighting gaps yet to be closed in order to become proficient**

[4] 38 out of 41 students in abroad group 1 and 29 out of 33 students in abroad group 2 specified the ways in which studying abroad had influenced their self-motivation in a verbal response.

Providing opportunities for external validation of the students' English skills, including the gaps yet to be closed in order to be able to manage life, academic studies and interpersonal relationships in English, emerged as the most significant motivating aspect of the study abroad experience. 24 out of 67 responses were coded under this theme. Despite their extensive English language learning histories, 37.3% of students in abroad group 1 and 53.3% of the students in abroad group 2 had very limited to no experience of using English in immersive English-speaking environments. Thus, after their extensive classroom learning histories the "reality checks" of their abilities appeared to significantly reduce the uncertainties surrounding their linguistic abilities, thereby facilitating the formation of a more differentiated L2 self-concept and often its enhancement. As the most common frames of reference for the validation of their abilities the students' accounts featured social comparisons with the skill level of other international students, experiences of success in achieving communicative goals, most prominently in leading conversations, as well as direct feedback on their English language skills (their accent in particular) and to a lesser extent feedback on the linguistic aspects of their academic work. The following answers serve to illustrate this theme:

*"Has your stay abroad in any way affected your motivation to further improve your English?"*

*Yes, in a positive way, because "I now have a better grasp of my strengths and weaknesses." (group 2)*

*(Ja, positiv, da „ich meine Schwächen und Stärken in Englisch jetzt besser einschätzen kann.")*

*Yes, in a positive way, because "I noticed that many international students arrived in England barely able to speak English so my level as a German was already relatively high. I trust that I can keep improving my English through further learning." (student in group 1) (q.5.74)*

While developing a more accurate sense of competence seemed to have a motivating effect in itself through reducing anxiety-provoking uncertainties and strengthening the students' efficacy as L2 users the last of the above quotes illustrates nicely that the positive effect on the students' language learning motivation resulted from not only a reconceptualization of themselves as successful *users* of English, but also as competent *learners* of English. In other words, since the

effort they had invested into learning English so far seemed to have paid off quite well, the expenditure of more effort came to appear ever-so-viable for achieving further progress.

On the flipside, the students' accounts highlighted that the validation as a *competent* L2 user may also have demotivating effects. This was the case for at least one student in abroad group 2, who indicated that the studying abroad had negatively affected their learning motivation *because "I now think that my English is sufficient for my purposes" ("ich nun denke, dass mein Englisch für meine Zwecke ausreichend ist").* However, even in this group of fairly advanced learners, there was no common tendency for such demotivating effects of reconceptualising oneself as a fairly competent user of English.

There were also 3 instances in which the study abroad experience lead the students to discover that their English language skills were still more limited or had become rustier than they had thought. Yet, those unfavourable outcomes of the reality checks during study abroad were still reported by the students as having a positive impact on their learning motivation:

*Has your stay abroad in any way affected your motivation to further improve your English?*

*Yes, in a positive way, because "I sometimes just hit the wall and noticed that I can't express myself as well as I had thought." (student in group 1) (q.5.75)*

*Yes, in a positive way, because "I noticed how much worse my English has become since I left the States." (student in group 2) (q.5.76)*

*Yes, in a positive way, because "much of what I have learned is gone and needs to be refreshed." (student in group 2) (q.5.77)*

In in 20 out of the 24 responses students referred to gaps in their English language skills, which they had noticed as a result of living and studying abroad. Significantly, in all instances becoming aware of the gaps in their linguistic repertoire was perceived as having a positive effect on their language learning motivation, rather than being perceived as demotivating, as illustrated by the following responses:

*Has your stay abroad in any way affected your motivation to further improve your English?*

*Yes, in a positive way, because "you only notice there in what contexts English vocabulary suddenly slips your mind or is missing." (student in group 1) (q.5.78)*

*Yes, in a positive way, because "I only noticed there how much room for improvement there is still." (student in group 1) (q.5.79)*

*Yes, in a positive way, because "you notice that you are largely understood well, but that there are nonetheless many areas of your language that you can still improve." (student in group 1) (q.5.80)*

It might be that the students' fairly high proficiency level accounts for much of this motivating effect as it allows the students to focus on closing these gaps without being overwhelmed by what they cannot yet do in English. The prominence of this motivational theme suggests that one of the most important motivational functions of the study abroad experience for the advanced learners in the study appeared to be its potential to highlight gaps yet to be closed in order to achieve functional proficiency. In making salient specific discrepancies between the students' present and desired linguistic proficiency, it might motivate engagement in L2 learning by directing attention to the former and providing language learners with a meaningful direction for their perhaps otherwise diffuse efforts. While level-appropriate instructional settings also seem useful in highlighting such gaps, the study abroad context might prove particularly powerful in this regard since it involves numerous instantiations of performance and feedback that closely align with their common goal of achieving a level of proficiency that allowed them to manage daily life, interpersonal relationships and academic studies in English.

**Enhancing learning motivation through conveying a strong sense of progress**

The students also reported enhanced language learning motivation as a result of a sense of progress with their language skills during the study abroad period. The vehicles for conveying this sense of progress were most commonly the perceived reduction in effort and in feelings of

anxiety when conversing in English or when giving oral presentations, receiving gradually or markedly improved grades and feedback on academic assignments and receiving direct feedback on their linguistic progress by their peers, including English native speakers. The study abroad context appears to be particularly powerful in providing a sense of progress because not only does it induce a real need for L2 proficiency (see theme 4 below) while at the same time offering opportunities for learning and practice in formal and informal settings, but it also provides reality checks of the participants' linguistic abilities on a daily basis. 9 out of the 67 verbal questionnaire responses, as well as 4 out of 15 elaborations by focus participants in their pre-return interviews related to this theme, of which the following serve as illustrations:

*Has your stay abroad in any way affected your motivation to further improve your English?*

*Yes, in a positive way, because "you notice how you get better and better and how one gets better at both, following and contributing to conversations." (student in group 1) (q.5.81)*

*Yes, in a positive way, because "my English has already noticeably improved as a result of my stay here. This tells me that I can keep on improving through practice." (student in group 1) (q.5.82)*

*Yes, in a positive way, because "further improvements and successes with the language and the feedback of native speakers on my language acquisition have confirmed in my mind that further work on the language pays off and I also feel more and more confident." (student in group 1) (q.5.83)*

*Yes, in a positive way, because "I noticed how easily one can learn it [English] through practice." (student in group 2) (q.5.84)*

*"I was just in the language much faster, in conversations or presentations. I also no longer found oral presentations that difficult and the essay feedback improved, which was nice as well of course." (pre-return interview after two terms) (q.5.85)*

As the responses above illustrate, the sense of progress perceived during study abroad seemed to have a motivating effect by enhancing the students' present self-concept and relevant self-efficacy beliefs, particularly so in the area of speaking. Moreover, the students' statements suggest that this sense of progress also raised the students' confidence in themselves as L2 learners, whereby investing further effort into English language learning may appear more profitable and therefore attractive. In this sense, perceptions of progress during study abroad appeared to fulfil motivational functions similar to initial reality checks of how far one has come through one's past learning efforts, mostly in the home country environment (see the previous theme). Some of the students' statements also explicitly referred to the ease of progress through daily practice in the abroad context as being motivating in itself.

**Enhancing learning motivation through developing students' intrinsic motivation**

10 out of 67 student responses suggested that the study abroad experience positively affected the students' motivation to continue learning English by leading some students to develop a sense of beauty of the English language itself and/ or feelings of satisfaction and joy when using English. In particular, the students referred to enjoyment of speaking the language and of using English as a means for relating to others.

*Has your stay abroad in any way affected your motivation to further improve your English?*

*Yes, in a positive way, because "I have started to enjoy communicating in another language." (student in group 2) (q.5.86)*

*Yes, in a positive way, because "I realized how much I love the language and how much it connects people with different backgrounds." (student in group 1) (q.5.87)*

*Yes, in a positive way, because "I realized how enjoyable it can be to be able to have a relaxed conversation in English and also how beautiful the language can be." (student in group 1) (q.5.88)*

One might also say that those students reached a "rewarding" level, on which one of the focus participants elaborated just after his first term abroad:

*"When you reach a certain level, it becomes much easier to access English texts and you then automatically read more in English. You just have much easier access to "everything English" so you automatically get better." (focus participant interview after term 1) (q.5.89)*

The statements above suggest that reaching this rewarding level may positively affect learning motivation as the effort it takes to access and manipulate the language gets reduced, as a result of which engagement with the language becomes more enjoyable. This might have a positive wash-back effect on L2 development as a result of such engagement.

**Enhancing learning motivation through highlighting English as a useful tool**

The students' responses indicated that study abroad experience also had a positive impact on their language learning motivation as it encouraged the reconceptualization of the English language from being regarded as subject matter to a useful tool for achieving personally meaningful communicative goals. It thereby raised the perceived instrumental value of English. In the UK study abroad context, English became highly instrumental to managing everyday life, interpersonal relationships and academic studies, all of which relate to basic human needs of autonomy, competence and relatedness (Deci and Ryan 1985). This circumstance in itself provided fundamental and highly personal reasons (motivation) for getting get better at English during study abroad. The students' responses relating to this theme suggest further that this aspect of the study abroad experience might also have effected a more lasting reconceptualization of English from being regarded essentially as subject matter to being considered as a useful tool for achieving real communicative goals, as well as for self-expression, whose refinement is a personally meaningful endeavour and worth investing. 8 of the students' questionnaire responses and 5 out of 15 focus participants directly referred to this theme in their interviews.

*Has your stay abroad in any way affected your motivation to further improve your English?*

*Yes, in a positive way, because "it is much more pleasant to be able to apply what you learn in meaningful ways for once." (student in group 1) (q.5.90)*

*Yes, in a positive way, because "it is very helpful to be able to express yourself well in English." (student in group 2) (q.5.91)*

One of the focus participants provided an insightful elaboration on the topic in her pre-return interview after her second term abroad:

*"Do you think your study abroad has in any way affected your motivation to further improve your English?"*

*"For sure! You just experience yourself how enjoyable it is to be able to communicate - that your knowledge is useful to you and takes you somewhere. And yes, that's why I think that when you are in another country and can talk to the people there and speak the language – well, it surely is motivating to me and that's why I would recommend doing this to anyone. The language just comes to life and is useful, too." (q.5.92)*

English majors in particular seemed to benefit from this motivational function of studying abroad. The following statement of one of the focus participants - an English teacher in training - from her pre-interview after two terms in Scotland captures this positive motivational change and enthusiasm for the subject quite nicely:

*"I am somehow much more motivated again to continue in Germany as well. After all, it is a reality that I am learning – something tangible, rather than mere linguistic theory. Now the language is alive, now it all makes sense again!" (pre-return interview after two terms abroad) (q.5.93)*

**Enhancing learning motivation through strengthening and adding motives for becoming proficient in English**

The study abroad experience not only enhanced learning motivation by leading students to reconceptualise English as a useful tool that is essential to achieving their communicative

goals most immediately during study abroad, but also by augmenting the perceived value of English for achieving more distant life goals, thereby making investment into English proficiency more viable. Sometimes, these life goals themselves were formed or reinforced as a result of the study abroad experience. Thus, for some students the experience enhanced their English language learning motivation by strengthening the motive(s) associated with becoming proficient in English, including integrative/ friendship, travel/ career-mobility and education/career-related motives, but the first one in particular.

In 12 out of 67 responses the study abroad experience appears to have enhanced the students' English language learning motivation by strengthening the integrative motive for becoming a proficient user of English. 8 of the responses refer to an integrative orientation in a wider sense, that is, the wish to relate to international friends or people from other countries through English, while 5 responses refer to the integrative orientation in a narrower sense, explicitly mentioning the personal experience with and/ or a positive impression of "the British" and/ or "British culture" as a reason for strengthening their learning motivation.

*Has your stay abroad in any way affected your motivation to further improve your English?*

*Yes, in a positive way, because "I now have English-speaking friends and a stronger personal relationship with England." (student in group 2) (q.5.94)*

*Yes, in a positive way, because "I now have a better understanding of British culture." (student in group 2) (q.5.95)*

*Yes, in a positive way, because "I met so many new people and we were all able to speak in one language although we are from different countries." (student in group 1) (q.5.96)*

*Yes, in a positive way, because "I perceived the country and its people as very positive and would like to further improve my communicative competence and my knowledge of everyday vocabulary (also because common utensils do not really get taught at school or university)." (student in group 1) (q.5.97)*

6 of the students' responses referred to stronger travel motives or career mobility aspirations as a result of study abroad. The wish to travel more seemed mostly inspired by newly formed international friendships, while career mobility always involved the UK as a destination for academic or work mobility further down the line.

*Yes, in a positive way, because "I met many interesting people and am now more motivated to travel to other countries." (student in group 1) (q.5.98)*

*Yes, in a positive way, because "I would like try to come to the UK for another stay (job or PhD) after completing my Master's degree in 2 or 2.5 years." (student in group 2) (q.5.99)*

Finally, 3 of the students' responses referred to newly formed or reinforced career/ education-related goals as motivating them to further improve their English, including the above-mentioned reinforcement of academic motivation among English majors or a stronger international orientation in their career choice as a result of their international contacts.

*Yes, in a positive way, because "I met people with whom I would like to keep in touch and I am more interested to work in an international environment later on." (student in group 2) (q.5.100)*

*Yes, in a positive way, because "I study English and am now more ambitious to improve my English further." (student in group 1) (q.5.101)*

**Enhancing learning motivation through strengthening future L2 selves**

Finally, there were two cases in which the study abroad experience had a positive impact on the students' English language learning motivation by increasing the salience of English proficiency as a goal for self-development. One student reported that the contact experiences with other highly proficient L2 speakers had motivated her to work harder in order to reach similar levels of proficiency:

*Yes, in a positive way because "one interacts with speakers who have a very high level [of proficiency], which motivates one to come that far, too." (student in group 2) (q.5.102)*

Another student reported being motivated by the expectations of others regarding the proficiency level he would attain during study abroad, which one might conceptualize as a strengthening of an ought-to self:

*Yes, in a positive way because "the expectations of those around me regarding my stay in the UK are very high, so I would like to keep on improving my English." (student in group 1) (q.5.103)*

### 5.4.3 Section summary: the self-perceived overall impact of studying abroad with ERASMUS on the students' self-motivation to continue learning English

The qualitative analysis of the students' self-evaluations of the motivational impact of the ERASMUS experience as a whole suggests that for the majority of respondents it seemed to positively affect self-motivation to continue learning English by

- increasing self-certainty and enabling the participants to form a more differentiated and sometimes stronger English self-concept through opportunities for validating their current skill level, including the gaps yet to be closed, particularly so in the area of speaking,

- facilitating an extension of self-concept from being a learner of English to being a competent user of English,

- evoking a sense of progress and mastery, thereby strengthening self-efficacy perceptions, particularly so in the area of speaking, as well as conceptions of themselves as successful *learners* of English,

- facilitating the reconceptualization of English from subject matter to a useful tool for achieving communicative goals, as well as other more distant valued (life) goals, thereby raising the perceived instrumental value of English,

- increasing the salience of ideal and ought-to English selves through contact experiences with highly proficient speakers and exposing students to expectations of others regarding proficiency attainment after having studied abroad, and by

- leading some participants to develop a sense of beauty of the language and/ or positive feelings associated with using the language, thereby strengthening intrinsic motivation.

### 5.5 Chapter 5: summary of findings

This chapter examined the impact of the study abroad experience on the students' self-efficacy and English use anxiety in interactions with native and non-native speakers and their self-motivation to continue learning English.

The group-level analysis presented in section 5.2 examined common patterns of change in these areas and considered these as programmatic outcomes of participation in study abroad in a between-group comparison of students studying abroad with that of the potentially mobile students who continued to study at home. Section 5.3 then explored the motivational dynamics during study abroad that gave rise to the observed patterns of motivational change. Section 5.3.2 focussed on the dynamics of change in self-efficacy and English use anxiety with native and non-native speakers of English, while section 5.3.3 was concerned with the observed decline in learning motivation among study abroad participants following the first term abroad.

With regard to changes in the students' self-efficacy and English use anxiety with native and non-native speakers, the quantitative analysis indicated that after studying in the UK for a period of 3 months, students in both abroad groups had developed significantly higher levels of self-efficacy in using English in social interactions in informal and academic contexts, as well as significantly lower levels of English use anxiety with both native and non-native speakers of English than the potentially mobile students at home. The between-group analysis indicated further that these developments can be plausibly attributed at least in part to their participation in study abroad, rather than pre-existing participant characteristics alone. During the subsequent 6 month-period, students who stayed in the UK for more than one term continued to develop significantly stronger self-efficacy beliefs, while no more significant reductions in English use anxiety with either native or non-native speakers were observed. However, despite being fairly advanced learners, the students tended to remain significantly more anxious when talking to native English speakers as compared to other non-native speakers, even after 9 months in the UK.

From the qualitative analysis of the students' accounts two main reasons for experiencing higher levels of anxiety with English native speakers emerged: the higher perceived linguistic demands of these interactions and stronger fear of being judged as incompetent. The qualitative analysis also highlighted that students tended to be more anxious and less efficacious at the onset of the study abroad period than their questionnaire scores would suggest. Despite

their extensive English language learning histories, the students' English speaking self-concept, that is, their sense of their own speaking skills in English was often not very well developed. Thus, their initial experiences of speaking English in the UK served as long overdue "reality checks" of their ability to communicate, which appeared to positively affect their self-efficacy and feelings of anxiety when using English by increasing the certainty of their self-beliefs. Self-enhancement was also facilitated through favourable comparisons with the English proficiency of other international students for whom English was a second language, through direct positive feedback on the students' language skills and through repeated mastery experiences. In this context, the qualitative analysis highlighted the importance of ELF interactions with other international students for whom English was a second language in overcoming English use anxiety and building self-efficacy in using English in social interactions.

With regard to the students' self-motivation to continue learning English, the quantitative group-level analysis indicated that study abroad participants tended to sustain high levels of learning motivation during the first 3 months abroad and that becoming a highly proficient speaker of English tended to remain a highly desired, accessible and rather plausible future self during this period. For the subsequent 6-month period, however, the quantitative data showed a significant decline in self-motivated engagement in L2 learning even though becoming a highly proficient speaker of English remained a much desired goal for self-development for most students. While this decline in self-motivation was observed for the abroad group only, the absence of a significant group effect in the quantitative analysis seemed to suggest that this development was not significantly associated with the students' extended study abroad experience. Moreover, it seemed surprising that although the study abroad participants who stayed in the UK for more than one term continued to develop significantly higher levels of self-efficacy, they no longer seemed to perceive themselves as approximating their proficient ideal after the first 3 months abroad, nor did its attainment tend to become any more plausible.

This pattern of decline in self-motivation after the first term abroad was consistent with the accounts of the focus participants in the longer-term abroad group, the majority of whom reported a self-perceived decline in their learning motivation over the study abroad period. The qualitative analysis of the students' accounts showed that this decline in self-motivation to work towards becoming highly proficient in English among participants who studied abroad for more than one term can be plausibly explained by the changes that occurred in the students' present

English self-concept and in their aspirations for future self-development, which occurred in response to the study abroad experience. Achieving functional proficiency and developing a stronger English self-concept, especially in the area of speaking, and abandoning the ideal of becoming a highly proficient speaker as the anticipated effort required for its attainment tended to increase considerably in response to the L2 learning experience abroad seemed to be the key mechanisms behind the observed decline in learning motivation.

Finally, section 5.4 was concerned with the students' retrospective evaluation of the overall impact of studying abroad in the UK on their self-motivation to continue learning English in the future. Somewhat paradoxically, the results of this analysis suggest that the vast majority of respondents thought that their ERASMUS experience as a whole had a positive impact on their motivation to continue learning English. This and other key findings from the current chapter will be discussed in chapter 6 in light of past research and with regard to their implications for future research and practice in sections 6.3, 6.4 and 6.5.

# Chapter 6 **What contributions does the study make to the fields of Second Language Acquisition and Study Abroad Research?**

*"There is still a lot of work that lies in front of us, both to continue to understand the Erasmus experience and to make Erasmus a greater learning opportunity for our students."*

(Fred Dervin 2008)

## 6.1 Introduction to the chapter

In this final chapter I will discuss the contributions that the present study makes to the fields of second language acquisition and study abroad research with regard to future research and practice. The discussion will be structured according to the major areas in which its contributions fall: the impact of participation in study abroad on the students' overall L2 proficiency and common factors associated with differential linguistic progress (section 6.2), as well as its impact on the students' L2 self-efficacy (6.3), their L2 use anxiety with native and non-native speakers (6.4), and their self-motivation to continue learning the L2 (6.5).

## 6.2 Towards a better under understanding of the impact of participation in study abroad on students' overall L2 proficiency

With regard to the impact of study abroad on students' L2 proficiency development, the present study examined both overall L2 proficiency gain as a programmatic outcome, as well as learner-internal and learner-external factors that are associated with differential L2 proficiency gain abroad. The study found that during the first 3 months of study abroad, students in both the short- and the longer-term abroad group tended to make significantly higher gains in overall English proficiency than students in the comparison group at home. The effect of the learning context remained highly significant when the influence of pre-existing participant characteristics on L2 proficiency development was controlled for. These results strongly suggest that the

observed developmental advantages among study abroad participants are also attributable to the different learning context, rather than to the characteristics of self-selecting study abroad participants alone. The study therefore lends further empirical support to the hypothesis that studying abroad for 1 term has significant linguistic benefits for advanced L2 learners who wish to develop their overall L2 proficiency.

The average proficiency gain within the short- and the longer-term abroad groups during this initial 3-month period was highly similar (8.50% and 8.23% on a C-test developed for English native speakers). In line with previous studies in this area, pronounced individual differences in linguistic progress were observed among the participants in both abroad groups. Intriguingly, these were rather more substantial for students who were expecting to stay abroad for 1 term only. Thus, while the students' anticipated length of stay was not reflected in average proficiency gain during the first term abroad, the gains seemed to be more evenly distributed within the group of students who expected to study abroad for at least 2 terms. A direct comparison with the proficiency gains observed in previous studies proves difficult as effect sizes are not commonly reported. Considering the relative difficulty of the C-test in the present study and the fact that these gains occurred over a period of only 3 months, they appear higher than those reported in the studies with advanced foreign languages students. As a reminder, Coleman (1996) reported an increase of 16.36% during a period of two years (one of which was spent abroad), Rees and Klapper (2007) observe a gain of 9.47% over a period of 12 months, and Juan-Garau, Salazar-Noguera and Prieto-Arranz (2014) report a 9.89% increase in the overall English proficiency of their students during an ERASMUS semester in the UK on a somewhat easier tests for L2 learners.

With regard to the potential benefit of studying abroad for more than 1 term in developing overall L2 proficiency, the results show that most students continued to make further progress during the subsequent 6 months abroad, albeit at a slowed rate (4.90% gain as compared to 8.50% during the first 3 months). This finding appears inconsistent with Rees and Klapper (2007), who suspect that further gains in overall L2 proficiency after the first 6 months are marginal. Similarly, some studies focusing on oral proficiency development have found no more substantial progress after the first 3 months, such as in the recent LANG-SNAP project (Mitchell, Tracy-Ventura and McManus 2015). The finding that in the current study further proficiency gains *were* observable after the first term abroad might reflect a situation in which the students' linguistic repertoire contained a large number of elements that the students had

learned as a result of their extensive L2 learning histories, but which may not have been proceduralized yet (DeKeyser 2014). Thus, the initial spurt and the sustained progress of the advanced learners in the current study might reflect such processes of proceduralization of extensive existing linguistic knowledge, as well as the acquisition of new structures.

However, while the advanced learners in the current study continued to make significant gains in overall L2 proficiency, the comparisons with the potentially mobile students at home indicated that the study abroad participants no longer tended to make significantly more progress than students in the comparison group at home. These results suggest that after the initial 3-month period, for the advanced EFL learners in the current study the study abroad placement did not have significant added benefit with regard to developing higher levels of overall L2 proficiency as compared to a situation where similarly highly self-motivated advanced EFL learners are placed in the home country environment.

Two major trends appear to account for the absence of developmental advantages for study abroad participants during this second, more extended period. Firstly, the potentially mobile students who continued to study at home also made small (2.89%) but significant gains in overall English proficiency, which is interesting in itself considering that only 10 out of the 39 students received English language instruction for up to 2 hours per week. One has to bear in mind, however, that they were also highly self-motivated and advanced EFL learners, who reported to use English in a variety of contexts in their free time and most of whom were exposed to some English in the context of their academic studies (see section 4.2.3). Thus, in the light of their motivational characteristics, the observed linguistic progress among the potentially mobile students at home appears less surprising, but it is conceivably different from what one would perhaps expect from students who are not “potentially mobile”, that is, not sufficiently interested and/ or confident to study abroad.

Secondly, linguistic progress among the study abroad participants appeared to exhibit a “slow-down” after the initial 3-month period. Previously such slowing or absence of further observed linguistic progress has been explained with “diminishing returns” for study abroad participants at the advanced levels (DeKeyser 2014) or with linguistic structures being automatized largely during the first few months abroad (Mitchell, Tracy-Ventura and McManus 2015). A recent study by Thewissen (2013), which involved the analysis of a large corpus of academic essays from lower intermediate (B1) to highly advanced (C2) EFL learners, also draws

attention to the possibility that such observed "slowing of progress" at the more advanced levels may be an artifact of using errors in grammar, lexis, lexico-grammar and form as markers of proficiency development. In observing 45 error types within these categories, as well as in punctuation, Thewissen found that as much as 72% of all observed error types did not display marked changes between level B2 and C2, while reductions in errors were more pronounced from the B1 to B2 levels (2013:95). Thewissen's quasi-longitudinal corpus-based research therefore points to the possibility that examining these features in order to assess L2 proficiency development might lead to an under-assessment of development between the B2 and C2 levels.

Based on the insights from the current study into the students' motivational development, one may also associate the observed reduced rate of progress with a decline in self-motivation to continue learning the L2 (see section 6.5 below) as students achieved functional proficiency in the study abroad context, perceived threats to self-concept became less frequent and pronounced and their initial enthusiasm for L2 learning faded, which led students to re-prioritize activities other than targeted L2 learning, such as their academic work, socializing or travel.

Another noteworthy aspect of differential proficiency development abroad and at home concerned the consistent decrease in the standard deviations of the mean proficiency score over both study periods. This trend did not apply to the comparison group and appears to suggest that participation in study abroad may have contributed to redressing individual differences in linguistic proficiency among the study abroad participants to some extent. This finding is in contrast with previous hypothesizing that periods of study and residence abroad amplify individual differences in L2 proficiency (e.g., Huebner 1995) and instead lends empirical support to Coleman's (1996) claim that study and residence abroad may contribute to the mitigation of such differences.

Thus, with regard to examining the linguistic outcomes of study abroad, the findings strongly suggest that for the advanced EFL learners in the current study, studying abroad with ERASMUS for 3 months had significant added benefits for developing higher levels of overall L2 proficiency as compared to a situation where similarly advanced and self-motivated L2 learners continue to study in the home country. However, it also puts question marks on the added benefit of longer stays for such learners in this regard. Significantly, the study focussed specifically on development in overall L2 proficiency and therefore any progress in other more

specific areas of linguistic knowledge and skills may remain unobserved. It would be highly desirable for future inquires to include more fine-grained and diverse measures of L2 proficiency in combination with such contextualizing qualitative analysis, which was clearly beyond the scope of this doctoral research project.

The current study extends the evidence on the linguistic outcomes of study abroad from language specialists to students of a variety of subjects, for whom participation in study abroad is voluntary, as is the case for the vast majority of study abroad participants in the context of ERASMUS and other student exchange programmes. Future research needs to test the generalizability of the findings to learners of other languages as the access to English media and self-study materials in the home country may generally be higher than for most other languages. As the study investigated the experiences of advanced EFL learners whose personal, social, cultural and educational experiences are firmly rooted in a German national context, future mixed method inquiries of this kind are needed with participants whose background, second languages and proficiency levels vary in order to determine for whom and under what circumstances participation in study abroad is most likely to have linguistic benefits.

The present study also examined common factors associated with individual differences in L2 proficiency development abroad that have been observed in this and previous studies. The study further develops this line of inquiry by providing novel insights on the role of some hitherto unexplored factors that relate to the students' conceptions of themselves as L2 learners and users, to L2 use anxiety with other non-native speakers, as well as to certain intergroup attitudes.

The students' baseline L2 proficiency score emerged as the strongest predictor in the set, which explained up to 31.5% of the variance in the students' L2 proficiency gain during the first term abroad. The strong inverse association (partial $r$ = -.56) indicates that participants with a lower initial proficiency level tended to make more substantial progress than those that were initially stronger. Inverse relationships between students' initial proficiency level and their overall proficiency gain during study abroad have been observed repeatedly in past study abroad research (e.g., Freed 1998, Milton and Meara 1995, Rees and Klapper 2007, Vandeberg, Coonor-Linton and Paige 2009). While these have often been explained in terms of ceiling effects (e.g., Freed 1998) and diminishing returns in the skills acquisition of advanced learners (e.g., DeKeyser 2014) the findings of the present study offer alternative methodological and substantive explanations for this frequently observed phenomenon. While the often cited

ceiling effects were not a concern with the rather difficult L2 proficiency test in the current study, alternative methodological explanations include the natural regression towards the mean as initially stronger students have less to gain when the range of possible scores is bounded and the progressive element in C-tests that makes it somewhat harder to progress at the extremities of the scale as compared to the middle ranges (Schmid 2011).

However, the finding that the inverse relationship between initial L2 proficiency and proficiency gain was only weak to moderate for the comparison group lends weight to more substantive explanations. The qualitative analysis of the students' accounts highlighted that the higher gains among initially weaker students may be a function of language acquisition mostly in the context of day-to-day social interactions. While the initially more advanced learners may benefit less from this kind of conversational input, it might be precisely the area that has the most potential for development for veteran classroom learners with more limited user experiences. Another explanation concerns a common pattern of motivational development among study abroad participants according to which students tended to lose motivation to further improve their English upon reaching a level of functional proficiency which they felt was adequate for their purposes (also see section 6.5 below). It is likely that initially stronger students tended to reach this stage first as compared to students who were developing their proficiencies from a lower level.

The study also shed light on a number of hitherto unexplored motivational and attitudinal factors in L2 proficiency development during study abroad, including L2 use anxiety with other non-native speakers, self-efficacy in using the L2 in social interactions, the perceived discrepancy, desirability, accessibility and plausibility of a highly proficient future L2 self, as well as attitudes towards one's own national group.

The students' initial levels of self-efficacy in using English in social interactions were positively associated with their overall L2 proficiency gain (partial $r$ =.23), which suggests that the students who were more efficacious in using English in social interactions upon arrival in the UK tended to make more linguistic progress. Such links between learner self-efficacy and L2 attainment have also been established in the context of L2 instruction at school and university level (e.g., Hsieh and Kang 2010, Mills et al. 2006, 2007). The findings of the current study indicate that learner self-efficacy also plays a significant role in L2 proficiency development

during study abroad. The qualitative analysis further suggests that this relationship is mediated by the extent to which students engage in opportunities to use the L2 in social interactions. However, future research is needed in order to explore the role of learner self-efficacy in L2 proficiency development abroad in greater depth and in relation to developing a variety of different L2 proficiencies.

Feelings of anxiety when using the L2 in social interactions with other non-native speakers were also significantly associated with their overall L2 proficiency gain (partial $r$ =-.26; $p$ =.032). Students who initially experienced greater anxiety in speaking English with other non-native speakers tended to make larger L2 proficiency gains during the first term abroad, suggesting that initial L2 use anxiety played a facilitative role (e.g., Alpert and Haber 1966) in their L2 learning. Indeed, threats to the students' L2 self-concept and associated feelings of anxiety were highlighted by the analysis of the students' accounts as key drivers of L2 learning and development, particularly so during the initial phase of study abroad (also see section 6.5 below). However, one needs to be careful not to interpret this finding as "the more anxious students are when speaking the L2 upon arrival, the better for their L2 development". Rather, one needs to consider that among students in the current study, levels of L2 use anxiety with other non-native speakers tended to be quite moderate, even at the onset of study abroad. The findings of the current study suggest that such moderate levels of L2 use anxiety may have a positive, rather than a debilitating effect on overall L2 proficiency development during study abroad.

Comparisons with findings of past research prove difficult because previous studies of this kind either did not differentiate between native and non-native speaker interlocutors, or focused specifically on L2 use anxiety with native speakers alone. In the present study, initial levels of L2 use anxiety with native speakers were not significantly associated with overall L2 proficiency gain abroad. These findings highlight the need to differentiate between native and non-native speaker interlocutors in the study of L2 use anxiety, and the significance of L2 use anxiety with other non-native speakers in the context of contemporary study abroad (also see section 6.4 below).

As another hitherto unexplored factor, a wider perceived discrepancy between the students' actual and desired competence in English at programme entry was positively associated with their overall L2 proficiency gain. This finding is consistent with the basic

hypothesis of the L2 motivational self system framework (Dörnyei 2005), which holds that individuals who perceive a wider discrepancy between their actual and ideal L2 selves will be more motivated to work towards its resolution and therefore be more likely to make greater linguistic progress. When controlling for the students' initial levels of L2 self-efficacy, L2 use anxiety and L2 proficiency, however, its unique contribution to predicting the outcome was insignificant ($p$ =.195). It is therefore likely that its relationship with L2 proficiency gain is mediated to some extent by these related variables. Future studies, qualitative and quantitative, will need to inquire further into the direction, magnitude and the underlying dynamics of this relationship. Quantitative studies may draw on the new survey instrument for capturing the perceived present-future L2 discrepancy (Hessel 2015).

The other future L2 self-facets, including the extent to which becoming someone who is highly proficient in English is desired, accessible or plausible, were not associated with overall L2 proficiency gain. Most surprisingly perhaps the amount of learning effort students reported to expend towards becoming proficient in English was not significantly associated with their actual L2 proficiency gain. While this might reflect a self-report problem (e.g., the accuracy with which participants evaluated the amount of learning effort they were expending), the issue might also be one of alignment. The current study targeted the future self-conception of becoming a proficient *speaker* of English since previous research has shown that foreign language learners tend to think of language proficiency primarily in terms of achieving speaking proficiency (e.g., Busse 2011). While the extensive validation literature on C-tests has shown that these tests also tap into oral proficiency, the C-test is not a designated measure of oral proficiency. Researchers who wish to further explore how specific properties of students' future L2 self-conceptions relate to L2 proficiency development should therefore pay close attention to strong alignment of the future self-conceptions under study with the employed proficiency measures.

Finally, the students' initial attitudes towards their own national group (i.e., "the Germans") were significantly associated with overall L2 proficiency gain during study abroad. Those students with initially more positive attitudes tended to make lower gains in overall L2 proficiency. The analysis indicated that this relationship was not mediated by patterns of social contact that favour co-nationals, and that more positive attitudes towards one's own national group did not tend to be associated with more negative attitudes towards the host society. While there has been substantial interest and empirical work on the role of attitudes towards

the community of L2 speakers (or the "host society" in the context of study abroad research) (e.g., Allen 2010, Hoffman-Hicks 2000, Juan-Garau, Salazar-Noguera and Prieto-Arranz 2014, Wilkinson 2002), it appears that attitudes towards the learner's own national group have hitherto been completely overlooked in SLA research. Against some of the previous findings, the students' attitudes towards the host national group ("the British") were not significantly associated with overall L2 proficiency gain. These results on the role of intergroup attitudes in L2 proficiency development in the context of study abroad suggest that rather than focussing on attitudes towards the host society alone there is a need to broaden the scope of inquiry and investigate further the ways in which learners' attitudes towards their own national group might relate to L2 learning and attainment.

The current study also examined the role of learner-external factors in overall L2 proficiency gain abroad, including factors that relate to the curriculum, to extra-curricular activities and to the students' patterns of social contact. Taken together, these factors explained 10.9% per cent of variance in the students' linguistic progress. However, their associations with overall L2 proficiency gain were generally weak and their unique effects too small to reach significance with the moderately sized sample.

Regarding factors related to the students' patterns of social contact, only time spent with other Germans, including contact with friends and family back home via telephone, email, instant messaging etc. was negatively associated with overall L2 proficiency gain. The composition of the students' local social circles in terms of host national, co-national and international contacts, the proportion of free time spent socializing with British and international contacts and the language used in their social circles abroad (German vs. English, English with native speakers vs. English with non-native speakers) failed to show any association with the outcome. It is conceivable that the absence of links between these social contact variables and overall L2 proficiency development is a measurement problem (e.g., concerning the accuracy of the participants' self-report data, the measures themselves or the statistical power of the analysis). However, it may also be that the ways in which we currently conceptualize L2 proficiency development abroad in relation to social contact needs to be questioned. As other projects have previously failed to establish significant links between patterns of social contact and linguistic development of study abroad participants including the recent UK-based "Languages and Social Networks Abroad" project (e.g., Mitchell, Tracy-Ventura and McManus 2015) these questions need to be urgently addressed through the

development of suitable instruments and further empirical inquiry. The results of this and previous studies seem to suggest that rather than focussing exclusively on the students' local social circles, their interactions with contacts that are not physically present, including their family and friends back home need to be more strongly considered.

The most surprising finding within the set of learner-external factors was perhaps that participation in English language instruction was negatively associated with overall L2 proficiency gain ($r = -.15$). This finding is concerning as one would hope for a significant positive effect of language instruction on overall L2 proficiency development. However, the students' accounts converged in suggesting that the English language classes that were available at their British host universities tended to be too low in level and/ or too general in content for the specific needs of such more advanced learners. The available classes seemed to be geared towards students who clearly struggle with the linguistic demands of life and academic study through English, rather than towards students who would like to develop their linguistic proficiency in academic, professional and/ or informal contexts to a high level.

With only 20% of all ERASMUS students in the study, the uptake of English language instruction abroad was rather moderate. Students who opted into English language classes at their host university also tended to have a lower baseline L2 proficiency score, lower levels of efficacy in using English in social interactions and they tended to perceive a wider gap between their current level of competence and being a highly proficient speaker of English. However, just assuming that the low uptake of English language instruction abroad indicates high levels of confidence and skill, that students tended to question the value of L2 instruction or were lacking the motivation to further improve their English would be inadequate. The interview data highlighted multiple instances where students who wished to take an English language course were not admitted as the local placement tests indicated that their proficiency level was already too high while the students themselves still perceived the need for improvement. This is consistent with the survey data which shows that even by the end of their study abroad, 54 out of 59 respondents expressed interest in an advanced English language course.

With regard to the most significant practical implications for higher education institutions, the findings of the current study show that even such highly self-motived students as in the current study, who arrive in the host country with a solid baseline proficiency level, do not tend to sustain their linguistic progress after the first term abroad. In this regard, the study highlights

a number of factors that can be effectively addressed by higher education institutions in order to enhance the linguistic and motivational development among their ERASMUS students.

The apparent inadequacy of course offerings for advanced L2 learners clearly is an important area for institutional development, which may be informed by the students' perceived linguistic needs and suggestions for advanced English language courses, as listed in appendix A. In this respect, the findings also highlight the negative motivational consequences of assessing students' L2 proficiency level as too high for any of the courses as this suggests that they are already highly proficient and may direct their efforts away from language learning. In order to mitigate such negative motivational effects, there is a need to- at the very least, interpret these test results more fully and explain to students what a high score on that particular test means. If indeed no courses are offered at the more advanced levels, instructors may highlight areas and strategies for further improvement through self-study instead. The potential *motivational* benefits of advanced courses at certificate level are further discussed in section 6.5 below.

With regard to other curricular and extra-curricular factors, the findings of the present study suggest that more contact hours in lectures, seminars and/ or tutorials are not necessarily more beneficial to the students' overall L2 proficiency development during study abroad, particularly so if the classes are attended mainly by ERASMUS students. This may be due to the quantity and quality of L2 input by the lecturer or by peers, as well as the linguistic output of the students themselves. Participation in student clubs and societies appears to be positively associated with proficiency development, featuring in the students' accounts as a fruitful site for their linguistic development. However, the uptake of such extra-curricular activities was generally moderate and should be further encouraged by institutions, not least for its potential linguistic benefits for exchange students. Participation in student clubs and societies may also play an important role in sustaining and enhancing L2 learning motivation as these involve valued activities that address intrinsic and instrumental motives for further L2 development (see section 6.5 below).

Concerning the students' patterns of socialization, spending time and speaking English with other international students for whom English was a second language rather than with English native speakers was, against common conceptions, not negatively associated with overall English proficiency development. However, as one might suspect perhaps, time spent with

other German speakers was. In this respect, the findings of the current study show that the students' levels of self-efficacy in using the L2, the discrepancy they perceived between their actual and their perceived levels of competence, and associated feelings of anxiety when speaking English upon programme entry were significantly associated with the development of their social circles and their linguistic choices in these informal interactions. Thus, patterns of social contact that favour the L1 may be shifted towards more L2 usage by preparatory interventions that strengthen the students' L2 self-concept and their self-efficacy beliefs in particular. Further recommendations with regard to strengthening the students' self-motivation to use and to continue learning the L2 are made in sections 6.3 - 6.5 below. With regard to enhancing contact with local students, the most obvious yet common barriers that institutions may remove pertain to accommodation and induction arrangements that separate international and local students. The analysis of the students' accounts suggests that such arrangements were strongly influential in the initial formation and in further cementing the local social circles of the ERASMUS students in the study and seemed to exacerbate constructed barriers such as "unbridgeable" age-related and other cultural differences, or diverging interests.

With regard to advancing the research into individual differences in L2 proficiency development during study abroad, the present study highlights the significance of the students' level of skill, their self-conceptions as L2 learners and users and associated feelings and attitudes that students "bring with them" onto study abroad. The statistical results in combination with the students' accounts provided compelling insights into the ways in which these factors shape engagement with opportunities for L2 learning offered by the study abroad programme. Future research projects may draw upon the new survey instruments for operationalizing L2 self-efficacy in social interactions, L2 use anxiety with non-native speakers, the perceived present-future self-discrepancy and other properties of the future L2 selves that language learners may hold in order to further investigate the role of these factors in relation to L2 proficiency development abroad.

The statistical results need to be considered in the light of the limited power of the analysis, and the partiality of the model. For example, in conceptualizing the variation in L2 proficiency gain that remains unexplained, one may think of the more cognitive "psycholinguistic" learner variables such as working memory capacity, phonological memory or verbal reasoning ability, whose inclusion was simply beyond the scope of the study. In order to overcome these limitations and move the field forward, future mixed methods inquiries with

larger samples and research teams are urgently needed. It seems plausible that the influence of factors that are associated with L2 proficiency gain during study abroad should vary according to the aspect of proficiency under investigation, as well as with the students' initial proficiency level. Thus, further diversification of the research through studies that investigate a range of different aspects of L2 proficiency with study abroad participants at different stages in the learning process is much to be desired.

### 6.3 Towards a better understanding of the impact of participation in study abroad on students' L2 self-efficacy

The present study is the first to investigate the impact of study abroad on the participants' self-efficacy in using the L2 in interactions with native and non-native speakers. The quantitative measure that has been developed for this purpose proved highly reliable and can be adapted for inquiries into L2 learner self-efficacy in related contexts. The quantitative analysis of change at the group level showed that during the first term abroad students in both abroad groups tended to experience an increase in self-efficacy in using their English in interactions with native and non-native speakers in both informal and academic contexts. The mean change was small to moderate in both groups, and larger individual differences in self-efficacy development were observed among students who stayed in the UK for one term only. During the subsequent 6 months abroad, students in the longer-term abroad group continued to develop higher levels of self-efficacy, albeit in a less pronounced manner.

The positive changes in self-efficacy during the first term abroad are consistent with those observed by Cubillos and Ilvento (2013) among US American college students on study abroad, and the increase in self-efficacy with English native speaker that Trenchs-Parera and Juan-Garau (2014) note with their English language majors from Spain during their ERASMUS semester in the UK. While these results concerned shorter study abroad periods of up to 3 months, the findings of the current study suggest that students on longer programmes may continue to experience positive changes in self-efficacy in using the L2 in social interactions. However, the results also show that the advanced learners in the present study tended to remain less efficacious when talking to native as opposed to non-native speakers, when faced with spoken discourse on unfamiliar as opposed to familiar topics and when having to make unplanned as opposed to planned contributions to seminar discussions after 9 months in the

UK. These persistent differences highlight the need for such differentiated measurement of gradations of challenge in the assessment of self-efficacy in this area.

Due to the methodological limitations of previous studies, it had hitherto been unclear to what extent observed gains in L2 self-efficacy were attributable to participation in study abroad, rather than to the specific characteristics of students who self-select into such programmes. The significant associations between participation in study abroad and self-efficacy gain when controlling for the influence of pre-existing participant characteristics in the current study suggest that studying in the UK with ERASMUS for 3 months or more did indeed have a significant positive impact, as opposed to a negative one or no impact on self-efficacy in using English in social interactions. The study also explored the ways in which the study abroad experience relates to the observed gains. The analysis of the interview accounts of the 15 focus participants suggested that the experience strengthened the students' self-efficacy beliefs primarily through for the validation of their abilities and the associated reduction of uncertainty surrounding their skills. Opportunities for self-validation included external comparisons with the English skills of other international students for whom English was a second language, direct feedback on the students' English skills (particularly so on their speaking skills) and instances of successful performance, or what Bandura himself refers to as "enactive mastery experiences" (Bandura 1997). While previous studies (e.g., Cubillos and Ilvento 2013) emphasized the significance of interactions with members of the host society in building self-efficacy among L2 learners, the results of the present study draw attention to interactions with other international students for whom English is a second language.

English as a lingua franca (ELF) interactions with other international students were not only more readily available, but they also tended to be perceived as the "safer" context, i.e., as less threatening to the students' L2 self-concept since the task demands were perceived to be lower and students tended to assume a shared understanding of what it means to be an L2 learner. This outlet for L2 practice seemed particularly important during the early stages of study abroad when the students, despite their extensive L2 learning histories, still harboured considerable anxiety about being judged as incompetent by native speakers. A survey of all study abroad participants in the study indicated that ELF interactions with other international students facilitated the enhancement of self-efficacy through enactive mastery experiences, through vicarious experiences, through mostly favourable external comparisons with other ESL speakers and through introducing the students to highly proficient ESL speakers who served as

mastery models for self-development. Even if comparisons with the skills of other international students were not favourable, such comparisons nevertheless contribute to increasing self-certainty and may thereby strengthen self-efficacy. In some cases, the interactions with other international students also increased the students' learning motivation by strengthening the integrative motive for learning English, that is, by highlighting English as a valuable tool for relating to students from other countries.

This is not to propose that interactions with native speakers do not have such motivational capacity, as has been documented in a number of studies (e.g., Cubillos and Ilvento 2013, Hernandez 2010, Isabelli-Garcia 2006, Yang and Kim 2011). However, consistent with more recent research on ERASMUS students (e.g., Beaven 2012), a large part of the students' social circles tended to consist of other international students for whom English was a second language. Moreover, the qualitative data highlighted that the students' initial self-efficacy in speaking English in social interactions was lower than expected given their extensive English language learning histories and that students chose to interact with other second language speakers not only because they found the social networks of local students harder to access, but also because their linguistic insecurities tended to be greater with native speakers. The insights from the qualitative analysis were corroborated by the statistically significant relationships that emerged between the students' initial conceptions of competence in English and the extent to which they engaged in social interactions with co-national, host national and other international students. Lower initial levels of self-efficacy and a larger perceived discrepancy between students' actual and ideal levels of competence in English were associated with a lower proportion of British contacts and a tendency to speak more German as opposed to English and more English with non-native speakers as opposed to native speakers.

The results of this study highlight, therefore, that even in the case of such fairly advanced learners who are sufficiently confident to live and study in an English-speaking environment, a low level of self-efficacy, perceived present-future self-discrepancies and feelings of L2 use anxiety should still be considered as obstacles that may prevent students from using the L2 in social interactions when such opportunities arise, particularly so if they involve native speakers. In other words, even when access to local social networks is granted and exchange students have a strong interest in befriending local students they might not feel competent and confident enough to do so. As Bandura (1995) writes, "There are countless attractive options people do not pursue because they judge they lack the capabilities for them" (Bandura 1995:7).

Future research into the patterns of social contact of study abroad participants therefore needs to move beyond issues of access and interest and consider more strongly the role of the students' L2 self-concept in the development of their social circles of co-national, international and host national peers, and in the linguistic choices made in those social interactions.

Future research on the development of L2 self-efficacy among study abroad participants will also need to investigate in greater detail the ways in which ELF interactions with other international students facilitate changes in self-efficacy among participants at different stages in the learning process and determine what areas of L2 learner self-efficacy may benefit most from such stays abroad. Considering the ever increasing number of international students at European universities, interactions with other international students in which the host country language is used as a lingua franca remain a largely overlooked, yet highly pertinent and promising site for research on such motivational change. Such work will also need to establish whether self-efficacy that is built up in this context has the potential to transfer to interactions with native speakers, along with the potential detriments of such lingua franca interactions for L2 learning motivation and linguistic development.

In terms of the practical implications of these findings, it would be highly desirable for host institutions to harness the potential for motivational and linguistic development that lingua franca interactions among international students offer by institutionalizing student gatherings of this kind. Such meeting spaces can be conceptualized quite similar to "language cafés" or "Stammtische" that are typically organized by native speakers for the purpose of L2 practice. Bringing together international students with a shared interest in L2 practice is different from the commonly run ERASMUS societies, which focus more on shared interests of travel and cultural exchange. This would create further opportunities for informal, yet focused L2 practice, as contact with local students has been frequently lamented by students in this and previous studies (e.g., Allen 2002, Hoffman-Hicks 2000, Wilkinson 1998). This does not, however, make structured opportunities for contact with native speakers obsolete as exposure to a wide variety of speakers is desirable for the students' linguistic development and as it also remains unclear to what extent confidence built up in lingua franca settings transfers to interactions with native speakers. Supporting students in developing a stronger speaking self-concept is a key concern in the preparation of ERASMUS students, including those with extensive L2 learning histories, since it appears to be associated with the students' patterns of

socialization, with whether they choose to practice the L2 in informal social interactions and with overall L2 proficiency gain during study abroad.

### 6.4 Towards a better understanding of the impact of participation in study abroad on students' L2 use anxiety with native and non-native speakers

The present study also examined changes in the participants' L2 use anxiety with native and non-native speakers as a programmatic outcome of study abroad. This was in fact the motivational factor in which the most pronounced changes occurred. Regardless of their length of stay, students in both abroad groups tended to experience significant reductions in English use anxiety with both native and non-native speakers during the first 3 months abroad. For students who stayed in the UK for two terms or more, English use anxiety with both types of interlocutors tended to plateau after this initial 3-month period. The between-group comparisons with the group of potentially mobile students who continued to study at home showed that the observed reductions in L2 use anxiety can be confidently attributed to participation in study abroad. Thus, even the advanced learners in the current study seemed to benefit in this regard despite their extensive English language learning histories.

The results further suggest that these positive changes in L2 use anxiety during study abroad were achieved mainly by reducing uncertainties regarding their own competences and by further developing their skills, particularly so in speaking English. In this regard, the analysis highlighted the significance of English as a lingua franca interactions with other international students for whom English was a second language for overcoming even high levels of initial English use anxiety. Such reductions in L2 use anxiety are a highly desirable outcome of study abroad since L2 use anxiety may only affect self-motivation to use the L2 when such opportunities arise, but also L2 proficiency development.

The finding that reductions in L2 use anxiety fall into the initial 3 months of study abroad is consistent with the significant changes in L2 use anxiety that have been observed in the context of short-term study abroad (Allen and Herron 2003, Trenchs-Parera and Juan-Garau 2014). However, contrary to previous hypothesizing (e.g., Dewaele, Conamaru and Faraco 2015), reductions in English use anxiety with either type of interlocutor were not

sustained beyond the first term. Thus, the observed patterns of change in this domain were not concomitant with the further increase in L2 self-efficacy.

The present study is the first to examine development in L2 use anxiety with native and non-native speakers in a differentiated manner, along with the perceived qualities of these interactions that may account for any differential development. While significant reductions in English use anxiety were observed with both types of interlocutors during the first 3 months, stronger individual differences applied to reductions in L2 use anxiety with English native speakers. Moreover, students tended to remain significantly more anxious in speaking English with this group even after 9 months of studying in the UK. The observed differential development in English use anxiety with these two types of interlocutors was substantiated by the factor analytical results, which highlighted English use anxiety with native and non-native speakers as two separate factors that were only weakly correlated. Taken together, these results indicate that feelings of anxiety in using the foreign language with native and non-native speakers need to be regarded as related, but distinct phenomena that require differentiation at the conceptual and operational levels.

From the qualitative analysis of the students' accounts two major anxiety-inducing factors in using the L2 with native speakers emerged: the greater perceived linguistic demands of those interactions and the students' anxieties about being perceived as incompetent. The latter factor also featured in Allen and Herron's (2003) findings with US American undergraduate students in France, who report fear of negative evaluation in the context of the students' L2 use anxiety with native speakers in France. In the current study, tracing the students' perceptual changes over the study period highlighted further that students came to perceive these interactions as less linguistically challenging during the first term abroad. However, the students' anxieties about being perceived as incompetent by native speaker interlocutors proved to be rather more tenacious and potentially play a key role in perpetuating heightened levels of L2 use anxiety with this group. Both of these anxiety-inducing factors are more immediately associated with the students' English self-concept, that is, their conceptions and evaluations of their own English skills than their actual or measured English proficiencies. Scholars have previously hypothesized on the strong involvement of self-concept in L2 learning and usage and in provoking such feelings of anxiety. As MacIntyre (1999) writes, foreign language learning entails "more potential for students to embarrass themselves, to frustrate

their self-expression, and to challenge their self-esteem and sense of identity than almost any other learning activities" (1999:33).

Significant associations between the students' self-conceptions and their experience of English use anxiety also emerged in the quantitative analysis: the lower the students' self-efficacy in using English with native and non-native speakers and the greater the discrepancies they perceived between their current level of competence and their ideal English selves, the stronger their English use anxiety with both native and non-native speakers tended to be. The inverse relationship between the students' perceptions of self-efficacy and their L2 use anxiety substantiates the findings of existing studies (e.g., Clément, Dörnyei and Noels 1994, MacIntyre, Noels and Clément 1997, Trenchs-Parera and Juan-Garau 2014). However, correlations between L2 learners' perceived self-discrepancies and L2 use anxiety have not previously been established as a quantitative instrument for operationalizing the present-future L2 self-discrepancies has hitherto be unavailable. The consistent significant associations between these two constructs in the present study, however, do suggest that the discrepancies L2 learners perceive between their actual and ideal level of L2 competence tend to be implicated in the experience of L2 use anxiety with both native and non-native speakers. This finding is particularly pertinent to theory development since perceived self-discrepancies have hitherto been primarily associated with self-motivation to *learn* (Dörnyei 2005), rather than self-motivation to use the foreign language.

### 6.5 Towards a better understanding of the impact of participation in study abroad on students' self-motivation to continue learning the L2

The last major contribution that the present study makes to the fields of SLA and study abroad research concerns the investigation of change in self-motivation to continue learning the L2 as a programmatic outcome of participation in study abroad, as well as the motivational dynamics during study abroad that give rise to any such motivational change.

When asked directly at the end of their stay, the vast majority of students in both groups (78.8% and 73.3%) indicated that their study abroad experience in the UK had a positive overall impact on their self-motivation to continue learning English, while only one single student in the short-term abroad group 2 indicated that studying abroad had affected their motivation to continue learning English negatively (since it had revealed to the student that

(s)he could speak English sufficiently well for their purposes). However, there was only one occurrence of such a self-perceived demotivating effect, even though the participants in this study were a group of fairly advanced EFL learners. Finally, about 1 in 5 respondents thought that the study abroad experience had not affected their self-motivation to further improve their English in any way. These figures were highly similar for students in both abroad groups, suggesting that in this regard the perceived motivational outcomes of a semester-long study abroad experience may be similar to those of a more extended stay.

From the participants' responses it emerged that by far the most significant way in which the study abroad experience had strengthened their self-motivation to continue learning English was by providing opportunities for validating the level of skill they had achieved as a result of their extensive classroom learning histories in a "real world" setting. The motivating effect of these validation experiences may be attributable to a reduction in the anxiety-provoking uncertainties surrounding the students' abilities, particularly so in the domain of speaking, whereby self-certainty and self-efficacy increase (Bandura 1997).

The students' responses also indicated that these reality checks helped them in identifying gaps in their linguistic repertoire they still had to close in order to achieve their desired level of proficiency in English. The prominence of this theme (20 out of 69 responses) suggests that this was one of the most important motivational functions of the study abroad experience. At this advanced stage of L2 learning, noticing pertinent gaps in one's skillset may lend direction to otherwise perhaps diffuse learning motivation without feeling overwhelmed by one's "deficiencies". While level-appropriate instructional settings also seem useful in highlighting such gaps, the study abroad context might prove particularly powerful since it involves numerous instantiations of performance and feedback that closely align with the commonly held goal of achieving functional proficiency in managing daily life, interpersonal relationships and academic studies in the L2.

The analysis of the students' accounts further suggested that the study abroad experience had positively affected their self-motivation to continue learning English by evoking a sense of linguistic progress and mastery, by introducing the students to highly proficient second language speakers as role models for self-development, by adding and strengthening existing motives for becoming proficient in English and by facilitating a reconceptualization of English from subject matter to a useful and personally valued tool for achieving real

communicative goals. For some participants, the experience also seemed to generate intrinsic motivation for further improving their English by leading students to develop a sense of beauty of the language and/ or feelings of satisfaction and joy in speaking it.

This rather positive picture of the perceived overall impact of the study abroad experience on the students' learning motivation however, was in contrast with the common pattern in the students' motivational development during the study abroad period itself. While during the first term abroad the participants tended to sustain their initially high levels of self-motivation to continue learning English, the statistical analysis and the participants' accounts converged in suggesting that most students experienced a decline in learning motivation after the first 3 months abroad. The qualitative analysis highlighted that this decline in self-motivation can be plausibly explained by the interplay of changes in the students' present English self-concept and their aspirations for self-development that occurred in response to the study abroad experience.

The changes in the students' English self-concept and their self-motivation to continue learning English were surprising in several respects. First of all, it was surprising to find that although most students were developing a stronger sense of competence and confidence in using English, they seemed to abandon their goal of becoming highly proficient even though this was still a much desired, accessible and plausible future self for most participants, which the vast majority of students thought they had not yet achieved. Based on past research into the relationship of competence beliefs with engagement in motivated L2 learning behaviours (e.g., Kormos, Kiddle and Csizér 2011) and with the perceived attainability of proficient future L2 selves (e.g., Busse 2013), one would expect that developing confidence in their ability to learn and use English would enhance the students' self-motivation to work towards their ideal of becoming highly proficient speakers and strengthen their sense of optimism regarding its attainment.

The analysis of the students' interview accounts did indeed indicate that self-perceived linguistic progress tended to positively affect their beliefs regarding the attainability of becoming highly proficient. However, the analysis of their accounts also highlighted that the anticipated difficulty and investment of effort required in order to attain such high levels of proficiency tended to increase in response to the students' on-going learning experience abroad. This perceptual change appeared to be largely a result of being unable to meet the rather high

expectations regarding the ease and extent of linguistic progress during study abroad that were commonly held by the participants at the start of their sojourn. Thus, in terms of the perceived plausibility of becoming a highly proficient L2 speaker, the impact of the study abroad experience may best be described as a "pushing" in terms of perceived attainability and a "pulling" in terms of the anticipated investment of effort required for its attainment, which the students were often not prepared to expend. As most students tended to attain functional proficiency in managing everyday life, interpersonal relationships and academic studies in English during their stay in the UK, the perceived added benefit of investing further effort into developing higher levels of proficiency was diminished. In other words, becoming a highly proficient speaker of English, even though this was still much desired by most students, started to appear rather too costly. This perceptual change emerged as the most serious impediment to the students' self-motivation to work towards higher levels of proficiency after the first term abroad.

In light of the positive overall motivational impact of the study abroad experience that was reported by most students, this observed decline in the students' self-motivation to continue learning English during study abroad seems somewhat paradoxical. However, this paradox can be resolved to some extent if one considers that self-motivation to learn English during study abroad was operationalized in terms of learning effort expended, while the perceived overall impact of study abroad on the students' self-motivation to continue learning English captures merely a motivational potential, which may or may not be realized in the future. In other words, while most students may not have had a sufficiently strong incentive for improving their English further during study abroad, the overall motivational impact of their stay in the UK might have enhanced the perceived potential of becoming highly proficient in the future, should they want to pursue this future self further. It is also conceivable that positive affect generated by high overall satisfaction with the ERASMUS experience might have positively biased the participants' perceptions of its motivational impact. Such spill-over effects have been observed previously with end-of-programme evaluations and participants' perceptions of linguistic progress (e.g., Sutton, Miller and Rubin 2007).

Overall, the findings of this study indicate that the impact of studying abroad in the UK on the students' self-motivation to continue learning English was multifarious and that the observed changes in self-motivation were to a large extent mediated by changes in the students' present English self-concept and their aspirations for self-development. This makes L2 self-

concept a promising vantage point for future research on changes in self-motivation to continue learning the L2 among study abroad participants and other largely independent learners. Future work in this area will need to investigate systematically how specific aspects of the study abroad experience relate to development in the present- and future-orientated parts of L2 self-concept and further, how such self-development translates into changes in self-motivation to continue learning the L2. In particular, such work may explore how perceived threats to L2 self-concept enhance and curb self-motivation to learn and use the foreign language during study abroad. One may also further examine the ways in which developing a stronger present L2 self-concept may undermine and strengthen L2 learning motivation, for example, by reducing such perceived threats to self-concept and/ or affecting the perceived attainability of a given future L2 self. Based on the results of the current study, one may argue somewhat provocatively that developing a stronger L2 self-concept may increase self-motivation to use the L2 at the expense of self-motivation to continue L2 learning, thereby putting a ceiling on ultimate attainment.

With regard to the capacity of desired future L2 selves to sustain self-motivation to continue learning the foreign language, the findings of the present study highlight the importance of considering learners' perceptions of the cost and benefit of attaining a given future self in addition to its other properties, such as its desirability, the perceived present-future self-discrepancy and its perceived attainability. For the advanced learners in the current study, the key question seemed to become less one of whether becoming a highly proficient speaker of English appeared attractive or attainable to them, but its continued pursuit seemed to become increasingly a matter of considering the added benefit in relation to the anticipated cost in terms of effort required for its attainment. The students' perceptions of the **benefits** of becoming highly proficient were **strongly associated with the perceived instrumental value** of attaining L2 proficiency for other valued activities or goals that the students wanted to pursue (e.g., doing well in one's favourite course, becoming a member of a student campaign, or becoming part of the university dance sport team).

This finding is in line with modern *Expectancy-Value Theory* (Eccles 1983, Eccles and Wigfield 2002), in which the *perceived value* of a given task together with individuals' *expectancies for success* are conceptualized as key determinants of task choice, persistence and attainment. The perceived value of a given task for a given individual is determined by the individual's needs, goals and self-perceptions in relation to the task itself. Eccles (1983) differentiates between *attainment value* (i.e., the task's ability to confirm salient or valued characteristics of the

self), *intrinsic value* (i.e., enjoyment derived from engaging with the task) and *utility value* (i.e., the importance of the task for attaining other goals), all of which relate to the perceived benefits of pursuing a specific task or activity. Moreover, the framework highlights the significance of the subjective *cost* of engaging with the task in determining its subjective task value, which includes the anticipated amount of effort needed to succeed, the loss of opportunities for pursuing other activities, as well as anticipated psychological costs, such as performance anxiety and fear of the consequences of failure (or success) for one's self-concept (Eccles 1983, Eccles and Wigfield 2002). More specifically, the influence of perceived cost on task value is conceptualized in terms of a *cost-benefit ratio* (Eccles 1983). Eccles (1983) argues that individuals have conceptions of both, the potential benefits and costs of engaging in various tasks and further that "as the anticipated amount of effort increases in relation to the amount of effort that is considered worthwhile, then the value of the task to the individual should decrease" (1983:94).

The findings of the present study suggest that there is a need to extend conceptualizations of self-motivation to attain a desired future L2 self in the context of adult learning to include the value (and the utility value in particular) of attaining a desired future self in relation to its anticipated cost. These features would need to be operationalized in future studies that seek to link the properties of future L2 selves to their capacity for motivating behaviour directed at their attainment. In the context of study abroad research in particular, future work needs to investigate further how study abroad experiences affect the perceived (added) benefits of working towards very high levels of L2 proficiency in relation to changes in perceived cost. The present study suggests that this might be a key aspect in understanding changes in self-motivation to continue learning the L2 during study abroad.

Finally, while development in the participants' L2 self-concept may play a central role in understanding the impact of study abroad experiences on self-motivation to continue learning the L2, future research also needs to explore other sources of change in self-motivation that might not be mediated by such self-development (e.g., helplessness as to *how* to improve further). Moreover, replication studies with students from a range of different backgrounds in a variety of study abroad settings will be an essential part of a research programme in this area in order to establish the generalizability of findings. The instruments that were developed for capturing change in L2 self-concept and self-motivation in the present study may be adapted to suit such related research contexts and open up new avenues for researchers in this field.

At a practical level, the finding that the majority of ERASMUS students in the study struggled to sustain their self-motivation to further improve their English after the first 3 months abroad highlights that there is a need for sending and receiving institutions to facilitate continued engagement in L2 learning among their exchange students in order to ensure that students make continued progress in the host country language. One would perhaps assume that such highly self-motivated learners with solid prior linguistic knowledge and skills, when placed in an L2-speaking environment are in an ideal position to achieve very high levels of proficiency in the host country language. Yet, the results indicate that most students tended to abandon this goal prematurely, even though it remained highly desirable to most students. Thus, one cannot help but wonder: *If such fairly advanced and self-motivated learners do not manage to move beyond mere functional proficiency in an independent manner, then who will? If not in the context of study abroad, which seems to hold considerable potential for facilitating proficiency development, then where?*

As discussed above, a major factor in curbing self-motivation to continue learning English among students in the present study was that developing very high levels of linguistic proficiency started to appear as a much more difficult, effortful and long-term process as they came to adjust their high expectations regarding the ease of linguistic progress in the study abroad context downward. At the same time, most students achieved functional proficiency in managing life, academic studies and interpersonal relationships in English during their stay, whereby the perceived added benefit of working towards higher levels of proficiency was diminished. Thus, with regard to investing further effort into improving their English proficiency, a key question for the participants seemed to become *"Is this an investment worth making considering the effort it will require?"*

Based on the findings of the current study, a promising way for institutions to promote sustained self-motivated engagement in L2 learning among exchange students is through measures that raise the perceived instrumental value of becoming highly proficient in order to match this perceived cost. For the students in the current study, perceived challenges to their sense of competence, particularly so in speaking English, appeared to act as sufficiently strong incentives to motivate engagement in L2 learning during the initial phase of study abroad. In other words, the need to improve in order to be able to manage everyday life, interpersonal relationships and academic studies in English offered sufficiently strong instrumental value that seemed to make further investment worthwhile. However, the findings also show that for

upper-intermediate to advanced foreign language learners, such immediate functional goals may be too easily met in order to sustain L2 learning motivation during longer stays abroad. Moreover, while developing high levels of English proficiency was often tied to larger valued life goals such as mobility or career aspirations, these goals seemed to appear too distant to sustain self-motivated engagement in L2 learning during study abroad despite ample opportunity for L2 development.

Thus, in order to enhance students' self-motivation to continue L2 learning during study abroad, the instrumental value of developing higher levels of L2 proficiency would need to be raised through a series of tangible goals and activities that incentivize such skills development. In the context of academic work, students reported feeling particularly motivated to further improve their English for a given course when the course content closely aligned with the anticipated substantive and linguistic demands of their envisioned professional role. For example, a medical student in the current study, who spent a large part of her weekly contact hours in the university hospital, felt highly motivated to improve her English further in order to be able to meet the linguistic demands of her contact with patients and members of staff. Another example of such alignment comes from a student on a teaching degree, who perceived the content of her courses as being highly relevant to her future work as a teacher and whose course work also involved spending a substantial amount of time observing and co-teaching lessons in a local school. The close alignment of the students' academic work with their envisioned professional identities presumably increases self-motivation to expend effort on L2 learning through raising the perceived instrumental value of developing L2 competence not only for achieving good grades, but for achieving a larger valued vision for one's own self-development.

In the non-academic sphere, home and host institutions should strongly encourage exchange students' engagement in valued activities, that is, new or continued hobbies that students pursue through the L2 while abroad, which strongly incentivize L2 development (e.g., engaging in dance sports, participating in a film society, a student campaign etc.). Existing research suggests that such highly valued activities, when pursued through the L2, are powerful drivers of L2 learning motivation (Cole 2015). These activities raise the instrumental value of L2 proficiency development in addition to their intrinsically motivating component.

Another factor in curbing students' self-motivated engagement in L2 learning was the question of *"how to?"*. As developing high levels of foreign language proficiency tends to get progressively harder, advanced learners in particular would benefit from having well-developed metacognitive strategies in order to deal with the increasingly complex task. Ushioda (2014) notes that in the advanced stages of L2 learning "challenges to motivation lie in not knowing how to advance further" (2014:136). In line with this argument, the current study yielded examples which show that students who feel highly motivated to improve their L2 skills may not engage in actual learning as they find themselves at a loss as to *how* to further improve. Thus, in order to promote self-motivated engagement in L2 learning, home and host institutions should strongly consider offering skills and strategy training that prepares exchange students for developing their linguistic proficiency in the context of everyday life and academic work abroad, as well as through targeted self-study activities for advanced learners. This may also include affective and motivational strategies (e.g., Dörnyei 2001) that help students in dealing constructively with demotivation and frustration at the later stages of study abroad where their linguistic progress may become barely noticeable and bridging the gap towards becoming a highly proficient L2 user might appear disproportionally hard. Such strategy training is a key measure in enabling students to make sustained linguistic progress in an independent manner, particularly so when level-appropriate language instruction is not available.

As discussed in section 6.2 above, students in the current study frequently reported a lack of such offerings for advanced learners when they sought to develop their language skills in an instructional setting. Instances of being turned away when the students' scores on the placement tests are too high not only results in frustration, as students clearly perceived the need for development, especially in the areas of advanced grammar, vocabulary and style, and pronunciation, but it also curbs self-motivation to continue L2 learning as it suggests to the students that they are already highly proficient L2 users. Suitable offerings of L2 instruction for advanced learners in combination with an internationally recognized certification may be a particularly powerful way of enhancing the linguistic development of exchange students beyond mere functional levels of proficiency as they lend direction to their learning and strengthen L2 learning motivation by creating strong instrumental value.

Finally, in order to protect and enhance the students' self-motivation to continue improving their L2 skills during study abroad, it would also be important to address widely held

beliefs about the nature of L2 learning, particularly so in the context of study abroad. This may include, but not be limited to addressing widely held beliefs and expectations regarding the nature and ease of linguistic development during study abroad, attributions of success and failure in L2 learning, including the role of talent and effort, as well as the widely-held ideal of attaining native-like proficiency. Such awareness-raising could form part of the above-described strategy training and/ or language tuition.

Students in the present study commonly held very high initial expectations regarding their linguistic progress during their stay abroad, which is consistent with findings on the perceptions of L2 learners in numerous existing studies (e.g., Allen 2010, Beaven 2012, Busse 2011, Kinginger 2008, Wilkinson 1998). While such widely beliefs of study abroad as an "easy option" for L2 mastery might initially invigorate L2 learning motivation by fuelling fantasies of effortless attainment of very high levels of proficiency, failure to do so is likely to have serious negative motivational consequences as the results of this and previous studies illustrate. This is not to deny the possibility of making substantial linguistic progress during study abroad. However, such outcomes certainly stand out as exceptional within the extensive empirical evidence on the linguistic development of study abroad participants and require proactive learning approaches.

Study abroad participants frequently hold expectations that language acquisition happens automatically during study abroad as one is exposed to the foreign language and inevitably uses it (e.g., Beaven 2012, Busse 2011, Hessel 2011). While this may be true to some extent as language use may involve the processing of novel linguistic structures (Schmidt 1990), such passive conceptions of L2 learning compromise learner agency and prevent participants from exploiting the potential of study abroad for linguistic development more fully (Graham 2004, Mercer 2011, Wilkinson 1998). Significantly, such beliefs of effortless attainment in the study abroad context also degrade instructional settings and the home country environment more generally to a second-rate learning environment, and might even serve as an excuse for faculty members not to teach (e.g., Busse 2011, Kinginger 2015). Failure of study abroad participants to take on a more active role in their language learning also puts their visions of becoming a highly proficient L2 user at risk of becoming a long-shot possible self (Oyserman and James 2009), whereby this potentially powerful source self-motivation is then disabled. If proficiency attainment is believed to be a normative outcome of participation in study abroad, the participants' interpretation of their inability to produce such expected outcomes may be

that they lack the necessary talent or flair for languages in order to become highly proficient. By dispelling the myth of effortless L2 mastery during extended stays abroad and establishing the achievement of high levels of L2 proficiency as a result of personal long-term efforts, which will inevitably pose challenges, difficulties are less likely to be interpreted to mean that becoming highly proficient is not a possible future for *me*. This is important in preventing paralyzing thought patterns such as "*studying abroad didn't make me fluent, therefore becoming highly proficient is unrealistic for me and my efforts are wasted*".

Finally, native proficiency frequently featured as the envisioned goal of students in the current study and although other international students tended to be the dominant reference group for comparing their L2 skills, comparisons with native speakers were also frequently made. With regard to protecting and enhancing self-motivation among study abroad participants, it would be important to raise awareness that a foreign language learner possesses a linguistic skill set that is inherently different from that of a monolingual native speaker. This serves to highlight L2 native speakers as dissimilar others (Bandura 1997), which serves to protect students from the potentially negative motivational consequences of engaging in unfavorable comparisons with native speakers. Since empirical studies have repeatedly demonstrated the negative motivational consequences of the widely held beliefs about L2 learning during study abroad that are still being perpetuated by learners, teachers and the wider public discourse, deconstructing those beliefs becomes an important part of the preparation of study abroad participants in order to enhance the motivational and linguistic outcomes of participation in these increasingly popular programmes.

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# Appendices

**Appendix A**

## Students' needs and suggestions for advanced English language instruction

**Open item:** *"What contents and level would a language course of your choice have?"/ "Welche Inhalte und welches Niveau hätte Ihr Wunschsprachkurs?"*

**Students in abroad group 1 (studied abroad for 2 terms or more)**

- academic writing and speaking, and a little bit of colloquial language, idioms etc./ Akademisches schreiben und sprechen und ein bisschen englische Umgangssprache, Sprichwörter etc.

- conversations, pure and simple … just leading everyday conversations in order to increase confidence and fluency in speaking. Most of all I lack(ed) vocabulary, which made it difficult to talk about the simplest things. Unfortunately, the fact that one could give an academic presentation on "perceptual dialectology" just doesn't help with that either./ Konversation, pure and simple … Einfach nur Alltagsgespräche führen, um Sicherheit und Flüssigkeit ins Sprechen zu bekommen. Es mangelt(e) mir vor allem an alltäglichen Vokabeln, was es schwer macht(e), sich über die einfachsten Dinge zu unterhalten. Dass man hingegen einen hochwissenschaftlichen Vortrag über "Perceptual Dialectology" halten könnte, hilft einem da leider auch nicht weiter.

- grammar (advanced), speaking/ presentations/ discussions at university level/ Grammatik (fortgeschritten), Sprechen/Vortragssitautionen/Diskussionen auf Universitätsniveau

- My language course on academic writing covered almost everything I had hoped for. That was mostly due to the fact that the course was attended by only 2 students and it was therefore tailored to one's personal needs. The level was high and the feedback on my writing samples was tough, but fair./ Mein Sprachkurs zum akademischen Schreiben hat alles abgedeckt, was ich mir erhofft hatte. Dies lag zum Großteil daran, dass der Kurs nur von insgesamt zwei Studenten besucht wurde und es somit auf persönliche Bedürfnisse zugeschnitten war. Das Niveau war sehr hoch und das Feedback an eingereichten Arbeitsproben hart aber fair.

- discussing the etymology of words and contrasting that with other languages (some language history) 2) a linguistic analysis of works by authors that I like (e.g., Samuel Beckett) 3) a language course that involves writing short stories./ Diskutieren der Herkunft von Worten und die Gegenüberstellung mit anderen Sprachen (etwas

Sprachgeschichte). 2) Eine sprachliche Auseinandersetzung mit Autoren, die ich gerne mag, z.B. Samuel Beckett. 3) Ein Sprachkurs, in dem man Kurzgeschichten schreiben soll

- business English at intermediate level/ Business English auf mittlerem Niveau

- at a very high level. My language course of choice would have covered the ambiguities in the language./ Auf einem sehr hohen Niveau. Mein Wunschsprachkurs hätte vor allem Zweideutigkeiten der Sprache behandelt.

- speaking at a high level, appropriate vocabulary and idioms for specific situations/ Sprechen auf hohem Niveau, angemessene Vokabeln und Redewendungen für bestimmte Situationen

- further expansion of vocabulary, higher level/ mehr Erweiterung des Wortschatzes, höheres Kursniveau

- academic English/ akademisches Englisch

- I did not take any course. If I did, I would have wanted one on stylistic intricacies at a very high level./ Ich habe keinen belegt. Hätte ich, wäre mein Wunsch wohl stilistische Feinheiten gewesen, auf einem hohen Niveau.

- no language course necessary/ Kein Sprachkurs notwendig

- grammar at all levels as good orientation, less slang, more normal and academic vocabulary/ Grammatik auf allen Niveaus, da gute Orientierung, weniger slang, mehr normale oder akademisches Vokabular

- a conversation course wouldn't be a bad idea since one usually doesn't get to speak (in English) during the lectures./ Ein Konversationskurs wäre nicht verkehrt, denn in der Regel kommt man während den Vorlesungen nicht dazu sich (auf Englisch) zu äußern.

- My language course of choice would target academic language, that is, one would have learned how to write academic essays since one should think that the Abitur already provides a solid foundation in grammar./ Mein Wunschsprachkurs wäre direkt auf die akademische Sprache abgezielt, dh man hätte das Schreiben von akademischen Essays erlernt, da die grammatischen Grundlagen ja bereits in Deutschland durch das Abitur gegeben sein sollten.

- discussions at a high level/ Diskussionen auf hohem niveau

- I wouldn't want to take a language course/ Ich wöllte keinen Sprachkurs machen

- Writing academic texts and giving presentations at nativer speaker level/ Schreiben akademischer Texte und das Halten von Vorträgen auf Muttersprachler Niveau

- grammar, spoken English in the business context/ Grammatik, gesprochenes Englisch im Businesskontext

- writing academic texts, idioms/ akademische Texte verfassen, Redewendungen

- A language course is not necessary in my opinion. There are so many possibilities to improve one's language./ Ein Sprachkurs ist meiner Meinung nach nicht notwendig. Man hat so viele Möglichkeiten seine sprachlichen Fähigkeiten zu verbessern.

- How about more tandem groups!! I think the language is learnt best through speaking and dedicated afternoons with English students would be ideal for that./ Wie wäre es einfach mit mehr Tandemgruppen!! Ich denke man lernt die Sprache am besten durchs sprechen und da wären gezielte Nachmittage mit englischen Studenten ideal :)

- idioms and informal speaking at a sophisticated level/ Redewendungen und informelles Reden auf anspruchsvollem Niveau

- business English at a very high level/ Business English auf sehr hohem Niveau

- high level; learning how to write academic texts that adhere to the rules of the host university/ Hohes Niveau; Akademische Texte schreiben lernen die den Regeln der Gastuniversität folgen

- my language course of choice would definitely have quite a high level and would resemble a writing workshop for native speakers, during which individual errors are addressed and where there is room for revision./ Mein Wunschsprachkurs hätte definitiv ein recht hohes Niveau und würde an den eines Konversationssprachkurses oder eine Art Schreibwerkstatt für Muttersprachler rankommen, in dem viel auf individuelle Fehler eingegangen wird und Raum zur Wiederholung gegeben wird.

- a language course which is orientated towards the news, which one discusses in groups afterwards. In this way, one can improve one's vocabulary and at the same time get to know the culture./ Ein Sprachkurs, der sich an der Tagespresse/Nachrichten orientiert, über die man anschließend in der Gruppe diskutiert. Dadurch kann man seinen Wortschatz aufbessern und gleichzeitig die Kultur kennenlernen.

- grammar, advanced level/ Grammatik, fortgeschrittenem Niveau

- My initial level was assessed as too advanced for a course in academic English, but writing essays is extremely tricky. Targeted training in expressing my ideas would be helpful as it often happened to me that I thought I had expressed myself clearly, but it clearly didn't make as much sense in English as I had hoped./ Ich bin anfangs als zu gut eingestuft worden um academic english zu belegen, aber essay writing ist extrem tricky. gezieltes training für ausdruck wäre hilfreich, da es mir oft passiert ist, dass ich fand mich klar ausgedrückt zu haben, es im englischen aber lange nicht soviel sinn gemacht hat, wie erhofft.

- Academic writing, higher level/ Akademisches Schreiben, höheres Niveau

- higher level; medical vocabulary/ hohes Niveau; medizinischer Wortschatz

- advanced grammar, advanced vocabulary training/ Advanced Grammar, Advanced Vocabulary Training

- academic English and targeted improvement of pronunciation at a high level/ Akademisches Englisch und gezielte Aussprache Verbesserung auf hohem Niveau.

- Very high level on subtleties of language in academic and everyday contexts (perhaps subtleties of grammar)/ ein hohes Niveau an sprachlichen Feinheiten in akademischem und alltäglichem Kontext (evtl. grammatikalische Feinheiten)

- revision of grammar, B1 level/ grammatik wiederholung, niveau B1

- no language course necessary/ kein Sprachkurs notwendig

**Students in abroad group 2 (studied abroad for 1 term only):**

- a refresher course would not be a bad idea!/ Auffrischungskurs wäre nicht schlecht!

- high level with speaking/ Hohes Niveau mit freiem Sprechen

- targeted grammar practice and idioms/ gezielte Grammatik und Idioms

- A-level/ Abitur

- contents: pronunciation, C2 level/ Inhalte: Aussprache, Niveau C2

- C2 sociatal and political topics, my subject area/ C2 Gesellschaftsrelevante, Politische Themen, mein Fachgebeit

- C1-C2, most of all academic writing/ C1-C2, vor allem akademisches Schreiben

- A very high level, analysis of texts, applications, summarizing texts/ Ein sehr hohes Niveau, Analyse von Texten, Bewerbungsschreiben, Zusammenfassungen von Texten

- I would like to attend English conversation classes./Ich würde gerne einen Konversationskurs in englischer Sprache besuchen.

- B2-C1. I would wish for individual errors to be addressed and idiomatic phrases to be covered./ B2-C1. Ich würde mir wünschen, dass auf individuelle Fehler eingegangen wird und idiomatische Redewendungen etc. behandelt werden.

- a higher level than before the stay abroad./ Ein höheres Niveau als ein Kurs vor dem Auslandsaufenthalt.

- I studied English, that's enough. I only had an optional course -> French during the summer term./ Habe ja Englisch studiert, das reicht. Hatte im SoSe nur noch Optionalbereich -> Französisch

- high/ hoch

- very high level with a focus on legal language/ sehr hohes Niveau mit juristischen Bezügen

- business English at a high level/ Business Englisch auf hohen Niveau

- general and business English at C1-2 level/ Allgemeines und Business Englisch auf Niveau C1-2

- level C1/ Niveau C1

- I would like to take a course on correct pronunciation; Unfortunately I still have a heavy German accent./ Ich würde gern noch einen Kurs zur richtigen Aussprache machen; ich habe leider immer noch einen deutlichen deutschen Akzent.

- Very high level, native speaker/ sehr hohes Niveau, Muttersprachler

- C1, content: academic English, especially oral and written/ C1, Inhalt: akademisches Englisch, v.a. im mündlichen und schriftlichen Gebrauch

- C1/ C1

- C1, contents ideally subject-related/ C1, Inhalte am liebsten studienbezogen

**Appendix B**

**Participant quotations: German originals**

This appendix contains the German originals of all the participant quotations that are contained in chapters 4 and 5. For easy reference, please note that all quotations are indexed as in the main body with the chapter and quotation number (e.g., "q.4.1" = participant quotation number 1 in chapter 4).

**Participant quotations contained in chapter 4**

q.4.1 „Und welche Aspekte des Aufenthaltes haben deiner Meinung nach am meisten zur Verbesserung der Sprache beigetragen?"

„Einfach Alltagssituationen in denen man jetzt anstatt Deutsch English geredet hat. Das hat die Alltagssprache einfach verbessert."

„Und welche Faktoren haben dich vielleicht in deiner Entwicklung gebremst oder behindert?"

„Der hohe Anteil der Deutschsprechenden."

„Wie bewertest du denn den Beitrag der Interaktion mit internationalen Studierenden, die keine Muttersprachler sind, zu deiner sprachlichen Entwicklung?"

„Sehr hoch, da ja meine, zumindest meine längeren Gespräche mit Engländern sich ziemlich in Grenzen hielten."

„[...] die Vorlesungen in die man geht sind halt relativ eingleisig vom Dozenten zu einem selber. In den Seminaren war das reden schon vorhanden, aber insgesamt ist der Anteil vom Sprechen an der Uni eher gering." (Tatiana, interview 2) (q.4.1)

q.4.2 „Was denkst du denn, welche Aspekte des Aufenthalts am meisten zur Verbesserung deiner Sprachfertigkeiten beigetragen haben?"

„Einfach mit irgendwelchen Leuten sich zu unterhalten, weil das am ... das am anspruchsvollsten ist - einfach dass man seine Gedanken, die man spontan hat auch spontan formulieren kann." (Lars, interview 2) (q.4.2)

q.4.3 „Und hast du noch einen Sprachkurs besucht?"

„Da musste man einen Test vorher machen, um sein Level bestimmen zu lassen. Ich hab mich dann beworben für einen "General Language Course" beworben, wurde dann aber

nicht genommen, da scheinbar mein Level zu hoch war und für mein Level keine Kurse angeboten wurden. Zu diesen Kursen sind Freunde von mir gegangen, die ein niedrigeres Level hatten – die haben aber gemeint, dass es eher wenig sinnvoll war. Ich bin dann selber zu einem Pronunciation Kurs gegangen. Ich bin da zweimal glaub ich gewesen, da es einfach nicht sinnvoll war. Ich hätte mir erhofft, dass wir vielleicht die spezifisch englische Aussprache lernen. Es war dann aber so, dass da ein sehr niedriges Level und vor allem auch Sprachgruppen, die eben sehr große Probleme mit der Aussprache im Englischen haben waren. Und nachdem ich dann in zwei Kursen war und da eben der Unterschied zwischen "d" und "t" gelehrt wurde, hab ich für mich beschlossen, dass der Kurs in diesem Umfang für mich keinen Sinn macht."

„Ja, verstehe." (Tatiana, interview 3) (q.4.3)

q.4.4 „Und was denkst du, welche Aspekte des Aufenthalts am meisten zur Verbesserung der Sprachfertigkeiten beigetragen haben?"

„Ja, also einfach grad, dass man in der Vorlesung viel hört und von Muttersprachlern kann man sich viel abgucken an nützlichen Redewendungen, an Ausdrucksweisen etc. grad wenn ich aufmerksam halt in ‚ner Vorlesung sitz und so zuhör', wie jemand was sagt, der Professor, dann das ist das, wo ich, glaub ich, am meisten draus lern." (Laura, interview 2) (q.4.4)

q.4.5 „Das akademische kann man in Deutschland eigentlich überall lernen. Das ist ja das, was in der Uni eigentlich gelehrt wird, aber dieses Alltagssprachliche finde ich eigentlich fast wichtiger, weil das kann man Zuhause nicht ganz so gut lernen." (Marta, interview 2) (q.4.5)

q.4.6 „Die internationalen Studenten sind eine Woche eher angereist als die Englischen, das heißt, dass man mit diesen viel zu tun hatte, auch bei den ganzen Veranstaltungen. Gleich am ersten Tag habe ich zwei andere Deutsche kennen gelernt, die bei mir auf dem Flur leben. Und die haben mich dann direkt mitgenommen zu dem Abendprogramm, wo ich dann noch mehr Erasmus Leute kennen gelernt habe. Die kannten sich schon alle untereinander (ich bin 2 Tage später angereist als die) aber haben mich super integriert. Mit den Engländern ist es schwieriger, Kontakt aufzunehmen. Die ganzen englischen flatmates sind im ersten Semester und gerade erst 18 geworden. Mal ganz davon abgesehen, dass die teilweise ein anderes Einführungsprogramm haben, haben sie auch sonst eher andere Interessen. [...] Es war einfach naiv zu denken, nur weil man in England ist, spricht man nur noch englisch und hat alles innerhalb von zwei Wochen drauf. Dafür sind hier viel zu viele Deutsche. Wir versuchen zwar auch untereinander englisch zu reden, aber irgendeiner wechselt immer zurück ins Deutsche." (Maria, first impressions) (q.4.6)

q.4.7 „Hmm, irgendwie, also ich hab irgendwie schon immer – ja, was heißt immer – aber im Großen und Ganzen schon eher das Gefühl, dass ich mit Deutschen eher auf einer Wellenlänge bin. Ich weiß nicht, ob man sich das einbildet, weil einem schon die

Kommunikation schon leichter fällt au n bissl, oder, aber wie gesagt, das sind schon die, mit denen ich was mache, die Interessen auch am ehesten gleich sind. [...] ich glaube schon, dass das dadurch ist, weil man sich direkt verständigen kann. Unterbewusst vielleicht das Gefühl ist, dass man vielleicht eher auf ner gleichen Wellenlänge ist wie jemand, der eine andere Sprache spricht [...]“ (Laura, interview 2) (q.4.7)

q.4.8 „Auf der einen Seite ist es natürlich gut, weil man sich zum Teil auch ein bisschen mehr Zuhause fühlt, aber es erschwert halt die sprachliche Entwicklung.“ (Tatiana, interview 2) (q.4.8)

**Participant quotations contained in chapter 5**

q.5.1 „Also wenn man dann irgendwie plötzlich jemanden trifft an der Uni, der auf Englisch gerne irgendwelche Auskünfte haben möchte, ist bei mir die Hemmschwelle doch tatsächlich erschreckend hoch.“ (Tatiana, interview 1) (q.5.1)

q.5.2 “Wie fühlt es sich an, jetzt Englisch zu sprechen, und wie kommst Du sprachlich zurecht?“

„Es fühlt sich ungewohnt und unsicher an. Beim Sprechen fehlen mir die Worte des Alltags. Oft habe ich das spanische Wort im Kopf, nicht aber das Englische.“ (Alex, first impressions) (q.5.2)

q.5.3 „Ich tue mich allerdings schwer mit dem Sprechen, also was jetzt nicht heißt, dass ich gar nicht klarkomme, aber ich merke halt oft, dass ich Fehler mache, dass sich alles ein bisschen klotzig anhört oder meine Aussprache halt nicht richtig ist oder mir halt bestimmte Formulierungen fehlen oder ich eher unauthentisch und unnatürlich formuliere, weil ich halt ja dieses geschriebene Englisch benutze, weil ich bisher nicht so oft an Gesprächen in Englisch partizipiert habe. Ich hab halt noch nicht oft länger mit Leuten auf Englisch gesprochen – das wird jetzt hier das erste Mal sein, dass ich das tue. Also mir wurde hier eigentlich erst richtig klar, wie viel Potential das eigentlich noch nach oben hat.“ (Karen, first impressions) (q.5.3)

q.5.4 “Herausforderungen hat man überall. Es geht damit los, dass das Schulenglisch leider nur sehr theoretische und komplizierte Vokabeln lehrt und man dann in der Küche steht und seinen Mitbewohnern erklären will wo man den Pfannenwender verstaut hat und total scheitert. Alltagsvokabeln fehlen mir wirklich zum Teil sehr. Auch Gänge zu Ämtern oder Büros an der Uni sind Herausforderungen, weil einem immer wenn man mit Einheimischen spricht ganz plötzlich die einfachsten Ausdrücke nicht mehr einfallen.“ (Tatiana, first impressions) (q.5.4)

q.5.5 „Ich möchte besser sprechen können oder ich möchte erstmal einen Stand erheben können, wie ich überhaupt spreche, denn wie ich spreche weiß ich nicht.“ (Linda, interview 1) (q.5.5)

q.5.6 „Ich hab jetzt keine Angst oder keine Panik mehr, frei loszusprechen und auch wenn ich jetzt etwas nicht verstehe, ist es für mich jetzt auch kein Problem mehr, X Mal nachzufragen. [...] Jetzt weiss ich, ich kann jetzt das Gespräch von Anfang an durchsprechen, ohne zum Wörterbuch zu gehen und mein Gesprächspartner wird mich auch verstehen und ich kann im Gespräch auch die Wörter benutzen, die ich mal gelernt habe. Ich fühl mich schon sicherer.“ (Marta, interview 2) (q.5.6)

q.5.7 „Alles klar. Ja, und wie fühlt sich's an jetzt wieder Englisch zu sprechen?“

„Ähm, bisschen.. also ich war n bisschen überrascht, dass es doch so an- oder so, ähm herausfordernd war wieder so sehr reinzukommen auch wenn ich in Berlin sehr viel Englisch gesprochen habe, viele englische Freunde hatte und auch 'ne Zeit lang einen englischen Mitbewohner, hab ich doch gemerkt, dass es wieder was anderes wenn man konsequent mit der Sprache konfrontiert ist. Und ja, es hat schon so 'ne Woche gebraucht bis ich gemerkt hab' jetzt hab ich mein Level wieder erreicht, von dem flüssig sprechen.“ (Jennifer, first impressions) (q.5.7)

q.5.8 „Wie fühlt es sich nun an, Englisch zu sprechen?“

„Es kommt darauf an, mit wem ich spreche. Also mit den internationalen Studenten fühle ich mich eigentlich ziemlich sicher. Da habe ich das Gefühl, die sind jetzt auch nicht perfekt. Die machen Fehler, ich mache Fehler, also da fühlt man sich sozusagen auf einer Stufe. Wenn ich mit Muttersprachlern rede, habe ich das Gefühl, ich fühle mich so ein bisschen verpflichtet, besser zu sprechen als ich es kann und dadurch dass ich sozusagen auf mich selber Druck ausübe kommt es sozusagen zu Fehlern, die ich im ruhigen Zustand nicht machen würde.“ (Marta, first impressions) (q.5.8)

q.5.10 "Das ist halt schon ein bisschen anders als mit Muttersprachlern, weil dann wenn man halt mal ein falsches Wort wählt oder was auch immer, dann ist es nicht so schlimm, weil meistens merken die das selber nicht. Und bei Muttersprachlern denkt man sich halt im Nachhinein 'Ach man ey! Du weißt doch wie das geht! Du hast das total komisch formuliert!' Dass man sich dann halt mehr ärgert und denkt 'Du weißt das doch und warum macht man denn sowas???' [lacht] Das ist mir bei internationalen Studenten halt egal."

„Macht es für dich einen großen Unterschied, ob du mit Muttersprachlern oder Nicht-Muttersprachlern sprichst so von der Sicherheit her?"

„Ja, ich dachte eigentlich, dass es keinen großen Unterschied macht, aber ich hab jetzt schon hier so gemerkt, dass man halt mit internationalen Studierenden hier so ein bisschen zwangloser ist oder wie man das bezeichnen kann. Man macht sich halt weniger Gedanken darüber, ob man halt das richtige Wort gewählt oder jetzt wirklich die richtige Zeit verwendet hat und verbessert sich dann auch nicht wirklich. Und bei Muttersprachlern würd ich mich halt nochmal verbessern, wenn ich merk, ich hab da was falsch gesagt." (Anna, Interview 2) (q.5.10)

q.5.11 „Gibt es denn gefühlt einen Unterschied, ob Du mit Muttersprachlern oder Nichtmuttersprachlern sprichst rein vom Selbstbewusstsein her?“

„Ja, nach wie vor. Also mit Nichtmuttersprachlern ist es mir eigentlich egal, wie ich rede – da fühlt man sich dann eher so bei der besseren Gruppe von den Sprachlern dabei und wenn man mit Muttersprachlern redet hat man schon mal eher das Gefühl, was falsch zu machen. Was mir aber sehr schnell auffiel, dass wenn man dann mal sagt, man sei unsicher, dass dann ganz schnell gesagt wird, dass das Englisch von einem selber ja super gut ist und man sich gar keine Sorgen machen muss.“ (Tatiana, interview 2) (q.5.11)

q.5.12 „Mit Schotten oder Briten halt ein bisschen schwieriger, weil der Akzent dann halt auch stärker ist. Also gerade mit Schotten. Also Briten kann ich eigentlich ganz gut verstehen, aber manche sprechen halt sehr schnell.“ (Karen, interview 1) (q.5.12)

q.5.13 „Große Schwierigkeiten bereitet es mir auch, die Alltagssprache der britischen Studenten zu verstehen. Oft muss ich nachfragen und um Wiederholung bitten.” (Alex, first impressions) (q.5.13)

q.5.14 “Also wenn einer Muttersprachler ist, steht man schon erst mal davor, dass man viele Sachen nicht versteht einfach. Dann kann man nicht reagieren. […] es gibt auch eine dominante Britin - ‚dominant‘ in dem Sinne, dass sie oft die Themen bestimmt, über die geredet wird, dass sie oft in der Küche ist und sehr viel redet und ich habe echt Schwierigkeiten sie oft zu verstehen und dann macht sie n Witz oder so und alle lachen oder dann sagt sie was zu mir und ich versteh's nicht und kann nicht antworten und dann steh ich echt blöd da. Unterlegen halt." (Alex, interview 2) (q.5.14)

q.5.15 „Bei Nichtmuttersprachlern ist es halt so, dass man schnell auf einem Niveau ist so und bei Muttersprachlern kommen halt immer so Sachen wie Akzent und wie schnell die sprechen dazu - das war halt am Anfang teilweise schwierig, dass ich da echt da saß und teilweise dachte 'Whaaat?" aber daran kann man sich halt auch gewöhnen und man lernt, wie man die Akzente zu verstehen hat und ja, damit kann man dann nach ner Zeit besser umgehen.“ (Daniel, interview 3) (q.5.15)

q.5.16 „Und macht es noch nen Unterschied für dich, ob du mit Muttersprachlern oder Nichtmutterpsrachlern sprichst?“

„Mh, situationsabhängig – manchmal schon noch. Es ist schon weniger geworden, aber manchmal hat man vor nem Engländer schon noch mehr Respekt, weil man denkt ‚Huh, wenn du da irgndwelchen Quatsch erzählst oder so‘. Wobei wie gesagt die da ja nicht so streng drauf sind.“ (Laura, interview 3) (q.5.16)

q.5.17 „Wenn ich mit Nichtmuttersprachlern rede, kann ich mit 90%iger Sicherheit davon ausgehen, dass mein Englischbesser ist als das von meinem Gesprächspartner. Bei Muttersprachlern hat man dann halt doch oft das Gefühl, was falsch zu machen.“

„Meinst du, dass du durch den Aufenthalt beim Sprechen mit Muttersprachlern um einiges selbstbewusster geworden bist?“

„Ja, das würd ich schon sagen. Es ist aber immer noch ein Unterschied." (Tatiana, interview 2) (q.5.17)

q.5.18 „Ich denke das ist ein Vorurteil, was fast all haben, wenn sie ins Auslandssemester gehen. Fast alle denken ‚ich muss unbedingt mit den Einheimischen kommunizieren und das ist ganz wichtig'. Wenn man aber auf einmal dort ist – ich hatte zum Beispiel einen sehr ähm sehr kommunikationsfähigen, ständig quatschenden Mitbewohner. Wir konnten wirklich über mehrere Stunden sprechen und genauso viel habe ich dann auch mit den internationalen Leuten verbracht und ich denke, ich habe dann auch realisiert, dass es jetzt keinen großen Unterschied macht." (Marta, interview 2) (q.5.18)

q.5.19 „Wo dann die englischen Mitbewohner gekommen sind. Die hatten dann halt auch so `ne fresher's week und haben Ausflüge gemacht und err nicht mal gefragt, ob man mitkommen möchte. Solche Sachen zum Beispiel. Dann dacht ich ‚Okay, die kennen sich alle vorher nicht, die kannten mich vorher nicht, aber mich fragen sie nicht. Alles klar.'"(Maria, interview 2) (q.5.19)

q.5.20 "Und du sagst, du wolltest eigentlich schon mehr Kontakte zu englischen Studierenden und Engländern im allgemeinen. […] Was denkst du denn, was sind denn die größten Hindernisse, also die dem im Weg stehen?"

„Ich glaube vor allem ich selbst. Dass, wenn ich einfach auf die Leute zugehe und mit meinem schlechten Englisch zutexte und erwarte, dass die mich mögen und nett zu mir sind. So, also ich glaube das größte Problem bin glaube ich, ich selbst. Vielleicht wenn ich es machen würde, wäre dann irgendwann jemand dabei, der genauso nett zurückantwortet und offen ist, aber ja." (Maria, interview 2) (q.5.20)

q.5.21 „[…] ich hab da manchmal so das Gefühl, ich komm da nicht richtig rein."

„Also manchmal so ein bisschen ausgeschlossen…"

„Ja, vielleicht ist es denen dann auch zu anstrengend, mich dann jedes Mal dazu zu fragen oder so – kann ich mir schon auch vorstellen […]ich kanns dann wieder so weit umdenken und auf mich projezieren, dass wenn wir uns unterhalten mir internationals, die jetzt nicht so gut sind wie wir in Englisch, dann nimmt man die auch n bisl runter in der Wahrnehmung glaub ich oder halt so bisl weniger ernst, weniger wahr. Ja, es ist mühsam einfach glaub ich, weil man jemandem nochmal was verklickern muss oder so oder weil man das gefühl hat, der verstehts nicht zu hundert Prozent. So kann ich mir vorstellen, dass deren Gefühl vielleicht auch so n bisl is. Die Deutsche, die versteht das nicht immer zu hundert Prozent und so, obwohl sies ja hören, dass ichs ja schon auch mitkriege, aber die sind halt immer so schnell, da hab ich dann auch manchmal so das Ding: meinen sies jetzt so oder meinen sies jetzt so? Das sind dann manchmal so Nuancen und das merken die halt schon. Das werf ich denen auch nicht vor, das ist so n automatisches Ding. Wie gesagt, ich merks ja bei mir selber auch, wenn da jemand dabei

ist, der da n bisl Schwierigkeiten hat mit dem Verständnis, dass man den dann bisl, ja rausnimmt.“ (Laura interview 2) (q.5.21)

q.5.22 “Ich glaube das schwierige ist, dass man nicht so richtig - man kann sich einfach nicht selbst so offenbaren wie man es in seiner Muttersprache kann. Deshalb ist es mit Deutschen einfach einfacher. Weil du kannst halt genauso sein wie du bist und musst nicht irgendwie ein anderes Wort suchen, was vielleicht nicht so gut zutrifft und deswegen glaub ich ist es mit Deutschen immernoch einfacher.“ (Maria, interview 2) (q.5.22)

q.5.23 „Und wie fühlst du dich im Sprechen? Fühlt sich das Sprechen irgendwie anders an als zu Beginn des Aufenthaltes?“

„Ähm ja, es ist schon leichter geworden. Man hat nicht mehr die ganz große Hemmschwelle, vor allem, wenn man mit Auch-Nichtmuttersprachlern redet gar keine Hemmschwelle mehr. Mit Engländern ist sie auch geringer geworden.“

„Also Unsicherheiten beim Sprechen wolltest du so ein bisschen überwinden und das ist dir auch so gelungen? Und das flüssigere Sprechen, was würdest du dazu sagen?“

„Ja, wie gesagt, das kommt wirklich auf den Tag an. Es gibt gute und es gibt schlechte Tage, aber wenn man den guten Tag jetzt dem guten Tag vorher gegenüberstellt, wäre das Niveau schon höher.“

„Und wie sieht‘s mit der Mühe aus, die es dich kostet, Englisch zu sprechen?“

„[…] Ja, also es geht – es stellt keine große Hürde da. Es ist auch nicht anstrengend muss ich sagen. Also es kommt natürlich auch auf den Sprachpartner an. Wenn der Sprachpartner Sheffield-Englisch reden würde, wäre es schon noch schwierig, genauso wäre es schwierig, wenn jetzt ein Sprachpartner sehr wenig Englisch reden würde, aber allgemein ist die Mühe, Englisch zu reden relativ gering.“ (Tatiana interview 2) (q.5.23)

q.5.24 „Also, ich fühl mich jetzt viel selbstsicherer einfach weil ich jetzt die Erfahrung in meinem Kopf drin hab, dass es funktioniert und dass ich kommunizieren kann. Das gibt mir Sicherheit. Und am Anfang war ich noch unsicher, ob man mich versteht und ob ich verstehe. Auch wenn ich dann gesprochen hab, war ich unsicherer.“ (Linda, interview 2) (q.5.24)

q.5.25 „Ja, vielleicht, dass man, dass man sich schon so ein bisschen dran misst so ein bisschen und denkt, ‚ach das Sprachniveau von der oder dem ist ja, hört sich nochmal viel besser an als dein eigenes‘ und dann schon so ein bisschen auch das so ein bisschen vergleicht, glaube ich.“ (Katie, interview 2) (q.5.25)

q.5.26 „Ich hab irgendwie das Gefühl gehabt, ja ich komm ganz gut klar und ich kann auch besser Englisch als die meisten ERASMUS Studenten, die hierher kommen […]“(Jessica, interview 3) (q.5.26)

q.5.27 „Was ich gemerkt hab ist, auf dem Papier ist es halt immer noch was anderes, was man vorweisen kann als in der Praxis, weil alle ERASMUS Studenten mussten das gleiche [sprachliche] Niveau mitbringen, aber so viele hatten ein so viel schlechteres Niveau als ich zum Beispiel [...].“(Jennifer, interview 2) (q.5.27)

q.5.28 „Also mit Nichtmuttersprachlern ist es mir eigentlich egal, wie ich rede – da fühlt man sich dann eher so bei der besseren Gruppe von den Sprachlern dabei [...]“ (Tatiana, interview 2) (q.5.28)

q.5.29 „[...] die meinte, ich könnte schon gut genug Englisch sprechen, ich bräuchte den Kurs nicht.“ (Katie, interview 2) (q.5.29)

q.5.30 “Ich hab das gemerkt als ich zurückkam nach Deutschland. Da haben mir Leute gesagt, ich hätte mich verbessert.“

„Ahja, hast du Englisch geredet in Deutschland?“

„Teilweise ja. Einfach weil die wissen wollten, wie ich Englisch spreche.“ (Lars, interview 2) (q.5.30)

q.5.31 „Was mir aber sehr schnell auffiel, dass wenn man dann mal sagt, man sei unsicher, dass dann ganz schnell gesagt wird, dass das Englisch von einem selber ja super gut ist und man sich gar keine Sorgen machen muss.“ (Tatiana, interview 2) (q.5.31)

q.5.32 „Es ist nach wie vor auf jeden Fall Verbesserungspotenzial, aber die Sicherheit ist einfach größer, drauf los zu reden, oder, ja, also dass, - die Sicherheit, überhaupt Englisch zu reden. Und ich hab jetzt grad zum Beispiel eigentlich grad in den letzten Tagen, die ich auch in London war, haben mich verschiedene Leute auf mein Englisch angesprochen. Also, ich mein, die Engländer sind, glaub ich, immer schnell dabei zu sagen, es ist super gut.“ (Laura, interview 2) (q.5.32)

q.5.33 „Ich hab auf jeden Fall das Gefühl ich bin selbstbewusster, wenn ich auf Englisch kommuniziere, flüssiger und fühl mich halt sicherer. Viele Leute sagen mir auch, es sei besser geworden. Trotzdem denke ich, ich bin nicht auf dem hohen Niveau, wo ich gerne wäre. Ich hab schon manchmal das Gefühl, mir fehlen Wörter oder fallen nicht ein.” (Karen, interview 3) (q.5.33)

q.5.34 „Meinst du das Sprechen fühlt jetzt sich anders an als zu Beginn?“

„Das kann ich nicht so einschätzen irgendwie - da kommt‘s immer noch ein bisschen auf die Situation drauf an und mit wem. Insgesamt fällt es einfach leichter und ich bin auch kommunikativer. [...] Also gerade auf Englisch, dass man jetzt auch nicht mehr so die Angst hat, jetzt sag ich irgendwas Falsches oder blamier mich oder so, sondern - oder beziehungsweise nicht dass das Englisch jetzt so sehr viel besser ist, aber dass es einem halt nicht mehr so wichtig ist. Ja ich finde auch, das war ne wichtige Erfahrung, dass ich verstanden werde und auch wenn ich für mich manchmal nicht super perfektes Englisch

gesprochen habe einfach die Erfahrung, ich werde trotzdem verstanden, alle wissen, was ich meine, alle verstehen mich und so - das ist irgendwie so ein ganz wichtiger Schlüsselmoment, dass man das auch öfters macht und auch in Situationen, wo man halt nicht sofort alle Wörter griffbereit hat Leute anspricht." (Katie, interview 3) (q.5.34)

q.5.35 „Es ist nach wie vor auf jeden Fall Verbesserungspotenzial, aber die Sicherheit ist einfach größer, drauf los zu reden, oder, ja, also dass, die Sicherheit, überhaupt Englisch zu reden. [...] Ich bin jetzt hierher zurück und hab einfach nur drauflos geredet und ganz am Anfang war ja schon immer noch so bei Allem erst mal überlegen, wie man's sagen will oder was man so sagen will und jetzt ist schon eher so, dass ich weniger überleg und einfach drauf los red. Ja vom Gefühl her sonst – ich glaub, das ist einfach die Sicherheit und auch man wird halt verstanden jetzt immer besser und so." (Laura, interview 2) (q.5.35)

q.5.36 „Mhm. Ich wollte grad, das ist interessant, dass du das ansprichst, ich wollte gerade fragen, wie bewertest du denn den Beitrag, den die Interaktionen mit international Studierenden, also mit denen, deren Muttersprache nicht Englisch ist, zu deiner sprachlichen Entwicklung sozusagen geleistet haben."

„Ja, also, wie gesagt, ich glaube der Hauptpunkt ist erstmal die Überwindung dann überhaupt Deutsch zu sprechen durch des, dass mer – nein Quatsch Englisch zu sprechen – durch das, dass mans spricht, muss man ja auch selber oft auch für die Situation die passenden Wörter und Ausdrucksweisen finden, also es ist auf jeden Fall förderlich um zu sprechen und auch dran zu arbeiten. Aber es ist halt nicht unbedingt richtig. Ja, es ist kein perfektes Englisch, das man dann spricht oder hört. Man versteht sich witzigerweise, das hab ich auch schon beobachtet, trotzdem oft sehr gut, auch wenn wahrscheinlich ein Engländer sagen würde, das war grad komplett falsch, was sie da erzählt hat, aber da man beide nicht Muttersprachler sind, dann ist es halt oft so, man weiß genau, was der andere meint, wenn man quasi die Profiausdrücke weglässt, weil sie beide nicht kennen, sich aber irgendwie trotzdem so Formulierungen findet."

„Ja. Also du sagtest auch, es sei auch gut fürs Selbstbewusstsein."

„Ja, denk ich schon. Einfach, klar, man hat auf der anderen Seite, wie grad beschrieben, auch die Sicherheit, dass der andere einem nicht übel nimmt, wenn man was falsch sagt, da er es vielleicht auch nicht besser weiß."

„Mhm."

„Aber überhaupt halt zu Sprechen und grad vielleicht noch in dieser lockeren Situation, dass es einem der andere nicht ankreiden kann, traut man sich ja auch dann eher, weil ja am Anfang auch eher noch die Unsicherheit mit Engländern zu sprechen, aber eher die Sicherheit schon bei anderen Nicht-Muttersprachlern [...](Laura, interview 2) (q.5.36)

q.5.37 „Man war froh, dass auch viele Andere kein perfektes Englisch gesprochen haben, sodass man sich getraut hat etwas zu sagen, auch wenn die Wahrscheinlichkeit bestand, dass der Satz fehlerhaft war.“ (q.5.37)

q.5.38 „Es hat geholfen, sich dazu zu überwinden, einfach zu reden ohne darüber nach zu denken, ob man Fehler macht oder nicht.“ (q.5.38)

q.5.39 „Man spricht Englisch ohne sich zu schämen, da es für beide nicht die Muttersprache ist.“ (q.5.39)

q.5.40„Man war nicht wegen des eigenen Akzents verunsichert, da die anderen internationalen Studis auch einen hatten und so traute man sich mehr Englisch zu sprechen.“ (q.5.40)

q.5.41 “Wir haben uns täglich getroffen und miteinander gesprochen. So wird man sicherer und fasst mehr Selbstvertrauen in sprachlicher Hinsicht.“ (q.5.41)

q.5.42 „Eine große Rolle. Ich hatte das Gefühl nicht die einzige zu sein, die nicht perfekt Englisch spricht. Wir haben uns gegenseitig mut [sic.] gemacht und die Situation des anderen verstanden. Das hat geholfen, weiter zu lernen und sich mehr zu trauen zu sprechen. Insbesondere unter einander wo man keine Angst zu viele Fehler zu machen, weil keiner die Sprache perfekt kann - war es leichter Englisch zu reden.“ (q.5.42)

q.5.43 „Eine sehr große. Man lernt sich trotz Sprachbarrieren frei zu Unterhalten und hat dabei gleichzeitig nicht den Druck, das jeder Vokabel- oder Grrammatikfehler [sic.] sofort bemerkt wird.“ (q.5.43)

q.5.44 „Klingt douchbagy, aber wenn andere schlechter sind als ich, und das sind viele, schafft das doch Selbstvertrauen. ansonsten, meh.“ (q.5.44)

q.5.45 „Man merkt, wie gut man selbst spricht im Vergleich zu den anderen (gesteigertes Selbstvertrauen).“ (q.5.45)

q.5.46 „Hat mir ein paar Vokabeln und vor allem Selbstvertrauen gegeben, da viele nicht gut [im Englischen] waren, aber trotzdem gut klar gekommen sind.“ (q.5.46)

q.5.47 “Der größte Teil meiner englischsprachigen Interaktion  im Ausland fand mit internationalen Studierenden statt. […]Es hat mein Interesse daran, meine Englisch-Kenntnisse weiter zu vertiefen gesteigert, da wir uns nur durch unsere erlernten Englisch-Kenntnisse überhaupt unterhalten und kennenlernen konnten.“ (q.5.47)

q.5.48 “Ich habe es als motivierend empfunden, weil mir bewusst geworden ist, dass gutes Englisch der Schlüssel zu vielen guten Gesprächen ist, die ich ohne meine Englischkenntnisse nicht hätte führen können.“ (q.5.48)

q.5.49 „Ich habe viele neue Sichtweisen kennengelernt sowie deren Kulturen und bin motiviert weitere Sprachen zu lernen.“ (q.5.49)

q.5.50 “Sehr viel, da ich fast nur mit internationalen Studenten zu tun habe. Hat mich motiviert mein Englisch noch verbessern zu wollen, da einige dabei waren, die wirklich toll Englisch sprechen können.“ (q.5.50)

q.5.51 “Es gibt einem Sicherheit, weil man merkt, dass man sich ausdrücken kann, aber es gibt einem keine große Kunstfertigkeit.“ (Alex, interview 3) (q.5.51)

q.5.52 „[…]Grammatik kann ich in Büchern lernen, Wörter kann ich in Büchern lernen, aber wie man einfach was so sagt, das lernt man halt einfach so im Leben da. Und das war auch das was ich mir eigentlich erhofft hab - dass so dieses wie man sich ausdrückt - dass man das halt mitnimmt. Dass man dann n bisl mehr so klingt als würde man die Sprache beherrschen. Das sind dann die Sachen, die dann jemand anderes auch wahrnimmt und denkt „okay die kann ganz gut Englisch“, da man so feste Ausdrücke einfach auch weiß.“ (Laura, interview 3) (q.5.52)

q.5.53 “Herausforderungen hat man überall. Es geht damit los, dass das Schulenglisch leider nur sehr theoretische und komplizierte Vokabeln lehrt und man dann in der Küche steht und seinen Mitbewohnern erklären will wo man den Pfannenwender verstaut hat und total scheitert. Alltagsvokabeln fehlen mir wirklich zum Teil sehr. Auch Gänge zu Ämtern oder Büros an der Uni sind Herausforderungen, weil einem immer wenn man mit Einheimischen spricht ganz plötzlich die einfachsten Ausdrücke nicht mehr einfallen.“ (Tatiana, first impressions) (q.5.53)

q.5.54 „Ich glaube, anfangs ist man unsicherer, ob man überhaupt verstanden wird und gibt sich große Mühe sich zu verbessern. Dann wird man vielleicht sicherer und etwas bequem - es reicht halt.“ (Katie, interview 3) (q.5.54)

q.5.55 „Du warst ja am Anfang recht motiviert, dein Englisch zu verbessern – wie hat sich das so entwickelt mit deiner Motivation?“

„Ich glaube, das ist schon ein bischen weniger geworden. Das habe ich mir neulich wieder überlegt. Am Anfang habe ich noch mehr Sachen nachgeguckt, die ich wissen wollte. Ich mach’s ab und zu immernoch, aber es ist weniger geworden. Trotzdem, ja, finde ichs immer noch spannend, Sachen dazuzulernen und wills auch immernoch verbessern, aber so ganz speziell nachzugucken, das ist schon bisl weniger geworden.“

„Was denkst du, woran liegt das, dass es so ein bischen abgenommen hat?“

„Weil man am Anfang vielleicht noch so das Gefühl hat, dadurch gewinnt man auch an Sicherheit und dann fühlt man sich irgendwann sicherer und dann gehe ich auch über manche Sachen drüber, die ich nicht 100%ig übersetzen könnt, aber irgendwie das Gefühl hab, ich verstehe es trotzdem. Da gewöhnt man sich dann dran.“ (Laura, interview 2) (q.5.55)

q.5.56 „[…]Ich glaube, es geht am Anfang relativ schnell hoch, weil man einfach viele verschiedene Situationen durchlebt und überall etwas dazulernt oder auch nachguckt und

dann glaube ich pendelt sichs auf nem gewissen Level dann ein, was höher ist als vorher natürlich. Doch tut sich dann aber nicht mehr so furchtbar viel. Das sind eher so Kleinigkeiten, die immer wieder dazukommen oder auch Situationen, in denen man immer wieder was hört und mitnimmt oder irgend 'ne Aufgabe, die man bekommt und auf die man sich speziell vorbereitet und dann dadurch wieder etwas dazubekommt, aber ja sonst sind da keine großen Sprünge mehr drin glaube ich, da muss man dann mehr selber nochmal investieren, um sich nochmal zu pushen." (Laura, interview 3) (q.5.56)

q.5.57 „Bischen lazy... Ich hab irgendwie das Gefühl gehabt, ja ich komm ganz gut klar und ich kann auch besser Englisch als die meisten ERASMUS Studenten, die hierher kommen und dann hab ich mir gesagt „ja, passt"." (Jessica, interview 3) (q.5.57)

q.5.58 „Ich könnte mehr tun, aber dadurch, dass ich im TOEFL test 114 Punkte habe, hat sich bei mir eine gewisse Erleichterung eingestellt. Jetzt bin ich zertifiziert und damit kann ich alle englischen Anforderungen bei Bewerbungen bestehen und ich weiß auch, dass wenn man dann hinterher im Job ist, braucht man ein viel besseres Niveau. Da müsste bessere Flüssigkeit da sein." (Alex, interview 2) (q.5.58)

q.5.59 „[...] ich schaue inzwischen auch wahnsinnig gerne Filme auf Englisch. Also ich hab keinen Fernseher, aber mal im Internet irgendwie was oder ins Kino mal auf Englisch, da ich es voll cool finde irgendwie da einfach mal nur die Filme zu verstehen in der Originalsprache und dem Originalton. Und ich hab neulich wieder n Film auf Deutsch geguckt und das ist ganz furchtbar so synchronisiert. Das ist zum Beispiel was, was ich daheim auch weiter machen will. Und ich denk damit kann man sich auch gut Sprache aneignen." (Laura, interview 3) (q.5.59)

q.5.60 „[...] wenn ich hier zu Hause, mit meinen Mitbewohnerinnen Englisch spreche, auch mit der Kanadierin, die ja Muttersprachlerin ist, dann habe ich schon das Gefühl, dass nach einiger Zeit, man auch so ein bisschen, naja nicht sprachfaul wird, aber schon so ein bisschen dazu tendiert, mehr oder weniger immer die gleichen Sätze zu sprechen oder sich in den gleichen Redewendungen auszudrücken, wie man's gewohnt ist. Also da ist die Universität natürlich schon ein bisschen herausfordernder, in dem Sinne, dass man halt auch auf einem akademischem Niveau schreibt und spricht, dass ich das Gefühl habe, ich gebe mir da dann auch mehr Mühe als im Privaten." (Katie, interview 2) (q.5.60)

q.5.61 „Ähm ja, ich hab auf jeden Fall die Motivation es zu verbessern, aber irgendwie ist jetzt so das Ziel an der Sprache zu arbeiten jetzt so in den Hintergrund gerückt, weil halt ich halt auch inhaltlich so viel mache für die Uni, so dass es eher zweitrangig gerade ist, also nicht unbedingt das Hauptziel im Moment. Es läuft mehr oder weniger so nebenbei. Ich würd's aber eigentlich schon gern noch bisschen vertiefen bzw. gerade im grammatischen noch ein paar Sachen genauer angucken." (Katie, interview 2) (q.5.61)

q.5.62 „Und Faktoren, die dich zurückhalten?“

„In Bezug auf die Sprache? Fürs Sprechen?“

„In Bezug auf Sprache ja, Sprachverbesserung.“

„Ja, vielleicht weil man dann doch mit Deutschen oder Deutschsprachigen rumhängt. Ich hatte zum Beispiel in drei Wochen Ferien eine Woche Schottland und dann nochmal dreimal Freunde hier und immer alles auf Deutsch und dann hab ich halt gedacht „oh mann, jetzt hab ich eigentlich drei Wochen fast nur Deutsch geredet.“ Das glaub ich, holt einen schon manchmal n bisl zurück, grad wenn man direkt aus `ner deutschen Unterhaltung raus auf einmal aufs Englische muss, dann muss man wieder kurz sein Hirn sortieren.“ (Laura, interview 3) (q.5.62)

q.5.63 „Du warst anfangs recht motiviert, Dein Englisch zu verbessern – das was einer Deiner Ziele für den Auslandsaufenthalt sozusagen. Wie hat sich denn diese Motivation entwickelt?“

„Die hat abgenommen. Das eine war, ich bin besser geworden, das heißt ich hatte nicht mehr so sehr die Notwendigkeit mich zu verbessern. Zum anderen kann es auch sein, dass meine Motivation über die Zeit hinweg abgenommen hat, einfach wenn der erste Enthusiasmus dann verflogen ist. […] Wenn es zur Sprache kommt, verbessere ich mich so lange, wie ich es brauche und wenn ich dann wieder über irgendein Problem stolpere, fange ich wieder an, mich aktiv zu verbessern anstatt einfach nur am Alltagsleben teilzunehmen.“ (Lars, interview 3) (q.5.63)

q.5.64 “Es ist auf jeden Fall ein deutlicher Fortschritt, aber es ist auf jeden Fall – ich hab mir halt vorgestellt, ich war jetzt 7 Monate dort und vorher hab ich gedacht ein 7 Monate langer Auslandsaufenthalt ist ja schon was. Also viele machen ja nur 3 oder 4 oder machen nur ein längeres Praktikum oder so. Da hab ich gedacht, boah 7 Monate sind enorm viel, doch ich hab auch manchmal das Gefühl, je mehr man dann mit Muttersprachlern spricht, desto eher fallen einem die eigenen flaws dann auch auf.“ […]

„Ah ja, mh mh.“

„Wenn man dann halt auch im Ausland ist oder in Großbritannien ist und die ganze Zeit von Englisch umgeben ist, dann fällt einem - klar jede Sprache ist komplex – aber dann fällt einem die Komplexität erstmal so richtig, richtig auf oder wird einem so richtig deutlich und dann denkt man so ‚okay … bis dahin ist es noch ein weiter Weg‘. Und vorher dachte ich halt, wenn ich an der Uni Münster war, da waren halt Leute, die ein Jahr in den USA waren oder schon ERASMUS in Großbritannien hinter sich hatten, dachte ich ‚Boah Gott - deren Englisch ist ja schon - hört sich ja schon fast an wie Muttersprache‘ und jetzt würde ich das wahrscheinlich auch bei denen anders sehen und sagen ‚Okay, das ist gut, aber das ist halt schon noch ein Deutscher, der Englisch spricht und kein Muttersprachler‘.“

„[…] Was ist denn jetzt das Ideal für die Zukunft, was deine Kompetenzen im Englischen angeht?“

„Wenn ich zum Beispiel so gut Englisch sprechen könnte, wie diese beiden erwähnten Bilingualen, das wäre toll.“ (Karen, interview 3) (q.5.64)

q.5.65 „Hälst du es jetzt für wahrscheinlicher, dass du dieses Ideal auch erreichen kannst und so flüssig sprechen kannst wie diese beiden [Bilingualen]?“

„Ja, beides. Einerseits wie gesagt, hab ich jetzt erst gemerkt, dass man nicht so schnell auf so ein gutes Niveau kommt, wie ich mir vorgestellt habe und andererseits, dadurch, dass ich jetzt auch englischsprachige Freund habe und mehr eine Bindung zu England habe, motivierter bin. Und vorher war irgendwie ‚Ja und jetzt muss ich noch so ein blödes Buch lesen oder so eine blöde Hausarbeit schreiben‘. Ich fands an der Uni immer sehr theoretisch und dachte mir immer ‚Was mach ich hier – ich studier zwar Englisch, aber ich lese Bücher und schreibe Hausarbeiten – das ist alles, was ich mache‘.“(Karen, interview 3) (q.5.65)

q.5.66 „Wie würdest du denn die Entwicklung deiner Englischkenntnisse während des Auslandssemesters jetzt beschreiben?“

„Mh, langsam.”

“Ich hatte am Anfang irgendwie gedacht, wenn ich hier bin, dann habe ich nur Kontakt mit Engländern und lerne super schnell und nach 3 Wochen kann ich Englisch sprechen, also fließend sprechen und mich mit jedem unterhalten und da war ich halt auch sehr enttäuscht, dass das nicht so ist, aber irgendwie … es geht vorwärts, das merkt man schon, aber halt nicht in dem Tempo, in dem ich‘s gerne hätte.“ (Maria, interview 2) (q.5.66)

q.5.67 „Das war glaube so `ne Sache, dass ich hierher gekommen bin und gedacht habe "Okay, nach dem Jahr England kannst du perfekt Englisch sprechen und keiner hört mehr, dass du Deutsch bist" und ähm ja, von dieser Vorstellung habe ich mich verabschiedet oder habe da losgelassen […].“(Susie, interview 3) (q.5.67)

q.5.68 „Meine Erwartungen an den Aufenthalt waren wahrscheinlich so „ich geh da jetzt für 2 Semester hin und wenn ich wiederkomme, hat sich mein Englisch so wahnsinnig verändert“ – was aber halt nicht passiert ist oder nicht, dass ich‘s gemerkt hab.“

„Was meinst du, woher solche Erwartungen so kommen?“

„Ich weiß nicht, ob man das vielleicht automatisch so hat. Ich hab zum Beispiel ganz oft gehört von Leuten, die auch im Ausland waren und dann nach 3 Monaten oder so auf Englisch geträumt haben.“ (Katie, interview 3) (q.5.68)

q.5.69 „Hast du irgendein Ideal für die Zukunft? Du als Sprecher des Englischen?“

„Als Ideal … ich will an einem Stil ein bisschen arbeiten, an meinem geschriebenen, aber ansonsten bin ich halt zu dem Schluss gekommen, ich komme zurecht. Ich könnte hier auch leben, ich könnte hier auch studieren, also von daher reicht mir das eigentlich."

„Das heißt, du siehst dich schon recht nah dran an deiner Idealvorstellung."

„Naja, was heißt Idealvorstellung – es gibt … ideal wäre für mich halt, das perfekt zu können. Da fehlt mir aber die Notwendigkeit, um dahin zu kommen. Deswegen reicht mir eigentlich das Niveau, das ich erreicht habe. Ich glaube ich bin relativ nah dran- wie genau, keine Ahnung."

„Ist es irgendwie wahrsheinlicher oder unwahrscheinlicher geworden im Laufe deines Aufenthaltes, dass du diese Idealvorstellung erreichst?"

„Das ist eine gute Frage, denn zum einen bin ich näher dran – es wäre also im Prinzip einfacher zu erreichen, wenn man den Prozess als linear vorraussetzt. Andererseits wie gesagt brauch' ich das auch nicht mehr, deswegen - wie ich mich kenne, wird es wahrscheinlich nicht ideal werden."

„Also im Prinzip hast du dich dem Ideal angenähert und bist zufrieden, es reicht."

„Genau."

„Und es war vorher etwas wahrscheinlicher, dass du das Ideal komplett erreichst, habe ich das richtig verstanden? Dieses letzte bisschen noch zu überbrücken …"

„Ja. Genau."

„Was meinst du, warum es nun unwahrscheinlicher geworden ist?"

„Dass meine Motivation abgenommen hat, das noch weiterzumachen. Ich werde es zwar ein bisschen weiterbetreiben, aber nicht besonders ehrgeizig, weil ich es nicht brauche."

„Dass du deine Ansprüche zurückgeschraubt hast, woher kommt das?"

„Ich weiß nicht - hatte vorher den Anspruch, weil ich von mir glaube, dass ich relativ gut im Deutschen bin, wollte ich das im Englischen auch erreichen, bin aber zu dem Schluss gekommen, dass das sehr schwierig wird und… man kommt halt auch so zurecht."

„Im Prinzip alles eine Frage der Ansprüche, die man stellt."

„Genau. Bei mir hat sich das eher zu einem „ich muss irgendwie Zurechtkommen" entwickelt, als die Sprache perfekt zu beherrschen. Ich habe eigentlich gedacht, dass ich dem näher käme." (Lars, interview 3) (q.5.69)

q.5.70"Gut, ich bin hergekommen, um diese Sprache zu lernen und ich nehme an, dafür muss ich nicht besonders viel machen, weil ich gezwungen sein werde das so oder so zu machen." (Lars, first impressions) (q.5.70)

q.5.71 “Hattest du das früher schon, dass du so eine Idealvorstellung hattest?“

„Ja, ich glaube schon. So, dass man da als Lehrerin vorne steht und perfekt Englisch spreche kann, ja. Ich glaube aber schon, dass es für Schüler so wie ich jetzt Englisch sprechen kann authentisch und überzeugend ist.“

„Ist das Erreichen dieses Ideals durch den Auslandsaufenthalt irgendwie wahrscheinlicher oder unwahrscheinlicher geworden?“

„Also es ist wahrscheinlicher, aber ein Jahr oder 10 Monate ist da nicht genug denk ich, und erst recht nicht 5 Monate.“ […]

„Also du denkst, dieses Ideal könnte man erreichen. Hast du es schon erreicht? Also diese Vorstellung mit der Lehrerin und dem perfekten Englisch?“

„Ne ich glaub nicht. Also ich glaube, ich kann gutes Englisch sprechen und für die Schule ist es in Ordnung. Ich bin zufrieden.“

„Also aktiv groß Arbeit reinstecken würdest du da jetzt auch nicht mehr…“

„Nein, eher so als Nebeneffekt, wenn man dann unterrichtet.“

„Gut. Kannst du dich erinnern, ob diese Vorstellung der Lehrerin mit dem perfekten Englisch dich auch manchmal motiviert hat, wirklich mehr Aufwand ins Lernen reinzustecken?“

„Ja, ja, ja, auf jeden Fall.“ (Susie, interview 3) (q.5.71)

q.5.72 „Wie bewertest du den rückblickend den Beitrag deines Aufenthaltes zu deiner sprachliche Entwicklung?“

„Auf jeden Fall, also ich bin auf jeden Fall überzeugt, dass wenn man eine Sprache wirklich lernen will auch in das Land gehen muss, wo die Sprache gesprochen wird und das hat ja mein Aufenthalt auch bewirkt sozusagen und ja, es hat auf jeden Fall dazu beigetragen, da man in Situationen geworfen wird, wo man Englisch sprechen muss.“

„Denkst du, ins Ausland zu gehen ist eine notwendige Bedingung, um sehr gute Sprachfertigkeit zu erreichen?“

„Ja, ja, ne ich denke das ist schon wichtig. Für den Ausdruck und um ein Gefühl für die Sprache zu kriegen. Dazu gehört auch, dass man hört, klingt das richtig oder falsch. Dass man halt dieses Sprachgefühl kriegt.“ (Susie, interview 3) (q.5.72)

q.5.73 „Ich glaub schon, dass es zumindest nicht außer Reichweite ist. Das Gefühl, wie wahrscheinlich ist es und die Distanz scheint auch durch das Jahr kleiner zu sein oder - ja,

definitiv überbrückbarer. Gut für's Selbstbewusstsein, dass man das machen kann. Dass es Arbeit ist und dass es dauern wird und dass das jetzt noch keiner von einem erwartet, aber machbar." (Jessica, interview 3) (q.5.73)

q.5.74 Ja, positiv, da „ich gemerkt habe, dass viele der internationalen Studenten in England ankamen und kaum Englisch sprachen und daher mein Niveau als Deutsche verhältnismäßig hoch schon war. Ich habe Vertrauen, dass ich durch weiteres Lernen mein Englisch noch verbessern kann." (student in group 1) (q.5.74)

q.5.75(Ja, positiv, da „ich manchmal an meine Grenzen gestoßen bin und gemerkt habe, dass ich mich doch nich so gut ausdrücken kann wie ich das vorher immer gedacht habe." (student in group 1) (q.5.75)

q.5.76 Ja, positiv, da „ich mitbekommen habe, wie stark sich mein Englisch verschlechtert hat, seit ich die USA verlassen habe" (student in group 2) (q.5.76)

q.5.77 Ja, positiv, da „vieles gelernte wieder weg ist und aufgefrischt werden muss" (student in group 2) (q.5.77)

q.5.78 Ja, positiv, da „man erst dort gemerkt hat, in welchen Kontexten einem englisches Vokabular plötzlich entfällt oder fehlt." (student in group 1) (q.5.78)

q.5.79 Ja, positiv, da „ich erst dort gemerkt habe, wie viel Verbesserungspotential es noch gibt." (student in group 1) (q.5.79)

q.5.80 Ja, positiv, da „man merkt dass man großteils gut verstanden wird und es trotzdem noch viele Sprachgebiete gibt in denen man sich verbessern kann." (student in group 1) (q.5.80)

q.5.81 Ja, positiv, da „man merkt wie man besser und besser wird und Konversationen sowohl besser folgen kann, als auch mehr zu Konversationen beitragen kann." (student in group 1) (q.5.81)

q.5.82 Ja, positiv, da „sich mein Englisch durch den Aufenthalt hier bereits merklich verbessert hat. Das bedeutet für mich, dass ich es durchs praktizieren immer weiter verbessern kann." (student in group 1) (q.5.82)

q.5.83 Ja, positiv, da „weitere Verbesserungen und Erfolge mit der Sprache bzw das Feedback von Muttersprachlern zu meinem Spracherwerb mich bestätigt haben, dass sich weitere Arbeit an der Sprache auszahlt und ich mich auch immer sicherer fühle." (student in group 1) (q.5.83)

q.5.84 Ja, positiv, da „ich gemerkt habe, wie leicht man es in der Praxis lernen kann." (student in group 2) (q.5.84)

q.5.85 „Auch so war ich schneller so drin in der Sprache, in irgendwelchen Gesprächen oder Referaten. Mündliche Präsentationen fielen mir halt auch nicht mehr so schwer und das

Feedback für die Essays wurde besser – das war natürlich auch schön.“ (pre-return interview after two terms) (q.5.85)

q.5.86 Ja, positiv, da „ich Spaß am kommunizieren in einer anderen Sprache gefunden habe.“ (student in group 2) (q.5.86)

q.5.87 Ja, positiv, da „ich gemerkt habe, wie sehr ich die Sprache liebe und wie sie Menschen unterschiedlicher Herkunft verbindet.“ (student in group 1) (q.5.87)

q.5.88 (Ja, positiv, da „ich gemerkt habe, wie schön es sein kann, wenn man sich relativ entspannt auf Englisch unterhalten kann, und auch, wie schön die Sprache sein kann.“) (student in group 1) (q.5.88)

q.5.89 („Wenn man ein gewisses Niveau hat, erschließen sich englische Texte viel leichter und man liest dann automatisch mehr im Englischen. Man hat einfach leichteren Zugang zu „allem Englischen“ und dadurch wird man wieder automatisch besser.“) (focus participant interview after term 1) (q.5.89)

q.5.90 Ja, positiv, da „es doch viel angenehmer ist das was man lernt auch einmal sinnvoll anwenden zu können.“ (student in group 1) (q.5.90)

q.5.91 Ja, positiv, da „es sehr hilfreich ist, sich im Englischen gut ausdrücken zu können.“ (student in group 2) (q.5.91)

q.5.92 „Auf jeden Fall! Man erfährt dann einfach persönlich, wie schön es ist, wenn man sich verständigen kann - dass das Wissen einem weiterhilft und einen weiterbringt. Und ja, deshalb denke ich immer, wenn man dann in einem anderen Land ist und mit den Leuten reden kann und in der anderen Sprache sprechen kann – also mich motiviert das auf jeden Fall sehr und deshalb würde ich es auch jedem empfehlen, das zu machen. Die Sprache wird einfach lebendig und hat auch einen Nutzen.“ (q.5.92)

q.5.93 “Ich bin jetzt irgendwie wieder viel motivierter auch in Deutschland weiter zu machen. Es ist doch eine Realität, die ich da lerne - was zum Anfassen, nicht nur sprachliche Theorie. Jetzt ist es wieder was Lebendiges, jetzt hat‘s wieder Sinn!“ (pre-return interview after two terms abroad) (q.5.93)

q.5.94 Ja, positiv, da „ich jetzt auch englischsprachige Freund habe und mehr eine Bindung zu England habe.“ (student in group 2) (q.5.94)

q.5.95 Ja, positiv, da „ich jetzt die britische Kultur besser verstehe.“ (student in group 2) (q.5.95)

q.5.96 Ja, positiv, da „ich so viele neue Leute kennenlernen konnte und wir alle in einer Sprache sprechen konnten, obwohl wir von verschiedenen Ländern kommen.“ (student in group 1) (q.5.96)

q.5.97 Ja, positiv, da „ich Land und Leute als sehr positiv empfunden habe und meine Kompetenzen im Bereich Kommunikation und Alltagsbegrifflichkeiten gerne weiter verbessern möchte (auch weil man viele typische Gebrauchsgegenstände in der Schule und im Studium nicht weiter thematisiert.“ (student in group 1) (q.5.97)

q.5.98 Ja, positiv, da „ich viele interessante Menschen kennengelernt habe und ich nun motivierter bin andere Länder zu bereisen.“ (student in group 1) (q.5.98)

q.5.99 Ja, positiv, da „ich versuchen möchte nach meinem Master-Abschluss in 2 bis 2,5 Jahren einen erneuten Aufenthalt (Job oder PHD) in GB zu absolvieren.“ (student in group 2) (q.5.99)

q.5.100 Ja, positiv, da „ich Menschen kennengelernt habe, mit denen ich gerne in Kontakt bleiben möchte und mehr Interesse daran habe, später in einem internationalen Umfeld zu arbeiten.“ (student in group 2) (q.5.100)

q.5.101 Ja, positiv, da „ich Anglistik studiere und nun noch ambitionierter bin mein Englisch zu verbessern.“ (student in group 1) (q.5.101)

q.5.102 Ja, positiv, da „man mehr mit Sprechern zu tun hat, die ein sehr hohes Niveau haben, was einen anspornt, auch so weit zu kommen.“ (student in group 2) (q.5.102)

q.5.103 Ja, positiv, da “die Erwartungshaltung meines Umfeldes aufgrund meines einjährigen Englandaufenthaltes sehr hoch ist, möchte ich weiterhin mein Englisch kontinuierlich verbessern.“ (student in group 1) (q.5.103)

Appendix C

C-test transcript

## Text 1: Expectations (adapted from Keijzer 2007)

We all live with other people's expectations of us. These are a refle[ ] of th[ ] trying to under[ ] us; th[ ] are predi[ ] of wh[ ] they th[ ] we will think, d[ ] and feel. Gene[ ], we acc[ ] the sta[ ] quo, but these expect[ ] can be ha[ ] to han[ ] when they co[ ] from our fam[ ] and can be diff[ ] to ign[ ], especially wh[ ] they come from our par[ ].

We all live with other people's expectations of us. These are a reflection of them trying to understand us, they are predictions of what we will think, do and feel. Generally we accept the status quo, but these expectations can be hard to handle when they come from our families and can be difficult to ignore, especially when they come from our parents.

## Text 2: University (adapted from Keijzer 2007)

Founded in 1878 by Bishop Isaac Hellmuth as "The Western University of London Ontario", "Western" is one of Canada's oldest and best universities. The fi[ ] students grad[ ] in ar[ ] and medi[ ] in 1883. To[ ], "Western" is a vib[ ] centre of lear[ ] with 1,164 fac[ ] members and alm[ ] 29,000 underg[ ] and graduate stud[ ]. Through i[ ] twelve depar[ ] and sch[ ], and three affi[ ] Colleges, the University off[ ] more th[ ] 60 diffe[ ] degree and dip[ ] programs to London's comm[ ].

Founded in 1878 by Bishop Isaac Hellmuth and the Anglican Diocese of Huron as "The Western University of London Ontario", Western is one of Canada's oldest and best

universities. The first students graduated in arts and medicine in 1883. Today, The University of Western Ontario is a vibrant centre of learning with 1,164 faculty members and almost 29,000 undergraduate and graduate students. Through its 12 Faculties and Schools, and three affiliated Colleges, the University offers more than 60 different degree and diploma programs to London's community.

### Text 3: Science (adapted from UCLES 2006)

In Europe, modern science emerged at the same time as the nation state. At fi the scien language o choice rema Latin. It al scientists t communicate wi other soci privileged thin while prote their wo from unwa exploitation. Som , the de to protect id se to ha been stro than t desire t communicate them.

In Europe, modern science emerged at the same time as the nation state. At first the science language of choice remained Latin. It allowed scientists to communicate with other socially privileged thinkers while protecting their work from unwanted exploitation. Sometimes, the desire to protect ideas seems to have been stronger than the desire to communicate them.

### Text 4: Obesity (adapted from Keijzer 2007)

The decision to remove soft drinks from elementary and junior high school vending machines is a step in the right direction to help children make better choices when it comes to what they eat and drink.

Childhood obe has bec a ser problem in th country a children cons more sugar-based fo and sp less ti getting the nece exercise. Many par have quest

schools' deci to al vending machines which disp sweets and so drinks. Many schools, th , have co to re on the mo these machines generate through agreements with the companies which make soft drinks and junk food.

The decision to remove soft drinks from elementary and junior high school vending machines is a step in the right direction to help children make better choices when it comes to what they eat and drink. Childhood obesity has become a serious problem in this country as children consume more sugar-based food and spend less time getting the necessary exercise. Many parents have questioned schools' decisions to allow vending machines which dispense candy and soft drinks. Many schools, though, have come to rely on the money these machines generate through agreements with the companies which makes soft drinks and junk food.

**Text 5: Elections (adapted from Keijzer 2007)**

In the last federal election, 61 % of eligible voters cast a ballot. That's a fright lack of inte by the elect , but is noth compared to the turn in provi and munic elections, which sh even lo turnouts. It's diff to bel there's so lit interest in elections. In Canada, we're fort to have pol stations wit a short wa or dr . There are volun more th willing to pro rides to someone unable to walk or who doesn't have a car.

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In the last federal election, 61% of eligible voters cast a ballot. That's a frightening lack of interest by the electorate, but is nothing compared to the turnout in provincial and municipal elections, which saw even lower turnouts. It's difficult to believe there's so little interest in

elections. In Canada, we're fortunate to have polling stations within a short walk or drive. There are volunteers more than willing to provide rides to someone unable to walk or who doesn't have a car.

**The following text (BBC) was excluded following the pilot study and replaced with "Science":**

The BBC's core purpose is broadcasting. Since the lau [ ] of "Radio Times" in 1923 it h [ ] also eng [ ] in comme [ ] activities. If pur [ ] properly, su [ ] commercial activities he [ ] to rea [ ] the va [ ] of lic [ ] payers' ass [ ] and gene [ ] income to be plou [ ] back in [ ] the public ser [ ] programming. T [ ] commercial Policy Guidelines s [ ] out the fram [ ] which ens [ ] that the BBC's commercial activities sup [ ] its public purpose.

The BBC's core purpose is broadcasting. Since the launch of Radio Times in 1923 it has also engaged in commercial activities. If pursued properly, such commercial activities help to realize the value of license payers' assets and generate income to be ploughed back into the public service programming. The commercial Policy Guidelines set out the framework which ensures that the BBC's commercial activities support its public purpose.

## Summary of the C-test pilot study

As recommended in the guidelines on C-test validation set forth by Grotjahn (2002), I validated the C-tests for this study with English native speakers and the target population of German university students with and without extended abroad experience in an English-speaking country. Although this particular C-test has been repeatedly validated in research by Keijzer, Schmid and colleagues**,** the difficulty of the test and its ability to discriminate between different levels of ability has to be established relative to the target population (Grotjahn 2002). However, in the light if repeatedly high validity of the battery texts in previous investigations, Schmid (2003) proposes that "due to the remarkable consistency with which the tests were completed, a smaller number of pre-testers than originally thought will suffice (around 10)" (2003:2). In addition, the pilot study served to test the online format, which had not been used for administration of this test battery before.

***Sampling strategy and sample of testers***

I employed convenience sampling (snowball system), which involved inviting friends and acquaintances of mine, who then invited their friends to complete the test.

The German native speakers (N = 13) were all students or recent graduates with Bachelor's or Master's degrees. 7 have lived in an L2 country for more than one month in a row before (group 3), while 6 had no such experience (group 4). The group of learners with abroad experience in an L2 country consisted mostly of highly proficient individuals (judgement based on personal interactions and knowledge of their TOEFL/ IELTS scores).

The English native speaker sample (N = 20) was composed of 15 monolingual native speakers (group 1) and 5 early bilinguals (group 2). The monolingual group consisted mostly of U.S. Americans, holding undergraduate and graduate university degrees. Five out of 20 testers remarked that the test was difficult in places because it uses the British English variant and contains some unfamiliar culture-specific British references. I had deliberately replaced some US American vocabulary (e.g., faculty > department, candy > sweets) because the participants of the study will potentially develop their English in the context of the UK. Thus, it seemed most appropriate that, where the test contained elements of a specific variant of English, participants should be judged on the British

English variant. It is conceivable that the sampling bias in favour of US American speakers might have negatively affected the overall score of the native speaker group on the test. However, as described below, the overall score group mean was still within the "ideal" range of an 87 – 90 % test score, proposed by Schmid (2003, 2011).

***Procedures***

I sent out invitations to German and English native speaker friends via the social networking platform "Facebook", which contained the URL and password for accessing the test. All five texts appear on the first screen, just as on a sheet of paper. I also included a second page in the pilot that asks the participants for their language background and for comments on the content (level of difficulty, ambiguities, clarity of instructions), the format (legibility, display in different browsers, visual appeal) as well as the amount of time they needed to complete the test.

Two of the pilot test takers (one native speaker and two non-native speakers) were asked to think aloud in the presence of the researcher while completing the test This mode of feedback is more informative of the test-taking process and allowed me to identify unforeseen ambiguities, for example, in the test instructions, any difficulties and spontaneous reactions during therein, in addition to the post-test feedback. The beta-test version can still be accessed under https://www.soscisurvey.de/c-test/ (password: "chocology").

***Scoring the test***

I used a dichotomous scoring procedure with "1" marking a correct and "0" marking an incorrect response, since the dichotomous procedure has been rendered as more reliable than more fine-grained methods of scoring (Khabbazbashi unpublished). An answer was scored as "correct" when the resulting word was grammatically correct and meaningful in the context of the structure and propositional content of the sentence, in which it was embedded. Only a few gaps offered several correct response options, which were clearly reflected in the native speaker data set.

***Results***

Table 1 provides an overview of the overall test scores and the scores for the single passages by group. Both, the overall scores of the monolingual and the early bilingual native speakers fall within the recommended 87 – 90% margin for somewhat more demanding C-tests (Schmid 2011). The German sample with abroad experience in L2 countries reached 82% overall, while the group mean of German students without such experience was 76%.

| **Item**<br>Correct answers [%]<br>(mean; SD) | **Group 1**<br>*NS monolingual* | **Group 2**<br>*early bilingual* | **Group 3**<br>*German NS with rel. abroad exp.* | **Group 4**<br>*German NS w/o rel. abroad exp.* |
|---|---|---|---|---|
| **Text 1: expectations** | 91% (18.27; 1.67) | 88% (17.60; 1.81) | 89% (17.86;1.86) | 84% (16.83; 2.56) |
| **Text 2: university** | 93% (18.67; 1.05) | 90% (18.0; 1.22) | 88% (17.57; 1.99) | 85% (17.0;0.61) |
| **Text 3: obesity** | 93% (18.60; 1.50) | 93% (18.60; 0.90) | 87% (17.43;1.27) | 78% (15.67;1.51) |
| **Text 4: elections** | 93% (18.53; 1.36) | 86% (17.20; 1.92) | 81% (16.29;2.42) | 67% (13.33;2.88) |
| **Text 5: BBC** | 82% (16.40; 4.03) | 78% (15.60; 0.55) | 64% (12.86;2.34) | 66% (13.17; 2.32) |
| **OVERALL SCORE** | **90% (90.47; 7.56)** | **87% (87.0; 3.54)** | **82% (82.0; 7.62)** | **76% (76.0; SD:7.4)** |
| **Time on task [sec.]** | 1471 (25 min.);SD: 400 | 841 (14 min.); SD: 240 | 1438 (24 min.); SD: 138 | 1242 (21 min.); SD: 286 |

***Table 1 Group comparison single passages and overall scores***

The difficulty of the text passages is in line with the intentional sequencing of the texts as progressively harder. The BBC text emerged as a somewhat problematic item because it appears to be too difficult, even for the native speaker population. As the two most plausible explanations, the research process yielded the accumulation of culture-specific British references as well as, notional difficulty and ambiguity of the passage, which was pointed out by four participants:

*"If pur___ properly, such commercial activities he__ to rea___ the va___ of lic___ payers' ass___ and gen___ income to be plou___ back in__ the public ser__ programming."*

Indeed, *"gen___"* could be a verb ("generate") or an adjective ("general"), which might then cause difficulty in filling the remaining nine gaps in the sentence. In order to disambiguate the text, I split the sentence and deviated from the every-second-word rule:

*"… lic___ payers' ass___. They also gene____ income to be plou___ back into …"*

Further testing is being conducted with this version of the BBC text with British English native speakers.

Concerning the scores of the different groups on all the different text passages, there is a general tendency for the overall score and the passage scores to decline from English monolinguals to Germans without abroad experience in an English-speaking country. However, group differences were not significant for the NS monolingual and early bilingual sub-samples and the German NS sub-samples, respectively. Since sample sizes were rather small, I collapsed the English NS and NNS groups for the group comparison, which is summarized in table 2 below.

| **Item** | **Group 1**<br>*English NS (N = 20)* | **Group 2**<br>*German NS (N = 13)* | **Group comparison**<br>*(independent t-test)* |
|---|---|---|---|
| **Text 1: expectations** | M = 18.10; SD = 1.68 | M = 17.38; SD = 2.18 | t = 1.062; p< .297 |
| **Text 2: university** | M = 18.50; SD = 1.10 | M = 17.30; SD = 1.70 | t = 2.45; p < .05* |
| **Text 3: obesity** | M = 18.60; SD = 1.35 | M = 16.61; SD = 1.61 | t = 3.821; p < .001*** |
| **Text 4: elections** | M = 18.20; SD = 1.58 | M = 14.92; SD = 2.96 | t = 4.152; p < .001*** |
| **Text 5: BBC** | M = 16.20; SD = 3.49 | M = 13.00; SD = 2.24 | t = 2.931; p< .01** |
| **OVERALL SCORE** | **M = 89.60; SD = 6.86** | **M = 79.23; SD = 7.84** | **t = 4.010; p < .001*** ** |
| **Time on task [sec.]** | M = 1313; SD = 309 | M = 1347; SD = 131 | not significant |

***Table 2 NS – NNS comparison of test results***

The independent t-tests indicate that the test battery as a whole and the single texts discriminated well between English and German native speakers, except for text 1, on which the non-native speakers did comparatively well.

***Time on task***

Perhaps surprisingly, no difference regarding the time on task emerged between the two groups. Some native speakers remarked in the feedback option that they allowed quite a long time to resolve some of the gaps, which then taps more into competence rather than performance for these individuals. This non-intuitive approach of some English native speaker participants is reflected in the greater spread of time on task in this group than in the more homogeneous German native speaker group.

***Perceived test difficulty***

Where they commented on the difficulty of the test, the English native speakers judged the first three texts as quite easy and the last two, but the BBC text in particular, as rather difficult, which is in line with the observed mean scores.

The German participants judged the test as "manageable" to "quite hard" overall, with one participant finding it frustratingly difficult. The last two texts were perceived as significantly more challenging than the others, which is reflected in the test scores. While the test needs to be quite hard in order to prevent ceiling effects, a substantial misfit in the level challenge that potentially results in feelings of frustration must be avoided since it might cause participants to abandon the survey or negatively affect their English language self-concept and its development during the study period.

One also has to bear in mind that the C-test will be the last page in the survey in order to avoid any response bias in the self-report items or unintentionally invoked psychological states that bias the responses in the survey. Thus, after 20 minutes of filling in the questionnaire, the participants' attention might be reduced, which may further increase the perceived level of challenge and affect test performance.

***Conclusions***

The pilot study has indicated that the test difficulty and discrimination of the C-test battery are appropriate with regard to the baseline group of native speakers of English and the population of German learners of English under study. However, the results have to be interpreted with caution because one needs to ask the question of "Who did not take test?" The test statistics show that 21 of the 54 viewers navigated away immediately. While it is impossible to tell whether these were native or non-native speakers, and whether they might have been deterred by the test format or other circumstances, it is conceivable that the level of challenge was perceived as being too high. This would then mark the sample of Germans in this pilot study as highly confident and able individuals within the wider population. Although the BBC text is difficult, it appears to discriminate well between the native speaker population and the population of learners. Therefore, its disambiguated version is retained in the test battery. Depending on the outcomes of additional testing, it might be replaced with an easier text, likewise with a business/ economy focus.

Appendix D Pre-departure/ first questionnaire (abroad groups)

**Seite 01**
**01consent**




Die wissenschaftliche Studie, in die wir Sie eingeladen haben, wird von Frau Gianna Hessel (Doktorandin) am Department of Education der University of Oxford, England, durchgeführt. Gegenstand der Studie ist interkulturelles und fremdsprachliches Lernen während des Studiums im In- und Ausland.

Dies ist die erste von insgesamt drei Befragungen. Durch Klicken der "Weiter"-Schaltfläche erklären Sie Ihr Einverständnis zur Teilnahme und bestätigen die folgenden Punkte:

1. Ich habe die Informationen für Studienteilnehmer erhalten und zur Kenntnis genommen.

2. Mir ist bekannt, dass ich mich mit Fragen zur Studie sowie zu meiner Teilnahme jederzeit an die Studienleiterin wenden kann.

3. Mir ist bekannt, dass die für diese Studie gesammelten Daten gemäß des durch das Parlament des Vereinigten Königreichs verabschiedeten Data Protection Acts gehandhabt werden.

4. Mir ist bekannt, dass ich ohne negative Konsequenzen aus der Studie ausscheiden kann, indem ich die Studienleiterin informiere.

**Seite 02**
**02background data**




In der nachfolgenden Befragung gibt es keine richtigen oder falschen Antworten. Von Interesse ist vielmehr Ihre persönliche Sichtweise. Die Qualität der Studienergebnisse hängt stark von der Sorgfalt und Vollständigkeit ab, mit der die Fragebögen bearbeitet wurden. Die Daten dieser Befragung bleiben komplett anonym.

Wir danken Ihnen herzlich für Ihre Teilnahme.

Bitte tragen Sie hier eine 8-stellige Kennnummer ein, die Sie nicht vergessen (z. B. Tag und Monat Ihres Geburtsdatums und des der Mutter/ Teile Ihrer Handynummer). Diese ermöglicht das anonyme Zuordnen der Fragebögen aus allen Erhebungen:

Ich bin

○ weiblich ○ männlich

Jahre alt.

Meine Nationalität ist .

| Ich fühle mich als... | überhaupt nicht | | | | sehr |
|---|---|---|---|---|---|
| Deutsche(r) | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| Europäer(in) | ○ | ○ | ○ | ○ | ○ |
| Weltbürger(in) | ○ | ○ | ○ | ○ | ○ |

**Studium an der Heimatuniversität**

Ich studiere _____ (Studienfach) an der Universität _____ (Name der Heimatuniversität). Das SoSe 2012 war mein _____. Fachsemester.

Meinen momentanen Notendurchschnitt schätze ich als _____,

**Auslandserfahrung**

Waren Sie vor Ihrem Auslandsstudium bereits länger als einen Monat am Stück im Ausland?

1. Ja, in _____ für _____ Monat(e) anläßlich _____ (z.B. Studium, Arbeit, Praktikum, Erlebnisreise).
2. Ja, in _____ für _____ Monat(e) anläßlich _____ (z.B. Studium, Arbeit, Praktikum, Erlebnisreise).
3. Ja, in _____ für _____ Monat(e) anläßlich _____ (z.B. Studium, Arbeit, Praktikum, Erlebnisreise).

☐ 4. Nein.

Können Sie sich vorstellen, auch über längere Zeit (> 1 Jahr) in Großbritannien zu leben und zu arbeiten?



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**Seite 03**
**bewERASMUS**

**Teilnahme am ERASMUS-Programm**

Ich werde zum _____ (Monat) 20 _____ (Jahr) für _____ terms an der Universität _____ (Name der Gastuniversität) studieren.

**Haben Sie für Ihr Studium in Deutschland und/ oder in Großbritannien BaföG beantragt?**

- ○ Ja, ich beziehe BAföG.
- ○ Ja, Antrag wurde jedoch abgelehnt.
- ○ Nein, plane ich jedoch zu beantragen.
- ○ Nein, werde ich nicht beantragen.

Aus welchen Gründen haben Sie sich für einen ERASMUS-Austausch in Großbritannien beworben?

Haben Sie bestimmte Ziele und Erwartungen für Ihren Auslandsaufenthalt? Falls ja, bitte nennen Sie diese:

01
02
03

---

**Seite 04**
**home scaffolding**

Falls Sie Vorbereitungsangebote seitens Ihrer Heimatuniversität wahrgenommen haben, wie hilfreich waren diese?

| | überhaupt nicht hilfreich | | | | sehr hilfreich | nicht angeboten/ nicht wahrgenommen |
|---|---|---|---|---|---|---|
| Allgemeine Vorbereitungsveranstaltung für ERASMUS-Outgoings | ○ | ○ | ○ | ○ | ○ | ○ |
| Landesspezifisches Vorbereitungsseminar | ○ | ○ | ○ | ○ | ○ | ○ |
| Interkulturelles Training | ○ | ○ | ○ | ○ | ○ | ○ |
| Sprachkurs | ○ | ○ | ○ | ○ | ○ | ○ |
| Sprach-Tandem | ○ | ○ | ○ | ○ | ○ | ○ |

Welche Angebote Ihrer deutschen Heimatuniversität wären darüber hinaus zur Vorbereitung auf Ihr Auslandsstudium hilfreich gewesen?

01
02

Wie viele Ihrer Kurse werden Sie im Studienjahr 2012/2013 vorraussichtlich in englischer Sprache belegen?

Wie viele Ihrer ERASMUS-Kurse können Sie vorraussichtlich an Ihr deutsches Studium anrechnen lassen?

| keinen meiner Kurse | 25% meiner Kurse | 50% meiner Kurse | 75% meiner Kurse | alle meine Kurse | Noch völlig unklar. |
|---|---|---|---|---|---|
| ○ | ○ | ○ | ○ | ○ | ○ |

Planen Sie, an Ihrer britischen Gastuniversität einen englischen Sprachkurs zu belegen?

- ○ Ja, und zwar: (Dauer, Intensität (Std./Wo.) und inhaltlicher Schwerpunkt).
- ○ Ja, plane ich zu belegen.
- ○ Nein, habe ich nicht vor.

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**Seite 05**
**L2 competence**

**Fragen zu Mutter- und Fremdsprachen**

**1. Muttersprache(n)**

- Meine Muttersprache ist
- Ich bin seit meiner Kindheit multilingual. Meine Muttersprachen sind

**2. Englischkenntnisse**

Ich habe im Alter von Jahren begonnen, Englisch zu lernen.

Ich hatte Jahre Englischunterricht in der Schule.

Ich hatte Semester Englischunterricht während des Studiums.

| Bitte schätzen Sie Ihre Sprachfertigkeiten im Englischen in folgenden Kontexten ein: | sehr begrenzt 1 | 2 | 3 | 4 | 5 | 6 | hervorragend 7 |
|---|---|---|---|---|---|---|---|
| Lesen akademischer Texte | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| akademisches Schreiben | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Hörverstehen im Universitätskontext | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Sprechen im Universitätskontext | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Lesen von Freizeitlektüre | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| informelles Schreiben | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Hörverstehen in informellen Gesprächen | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Sprechen in informellen Gesprächen | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

**3. Haben Sie zuvor eine englische Sprachprüfung abgelegt (z.B. IELTS, TOEFL iBT)?**

Ja, zuletzt folgende Prüfung: mit einem Ergebnis von .

**4. Sprechen Sie noch weitere Fremdsprachen? Falls ja, auf welchem Niveau?**

kann überleben = A1, Grundkenntnisse = A2, alltagstauglich = B1, solide = B2, fließend = C1

| | A1 | A2 | B1 | B2 | C1 | C2 |
|---|---|---|---|---|---|---|
| Chinesisch | ○ | ○ | ○ | ○ | ○ | ○ |
| Französisch | ○ | ○ | ○ | ○ | ○ | ○ |
| Italienisch | ○ | ○ | ○ | ○ | ○ | ○ |
| Japanisch | ○ | ○ | ○ | ○ | ○ | ○ |
| Niederländisch | ○ | ○ | ○ | ○ | ○ | ○ |
| Russisch | ○ | ○ | ○ | ○ | ○ | ○ |
| Spanisch | ○ | ○ | ○ | ○ | ○ | ○ |

☐ sonstige: Niveau?

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**Seite 06**
**L2 efficacy**

Bitte schätzen Sie auf einer Skala von 0 bis 100, wie gut Sie Folgendes **in englischer Sprache** tun können. Zur Orientierung:

**0** = Kann ich **überhaupt nicht**

**30** = Fällt mir **sehr schwer**

**50** = Kann ich **einigermaßen**

**70** = Kann ich **ganz gut**

**100** = Kann ich **sehr gut**

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Verstehen, was gemeint ist, wenn deutlich gesprochen wird und ich mit dem Thema vertraut bin. | | | | | | | | | | | |
| Langen Gesprächen zu mir vertrauten Themen folgen, wenn schnell gesprochen wird. | | | | | | | | | | | |
| Langen Gesprächen zu mir unbekannten Themen folgen, wenn schnell gesprochen wird. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Spielfilmen, Fernsehsendungen und Radiosendungen mühelos folgen. | | | | | | | | | | | |
| Mich in alltäglichen Unterhaltungen verständlich ausdrücken. | | | | | | | | | | | |
| Mich über das aktuelle Zeitgeschehen oder mein Studiengebiet unterhalten, ohne nach Vokabular suchen zu müssen. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Mich flüssig mit anderen **Nicht-Muttersprachlern** über mir weniger vertraute Themen unterhalten. | | | | | | | | | | | |
| Mich flüssig mit **Muttersprachlern** über mir weniger vertraute Themen unterhalten. | | | | | | | | | | | |
| Meine Gedanken in Seminaren/ Tutorien flüssig ausdrücken, wenn ich etwas Zeit zur gedanklichen Formulierung habe. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Meine Gedanken in Seminaren/ Tutorien in spontanen Beiträgen flüssig ausdrücken. | | | | | | | | | | | |
| Meine Gedanken gegenüber meinem Dozenten/ Betreuer flüssig ausdrücken. | | | | | | | | | | | |
| Wenn mir Wörter nicht einfallen, so umformulieren, dass man es im Gespräch kaum merkt. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Auch feinere Bedeutungsnuancen zu meiner Zufriedenheit ausdrücken. | | | | | | | | | | | |
| Redewendungen und Umgangssprache so verwenden, dass es zur Gesprächssituation passt. | | | | | | | | | | | |
| So humorvoll wie sonst auch sein. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Anderen gegenüber meine Persönlichkeit zu meiner Zufriedenheit ausdrücken. | | | | | | | | | | | |
| Meine Persönlichkeit uneingeschränkt ausdrücken. | | | | | | | | | | | |

Wie fühlen Sie sich, wenn Sie sich mit anderen **Nicht-Muttersprachlern** auf Englisch unterhalten?

| | |
|---|---|
| sehr unsicher | überhaupt nicht unsicher |
| überhaupt nicht entspannt | sehr entspannt |

Wie fühlen Sie sich, wenn Sie sich mit **englischen Muttersprachlern** auf Englisch unterhalten?

| | |
|---|---|
| überhaupt nicht unsicher | sehr unsicher |
| überhaupt nicht entspannt | sehr entspannt |

---

**Seite 07**
**L2mot**

**Zukunftsentwürfe**

Jeder Mensch stellt sich vor, wie er sich entwickeln oder was er erreichen möchte. Bitte nutzen Sie die Schieberegler, um anzuzeigen, inwiefern Sie sich mit den folgenden Zukunftsentwürfen identifizieren.

Dass ich jemand sein werde, der sich völlig mühelos auf Englisch unterhalten kann ...

| | |
|---|---|
| stelle ich mir nie vor | stelle ich mir sehr oft vor |
| wünsche ich mir sehr | wünsche ich mir überhaupt nicht |
| arbeite überhaupt nicht darauf hin | arbeite sehr hart darauf hin |
| werde ich ganz bestimmt schaffen | werde ich wahrscheinlich nie schaffen |
| bin sehr weit davon entfernt | bin ich bereits voll und ganz |

Dass ich jemand sein werde, der Englisch völlig kompetent im Berufsleben verwenden kann ...

| | |
|---|---|
| stelle ich mir nie vor | stelle ich mir sehr oft vor |
| wünsche ich mir sehr | wünsche ich mir überhaupt nicht |
| arbeite überhaupt nicht darauf hin | arbeite sehr hart darauf hin |
| werde ich ganz bestimmt schaffen | werde ich wahrscheinlich nie schaffen |
| bin sehr weit davon entfernt | bin ich bereits voll und ganz |

Dass ich jemand sein werde, der im englischsprachigen Ausland leben und sich vollkommen integrieren kann ...

| | |
|---|---|
| stelle ich mir nie vor | stelle ich mir sehr oft vor |
| wünsche ich mir sehr | wünsche ich mir überhaupt nicht |
| arbeite überhaupt nicht darauf hin | arbeite sehr hart darauf hin |
| werde ich ganz bestimmt schaffen | werde ich wahrscheinlich nie schaffen |
| bin sehr weit davon entfernt | bin ich bereits voll und ganz |

---

## Seite 08
**stereotypes**

In der kulturvergleichenden Psychologie wird argumentiert, dass Menschen, die derselben Nation angehören, häufiger bestimmte Charaktereigenschaften (im Volksmund auch „Mentalitäten“) und Verhaltensweisen teilen als Menschen, die aus verschiedenen Ländern kommen.

Was sind Ihre Eindrücke bezüglich Charaktereigenschaften und Verhaltensweisen, die Briten tendenziell teilen könnten?

Bitte nennen Sie so viele, wie Ihnen spontan einfallen:

Welche Charaktereigenschaften und Verhaltensweisen könnten Deutsche tendenziell teilen?

Bitte nennen Sie so viele, wie Ihnen spontan einfallen:

---

## Seite 09
**stereotypes sliders**

Im Folgenden finden Sie Charaktereigenschaften, die als „typisch britisch“ gelten. Bitte drücken Sie Ihre Zustimmung/ Ablehnung zu diesen Beschreibungen mit der Positionierung des Schiebereglers aus.

Im Allgemeinen sind Briten

| | stimme überhaupt nicht zu | stimme voll und ganz zu |
|---|---|---|
| reserviert | | |
| höflich | | |

unorganisiert

fair

gesellig

hochnäsig

Im Folgenden finden Sie Charaktereigenschaften, die als „typisch deutsch“ gelten. Bitte drücken Sie Ihre Zustimmung/ Ablehnung zu diesen Beschreibungen mit der Positionierung des Schiebereglers aus.

Im Allgemeinen sind Deutsche

stimme überhaupt nicht zu — stimme voll und ganz zu



verlässlich

unspontan

pflichtbewusst

humorlos

kurz angebunden

gesellig

**Gefühlsthermometer**

Stellen Sie sich vor, man könnte Gefühle, die man gegenüber anderen empfindet als Temperatur auf einem Thermometer von 0° bis 100° ausdrücken. Eine Temperatur von 0° steht für sehr kalte und negative Gefühle während eine Temperatur von 100° sehr warme und positive Gefühle ausdrückt.

Welche Temperatur haben Ihre Gefühle gegenüber Briten? ____ °

Welche Temperatur haben Ihre Gefühle gegenüber Deutschen? ____ °

Welche Temperatur haben Ihre Gefühle gegenüber Bulgaren? ____ °

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**Seite 10**
**NFC**

Bitte geben Sie an, wie sehr folgendes auf Sie zutrifft.

Stimmt voll Stimmt Stimmt Stimmt Stimmt Stimmt

| | und ganz | | eher | eher nicht | nicht | überhaupt nicht |
|---|---|---|---|---|---|---|
| Wenn ich mich mit einem Problem konfrontiert sehe, möchte ich dringend eine Lösung finden. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich hole gewöhnlich viele verschiedene Meinungen ein bevor ich mir eine feste Meinung bilde. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich fühle mich unwohl, wenn unklar ist, warum mir etwas widerfahren ist. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich werde schnell ungeduldig, wenn ich nicht sofort die Lösung für ein Problem sehen kann. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich bevorzuge einen klar strukturierten Alltag. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich begebe mich ungern in unberechenbare Situationen. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich hasse es, meine Pläne in letzter Minute umwerfen zu müssen. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich mag mehrdeutige Fragen nicht. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich umgebe mich ungern mit Menschen, von denen ich weiß, dass sie sich öfters unerwartet verhalten. | ○ | ○ | ○ | ○ | ○ | ○ |
| Mir liegen ein gut strukturierter Alltag und geregelte Arbeitszeiten am besten. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich mag es nicht, wenn Aussagen mehrdeutig sind. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich finde es irritierend, wenn eine einzige Person die Meinung der Gruppe in Frage stellt. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich kann das Leben mehr genießen, wenn ich mir Alltagsroutinen schaffe. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich fühle mich erleichtert, wenn ich eine Entscheidung getroffen habe. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich mag unberechenbare Situationen nicht. | ○ | ○ | ○ | ○ | ○ | ○ |

---

## Seite 11

**SEinter**

Bitte schätzen Sie auf einer Skala von 0 bis 100, wie gut Sie Folgendes können. Zur Orientierung:

**0** = Kann ich **überhaupt nicht**

**30** = Fällt mir **sehr schwer**

**50** = Kann ich **einigermaßen**

**70** = Kann ich **ganz gut**

**100** = Kann ich **sehr gut**

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Mit deutschen Studierenden, die ich nicht kenne, schnell ins Gespräch kommen. | | | | | | | | | | | |

Mit internationalen Studierenden, die ich nicht kenne, schnell ins Gespräch kommen.

Mit britischen Studierenden, die ich nicht kenne, schnell ins Gespräch kommen.

0 10 20 30 40 50 60 70 80 90 100

Small talk, z.B. beim Friseur oder mit den Angestellten z.B. in einem Café betreiben.

Längere Unterhaltungen mit internationalen Studierenden führen, die ich gerade erst kennengelernt habe.

Längere Unterhaltungen mit älteren Menschen (Senioren) führen, die ich gerade erst kennengelernt habe.

0 10 20 30 40 50 60 70 80 90 100

Auf Menschen zugehen, die zunächst nicht an mir interessiert zu sein scheinen.

Freundschaften zu deutschen Studierenden aufbauen.

Freundschaften zu Deutschen aufbauen, die nicht studieren.

0 10 20 30 40 50 60 70 80 90 100

Freundschaften zu internationalen Studierenden aufbauen.

Freundschaften zu britischen Studierenden aufbauen.

In einer multikulturellen Arbeitsgruppe erfolgreiche Projektarbeit für ein Seminar machen.

0 10 20 30 40 50 60 70 80 90 100

Eine E-mail an einen Universitätsprofessor schreiben, die den kulturellen Gepflogenheiten in Großbritannien entspricht.

Einen Vortrag vor internationalem Publikum halten.

Mit Situation umgehen, in denen ich nicht weiß, wie man sich erwartungsgemäß verhalten sollte.

0 10 20 30 40 50 60 70 80 90 100

Souverän mit Menschen umgehen, die sich irritierend benehmen.

Mich gut in eine internationale WG integrieren.

Einen Konflikt mit einem Mitbewohner in meiner internationalen WG lösen.

| | stimmt voll und ganz | | | | | stimmt überhaupt nicht |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Ich finde es sehr spannend, fremd zu sein und neue Umgebungen zu entdecken. | ○ | ○ | ○ | ○ | ○ | ○ |

| | |
|---|---|
| Menschen aus anderen Kulturen finde ich tendenziell interessanter als Menschen aus meiner eigenen Kultur. | |
| Kulturelle Unterschiede im menschlichen Denken und Handeln zu entdecken, finde ich faszinierend. | |
| Ich finde es sehr anstrengend, mich mit Menschen aus anderen Kulturen zu umgeben. | |
| Ich scheine keinen rechten Draht zu Menschen aus anderen Kulturen zu haben. | |

---

**Seite 12**
**Ctest**

**Lückentexte**

Auf dieser letzten Seite der Befragung finden Sie fünf kurze englische Texte. Die Texte sind lückenhaft, wobei jedoch **keine ganzen Wörter entfernt wurden, sondern jeweils nur der hintere Teil eines betroffenen Wortes.** Versuchen Sie bitte, spontan so viele Leerstellen wie möglich zu füllen. In einigen Fällen gibt es nicht nur eine korrekte Antwort, sondern mehrere. Ein C-test funktioniert nur, wenn selbst gebildete Muttersprachler und fließend multilinguale Sprecher nur Ergebnisse zwischen 80-95% erzielen. Lassen Sie sich daher bitte nicht durch Leerstellen demotivieren.

We all live with other people's expectations of us. These are a refle of th trying to under us. Th are predi of wh they th we will think, d and feel. Gene , we acc the sta quo, but these expect can be ha to han when they co from our fam and can be diff to ign , especially wh they come from our par .

Founded in 1878 by Bishop Isaac Hellmuth as „The Western University of London Ontario", „Western" is one of Canada's oldest and best universities. The fi students grad in ar and medi in 1883. Tod , „Western" is a vib centre of lear with 1,164 fac members and alm 29,000 underg and graduate stud . Through i twelve Depar and Sch , and three affi Colleges, the University off more th 60 diffe degree and dip programmes to London's comm .

In Europe, modern science emerged at the same time as the nation state. At fi the scien language o choice rema Latin. It al scientists t communicate wi other soci privileged thin while prote their wo from unwa exploitation. Som , the de to protect id se to ha been stro than t desire t communicate them.

The decision to remove soft drinks from elementary and secondary school vending machines is a step in the right direction to help children make better choices when it comes to what they eat and drink. Childhood obe has bec a ser problem in th country a children cons more sugar-based fo and sp less

ti getting the nece exercise. Many par have quest schools' deci to al vending machines which disp sweets and so drinks. Many schools, th , have co to re on the mo these machines generate through agreements with the companies which make soft drinks and junk food.

In the last federal election, 61 % of eligible voters cast a ballot. That's a fright lack of inte by the elect , but is noth compared to the turn in provi and munic elections, which sh even lo turnouts. It's diff to bel there's so lit interest in elections. In Canada, we're fort to have pol stations wit a short wa or dr . There are volun more th willing to pro rides to someone unable to walk or who doesn't have a car.

---

**Seite 13**
**optin**

Abschließend haben Sie die Möglichkeit, der Fokusgruppe der Studie beizutreten. Fokusgruppen-Teilnehmer nehmen bis Juni 2013 an 3 Interviews jeweils nach den Befragungen teil. Da die Fragebögen eine wesentliche Grundlage für die Interviews bilden, werden bei dieser Option Ihre Fragebögen ausschließlich von mir (nicht durch Dritte) mit Ihrer Person assoziiert. Reiseaufwand entsteht nicht, da wir die Interviews bei Ihnen am Studienort oder per E-Mail/ Skype führen.

☐ Ich möchte der Fokusgruppe der Studie beitreten und unter der folgenden E-Mail-Adresse kontaktiert werden:

**Feedback-Option**

Haben Sie abschließend noch etwas, das Sie hinzufügen oder anmerken möchten, wozu Sie beim ausfüllen des Frageboges keine Gelegenheit hatten?

---

**Letzte Seite**

# Vielen Dank

Ihr Fragebogen wurde erfolgreich übermittelt. Sollten Sie weitere Fragen und Anregungen haben oder sollte sich Ihre E-Mail-Adresse während des Studienzeitraumes ändern, senden Sie bitte eine E-Mail an gianna.hessel@education.ox.ac.uk.

Die Einladung zur nächsten Befragung erhalten Sie Anfang Dezember.

Herzlichen Dank für Ihre Teilnahme.

E-Mail, Department of Education, Oxford University - 2012

Appendix D Pre-departure/ first questionnaire (abroad groups)

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**Seite 01**
**01consent**




You have been invited into a research study that investigates intercultural and foreign language learning among university students studying abroad and at home. The study is conducted by Ms Gianna Hessel (doctoral researcher) at the Department of Education, University of Oxford, England.

This is the first of three surveys. By clicking the "Next"-button you agree to participate in the study and confirm the following:

1. I have received the participant information sheet and I understand what participation in this study involves

2. I know how to contact the researcher with any further questions regarding the study or regarding my participation.

3. I understand that all data collected for this study is handled according to the regulations set out in the Data Protection Act passed by the Parliament of the United Kingdom.

4. I understand that I can opt out of the study by informing the researcher that I wish to do so and that this is without any negative consequences.

Thank you for supporting our study with your participation.

---

**Seite 02**
**02background data**




This questionnaire is not a knowledge test and there are no "right" or "wrong" answers. Rather, we are interested in your personal views. The quality of the results strongly depends on the integrity and the completeness of the answers provided. All survey data remains completely anonymous.

Thank you very much for your participation.

Please enter an 8-digit identification number of your choice which you are unlikely to forget (e.g., day and month of your own date of birth and that of your mother/ parts of your phone number). This number enables the anonymous matching of your questionnaires across all three collection waves.

female male

I am years old.

My nationality is

| I would consider myself | not at all | | | | very much |
|---|---|---|---|---|---|
| German | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| European | ○ | ○ | ○ | ○ | ○ |
| Global citizen | ○ | ○ | ○ | ○ | ○ |

**Your degree programme at home**

I am studying _____ (subject). The summer semester 2012 is my _____ th semester on this degree programme.

My current GPA is _____.

**Your prior abroad experience**

Have you ever lived abroad for more than one month in a row prior to your ERASMUS exchange?

1. Yes, in _____ for _____ month(s) for the purpose of _____ (e.g. study, work, internship, travel).
2. Yes, in _____ for _____ month(s) for the purpose of _____ (e.g. study, work, internship, travel).
3. Yes, in _____ for _____ month(s) for the purpose of _____ (e.g. study, work, internship, travel).

☐ 4. No.

Can you imagine living and working in England over a more extended period of time (>1 year)?

○ ○ ○ ○ ○

---

**Seite 03**
**bewERASMUS**

**Your participation in the ERASMUS Programme**

I am participating in an ERASMUS exchange, starting _____ (month) 20 _____ (year) for _____ academic terms at _____ (name of host institution).

Have you applied for a BAföG grant either for your studies in Germany or in the UK?

- ○ Yes, my application was successful.
- ○ Yes, my application was not successful.
- ○ No, but I'm planning to make an application.
- ○ No, I'm not going to apply.

Can you think of anything in particular that motivated you to participate in ERASMUS? If so, please indicate:

Do you have specific goals and expectations regarding your exchange? If so, please indicate them below:

01
02
03

## Seite 04
**home scaffolding**

If you made use of any offers for outgoing ERASMUS students by your German home university, how helpful did you find these?

| | not helpful at all | | | | very helpful | not offered/ participated |
|---|---|---|---|---|---|---|
| General information event for outgoing ERASMUS students | ○ | ○ | ○ | ○ | ○ | ○ |
| Country-specific preparation | ○ | ○ | ○ | ○ | ○ | ○ |
| Intercultural training | ○ | ○ | ○ | ○ | ○ | ○ |
| Language course | ○ | ○ | ○ | ○ | ○ | ○ |
| Language tandem | ○ | ○ | ○ | ○ | ○ | ○ |

What other support in preparing you for your ERASMUS exchange would have been useful to you, if any?

01
02

**Do you expect to earn credit points for course work at your British host university?**

| No, I think I won't earn any credit points | Yes, for 25% of my courses | Yes, for 50% of my courses | Yes, for 75% of my courses | Yes, for all of my courses | I have no expectations in this regard. |
|---|---|---|---|---|---|
| ○ | ○ | ○ | ○ | ○ | ○ |

**Have you registered for an English language course at your host university?**

- ○ Yes, I have registered for the following language course: _____ (please specify length, hrs/week and language focus).
- ○ No, but I'm seriously considering it.
- ○ No, I'll be fine without a language course.

## Seite 05
**L2 competence**

**Your native and foreign languages**

**1. Native language(s)**

- My native language is
- I am an early multi-lingual. My native languages are

**2. English language learning biography**

I started to learn English at age .

I had years of English language instruction at school.

I had terms of English language instruction at university.

**3. English language skills**

| Please rate your English language skills in the following contexts: | very limited 1 | 2 | 3 | 4 | 5 | 6 | excellent 7 |
|---|---|---|---|---|---|---|---|
| Reading academic texts | | | | | | | |
| Academic writing | | | | | | | |
| Listening in academic contexts | | | | | | | |
| Speaking in academic contexts | | | | | | | |
| Reading for pleasure | | | | | | | |
| Informal writing | | | | | | | |
| Listening in informal conversations | | | | | | | |
| Speaking in informal conversations | | | | | | | |

**Have you taken an English language examination before (e.g., IELTS, TOEFL, CAE)?**

Yes, I have. Most recently the following exam with the following result:

**5. Can you speak any other foreign languages? If so, to what level?**

Levels specs: elementary = A1, basic = A2, Abitur Grundkurs = B1, rather fluent = B2, advanced = C1

| | A1 | A2 | B1 | B2 | C1 | C2 |
|---|---|---|---|---|---|---|
| Chinese | | | | | | |
| French | | | | | | |
| Italian | | | | | | |
| Japanese | | | | | | |
| Dutch | | | | | | |
| Russian | | | | | | |
| Spanish | | | | | | |

**5. Can you speak any other foreign languages? If so, to what level?**

- other: Level?

**Seite 06**
**L2 efficacy**

Please rate on a scale from 0 to 100 how well you can do the following in English. For your orientation:

**0** = cannot do at all

**30** = have great difficulty to do well

**50** = can do somewhat

**70** = can do quite well

**100** = can do very well

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Understand what is said if the person speaks clearly and the topic is familiar. | | | | | | | | | | | |
| Follow long conversations on familiar topics that are delivered at fast speed. | | | | | | | | | | | |
| Follow long conversations on unfamiliar topics that are delivered at fast native speed. | | | | | | | | | | | |
| Follow movies, TV and radio shows without effort. | | | | | | | | | | | |
| Express myself clearly in everyday conversations. | | | | | | | | | | | |
| Talk about current events or my area of study without having to search for words. | | | | | | | | | | | |
| Talk fluently about less familiar topics to other non-native speakers. | | | | | | | | | | | |
| Talk fluently about less familiar topics to native speakers. | | | | | | | | | | | |
| Express my thoughts fluently in seminar/ tutorial discussions if I have some time to pre-formulate what I would like to say. | | | | | | | | | | | |
| Express my thoughts fluently in seminar/ tutorial discussions in spontaneous contributions. | | | | | | | | | | | |
| Express my thoughts fluently when talking to my lecturer/ supervisor. | | | | | | | | | | | |
| Reformulate my ideas when I have trouble finding words in such a way that does not disrupt the flow of the conversation. | | | | | | | | | | | |
| Express subtle nuances of meaning to a degree I am content with. | | | | | | | | | | | |
| Use idioms and colloquialisms in a way that fits the situation. | | | | | | | | | | | |
| Express my sense of humour as usual. | | | | | | | | | | | |
| Convey my personality to others to a degree that I am happy with. | | | | | | | | | | | |
| Fully express my personality. | | | | | | | | | | | |

When conversing with other non-native speakers in English how do you generally feel?

| | |
|---|---|
| not at all relaxed | very relaxed |
| very uneasy | not at all uneasy |

When conversing with English native speakers in English, how do you generally feel?

| | |
|---|---|
| not at all uneasy | very uneasy |
| not at all relaxed | completely relaxed |

---

**Seite 07**
**L2mot**

**Possible futures**

We all think about what kind of person we might become. In the following, you will find a number of possible futures. After each item, you will find several scales with two marked ends. Please indicate how you relate to each of these futures by placing the sliders in the appropriate position.

I will be someone who can converse effortlessly in English.

| | |
|---|---|
| I never imagine this | I imagine this very often |
| I desire this very much | I do not desire this at all |
| I do not work at all at this | I work very hard at this |
| This is very likely | This is very unlikely |
| This is not true of me at all | This is already true of me now |

I will be someone who can use English competently in professional contexts.

| | |
|---|---|
| I never imagine this | I imagine this very often |
| I desire this very much | I do not desire this at all |
| I do not work at all at this | I work very hard at this |
| This is very likely | This is very unlikely |
| This is not true of me at all | This is already true of me now |

I will be someone who can live in an English-speaking country and fully integrate into society.

| | |
|---|---|
| I never imagine this | I imagine this very often |
| I desire this very much | I do not desire this at all |
| I do not work at all at this | I work very hard at this |
| This is very likely | This is very unlikely |
| This is not true of me at all | This is already true of me now |

---

**Seite 08**
**stereotypes**

Scientists have argued that people from the same country are more likely to share certain character traits than people who come from different countries. In the vernacular, we also speak of different "mentalities".
What are your impressions regarding character traits that British people might share?

Please name as many as come to your mind:

What are your impressions regarding character traits that German people might share?

Please name as many as come to your mind:

---

**Seite 09**
**stereotypes sliders**

In the following you will find characteristics that are thought to be typical of the British. Please indicate your (dis)agreement, using the sliders.

In general, British people are

| | Do not at all agree | Completely agree |
|---|---|---|
| stuck-up | | |
| disorganized | | |
| reserved | | |
| polite | | |

fair

sociable

In the following you will find characteristics that are thought to be typical of Germans. Please indicate your (dis)agreement, using the sliders.

In general, German people are

Do not at all agree — Completely agree



sociable

rigid

unfriendly

humourless

conscientious

reliable

**Feeling thermometer**

Imagine feelings could be expressed in terms of temperature on a thermometer with a scale from 0° to 100° (0° stands for very cold and negative feelings and 100° for very warm and positive feelings).

Which temperature do your feelings towards British people have? ° 

Which temperature do your feelings towards German people have? ° 

Which temperature do your feelings towards Bulgarians have? ° 

---

**Seite 10**
**NFC**

**Decision making**

Please indicate how much you agree with each of the following statements.

| | strongly disagree | moderately disagree | slightly disagree | slightly agree | moderately agree | strongly agree |
|---|---|---|---|---|---|---|
| I feel irritated when one person disagrees with what everyone else in a group believes | ○ | ○ | ○ | ○ | ○ | ○ |

| | | | | | | |
|---|---|---|---|---|---|---|
| I would quickly become impatient and irritated if I would not find a solution to a problem immediately. | ○ | ○ | ○ | ○ | ○ | ○ |
| I don't like situations that are uncertain. | ○ | ○ | ○ | ○ | ○ | ○ |
| I dislike unpredictable situations. | ○ | ○ | ○ | ○ | ○ | ○ |
| I dislike questions which could be answered in many different ways. | ○ | ○ | ○ | ○ | ○ | ○ |
| I dislike it when a person's statement could mean many different things. | ○ | ○ | ○ | ○ | ○ | ○ |
| When I have made a decision, I feel relieved. | ○ | ○ | ○ | ○ | ○ | ○ |
| When I am confronted with a problem, I'm dying to reach a solution very quickly. | ○ | ○ | ○ | ○ | ○ | ○ |
| I don't like to go into a situation without knowing what I can expect from it. | ○ | ○ | ○ | ○ | ○ | ○ |
| I enjoy having a clear and structured mode of life. | ○ | ○ | ○ | ○ | ○ | ○ |
| I find that establishing a consistent routine enables me to enjoy life more. | ○ | ○ | ○ | ○ | ○ | ○ |
| I feel uncomfortable when I don't understand the reason why an event occurred in my life. | ○ | ○ | ○ | ○ | ○ | ○ |
| I don't like to be with people who are capable of unexpected actions. | ○ | ○ | ○ | ○ | ○ | ○ |
| I find that a well ordered life with regular hours suits my temperament. | ○ | ○ | ○ | ○ | ○ | ○ |
| I do not usually consult many different opinions before forming my own view. | ○ | ○ | ○ | ○ | ○ | ○ |

---

## Seite 11

**SEinter**

Please rate on a scale from 0 to 100 how well you can do the following. For your orientation:

**0** = cannot do at all

**30** = have great difficulty to do well

**50** = can do somewhat

**70** = can do quite well

**100** = can do very well

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Get talking to German students whom I don't know. | | | | | | | | | | | |
| Get talking to international students whom I don't know. | | | | | | | | | | | |
| Get talking to British students whom I don't know. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Engage in small talk, e.g., at the hair dresser's or with staff in a café. | | | | | | | | | | | |

Have extended conversations with other international students I have just met.

Have extended conversations with elderly people I have just met.

0 10 20 30 40 50 60 70 80 90 100

Approach other people who do not seem to take interest in me at first.

Build friendships with other German students.

Build friendships with Germans who are not university students.

0 10 20 30 40 50 60 70 80 90 100

Build friendships with other international students.

Build friendships with British students.

Successfully complete a project as part of a multi-cultural work group, e.g., for a seminar.

0 10 20 30 40 50 60 70 80 90 100

Write an email to a university professor that follows the cultural conventions in the UK.

Present in front of an international audience.

Handle situations in which I don't know how one is supposed to behave.

0 10 20 30 40 50 60 70 80 90 100

Deal confidently with people who behave in an irritating way.

Integrate well into an international flat share.

Resolve a conflict with a flatmate in an international flat share.

Please indicate your (dis)agreement with the following statements:

| | Do not agree at all | | | | | Completely agree |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| I find engaging with people who have a different cultural background very tedious. | ○ | ○ | ○ | ○ | ○ | ○ |
| I find discovering cultural differences in thought and behaviour really fascinating. | ○ | ○ | ○ | ○ | ○ | ○ |
| I can't seem to relate to people from other cultures. | ○ | ○ | ○ | ○ | ○ | ○ |
| Generally I find people from other cultures more interesting than people from my own culture. | ○ | ○ | ○ | ○ | ○ | ○ |
| I find it really exciting to be new somewhere and discover new places. | ○ | ○ | ○ | ○ | ○ | ○ |

**Seite 12**
**Ctest**

**Fill in the gap**

On this last screen you will find five short texts that contain gaps where parts of words have been deleted (no whole words are missing, though). Please try to fill in as many gaps as possible, using a spontaneous and intuitive approach. In several cases there is not a single correct solution but multiple different solutions are conceivable. A C-test is designed in a way that even well-educated native speakers and highly proficient multilingual speakers score between 80-95%. So please do not worry if some gaps remain unfilled.

We all live with other people's expectations of us. These are a refle th
under Th predi wh th
think, d Gene acc sta
expect ha han co fam
and can be diff ign wh par

Founded in 1878 by Bishop Isaac Hellmuth as "The Western
"Western" is one of Canada's oldest and best universities. The fi grad
ar medi Tod "Western" is a vib
lear with 1,164 fac alm underg
graduate stud Through i Depar Sch
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In Europe, modern science emerged at the same time as the nation state. At fi
scien language o choice rema Latin. It al
t communicate wi other soci privileged thin
prote their wo from unwa exploitation. Som
de to protect id se to ha been stro
t desire t communicate them.

The decision to remove soft drinks from elementary and secondary school vending machines is a step in the right direction to help children make better choices when it comes to what they eat and drink.
Childhood obe bec ser th
a children cons fo and sp
ti nece Many par quest
deci al which disp so
Many schools, th co re mo
generate through agreements with the companies which make soft drinks and junk food.

In the last federal election, 61 % of eligible voters cast a ballot. That's a fright
inte elect noth the turn
provi munic sh lo
It's diff bel lit

fort pol wit a short wa dr
There are volun th pro
walk or who doesn't have a car.

---

**Seite 13**
**optin**

As a participant in the abroad group you have the opportunity to opt into the focus group of this study. Focus participants will be interviewed 3 times in total from now to June 2013. You will not have to travel for the interviews.

Please note that if you choose this option, the researcher will be able to associate your responses with your personal e-mail address. However, your data will remain anonymous to third parties at all times.

If you choose to opt into the focus group, you will receive further information at the e-mail address you provide below in due course.

☐ I am interested in joining the study's focus group and would like to receive further information to the following e-mail address:

**Opportunity for feedback**

Any comments, criticism and/ or suggestions for improving the questionnaire are very welcome.

---

**Letzte Seite**

# Many thanks for your participation.

Should you at any point have any questions, comments or suggestions regarding the research and/ or your participation, please write to gianna.hessel@education.ox.ac.uk.

You will receive the invitation for the second survey in early December.

We would like to thank you sincerely for supporting this study.

---

E-Mail, Department of Education, Oxford University - 2012

**Seite 01**
**01consent**

Die wissenschaftliche Studie, in die wir Sie eingeladen haben, wird von Frau Gianna Hessel (Doktorandin) am Department of Education der University of Oxford, England, durchgeführt. Gegenstand der Studie ist interkulturelles und fremdsprachliches Lernen während des Studiums im In- und Ausland.

Dies ist die erste von insgesamt drei Befragungen. Durch Klicken der "Weiter"-Schaltfläche erklären Sie Ihr Einverständnis zur Teilnahme und bestätigen die folgenden Punkte:

1. Ich habe die Informationen für Studienteilnehmer erhalten und zur Kenntnis genommen.

2. Mir ist bekannt, dass ich mich mit Fragen zur Studie sowie zu meiner Teilnahme jederzeit an die Studienleiterin wenden kann.

3. Mir ist bekannt, dass die für diese Studie gesammelten Daten gemäß des durch das Parlament des Vereinigten Königreichs verabschiedeten Data Protection Acts gehandhabt werden.

4. Mir ist bekannt, dass ich ohne negative Konsequenzen aus der Studie ausscheiden kann, indem ich die Studienleiterin darüber informiere.

**Seite 02**
**02background data**

In der nachfolgenden Befragung gibt es keine richtigen oder falschen Antworten. Von Interesse ist vielmehr Ihre persönliche Sichtweise. Die Qualität der Studienergebnisse hängt stark von der Sorgfalt und Vollständigkeit ab, mit der die Fragebögen bearbeitet wurden. Die Daten dieser Befragung bleiben komplett anonym.

Wir danken Ihnen herzlich für Ihre Teilnahme.

Bitte tragen Sie hier eine 8-stellige Kennnummer ein, die Sie nicht vergessen (z. B. Tag und Monat Ihres Geburtsdatums und des der Mutter/ Teile Ihrer Handynummer). Diese ermöglicht das anonyme Zuordnen der Fragebögen aus allen Erhebungen:

Ich bin

○ weiblich ○ männlich

Jahre alt.

Meine Nationalität ist .

| Ich fühle mich als... | überhaupt nicht | | | | sehr |
|---|---|---|---|---|---|
| Deutsche(r) | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| Europäer(in) | ○ | ○ | ○ | ○ | ○ |
| Weltbürger(in) | ○ | ○ | ○ | ○ | ○ |

**Auslandserfahrung**

Waren Sie bereits länger als einen Monat am Stück im Ausland?

1. Ja, in _____ für ____ Monat(e) anläßlich _____ (z.B. Studium, Arbeit, Praktikum, Erlebnisreise).
2. Ja, in _____ für ____ Monat(e) anläßlich _____ (z.B. Studium, Arbeit, Praktikum, Erlebnisreise).
3. Ja, in _____ für ____ Monat(e) anläßlich _____ (z.B. Studium, Arbeit, Praktikum, Erlebnisreise).

☐ 4. Nein.

---

**Seite 03**
**03Studium**

**1. Studium an der Heimatuniversität**

Ich studiere _____ (Studienfach) an der Universität _____ (Name der Heimatuniversität). Das SoSe 2012 war mein ____ . Fachsemester.

Meinen momentanen Notendurchschnitt schätze ich als ____

**Haben Sie für Ihr Studium BaföG beantragt?**

- ○ Ja, ich beziehe BAföG.
- ○ Ja, Antrag wurde jedoch abgelehnt.
- ○ Nein, plane ich jedoch zu beantragen.
- ○ Nein, werde ich nicht beantragen.

Wie viele Ihrer Kurse werden Sie im Studienjahr 2012/2013 vorraussichtlich in englischer Sprache belegen?

Wie viele Ihrer Kurse werden Sie im Studienjahr 2012/2013 vorraussichtlich in englischer Sprache belegen?

| keinen meiner Kurse | 25% meiner Kurse | 50% meiner Kurse | 75% meiner Kurse | alle meine Kurse | Noch völlig unklar. |
|---|---|---|---|---|---|
| ○ | ○ | ○ | ○ | ○ | ○ |

Werden Sie im Studienjahr 2012/2013 einen englischen Sprachkurs belegen?

- Ja, mit Sicherheit, und zwar _____ (Dauer, Intensität (Std./Wo.) und inhaltlicher Schwerpunkt).
- Ja, würde ich gerne belegen.
- Nein, habe ich nicht vor.

Werden Sie im Studienjahr 2012/2013 einen Kurs zu interkultureller Kommunikation/ Kompetenz belegen?

- Ja, mit Sicherheit, und zwar _____ (Dauer, Intensität (Std./Wo.) und inhaltlicher Schwerpunkt).
- Ja, würde ich gerne belegen.
- Nein, habe ich nicht vor.

---

**Seite 04**
**L2 competence**

**Fragen zu Mutter- und Fremdsprachen**

**1. Muttersprache(n)**

- Meine Muttersprache ist _____
- Ich bin seit meiner Kindheit multilingual. Meine Muttersprachen sind _____

**2. Englischkenntnisse**

Ich habe im Alter von _____ Jahren begonnen, Englisch zu lernen.
Ich hatte _____ Jahre Englischunterricht in der Schule.
Ich hatte _____ Semester Englischunterricht während des Studiums.

| Bitte schätzen Sie Ihre Sprachfertigkeiten im Englischen in folgenden Kontexten ein: | sehr begrenzt 1 | 2 | 3 | 4 | 5 | 6 | hervorragend 7 |
|---|---|---|---|---|---|---|---|
| Lesen akademischer Texte | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| akademisches Schreiben | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Hörverstehen im Universitätskontext | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Sprechen im Universitätskontext | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Lesen von Freizeitlektüre | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| informelles Schreiben | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Hörverstehen in informellen Gesprächen | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Sprechen in informellen Gesprächen | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

**3. Haben Sie zuvor eine englische Sprachprüfung abgelegt (z.B. IELTS, TOEFL iBT)?**

Ja, zuletzt folgende Prüfung: _____ mit einem Ergebnis von _____.

**4. Sprechen Sie noch weitere Fremdsprachen? Falls ja, auf welchem Niveau?**

kann überleben = A1, Grundkenntnisse = A2, alltagstauglich = B1, solide = B2, fließend = C1

| | A1 | A2 | B1 | B2 | C1 | C2 |
|---|---|---|---|---|---|---|
| Chinesisch | ○ | ○ | ○ | ○ | ○ | ○ |
| Französisch | ○ | ○ | ○ | ○ | ○ | ○ |
| Italienisch | ○ | ○ | ○ | ○ | ○ | ○ |
| Japanisch | ○ | ○ | ○ | ○ | ○ | ○ |
| Niederländisch | ○ | ○ | ○ | ○ | ○ | ○ |
| Russisch | ○ | ○ | ○ | ○ | ○ | ○ |
| Spanisch | ○ | ○ | ○ | ○ | ○ | ○ |

☐ sonstige: _____ Niveau?

---

## Seite 05

**L2 efficacy**

Bitte schätzen Sie auf einer Skala von 0 bis 100, wie gut Sie Folgendes **in englischer Sprache** tun können. Zur Orientierung:

**0** = Kann ich **überhaupt nicht**

**30** = Fällt mir **sehr schwer**

**50** = Kann ich **einigermaßen**

**70** = Kann ich **ganz gut**

**100** = Kann ich **sehr gut**

| | 0 10 20 30 40 50 60 70 80 90 100 |
|---|---|
| Verstehen, was gemeint ist, wenn deutlich gesprochen wird und ich mit dem Thema vertraut bin. | |
| Langen Gesprächen zu mir vertrauten Themen folgen, wenn schnell gesprochen wird. | |
| Langen Gesprächen zu mir unbekannten Themen folgen, wenn schnell gesprochen wird. | |

| | 0 10 20 30 40 50 60 70 80 90 100 |
|---|---|
| Spielfilmen, Fernsehsendungen und Radiosendungen mühelos folgen. | |
| Mich in alltäglichen Unterhaltungen verständlich ausdrücken. | |
| Mich über das aktuelle Zeitgeschehen oder mein Studiengebiet unterhalten, ohne nach Vokabular suchen zu müssen. | |

| | 0 10 20 30 40 50 60 70 80 90 100 |
|---|---|
| Mich flüssig mit anderen **Nicht-Muttersprachlern** über mir weniger vertraute Themen unterhalten. | |
| Mich flüssig mit **Muttersprachlern** über mir weniger vertraute Themen unterhalten. | |

Meine Gedanken in Seminaren/ Tutorien flüssig ausdrücken, wenn ich etwas Zeit zur gedanklichen Formulierung habe.

0 10 20 30 40 50 60 70 80 90 100

Meine Gedanken in Seminaren/ Tutorien in spontanen Beiträgen flüssig ausdrücken.

Meine Gedanken gegenüber meinem Dozenten/ Betreuer flüssig ausdrücken.

Wenn mir Wörter nicht einfallen, so umformulieren, dass man es im Gespräch kaum merkt.

0 10 20 30 40 50 60 70 80 90 100

Auch feinere Bedeutungsnuancen zu meiner Zufriedenheit ausdrücken.

Redewendungen und Umgangssprache so verwenden, dass es zur Gesprächssituation passt.

So humorvoll wie sonst auch sein.

0 10 20 30 40 50 60 70 80 90 100

Anderen gegenüber meine Persönlichkeit zu meiner Zufriedenheit ausdrücken.

Meine Persönlichkeit uneingeschränkt ausdrücken.

Wie fühlen Sie sich, wenn Sie sich mit anderen **Nicht-Muttersprachlern** auf Englisch unterhalten?

| | |
|---|---|
| überhaupt nicht unsicher | sehr unsicher |
| überhaupt nicht entspannt | sehr entspannt |

Wie fühlen Sie sich, wenn Sie sich mit **englischen Muttersprachlern** auf Englisch unterhalten?

| | |
|---|---|
| überhaupt nicht entspannt | sehr entspannt |
| überhaupt nicht unsicher | sehr unsicher |

---

**Seite 06**
**L2mot**

**Zukunftsentwürfe**

Jeder Mensch stellt sich vor, wie er sich entwickeln oder was er erreichen möchte. Bitte nutzen Sie die Schieberegler, um anzuzeigen, inwiefern Sie sich mit den folgenden Zukunftsentwürfen identifizieren.

Dass ich jemand sein werde, der sich völlig mühelos auf Englisch unterhalten kann ...

| | |
|---|---|
| stelle ich mir nie vor | stelle ich mir sehr oft vor |
| wünsche ich mir sehr | wünsche ich mir überhaupt nicht |
| arbeite überhaupt nicht darauf hin | arbeite sehr hart darauf hin |
| werde ich ganz bestimmt schaffen | werde ich wahrscheinlich nie schaffen |
| bin sehr weit davon entfernt | bin ich bereits voll und ganz |

Dass ich jemand sein werde, der Englisch völlig kompetent im Berufsleben verwenden kann ...

| | |
|---|---|
| stelle ich mir nie vor | stelle ich mir sehr oft vor |
| wünsche ich mir sehr | wünsche ich mir überhaupt nicht |
| arbeite überhaupt nicht darauf hin | arbeite sehr hart darauf hin |
| werde ich ganz bestimmt schaffen | werde ich wahrscheinlich nie schaffen |
| bin sehr weit davon entfernt | bin ich bereits voll und ganz |

Dass ich jemand sein werde, der im englischsprachigen Ausland leben und sich vollkommen integrieren kann ...

| | |
|---|---|
| stelle ich mir nie vor | stelle ich mir sehr oft vor |
| wünsche ich mir sehr | wünsche ich mir überhaupt nicht |
| arbeite überhaupt nicht darauf hin | arbeite sehr hart darauf hin |
| werde ich ganz bestimmt schaffen | werde ich wahrscheinlich nie schaffen |
| bin sehr weit davon entfernt | bin ich bereits voll und ganz |

---

**Seite 07**
**stereotypes**

In der kulturvergleichenden Psychologie wird argumentiert, dass Menschen, die derselben Nation angehören, häufiger bestimmte Charaktereigenschaften (im Volksmund auch „Mentalitäten“) und Verhaltensweisen teilen als Menschen, die aus verschiedenen Ländern kommen.

Was sind Ihre Eindrücke bezüglich Charaktereigenschaften und Verhaltensweisen, die Briten teilen

könnten?

Bitte nennen Sie so viele, wie Ihnen spontan einfallen:

Welche Charaktereigenschaften und Verhaltensweisen könnten Deutsche teilen?

Bitte nennen Sie so viele, wie Ihnen spontan einfallen:

---

**Seite 08**

**stereotypes sliders**

Im Folgenden finden Sie Charaktereigenschaften, die als „typisch britisch“ gelten. Bitte drücken Sie Ihre Zustimmung/ Ablehnung zu diesen Beschreibungen mit der Positionierung des Schiebereglers aus.

Im Allgemeinen sind Briten

| | stimme überhaupt nicht zu | stimme voll und ganz zu |
|---|---|---|
| höflich | | |
| fair | | |
| hochnäsig | | |
| unorganisiert | | |
| gesellig | | |
| reserviert | | |

Im Folgenden finden Sie Charaktereigenschaften, die als „typisch deutsch“ gelten. Bitte drücken Sie Ihre Zustimmung/ Ablehnung zu diesen Beschreibungen mit der Positionierung des Schiebereglers aus.

Im Allgemeinen sind Deutsche

| | stimme überhaupt nicht zu | stimme voll und ganz zu |
|---|---|---|
| pflichtbewusst | | |
| verlässlich | | |

unspontan

humorlos

kurz angebunden

gesellig

**Gefühlsthermometer**

Stellen Sie sich vor, man könnte Gefühle, die man gegenüber anderen empfindet als Temperatur auf einem Thermometer von 0° bis 100° ausdrücken. Eine Temperatur von 0° steht für sehr kalte und negative Gefühle während eine Temperatur von 100° sehr warme und positive Gefühle ausdrückt.

| | |
|---|---|
| Welche Temperatur haben Ihre Gefühle gegenüber Briten? | ° |
| Welche Temperatur haben Ihre Gefühle gegenüber Deutschen? | ° |
| Welche Temperatur haben Ihre Gefühle gegenüber Bulgaren? | ° |

---

**Seite 09**
**NFC**

Bitte geben Sie an, wie sehr folgendes auf Sie zutrifft.

| | Stimmt voll und ganz | Stimmt | Stimmt eher | Stimmt eher nicht | Stimmt nicht | Stimmt überhaupt nicht |
|---|---|---|---|---|---|---|
| Ich mag mehrdeutige Fragen nicht. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich mag unberechenbare Situationen nicht. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich werde schnell ungeduldig, wenn ich nicht sofort die Lösung für ein Problem sehen kann. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich bevorzuge einen klar strukturierten Alltag. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich begebe mich ungern in unberechenbare Situationen. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich mag es nicht, wenn Aussagen mehrdeutig sind. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich hasse es, meine Pläne in letzter Minute umwerfen zu müssen. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich fühle mich unwohl, wenn unklar ist, warum mir etwas widerfahren ist. | ○ | ○ | ○ | ○ | ○ | ○ |
| Mir liegen ein gut strukturierter Alltag und geregelte Arbeitszeiten am besten. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich hole gewöhnlich viele verschiedene Meinungen ein bevor ich mir eine feste Meinung bilde. | ○ | ○ | ○ | ○ | ○ | ○ |

| | | | | | | |
|---|---|---|---|---|---|---|
| Wenn ich mich mit einem Problem konfrontiert sehe, möchte ich dringend eine Lösung finden. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich umgebe mich ungern mit Menschen, von denen ich weiß, dass sie sich öfters unerwartet verhalten. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich finde es irritierend, wenn eine einzige Person die Meinung der Gruppe in Frage stellt. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich fühle mich erleichtert, wenn ich eine Entscheidung getroffen habe. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich kann das Leben mehr genießen, wenn ich mir Alltagsroutinen schaffe. | ○ | ○ | ○ | ○ | ○ | ○ |

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## Seite 10

**SEinter**

Bitte schätzen Sie auf einer Skala von 0 bis 100, wie gut Sie Folgendes können. Zur Orientierung:

**0** = Kann ich **überhaupt nicht**

**30** = Fällt mir **sehr schwer**

**50** = Kann ich **einigermaßen**

**70** = Kann ich **ganz gut**

**100** = Kann ich **sehr gut**

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Mit deutschen Studierenden, die ich nicht kenne, schnell ins Gespräch kommen. | | | | | | | | | | | |
| Mit internationalen Studierenden, die ich nicht kenne, schnell ins Gespräch kommen. | | | | | | | | | | | |
| Mit britischen Studierenden, die ich nicht kenne, schnell ins Gespräch kommen. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Small talk, z.B. beim Friseur oder mit den Angestellten z.B. in einem Café betreiben. | | | | | | | | | | | |
| Längere Unterhaltungen mit internationalen Studierenden führen, die ich gerade erst kennengelernt habe. | | | | | | | | | | | |
| Längere Unterhaltungen mit älteren Menschen (Senioren) führen, die ich gerade erst kennengelernt habe. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Auf Menschen zugehen, die zunächst nicht an mir interessiert zu sein scheinen. | | | | | | | | | | | |
| Freundschaften zu deutschen Studierenden aufbauen. | | | | | | | | | | | |
| Freundschaften zu Deutschen aufbauen, die nicht studieren. | | | | | | | | | | | |

Freundschaften zu internationalen Studierenden aufbauen.

Freundschaften zu britischen Studierenden aufbauen.

In einer multikulturellen Arbeitsgruppe erfolgreiche Projektarbeit für ein Seminar machen.

0 10 20 30 40 50 60 70 80 90 100

Eine E-mail an einen Universitätsprofessor schreiben, die den kulturellen Gepflogenheiten in Großbritannien entspricht.

Einen Vortrag vor internationalem Publikum halten.

Mit Situation umgehen, in denen ich nicht weiß, wie man sich erwartungsgemäß verhalten sollte.

0 10 20 30 40 50 60 70 80 90 100

Souverän mit Menschen umgehen, die sich irritierend benehmen.

Mich gut in eine internationale WG integrieren.

Einen Konflikt mit einem Mitbewohner in meiner internationalen WG lösen.

| | stimmt voll und ganz | | | | | stimmt überhaupt nicht |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Menschen aus anderen Kulturen finde ich tendenziell interessanter als Menschen aus meiner eigenen Kultur. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich scheine keinen rechten Draht zu Menschen aus anderen Kulturen zu haben. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich finde es sehr anstrengend, mich mit Menschen aus anderen Kulturen zu umgeben. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich finde es sehr spannend, fremd zu sein und neue Umgebungen zu entdecken. | ○ | ○ | ○ | ○ | ○ | ○ |
| Kulturelle Unterschiede im menschlichen Denken und Handeln zu entdecken, finde ich faszinierend. | ○ | ○ | ○ | ○ | ○ | ○ |

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## Seite 11

**Ctest**

**Lückentexte**

Auf dieser letzten Seite der Befragung finden Sie fünf kurze englische Texte. Die Texte sind lückenhaft, wobei jedoch **keine ganzen Wörter entfernt wurden, sondern jeweils nur der hintere Teil eines betroffenen Wortes.** Versuchen Sie bitte, spontan so viele Leerstellen wie möglich zu füllen. In einigen Fällen gibt es nicht nur eine korrekte Antwort, sondern mehrere. Ein C-test funktioniert nur, wenn selbst gebildete Muttersprachler und fließend multilinguale Sprecher nur Ergebnisse zwischen 80-95% erzielen. Lassen Sie sich daher bitte nicht durch Leerstellen demotivieren.

We all live with other people's expectations of us. These are a refle  of th  trying to

under us. Th are predi of wh they th we will think, d and feel. Gene , we acc the sta quo, but these expect can be ha to han when they co from our fam and can be diff to ign , especially wh they come from our par .

Founded in 1878 by Bishop Isaac Hellmuth as „The Western University of London Ontario", „Western" is one of Canada's oldest and best universities. The fi students grad in ar and medi in 1883. Tod , „Western" is a vib centre of lear with 1,164 fac members and alm 29,000 underg and graduate stud . Through i twelve Depar and Sch , and three affi Colleges, the University off more th 60 diffe degree and dip programmes to London's comm .

In Europe, modern science emerged at the same time as the nation state. At fi the scien language o choice rema Latin. It al scientists t communicate wi other soci privileged thin while prote their wo from unwa exploitation. Som , the de to protect id se to ha been stro than t desire t communicate them.

The decision to remove soft drinks from elementary and secondary school vending machines is a step in the right direction to help children make better choices when it comes to what they eat and drink. Childhood obe has bec a ser problem in th country a children cons more sugar-based fo and sp less ti getting the nece exercise. Many par have quest schools' deci to al vending machines which disp sweets and so drinks. Many schools, th , have co to re on the mo these machines generate through agreements with the companies which make soft drinks and junk food.

In the last federal election, 61 % of eligible voters cast a ballot. That's a fright lack of inte by the elect , but is noth compared to the turn in provi and munic elections, which sh even lo turnouts. It's diff to bel there's so lit interest in elections. In Canada, we're fort to have pol stations wit a short wa or dr . There are volun more th willing to pro rides to someone unable to walk or who doesn't have a car.

---

**Letzte Seite**

# Vielen Dank

Ihr Fragebogen wurde erfolgreich übermittelt. Sollten Sie weitere Fragen und Anregungen haben oder

sollte sich Ihre E-Mail-Adresse während des Studienzeitraumes ändern, senden Sie bitte eine E-Mail an gianna.hessel@education.ox.ac.uk.

Die Einladung zur nächsten Befragung erhalten Sie Anfang Dezember.

Herzlichen Dank für Ihre Teilnahme.

---

E-Mail, Department of Education, Oxford University - 2012

## Seite 01

**01consent**




You have been invited into a research study that investigates intercultural and foreign language learning among university students studying abroad and at home. The study is conducted by Ms Gianna Hessel (doctoral researcher) at the Department of Education, University of Oxford, England.

This is the first of three surveys. By clicking the “Next“-button you agree to participate in the study and confirm the following:

1. I have received the participant information sheet and I understand what participation in this study involves

2. I know how to contact the researcher with any further questions regarding the study or regarding my participation.

3. I understand that all data collected for this study is handled according to the regulations set out in the Data Protection Act passed by the Parliament of the United Kingdom.

4. I understand that I can opt out of the study by informing the researcher that I wish to do so and that this is without any negative consequences.

Thank you for supporting our study with your participation.

## Seite 02

**02background data**




This questionnaire is not a knowledge test and there are no “right” or “wrong” answers. Rather, we are interested in your personal views. The quality of the results strongly depends on the integrity and the completeness of the answers provided. All survey data remains completely anonymous.

Thank you very much for your participation.

Please enter an 8-digit identification number of your choice which you are unlikely to forget (e.g., day and month of your own date of birth and that of your mother/ parts of your phone number). This number enables the anonymous matching of your questionnaires across all three collection waves.

I am

- female
- male

I am years old.

My nationality is

not at all very much

| | | | | | |
|---|---|---|---|---|---|
| German | ○ | ○ | ○ | ○ | ○ |
| European | ○ | ○ | ○ | ○ | ○ |
| Global citizen | ○ | ○ | ○ | ○ | ○ |

**Your prior abroad experience**

Have you ever lived abroad for more than one month in a row prior to your ERASMUS exchange?

1. Yes, in _____ for ____ month(s) for the purpose of _____ (e.g. study, work, internship, travel).
2. Yes, in _____ for ____ month(s) for the purpose of _____ (e.g. study, work, internship, travel).
3. Yes, in _____ for ____ month(s) for the purpose of _____ (e.g. study, work, internship, travel).

☐ 4. No.

---

**Seite 03**
**03Studium**

**1. Your degree programme at home**

I am studying _____ (subject). The summer semester 2012 is my _____ th semester on this degree programme.

My current GPA is _____

Have you applied for a BAföG grant?

- ○ Yes, my application was successful.
- ○ Yes, my application was not successful.
- ○ No, but I'm planning to make an application.
- ○ No, I'm not going to apply.

How many of your courses during the academic year 2012-2013 will be taught in English?
How many of your courses during the academic year 2012-2013 will be taught in English?

| none of my courses | 25% of my courses | 50% of my courses | 75% of my courses | all of my courses | I don't know yet. |
|---|---|---|---|---|---|
| ○ | ○ | ○ | ○ | ○ | ○ |

Are you planning to take an English language course during the academic year 2012-2013?

- Yes, I am going to register for the following: _____ (please specify length, hrs/week and language focus).
- Yes, I am interested in taking an English language course.
- No, I'll be fine without a language course.

Are you planning to take a course on intercultural communication or cultural studies during the academic year 2012-2013?

- Yes, I am going to register for the following: _____ (please specify length, hrs/week and language focus).
- Yes, I am interested in taking an English language course.
- No, I'll be fine without a language course.

---

**Seite 04**
**L2 competence**

**Your native and foreign languages**

**1. Native language(s)**

- My native language is _____
- I am an early multi-lingual. My native languages are _____

**2. English language learning biography**

I started to learn English at age ____ .

I had ____ years of English language instruction at school.

I had ____ terms of English language instruction at university.

**3. English language skills**

| Please rate your English language skills in the following contexts: | very limited 1 | 2 | 3 | 4 | 5 | 6 | excellent 7 |
|---|---|---|---|---|---|---|---|
| Reading academic texts | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Academic writing | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Listening in academic contexts | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Speaking in academic contexts | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Reading for pleasure | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Informal writing | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Listening in informal conversations | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Speaking in informal conversations | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Have you taken an English language examination before (e.g., IELTS, TOEFL, CAE)?

Yes, I have. Most recently the following exam with the following result:

**5. Can you speak any other foreign languages? If so, to what level?**

Levels specs: elementary = A1, basic = A2, Abitur Grundkurs = B1, rather fluent = B2, advanced = C1

| | | | | | | |
|---|---|---|---|---|---|---|
| Chinese | ○ | ○ | ○ | ○ | ○ | ○ |
| French | ○ | ○ | ○ | ○ | ○ | ○ |
| Italian | ○ | ○ | ○ | ○ | ○ | ○ |
| Japanese | ○ | ○ | ○ | ○ | ○ | ○ |
| Dutch | ○ | ○ | ○ | ○ | ○ | ○ |
| Russian | ○ | ○ | ○ | ○ | ○ | ○ |
| Spanish | ○ | ○ | ○ | ○ | ○ | ○ |

**5. Can you speak any other foreign languages? If so, to what level?**

☐ other: Level?

---

## Seite 05

**L2 efficacy**

Please rate on a scale from 0 to 100 how well you can do the following in English. For your orientation:

**0** = cannot do at all

**30** = have great difficulty to do well

**50** = can do somewhat

**70** = can do quite well

**100** = can do very well

| | 0 10 20 30 40 50 60 70 80 90 100 |
|---|---|
| Understand what is said if the person speaks clearly and the topic is familiar. | |
| Follow long conversations on familiar topics that are delivered at fast speed. | |
| Follow long conversations on unfamiliar topics that are delivered at fast native speed. | |

| | 0 10 20 30 40 50 60 70 80 90 100 |
|---|---|
| Follow movies, TV and radio shows without effort. | |
| Express myself clearly in everyday conversations. | |
| Talk about current events or my area of study without having to search for words. | |

| | 0 10 20 30 40 50 60 70 80 90 100 |
|---|---|
| Talk fluently about less familiar topics to other non-native speakers. | |
| Talk fluently about less familiar topics to native speakers. | |

Express my thoughts fluently in seminar/ tutorial discussions if I have some time to pre-formulate what I would like to say.

0 10 20 30 40 50 60 70 80 90 100

Express my thoughts fluently in seminar/ tutorial discussions in spontaneous contributions.

Express my thoughts fluently when talking to my lecturer/ supervisor.

Reformulate my ideas when I have trouble finding words in such a way that does not disrupt the flow of the conversation.

0 10 20 30 40 50 60 70 80 90 100

Express subtle nuances of meaning to a degree I am content with.

Use idioms and colloquialisms in a way that fits the situation.

Express my sense of humour as usual.

0 10 20 30 40 50 60 70 80 90 100

Convey my personality to others to a degree that I am happy with.

Fully express my personality.

When conversing with other non-native speakers in English how do you generally feel?

| | |
|---|---|
| not at all uneasy | very uneasy |
| not at all at relaxed | very relaxed |

When conversing with English native speakers in English, how do you generally feel?

| | |
|---|---|
| not at all relaxed | completely relaxed |
| not at all uneasy | very uneasy |

---

**Seite 06**
**L2mot**

**Possible futures**

We all think about what kind of person we might become. In the following, you will find a number of possible futures. After each item, you will find several scales with two marked ends. Please indicate how you relate to each of these futures by placing the sliders in the appropriate position.

I will be someone who can converse effortlessly in English.

| | |
|---|---|
| I never imagine this | I imagine this very often |
| I desire this very much | I do not desire this at all |
| I do not work at this at all | I work very hard at this |
| This is very likely | This is very unlikely |
| This is not true of me at all | This is already true of me now |

I will be someone who can use English competently in professional contexts.

| | |
|---|---|
| I never imagine this | I imagine this very often |
| I desire this very much | I do not desire this at all |
| I do not work at all at this | I work very hard at this |
| This is very likely | This is very unlikely |
| This is not true of me at all | This is already true of me now |

I will be someone who can live in an English-speaking country and fully integrate into society.

| | |
|---|---|
| I never imagine this | I imagine this very often |
| I desire this very much | I do not desire this at all |
| I do not work at all at this | I work very hard at this |
| This is very likely | This is very unlikely |
| This is not true of me at all | This is already true of me now |

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**Seite 07**
**stereotypes**

Scientists have argued that people from the same country are more likely to share certain character traits than people who come from different countries. In the vernacular, we also speak of different “mentalities”.
What are your impressions regarding character traits that British people might share?

Please name as many as come to your mind:

What are your impressions regarding character traits that German people might share?

Please name as many as come to your mind:

---

**Seite 08**

**stereotypes sliders**

In the following you will find characteristics that are thought to be typical of the British. Please indicate your (dis)agreement, using the sliders.

In general, British people are

| | Do not at all agree | Completely agree |
|---|---|---|
| stuck-up | | |
| reserved | | |
| fair | | |
| polite | | |
| sociable | | |
| disorganized | | |

In the following you will find characteristics that are thought to be typical of Germans. Please indicate your (dis)agreement, using the sliders.

In general, German people are

| | Do not at all agree | Completely agree |
|---|---|---|
| reliable | | |
| sociable | | |
| unfriendly | | |
| conscientious | | |

humourless

rigid

**Feeling thermometer**

Imagine feelings could be expressed in terms of temperature on a thermometer with a scale from 0° to 100° (0° stands for very cold and negative feelings and 100° for very warm and positive feelings).

What temperature do your feelings towards British people have? ° 

What temperature do your feelings towards German people have? ° 

What temperature do your feelings towards Bulgarians have? ° 

---

**Seite 09**
**NFC**

**Decision making**

Please indicate how much you agree with each of the following statements.

| | strongly disagree | moderately disagree | slightly disagree | slightly agree | moderately agree | strongly agree |
|---|---|---|---|---|---|---|
| I don't like to be with people who are capable of unexpected actions. | ○ | ○ | ○ | ○ | ○ | ○ |
| When I am confronted with a problem, I'm dying to reach a solution very quickly. | ○ | ○ | ○ | ○ | ○ | ○ |
| I dislike questions which could be answered in many different ways. | ○ | ○ | ○ | ○ | ○ | ○ |
| I enjoy having a clear and structured mode of life. | ○ | ○ | ○ | ○ | ○ | ○ |
| I feel irritated when one person disagrees with what everyone else in a group believes | ○ | ○ | ○ | ○ | ○ | ○ |
| I find that a well ordered life with regular hours suits my temperament. | ○ | ○ | ○ | ○ | ○ | ○ |
| I don't like to go into a situation without knowing what I can expect from it. | ○ | ○ | ○ | ○ | ○ | ○ |
| I dislike it when a person's statement could mean many different things. | ○ | ○ | ○ | ○ | ○ | ○ |
| I do not usually consult many different opinions before forming my own view. | ○ | ○ | ○ | ○ | ○ | ○ |
| When I have made a decision, I feel relieved. | ○ | ○ | ○ | ○ | ○ | ○ |
| I would quickly become impatient and irritated if I would not find a solution to a problem immediately. | ○ | ○ | ○ | ○ | ○ | ○ |
| I don't like situations that are uncertain. | ○ | ○ | ○ | ○ | ○ | ○ |
| I dislike unpredictable situations. | ○ | ○ | ○ | ○ | ○ | ○ |

| | | | | | | |
|---|---|---|---|---|---|---|
| I find that establishing a consistent routine enables me to enjoy life more. | ○ | ○ | ○ | ○ | ○ | ○ |
| I feel uncomfortable when I don't understand the reason why an event occurred in my life. | ○ | ○ | ○ | ○ | ○ | ○ |

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**Seite 10**
**SEinter**

**Interacting with others**

Please rate on a scale from 0 to 100 how well you can do the following. For your orientation:

**0** = cannot do at all

**30** = have great difficulty to do well

**50** = can do somewhat

**70** = can do quite well

**100** = can do very well

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Get talking to German students whom I don't know. | | | | | | | | | | | |
| Get talking to international students whom I don't know. | | | | | | | | | | | |
| Get talking to British students whom I don't know. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Engage in small talk, e.g., at the hair dresser's or with staff in a café. | | | | | | | | | | | |
| Have extended conversations with other international students I have just met. | | | | | | | | | | | |
| Have extended conversations with senior citizens I have just met. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Approach other people who do not seem to take interest in me at first. | | | | | | | | | | | |
| Build friendships with other German students. | | | | | | | | | | | |
| Build friendships with Germans who are not university students. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Build friendships with other international students. | | | | | | | | | | | |
| Build friendships with British students. | | | | | | | | | | | |
| Successfully complete a project as part of a multi-cultural work group, e.g., for a seminar. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Write an email to a university professor that follows the cultural conventions in the UK. | | | | | | | | | | | |

Present in front of an international audience.

Handle situations in which I don't know how one is supposed to behave.

0 10 20 30 40 50 60 70 80 90 100

Deal with people who behave in an irritating way.

Integrate well into an international flat share.

Resolve a conflict with a flatmate in an international flatshare.

Please indicate your (dis)agreement with the following statements:

| | Do not agree at all 1 | 2 | 3 | 4 | 5 | Completely agree 6 |
|---|---|---|---|---|---|---|
| Generally I find people from other cultures more interesting than people from my own culture. | ○ | ○ | ○ | ○ | ○ | ○ |
| I find engaging with people who have a different cultural background very tedious. | ○ | ○ | ○ | ○ | ○ | ○ |
| I can't seem to relate to people from other cultures. | ○ | ○ | ○ | ○ | ○ | ○ |
| | ○ | ○ | ○ | ○ | ○ | ○ |
| I find discovering cultural differences in thought and behaviour really fascinating. | ○ | ○ | ○ | ○ | ○ | ○ |

---

**Seite 11**
**Ctest**

**Fill in the gap**

On this last screen you will find five short texts that contain gaps where parts of words have been deleted (no whole words are missing, though). Please try to fill in as many gaps as possible, using a spontaneous and intuitive approach. In several cases there is not a single correct solution but multiple different solutions are conceivable. A C-test is designed in a way that even well-educated native speakers and highly proficient multilingual speakers score between 80-95%. So please do not worry if some gaps remain unfilled.

We all live with other people's expectations of us. These are a refle th
under Th predi wh th
think, d Gene acc sta
expect ha han co fam
and can be diff ign wh par

Founded in 1878 by Bishop Isaac Hellmuth as "The Western
"Western" is one of Canada's oldest and best universities. The fi grad
ar medi Tod "Western" is a vib
lear with 1,164 fac alm underg

graduate stud Through i Depar Sch
affi off th diffe
dip comm

In Europe, modern science emerged at the same time as the nation state. At fi
scien language o choice rema Latin. It al
t communicate wi other soci privileged thin
prote their wo from unwa exploitation. Som
de to protect id se to ha been stro
t desire t communicate them.

The decision to remove soft drinks from elementary and secondary school vending machines is a step in the right direction to help children make better choices when it comes to what they eat and drink.
Childhood obe bec ser th
a children cons fo and sp
ti nece Many par quest
deci al which disp so
Many schools, th co re mo
generate through agreements with the companies which make soft drinks and junk food.

In the last federal election, 61 % of eligible voters cast a ballot. That's a fright
inte elect noth the turn
provi munic sh lo
It's diff bel lit
fort pol wit a short wa dr
There are volun th pro
walk or who doesn't have a car.

---

**Letzte Seite**

# Many thanks for your participation.

Should you at any point have any questions, comments or suggestions regarding the research and/ or your participation, please write to gianna.hessel@education.ox.ac.uk.

You will receive the invitation for the second survey in early December.

We would like to thank you sincerely for supporting this study.

---

E-Mail, Department of Education, Oxford University - 2012

**Seite 01**
**01consent**

Willkommen zur zweiten/ dritten Befragung unserer Studie zum interkulturellen und fremdsprachlichen Lernen im In- und Ausland, die wir am Department of Education der University of Oxford, England, durchführen.

Bitte nehmen Sie sich Zeit, den Bogen in Ruhe auszufüllen, da die Qualität der Studienergebnisse sehr stark von der Sorgfalt und Vollständigkeit abhängt, mit der die Fragebögen bearbeitet wurden. Sie können eine begonnene Befragung auch gerne zu einem späteren Zeitpunkt abschließen. Die eingegebenen Daten bleiben komplett anonym und werden nicht zusammen mit Ihrer E-Mail-Adresse gespeichert.

Am Ende des Fragebogens können Sie Ihr Interesse an den Ergebnissen der Studie bekunden. Allen interessierten Studienteilnehmern senden wir den Studienbericht nach Abschluss des Projektes gerne per E-Mail zu.

Vielen Dank für Ihre Teilnahme.

**Seite 02**
**prog**

Welche Schulnoten würden Sie der Unterstützung durch Ihre Heimat- und Gastuniversität geben?

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Heimatuniversität | ○ | ○ | ○ | ○ | ○ | ○ |
| Gastuniversität (administrativ) | ○ | ○ | ○ | ○ | ○ | ○ |
| Gastuniversität (akademisch) | ○ | ○ | ○ | ○ | ○ | ○ |

Optionaler Kommentar zu Ihrer Bewertung:

Wie viele Wochenstunden hatten Sie während Ihres Auslandsstudiums im Durchschnitt? Wochenstunden.

Wie viele Ihrer Kurse im Ausland wurden größtenteils von ERASMUS-Studierenden besucht?

| keiner meiner Kurse | 25% meiner Kurse | 50% meiner Kurse | 75% meiner Kurse | alle meine Kurse |
|---|---|---|---|---|
| ○ | ○ | ○ | ○ | ○ |

Haben Sie an Ihrer Gastuniversität einen Kurs im Bereich "(inter)cultural studies“ belegt?

- ○ Ja, und zwar (Dauer, Std./Woche und inhaltlicher Schwerpunkt).
- ○ Nein.

Haben Sie an Ihrer Gastuniversität einen englischen Sprachkurs belegt?

- Ja, und zwar: _____ (Dauer, Std./Woche und inhaltlicher Schwerpunkt).
- Nein.

| | kein Interesse/ kein Angebot | gelegentlich | einmal pro Woche | mehrmals pro Woche |
|---|---|---|---|---|
| Waren Sie während Ihres Auslandsstudiums in clubs und societies involviert? | | | | |

| | nein | gelegentlich | einmal pro Woche | mehrmals pro Woche |
|---|---|---|---|---|
| Haben Sie während Ihres Auslandsstudiums gejobbt? | | | | |

| | nein | gelegentlich | einmal pro Woche | mehrmals pro Woche |
|---|---|---|---|---|
| Waren Sie während Ihres Auslandsstudiums vor Ort ehrenamtlich aktiv? | | | | |

---

## Seite 03

**L2 competence**

| Bitte schätzen Sie Ihre Sprachfertigkeiten im Englischen in folgenden Kontexten ein: | sehr begrenzt 1 | 2 | 3 | 4 | 5 | 6 | hervorragend 7 |
|---|---|---|---|---|---|---|---|
| Lesen akademischer Texte | | | | | | | |
| akademisches Schreiben | | | | | | | |
| Hörverstehen im Universitätskontext | | | | | | | |
| Sprechen im Universitätskontext | | | | | | | |
| Lesen von Freizeitlektüre | | | | | | | |
| informelles Schreiben | | | | | | | |
| Hörverstehen in informellen Gesprächen | | | | | | | |
| Sprechen in informellen Gesprächen | | | | | | | |

Wie fühlen Sie sich, wenn Sie mit anderen **Nicht-Muttersprachlern** Englisch sprechen, z.B. mit internationalen Studierenden?

| | |
|---|---|
| völlig entspannt | überhaupt nicht entspannt |
| sehr unsicher | überhaupt nicht unsicher |

Stellen Sie sich vor, Sie unterhalten sich in einer Gruppe von englischen **Muttersprachlern**. Wie fühlen Sie sich während Sie Ihr Englisch gebrauchen?

| | |
|---|---|
| überhaupt nicht unsicher | sehr unsicher |
| völlig entspannt | überhaupt nicht entspannt |

---

**Seite 04**
**CO**

Wie setzt sich Ihr Bekanntenkreis am Studienort aus den folgenden Gruppen zusammen?
(Bekannte aus allen drei Gruppen **zusammen** bitte max. 100% Ihres Bekanntenkreises)

| | 0% | 100% |
|---|---|---|
| internationale Freunde/ Bekannte (englische Muttersprachler ausgenommen) | | |
| deutsche Freunde/ Bekannte | | |
| britische Freunde/ Bekannte | | |

Wieviel Ihrer Freizeit, die Sie täglich für Freunde und Bekannte aufwenden, verbringen Sie mit wem? Bitte schließen Sie sowohl persönlichen Kontakt/Treffen als auch Kontakt über Telefon/ E-Mail/ Facebook, sowie Kontakte zu Ihrem Freundeskreis Zuhause mit ein.
(Kontakte mit allen drei Gruppen **zusammen** bitte nicht mehr als 100% Ihrer Zeit)

| | 0% | 100% |
|---|---|---|
| deutsche Freunde/ Bekannte | | |
| britische Freunde/ Bekannte | | |
| andere internationale Freunde/ Bekannte (englische Muttersprachler ausgenommen) | | |

Bitte denken Sie an Ihre drei engsten Bekanntschaften während des ERASMUS-Aufenthaltes.

„Person A“ kommt aus _____ (Heimatland?). Wir sprechen _____ (Sprache?) miteinander.
„Person B“ kommt aus _____ (Heimatland?). Wir sprechen _____ (Sprache?) miteinander.

„Person C“ kommt aus _____ (Heimatland?). Wir sprechen _____ (Sprache?) miteinander.

Meine Kontakte mit internationalen Studierenden waren insgesamt ...

| | stimmt genau | | | | | stimmt überhaupt nicht |
|---|---|---|---|---|---|---|
| auf meiner Wellenlänge | ○ | ○ | ○ | ○ | ○ | ○ |
| sehr oberflächlich | ○ | ○ | ○ | ○ | ○ | ○ |
| nützlich | ○ | ○ | ○ | ○ | ○ | ○ |
| frustrierend | ○ | ○ | ○ | ○ | ○ | ○ |
| warm und freundlich | ○ | ○ | ○ | ○ | ○ | ○ |

Meine Bekanntschaften mit deutschen Studierenden in Großbritannien waren insgesamt ...

| | stimmt genau | | | | | stimmt überhaupt nicht |
|---|---|---|---|---|---|---|
| auf meine Wellenlänge | ○ | ○ | ○ | ○ | ○ | ○ |
| nützlich | ○ | ○ | ○ | ○ | ○ | ○ |
| frustrierend | ○ | ○ | ○ | ○ | ○ | ○ |
| sehr oberflächlich | ○ | ○ | ○ | ○ | ○ | ○ |
| warm und freundlich | ○ | ○ | ○ | ○ | ○ | ○ |

Meine Bekanntschaften mit britischen Studierenden waren insgesamt ...

| | stimmt genau | | | | | stimmt überhaupt nicht |
|---|---|---|---|---|---|---|
| warm und freundlich | ○ | ○ | ○ | ○ | ○ | ○ |
| sehr oberflächlich | ○ | ○ | ○ | ○ | ○ | ○ |
| auf meiner Wellenlänge | ○ | ○ | ○ | ○ | ○ | ○ |
| frustrierend | ○ | ○ | ○ | ○ | ○ | ○ |
| nützlich | ○ | ○ | ○ | ○ | ○ | ○ |

Wie zufrieden sind Sie mit Ihren Kontakten zu ...

| | sehr zufrieden | | | | | überhaupt nicht zufrieden |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| ... internationalen Studierenden | ○ | ○ | ○ | ○ | ○ | ○ |
| ... deutschen Studierenden | ○ | ○ | ○ | ○ | ○ | ○ |
| ... britischen Studierenden | ○ | ○ | ○ | ○ | ○ | ○ |

Falls Sie nicht ganz zufrieden sind, was sind die Gründe?

| | Nein, danke. | | | | | Sehr gerne. |
|---|---|---|---|---|---|---|
| Würden Sie gerne mehr Briten kennenlernen? | ○ | ○ | ○ | ○ | ○ | ○ |

Zu welchen Anteilen sprechen Sie Deutsch und Englisch in Ihrem Bekanntenkreis am Studienort? (Zur Erklärung: Bewegen Sie den Regler ganz nach links, so zeigen Sie an, dass Sie zu 100% Deutsch in Ihrem Bekanntenkreis vor Ort sprechen. Je weiter Sie den Regler nach rechts schieben, desto höher wird der Anteil des Englischen. Die Mittelposition bedeutet 50% Deutsch und 50% Englisch.)

Deutsch Englisch

Wenn Sie in Ihrem Bekanntenkreis Englisch sprechen, zu welchen Anteilen sprechen Sie mit Muttersprachlern und Nicht-Muttersprachlern?

Englisch mit Nicht-Muttersprachlern Englisch mit Muttersprachlern

---

**Seite 05**
**L2 efficacy**

Bitte schätzen Sie auf einer Skala von 0 bis 100, wie gut Sie Folgendes **in englischer Sprache** tun können. Zur Orientierung:

**0** = Kann ich **überhaupt nicht**

**30** = Fällt mir **sehr schwer**

**50** = Kann ich **einigermaßen**

**70** = Kann ich **ganz gut**

**100** = Kann ich **sehr gut**

| | 0 10 20 30 40 50 60 70 80 90 100 |
|---|---|
| Verstehen, was gemeint ist, wenn deutlich gesprochen wird und ich mit dem Thema vertraut bin. | |
| Langen Gesprächen zu mir vertrauten Themen folgen, wenn schnell gesprochen wird. | |
| Langen Gesprächen zu mir unbekannten Themen folgen, wenn schnell gesprochen wird. | |

| | 0 10 20 30 40 50 60 70 80 90 100 |
|---|---|
| Spielfilmen, Fernsehsendungen und Radiosendungen mühelos folgen. | |
| Mich in alltäglichen Unterhaltungen verständlich ausdrücken. | |
| Mich über das aktuelle Zeitgeschehen oder mein Studiengebiet unterhalten, ohne nach Vokabular suchen zu müssen. | |

| | 0 10 20 30 40 50 60 70 80 90 100 |
|---|---|
| Mich flüssig mit Muttersprachlern über mir weniger vertraute Themen unterhalten. | |
| Mich mühelos mit **Muttersprachlern** über mir weniger vertraute Themen unterhalten. | |
| Meine Gedanken in Seminaren/ Tutorien flüssig ausdrücken, wenn ich etwas Zeit zur gedanklichen Formulierung habe. | |

| | 0 10 20 30 40 50 60 70 80 90 100 |
|---|---|

Meine Gedanken in Seminaren/ Tutorien in spontanen Beiträgen flüssig ausdrücken.

Meine Gedanken gegenüber meinem Dozenten/ Betreuer flüssig ausdrücken.

Wenn mir Wörter nicht einfallen, so umformulieren, dass man es im Gespräch kaum merkt.

0 10 20 30 40 50 60 70 80 90 100

Auch feinere Bedeutungsnuancen zu meiner Zufriedenheit ausdrücken.

Redewendungen und Umgangssprache so verwenden, dass es zur Gesprächssituation passt.

So humorvoll wie sonst auch sein.

0 10 20 30 40 50 60 70 80 90 100

Anderen gegenüber meine Persönlichkeit zu meiner Zufriedenheit ausdrücken.

Meine Persönlichkeit uneingeschränkt ausdrücken.

---

**Seite 06**
**L2mot**

**Hat Ihr Auslandsaufenthalt Ihre Motivation, Ihr Englisch weiter zu verbessern, in irgendeiner Form beeinflusst?**

- Nein.
- Ja, negativ, da
- Ja, positiv, da

**Zukunftsentwürfe**

Jeder Mensch stellt sich vor, wie er sich entwickeln oder was er erreichen möchte. Bitte nutzen Sie die Schieberegler, um anzuzeigen, inwiefern Sie sich mit den folgenden Zukunftsentwürfen identifizieren.

Dass ich jemand sein werde, der sich völlig mühelos auf Englisch unterhalten kann ...

| | |
|---|---|
| stelle ich mir nie vor | stelle ich mir sehr oft vor |
| wünsche ich mir sehr | wünsche ich mir überhaupt nicht |
| arbeite überhaupt nicht darauf hin | arbeite sehr hart darauf hin |
| werde ich ganz bestimmt schaffen | werde ich wahrscheinlich nie schaffen |
| bin sehr weit davon entfernt | bin ich bereits voll und ganz |

Dass ich jemand sein werde, der Englisch völlig kompetent im Berufsleben verwenden kann ...

| | |
|---|---|
| stelle ich mir nie vor | stelle ich mir sehr oft vor |
| wünsche ich mir sehr | wünsche ich mir überhaupt nicht |
| arbeite überhaupt nicht darauf hin | arbeite sehr hart darauf hin |
| werde ich ganz bestimmt schaffen | werde ich wahrscheinlich nie schaffen |
| bin sehr weit davon entfernt | bin ich bereits voll und ganz |

Dass ich jemand sein werde, der im englischsprachigen Ausland leben und sich vollkommen integrieren kann ...

| | |
|---|---|
| stelle ich mir nie vor | stelle ich mir sehr oft vor |
| wünsche ich mir sehr | wünsche ich mir überhaupt nicht |
| arbeite überhaupt nicht darauf hin | arbeite sehr hart darauf hin |
| werde ich ganz bestimmt schaffen | werde ich wahrscheinlich nie schaffen |
| bin sehr weit davon entfernt | bin ich bereits voll und ganz |

---

## Seite 07

**NFC**

Bitte geben Sie an, wie sehr folgendes auf Sie zutrifft.

| | Stimmt voll und ganz | Stimmt | Stimmt eher | Stimmt eher nicht | Stimmt nicht | Stimmt überhaupt nicht |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Ich werde schnell ungeduldig, wenn ich nicht sofort die Lösung für ein Problem sehen kann. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich mag mehrdeutige Fragen nicht. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich hole gewöhnlich viele verschiedene Meinungen ein bevor ich mir eine feste Meinung bilde. | ○ | ○ | ○ | ○ | ○ | ○ |
| Wenn ich mich mit einem Problem konfrontiert sehe, möchte ich dringend eine Lösung finden. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich mag es nicht, wenn Aussagen mehrdeutig sind. | ○ | ○ | ○ | ○ | ○ | ○ |

| | | | | | | |
|---|---|---|---|---|---|---|
| Mir liegen ein gut strukturierter Alltag und geregelte Arbeitszeiten am besten. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich fühle mich erleichtert, wenn ich eine Entscheidung getroffen habe. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich bevorzuge einen klar strukturierten Alltag. | ○ | ○ | ○ | ○ | ○ | ○ |

| | Stimmt voll und ganz | Stimmt | Stimmt eher | Stimmt eher nicht | Stimmt nicht | Stimmt überhaupt nicht |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Ich mag unberechenbare Situationen nicht. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich umgebe mich ungern mit Menschen, von denen ich weiß, dass sie sich öfters unerwartet verhalten. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich begebe mich ungern in unberechenbare Situationen. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich finde es irritierend, wenn eine einzige Person die Meinung der Gruppe in Frage stellt. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich fühle mich unwohl, wenn unklar ist, warum mir etwas widerfahren ist. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich hasse es, meine Pläne in letzter Minute umwerfen zu müssen. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich kann das Leben mehr genießen, wenn ich mir Alltagsroutinen schaffe. | ○ | ○ | ○ | ○ | ○ | ○ |

---

## Seite 08

**SEinter**

Bitte schätzen Sie auf einer Skala von 0 bis 100, wie gut Sie Folgendes können. Zur Orientierung:

**0** = Kann ich **überhaupt nicht**

**30** = Fällt mir **sehr schwer**

**50** = Kann ich **einigermaßen**

**70** = Kann ich **ganz gut**

**100** = Kann ich **sehr gut**

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Mit deutschen Studierenden, die ich nicht kenne, schnell ins Gespräch kommen. | | | | | | | | | | | |
| Mit internationalen Studierenden, die ich nicht kenne, schnell ins Gespräch kommen. | | | | | | | | | | | |
| Mit britischen Studierenden, die ich nicht kenne, schnell ins Gespräch kommen. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Small talk, z.B. beim Friseur oder mit den Angestellten z.B. in einem Café betreiben. | | | | | | | | | | | |
| Längere Unterhaltungen mit internationalen Studierenden führen, die ich gerade erst kennengelernt habe. | | | | | | | | | | | |

Längere Unterhaltungen mit älteren Menschen (Senioren) führen, die ich gerade erst kennengelernt habe.

0 10 20 30 40 50 60 70 80 90 100

Auf Menschen zugehen, die zunächst nicht an mir interessiert zu sein scheinen.

Freundschaften zu deutschen Studierenden aufbauen.

Freundschaften zu Deutschen aufbauen, die nicht studieren.

0 10 20 30 40 50 60 70 80 90 100

Freundschaften zu internationalen Studierenden aufbauen.

Freundschaften zu britischen Studierenden aufbauen.

In einer multikulturellen Arbeitsgruppe erfolgreiche Projektarbeit für ein Seminar machen.

0 10 20 30 40 50 60 70 80 90 100

Eine E-mail an einen Universitätsprofessor schreiben, die den kulturellen Gepflogenheiten in Großbritannien entspricht.

Einen Vortrag vor internationalem Publikum halten.

Mit Situation umgehen, in denen ich nicht weiß, wie man sich erwartungsgemäß verhalten sollte.

0 10 20 30 40 50 60 70 80 90 100

Souverän mit Menschen umgehen, die sich irritierend benehmen.

Mich gut in eine internationale WG integrieren.

Einen Konflikt mit einem Mitbewohner in einer internationalen WG lösen.

| | stimmt voll und ganz | | | | | stimmt überhaupt nicht |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Menschen aus anderen Kulturen finde ich tendenziell interessanter als Menschen aus meiner eigenen Kultur. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich finde es sehr spannend, fremd zu sein und neue Umgebungen zu entdecken. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich finde es sehr anstrengend, mich mit Menschen aus anderen Kulturen zu umgeben. | ○ | ○ | ○ | ○ | ○ | ○ |
| Kulturelle Unterschiede im menschlichen Denken und Handeln zu entdecken, finde ich faszinierend. | ○ | ○ | ○ | ○ | ○ | ○ |
| Kulturelle Unterschiede sind nebensächlich angesichts der Tatsache, dass wir alle Menschen sind und die gleichen Grundbedürfnisse haben. | ○ | ○ | ○ | ○ | ○ | ○ |

## Seite 09
**IC open**

Wo sind Ihnen während Ihres Aufenthaltes kulturelle Unterschiede begegnet?

Hat Ihr Auslandsaufenthalt Ihre Perspektive auf Ihren eigenen kulturellen Hintergrund verändert?

| Ich fühle mich als... | überhaupt nicht | | | | sehr |
|---|---|---|---|---|---|
| Deutsche(r) | ○ | ○ | ○ | ○ | ○ |
| Europäer(in) | ○ | ○ | ○ | ○ | ○ |
| Weltbürger(in) | ○ | ○ | ○ | ○ | ○ |

Können Sie sich **jetzt eher als vor** Ihrem Auslandsstudium vorstellen, längerfristig in einem anderen EU-Mitgliedsstaat zu leben?

- ○ Nein.
- ○ Ja.

## Seite 10
**stereotypes sliders**

Im Folgenden finden Sie Charaktereigenschaften, die als „typisch britisch“ gelten. Bitte drücken Sie Ihre Zustimmung/ Ablehnung zu diesen Beschreibungen mit der Positionierung des Schiebereglers aus.

Im Allgemeinen sind Briten

| | stimme überhaupt nicht zu | stimme voll und ganz zu |
|---|---|---|
| unorganisiert | | |
| reserviert | | |
| höflich | | |
| hochnäsig | | |
| fair | | |
| gesellig | | |

Im Folgenden finden Sie Charaktereigenschaften, die als „typisch deutsch“ gelten. Bitte drücken Sie Ihre Zustimmung/ Ablehnung zu diesen Beschreibungen mit der Positionierung des Schiebereglers aus.

Im Allgemeinen sind Deutsche

| | stimme überhaupt nicht zu | stimme voll und ganz zu |
|---|---|---|
| humorlos | | |
| pflichtbewusst | | |
| verlässlich | | |
| unspontan | | |
| gesellig | | |
| kurz angebunden | | |

**Gefühlsthermometer**

Stellen Sie sich vor, man könnte Gefühle, die man gegenüber anderen empfindet als Temperatur auf einem Thermometer von 0° bis 100° ausdrücken. Eine Temperatur von 0° steht für sehr kalte und negative Gefühle während eine Temperatur von 100° sehr warme und positive Gefühle ausdrückt.

| | |
|---|---|
| Welche Temperatur haben Ihre Gefühle gegenüber Briten? | ° |
| Welche Temperatur haben Ihre Gefühle gegenüber Deutschen? | ° |
| Welche Temperatur haben Ihre Gefühle gegenüber Bulgaren? | ° |

Können Sie sich vorstellen, auch über längere Zeit (> 1 Jahr) in Großbritannien zu leben und zu arbeiten?



---

**Seite 11**
**EV**

Haben Sie das Gefühl, dass sich Ihre Englischkenntnisse während Ihres ERASMUS-Aufenthaltes entwickelt haben?

| | stark verschlechtert | gering | unverändert | gering | stark verbessert |
|---|---|---|---|---|---|
| Leseverstehen | | | | | |
| Schreiben/ Freizeit | | | | | |
| Schreiben/ akademisch | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Hörverstehen | ○ | ○ | ○ | ○ | ○ |
| Sprechen | ○ | ○ | ○ | ○ | ○ |
| Wortschatz | ○ | ○ | ○ | ○ | ○ |
| Grammatik | ○ | ○ | ○ | ○ | ○ |

Wie zufrieden sind Sie mit der Entwicklung Ihrer englischen Sprachkenntnisse?



Falls Sie eine Verbesserung Ihrer Sprachkenntnisse festgestellt haben, welche Aktivitäten scheinen am meisten zu dieser Verbesserung beigetragen zu haben?

01
02

**1.**

Inwiefern, falls überhaupt, hat die Interaktion mit anderen internationalen Studierenden (englische Muttersprachler ausgenommen) zu Ihrer sprachlichen Entwicklung beigetragen (einschließlich Lernmotivation, Selbstvertrauen, etc.)?

☐ Hat mir in sprachlicher Hinsicht nicht geholfen.

**2.**

Aus der Studie ist bislang u.a. ersichtlich geworden, dass zahlreiche Teilnehmer ihre Englischkenntnisse gerne gezielt durch einen Sprachkurs an der Gastuniversität verbessert hätten, die angebotenen Kurse jedoch häufig nicht angemessen waren.

**Welche Inhalte und welches Niveau hätte Ihr Wunschsprachkurs?**

**3.**

Inwieweit haben sich Ihre Erwartungen an Ihren Auslandsaufenthalt erfüllt?

Glauben Sie, dass Ihr ERASMUS-Studienaufenthalt Sie als Person verändert hat?

- ○ Nein.
- ○ Ja, in folgender Hinsicht:

Wenn Sie eines am ERASMUS-Programm verändern könnten, was wäre dies?

Würden Sie im Nachhinein noch einmal an einem ERASMUS-Austausch teilnehmen?

- Nein, da
- Ja.

Was würden Sie beim nächsten Mal anders machen, falls überhaupt?

## Seite 12

**Ctest**

**Lückentexte**

Auf dieser letzten Seite der Befragung finden Sie fünf kurze englische Texte. Die Texte sind lückenhaft, wobei jedoch **keine ganzen Wörter entfernt wurden, sondern jeweils nur der hintere Teil eines betroffenen Wortes.**

Versuchen Sie bitte, spontan so viele Leerstellen wie möglich zu füllen. In einigen Fällen gibt es nicht nur eine korrekte Antwort, sondern mehrere. Ein C-Test funktioniert nur, wenn selbst gebildete Muttersprachler und fließend bilinguale Sprecher nur Ergebnisse zwischen 80 – 95% erreichen. Lassen Sie sich daher bitte nicht durch Leerstellen demotivieren.

We all live with other people's expectations of us. These are a refle of th trying to under us. Th are predi of wh they th we will think, d and feel. Gene , we acc the sta quo, but these expect can be ha to han when they co from our fam and can be diff to ign , especially wh they come from our par .

Founded in 1878 by Bishop Isaac Hellmuth as „The Western University of London Ontario", „Western" is one of Canada's oldest and best universities. The fi students grad in ar and medi in 1883. Tod , „Western" is a vib centre of lear with 1,164 fac members and alm 29,000 underg and graduate stud . Through i twelve Depar and Sch , and three affi Colleges, the University off more th 60 diffe degree and dip programmes to London's comm .

In Europe, modern science emerged at the same time as the nation state. At fi the scien language o choice rema Latin. It al scientists t communicate wi other soci privileged thin while prote their wo from unwa exploitation. Som , the de to protect id se to ha been stro than t desire t communicate them.

The decision to remove soft drinks from elementary and secondary school vending machines is a step in the right direction to help children make better choices when it comes to what they eat and drink.

Childhood obe has bec a ser problem in th country a children cons more sugar-based fo and sp less ti getting the nece exercise. Many par have quest schools' deci to al vending machines which disp sweets and so drinks. Many schools, th , have co to re on the mo these machines generate through agreements with the companies which make soft drinks and junk food.

In the last federal election, 61 % of eligible voters cast a ballot. That's a fright lack of inte by the elect , but is noth compared to the turn in provi and munic elections, which sh even lo turnouts. It's diff to bel there's so lit interest in elections. In Canada, we're fort to have pol stations wit a short wa or dr . There are volun more th willing to pro rides to someone unable to walk or who doesn't have a car.

---

**Seite 13**
**feedback**

**4. Feedback-Option**

Gibt es noch etwas, das Sie hinzufügen oder anmerken möchten, wozu Sie beim ausfüllen des Frageboges bisher keine Gelegenheit hatten?

**Studienergebnisse**

☐ Ich möchte die Studienergebnisse per E-Mail erhalten. Ich bin damit einverstanden, dass meine E-Mail-Adresse bis dahin in einer passwortgeschützten Datenbank separat gespeichert und danach endgültig gelöscht wird. Meine Angaben in dieser Befragung bleiben weiterhin anonym, meine E-Mail-Adresse wird nicht an Dritte weitergegeben.

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**Letzte Seite**

# Vielen Dank für Ihre Teilnahme.

Ihr Fragebogen wurde erfolgreich übermittelt und sofern Sie nicht an unserer Interview-Studie teilnehmen endet Ihre Teilnahme an unserer Studie hier. Falls Sie jedoch weitere Anregungen haben, senden Sie gerne eine Nachricht an gianna.hessel@education.ox.ac.uk.

Als Geste des Dankes für Ihre Unterstützung und Treue über die letzten Monate hinweg werden Sie unmittelbar nach Abschluss der Studie (31.07.2013) einen AMAZON-Gutschein über 15 € per E-Mail erhalten.

Falls Sie Interesse an den Ergebnissen der Studie bekundet haben, so senden wir Ihnen den Studienbericht unmittelbar nach Abschluss des Projektes zu.

Wir möchten Ihnen herzlich für Ihre Mithilfe danken und wünschen Ihnen auf Ihrem weiteren Weg im In- und Ausland viel Erfolg und persönliche Erfüllung.

---

E-Mail, Department of Education, University of Oxford - 2012 - 2013

Appendix D Follow-up questionnaire (abroad groups)

**Seite 01**
**01consent**




Welcome to the second/ third survey in our study on intercultural and foreign language learning among university students studying abroad and at home. This study is conducted by Ms Gianna Hessel (doctoral researcher) at the Department of Education, University of Oxford, England.

Please take your time when completing the survey as the quality of the results strongly depends on the integrity and the completeness of the answers provided. You can also interrupt the survey and continue at a later stage. Your responses will remain completely anonymous and will not be stored together with your personal e-mail address.

At the end of the survey you can express interest in the results of this study. We will send the study report to all interested participants upon conclusion of the research project.

Thank you very much for your participation.

**Seite 02**
**prog**

What school grades would you give your home- and host universities for the support you received?

| | A | B | C | D | E | F |
|---|---|---|---|---|---|---|
| home university | ○ | ○ | ○ | ○ | ○ | ○ |
| host university (administrative) | ○ | ○ | ○ | ○ | ○ | ○ |
| host university (academic) | ○ | ○ | ○ | ○ | ○ | ○ |

Optional comment with your evaluation:

How many weekly contact hours did you have on average while on study abroad?

How many of your courses at your host university were attended mostly by ERASMUS students?

| none of my courses | 25% of my courses | 50% of my courses | 75% of my courses | all of my courses |
|---|---|---|---|---|
| ○ | ○ | ○ | ○ | ○ |

Did you attend a course on (inter)cultural studies at your host university?

- ○ Yes, the following: (duration, hrs/week and focus).
- ○ No, I didn't.

**Did you attend an English language course at your host university?**

- ○ Yes, I attended the following course: _____ (duration, hrs/week and language focus).
- ○ No, I did not attendy any English language course.

| | not interested/ no suitable offerings | occasionally | once a week | several times per week |
|---|---|---|---|---|
| Were you involved in clubs and societies during your study abroad? | ○ | ○ | ○ | ○ |

| | not interested/ no opportunities | occasionally | once a week | several times per week |
|---|---|---|---|---|
| Did you undertake any paid work during your study abroad? | ○ | ○ | ○ | ○ |

| | not interested/ no suitable offerings | occasionally | once a week | several times per week |
|---|---|---|---|---|
| Were you involved in local volunteering activities during your study abroad? | ○ | ○ | ○ | ○ |

---

**Seite 03**
**L2 competence**

**3. English language skills**

| Please rate your English language skills in the following contexts: | very limited 1 | 2 | 3 | 4 | 5 | 6 | excellent 7 |
|---|---|---|---|---|---|---|---|
| Reading academic texts | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Academic writing | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Listening in academic contexts | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Speaking in academic contexts | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Reading for pleasure | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Informal writing | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Listening in informal conversations | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Speaking in informal conversations | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

When conversing with other non-native speakers in English how do you generally feel?

not at all uneasy very uneasy

not at all relaxed completely relaxed

When conversing with English native speakers in English how do you generally feel?

completely relaxed not at all relaxed

not at all uneasy very uneasy

---

**Seite 04**
**CO**

How is your local social network in the UK composed in terms of the following three groups (altogether max. 100%)?

| | 0% | 100% |
|---|---|---|
| international friends (except English native speakers) | | |
| German friends | | |
| British friends | | |

How much of your freetime that you spend with friends every day do you spend with people from the following 3 groups? This includes personal meetings as well as time spent on the phone/e-mail/ facebook. Time spent with German friends includes contact with your friends and family back home (contact with all 3 groups **taken together** max. 100% of your free time).

| | 0% | 100% |
|---|---|---|
| German friends | | |
| British friends | | |
| other international friends (except English native speakers) | | |

Please think of your 3 closest contacts during your study abroad:

| | | | |
|---|---|---|---|
| “Person A” comes from | | We usually speak | |
| “Person B” comes from | | We usually speak | |

"Person C" comes from _____ We usually speak _____

**1. Quality of social contacts**

My contact with other international students was generally

| | strongly agree | | | | strongly disagree | |
|---|---|---|---|---|---|---|
| very superficial | ○ | ○ | ○ | ○ | ○ | ○ |
| frustrating | ○ | ○ | ○ | ○ | ○ | ○ |
| useful | ○ | ○ | ○ | ○ | ○ | ○ |
| on the same wavelength | ○ | ○ | ○ | ○ | ○ | ○ |
| warm and friendly | ○ | ○ | ○ | ○ | ○ | ○ |

**2. Quality of social contacts**

My contact with other German students was generally

| | strongly agree | | | | strongly disagree | |
|---|---|---|---|---|---|---|
| frustrating | ○ | ○ | ○ | ○ | ○ | ○ |
| useful | ○ | ○ | ○ | ○ | ○ | ○ |
| warm and friendly | ○ | ○ | ○ | ○ | ○ | ○ |
| very superficial | ○ | ○ | ○ | ○ | ○ | ○ |
| on the same wavelength | ○ | ○ | ○ | ○ | ○ | ○ |

**3. Quality of social contacts**

My contact with British students was generally

| | strongly agree | | | | strongly disagree | |
|---|---|---|---|---|---|---|
| useful | ○ | ○ | ○ | ○ | ○ | ○ |
| on the same wavelength | ○ | ○ | ○ | ○ | ○ | ○ |
| frustrating | ○ | ○ | ○ | ○ | ○ | ○ |
| warm and friendly | ○ | ○ | ○ | ○ | ○ | ○ |
| very superficial | ○ | ○ | ○ | ○ | ○ | ○ |

How happy are you with your contacts with ...

| | not happy at all | | | | | very happy |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| ... international students | ○ | ○ | ○ | ○ | ○ | ○ |
| ... German students | ○ | ○ | ○ | ○ | ○ | ○ |
| ... British students | ○ | ○ | ○ | ○ | ○ | ○ |

If you are not completely happy, what are the reasons?

| | No, thanks. | | | | | Very much so. |
|---|---|---|---|---|---|---|
| Would you like to get to know more British people? | ○ | ○ | ○ | ○ | ○ | ○ |

To what extent do you speak German and English in your local social circles in the UK? (Please note: If you place the slider to the far left, you indicate that you speak 100% German within your local social circles. The further you move the slider to the right, the higher proportion of English. The middle position means you speak 50% German and 50% English within your local social circles in the UK).

English

If you speak English within your local social circles, to what extent do you speak with native speakers and non-native speakers? (Please note: If you place the slider to the far left, you indicate that you speak 100% English with non-native speakers within your local social circles. The further you move the slider to the right, the higher the proportion of speaking English with native speakers.)

English with native speakers

---

## Seite 05

**L2 efficacy**

Please rate on a scale from 0 to 100 how well you can do the following in English. For your orientation:

**0** = cannot do at all

**30** = have great difficulty to do well

**50** = can do somewhat

**70** = can do quite well

**100** = can do very well

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Understand what is said if the person speaks clearly and the topic is familiar. | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Follow long conversations on familiar topics that are delivered at fast speed. | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Follow long conversations on unfamiliar topics that are delivered at fast native speed. | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Follow movies, TV and radio shows without effort. | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Express myself clearly in everyday conversations. | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Talk about current events or my area of study without having to search for words. | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Talk fluently about less familiar topics to other non-native speakers. | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Talk fluently about less familiar topics to native speakers.

Express my thoughts fluently in seminar/ tutorial discussions if I have some time to pre-formulate what I would like to say.

0 10 20 30 40 50 60 70 80 90 100

Express my thoughts fluently in seminar/ tutorial discussions in spontaneous contributions.

Express my thoughts fluently when talking to my lecturer/ supervisor.

Reformulate my ideas when I have trouble finding words in such a way that does not disrupt the flow of the conversation.

0 10 20 30 40 50 60 70 80 90 100

Express subtle nuances of meaning to a degree I am content with.

Use idioms and colloquialisms in a way that fits the situation.

Express my sense of humour as usual.

0 10 20 30 40 50 60 70 80 90 100

Convey my personality to others to a degree that I am happy with.

Fully express my personality.

---

**Seite 06**
**L2mot**

**Has your stay abroad affected your motivation to further improve your English in any way?**

- No.
- Yes, in a positive way, because
- Yes, in a negative way, because

**Possible futures**

We all think about what kind of person we might become. In the following, you will find a number of possible futures. After each item, you will find several scales with two marked ends. Please indicate how you relate to each of these futures by placing the sliders in the appropriate position.

I will be someone who can converse effortlessly in English.

I never imagine this — I imagine this very often

| | |
|---|---|
| I desire this very much | I do not desire this at all |
| I do not work at all at this | I work very hard at this |
| This is very likely | This is very unlikely |
| This is not true of me at all | This is already true of me now |

I will be someone who can use English competently in professional contexts.

| | |
|---|---|
| I never imagine this | I imagine this very often |
| I desire this very much | I do not desire this at all |
| I do not work at all at this | I work very hard at this |
| This is very likely | This is very unlikely |
| This is not true of me at all | This is already true of me now |

I will be someone who can live in an English-speaking country and fully integrate into society.

| | |
|---|---|
| I never imagine this | I imagine this very often |
| I desire this very much | I do not desire this at all |
| I do not work at all at this | I work very hard at this |
| This is very likely | This is very unlikely |
| This is not true of me at all | This is already true of me now |

---

**Seite 07**
**NFC**

**Decision making**

Please indicate how much you agree with each of the following statements.

| | strongly disagree 1 | moderately disagree 2 | slightly disagree 3 | slightly agree 4 | moderately agree 5 | strongly agree 6 |
|---|---|---|---|---|---|---|
| I enjoy having a clear and structured mode of life. | ○ | ○ | ○ | ○ | ○ | ○ |

| | | | | | | |
|---|---|---|---|---|---|---|
| I dislike it when a person's statement could mean many different things. | | | | | | |
| I don't like to go into a situation without knowing what I can expect from it. | | | | | | |
| I find that establishing a consistent routine enables me to enjoy life more. | | | | | | |
| I would quickly become impatient and irritated if I would not find a solution to a problem immediately. | | | | | | |
| I dislike unpredictable situations. | | | | | | |
| When I have made a decision, I feel relieved. | | | | | | |
| I do not usually consult many different opinions before forming my own view. | | | | | | |

| | strongly disagree | moderately disagree | slightly disagree | slightly agree | moderately agree | strongly agree |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| When I am confronted with a problem, I'm dying to reach a solution very quickly. | | | | | | |
| I don't like to be with people who are capable of unexpected actions. | | | | | | |
| I don't like situations that are uncertain. | | | | | | |
| I feel uncomfortable when I don't understand the reason why an event occurred in my life. | | | | | | |
| I feel irritated when one person disagrees with what everyone else in a group believes | | | | | | |
| I dislike questions which could be answered in many different ways. | | | | | | |
| I find that a well ordered life with regular hours suits my temperament. | | | | | | |

---

## Seite 08

**SEinter**

Please rate on a scale from 0 to 100 how well you can do the following. For your orientation:

**0** = cannot do at all

**30** = have great difficulty to do well

**50** = can do somewhat

**70** = can do quite well

**100** = can do very well

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Get talking to German students whom I don't know. | | | | | | | | | | | |
| Get talking to international students whom I don't know. | | | | | | | | | | | |
| Get talking to British students whom I don't know. | | | | | | | | | | | |

0 10 20 30 40 50 60 70 80 90 100

Engage in small talk, e.g., at the hair dresser's or with staff in a café.

Have extended conversations with other international students I have just met.

Have extended conversations with senior citizens I have just met.

0 10 20 30 40 50 60 70 80 90 100

Approach other people who do not seem to take interest in me at first.

Build friendships with other German students.

Build friendships with Germans who are not university students.

0 10 20 30 40 50 60 70 80 90 100

Build friendships with other international students.

Build friendships with British students.

Successfully complete a project as part of a multi-cultural work group, e.g., for a seminar.

0 10 20 30 40 50 60 70 80 90 100

Write an email to a university professor that follows the cultural conventions in the UK.

Give a talk in front of an international audience.

Handle situations in which I don't know how one is supposed to behave.

0 10 20 30 40 50 60 70 80 90 100

Deal confidently with people who behave in an irritating way.

Integrate well into an international flat share.

Resolve a conflict with a flatmate in an international flat share.

Please indicate your (dis)agreement with the following statements:

| | Do not agree at all 1 | 2 | 3 | 4 | 5 | Completely agree 6 |
|---|---|---|---|---|---|---|
| Cultural differences are not important when one considers that we are all humans and have the same basic needs. | ○ | ○ | ○ | ○ | ○ | ○ |
| Generally I find people from other cultures more interesting than people from my own culture. | ○ | ○ | ○ | ○ | ○ | ○ |
| I find discovering cultural differences in thought and behaviour really fascinating. | ○ | ○ | ○ | ○ | ○ | ○ |
| | ○ | ○ | ○ | ○ | ○ | ○ |
| I find it really exciting to be new somewhere and discover new places. | ○ | ○ | ○ | ○ | ○ | ○ |

I find engaging with people who have a different cultural background very tedious.

## Seite 09
**IC open**

Where did you encounter cultural differences during your stay?

Has your stay abroad changed your perspective on your own cultural background?

| I would consider myself | not at all | | | | very much |
|---|---|---|---|---|---|
| German | | | | | |
| European | | | | | |
| Global citizen | | | | | |

Can you see yourself living in another EU member state for longer periods of time **more likely than before your study abroad**?

- No.
-

## Seite 10
**stereotypes sliders**

In the following you will find characteristics that are thought to be typical of the British. Please indicate your (dis)agreement, using the sliders.

In general, British people are

Do not at all agree — Completely agree

reserved

fair

polite

disorganized

stuck-up

sociable

In the following you will find characteristics that are thought to be typical of Germans. Please indicate your (dis)agreement, using the sliders.

In general, German people are

| | Do not at all agree | Completely agree |
|---|---|---|
| unfriendly | | |
| rigid | | |
| sociable | | |
| reliable | | |
| humourless | | |
| conscientious | | |

**Feeling thermometer**

Imagine feelings could be expressed in terms of temperature on a thermometer with a scale from 0° to 100° (0° stands for very cold and negative feelings and 100° for very warm and positive feelings).

| | |
|---|---|
| Which temperature do your feelings towards British people have? | ° |
| Which temperature do your feelings towards German people have? | ° |
| Which temperature do your feelings towards Bulgarian people have? | ° |

Can you imagine living and working in England over a more extended period of time (>1 year)?



---

**Seite 11**
**EV**

Do you feel that your English language skills have developed during your ERASMUS study abroad?

| | got a lot worse | slightly worse | unchanged | improved slightly | improved a lot |
|---|---|---|---|---|---|
| Reading comprehension | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Writing/ informal | ○ | ○ | ○ | ○ | ○ |
| Writing/ academic | ○ | ○ | ○ | ○ | ○ |
| Listening comprehension | ○ | ○ | ○ | ○ | ○ |
| Speaking | ○ | ○ | ○ | ○ | ○ |
| Vocabulary | ○ | ○ | ○ | ○ | ○ |
| Grammar | ○ | ○ | ○ | ○ | ○ |

How satisfied are you with the development of your English language skills?



If you noticed an improvemet in your language skills, what activities do you think have contributed the most to this imrpovement?

**4.**

In how far, if at all, do you think the interaction with other international students (except English native speakers) has contributed to your linguistic development (including learning motivation, confidence etc.)

☐ 4. Didn't help me with my language learning.

**5.**

It has become evident from the study that numerous participants would have liked to further improve their English through a language course at their host university, but that the courses on offer were often unsuitable.

What contents and level would an English language course of your choice have?

**6.**

In how far have your expectations regarding your stay abroad been met?

Do you think that your ERASMUS study abroad experience has changed you as a person?

- ○ No.
- ○ Yes, in the following way:

If you could change one thing about the ERASMUS programme, what would it be?

In retrospect, would you participate in an ERASMUS exchange again?

- No, I wouldn't because
-

What would you do differently next time, if anything?

**Seite 12**
**Ctest**

**Fill in the gap**

On this last screen you will find five short texts that contain gaps where parts of words have been deleted (no whole words are missing, though). Please try to fill in as many gaps as possible, using a spontaneous and intuitive approach. In several cases there is not a single correct solution but multiple different solutions are conceivable. A C-test is designed in a way that even well-educated native speakers and highly proficient multilingual speakers score between 80-95%. So please do not let remaining gaps demotivate you.

We all live with other people's expectations of us. These are a refle th
under Th predi wh th
think, d Gene acc sta
expect ha han co fam
and can be diff ign wh par

Founded in 1878 by Bishop Isaac Hellmuth as "The Western
"Western" is one of Canada's oldest and best universities. The fi grad
ar medi Tod "Western" is a vib
lear with 1,164 fac alm underg
graduate stud Through i Depar Sch
affi off th diffe
dip comm

In Europe, modern science emerged at the same time as the nation state. At fi
scien language o choice rema Latin. It al
t communicate wi other soci privileged thin
prote their wo from unwa exploitation. Som
de to protect id se to ha been stro
t desire t communicate them.

The decision to remove soft drinks from elementary and secondary school vending machines is a step

in the right direction to help children make better choices when it comes to what they eat and drink.
Childhood obe bec ser th
a children cons fo and sp
ti nece Many par quest
deci al which disp so
Many schools, th co re mo
generate through agreements with the companies which make soft drinks and junk food.

In the last federal election, 61 % of eligible voters cast a ballot. That's a fright
inte elect noth the turn
provi munic sh lo
It's diff bel lit
fort pol wit a short wa dr
There are volun th pro
walk or who doesn't have a car.

---

**Seite 13**
**feedback**

**7. Opportunity for feedback**

Is there anything which you would still like to add?

**Study report**

☐ I would like to receive the study report via e-mail. I agree that my email address may be stored in a password protected database until I have received the report. The anonymity of my data will not be compromised and my email address will under no circumstances be passed on to third parties.

---

**Letzte Seite**

# Thank you very much for your participation.

Your questionnaire has been successfully submitted. If you did not initially opt into our interview study, your participation ends here. Should you at any point have any questions, comments or suggestions regarding the study and/ or your participation, please write to gianna.hessel@education.ox.ac.uk.

Upon completion of the study (31 July 2013) you will receive an €15 AMAZON-voucher via e-mail as a token of appreciation for your help with this research study.

If you expressed interest in the results, you will receive the study report via e-mail upon completion of the project.

We would like to thank you sincerely for your support and wish you personal fulfilment and success in your future plans abroad and at home.

---

E-Mail, Department of Education, University of Oxford - 2012 - 2013

Appendix D Follow-up questionnaire (comparison group)

**Seite 01**
**01consent**

Willkommen zur zweiten/ dritten Befragung unserer Studie zum interkulturellen und fremdsprachlichen Lernen im In- und Ausland, die wir am Department of Education der University of Oxford, England, durchführen.

Bitte nehmen Sie sich Zeit, den Bogen in Ruhe auszufüllen, da die Qualität der Studienergebnisse sehr stark von der Sorgfalt und Vollständigkeit abhängt, mit der die Fragebögen bearbeitet wurden. Sie können eine begonnene Befragung auch gerne zu einem späteren Zeitpunkt abschließen. Ihre Angaben bleiben komplett anonym und werden nicht zusammen mit Ihrer E-Mail-Adresse gespeichert.

Am Ende des Fragebogens können Sie Ihr Interesse an einem Folge-Interview sowie an den Ergebnissen der Studie bekunden. Allen interessierten Studienteilnehmern senden wir den Studienbericht nach Abschluss des Projektes gerne per E-Mail zu.

Vielen Dank für Ihre Teilnahme.

**Seite 02**
**L2 dev**

Wie würden Sie die Entwicklung Ihrer Englischkenntnisse während dieses Studienjahres beschreiben?

| | stark verschlechtert | gering | unverändert | gering | stark verbessert |
|---|---|---|---|---|---|
| Leseverstehen | ○ | ○ | ○ | ○ | ○ |
| Schreiben/ Freizeit | ○ | ○ | ○ | ○ | ○ |
| Schreiben/ akademisch | ○ | ○ | ○ | ○ | ○ |
| Hörverstehen | ○ | ○ | ○ | ○ | ○ |
| Sprechen | ○ | ○ | ○ | ○ | ○ |
| Wortschatz | ○ | ○ | ○ | ○ | ○ |
| Grammatik | ○ | ○ | ○ | ○ | ○ |

Wie zufrieden sind Sie mit der Entwicklung Ihrer Englischkenntnisse?

○ ○ ○ ○ ○

Falls Sie eine Verbesserung Ihrer Sprachkenntnisse festgestellt haben, welche Aktivitäten scheinen am meisten zu dieser Verbesserung beigetragen zu haben?

01
02
03

Wie oft gebrauchen Sie die englische Sprache in Ihrer Freizeit, falls überhaupt?

| fast nie | eher selten | einmal pro Woche | mehrmals pro Woche | täglich |
|---|---|---|---|---|
| ○ | ○ | ○ | ○ | ○ |

Falls überhaupt, **in welchen Kontexten** verwenden Sie Englisch in Ihrer Freizeit?

- ☐ mit Freunden
- ☐ mit Familienangehörigen
- ☐ Filme, Serien, Radio
- ☐ Bücher, Artikel (print/ online)
- ☐ Facebook/ social media
- ☐ anderer:

Über den reinen Sprachgebrauch hinaus, tun Sie derzeit etwas, um Ihr English gezielt zu verbessern?

○ Nein

Tun Sie momentan gezielt etwas dafür, Ihr Englisch weiter zu verbessern?

Ja, und zwar:

---

**Seite 03**
**programme**

Zu welchen Anteilen wurden Ihre Kurse im Studienjahr 2012/13 in deutscher bzw. englischer Sprache gehalten? (zur Erklärung: Je weiter Sie den Schieber in der Nähe des deutschen Pols positionieren, desto höher ist der Anteil der deutschen Sprache.)

Deutsch Englisch

Wie viele Ihrer Wochenstunden hatten Sie durschnittlich während dieses Studienjahres auf Englisch? Std.

Zu welchen Anteilen war Ihre Kurslektüre im Studienjahr 2012/13 auf Deutsch bzw. Englisch? (zur Erklärung: Je weiter Sie den Schieber in der Nähe des deutschen Pols positionieren, desto höher ist der Anteil der deutschen Sprache.)

Deutsch Englisch

Haben Sie im Studienjahr 2012/13 einen englischen Sprachkurs belegt?

- Ja, und zwar _____ (Dauer, Std./Wo. und inhaltlicher Schwerpunkt).
- Nein.

Welche Inhalte und welches Niveau hätte Ihr Wunschsprachkurs?

- Ich würde generell keinen englischen Sprachkurs in Betracht ziehen.

Haben Sie im Studienjahr 2012/13 einen Kurs zu interkultureller Kommunikation/ Kompetenz belegt?

- Ja, und zwar _____ (Dauer, Std./Wo. und inhaltlicher Schwerpunkt).
- Nein.

Welche Inhalte würden Sie sich in einem Interkulturellen Training wünschen?

- Ich würde generell kein Interkulturelles Training in Betracht ziehen.

---

**Seite 04**
**L2 competence**

| Bitte schätzen Sie Ihre Sprachfertigkeiten im Englischen in folgenden Kontexten ein: | sehr begrenzt 1 | 2 | 3 | 4 | 5 | 6 | hervorragend 7 |
|---|---|---|---|---|---|---|---|
| Lesen akademischer Texte | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| akademisches Schreiben | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Hörverstehen im Universitätskontext | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Sprechen im Universitätskontext | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Lesen von Freizeitlektüre | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| informelles Schreiben | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Hörverstehen in informellen Gesprächen | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Sprechen in informellen Gesprächen | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Was glauben Sie hat Ihnen am meisten dabei geholfen, Ihr Englisch auf dieses Niveau zu bringen?

01 _____
02 _____
03 _____

Wie steht es um Ihre derzeitige Motivation, Ihre Englischkenntnisse weiter zu verbessern?



Welche Rolle, falls überhaupt, spielt Englisch in Ihren Zukunftsplänen und welches Niveau möchten Sie erreichen?

Was glauben Sie waren bisher die größten Hindernisse für das Erreichen Ihres Ideals?

01
02
03

| | Stimme überhaupt nicht zu | | | | Stimme voll und ganz zu |
|---|---|---|---|---|---|
| Sehr gute Fremdsprachensprecher haben fast immer längere Zeit im Ausland verbracht. | ○ | ○ | ○ | ○ | ○ |
| Wenn ich stets in Deutschland bleibe, werde ich Englisch nie auf sehr hohem Niveau sprechen können. | ○ | ○ | ○ | ○ | ○ |
| Ein längerer Aufenthalt im englischsprachigen Ausland ist Vorraussetzung, um die Sprache irgendwann beherrschen zu können. | ○ | ○ | ○ | ○ | ○ |

---

**Seite 05**
**L2mot**

**Zukunftsentwürfe**

Jeder Mensch stellt sich vor, wie er sich entwickeln oder was er erreichen möchte. Bitte nutzen Sie die Schieberegler, um anzuzeigen, inwiefern Sie sich mit den folgenden Zukunftsentwürfen identifizieren.

Dass ich jemand sein werde, der sich völlig mühelos auf Englisch unterhalten kann ...

| | |
|---|---|
| stelle ich mir nie vor | stelle ich mir sehr oft vor |
| wünsche ich mir sehr | wünsche ich mir überhaupt nicht |
| arbeite überhaupt nicht darauf hin | arbeite sehr hart darauf hin |
| werde ich ganz bestimmt schaffen | werde ich wahrscheinlich nie schaffen |
| bin sehr weit davon entfernt | bin ich bereits voll und ganz |

Dass ich jemand sein werde, der Englisch völlig kompetent im Berufsleben verwenden kann ...

| | |
|---|---|
| stelle ich mir nie vor | stelle ich mir sehr oft vor |

| | |
|---|---|
| wünsche ich mir sehr | wünsche ich mir überhaupt nicht |
| arbeite überhaupt nicht darauf hin | arbeite sehr hart darauf hin |
| werde ich ganz bestimmt schaffen | werde ich wahrscheinlich nie schaffen |
| bin sehr weit davon entfernt | bin ich bereits voll und ganz |

Dass ich jemand sein werde, der im englischsprachigen Ausland leben und sich vollkommen integrieren kann ...

| | |
|---|---|
| stelle ich mir nie vor | stelle ich mir sehr oft vor |
| wünsche ich mir sehr | wünsche ich mir überhaupt nicht |
| arbeite überhaupt nicht darauf hin | arbeite sehr hart darauf hin |
| werde ich ganz bestimmt schaffen | werde ich wahrscheinlich nie schaffen |
| bin sehr weit davon entfernt | bin ich bereits voll und ganz |

Dass ich jemand sein werde, der niemals flüssig Englisch sprechen können wird...

| | |
|---|---|
| stelle ich mir sehr oft vor | stelle ich mir nie vor |
| befürchte ich überhaupt nicht | befürchte ich sehr |
| ist sehr wahrscheinlich | ist sehr unwahrscheinlich |
| arbeite überhaupt nicht daran, dies zu verhindern | arbeite sehr hart, um dies zu verhindern |

---

## Seite 06

**L2 efficacy**

Bitte schätzen Sie auf einer Skala von 0 bis 100, wie gut Sie Folgendes **in englischer Sprache** tun können. Zur Orientierung:

**0** = Kann ich **überhaupt nicht**

**30** = Fällt mir **sehr schwer**

**50** = Kann ich **einigermaßen**

**70** = Kann ich **ganz gut**

**100** = Kann ich **sehr gut**

0 10 20 30 40 50 60 70 80 90 100

Verstehen, was gemeint ist, wenn deutlich gesprochen wird und ich mit dem Thema vertraut bin.

Langen Gesprächen zu mir vertrauten Themen folgen, wenn schnell gesprochen wird.

Follow long conversations on unfamiliar topics that are delivered at fast native speed.

0 10 20 30 40 50 60 70 80 90 100

Spielfilmen, Fernsehsendungen und Radiosendungen mühelos folgen.

Mich in alltäglichen Unterhaltungen verständlich ausdrücken.

Mich über das aktuelle Zeitgeschehen oder mein Studiengebiet unterhalten, ohne nach Vokabular suchen zu müssen.

0 10 20 30 40 50 60 70 80 90 100

Mich flüssig mit Muttersprachlern über mir weniger vertraute Themen unterhalten.

Mich mühelos mit **Muttersprachlern** über mir weniger vertraute Themen unterhalten.

Meine Gedanken in Seminaren/ Tutorien flüssig ausdrücken, wenn ich etwas Zeit zur gedanklichen Formulierung habe.

0 10 20 30 40 50 60 70 80 90 100

Meine Gedanken in Seminaren/ Tutorien in spontanen Beiträgen flüssig ausdrücken.

Meine Gedanken gegenüber meinem Dozenten/ Betreuer flüssig ausdrücken.

Wenn mir Wörter nicht einfallen, so umformulieren, dass man es im Gespräch kaum merkt.

0 10 20 30 40 50 60 70 80 90 100

Auch feinere Bedeutungsnuancen zu meiner Zufriedenheit ausdrücken.

Redewendungen und Umgangssprache so verwenden, dass es zur Gesprächssituation passt.

So humorvoll wie sonst auch sein.

0 10 20 30 40 50 60 70 80 90 100

Anderen gegenüber meine Persönlichkeit zu meiner Zufriedenheit ausdrücken.

Meine Persönlichkeit uneingeschränkt ausdrücken.

Wie fühlen Sie sich, wenn Sie mit anderen **Nicht-Muttersprachlern** Englisch sprechen, z.B. mit internationalen Studierenden?

völlig entspannt

überhaupt nicht entspannt

sehr unsicher — überhaupt nicht unsicher

Stellen Sie sich vor, Sie unterhalten sich mit englischen **Muttersprachlern**. Wie fühlen Sie sich während Sie Ihr Englisch gebrauchen?

sehr unsicher — überhaupt nicht unsicher

völlig entspannt — überhaupt nicht entspannt

---

**Seite 07**
**ICopen**

Hat sich im Laufe des Studienjahres Ihre Perspektive auf Ihren eigenen kulturellen Hintergrund verändert?

- Nein.

| Ich fühle mich als... | überhaupt nicht | | | | sehr |
|---|---|---|---|---|---|
| Deutsche(r) | | | | | |
| Europäer(in) | | | | | |
| Weltbürger(in) | | | | | |

| | stimmt voll und ganz | | | | | stimmt überhaupt nicht |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Ich finde es sehr spannend, fremd zu sein und neue Umgebungen zu entdecken. | | | | | | |
| Menschen aus anderen Kulturen finde ich tendenziell interessanter als Menschen aus meiner eigenen Kultur. | | | | | | |
| Kulturelle Unterschiede im menschlichen Denken und Handeln zu entdecken, finde ich faszinierend. | | | | | | |
| Kulturelle Unterschiede sind nebensächlich angesichts der Tatsache, dass wir alle Menschen sind und die gleichen Bedürfnisse teilen. | | | | | | |

---

**Seite 08**
**NFC**

Bitte geben Sie an, wie sehr folgendes auf Sie zutrifft.

| | Stimmt voll und ganz | Stimmt | Stimmt eher | Stimmt eher nicht | Stimmt nicht | Stimmt überhaupt nicht |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Ich bevorzuge einen klar strukturierten Alltag. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich kann das Leben mehr genießen, wenn ich mir Alltagsroutinen schaffe. | ○ | ○ | ○ | ○ | ○ | ○ |
| Mir liegen ein gut strukturierter Alltag und geregelte Arbeitszeiten am besten. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich hasse es, meine Pläne in letzter Minute umwerfen zu müssen. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich mag es nicht, wenn Aussagen mehrdeutig sind. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich hole gewöhnlich viele verschiedene Meinungen ein bevor ich mir eine feste Meinung bilde. | ○ | ○ | ○ | ○ | ○ | ○ |
| Wenn ich mich mit einem Problem konfrontiert sehe, möchte ich dringend eine Lösung finden. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich fühle mich erleichtert, wenn ich eine Entscheidung getroffen habe. | ○ | ○ | ○ | ○ | ○ | ○ |

| | Stimmt voll und ganz | Stimmt | Stimmt eher | Stimmt eher nicht | Stimmt nicht | Stimmt überhaupt nicht |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Ich begebe mich ungern in unberechenbare Situationen. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich werde schnell ungeduldig, wenn ich nicht sofort die Lösung für ein Problem sehen kann. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich finde es irritierend, wenn eine einzige Person die Meinung der Gruppe in Frage stellt. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich mag mehrdeutige Fragen nicht. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich umgebe mich ungern mit Menschen, von denen ich weiß, dass sie sich öfters unerwartet verhalten. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich mag unberechenbare Situationen nicht. | ○ | ○ | ○ | ○ | ○ | ○ |
| Ich fühle mich unwohl, wenn unklar ist, warum mir etwas widerfahren ist. | ○ | ○ | ○ | ○ | ○ | ○ |

Können Sie sich **jetzt eher als letztes Studienjahr** vorstellen, später längerfristig in einem anderen EU-Mitgliedsstaat zu leben?

- ○ Ja.
- ○ Nein.

---

**Seite 09**
**stereotypes sliders**

Im Folgenden finden Sie Charaktereigenschaften, die als „typisch britisch“ gelten. Bitte drücken Sie Ihre Zustimmung/ Ablehnung zu diesen Beschreibungen mit der Positionierung des Schiebereglers aus.

Im Allgemeinen sind Briten

| | stimme überhaupt nicht zu | stimme voll und ganz zu |
|---|---|---|
| gesellig | | |
| unorganisiert | | |
| reserviert | | |
| höflich | | |
| hochnäsig | | |
| fair | | |

Im Folgenden finden Sie Charaktereigenschaften, die als „typisch deutsch“ gelten. Bitte drücken Sie Ihre Zustimmung/ Ablehnung zu diesen Beschreibungen mit der Positionierung des Schiebereglers aus.

Im Allgemeinen sind Deutsche

| | stimme überhaupt nicht zu | stimme voll und ganz zu |
|---|---|---|
| verlässlich | | |
| humorlos | | |
| pflichtbewusst | | |
| kurz angebunden | | |
| unspontan | | |
| gesellig | | |

**Gefühlsthermometer**

Stellen Sie sich vor, man könnte Gefühle, die man gegenüber anderen empfindet als Temperatur auf einem Thermometer von 0° bis 100° ausdrücken. Eine Temperatur von 0° steht für sehr kalte und negative Gefühle während eine Temperatur von 100° sehr warme und positive Gefühle ausdrückt.

| | |
|---|---|
| Welche Temperatur haben Ihre Gefühle gegenüber Briten? | ° |
| Welche Temperatur haben Ihre Gefühle gegenüber Deutschen? | ° |
| Welche Temperatur haben Ihre Gefühle gegenüber Bulgaren? | ° |

Können Sie sich vorstellen, über längere Zeit (> 1 Jahr) in Großbritannien zu leben und zu arbeiten?



---

## Seite 10

**SEinter**

Bitte schätzen Sie auf einer Skala von 0 bis 100, wie gut Sie Folgendes können. Zur Orientierung:

**0** = Kann ich **überhaupt nicht**

**30** = Fällt mir **sehr schwer**

**50** = Kann ich **einigermaßen**

**70** = Kann ich **ganz gut**

**100** = Kann ich **sehr gut**

| | 0 10 20 30 40 50 60 70 80 90 100 |
|---|---|
| Mit deutschen Studierenden, die ich nicht kenne, schnell ins Gespräch kommen. | |
| Mit internationalen Studierenden, die ich nicht kenne, schnell ins Gespräch kommen. | |
| Mit britischen Studierenden, die ich nicht kenne, schnell ins Gespräch kommen. | |

| | 0 10 20 30 40 50 60 70 80 90 100 |
|---|---|
| Small talk, z.B. beim Friseur oder mit den Angestellten z.B. in einem Café betreiben. | |
| Längere Unterhaltungen mit internationalen Studierenden führen, die ich gerade erst kennengelernt habe. | |
| Längere Unterhaltungen mit älteren Menschen (Senioren) führen, die ich gerade erst kennengelernt habe. | |

| | 0 10 20 30 40 50 60 70 80 90 100 |
|---|---|
| Auf Menschen zugehen, die zunächst nicht an mir interessiert zu sein scheinen. | |
| Freundschaften zu deutschen Studierenden aufbauen. | |
| Freundschaften zu Deutschen aufbauen, die nicht studieren. | |

| | 0 10 20 30 40 50 60 70 80 90 100 |
|---|---|
| Freundschaften zu internationalen Studierenden aufbauen. | |
| Freundschaften zu britischen Studierenden aufbauen. | |
| In einer multikulturellen Arbeitsgruppe erfolgreiche Projektarbeit für ein Seminar machen. | |

Eine E-mail an einen Universitätsprofessor schreiben, die den kulturellen Gepflogenheiten in Großbritannien entspricht.

Einen Vortrag vor internationalem Publikum halten.

Mit Situation umgehen, in denen ich nicht weiß, wie man sich erwartungsgemäß verhalten sollte.

0 10 20 30 40 50 60 70 80 90 100

Souverän mit Menschen umgehen, die sich irritierend benehmen.

Mich gut in eine internationale WG integrieren.

Einen Konflikt mit einem Mitbewohner in einer internationalen WG lösen.

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## Seite 11

**Ctest**

**Lückentexte**

Auf dieser letzten Seite der Befragung finden Sie fünf kurze englische Texte. Die Texte sind lückenhaft, wobei jedoch **keine ganzen Wörter entfernt wurden, sondern jeweils nur der hintere Teil eines betroffenen Wortes.**

Versuchen Sie bitte, spontan so viele Leerstellen wie möglich zu füllen. In einigen Fällen gibt es nicht nur eine korrekte Antwort, sondern mehrere. Ein C-Test funktioniert nur, wenn selbst gebildete Muttersprachler nur Ergebnisse von 80 – 95% erreichen. Lassen Sie sich daher bitte nicht durch Leerstellen demotivieren.

We all live with other people's expectations of us. These are a refle of th trying to under us. Th are predi of wh they th we will think, d and feel. Gene , we acc the sta quo, but these expect can be ha to han when they co from our fam and can be diff to ign , especially wh they come from our par .

Founded in 1878 by Bishop Isaac Hellmuth as „The Western University of London Ontario", „Western" is one of Canada's oldest and best universities. The fi students grad in ar and medi in 1883. Tod , „Western" is a vib centre of lear with 1,164 fac members and alm 29,000 underg and graduate stud . Through i twelve Depar and Sch , and three affi Colleges, the University off more th 60 diffe degree and dip programmes to London's comm .

In Europe, modern science emerged at the same time as the nation state. At fi the scien language o choice rema Latin. It al scientists t communicate wi other soci privileged thin while prote their wo from unwa exploitation. Som , the de to protect id se to ha been stro than t desire t communicate them.

The decision to remove soft drinks from elementary and secondary school vending machines is a step in the right direction to help children make better choices when it comes to what they eat and drink. Childhood obe has bec a ser problem in th country a children cons more sugar-based fo and sp less ti getting the nece exercise. Many par have quest schools' deci to al vending machines which disp sweets and so drinks. Many schools, th , have co to re on the mo these machines generate through agreements with the companies which make soft drinks and junk food.

In the last federal election, 61 % of eligible voters cast a ballot. That's a fright lack of inte by the elect , but is noth compared to the turn in provi and munic elections, which sh even lo turnouts. It's diff to bel there's so lit interest in elections. In Canada, we're fort to have pol stations wit a short wa or dr . There are volun more th willing to pro rides to someone unable to walk or who doesn't have a car.

---

**Seite 12**
**Bericht**

**Feedback-Option**

Gibt es noch etwas, das Sie hinzufügen oder anmerken möchten, wozu Sie beim ausfüllen des Frageboges bisher keine Gelegenheit hatten?

**Studienergebnisse**

☐ Ich möchte die Studienergebnisse per E-Mail erhalten. Ich bin damit einverstanden, dass meine E-Mail-Adresse bis dahin in einer passwortgeschützten Datenbank separat gespeichert und danach endgültig gelöscht wird. Meine Angaben in dieser Befragung bleiben weiterhin anonym, meine E-Mail-Adresse wird nicht an Dritte weitergegeben.

**Optionale Teilnahme an Folge-Interview**

Im Laufe des Sommers werden wir individuelle Interviews mit einigen Teilnehmern per Skype-Video führen. Da die Fragebögen eine wesentliche Grundlage für die Interviews bilden, würden Ihre Angaben aus den Befragungen – sollten Sie diese Option wählen – mit Ihrer Person assoziiert. Ihre Angaben, einschließlich E-Mail-Adresse, werden jedoch **nicht** an Dritte weitergegeben.

☐ Ich bin gerne dazu bereit, an einem Folge-Interview teilzunehmen, und möchte unter folgender E-Mail Adresse mit weiteren Informationen kontaktiert werden:

---

**Letzte Seite**

# Vielen Dank für Ihre Teilnahme.

Ihr Fragebogen wurde erfolgreich übermittelt. Je nachdem, wie Sie sich bezüglich der Interview-Option entschieden haben, endet nun Ihre Teilnahme an unserer Studie. Falls Sie jedoch weitere Anregungen haben, senden Sie gerne eine Nachricht an gianna.hessel@education.ox.ac.uk.

Als Geste des Dankes für Ihre Unterstützung und Treue über die letzten Monate hinweg werden Sie unmittelbar nach Abschluss der Studie (31.07.2013) einen AMAZON-Gutschein über 15 € per E-Mail erhalten.

Falls Sie Interesse an den Ergebnissen der Studie bekundet haben, so senden wir Ihnen den Studienbericht unmittelbar nach Abschluss des Projektes zu.

Wir möchten Ihnen herzlich für Ihre Mithilfe danken und wünschen Ihnen auf Ihrem weiteren Weg im In- und Ausland viel Erfolg und persönliche Erfüllung.

---

E-Mail, Department of Education, Oxford University - 2012 - 2013

## Seite 01
**01consent**

Welcome to the second/ third survey in our study on intercultural and foreign language learning among university students studying abroad and at home. This study is conducted by Ms Gianna Hessel (doctoral researcher) at the Department of Education, University of Oxford, England.

Please take your time when completing the survey as the quality of the results strongly depends on the integrity and the completeness of the answers provided. You can also interrupt the survey and continue at a later stage. Your responses will remain completely anonymous and will not be stored together with your personal e-mail address.

At the end of the survey you can express interest in an optional follow-up interview, as well as in the results of this study. We will send the study report to all interested participants upon conclusion of the research project.

Thank you very much for your participation.

## Seite 02
**L2 dev**

How would you describe the development of your English language skills during this academic year?

| | got a lot worse | slightly worse | unchanged | improved slightly | improved a lot |
|---|---|---|---|---|---|
| Reading comprehension | ○ | ○ | ○ | ○ | ○ |
| Writing/ informal | ○ | ○ | ○ | ○ | ○ |
| Writing/ academic | ○ | ○ | ○ | ○ | ○ |
| Listening comprehension | ○ | ○ | ○ | ○ | ○ |
| Speaking | ○ | ○ | ○ | ○ | ○ |
| Vocabulary | ○ | ○ | ○ | ○ | ○ |
| Grammar | ○ | ○ | ○ | ○ | ○ |

How satisfied are you with the development of your English language skills?

○ ○ ○ ○ ○

If you noticed an improvemet in your language skills, what activities do you think have contributed the most to this imrpovement?

01
02
03

How often do you use English in your free time, if at all?

| almost never | rarely | once a week | several times a week | every day |
|---|---|---|---|---|
| ○ | ○ | ○ | ○ | ○ |

In what contexts, if any, do you use English in your free time?

- ☐ with friends
- ☐ with family
- ☐ consuming films, series, radio
- ☐ reading books, articles (print/ online)
- ☐ on facebook/ social media
- ☐ other:

Do you currently do anything in order to further improve your English?

Yes, I do the following:

- ○ No, I don't.

---

**Seite 03**
**programme**

To what extent have your course during the academic year 2012-13 been held in German or English? (Please note: The closer you place the slider to the German pole the higher the proportion of German.)

English

How many of your weekly contact hours were held in English during this academic year?

How many of your course readings were in German or English during the academic year 2012-13? (Please note: The closer you place the slider to the German pole the higher the proportion of German in your course readings were.)

English

Did you attend an English language course during the academic year 2012-2013?

- Yes, I attended the following: _____ (duration, hrs/week and language focus).
- No, I didn't.

What contents and level would an English language course of your choice have?

- I generally wouldn't consider taking an English language course anymore.

Did you attend a course on cultural or intercultural studies during the academic year 2012-2013?

- Yes, I attended the following: _____ (duration, hrs/week and focus).
- No, I didn't.

What would be the contents of your choice in an intercultural training course?

- I generally wouldn't consider participating in an intercultural training.

---

**Seite 04**
**L2 competence**

**3. English language skills**

| Please rate your English language skills in the following contexts: | very limited 1 | 2 | 3 | 4 | 5 | 6 | excellent 7 |
|---|---|---|---|---|---|---|---|
| Reading academic texts | | | | | | | |
| Academic writing | | | | | | | |
| Listening in academic contexts | | | | | | | |
| Speaking in academic contexts | | | | | | | |
| Reading for pleasure | | | | | | | |
| Informal writing | | | | | | | |
| Listening in informal conversations | | | | | | | |
| Speaking in informal conversations | | | | | | | |

What do you think has helped you the most in bringing your English up to this level?

How is your current motivation to further improve your English?



What role, if any, does English play in your future plans and what level would you like to achieve?

What do you think have been the biggest obstacles to achieving your ideal

01
02
03

| | Do not agree at all | | | | Completely agree |
|---|---|---|---|---|---|
| Very good second language speakers have almost always spent extended periods of time abroad. | ○ | ○ | ○ | ○ | ○ |
| A longer stay in an English-speaking country is a necessary condition for mastering the language. | ○ | ○ | ○ | ○ | ○ |
| If I always stay in Germany, I will never be able to speak English at a very high level. | ○ | ○ | ○ | ○ | ○ |

---

**Seite 05**
**L2mot**

**Possible futures**

We all think about what kind of person we might become. In the following, you will find a number of possible futures. After each item, you will find several scales with two marked ends. Please indicate how you relate to each of these futures by placing the sliders in the appropriate position

I will be someone who can converse effortlessly in English.

| | |
|---|---|
| I never imagine this | I imagine this very often |
| I desire this very much | I do not desire this at all |
| I do not work at all at this | I work very hard at this |
| This is very likely | This is very unlikely |
| This is not true of me at all | This is already true of me now |

I will be someone who can use English competently in professional contexts.

| | |
|---|---|
| I never imagine this | I imagine this very often |
| I desire this very much | I do not desire this at all |
| I do not work at all at this | I work very hard at this |
| This is very likely | This is very unlikely |
| This is not true of me at all | This is already true of me now |

I will be someone who can live in an English-speaking country and fully integrate into society.

| | |
|---|---|
| I never imagine this | I imagine this very often |
| I desire this very much | I do not desire this at all |
| I do not work at all at this | I work very hard at this |
| This is very likely | This is very unlikely |
| This is not true of me at all | This is already true of me now |

I will be an incompetent speaker of English.

| | |
|---|---|
| I never imagine this | I imagine this very often |
| I fear this very much | I do not fear this at all |
| This is very unlikely | This is very likely |
| I do not work at all at preventing this | I work very hard at preventing this |

---

## Seite 06

**L2 efficacy**

Please rate on a scale from 0 to 100 how well you can do the following in English. For your orientation:

**0** = cannot do at all

**30** = have great difficulty to do well

**50** = can do somewhat

**70** = can do quite well

**100** = can do very well

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Understand what is said if the person speaks clearly and the topic is familiar. | | | | | | | | | | | |
| Follow long conversations on familiar topics that are delivered at fast speed. | | | | | | | | | | | |
| Follow long conversations on unfamiliar topics that are delivered at fast native speed. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Follow movies, TV and radio shows without effort. | | | | | | | | | | | |
| Express myself clearly in everyday conversations. | | | | | | | | | | | |
| Talk about current events or my area of study without having to search for words. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Talk fluently about less familiar topics to other non-native speakers. | | | | | | | | | | | |
| Talk fluently about less familiar topics to native speakers. | | | | | | | | | | | |
| Express my thoughts fluently in seminar/ tutorial discussions if I have some time to pre-formulate what I would like to say. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Express my thoughts fluently in seminar/ tutorial discussions in spontaneous contributions. | | | | | | | | | | | |
| Express my thoughts fluently when talking to my lecturer/ supervisor. | | | | | | | | | | | |
| Reformulate my ideas when I have trouble finding words in such a way that does not disrupt the flow of the conversation. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Express subtle nuances of meaning to a degree I am content with. | | | | | | | | | | | |
| Use idioms and colloquialisms in a way that fits the situation. | | | | | | | | | | | |
| Express my sense of humour as usual. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Convey my personality to others to a degree that I am happy with. | | | | | | | | | | | |
| Fully express my personality. | | | | | | | | | | | |

When conversing with other non-native speakers in English how do you generally feel?

| | |
|---|---|
| not at all uneasy | very uneasy |
| completely relaxed | not at all relaxed |

When conversing with English native speakers in English how do you generally feel?

| | |
|---|---|
| very uneasy | not at all uneasy |
| completely relaxed | not at all relaxed |

## Seite 07
**ICopen**

Has your stay abroad changed your perspective on your own cultural background?

- No.

| I would consider myself as a | not at all | | | | very much |
|---|---|---|---|---|---|
| German | | | | | |
| European | | | | | |
| Global citizen | | | | | |

Please indicate your (dis)agreement with the following statements:

| | Do not agree at all | | | | | Completely agree |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| I find discovering cultural differences in thought and behaviour really fascinating. | | | | | | |
| Cultural differences are not important when one considers that we are all humans and have the same basic needs. | | | | | | |
| I find it really exciting to be new somewhere and discover new places. | | | | | | |
| Generally I find people from other cultures more interesting than people from my own culture. | | | | | | |

## Seite 08
**NFC**

**Decision making**

Please indicate how much you agree with each of the following statements.

| | strongly disagree | moderately disagree | slightly disagree | slightly agree | moderately agree | strongly agree |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| When I am confronted with a problem, I'm dying to reach a solution very quickly. | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| I feel irritated when one person disagrees with what everyone else in a group believes | | | | | | |
| I don't like to be with people who are capable of unexpected actions. | | | | | | |
| I don't like to go into a situation without knowing what I can expect from it. | | | | | | |
| I enjoy having a clear and structured mode of life. | | | | | | |
| I don't like situations that are uncertain. | | | | | | |
| I dislike unpredictable situations. | | | | | | |
| I do not usually consult many different opinions before forming my own view. | | | | | | |

| | strongly disagree | moderately disagree | slightly disagree | slightly agree | moderately agree | strongly agree |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| When I have made a decision, I feel relieved. | | | | | | |
| I find that establishing a consistent routine enables me to enjoy life more. | | | | | | |
| I would quickly become impatient and irritated if I would not find a solution to a problem immediately. | | | | | | |
| I find that a well ordered life with regular hours suits my temperament. | | | | | | |
| I dislike questions which could be answered in many different ways. | | | | | | |
| I feel uncomfortable when I don't understand the reason why an event occurred in my life. | | | | | | |
| I dislike it when a person's statement could mean many different things. | | | | | | |

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## Seite 09

**stereotypes sliders**

In the following you will find characteristics that are thought to be typical of the British. Please indicate your (dis)agreement, using the sliders.

In general, British people are

| | Do not at all agree | Completely agree |
|---|---|---|
| disorganized | | |
| sociable | | |
| stuck-up | | |

polite

reserved

fair

In the following you will find characteristics that are thought to be typical of Germans. Please indicate your (dis)agreement, using the sliders.

In general, German people are

| | Do not at all agree | Completely agree |
|---|---|---|
| humourless | | |
| sociable | | |
| rigid | | |
| unfriendly | | |
| conscientious | | |
| reliable | | |

**Feeling thermometer**

Imagine feelings could be expressed in terms of temperature on a thermometer with a scale from 0° to 100° (0° stands for very cold and negative feelings and 100° for very warm and positive feelings).

| | |
|---|---|
| Which temperature do your feelings towards British people have? | ° |
| Which temperature do your feelings towards German people have? | ° |
| Which temperature do your feelings towards Bulgarian people have? | ° |

Can you imagine living and working in England over a more extended period of time (>1 year)?



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**Seite 10**
**SEinter**

Please rate on a scale from 0 to 100 how well you can do the following. For your orientation:

**0** = cannot do at all

**30** = have great difficulty to do well

**50** = can do somewhat

**70** = can do quite well

**100** = can do very well

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Get talking to German students whom I don't know. | | | | | | | | | | | |
| Get talking to international students whom I don't know. | | | | | | | | | | | |
| Get talking to British students whom I don't know. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Engage in small talk, e.g., at the hair dresser's or with staff in a café. | | | | | | | | | | | |
| Have extended conversations with other international students I have just met. | | | | | | | | | | | |
| Have extended conversations with senior citizens I have just met. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Approach other people who do not seem to take interest in me at first. | | | | | | | | | | | |
| Build friendships with other German students. | | | | | | | | | | | |
| Build friendships with Germans who are not university students. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Build friendships with other international students. | | | | | | | | | | | |
| Build friendships with British students. | | | | | | | | | | | |
| Successfully complete a project as part of a multi-cultural work group, e.g., for a seminar. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Write an email to a university professor that follows the cultural conventions in the UK. | | | | | | | | | | | |
| Present in front of an international audience. | | | | | | | | | | | |
| Handle situations in which I don't know how one is supposed to behave. | | | | | | | | | | | |

| | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Deal confidently with people who behave in an irritating way. | | | | | | | | | | | |
| Integrate well into an international flat share. | | | | | | | | | | | |
| Resolve a conflict with a flatmate in an international flat share. | | | | | | | | | | | |

**Seite 11**
**Ctest**

**Fill in the gap**

On this last screen you will find five short texts that contain gaps where parts of words have been deleted (no whole words are missing, though). Please try to fill in as many gaps as possible, using a spontaneous and intuitive approach. In several cases there is not a single correct solution but multiple different solutions are conceivable. A C-test is designed in a way that even well-educated native speakers and highly proficient multilingual speakers score between 80-95%. So please do not let remaining gaps demotivate you.

We all live with other people's expectations of us. These are a refle th
under Th predi wh th
think, d Gene acc sta
expect ha han co fam
and can be diff ign wh par

Founded in 1878 by Bishop Isaac Hellmuth as "The Western
"Western" is one of Canada's oldest and best universities. The fi grad
ar medi Tod "Western" is a vib
lear with 1,164 fac alm underg
graduate stud Through i Depar Sch
affi off th diffe
dip comm

In Europe, modern science emerged at the same time as the nation state. At fi
scien language o choice rema Latin. It al
t communicate wi other soci privileged thin
prote their wo from unwa exploitation. Som
de to protect id se to ha been stro
t desire t communicate them.

The decision to remove soft drinks from elementary and secondary school vending machines is a step in the right direction to help children make better choices when it comes to what they eat and drink.
Childhood obe bec ser th
a children cons fo and sp
ti nece Many par quest
deci al which disp so
Many schools, th co re mo
generate through agreements with the companies which make soft drinks and junk food.

In the last federal election, 61 % of eligible voters cast a ballot. That's a fright
inte elect noth the turn
provi munic sh lo
It's diff bel lit
fort pol wit a short wa dr
There are volun th pro
walk or who doesn't have a car.

## Seite 12
**Bericht**

### Opportunity for feedback

Is there anything which you would still like to add?

### Study report

☐ I would like to receive the study report via e-mail. I agree that my e-mail address may be stored in a password protected database until I have received the report. The anonymity of my data will not be compromised and my e-mail address will under no circumstances be passed on to third parties.

### Optional participation in follow-up interview

Over the summer, we will conduct one-to-one interviews with a sub-sample of participants via Skype video.

If you would like to volunteer for a follow-up interview, you will receive further information at the e-mail address that you provide below.

Please note that if you choose this option, your responses will form the basis for the interview and will therefore be analysed and associated with your personal e-mail address. However, your responses will remain anonymous to all other parties at all times.

☐ I would like to participate in a follow-up interview and wish to be contacted with further information at the following e-mail address:

## Letzte Seite

Thank you very much for your participation.

Your questionnaire has been successfully submitted. If you did not opt for a follow-up interview, your participation ends here. Should you at any point have any questions, comments or suggestions regarding the study and/ or your participation, please write to gianna.hessel@education.ox.ac.uk.

Upon completion of the study (31 July 2013) you will receive an €15 AMAZON-voucher via e-mail as a token of appreciation for your support of the study.

If you expressed interest in the results, you will receive the study report via e-mail upon completion of the project.

We would like to thank you sincerely for your support and wish you success and personal fulfilment in your future plans abroad and at home.

E-Mail, Department of Education, Oxford University - 2012 - 2013

**Appendix E**

## Interview guide 1

(Pre-departure interview)

[Introductions, thank participant for attending, provide more information on the study and answer any questions, point out the recording, point out option of checking transcript]

**Personal background**

1) You are studying in X. For how long? Where is your family from? Would you consider yourself as someone who is *heimatverbunden*?
   Sie studieren ja in X. Wie lange schon? Wo kommt Ihre Familie her? Würden Sie sich als heimatverbunden bezeichnen?
2) That's quite close/ far from home. How do you find that? How often do you visit?
   Das ist ja ziemlich nahe/ weit weg von Zuhause. Wie haben Sie diesen Umstand empfunden? Wie oft fahren Sie nach Hause?
3) How would you describe your cultural background in general terms?
   Wie würden Sie denn ganz allgemein Ihren kulturellen Hintergrund beschreiben?
4) Can you think of any key traits of your personality, which you have noticed over the years? (note to self: esp. in interacting with others)
   Fallen Ihnen einige wesentliche Merkmale zu Ihrer Persönlichkeit ein, die Sie über die Jahre hinweg an sich wahrgenommen haben? (bes. Pers. Im Kontext sozialer Kontakte)
5) You are studying X. How do(es) your subject(s) relate to you as a person, if at all? How is it that you are studying these subjects, rather than …?
   Sie studieren ja X. In welcher Beziehung steht das Studium mit Ihnen als Person, wenn überhaupt? Wie kam es dazu, dass Sie diese Fächer studieren und nicht etwa .. ?
6) How do you like your studies so far?
   Wie gefällt Ihnen das Studium bis jetzt?
7) I saw that you were abroad in X before. Tell me about your experience. Any associations?
   Ich habe gesehen, dass Sie in X waren. Was war das für eine Erfahrung? verbinden Sie mit dem Aufenthalt?

**Mobility history and studying abroad**

8) What made studying abroad an attractive option for you at this point? What made an ERASMUS student exchange seem more attractive than an internship abroad or a stay in outside the EU, for example?
   Was hat einen Studienaufenthalt im Ausland gerade jetzt attraktiv gemacht für Sie? Was hat einen ERASMUS Austausch gegenüber z.B. einem Praktikum im Ausland oder einem Aufenthalt außerhalb Europas reizvoller erscheinen lassen?
9) Can you think of the different factors that influenced your decision to study abroad?

Fallen Ihnen die verschiedenen Faktoren ein, die Sie in Ihrer Entscheidung, im Ausland zu studieren, beeinflusst haben?

10) Was there a choice of countries and partner universities for your department? Further: What made the UK appealing to you? How did you choose this university? Did you choose to go to the UK? If so, what made it appealing? (Choice of part. institution?)
Gab es eine Auswahl an Ländern und Partnerunis bei Ihnen am Fachbereich? Weiter: Was hat Sie an UK gereizt? (Wieso) Diese Uni gewählt?

11) Have you prepared in any way for going abroad?
Haben Sie sich in irgendeiner Form auf den Aufenthalt vorbereitet?

12) Did university X offer any support to out-going ERASMUS students? Did you make use of these offers? How useful did you find them?
Wurde von der Uni X Unterstützung für ERASMUS Studierende angeboten? Haben Sie irgendwelche dieser Angebote **genutzt**? Wie hilfreich fanden Sie diese?

13) What else would have been useful?
Was wäre noch hilfreich/ nützlich gewesen?

14) Did you take a preparatory English course?
Haben Sie einen vorbereitenden Sprachkurs belegt?

15) Have you registered for an English language course in X? (further: why (not))
Haben Sie sich für einen begleitenden Sprachkurs in X angemeldet?

16) How do you feel about going abroad? Anything that you look forward to in particular? Anything that you are going to miss? How do your family feel about it?
Wie fühlen Sie sich denn, was Ihren bevorstehenden Aufenthalt angeht? Gibt es etwas, auf das Sie sich besonders freuen? Etwas, dass Sie vermissen werden? Was meint den Ihre Familie dazu?

17) What courses did you choose (interest, enjoyment, advancement of studies etc.)?
Welche Kurse haben Sie gewählt?

18) What are the living arrangements you chose to make?
Welche Unterkunft haben Sie gewählt?

19) Do you have any specific expectations regarding your stay abroad?
Haben Sie bestimmte Erwartungen an Ihren Auslandsaufenthalt?

20) Did you set yourself specific goals?
Haben Sie sich auch bestimmte Ziele gesetzt?

21) What do you think about the following statement "It's only a matter of time spent abroad before one is able to think and act like a local."?
Was meinen Sie zu folgendem Zitat: "Es ist nur eine Frage der Zeit, die man im Ausland lebt, bevor man so denken und handeln kann wie die Einheimischen dort."?

**Language learning background**

22) When did you start learning foreign languages?
Wann haben Sie angefangen, Fremdsprachen zu lernen?

23) What do you associate with learning English at school?
Was verbinden Sie mit dem Englischlernen in der Schule?

24) Did you talk about culture in your English class?
Haben Sie im Unterricht über Kultur gesprochen?

25) What comes to mind when you think about British culture and the British?
Was fällt Ihnen spontan ein, wenn Sie an die Briten denken?

**Participant as a learner and user of English (present and future)**

26) How would describe your current level of English?
Wie würden Sie ihr momentanes Niveau im Englischen beschreiben?

27) What do you think are your strengths and weaknesses?
Was sind Ihrer Meinung nach Ihre Stärken und Schwächen?

28) How do you feel about speaking English? In what ways does it feel different from speaking German?
Wie fühlt es sich an, Englisch zu sprechen? Inwiefern fühlt es sich anders an, als Deutsch zu sprechen?

29) Did you have opportunities to use English in Germany every now and then?
Hatten Sie in Deutschland hin und wieder Gelegenheit, Englisch zu verwenden?

30) Are you happy with your current level or what level would you like to achieve? Do you have any specific goals for your stay in this regard? (Do you feel you know *how* to achieve those?)
Sind Sie zufrieden mit Ihrem Niveau? Welches Niveau würden Sie gerne erreichen? Haben Sie bestimmte Ziele in dieser Hinsicht? (Haben Sie das Gefühl, Sie wissen, wie Sie das erreichen können?)

31) Your proficiency in English is quite high – what do you think has helped you to get this far?
Sie bewegen sich ja auf ziemlich fortgeschrittenem Niveau – was meinen Sie, hat Ihnen dabei geholfen, so weit zu kommen?

32) When you think 5 or 10 years into the future, does English feature in your future plans in any way?
Wenn Sie nun einmal 5 oder 10 Jahre in die Zukunft denken, spielt Englisch in Ihren Zukunftsplänen irgendeine Rolle?

33) Is there anything that we haven't addressed but that you would like to say? Would you perhaps like to ask me anything?
Gibt es etwas, das wir nicht angesprochen haben, Sie aber noch gerne sagen möchten? Möchten Sie mich vielleicht noch etwas fragen?

## Interview guide 2/3

(follow-up interview/ pre-return interview)

1) What do you associate with your stay (so far)?
Was verbindest Du spontan mit deinem Aufenthalt (bis hierher)?

2) What would your personal „well-being graph“ look like? What were perhaps high points and low points?
   Wie würde Deine persönliche Wohlfühlkurve für den Aufenthalt aussehen? Was waren vielleicht Hoch- und Tiefpunkte?
3) What have been the biggest challenges for you (so far)?
   Was waren (bisher) die größten Herausforderungen für Dich?

**Perceptions of living and studying in the host country**

4) (Where) did you encounter any cultural differences during your stay?
   (Wo) sind Dir während Deines Aufenthaltes kulturelle Unterschiede begegnet?
5) How have you been managing academically? Do you think the language has affected your academic performance? Did you still have time to try something new? (hobby etc)?
   Wie bist Du akademisch zurecht gekommen? Denkst Du, die Sprache hat Deine akademischen Leistungen beeinträchtigt? Blieb Dir noch Zeit, um etwas Neues auszuprobieren?
6) How would you rate the support you received from your host university? suggestions?
   Wie würdest Du die Unterstützung seitens Deiner Gastuniversität bewerten? Vorschläge?
7) If you compare academic studies and student life here with Germany, where do you see similarities or differences? As how different would you regard the two contexts? Any preferences?
   Wenn Du das Studieren und das Studentenleben hier mit dem in Deutschland vergleichst, wo siehst Du Unterschiede und Gemeinsamkeiten? Als wie verschieden würdest Du die beiden kulturellen Kontexte einstufen? Was gefällt Dir besser?
8) Have you had the opportunity to travel? What are your impressions of the county and its people?
   Konntest Du etwas Reisen? Was waren Deine Eindrücke von Land und Leuten?
9) Do you think your views and attitudes towards the British/ English and the UK/ England have changed during your stay? How?
   Denkst Du, Deine Wahrnehmung und Einstellungen gegenüber den Briten und Großbritannien haben sich während Deines Aufenthaltes verändert? Inwiefern?
10) Do you think your relationship and views of Germany and the Germans have changed? How?
    Denkst Du, Deine Beziehung und Deine Wahrnehmung von Deutschland und den Deutschen haben sich verändert? Inwiefern?
11) Has your stay changed your perspective on your own cultural background or not?
    Hat Dein Auslandsaufenthalt Deine Perspektive auf Deinen eigenen kulturellen Hintergrund irgendwie verändert oder nicht?

**Social contacts**

12) How would you describe your social network here in X? Has it developed as expected? Are you happy with the way it has developed? (Why not?)
    Wie würdest Du dein soziales Netzwerk in X beschreiben? Hat es sich so wie erwartet entwickelt? Bist Du zufrieden damit, wie es sich entwickelt hat? (Warum nicht?)

13) Think of your 3 closest contacts here in X. Let's call them person A, B and C. Where did you meet person A and what language do you most often use with each other? How often are you in touch with person A? (including texts/ emails/ facebook/ calls) …
Denke nun bitte an Deine 3 engsten Bekannten hier in X. Nennen wir diese Person „A", „B" und „C". Wo hast Du Person A kennengelernt und welche Sprache benutzt ihr meistens miteinander? Wo oft hast Du mit Person A Kontakt? …
14) How would you compare your contacts with Germans with those with British students/ other internationals? What role did these different contacts play for you? What were perhaps obstacles that made contact with British students more difficult?
Wie würdest Du deine Kontakte mit deutschen Studierenden mit denen zu britischen/ internationalen Studierenden vergleichen? Welche Rolle haben diese Kontakte für Dich gespielt? Was waren Deiner Meinung nach Hindernisse, die den Kontakt mit britischen Studierenden erschwert haben?
15) Would you say that ERASMUS students form a group or rather a community? What does it look like inside this group?
Würdest Du sagen, ERASMUS Studierende bilden eine Gruppe oder eher eine Gemeinschaft? Wie sieht es innerhalb dieser Gruppe aus?
16) Would you consider yourself to be part of this group? Is being an ERASMUS student relevant in any way in your daily life?
Würdest Du Dich als Teil dieser Gruppe sehen? Macht es sich bewusst im Alltag für Dich bemerkbar, dass Du ERASMUS Student(in) bist?

**English language learning**

17) At the beginning of your stay you were quite motivated to improve your English. How has that motivation developed during your stay?
Du warst anfangs ja recht motiviert, Dein Englisch zu verbessern. Wie hat sich diese Motivation im Laufe des Aufenthaltes entwickelt?
18) How would you describe the development of your English language skills during your stay?
Wie würdest Du die Entwicklung deiner Englischkenntnisse während des Auslandsaufenthaltes beschreiben? (eines der Ziele)
19) Was there any noticeable break-through?
Gab es irgendwelche spürbaren Durchbrüche?
20) Do you think you have made progress with your language? In what areas and to what extent?
Denkst Du, Du hast insgesamt Fortschritte in der Fremdsprache gemacht? In welchen Bereichen und in welchem Ausmaß?
21) You wanted to improve/ achieve X. What do you think about these goals now?
Du wolltest X verbessern/ erreichen. Wie denkst Du nun über diese Ziele?
22) What aspects of your stay do you think contributed the most to improving your language skills? Which ones have perhaps curbed your language development?

Welche Aspekte des Aufenthaltes haben Deiner Meinung nach am meisten zur Verbesserung Deiner Sprachfertigkeiten beigetragen? Welche haben dich vielleicht in Deiner Entwicklung gebremst/ behindert?

23) Did you do anything in particular to improve your English? (further: apply any specific strategies?)
Hast Du irgendetwas Bestimmtes getan, um Dein Englisch zu verbessern? (ggf.: bestimmte Strategien angewandt?)

24) How would you evaluate the contribution of interactions with other international students whose first language is not English to developing ones foreign language skills?
Wie bewertest Du den Beitrag, den die Interaktion mit internationalen Studierenden zur fremdsprachlichen Entwicklung leistet?

25) Did you take a language course in the end? How helpful did you find it?
Hast Du letztendlich einen Sprachkurs belegt? Wie hilfreich fandest Du diesen?

26) How happy are you with your stay overall with regard to improving your language?
Wie zufrieden bist Du bist mit dem Aufenthalt in dieser Beziehung?

**Participant as a learner and user of English (present and future)**

27) When you think of the different areas of language, how would you assess your current level? What do you think are your strengths and weaknesses?
Wie schätzt Du Dein momentanes Niveau ein, wenn Du an die verschiedenen sprachlichen Bereiche denkst (Sprechen, Schreiben, Lese- und Hörverstehen, Wortschatz, Grammatik >akademisch/ Freizeit)? Was sind deine Stärken und Schwächen im Englischen?

28) Does speaking English feel different to you now than it did at the beginning of your stay?
Fühlt es sich anders an, Englisch zu sprechen als zu Beginn des Aufenthaltes?

29) To what extent do you feel that you can express your personality/ be yourself in English? To what extent were you able to apply your competencies/ knowledge through English?
Inwieweit denkst Du, dass Du Deine Persönlichkeit im Englischen ausdrücken kannst/ Du selbst sein kannst? Inwieweit konntest Du auch im Englischen Deine Kompetenzen/ Dein Fachwissen einbringen?

30) Does it (still) make a difference whether you speak with native speakers or non-native speakers?
Macht es (noch) einen Unterschied, ob Du mit Muttersprachlern oder Nicht-Muttersprachlern sprichst?

31) Has your relationship with English or with learning English changed in any way?
Hat sich Deine Beziehung zur englischen Sprache und zum Englischlernen verändert?
*If student is majoring in English: Has your relationship with your subject changed in any way?*

*32)* How is your motivation to improve your English further? (still any specific learning goals for your stay/ how happy with your current level?)
Wie sieht es mit deiner Motivation aus, dein Englisch weiter zu verbessern? (Noch bestimmte Ziele für den Aufenthalt/ Wie zufrieden mit momentanem Niveau?)

33) Do you think your study abroad has in any way affected your motivation to further improve your English?"
Denkst Du, Dein Auslandsstudium hat Deine Motivation, Dein Englisch weiter zu verbessern in irgendeiner Form beeinflusst?

34) Where do you see yourself using English in the future?
Wo siehst Du Dich in der Zukunft Englisch verwenden?

35) What's your ideal for the future? Have you sometimes pictured yourself in the future? Has this image sometimes motivated you to invest more effort into learning English or was it merely a nice image – more like a daydream?
Was ist Dein Ideal für die Zukunft? Hast Du Dir das manchmal bildhaft vorgestellt? Hat Dich diese Vorstellung motiviert, mehr Aufwand aufs Lernen zu verwenden oder war es einfach nur eine schöne Vorstellung – mehr wie ein Tagtraum?

36) How likely do you think it is that you will achieve this ideal? Do you think it is less or more likely than before your stay?
Für wie wahrscheinlich hälst Du es, dass Du dieses Ideal erreichen wirst? Weniger wahrscheinlich oder wahrscheinlicher als vor Deinem Aufenthalt?

**Other outcomes of the experience and closing**

37) Do you think you have changed since you came to the UK or do you do certain things differently? Or have others noticed changes in you perhaps?
Denkst Du, Du hast Dich verändert seit Du nach England gekommen bist oder machst Du bestimmte Dinge anders? Oder andere an Dir?

38) Have you experienced or achieved anything that you did not expect?
Hast Du etwas erreicht oder etwas erlebt, dass Du so nicht erwartet hast?

39) Would you participate in the programme again? Go to the UK again?
Würdest Du wieder an ERASMUS teilnehmen? Wieder nach England?

40) Have you done/ resolved to do something as a result of your stay? Have you made any plans for after your stay?
Hast Du als Resultat Deines Aufenthaltes irgendetwas beschlossen oder getan? Hast Du vielleicht Pläne für danach geschmiedet?

41) Is there anything that we haven't addressed but that you would like to say? Would you perhaps like to ask me anything?
Gibt es etwas, das wir nicht angesprochen haben, Du aber noch gerne sagen möchtest? Möchtest Du mich vielleicht noch etwas fragen?

**Appendix F**

**Jennifer Interview 1, 14 09 2012 (one week post-arrival), using skype video**

G = Gianna

I = Interviewee

G:

Hallo?

I:

Hallo.

G:

Hallo, ich grueße Sie, Jennifer! Koennen Sie mich hoeren?

I:

Ja, sieht wunderbar aus.

G:

Super. Erst einmal ganz herzlichen Dank, dass Sie sich in dieser wirklich spannenden Phase jetzt die Zeit nehmen, mit mir ein Interview zu fuehren – das ist wirklich sehr nett.

I:

Ja total gerne, also ich meine – also als – Moment, ich muss mal kurz die Rolladen hier zumachen. Die Sonne scheint so rein. Aeh, da ich ja auch Erziehungswissenschaften studiere komm ich ja ein bisschen aus'm aehnlichen Feld und da ich mich ja auch mit Deutschland und England beschaeftige deswegen finde ich's immer spannend, sowas irgendwie mit zu verfolgen oder dran teilzuhaben.

G:

Ja, schoen, ja, das hab ich gesehen – Erziehungswissenschaften und Regionalwissenschaften – das hoert sich wirklich spannend an, da werde ich Sie nachher noch mehr dazu fragen. Erst einmal wollte ich Sie  fragen – was ziehen Sie denn vor: Sie oder Du? Also mir ist das egal – mit manchen Teilnehmern sage ich Du, mit manchen Teilnehmern sage ich Sie.

I:

Also ich bin gerne beim Du. Also wenn das in Ordnung ist.

G:

Gut, dann bin ich ab sofort Gianna und sage einfach Jennifer.

I:

Ja, gerne.

G:

Schoen. Also vielleicht erzaehle ich nun erst mal nochmal ein paar Worte zu der Studie, an der Du jetzt teilnimmst und die Du so tatkraeftig unterstuetzt. Das waere vielleicht ganz interessant im Vorhinein und dann bevor ich Dich ueber Deinen Weg ins Ausland frage, erzaehle ich vielleicht ein bisschen ueber meinen eigenen und dann koennen wir starten. Ich muesste das Interview aufnehmen – sind Sie damit einverstanden, aeh Du? Entschuldigung, jetzt bin ich noch so drin im – ja..

I:

Ja, natuerlich.

G:

Alles klar, dann mache ich das nebenbei und sende Dir danach auch gerne das Transkript zu und dann kannst Du nochmal schauen, ueber was wir geredet haben, also wenn Du das moechtest. Zur Studie selber, die fuehre ich im Rahmen meiner Promotion mit Herrn Dr. Vanderplank durch und Herr Dr. Vanderplank ist der Leiter des Sprachenzentrums in Oxford und beschaeftigt sich selber sehr mit Erwachsenenbildung und Spracherwerb von Erwachsenen. In dieser Studie jetzt interessieren wir uns speziell fuer studienbezogene Auslandsaufenthalte. Auslandsaufenthalte werden ja sehr oft als sehr praegende Erfahrung beschrieben und die Teilnehmer fuehlen sich irgendwie positiv, manchmal auch negativ veraendert – das kann man die so genau vorher absehen, aber in jedem Fall ist es eine irgendwie transformative Erfahrung. Und wir interessieren uns speziell fuer den Spracherwerb und fuer interkulturelle Kompetenzen. Also Spracherwerb auch in Bezug auf Motivation – wirkt der Aufenthalt eher motivierend oder demotivierend? Sprechen die Teilnehmer die Fremdsprache? Mit wem sprechen sie die Fremdsprache? Und mit welchen Methoden wird die Sprache erlernt? Interkulturelle Kompetenzen sind ja untrennbar damit verbunden, denn wenn wir die Fremdsprache benutzen, sprechen wir sie ja meistens mit Menschen, die einen anderen kulturellen Hintergrund haben als wir selbst. Und interkulturelle Kompetenzen sind jetzt nicht dasselbe wie kulturspezifisches Wissen, wie zum Beispiel Wissen ueber das politische System in Großbritannien oder bestimmte Verhaltensweisen der Briten, sondern es sind Kompetenzen, die erklaeren sollen, warum manche Menschen besser mit Fremdheit umgehen koennen als andere und sich in manchen anderskulturellen Kontexten besser bewegen koennen. Ja, und wie untersuchen wir das? Wir machen das einmal mit der Befragung, also da ist ja auch der Sprachtest dabei, deswegen da wir die Sprachkompetenz untersuchen. Das hat natuerlich alles seine Grenzen – mit einer Befragung kann man nicht wirklich sehr viel

detaillierte Informationen bekommen und deswegen moechten wir auch gerne individuelle Erfahrungen und Erfahrungsberichte mit aufnehmen – einfach dass das Ganze mehr Leben bekommt und ein bisschen mehr Kontext und einfach auch die Erfahrungswelt ein bisschen mehr kennenlernen von den Teilnehmern, die sich im Feld ergibt. Ja, und dazu fuehre ich jetzt auch das Interview mit dir, einfach um mehr darueber zu erfahren, was dich ins Ausland gefuehrt hat, wie deine ersten Eindruecke so sind und wie deine ersten Erfahrungen mit der englischen Sprache dort so sind.

Vielleicht erzaehle ich einfach noch kurz zu mir, was mich nach England gefuehrt hat, denn ich studiere ja momentan auch in England, in Oxford, am Fachbereich fuer Erziehungswissenschaften. Obwohl ich jetzt gerade in Deutschland, fahre jedoch naechste Woche wahrscheinlich schon zurueck. Ich selber bin in Rostock geboren, dann bin ich nach Stuttgart gezogen nach der Wende mit meiner Familie, dort habe ich auch mein Abitur gemacht und nach dem Abitur bin ich dann 8 Monate nach Australien gegangen – ich hoere gerade ein Rauschen …

I:

Ich auch. Aber ich hoere es auch eher auf der Gegenseite.

G:

Ah ja.

I:

Also bei mir sind auch eigentlich keine Hintergrundgeraeusche drumherum.

G:

Ja, bei mir auch nicht … das ist sehr komisch.

I:

Ja, jetzt hoere ich auch schon ein Echo.

G:

Ja? Mh… vielleicht weil wir beide Lautsprecher benutzen und keine, und keine Kopfhoerer. Ist es trotzdem noch verstaendlich, oder …

I:

Ja, ja.

G:

Gut, alles klar, dann nochmal drei Saetze zu mir. Also, ja ich war dann 8 Monate in Australien, nach dem Abitur eben – ich wollte raus von Zuhaus, das Land entdecken, arbeiten, die Sprache verbessern und so weiter. Dann bin ich zurueckgekommen, hab angefangen, angewandte Sprach-

und Kulturwissenschaften zu studieren als Bachelor an der Universitaet Mainz und bin dann auch im Rahmen des Studiums fuer 9 Monate nach Neuseeland gegangen. Das war eine sehr schoene Erfahrung fuer mich. Ich habe dort kulturvergleichende Psychologie studiert und ein Forschungspraktikum gemacht und natuerlich bin ich auch gereist, also es war auch ein ganz kleines bisschen eine getarnte Erlebnisreise sozusagen (lacht). Und dann bin ich zurueckgekommen, habe meinen Abschluss in Mainz gemacht und dann kam die Entscheidung, nach England zu gehen und dort noch den Master zu machen. So bin ich dann in Oxford gelandet und hab dann die Erziehungswissenschaft gewaehlt als Fachgebiet und ganz genau mache ich Zweitspracherwerbsforschung. Da geht es darum, wie lernt der Mensch Fremdsprachen und wie koennte man das durch Sprachunterricht foerdern. Und seit gut einem Jahr promoviere ich jetzt am selben Fachbereich unter der Betreuung von Herrn Dr. Vanderplank. Ja, so viel zu mir. Und im Prinzip geht es jetzt darum aehm ganz einfach erst mal Deinen Weg ins Ausland grob zu umreissen. Und ich wuerde aber gerne dazu vielleicht in Deutschland anfangen und Dich einfach mal fragen: Du studierst ja in X, hab ich gelesen. Und bist du denn auch urspruenglich aus X?

I:

Also ich hab grad festgestellt, wenn ich mein Mikrofon ausststelle wenn du sprichst, dann funktioniert‘s besser. Also versuch ich das mal so hin und her zu machen, wenn ich also nicht gleich antworte aeh, dann ist nicht so dieses Nebengeraeusch da.

G:

Alles klar, gut.

I:

Also, urspruenglich komme ich aus X aehm, wo ich auch geboren wurde. Also eigentlich in Bergisch Gladbach, aber aeh meine Eltern wohnen in X und aehm bin dort aufgewachsen, zur Schule gegangen und aeh hab da auch mein Abitur da gemacht. Aehm, ja und hab mich dann entschieden aehm da ich halt eigentlich - wie soll ich jetzt sagen - also ich hab mich entschieden aehm ins Ausland gehen zu wollen aehm.. Und bei mir in der Schule haben das ja schon viele in der elften Klasse gemacht, aber ich hab‘ gesagt: Nee, ich will das lieber nach dem Abitur machen. Und aehm so abhaengig von meinen damaligen finanziellen Moeglichkeiten aehm und meinem Interesse mit Kindern zu arbeiten, weil ich halt schon immer so als Babysitterin gearbeitet hatte, ist es dann auf das Au Pair gefallen. Und ich hatte erst aehm meine erste Wahl auf Amerika gesetzt, da gab‘s dann aber ein paar Schwierigkeiten und Organisationen und im Endeffekt bin ich durch puren Zufall, weil ich aehm hier die beste Familie gefunden hab‘, in London gelandet. Das hat sich glaub ich damals erst sechs Wochen vorher ungefaehr rausgestellt. Aehm ja, und bin dann 2009 im September nach London gekommen. Und war dann halt elf Monate hier, und bin danach aehm erst mal zurueck nach X fuer ein paar Wochen. Dann nochmal aehm sechs Wochen nach Florida mit einer anderen deutschen Familie, die dort hin gezogen ist. Aehm, die haben mich in

den ersten Wochen so ein bisschen unterstuetzt beim Einleben, und bin dann zurueck in Deutschland nach X gezogen und hab mein Studium angefangen.

G:

Ja, ok. Das ist ja wirklich sehr interessant. Also, Erziehungswissenschaften und Regionalwissenschaften Asien Afrika. Gibt's da 'ne persoenliche Verbindung?

I:

Leider ist die persoenliche aeh Verbindung erst eigentlich im Nachhinein gekommen. Ich hatte mich urspruenglich aehm fuer Sozialwissenschaften beworben und die Humboldt Uni hat mir mein Zweitfach zugeteilt. Also, dass ich Erziehungs- wissenschaften studieren wuerde war klar, aehm... Darauf hatte ich mich auch ueberall beworben und das hatte ich auch schon in der Schule als Leistungskurs gemacht. Aehm, nur das Zweitfach war eben unklar. Und da die Humboldt Uni in dem Semester so ein bisschen Chaos hatte, ist es dann durch Zufall Regionalwissenschaften geworden. Aehm, ich bin dann auch dabei geblieben, hab mich also im Nachhinein erst eigentlich bewusst dazu entschieden und seh's halt heute so ein bisschen als aeh Schicksalsfuegung an, aehm weil ich schon 'n bisschen aehm vorher eine persoenliche Verbindung in den Oman hatte und aehm so eben der arabische Sprachraum mein groesstes Interesse war, weil ich zu anderen vorher wirklich gar keinen Bezug hatte.

G:

Ja, ich hab' gesehn' du hast arabisch gelernt. Und wann war das und aus welchem Interesse heraus?

I:

Aehm, also das hab ich eigentlich letztes Jahr im Sommer schon angefangen, aber wirklich hab' ich jetzt im letzten Winter- und Sommersemester gemacht, also das letzte aehm Studienjahr. Aehm, und das kam eben daher, dass ich durch mein Zweitfach aehm eine Sprache auswaehlen musste. Und da ich schon seit einigen Jahren vorher aehm einen Bekannten hatte, der eben aus dem Oman kommt und ich das alles ziemlich faszinierend fand, hab' ich mich da halt am meisten eigentlich verbunden zu der arabischen Sprache gefuehlt und auch das groesste Interesse so oder so daran gehabt schon. Hab' es dann demnach ausgewaehlt und jetzt die zwei Semester lang gemacht und wuerd's auch wirklich gern weiter machen. Aehm einfach, ja wenn ich halt so meine Interessengebiete sehe, dann ist es so die Arabische Welt aehm noch das groesste von Asien und Afrika gesehn.

G:

Ja, verstehe. Und wie kann man sich das vorstellen Regionalwissenschaften, grob. Also worum geht's da, ganz grob?

I:

Also, Regionalwissenschaften wurde ja sozusagen erfunden um aehm ja Regionen besser aus sich heraus zu verstehen. Also, wie die Amerikaner dann eigentlich im Krieg dann gemerkt haben: Ach eigentlich versteh'n wir unsere Feinde nur wenn wir die anderen Sprachen lernen. Aehm, und so ist es eigentlich ein sehr sehr interdisziplinaeres Fach, aehm wo man die Regionen dann oben drauf stellt und diese dann durch die Sprache, kulturwissenschaftliche, soziologische, aehm politikwissenschaftliche und synologische Aspekte eben studiert. Also, sehr aeh rundum eigentlich.

G:

Mhm, verstehe ja. Und wie gefaellt dir das Studium bisher?

I:

Unheimlich gut. Also es hat mir total viel Spass gemacht dass da immer eigentlich was Neues war, was ich vorher noch ueberhaupt nicht wusste. Es mir sehr sehr viele neue Welten irgendwie eroeffnet hat, den Horizont erweitert hat und ich im Endeffekt sehr sehr froh war, aem nicht bei Sozialwissenschaften gelandet zu sein, weil das halt wieder das europaeische Bild gewesen waere, aber so hab ich eigentlich das Gleiche in gruen, nur in andern Kontinenten gemacht und also ich finde halt so die „Wir und die andern" Debatten, das Ganze halt so orientalistisch aufzuarbeiten aehm sehr spannend und so eben lernen die, die wir eigentlich als „die Anderen" bezeichnen, zu verstehen.

G:

Ja hoert sich interessant an, auf jeden Fall. Kam anders als erwartet, ne, aber manchmal ist es das Beste wenn man nicht das bekommt, was man eigentlich wollte.

I:

Genau, und das es mich jetzt so eigentlich auf einen neuen Weg gefuehrt hat.

G:

Ja, und nun ist ja X nicht die naechste Ecke von zu Hause, was Vor- und Nachteile hat. So wie ich das verstanden hab', ist das schon eine kleine Ecke weg. Wie hast du denn den Umstand empfunden? Also, faehrst du manchmal nach Hause oefters oder… Wo ist denn dein Lebensmittelpunkt, dann?

I:

Also, eigentlich ist fuer mich immer mein Lebensmittelpunkt da wo ich bin und meine Freunde sind. Aehm, so dass halt erst meine Freunde meistens stehen und dann meine Familie. Aehm, und da ich eben von X nach London gegangen bin, aehm kannte ich halt die Distanz schon. Und zwischen X und London liegt zwar das Meer, aber sonst ist es fast die gleiche Distanz wie zu X.

Und aehm, ja da wird das halt so die typischen Festlichkeiten wie Ostern oder Weihnachten oder einmal im Sommer, zu denen ich nach Hause fahre. Aber sonst aehm spielte das halt eigentlich nicht so ‘ne grosse Rolle. Also es war fuer mich keine aehm, ja keine Bedingung, dass der Studienort nahe da ist wo meine Familie ist, oder weit weg. Das, das ging halt eher um den Studienort, weil nach London war erst die Frage: Ja, wohin jetzt? Aehm, wo es mir halt gut gefallen hat aehm. Dann passte halt am besten X.

G:

Ja, verstehe. Und jetzt wird’s etwas allgemeiner: Wie wuerdest du denn deinen eigenen kulturellen Hintergrund beschreiben?

I:

Aehm, in welchem Sinne, im...?

G:

Ja, Kultur ist ja sehr weit gefasst.. Also, es koennte alles sein. Alles was dir dazu einfaellt. Das ist so ‘ne ganz offene Frage.

I:

Ok, aehm ja, mein kultureller Hintergrund ist halt (pause) von der Nation gesehen ja erst mal sehr Deutsch, aehm (pause). Sehr gut buergerlich und aehm, etwas aehm oder eigentlich doch recht sehr christlich gepraegt, aehm (pause) und sehr rheinlaendisch. Also, das merk ich doch schon. Aehm, also ich bin sehr durch meine Heimatstadt X gepraegt und seh‘ das auch sehr als meine, also das ist schon meine Heimat, aber zu Hause bin ich in X und London.

G:

Alles klar. Und in wie fern merkt man das, dass man so gepraegt ist von X? Wie kann ich mir das vorstellen?

I:

Aehm, also X seh ich irgendwie als kulturspezifisch an, dass man doch irgendwie in seiner Mentalitaet stark gepraegt ist. Also, sehr offen aehm (pause) aehm froehlich, freundlich sehr zugaenglich aehm, ja. Also es ist einfach ich wuerd sagen, die Rheinlaender sind halt zwar ein sehr direktes, aber auch sehr offenes aehm, ja Gemuet irgendwie.

G:

Kann ich bestaetigen aus meinen zwei Erfahrungen in X haha. Aber ich war nur als Touristin da, ich hab da nie gelebt oder so, oder.. Hat mich interessiert. Na gut. Vielleicht wieder zurueck ins Ausland. Und zwar hast du erzaehlt du warst in London als Au Pair. Da wuerd ich noch mal ganz

kurz zurueckkommen. Aehm, das war ja nach der Schule. Hast du da, verbindest du da ganz was bestimmtes damit? Oder was faellt dir spontan dazu ein, wenn du daran denkst?

I:

Aehm, ja das war halt einfach so die Freiheit danach. Aehm, das von zu Hause aus ziehen, und dann aber gleich in ‘ne komplett andere Welt, also ich, es war halt eben genau: Also der Auszug von zu Hause war dann gleich anderes Land, aehm andere Leute. Es war irgendwie ein wildes, freies Jahr, in dem ich halt einfach jung war.

G:

Ja, und danach kam Florida…

I:

Genau, aber wenn man nicht einundzwanzig in England aeh in Amerika ist, dann… und in Florida ist halt nicht so viel los. Aber aehm das war trotzdem noch eine andere Weite. Also, was ich auch mit London verbinde ist, aehm oder mit diesem Jahr in London, ist ganz stark, dass eben mein Idee eigentlich war meinen American Dream zu leben, aber eigentlich hatt‘ ich halt diesen Dream genauso aehm in England. Und eigentlich noch so wie er viel mehr zu mir passt. Und es war aeh ‘ne schoene Ueberraschung.

G:

Schoen. Und waren die Erfahrungen aehnlich oder schon etwas anders?

I:

England und Amerika?

G:

Genau.

I:

Sehr unterschiedlich.

G:

Ahja, in wie fern?

I:

Aehm, angefangen von der Sprache, aehm dass ich halt schon sehr gemerkt hab‘, dass ich aehm mit meiner.. mit meinen Fremdsprachen; Englisch kentnissen sehr British sozialisiert war. Aehm das merk ich ueberall wo ich English rede, aehm und dann in Amerika erst mal nicht verstanden zu werden, obwohl man ein Jahr lang in England gelebt hat, war etwas frustrierend. Aehm, dann

fehlte mir dort die Kultur die ich gewohnt war, aufgewachsen eben in aehm ‘ner alten Stadt wie X, und dann in London gewesen, fuehlte ich mich also in Florida sehr kulturlos, von meiner Definition von Kultur….aehm sehr oberflaechlich und konsum-orientiert. Deswegen waren das schon zwei krasse Welten, die fuer mich da aufeinandergeprallt sind.

G:

Ja, ok dankeschoen. Jetzt kam die Entscheidung nach London zu gehen um zu studieren. War das ein recht spontaner Entschluss sich fuer den Austausch zu bewerben, oder?

I:

Aehm, ja also ich hab den Entschluss letzten Winter glaub ich gefaellt, so im Dezember, da musst‘ ich mich ja da bewerben. Also, da haengen so Bewerbungsfristen auf. Und aehm als ich mit meinem Studium angefangen hab, war das auf jeden Fall kein Gedanke, dass ich wieder nach London gehe. Aber es hat mich halt irgendwie immer begleitet aehm durch die schoene Erfahrung und dadurch, dass mir London schon sehr ans Herz gewachsen ist. Und ich halt auch immer sehr viel davon geschwaermt hab. Aber im Endeffekt die Entscheidung hierherzu gehen war doch mehr eine akademische als aehm eine andere. Aehm weil halt so zur Debatte stand, wo’s halt am besten weitergehen koennte und ich halt wusste in X wuerde mir das fuenfte Semester was ich jetzt hier mache nicht so gut gefallen. Dann hab‘ ich mit einem Professor gesprochen und aehm es kam halt einfach darauf hinaus, dass die beste Auslandsoption London ist. Und dann hab ich gesagt: Ja ok, dann faellt die Eingewoehnungszeit schon mal weg, warum dann nich‘ wieder London?!

G:

Ja, und warum hat dich eher ein Studiensemester gereizt, an Stelle von zum Beispiel ein Praktikum oder etwas ausserhalb ….?

I:

Aehm, also ich finde das Eine schliesst das Andere ja nicht aus. Aehm, ich hatte halt die andere Option im Kopf, dass ich mein Auslandsemester eben im Oman mache. Da ich aber vorher, also bevor ich die Entscheidung fuer London gefaellt hab‘, auch im Oman war, konnte ich bewusst entscheiden, dass aehm es fuer mich nicht so viel Sinn machen wuerde in einem arabisch sprachigen Land mein Auslandssemester zu machen, weil es mir wichtiger ist erst mal aehm mein Studium in der Regelzeit zu beenden. Und da ich mir hier eben alles anrechnen lassen kann aehm wollte ich mein Auslandssemester in einem Land machen, wo ich ganz normal weiter studieren kann. Und aehm ein anderes Land, also arabisch sprachiges Land, das ich jetzt eher arabisch lerne, als irgend ‘ne andere Sprache noch, aehm, da kommt fuer mich eher ein Sprachkurs oder dann eben ein Praktikum in Frage.. Aber das sehe ich immer noch als Option an aehm fuer naechstes Jahr.

G:

Mhm, verstehe. Und fuer den Aufenthalt hier jetzt, hast du dich da in irgendeiner Form vorbereitet, oder?

I:

Eigentlich nicht direkt. Also, ich hatte geschrieben ich hatte einen Sprachkurs gemacht, aber der war schon letztes Sommersemester,aehm wo ich noch gar nich geplant hatte aehm nach London wieder zu gehen, das war halt so ein Academic Writing Kurs. Und, aehm ja in so fern dadurch dass ich schon in X Kurse auch auf English hatte und Hausarbeiten auf English geschrieben hab, aehm hab ich mich jetzt sonst nicht weiter vorbereitet.

G:

Ja, und gab's irgendwelche Angebote seitens der Uni?

I:

Eigentlich gar nicht, nein. Also nicht direkt fuer Erasmusstudenten. Es gibt halt diese Sprachkurse, aber da wird man jetzt nicht unbedingt drauf hingewiesen als Erasmus Student.

G:

Ja gut. Aehm, waer da noch irgendwas hilfreich oder nuetzlich gewesen so im Nachhinein?

I:

Aehm ach mir faellt noch ein dass ich einen Kurs gemacht hab, aehm eben so nen interkulturellen Kompetenzkurs. Aber, das war eben auch eher aus eigenem Interesse als zur Vorbereitung auf die Zeit hier. Aber generell find ich so was schon sehr nuetzlich oder einfach das direkte Hinweisen auf Kurse. Ich weiss, man muss zwar einen Sprachtest ablegen aehm um eben hier her zu duerfen von der Uni aus, aber aehm ich bin zwiegespalten ob das nuetzlich ist, weil auf der einen Seite find ich es immer gut so ein bisschen ins kalte Wasser geschmissen zu werden um selber eben die Erfahrung zu machen. Weil im Endeffekt ist alles halt sehr subjektiv und man muss halt so seinen Weg finden. Aber aehm ich denke gerade so Treffen mit den anderen Erasmus Studenten haett' ich eigentlich ganz nett gefunden, um ueberhaupt zu wissen ja wer von meiner Uni geht denn noch. Und aehm, dass man sich schon mal so irgendwie kontakten kann.

G:

Ja verstehe. Ok, und welche Kurse hast du gewaehlt fuer London?

I:

Aem also, ich hab so ziemlich aeh jetzt genau fuer das was ich im fuenften Semester mache, nicht das equivalent gewaeht. Aehm, eher aus X, dass ich da halt zwei Module pro Term mache und im Winterterm wird es einen Kurs zu Development, aeh nich' Development, Comparison of Education Theories and Methods sein, aehm da ich meinen Schwerpunkt eben auf aehm

Vergleichswissenschaften lege und der andere da es an der HU auch mit aehm Statistik und Empirik gekoppelt is, ist dann aehm - Gott wie heisst das jetzt noch mal aehm- Economic Perspectives on Education Policy. Und im Springterm mach ich zwei Kurse. Der eine heisst Education Rights und der andere Development Education and Error of Globalisation. die beiden kann ich aus freiem Interesse waehlen und kann ich mir aber auch genaus so anrechnen lassen.

G:

Ah ja ok.Und im allgemeineren Sinne gesprochen, gab's irgendwas auf das du dich besonders gefreut hast, oder irgendwelche Bedenken bevor du abgereist bist?

I:

Aehm, also besonders gefreut hab' ich mich einfach darauf wieder in der Stadt zu sein, aehm weil ich die Stadt an sich einfach total gerne mag, und meine alte Au Pair Familie wieder zu sehen und die Kinder und meine Freunde die eben noch hier sind, darauf hab' ich mich eigentlich besonders gefreut und den Flair. Aehm, bisschen Bedenken hatte ich 'ne Wohnung zu finden, was auch immer noch der Fall ist aehm und einfach finanziell in London ueber die Runden zu kommen, dadurch dass es ja einfach in der Foerderung natuerlich keine Unterschiede gibt in der Stadt wo man hin geht und das in London halt wirklich nicht so einfach ist sich das zu finanzieren, was ich halt jetzt auch schon merke. Und aehm ja es hat jetzt noch nicht angefangen, aber ich bin ziemlich gespannt aehm.. alleine auf ja so die die Verteilung von internationalen Studenten und Englaendern aehm, eigentlich setze ich gerade jetzt die Hoffnung darauf, dass ich noch mehr mit Englaendern Kontakt zu haben, weil es halt so schwer war. Und aehm ja wie ich mich halt gerade im.. mit dem englischen System, weil darauf.. also das war fuer mich 'n Grund auch her zukommen, aehm das englische System kennenzulernen, das ja eigentlich sehr anders dem deutschen gegenueber ist, aehm und wie ich mich halt dann damit schlage viele Essays zu schreiben. Und, oder wie halt das schriftliche aehm hier jetzt an der Uni werden wird. Weil mit dem muendlichen denk ich wird's ok werden, das bin ich noch eher gewohnt.

G:

Ja, alles klar. Und hast du auch bestimmte Erwartungen oder bestimmte Ziele, vielleicht eher das, fuer den Aufenthalt?

I:

Ja, also wenn ich jetzt an die Kurse denke, dass ich sie auf jeden Fall so gut meistern aehm werde, oder so gut damit zurechtkomme, dass ich irgendwie an Xer Standards sozusagen anknuepfen kann.

G:

Ja, von der Leistung her, der akademischen?

I:

Ja

G:

Alles klar. Und in Bezug auf die Sprache oder Sprachen lernen? Oder da gar nicht so.

I:

Aehm doch, eigentlich schon. Also, weil ich halt weiss, dass ich aehm so sicherlich ‘n witzigen Mix zwischen aehm ja nicht mehr so ganz Schulenglisch aber ich aehm auch sehr viel Spielplatz-Englisch habe, aehm dadurch dass ich halt viel mit Kleinkindern zusammen war, dass ich halt noch eher in aehm ja so gossip reinkomme und aber auch grad das akademische English. Generelle Ausweiterung, weil dafuer geh ich hier ja auch her, dass ich auf das Universitaetsniveau komme.

G:

Ja verstehe. Und ich hab‘ jetzt noch n interessantes Zitat gefunden, das hab ich jetzt einfach mal mit.. aeh, das lass ich jetzt mit einfliessen. Und ich frag dich jetzt einfach mal zu deinen spontanen Gedanken dazu. Und zwar sagt hier der Herr: ‚Es ist nur eine Frage der Zeit die man im Ausland lebt, bevor man so denken und handeln kann wie die Einheimischen dort.‘ Was meinst du, stimmst du eher zu oder was ist deine Sichtweise dazu?

I:

Aehm, …beides auf jeden Fall, also ich wuerde nicht wiedersprechen. Aehm… ich wuerd’s vielleicht so sagen: Also es ist auf jeden Fall ne Frage der Zeit aehm, denn genau so wie sicherlich fast… oder wie ich gemerkt hab, mit der Zeit hab ich einen britischen Accent bekommen, aehm hab mich so eben angepasst aehm oder hab eben das Ohr dafuer bekommen. Habe aehm ja irgendie man versteht den Humor mit der Zeit, aber (pause) ich glaube dass trotzdem die eigenen Wurzeln halt immer noch bleiben. Aber hauptsaechlich wuerd‘ ich dir zustimmen. Weil, so mehr faerbt das halt auch auf einen ab so laenger man da ist.

G:

Ja, dankeschoen. OK. Jetzt bist du ja in London angekommen. Die erste Frage: Wie fuehlt sich’s an?

I:

Aeh, spannend und aehm sehr ueberrascht vertraut.

G:

Ja, ueberrascht vertraut, in wie fern? Bist du bei der Familie untergebracht, die du noch kennst, oder?

I:

Aehm nein also ich bin bei einer die ich kenne, aus der gleichen aeh Strasse von meiner alten Au Pair Familie. Aber eben neues Haus.

G:

Ja, verstehe. Und wann bist du angekommen, darf ich da noch mal rueckfragen?

I:

Ja, jetzt vor zweieinhalb Wochen. Also am 29. August.

G:

Alles klar. Ja, und wie feuhlt sich's an jetzt wieder Englisch zu sprechen?

I:

Aehm, bisschen.. also ich war n bisschen ueberrascht, dass es doch so an..oder so, aehm herausfordernd war wieder so sehr reinzukommen auch wenn ich in X aehm sehr viel Englisch gesprochen habe, viele englische Freunde hatte und auch 'ne Zeit lang einen englischen Mitbewohner aehm, hab ich doch gemerkt, dass es wieder was anderes wenn man konsequent mit der Sprache konfrontiert ist. Und aehm ja, es hat schon so 'ne Woche gebraucht bis ich gemerkt hab' jetzt bin ich wieder da wo ich auch aufgehoert hab, von dem fluessig sprechen.

G:

Ja, wie viel Muehe bereitet's denn im Moment? Faellt es eher schwer oder leicht?

I:

Aehm, das ist eigentlich immer ziemlich Moment abhaengig, aehm oder auf den Tagespunkt. Aehm, ja.

G:

Ja, das schwankt schon ganz schoen. Das ist mir auch bekannt noch von der Anfangszeit, auf jeden Fall. Und hat die Uni jetzt schon angefangen? Also, die Kurse, oder?

I:

Nee, die fangen erst Anfang Oktober an.

G:

Ahja, also konntest du noch keine Eindruecke zum Studentenleben wirklich sammeln?

I:

Aehm, also nicht zu dem an meinem Institut. Aber aehm ich hab‘ halt sonst hier auch einige Freunde, die studieren, und ja.

G:

Ja, und wenn du dir jetzt vorstellst, du bist jetzt ganz naiv wieder in ‘ner neuen Umgebung und man fragt sich nach den ersten Eindruecken. Was ist anders, was ist ueberraschend. Faellt dir da was spontan ein, was bestimmtes?

I:

Also, anders zu meinen eigenen Erfahrungen oder anders zu Deutschland?

G:

Anders zu ja beides kontrastiv zu Deutschland oder etwas was dich ueberrascht, oder einfach Unterschiede oder Fremdheiten, die du so tagtaeglich erfaehrst?

I:

Also, als erstes ging es wieder sehr touristisch ein, auch wenn ich das von X gewohnt bin, aber viele Orte fuehlen sich noch touristischer an, als ich es gewohnt bin, aber es waren ja jetzt grad auch die Olympischen Spiele und so. Aehm, halt sehr multikulturell aehm. Eines meiner Lieblingswoerter um die Stadt zu beschreiben ist eigentlich „vibrant“. Aehm, und sehr schnell und hektisch. Aber doch auch aehm familiaer, was mir sehr wichtig ist.

G:

Ja, und vielleicht auch Eindruecke die dich vielleicht spueren lassen,oder ja genau, die dich spueren lassen, dass du doch etwas fremd bist, und dass es nicht dein Heimatland oder deine Heimat ist?

I:

(Pause) Es ist schwer das direkt zu beschreiben mmm (pause). Es sind halt so Sachen wie noch mal aehm anders irgendwie auf einen Stadtplan zu gucken, oder ploetzlich zu merken ich sitz mit einem deutschen Buch in der Tube und man kann mir ganz anders anerkennen, dass ich Auslaenderin bin. Oder ich zeige meinen Studentenausweis irgendwo und zeige dadurch dass ich Auslaenderin bin, obwohl man halt sonst gerade halt in einer Stadt wie London eher ziemlich unentdeckt sein kann. Aehm, und dann einfach was oft der Fall ist aehm, so diese wie ich typisch fuer ne Deutsche Direktheit aehm und ja ich hab’s jetzt eigentlich mir mehreren Kindern auf die ich halt hier aufpasse oft gemerkt, aehm, ja wenn man doch halt aehm schon an die Grenze seiner, also an meine sprachlichen Faehigkeien hier komme oder aehm ich halt merke, mir faellt mir grad ein, wo ich es dann auch einfach gerne bewusst darstelle, ich bin aus Deutschland, ich

hab‘ diese Woche mit aehm drei Jungs aufgepasst, oder hier auch zwei aeh und ich wolte Pfannkuchen machen und ich wusst‘ halt, sie haben ihre Vorstellungen davon was Pancakes sind, und ich hab‘ meine Vorstellung davon, was Pancakes sind. Und ich musste ihnen halt deutlich machen, das ist ein bisschen was anderes und aehm ich zeig euch aber mal wie meine Weise ist. Und das find ich halt auch das Schoene, weil so was merk ich halt oft aehm. Grade ja wenn es so um Gewohnheit und Essen geht, wenn ich dann wieder herausstelle: Aehm ich komme aus Deutschland und da ist es so. Und aus dieser Perspektive rede ich gerade. Wird jetzt grad die Frage irgendwie beantwortet fast, aber…

G:

Doch, es war eigentlich nur ‘ne Frage zum reflektieren. Ueber das Fremdsein vielleicht oder ja Sachen die damit zusammenhaengen. Ja, hast du schon Leute kennengelernt? Urm, oder beziehungsweise kanntest du noch Leute? Und wie leicht oder schwer faellt dir das Leute kenne zu lernen?

I:

Also, zum einen kannte ich noch Leute aehm, und hab‘ mich bislang, also ich hab vorher mich mit denen getroffen, aehm und hab‘ halt ueber die wiederum ein paar andere schon kennengelernt. Generell wuerd‘ ich sagen faellt es mir eigentlich recht einfach, und besonders ist meine Erinnerung, das gute Gefuehl auch an London, dass es mir hier sehr einfach fiel Leute kennenzulernen, also was aehm so Orte angeht also eben so abends beim Feiern geh’n oder im Pub aehm, hab ich eigentlich schon mal sehr oft Leute kennengelernt und bin schnell ins Gespraech gekommen. Aehm, im Gegensatz zu meinen Erlebnissen in X, wo das halt ganz anders war, aber hier hab ich eigentlich immer ein sehr offenes Gefuehl aehm anderen Leuten gegenueber aehm so dass ich halt ja eigentlich schnell Leute kennenlerne.

G:
Ja. Was meinst du denn zu folgender Aussage. Das hab ich von ‘nem anderen Teilnehmer gehoert aehm und da wollt‘ ich dich auch einfach mal nach deinen Eindruecken fragen. Und zwar: ‚Kulturelle Unterschiede sind nebensaechlich angesichts der Tatsache, dass wir alle Menschen sind und die gleichen Beduerfnisse haben.‘

I:

(Pause). Aehm, waere schoen wenn das so waere… wuerde ich darauf antworten. Aehm, weil ich glaub‘ man braucht grad nur jede Zeitung aufschlagen um zu sehen, dass es eben doch nicht immer so nebensaechlich ist. Also, sei es nur, dass man kulturellen Unterschieden auch religioese Unterschiede einfliesst, weil sonst aehm waere der U.S. Botschafter grade nicht ermordet worden. Also, ich glaube da stoesst man schon oft an Grenzen, aeh was ich schade finde denn fuer mich seh ich es eigentlich auch eher aehm oder moechte ich gerne die Welt als Weltgemeinschaft sehen

und aehm nicht ueber Nationen sprechen, grade wenn ich aeh auf Olympia zurueck blicke. Aehm, aber es werden halt oft meiner Meinung nach auch so sehr kulturelle Unterschiede herausgestellt, aber ich glaube es bedarf sehr viel sich daran zu gewoehnen. Aehm, weil ich halt viele Situationen kenne, in denen man da anneinander stoesst.

G:

Ok, dankeschoen. Das war auch wieder eine offene Frage wo ich deine Gedanken dazu hoeren wollte. Ich will nicht immer nur eine Frage stellen und dann eine Antwort und eine Frage stellen, Antwort, sondern auch dich mal ein bisschen laenger reden lassen einfach. Ok. Erster Teil geschafft. Jetzt kommt noch ein ganz kleiner zweiter Teil, und zwar geht's darum deine Erfahrung mit der englischen Sprache. Und zu allererst wollte ich wissen, wann du denn angefangen hast Fremdsprachen zu lernen. Nicht nur Englisch, sondern auch andere.

I:

Ja, das war eigentlich Englisch in der fuenften Klasse. Also, das war halt man kann schon fast sagen in der Grundschule ein noch ein ganzes minimal aehm, aber dann halt fuenfte Klasse wirklich, also mit zehn.

G:

Mhm, alles klar. Und dann noch andere Fremdsprachen, Spanisch hab ich glaub gesehn?

I:

Ja also ich hab dann in der siebten Klasse Latein gemacht und in der neunten und zehnten, aehm ach ich glaub.. ich weiss grad gar nicht mehr genau ob auch noch in der elften Klasse, also ob's zwei oder drei Jahre Spanisch waren. Aehm, genau, aber dann noch etwas Spanisch und jetzt hab' ich eben mit Arabisch eingesetzt. Aber Spanisch, das sind halt wirklich nur Grundkenntnisse in meinemHinterkopf.

G:

Ja, aber es ist was da. Und was verbindest du mit dem Englisch lernen in der Schule?

I:

Mit dem Englisch lernen in der Schule, das was fuer mich teilweise eher eine Qual (haha). Also, ich hab's am Anfang, also ich hab mich nich leicht damit getan, das weiss ich noch. Ich hab frueh angefangen Nachhilfe zu bekommen - so frueh vielleicht auch nicht, vielleicht in der neunten Klasse ungefaehr. Das wird's sein aehm. Ich war halt irgendwie immer so im dreier vierer Bereich und hab mich in die Grammatik nicht richtig einfinden koennen. Aehm ich hab letzten noch mal auf meine Unterlagen geguckt, das war hal alles sehr typisch Deutsch geschrieben. Aehm und ja es hatte mich aber immer ein bisschen gestoert, aber ich hatte einfach keine Praxis. Also bis ich nach

London gegangen bin, war ich nie im englisch sprachigen Ausland. Und aehm ja damals hat es mir eigentlich immer Spass gemacht und bei mir in der Schule war dann so die Herausforderung, dass in der elften Klasse wie gesagt sehr sehr viele im Ausland waren, und ich dann in der Oberstufe, zwoelfte, dreizehnte Klasse aehm eigentlich im Kurs war aehm mit zwoelf bis fuenfzehn Leuten in denen der Grossteil aehm das letzte Jahr im Ausland verbracht hatte. Und ich hab mir dann die Bedingung gesetzt: Entweder sag ich jetzt nichts, oder ich versuch mich hier durchzuringen. Und da hab ich halt an dem Punkt gelernt einfach drauf los zu sprechen. Aehm, was mir dann eigentlich auch in London sehr sehr gut getan hat, dass ich gewohnt war aehm nicht so viele Hemmungen zu haben weil eben Leute um mich herum waren, die besser sprachen als ich. Und aehm ja das ist eigentlich so das was ich mit dem Englisch lernen verbinde. Ich mocht‘ es nie Vokabeln zu lernen und haha eigentlich heute auch noch so.

G:

Ja, kann ich verstehen. Erschreckende Parallelen tun sich hier auf (haha). Oh nein. Also, ja genau nochmal zurueck zum Unterricht. Habt ihr da auch ueber englische oder britische Kultur gesprochen?

I:

Ja, auf jeden Fall. Aber ich meine es waren halt so typische Sachen. Ich glaub‘ in der Oberstufe ging’s nich mehr so viel darum. Oder teilweise schon. Aber ich erinner mich noch an alte Englischbuecher, in denen schon so auch die typischen aeh New Year’s Eve und Christmas Eve Sachen gezeigt wurden. Also an so was erinner ich mich. Oder auch, ich weiss wir haben - Gott, wie heisst -es gibt auch einen Film ueber Pakist...aeh Inder, nicht Pakistaner, die Inder in englischen Kleinstaedten und so. Also so was haben wir schon geguckt. Und aehm auch ‚Brassed Off‘, diesen Film ueber Nordengland und die Minenarbeiter. Also, es ging grad schon oft ueber britische Kultur g‘rade da auch dass britisch Englisch die Vorhand genommen hat.

G:

Alles klar. Und aehm jetzt bist du ja in England und hast ziemlich viele Erfahrungen auch schon selber vorher gesammelt mit den Englaendern. Wenn du jetzt ein Buch oder so was verfassen muesstest: Die groessten Ueberraschungen oder Missverstaendnisse oder die missverstandenen Englaender, was wuerdest du denn da auffuehren. Irgendwelche Sachen, die verbreitet werden, aber die eigentlich gar nicht so stimmen oder etwas, was ueberraschen wuerde.

I:

Dass das englisches Essen schlecht ist.

G:

Ja.

I:

Also, das ist fuer mich etwas was ueberhaupt nicht mehr stimmt. Aehm, dafuer gibt es also.. Das find ich allein witzig wie viele Kochsendungen, die es im englischen Fernsehen gibt. Aehm, und dass das englische Essen wirklich super gesund ist und sie da unheimlich viele Sachen, also unheimlich viel Projekte ja auch angesteckt haben: ‚It's one of your 5-a day' und so.. Sachen wo auch die Deutschen halt gar nicht mehr nachdenken. Aehm (pause) was noch… aehm. Die Englaender sind halt unheimlich modebewusst, aehm, und vergessen gern mal, also ich sag mal haha wenn ich abends weg gehe und vor mir laeuft so 'ne Gruppe Maedels rum, da hat gerne mal die ein oder andere ihren Rock vergessen (haha). Also, ich meine… Aehm, dass dem gar nicht so gut ist aehm, wie man glaubt, aehm auch nicht die Universitaeten, dass ich es spannend finde, aehm den…die unterschiedlichen Motivationen zu sehen, aehm warum Englaender etwas studieren, dass es halt wirklich aus Interesse ist und nicht dem Berufswunsch folgend, wie's eben in Deutschland so ist. Aehm und dass man nachher in England irgendwie, man kann Geographie studieren und wird ploetzlich Anwalt am Ende. Das fand ich sehr ueberraschend zu merken. Grade da ich halt in der Phase kam, in der ich ja noch ueberlegt habe, was ich studieren werde. Aehm (pause), ja, dass (pause) aehm (pause), wie viel zum Beispiel in das Gesundheitssystem investiert wird, oder Aufklaerung, wenn es doch nicht funktioniert. Also oder, genau das hab' ich letzens in den andern Fragen reflektiert, wie ganz viel Energie England als aehm Staat aehm heranstellt, Regeln aufzustellenum das Land zu kontrollieren und zu fuehren und dass es dann am Ende dann doch nicht funktioniert. Also, sei es zum Beispiel wirklich Verhuetung, oder die ganzen Schilder: ‚CCTV is watching you', aehm die ganze Stadt wird eigentlich gefilmt. Oder in der U-Bahn muss man rechts stehen und links gehen auf der Rolltreppe und es weisen einen tausende Schilder darauf hin. Eigentlich macht des jeder, aber irgendwie haelt sich doch auch nicht wieder jeder dran, aber es muss halt alles sehr sehr kontrolliert sein. Also, das find' ich total spannend zu sehen, wie regel-verliebt das Land manchmal ist

G:

Ja, regel-verliebt, aber das kommt nicht bei den Buergern an.

I:

Ja, ueberhaupt nicht.

G:

Ok, faellt dir noch was ein?

I:

Aehm,  ja, ich war.. Oder woran ich mich lang gewoehnen musste auch also, grade als schoenes Beispiel wenn man eben jung ist und die Stadt erlebt aehm: die Feierkultur. Aehm, und… doch ja genau, also einfach so dieses Pub-Leben: Aehm, um zwoelf ist Schluss und dann ist auch Schluss

im Pub oder um drei im Club. Und dann bin ich nach X gezogen, und es war halt vollkommen umgedreht: wenn hier Schluss ist, faengt's halt in X an. Aber was mir noch einfaellt, was ich sehr schockierend fand, oder sehr interessant eigentlich sehr zu sehen aehm: die Sichtweise der Englaender auf die Welt und auf Europa.

G:

In wie fern?

I:

Aehm, grade, wenn ich halt hier so im Suedosten England's bin, dann ist halt erst mal London fuer mich auf jeden Fall nicht England aehm unbedingt. Das ist halt wie so 'ne kleine Insel in England, dafuer sind halt so viele Auslander hier auch. Aber, man hat halt in England selber erst mal so viele Teile, die gegeneinander sind. Die Englaender hassen die Walisen, dann hassen die Englaender die Schotten und umgekehrt, und die Iren sind sowieso raus. Und aehm dann die Leute in Cornwall.. Und es ist halt irgendwie so: Hauptsache irgendwie ist jeder gegen jeden. Und irgendwie, ich glaub die Leute in Cornwall fallen so ein bisschen raus. Und aehm deswegen darf man halt auch aehm Leute aus Schottland, das hab ich schnell gelernt, nicht English people nennen, das sind Schottish people. Und dann aber aehm was fuer mich doch ne neue Idee zu lernen, da ich ja jetzt sozusagen vom europaeischen Festland komme, auf der Insel zu sein. Und wie sehr Englaender sich auch aeh als Insulaner sozusagen betrachten und aehm nicht als Europaeer, hab ich halt oft das Gefuehl. Weil es dann immer davon redet: Europe and England. That we are Euro. Und aem es ist halt nur ein kleines Stueck Meer dazwischen, man kann mit dem Zug drunter durch fahren, aber das ist trotzdem: Da ist Europe und hier sind wir! Also, es ist halt doch noch sehr Hierarchie-verliebt und aehm ich mein grad als Deutsche ist es spannend zu sehen aehm was alles mit der Flagge und der Nationalitaet gemacht wird. Aehm, halt im starken Kontrast zu Erfahrungen steht die man in Deutschland macht. Aehm, und die englische Hoeflichkeit, daran aehm musste ich mich einfach im Gegensatz zu der deutschen Direktheit gewoehnen.

G:
Ja, das aeussert sich gerade auch in der Sprache sehr stark, finde ich.

I:

Darauf dann auch. Aeh, ich habe auch erlebt aehm, so ein schoenes Beispiel war aehm mit meiner Gastmama. Wenn sie mich gefragt hat aehm ob ich ihr helfen kann uns sie diesen typischen Satz dann sagte: ‚Could you do me a favour please', und bei mir ging irgendwie so 'ne Lampe an: Oh, ich soll ihr einen Gefallen tun, aehm natuerlich mach ich das. Weil sagt man in Deutschland: Kannst mir einen Gefallen tun und das ist so: natuerlich ich steh jetzt hier bereit. Aber eigentlich war's nur: ‚Kannst du mir grad mal helfen.' Und also an dem ich eben die Sprache gelernt hab',

und von dem wegzukommen zu sagen: ‚Can you help me'. Instead of: ‚Would you be willing to help me', was aehnlich ist, das war schon ein Punkt wo ich gemerkt hab: Ich lern jetzt nicht mehr nur noch Englisch, sondern ich lerne aeh die Sprache mit der Kultur.

G:

Ja. Fachkompetenz hat ja sehr viele Facetten. Und im Englischen was sind denn deiner Meinung nach deine Staerken und Schwaechen, so momentan?

I:

Aehm (pause), das find ich schwer zu sagen aehm weil das halt so krass reflektiert ist. Das hab ich schon bei der Online Befragung gemerkt, dass ich am Ende das Gefuehl hatte: ich hab mich viel zu gut eingeschaetzt (haha), als das am Ende ist. Aber ich denke meine Staerke… oder meine Schwaechen kann ich erst mal durch meinen Akzent vertuschen und aehm dass ich halt so im Smalltalk eigentlich ein recht grosses Vokabular hab', aber dass aehm ich schon dann auch wieder stocke wenn es um Sachen geht wo ich halt dann wieder nachdenke. Und ich dann am Ende ist es nur ein einfaches Wort. Aber, ja ich doch an den Vokabeln haengen bleibe. Und aber gerade was ich merke wenn ich andern aehm Nicht-Muttersprachlern zuhoere, dass ich glaub ich in der Grammatik her recht stark bin oder mich auch sehr gut dann wieder selber verbessern kann. Aber ja, also ich glaub wenn dann haperts an den Vokabeln, die ich dann aber auch halt ja nicht so mir so mir raussuchen koennte um zu lernen.

G:

Ja, sind so viele.. Ja. Und wie fuehlt sich's jetzt an Englisch zu sprechen im Vergleich zu Deutsch?

I:

Eigentlich sehr natuerlich. Ausser wenn es halt sehr emotionale Moment werden. Hab ich auch schon gemerkt mit Freunden und mit Englaendern die auch Deutsch sprechen aehm, wenn's eben emotional wird, dass wir beide auf unsere eigene Muttersprache umschwenken. Aehm, und das hab ich auch gestern erlebt, da aehm hatte ich ‚nen grossen Streit mit einem der Kinder hier. Aehm, und in solchen Punkten wenn ich eben streng sein muss oder mich wirklich stark ausdruecken muss, aus emotionalen Gruenden, dann faellt es mir auch sehr schwer einfach nach Worten zu suchen und mich so auszudruecken, wie ich es eigentlich meine. Weil es dann halt gestern auch passiert ist, dass ich was gesagt habe, und es eigentlich nur ‚ne ganz leichte andere Bedeutung hatte aehm, was ich eigentlich sagen wollte, und es war halt was voellig anderes. Dadurch, der 9 jaehrige Junge schon wieder total wutend wurde. Und ich hab' gemerkt: Oh eigentlich wollt ich es gar nicht so sagen. Aber, ich wusste es halt auch nicht mehr anders.

G:

Ja, klar. Das sind dann die Facetten, ne. Da tut man sich manchmal schwer, gerade in der Aufregung. Du bewegst dich ja jetzt schon auf einem sehr fortgeschrittenen Niveau, was meinst du denn was dir dabei geholfen hat so weit zu kommen im Englischen?

I:

In dem Land zu sein. Also, da denk ich haett‘ ich nichts besseres machen koennen. Ich hab halt gemerkt in den ersten Wochen in denen ich hier war, aehm da sag ich eigentlich immer gerne: Da hab ich in 3 Wochen fast mehr gelernt als in 3 Jahren Schulenglisch.

G:

Mhm, und meinst du das ist der beste Weg eine Fremdsprache zu lernen, ins Land zu gehen?

I:

Ja, auf jeden Fall. Also, ich denke es ist sehr sehr wichtig schon den Grundstock erst mal so zu lernen. Aehm so dass man halt auch mit ‚ner gewissen aeh confidence in ein anderes Land gehen kann. Aber um eine Sprache dann richtig zu lernen, denk ich gibt es einfach nichts besseres als im Land selber zu sein.

G:

Ja, und bist du jetzt so zufrieden mit dem Niveau oder gibt es noch, moechtest du gern noch ein hoeheres erreichen und welche… Ich hab dich schon mal nach Zielen gefragt, ich glaub da kam das akademische Englisch. Aber so mit dem Englisch insgesamt?

I:

Also,ich bin eigentlich schon zufrieden. Aehm, also ich hatte eine aehm… also als ich den Englischkurs an der Uni gemacht hab‘, da hatte ich ‘ne Lehrerin aus Schottland und die meinte halt irgendwann, ja es koennte auch sein, oder sie war der Meinung, dass jeder so sein Level an Englisch, oder an einer Fremdsprache hat, das er erreicht und dann geht’s nicht mehr weiter. Und weil ich so frustriert war an einem Moment, dass ich in meinem schriftlichen Englisch nicht mehr wusste wie ich das verbessern kann - so weiss ich’s auch grade nicht, also ich bin halt gespannt, wie es wird, ausser mit mehr Uebung es verbessern zu koennen. Aehm, ob das Level das ich gerade hab wirklich das ist was ich erreichen kann, oder ob es eigentlich doch weitergeht. Also ich weiss nicht wie das linguistisch gesehen ist, aber aehm. Ich glaube ich habe keine grossen Erwartungen. Ich bin eher gespannt darauf mit was fuer einem aehm ja Spracherwerb oder Sprachschatz ich wieder zurueck nach X gehen werde. Also, ich wuerd mich natuerlich freuen wenn das noch fluessiger wird und ich fuehl mich immer geschmeichelt, wenn man nicht gleich hoert, dass ich Deutsche bin. Das ist eigentlich immer so mein groesstes Ziel gewesen, dass das offensichtlich ist.

G:

Ja, das hat ja auch viel mit Akzent zu tun. Also, das mit dem Deckeneffekt, dass es irgendwann nicht mehr weiter geht, das kann ich nicht bestaetigen. Dafuer gibt's aus lingistischer Sicht keinerlei Beweise (haha). Nur mal so viel dazu. Also, ich glaub ja wenn man motiviert ist, dann geht's auch weiter. Ok. Also, vielleicht jetzt kommen wir schon zum Abschluss, aber es ist ja auch schon zwei Minuten vor um. Deswegen ganz schnell. Aehm, wenn du jetzt mal fuenf oder zehn Jahre in die Zukunft denkst, spielt dann Englisch in deinen Zukunftsplaenen irgendeine bestimmte Rolle? Oder gar nicht?

I:

Ja, schon. Also, aehm so meine jetzige Idee ist eigentlich aehm, also ich bleib' ja bis April hier und dann muss ich meine Bachelorarbeit in X schreiben und dann ist eben 'ne starke Option dort auch meinen Master zu machen. Aber ich kann mir eigentlich auf langer Sicht, oder kann ich mir jetzt vor einem zweiten Mal in London schon vorstellen nach England einmal ganz zu ziehen. Aber ich glaube es kann sich auch noch aehm sehr viel jetzt durch die Zeit beeinflusst werden. Ich hab auch gesehn, dass es in Oxford einen Master in Comparative Education gibt (haha). Aeh, aber das aeh, da muss man ja auch erst mal reinkommen. Und aehm ja aber auf lange Sicht, oder, ja kann ich mir eigentlich auf jeden Fall vorstellen hier mindestens noch mal zu arbeiten oder sei's im anderen englisch sprachigen Ausland. Warum ich halt auch so viel aeh Energie halt reinstecke, weil ch mich sehr wohl in der Sprache fuehle, wie ich mich halt eigentlich dort drin bewege und ausdruecke, aehm oder damit identifiziere, dass ich mich in der Zukunft nicht unbedingt nur in Deutschland sehe.

G:

Ja, alles klar. Mit dem Master oder mit dem Studium in Oxford am  Fachbereich, da koennen wir uns gern noch mal austauschen. Also, so wenn du da Fragen hast oder sonst irgendwie Erfahrungen haben moechtest oder Einblicke, oder vielleicht schaffen wir auch mal einen Besuch. Das ist absolut kein Problem. Also es waere mir eine Freude. Da kann ich vielleicht da auch ein bisschen mehr zurueckgeben noch, als das so der Fall ist. Das ist ja leider immer so dass die Studien sehr knapp bestueckt sind vom Budget. Und da will man eigentlich mehr machen, aber es geht leider nicht. Und deswegen, wenn's dann noch auf diese Weise geht, wuerde mich das natuerlich freuen.

I:

Ja, das waer auf jeden Fall spannend. Aehm, ja gerade weil ich auch gesehen hab, dass es aehm schon auch ein Department gibt, was sich auf aehm den aehm also gerade die arabische Sichtweise fokussiert, waere das halt schon eine ziemlich spannende Option.

G:

Ja, doch da kann man sicher auch mal ein Treffen vereinbaren mit Studienberatern oder sonstiges. Also gerne. So zum Abschluss, gibt es denn vielleicht noch was anderes was wir nicht angesprochen haben, was du aber noch gerne sagen moechtest? Oder moechtest du mich was fragen?

I:

(Pause) Aeh, ich ueberleg grad. Also, ich glaub, ich mein‘ ich als Beispiel bin halt jetzt vielleicht auch erst mal ein anderer Fall. Und sowieso, also wenn man meine Gastmama fragt, sehr anglophil (haha). Und aeh sehr sehr starkes Beispiel. Aehm, also, meine beste Freundin kommt jetzt auch nach London und aehm ich bin gespannt wie’s bei ihr wird. Also, ich weiss ja nicht was die anderen Teilnehmer fuer Hintergruende haben, aber ich denke es ist auf jeden Fall sehr spannend, oder ein guter Aspekt aehm wie ich finde fuer so ‘ne Studie dann auch persoenliche Sachen einfliessen zu lassen. Aber, aehm bestimmt auch schwierig am Ende wieder zu differenzieren.

G:

Naja, es ist ‘ne komparative Fallstudie auch dabei, das heisst, das soll schon individuell sein und nicht unbedingt nur Tendenzen der ganzen Gruppe wiederspiegeln. Deswegen mach ich auch die Interviews noch mit. Also, es ist ‘ne ganz gemischte Studie und das haengt nicht unbedingt ganz zusammen, die Frageboegen. Ja, also ich hab‘ auch erst ueberlegt Foto Tagebuecher machen zu lassen und so was, aber das wird dann oft leicht gezwungen und die Leute empfinden das als sehr grosse Belastung dann so was auch noch zu machen, weil sie sind eh beschaeftigt im Ausland. Aber natuerlich,also wenn’s Fotos gibt oder irgendwelche Eindruecke die vielleicht relevant sein koennten, wuerd‘ ich mich natuerlich auch ueber so was freuen, also, wenn ihr mir Fotos sendet. Aber, das ist alles keine Pflicht, weil ich moecht‘ das auch nicht zu sehr ausufern lassen einfach. Ja, also sonst noch was was du fragen moechtest? Oder?

I:

Aehm, ja ich bin gespannt wie’s weitergeht. Also, die naechste wird dann so, aehm die naechste Umfrage im Laufe des Winters sein, oder?

G:

Genau. Aehm also es geht jetzt erst mal so weiter, dass ich die Interviews jetzt transkribiere, also verschriftliche, und das wird jetzt bestimmt so zwei Wochen in Anspruch nehmen da es doch einige Daten sind. Und wenn du moechtest send ich dir das schriftliche Transkript gerne zu, dass du’s hast. Wenn nicht, dann nicht. Also, manche sagen: Nee, was soll ich damit, manche sagen: Ja ich wuerd da gern drueber lesen und mal schauen ob das alles seine Richtigkeit hat.

I:

Das waere ja schon noch spannend zu sehen, was man einmal gesagt hat.

G:

Ja, ich kann das gerne zuschicken. Das wird aber so zwei Wochen dauern. Und aehm die naechste Befragung wird wahrscheinlich so Ende November, Anfang Dezember sein. Weisst du denn schon wann das Institute of Education - wann die Pruefungszeit machen?

I:

Nee, das weiss ich nicht. Also, ich weiss dass wir bis zum vierzehnten aehm, das bis dahin der Term geht, und aehm danach bin ich auch erstmal so zwei Wochen in Deutschland. Aber ich glaube das ist auch, ja also ich werd's halt einfach im Oktober herausfinden wie die Pruefungszeiten sind. Ja, weiss ich eigentlich auch nicht richtig.

G:

Ja, alles klar, weil da will ich nicht dazwischenfunken. Idealerweise waer's ja wieder sodass erst die Befragung kommt, dann kurz danach das zweite Interview. Und wenn aber Pruefungsstress ist, das waer mich nicht so recht dann auch noch das zu machen. Deswegen, da kannst du mir gerne Bescheid geben, sobald du da Termine hast oder so, oder Zeiten sind die einfach unguenstig sind.

I:

Ok.

G:

Ja gut dann bedank ich mich ganz herzlich fuers Interview und fuer all deine Muehen. Und freu mich auf das naechste und ich wuensch dir einen ganz ganz guten Start in die Studienzeit und hoffe, das laeuft alles so deinen Erwartungen entprechend.

I:

Ja, danke und gute Rueckreise dann nach Oxford.

G:

Dankeschoen, ja danke sehr. Also, dann melde dich bitte jeder Zeit falls du irgendwelche Fragen oder Anregungen hast. Und ansonsten melde ich mich dann Ende November, Anfang Dezember.

I:

Dann alles Gute.

G:

Danke, dir auch. Danke, Tschuess.

Appendix G

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**Director** Professor Anne Edwards



Direct dialling: (01865) 274183
Email: justina.kurkova@education.ox.ac.uk

4 March 2012

Dear Gianna Hessel,

**Application Approval**

**Title: "Intercultural learning during the ERASMUS student exchange"**

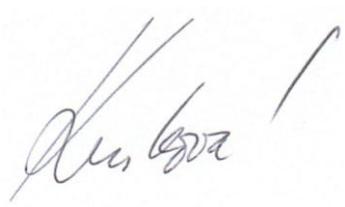
The above application has been considered on behalf of the Departmental Research Ethics Committee (DREC) in accordance with the procedures laid down by the University for ethical approval of all research involving human participants.

I am pleased to inform you that, on the basis of the information provided to DREC, the proposed research has been judged as meeting appropriate ethical standards, and accordingly approval has been granted.

Should there be any subsequent changes to the project which raise ethical issues not covered in the original application you should submit details to DREC for consideration.

Good luck with your research study.

Yours sincerely,



Justina Kurkova

Research Office Assistant

Appendix G

**UNIVERSITY OF OXFORD**
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Herrn
Dr. Siegbert Wuttig
German Academic Exchange Service (DAAD)
National Agency for EU Higher Education Cooperation
Kennedyallee 50
**53175** Bonn
Germany

Oxford, den 9. Juli 2012

Sehr geehrter Herr Dr. Wuttig,

Ich promoviere am Fachbereich für Erziehungswissenschaft der Universität Oxford in Großbritannien über die Entwicklung interkultureller und fremdsprachlicher Kompetenzen im Rahmen von ERASMUS-Studienaufenthalten.

Es ist geplant, die Untersuchung mit deutschen Studierenden durchzuführen, die im kommenden akademischen Jahr 2012/2013 nach Großbritannien entsendet werden. Bewerber, die dabei nicht erfolgreich waren, bilden die Vergleichsgruppe. Aus den Studienergebnisse würden hochschuldidaktische Empfehlungen zur Förderung interkultureller und fremdsprachlicher Kompetenzen im Rahmen von ERASMUS-Studienaufenthalten für den deutschen Hochschulkontext abgeleitet.

Für die Validität der Studienergebnisse wäre es sehr wichtig, dass möglichst alle nach Großbritannien entsandten Studierenden des Jahrganges in die Studie eingeladen werden. Hierfür wäre ich auf die Unterstützung der ERASMUS-Büros aller entsendenen deutschen Universitäten angewiesen.

Ich wende mich an Sie als Leiter der Nationalen Agentur für EU-Hochschulzusammenarbeit, um Sie um eine Liste deutscher Universitäten, die im jüngst erfassten Jahrgang Studierende nach Großbritannien entsandt haben, zum Zwecke meines Forschungsvorhabens zu bitten. Eine solche Liste würde es mir ermöglichen, entsprechende Institutionen zu kontaktieren und zu bitten, die Einladung in meine Studie an alle Outgoings nach Großbritannien weiterzuleiten.

Im Anhang übersende ich Ihnen eine kurze Zusammenfassung sowie die Zulassung meiner Studie. Für Ihre Unterstützung in meinem Anliegen wäre ich Ihnen sehr dankbar.

Mit freundlichen Grüßen,

Gianna Hessel

Studienleiterin: Gianna Hessel
Doktorvater: Dr. Robert Vanderplank

Oxford University
Department of Education

# Interkulturelles und fremdsprachliches Lernen im Rahmen von ERASMUS-Studienaufenthalten

Studienaufenthalte im Ausland sind eine in der Hochschulbildung weit verbreitete pädagogische Maßnahme zur Entwicklung interkultureller, fremdsprachlicher und anderer Sozial- und Fachkompetenzen (vgl. Deardorff 2006, Ehrenreich 2008, Vande Berg 2009). Anekdotische und lückenhafte empirische Evidenz legen nahe, dass beispielsweise verbesserte Sprachkenntnisse, ein besseres Verständnis für die Gastkultur und erhöhte Sensibilität und Selbstbewusstsein im Umgang mit Menschen aus anderen Kulturen Ausgänge solcher Studienaufenthalte im Ausland sein können, zum Thema, wie sich derartige Lernprozesse vollziehen und aktiv gefördert werden können, besteht jedoch erheblicher Forschungsbedarf (vgl. Bennett 2009, Byram 2011, Steinberg 2007). Die aktuelle Studie möchte zu einem besseren Verständnis entsprechender Lernprozesse beitragen, um Hochschulen in der Entwicklung und Verbesserung von Lernangeboten zur Förderung interkultureller und fremdsprachlicher Kompetenzen, die Austauschprogramme flankieren, zu unterstützen.

Folgende Fragestellungen leiten die empirische Studie:

1) Inwieweit wirkt sich die Teilnahme an ERASMUS-Studienaufenthalten in der Tendenz förderlich auf die Entwicklung interkultureller und fremdsprachlicher Kompetenzen aus?
2) Durch welche kausalen Mechanismen sind potentielle Lernzuwächse bedingt? (Mit anderen Worten: *Wodurch* wirkt sich das Programm förderlich auf interkulturelle und fremdsprachliche Kompetenzen der Teilnehmer aus?).
3) Anhand welcher pädagogischen Vorbereitungs-, Betreuungs- und Nachbereitungsmaßnahmen können die Entwicklung interkultureller und fremdsprachlicher Kompetenzen im Rahmen der Teilnahme an ERASMUS-Studienaufenthalten seitens der Sender- und Empfänger-Institutionen aktiv gefördert werden?

Die Studie ist als natürliches Experiment unter der Verwendung quantitativer und qualitativer Methoden konzipiert. Dabei bilden deutsche Studierende, die sich für einen ERASMUS-Aufenthalt für das Studienjahr 2012/2013 an einer britischen Universität beworben haben und entweder in das Programm aufgenommen oder abgelehnt wurden, die Experimental- bzw. die Kontrollgruppe. Alle Studienteilnehmer nehmen wiederholt an Befragungen und Sprachtests (C-Test) vor Antritt des Auslandsaufenthaltes, nach dem ersten Auslandssemester sowie vor der Rückreise teil. Die Beleuchtung der Lernprozesse, die zu Lernzuwächsen im Rahmen von Studienaufenthalten im Ausland führen, erfolgt unter Einsatz qualitativer Methoden. Hierzu werden auf der Basis der Fragebogendaten aus der ersten Gesamterhebung circa 15 - 20 Studienteilnehmer in eine Fokusgruppe selektiert, die zusätzlich an ausführlichen teilstrukturierten Einzelinterviews jeweils kurz nach den Gesamterhebungen teilnimmt.

**Literaturangaben**

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**UNIVERSITY OF OXFORD**
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**Director** Professor Anne Edwards

Liebe Studierende,

wir möchten Sie in eine wissenschaftliche Studie einladen, die derzeit am Department of Education der Universität Oxford durchgeführt wird. Gegenstand der Studie sind interkulturelles und fremdsprachliches Lernen während des Studiums in Deutschland sowie während Studienaufenthalten im Ausland (in dieser Studie speziell Großbritannien).

Durch Ihre Teilnahme tragen Sie dazu dabei, Lernangebote zur Entwicklung interkultureller und fremdsprachlicher Kompetenzen sowie Lern- und Betreuungsangebote im Rahmen studienbezogener Auslandsaufenthalte an deutschen und britischen Universitäten gezielt zu verbessern.

Als Studienteilnehmer nehmen Sie im Laufe des Studienjahres 2012/2013 an drei ca. 30-40 minütigen Online-Befragungen, die einen kurzen englischen Sprachtest (Lückentext) einschließen, teil. Bitte lesen Sie die Teilnehmerinformationen im Anhang sorgfältig bevor Sie sich für oder gegen eine Teilnahme entscheiden.

Um sich für die Studie zu registrieren, senden Sie bitte eine E-Mail, einschließlich Ihres Studienfaches und des Namens Ihrer deutschen Heimatuniversität an gianna.hessel@education.ox.ac.uk (Betreff: „Studienteilnahme“). Falls Sie während des Studienjahres 2012/2013 an einem Studierendenaustausch teilnehmen, geben Sie bitte auch den Namen Ihrer Gastuniversität sowie Beginn und Ende Ihres Austausches an.

Herzlichen Dank für Ihre Unterstützung.

Mit besten Grüßen,

Gianna Hessel

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**Director** Professor Anne Edwards

Dear Student

We would like to invite you into a research study which is currently conducted at the Oxford University Department of Education. The study investigates the intercultural and foreign language learning of German university students studying at home and abroad.

With your participation you contribute to improving the support structures that universities provide for outgoing and incoming exchange students, as well as learning arrangements that help students in developing their foreign language skills and intercultural competence abroad and at home.

All study participants complete three surveys and three short English language tests, which are accessible online and take 30-40 minutes to complete, over the course of the academic year 2012 - 2013. If you are interested in participating, please read carefully the attached participant information sheet before making a decision on your participation.

If you have any further questions, please write to gianna.hessel@education.ox.ac.uk. If you would like to register please include the name of your home institution, your degree course and, if you are studying abroad during this coming academic year, the name of your host institution and the start/end dates of your exchange.

We very much appreciate your support with this research project.

With kind regards,

Gianna Hessel

Appendix G

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**Director** Professor Anne Edwards

**Interkulturelles und fremdsprachliches Lernen während des Studiums im In- und Ausland**

Informationen für Studienteilnehmer

## Einladung

Wir möchten Sie zur Teilnahme an einer wissenschaftlichen Studie einladen, die während des Studienjahres 2012/2013 von Frau Gianna Hessel am Department of Education der University of Oxford durchgeführt wird. Bitte nehmen Sie sich Zeit, die nachfolgenden Informationen zu lesen. Falls Sie weitere Fragen haben, können Sie uns selbstverständlich gerne jederzeit unter der unten aufgeführten E-Mail Adresse kontaktieren.

## Was wird in der Studie untersucht und warum wurde ich ausgewählt?

Gegenstand der Studie sind interkulturelle und fremdsprachliche Lernprozesse während des Studiums in Deutschland sowie während Studienaufenthalten im Ausland. Sie wurden zur Teilnahme eingeladen, da Sie über gute Einblicke in die Erfahrungswelten und Lernvorgänge, die wir untersuchen, verfügen. Durch Ihre Teilnahme tragen Sie dazu dabei, Lernangebote zum Erwerb interkultureller und fremdsprachlicher Kompetenzen sowie die Lern- und Betreuungsangebote der Hochschulen im Kontext studienbezogener Auslandsaufenthalte gezielt zu verbessern.

## Was beinhaltet die Teilnahme?

Als Studienteilnehmer nehmen Sie im Laufe des Studienjahres 2012/2013 an drei Online-Befragungen von jeweils ca. 30-40 Minuten teil, die unter anderem Fragen zu Ihren Erfahrungen mit dem anglophonen Kulturraum und der englischen Sprache (einschließlich eines kurzen fill-in-the-gap Tests) beinhalten. Die Befragungen erreichen Sie jeweils über einen verschlüsselten Link, der Ihnen per Email zugesandt wird. Dieser gewährleistet, dass die von Ihnen erhobenen Befragungsdaten nicht mit Ihrer E-Mail-Adresse und Ihrer Person assoziiert werden können.

Ihre Teilnahme ist freiwillig und endet mit Abschluss der dritten Befragung. Sie können sich jederzeit ohne jedwede negative Konsequenzen mittels einer kurzen E-Mail-Benachrichtigung von der Studie abmelden. Die Qualität der Gesamtergebnisse hängt jedoch wesentlich davon ab, wie viele Studienteilnehmer der Studie über die drei Befragungen hinweg „treu“ bleiben. Als Geste des Dankes für Ihre Unterstützung erhalten Sie unmittelbar nach Abschluss der Studie einen AMAZON-Gutschein über 5 €. Gerne übersenden wir Ihnen auch den Abschlussbericht zur Studie.

## Was geschieht mit meinen Daten?

Die vorliegende Studie wurde durch das University of Oxford Central University Research Ethics Committee geprüft und unterliegt stengen Maßstäben bezüglich wissenschaftlicher Integrität. Alle im Zuge der Studie gesammelten Daten werden streng vertraulich behandelt und gemäß des durch das Parlament des Vereinigten Königreiches verabschiedeten Data Protection Acts gehandhabt. Die Daten werden in anonymisierter Form in ihrer Gesamtheit analysiert und als Gesamtergebnis dokumentiert.

Die Studienergebnisse werden im Rahmen einer Dissertation publiziert, die Empfehlungen für die Konzeption von Lernangeboten, die der Entwicklung von interkulturellen und fremdsprachlichen Kompetenzen dienen, sowie von Betreuungsangeboten für Studierende vor, während und nach studienbezogenen Auslandsaufenthalten ausspricht. Zudem ist vorgesehen, dass die Studienergebnisse als Ganzes oder in Auszügen in wissenschaftlichen Fachzeitschriften zur Spracherwerbsforschung und Hochschuldidaktik veröffentlicht werden.

**Wie wird die Studie finanziert?**

Die Studie wird als unabhängige akademische Forschung im Rahmen einer Promotion von Frau Gianna Hessel unter der Betreuung von Herrn Dr. Robert Vanderplank am Department of Education der University of Oxford durchgeführt. Sie wird mit Zustimmung Ihrer Heimatuniversität, jedoch im Grundsatz unabhängig durchgeführt.

**Weitere Informationen und Registrierung**

Um sich für die Studie anzumelden, senden Sie bitte eine E-Mail an gianna.hessel@education.ox.ac.uk, einschließlich Ihres Namens, Ihres Studienganges und des Namens Ihrer deutschen Heimatuniversität.

Sollten Sie während des Studienjahres 2012/2013 an einem Studierendenaustausch mit einer britischen Universität teilnehmen, fügen Sie bitte auch den Namen Ihrer Gastuniversität sowie Ihren Studienbeginn und -ende im Ausland hinzu.

Falls Sie weitere Fragen und Anregungen zur Studie haben, kontaktieren Sie bitte

Frau Gianna Hessel
(Doctoral researcher)
Department of Education
University of Oxford
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Ihre Fragen und Anregungen sind jederzeit willkommen.

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**Director** Professor Anne Edwards

# Intercultural and foreign language learning abroad and at home

Information for Participants

## Invitation

You have been invited to take part in a research study that is carried out by Ms Gianna Hessel during the academic year 2012 – 2013 at the Department of Education, University of Oxford. Before you make a decision on your participation please take the time to read the following information carefully. Please contact the researcher using the e-mail address below if there are any aspects of the research on which you would like to receive more information.

## What is the purpose of the study and why have I been invited?

The study investigates intercultural learning and foreign language learning processes among German university students who are studying abroad or at home. Thus, we are seeking the perceptions of students who are participating in an ERASMUS exchange during the academic year 2012-2013, as well as of those who continue to study at home and have not yet participated in such an exchange. By building a better understanding of students' learning experiences and needs, we seek to contribute to improving the support structures that universities provide for student learning and well-being.

## What does participation involve? What are the risks and benefits of participation?

Participation involves filling in three online questionnaires, including short fill-in-the-blank English language tests, which will take approx. 30 – 40 minutes to complete, during the next academic year (September 2012, December 2012 and June 2013). Your participation ends upon completion of the third survey. However, you withdraw from the study at any point by informing the researcher that you wish to do so. Withdrawal is without any negative academic or non-academic consequences. After completing the third survey you will receive an AMAZON voucher worth € 5 as a token of appreciation for your participation.

## How will the data of this research be used?

This study is conducted completely independently from your home and host institutions, and the national ERASMUS agency DAAD. All data is strictly confidential and is held and processed in accordance with the provisions made by the Data Protection Act. The study has received approval by the University of Oxford Central University Research Ethics Committee and adheres to rigorous standards of academic integrity. The data will be analysed for common patterns and remain completely anonymous.

Ultimately, the results of this research will form the basis of a doctoral thesis, which will provide recommendations for the design of student support structures and student exchange programmes. Results may also be published in academic journals concerned with second language acquisition and Higher Education. If you wish to obtain a copy of the research report or are interested in interim

results, please do not hesitate to inform the researcher.

**Who is funding and organizing the research?**

This study is funded and organized as an independent doctoral research project that is carried out by Ms Gianna Hessel at the Department of Education, University of Oxford, England.

**Contact for further information and follow-up**

In order to register for the study, please send an e-mail to gianna.hessel@education.ox.ac.uk, stating your name, your course of study and the name of your German university.

If you are participating in an ERASMUS exchange with a British university during the academic year 2012-13, please also state the name of your host university, as well as the anticipated start and end dates of your stay.

Should you have any further questions about this research, please feel free to contact:

Gianna Hessel (D.Phil. student), Department of Education, 15 Norham Gardens, Oxford, UK OX2 6PY. gianna.hessel@education.ox.ac.uk.

Your inquiries are most welcome.