The effects of study abroad vs. classroom contexts on Spanish SLA: Pedagogical and pragmatic implications for intermediate and advanced learners

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Old Assumptions

- Study abroad (SA) experience
  - UK: "grand tour"
  - US: "junior year abroad" with host families
- Advantages
  - Broadens cultural horizons
  - Improves "fluent" in target language
  - Improved pronunciation, grammar, syntax, vocabulary, discourse abilities

New Insights

- Improvement of fluency of treatment period in control group
- Extensive set of oral test scores to measure gains
- More controlled empirical studies on the effects of the study abroad experience appeared in earnest in the 1990s.
New Insights

- Freed (1998) conducted research to confirm the benefits of study abroad on the SLA process.
- These results show that study abroad is a critical component for the successful acquisition of a second language. The results also highlight the importance of immersing learners in the target language environment to enhance their language proficiency.

- The study by Collentine and Freed (2004) demonstrated the transferable skills developed during study abroad experiences. These skills include critical thinking, problem-solving, and adaptability, which are valuable in various professional and personal contexts.

- The research has significant implications for educators and policymakers, encouraging the integration of study abroad programs in language education curricula.

SA is superior to AH for speakers of English

- Presentation (Onn, 2011; SA: Lapece, 2011; AH: Lapece, 2011)
- Lateral island (Lehman, 1991; Collins, 2004)
- Naming-discourse abilities (Collentine, 2004; Lapece, 2011; Lapece, 2011)
- Fluency (Singhal and Freed, 2004)
- CBT (Cognitive Behavioral Therapy; see Freed, 2004)

SA is equal in or superior to AH (unequals)

- Performance abilities (Hamilton, 2011)
- Rationale (Collentine, 2004; Lapece, 2011)
- Results of the research on the effects of context
- Difficult to generalize (metaphorical basis)
- Double meaning of the effects of the implementation of language and psychological factors of the SLA process

What does the research show about the effects of both classroom (AH) and study abroad (SA) contexts on the outcomes of Spanish second language learners?

- What methodological aspects of the Spanish study abroad research might explain the results of these studies and their generalizability?
- What are the implications of the findings for education and professional practice?
New Insights

SA is superior to AH control group
- Pronunciation
  - SA is a verbal skill (Papi, 2002) vs. learning
    phonetically different expressions at the United States.
  - SA allows for more pronunciation.
- AH control
  - AH in speech skills (Butt-A-Atam, 1996)

The best group of pronunciation was in statements for audibility and AH showed this outcome. It was
    standardized between the use of Spanish sound categories with larger language.

New Insights

Automatic missing (AM) attained without the
- Assistance while 1.88 minutes over time a
- Main topic was presented. This achievement pattern
- Same topic (4.74) was presented. This pattern is
- The same topic is presented. This helps.
    - by Newell (1993) by the reader. This is a

New Insights

SA is superior to AH control
- SA is superior to AH control
- SA is superior to AH control.

New Insights

Lessons
- SA is superior to AH control
- SA is superior to AH control.
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New Insights

- **Discrete abilities**
  - Physical (2001): A child's ability to use a specific strategy (e.g., strategic, planning, goal-setting, monitoring, self-regulation, self-control, self-awareness, self-monitoring, self-reflection).
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    - New insights: A child's ability to use a specific strategy (e.g., strategic, planning, goal-setting, monitoring, self-regulation, self-control, self-awareness, self-monitoring, self-reflection).
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New Insights

- Art in part of subjective (painting) and objective (art history) classes. 10 monthly sessions.

- Significant improvement in 10 out of 11 students. All other studies that found positive effects of art in education were only a semester long.

- Effect of time: The students in this study were asked if they had any and if they had a visual-geometric line before going. This may have facilitated their focus on visual-geometric lines without explicit and prior analytical responses.

New Insights

- Conceptual realism: art is generally not only a perception tool.

- Effect of time: The students in this study were asked if they had any and if they had a visual-geometric line before going. This may have facilitated their focus on visual-geometric lines without explicit and prior analytical responses.

New Insights

- Most methodological aspects of the Spanish study about artistic insight impact the results of these studies and have little genericality.

- Group type and size.

- Duration of program.

- Uniqueness of findings.

- Type of evaluation.

- Impact of practice on group performance levels.

New Insights

- Group types and size (Grid 1)

- All subjects with English L1 learners.

- Half of the Spanish group had a high content group, partially localized.

- Studies without control groups were most compared to case studies with a small number of participants.


New Insights

- Research design

- Most SA studies (many without art control groups) had pre-post-test questionnaire design.

- Students with small sample: could benefit from repeated sampling technologies (e.g., time aware setting).

- No multiple post-tests carried out in any of these studies to test long-term effects of SA.

New Insights

- Duration (grid 1)

- Most of the SA-art studies had a semester-long involvement period.

- Three Studies: 1-7 weeks

- Consider the normal trend around smaller duration programs, this research can be very wasteful.

- Only five studies had a 3-12 month treatment period.
Question: Is Greater in SA than PH?

Some SA schools do really badly.

New Insights

- Dr. Winters (in 1989) argued a significant correlation between test score and ability (two-tailed vs one-tailed) and wrote on social anxiety 1989.
- Students' test 4 (with test 1) found SA = AP, in use of fillers/pace.
- Students were asked to focus on 5-months.
- All other studies with tests SA = 1st or 2nd or in general surveys with OAP a semester long.

New Insights

- Leffing (2004) found significant positive correlations between number of communication apprehension, parental input (using Spanish or English) classroom in talking with the Spanish as early as 6th grade, with test ability low CS age.

New Insights

- CPI: Instrument used most often by Spanish SA manuals.
- CPI as measure of global anxiety and a test of parent report of any progress on specific tasks within a semester regardless of test anxiety.
- CPI is more sensitive to small differences in individual characteristics than other questionnaires (i.e., interview).

New Insights

- Other instruments:
  - Grammatical judgments
  - Mnemonic specific procedures (memory), etc.
  - Memory test
  - Inability test
  - Translations test
  - Obscure

New Insights

- N/A: technology:
  - Brief
  - Meeting test
  - Hypothesis
test
  - Not sure
  - More cognitive measures

- The great variety of instruments in these studies makes it difficult to compare results.
New Insights

- **Type of instruction**
  - New little is known about the type of language instruction in which self-rated proficiency (SRP) is measured. For some, lower SRP is caused by language content courses in SA context.
  - Some learners try to apply what they learn in class; others are a dichotomy between tape and CI reality (Brecht and Robinson, 1995)

- **Pre-departure proficiency levels** (Grid 1)
  - The results of thirty Spanish-English students are hard to compare since pre-departure proficiency levels vary among students (fetch to advanced).
  - In studies with 3 to control groups, most learners were in either first-year Spanish (Novice or Intermediate level); limited generalizability to other levels.

- **Advanced vs. Intermediate SA learners** (T-test and McNemar)
  - The data from this study were in three study years. The 95% confidence interval is too small to control processing during going and coming, which is also not significant without Hedges' g for many statistical measures.
  - Coupled with an advanced-introductory course.
  - Study and instructional (979) control processing provides testing almost all acquisition procedures (179).

- **Novice**
  - Over time new forms that have not necessarily been acquired through controlled processing will become automatic and temporarily stabilized (Lang 2002) and may become a permanent part of the instructional IL system in either context.
  - Controlled processing may be facilitated by factored in a context and inter-level study environment by inferential (false) feedback that claim the IL content.

- **Do there a threshold level of grammatical and cognitive competence** that an learner should possess before going abroad in order to make progress on grammatical formation?
  - Grammatical competence
    - Grammatical incompetence could provide a window for self-evaluation: "I think I can handle Spanish."

- **Inference**
  - Type of instruction
  - Pre-departure proficiency levels (Grid 1)
  - Advanced vs. Intermediate SA learners (T-test and McNemar)
  - Novice
New Insights

- Cognitive ability
- Gender and age: Inability and Imitation (GAI) found that an adult (oral/reading level of text, word recognition and mental actions printedly slower may be necessary for oral proficiency and foreign-to-foreign
- Imitating adults (ODA) and cognitive load
- Local/region language (LRL) and comprehension
- Local region language (LRL) and comprehension
- Local region language (LRL) and comprehension

Pedagogical & Programmatic Implications of SA research

- What are possible pedagogical or programmatic implications of these findings from Spanish SA vs. AM empirical studies?

P & P Implications

- Pedagogical implications of Spanish SLA research for SA content
  - For instructors abroad
    - Training in low and high level tasks to simulate (e.g., input of reflective feedback, and course material to enhance writing)
  - For SA students going abroad
    - One-day, 3-day, or 7-day intensive course to improve the span (Peeples & A. 2003)
    - Start them up, and if the students get interested, they will stick

P & P Implications

- Encourage them to make original associations (e.g., reflexive, response, and reflections) and keep a journal of their findings.
- Analyze students' progress in SA strategies using narratives that guide what they really do (readings, activities, vocabulary associations).
P & P Implications

- Pedagogical implications of Spanish SLA research for age differences.
  - For classroom teachers, choose the best strategies and techniques to teach SLA.
  - For curriculum developers, develop a comprehensive framework to guide program development.
  - For program directors, programs that are linguistically accessible to students and teachers.
  - For program administrators, programs that are linguistically accessible to students and teachers.

P & P Implications

- Communicate the importance of the Spanish language to students and teachers.
  - Use a variety of methods to communicate the importance of the Spanish language to students and teachers.
  - Communicate the benefits of studying Spanish to students and teachers.

P & P Implications

- Encourage students to seek internships in the Hispanic community.
  - Spanish culture and Spanish / English for students and K-12.
  - Spanish culture and Spanish / English for students and K-12.

P & P Implications

- Programmatic implications of the SA Spanish research.
  - What to tell students?
    - Simple advice: Go with the higher quality level, the field projects, make RS sounds.
    - Ask them to correct you and stay longer!
  - Complex answer: We cannot generalize the advice we give to students about SA programs.

P & P Implications

- Types of institutions sending students abroad.
  - Large research institutions send over 1,000 students abroad (e.g., UC Berkeley, Michigan State, etc.).
  - Small liberal arts colleges send a higher percentage of students abroad (40% or more at Carroll, Grinnell, McDaniel, St. Olaf, and Whitman).

P & P Implications

- Time spent abroad.
    - 170,200 (4% of the 3,700,476 students) studying abroad.
      - Total of 1,731,276 students.
      - 11% of students study abroad.
    - Total of 59,677 students.
      - Total of 116,813 students.
      - 11% of students study abroad.
    - Total of 1,000,000 students.
      - Total of 1,000,000 students.
      - 11% of students study abroad.
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      - Total of 1,000,000 students.
      - 11% of students study abroad.
  - Find a way to engage, to influence programs.
P & P Implications

Demographics of SA students
- 74% of SA (2001): 1993-2002 approximately benefitted of all study abroad students with ownership 62.9%, (1993-2004) 64.9% (2005-2007) and nine females of all SA students were Caucasian (91.8%
- More research is needed on the effects of the SA environment on female vs. male and various ethnic groups as that may be assessed longitudinally (Kulick & Rumancik, 1999)

P & P Implications

Students' major field may influence their goal-setting and their attitude toward the SA experience
- 24%: 16.7% of SA students were foreign-language oriented, 39.7% were Humanities and Social Sciences majors, 18.9% were business and management majors,
- 2000: 25.7% with Humanities & Social Sciences majors, 13% with foreign language majors, 28% with business and management majors, 32% with professional majors

P & P Implications

P & F Implications

P & P Implications

P & P Implications

P & P Implications

Preliminary research findings might suggest the following:
- Before students to live with host families or in residence with other large language speakers
- Encourage students to spend a year, not just a semester, at an overseas school

This year, three foreign language majors spent the year abroad, and a SA course offering.
- SA courses with language minor, language majors, and language minors

Pre-departure level of proficiency has declined over the years.
- 1998: 10% of most SA courses were at a level of pre-departure level
- Recently there are fewer students coming or in need of high levels of proficiency than before (e.g., earning of LS and advanced L2 classes from an L2 curriculum)
P & P Implications

- Encourage students to go abroad every other year until they reach a goal 2 years of immersion (e.g., 6-7 semesters). Int. skill in higher degree or major.
- Reduce pressure on students to always perform well on language assessments. Emphasize the importance of learning in the form of communication and social interaction.
- The "threshold hypothesis" still needs to be tested more thoroughly in empirical studies.

P & P Implications

- For Research Directors:
  - Take these for the good feedback to students (e.g., some of the language and communication strategies to negotiate meaning and in cross-cultural stakeholders).
  - Use this feedback to develop for students to interact with other online learners (e.g., students who are interested in initial communication patterns).
- RCS should use the "threshold hypothesis" in the context of student intake.

Future Research

- Extend empirical research on SLS-AH context of learning to include more:
  - Focus on process as well as product
  - Qualitative analysis (e.g., interviews, focus groups) to complement quantitative analysis on language acquisition at dyadic and group levels.
  - L2 subject from different L1 background
  - Findings of research interaction with RCS and IDI Methodology in various contexts.

Future Research

- Study with qualitative and quantitative comparisons long-term effects of SLS and RCS, what can be done to mitigate pressure acquired abroad.
- Instrument: 1st conceptualized and written data
- Comparative synchronous (live) video comparison treatment protocol for SLS and RCS studies.
- Study comparing effects of various SLS and RCS approaches (e.g., homework, homework, homework) vs. 2nd and 3rd approaches.
- Studies of individual factors (psychology, learning styles, learning style, learning preferences, motivations) & context.
Future Research

- Studies of the effects of SA and AI on memory and working memory in animate and inanimate learning.
- Roles of SA on multiple factors and outcomes.
- Assessment of SA and AI classroom conditions.
- Comparison between learning in English and SA or AI.
- Cognitive, emotional, and motivational consequences of SA and AI.

Conclusions

More qualitative and quantitative research is needed on the effects of SA vs. AI contexts on the acquisition of Spanish as a second language before more concrete pedagogical and programmatic implications can be proposed.
<table>
<thead>
<tr>
<th>Study</th>
<th>No. of subjects</th>
<th>Duration</th>
<th>Instrument</th>
<th>Pre-exp. level</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collentine (2004)</td>
<td>AH=20, SA=26</td>
<td>16 weeks</td>
<td>OPI</td>
<td>3rd semester</td>
<td>SA&gt;AH narrative abilities &amp; lexical density; SA=AH or AH&gt;SA in grammar abilities</td>
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<td>De Keyser (1995)</td>
<td>AH=5, SA=7</td>
<td>16 weeks</td>
<td>Intermediate</td>
<td></td>
<td>SA&gt; AH in grammar and communication strategies (CS); SA&gt;AH in fluency</td>
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<td>De Keyser (1990)</td>
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<td>Diaz-Campos (2004)</td>
<td>AH=20, SA=26</td>
<td>15 weeks</td>
<td>OPI</td>
<td>3rd Semester</td>
<td>SA&gt; AH in pronunciation (reading task)</td>
</tr>
<tr>
<td>C.A. Isabeli and Nishida (in press)</td>
<td>AH=32, SA=29</td>
<td>9 months</td>
<td>S-QPI, Questions involving hypothesizing, beliefs, etc.</td>
<td>3rd year</td>
<td>SA&gt; AH in grammar (subjunctive)</td>
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<tr>
<td>Lafford (1995)</td>
<td>AH=12, SA=26</td>
<td>n/a</td>
<td>OPI (at end of 4th semester)</td>
<td>n/a</td>
<td>SA&gt;AH in repertoire of CS &amp; conversational management strategies</td>
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<td>Lafford (2004)</td>
<td>AH=20, SA=26</td>
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<td>3rd semester</td>
<td>SA&lt;AH in frequency of CS use</td>
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<td>Rodriguez (2001)</td>
<td>AH=11, SA=11</td>
<td>16 weeks</td>
<td>Judgment task; recall</td>
<td>1st or 2nd year</td>
<td>SA=AH in pragmatics (perception of requests), both groups improved over time</td>
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<tr>
<td>Researcher</td>
<td>Methodology</td>
<td>Duration</td>
<td>Type of Test</td>
<td>Level</td>
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<td>Segalowitz &amp; Freed (2004)</td>
<td>OPI, various cognitive measures, 16 weeks</td>
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<td>OPI</td>
<td>Intermediate</td>
<td>AH = 18, SA = 22, 3rd semester, OPI in fluency and proficiency level</td>
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<tr>
<td>Stevens (2001)</td>
<td>OPI, story telling task, 8 weeks</td>
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<td>OPI</td>
<td>Intermediate</td>
<td>AH = 13, SA = 9, 1st or 2nd year, OPI in pronunciation</td>
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<td>Torres (2003)</td>
<td>OPI</td>
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<td>Intermediate</td>
<td>AH = 3, SA = 10, 16 weeks, OPI in use of digits</td>
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<td>(no control group)</td>
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<td>C.A. Isabelli (2004)</td>
<td>OUI, Oral interview, 1 year</td>
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<td>Intermediate</td>
<td>SA = 31, SA = 9, OPI, SOPI, learners improved null-subject behaviors</td>
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<td>and subject-verb invariants in embedded clauses</td>
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<td>AV = 15</td>
<td>abilities, both groups improved in INT: discrete items, Adv.: vocab</td>
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<td>associations</td>
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<td>Lafford and Ryan (1995)</td>
<td>OPI</td>
<td></td>
<td>OPI</td>
<td>Novice</td>
<td>SA = 9, 16 weeks, learners acquired proper use of null subjects</td>
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<td>(2004)</td>
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<td>OPI = 4th semester, learners improved ability to initiate</td>
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<td>lengthing of I2</td>
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<td>Lope Ortega (2003)</td>
<td>OPI</td>
<td></td>
<td>OPI</td>
<td>4th semester</td>
<td>SA = 4, 16 weeks, memory test, learners improved ability to initiate</td>
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<tr>
<td>Lord (2004)</td>
<td>OPI</td>
<td></td>
<td>OPI</td>
<td>3rd year</td>
<td>SA = 22, 7 weeks, memory test, learners improved ability to initiate</td>
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<td>Ryan and Lafford (1992)</td>
<td>OPI</td>
<td></td>
<td>OPI</td>
<td>Novice</td>
<td>SA = 16, 16 weeks, OPI = 3rd year at university and 2</td>
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<td>year at university</td>
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<td>Scheir (2001)</td>
<td>OPI</td>
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<td>OPI</td>
<td>2nd year</td>
<td>SA = 5, 16 weeks, OPI = 3rd year at university and 2</td>
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<td>Simpson (1996)</td>
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<td>OPI</td>
<td>Novice</td>
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<td>year at university</td>
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<td>Trumbull &amp; Stewart (1998)</td>
<td>OPI</td>
<td></td>
<td>OPI</td>
<td>Int. Low to Advanced</td>
<td>SA = 8, 5 weeks, OPI = 3rd year at university and 2</td>
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<td>year at university</td>
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Affective variables (race and gender issues) that students experience can have deleterious effects on acquisition.
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