Motivation, Identity and ELF in a SA context

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Màster: Lingüística Teórica i Aplicada

Edició: 2015-2016

Director: Carmen Pérez-Vidal

Any de defensa: 2016

Universitat Pompeu Fabra

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Thesis for the achievement of the degree of MA in

Theoretical and Applied Linguistics

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July 2016

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Abstract

In the context of Study Abroad (SA), where English has become the international language of communication, researchers have called for a more refined analysis of students' personal motivations, and the effects that an intensified globalisation has on such. One aspect of this globalisation is the spread of English as a Lingua Franca (ELF), which has led to an exponential increase in learners of English, and has consequently changed the learner's motivations for learning as well as the way they identify with the language. The present study investigates the motivation and identity of undergraduate Spanish-Catalan bilinguals, learning English, as well as either German or French, comparing those spending a SA in an English speaking country with those in a German or French speaking country. The thesis adopts a cross-sectional, mixed-methods approach, combining quantitative and qualitative research tools in order to gain a more detailed picture of the role of ELF in SA.

Keywords: Identity, Motivation, English as a Lingua Franca, Study Abroad

1. Introduction

The global spread of English as the newest lingua franca has been one of the most significant developments of this century (Albl-Mikasa, 2010), and it is only to be expected that its surge of importance have an immense effect on language learners worldwide. For one thing, the number of people actively learning English at a useful level in 2013 was estimated at 1.75 billion people worldwide, and this figure is predicted to reach 2 billion within the next 4 years (British council, 2013). However, the importance of the language does not only affect the number of people who learn it, but also the way in which it is taught and learned. The development of emerging and evolving paradigms such as World Englishes (WE) and English as a Lingua Franca (ELF) has challenged the traditional English language teacher paradigm (Pakir, 2009). In the past,

> the ultimate goal or standard has been the (unrealistic) ideal of a native speaker, and words such as interlanguage and fossilisation have been used to describe the speech of learners on their way towards that target (Ke & Cahyani, 2014: 1).

Though reaching native-like competence is generally now recognised as inappropriate and even counter-productive, this orientation persists due to the fact that, despite this acknowledgement, the necessary reorientation has not been taken in linguistic research (Seidlhofer, 2001). Seidlhofer (2001) suggests that the emergence of ELF validates the reconsideration of traditional native speaker models. That is, rather than the learner aspiring to reach native-like competence, the model in English language teaching would base itself on the proficient, international English speaker (Majanen, 2008). This entails a focus on function rather than form, where communicative efficiency is viewed as more important than grammatical correctness (Cogo, 2008). This approach seems appropriate, given that native-speaker norms and usages are not often relevant in the context of an international ELF exchange (Jenkins, 2006, as in Ke & Cahyani 2014), as individuals may be more concerned with being understood than speaking like a native speaker. Consequently, ELF interactions are often characterised by their hybridisations (Firth, 2009), with speakers accommodating to each other's speech as well as code switching between English and their first language or other foreign languages (Cogo & Dewey, 2006).

This shift in focus will evidently affect the language learner, reshaping the way they identify with the language, as well as affecting their motivation to learn. As Majanen (2008: 2) suggests, ELF may provide a more appealing identity to non-native speakers in that "instead of perpetual *learners* of English, they can now regard themselves as legitimate English *users* in the international world". According to Dörnyei & Ushioda (2013), the spread of English as a global language and international lingua franca appears to have at least two repercussions on the theorisation of language learning motivation. First, there is likely to be a qualitative difference between the motivation for learning English compared with other languages, given that English is increasingly being seen as a basic educational skill, imperative to professional advancement. Secondly, given the role of ELF among non-native speakers, traditional concepts such as integrativeness and attitude towards the target language (TL) community become somewhat hazy. According to Gardner and Lambert (1972) a motivated second language learner is one who is willing to identify with another Ethno linguistic group, and to adopt subtle aspects of their behaviour. However, it has been suggested that while English as a Foreign Language (EFL) learners often have an integrative motivation for learning, ELF learners may tend to focus on effective communication with speakers of other linguistic backgrounds (Breitenede, 2005), as suggested above. Thus, integrative motivation may itself be affected as, while English becomes increasingly powerful in the world, it becomes more and more difficult for ELF learners to identity a clear target group or culture (Yashima, 2009). In this respect, in the case of ELF, evaluating student's motivation based on their international posture[1] may prove to be more fruitful than focusing on aspects of integrative motivation.

Within the field of Second Language Acquisition (SLA) and Study Abroad (SA), there has been a flourish in recent years in the research of individual factors such as identity (e.g. Patron, M.C., 2007; Jackson, 2008b; Kinginger, 2013; Brown, 2013,) and motivation (e.g. Isabelli-Garcia, 2006; Badstübner & Ecke, 2009; Allen, 2010; Hernández, 2010; Sasaki, 2011; Irie & Ryan, 2014), an unsurprising fact given the increasing influence of ethnographic and poststructuralist thinking within SLA theorising (Mitchell, Tracy-Ventura & McManus, 2015). The international role of English as a

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[1] Yashima (2009: 3) describes international posture as "a tendency to see oneself as connected to the international community", rather than any specific L2 group, "have concerns for international affairs and possess a readiness to interact with people other than [those with the same nationality]".

Lingua Franca (ELF) in SA and higher education contexts has also seen increasing attention in research over the last decade (Smit, 2010; Jenkins, 2011; Coleman, 2015), in part due to the increase in English medium instruction in tertiary education outside English speaking countries. Such courses have tripled in the last decade, motivated by "the increasingly competitive recruitment process of universities and the mobility policies within the European Union", as well as economic factors, with universities "trying to attract fee-paying students" (Pérez-Vidal, 2014: 36). Consequently, English has become a well established language of communication among students with different linguistic backgrounds, even among groups of non-native English speakers (Kalocsai, 2011). While the construction of such ELF social groups gives easy access to practising English, it may also make using other languages more challenging; as can be seen in the case of native English speakers who, when studying abroad with the aim of improving their L2, find that many locals may prefer to take advantage of their linguistic capital and speak English instead (Mitchell, et al., 2015).

What remains to be seen, given the above, is how exactly English being the lingua franca affects the learning of English, as well as other languages. The present study aims to investigate the identity and motivation of the language learner in the context of SA, by exploring the differences between pre- and post-SA students, and between language learning in an English speaking country compared to a French/German speaking country. The participants in the study are Spanish-Catalan bilinguals, learning English, as well as either German or French, as part of their undergraduate degree, and spent a semester abroad in an English, German or French speaking country. The thesis will adopt a cross-sectional, mixed methods approach, combining quantitative (questionnaires) and qualitative (interviews) research tools so as to gain a more detailed picture of the role of ELF in SA (Rezaei, 2012). I open this thesis by first introducing its key concepts and background: the first section gives an overview of the subfield of Study Abroad, and is followed by the same on identity, motivation, and English as a Lingua Franca. Section 3 proposes the research questions and hypotheses of the thesis. Section 4 outlines the methodology, participants and procedure. The following section deals with the results and discussion, with the final section offering a summary and conclusion.

2. Literature Review

The following 4 sections provide an overview of the relevant literature for this study, beginning with the field of Study Abroad, and followed by Identity, Motivation and ELF.

2.1. Study Abroad

Since the second half of the twentieth century, there has been an exponential development of a global market in international education (Mazzarol, Soutar & Sim Yaw Seng, 2003). According to the Organization for Economic Cooperation and Development (2013), the number of internationally mobile tertiary education students has risen from 800,000 in the mid-1970s-to 4.3 million in 2011, and UNESCO estimates that the number of students enrolled in higher education outside their home countries will increase to almost 8 million by 2025 (Davis, 2003; as in Jackson 2008a). This surge of internationalisation naturally includes the encouragement and increase of study abroad programmes (Jackson 2008a), and within a European context, one of the key features of the European linguistic policy towards multilingualism "has been the promotion of student mobility across Europe" (Pérez-Vidal, 2011: 103).

With regards to research, most overviews on SA research date its origins to the publication of a volume compiling studies conducted at both sides of the Atlantic, namely Barbara Freed's "Language Learning and Study Abroad" (Freed, 1995). According to Collentine (2009), SA research can be seen as having two periods. The first is characterised by attempting to understand the overall efficacy of SA programs, and extends from the 1960s to the publication of Freed's seminal volume (Long & Doughty, 2011). Some studies from this first period include Caroll (1967), who investigated the language skills of 2872 college seniors, measuring their L2 linguistic skills; and found that even a short period abroad predicted higher levels of proficiency. Other studies found similar results; particularly with regards to listening and speaking skills (Willis et al., 1977; Dyson, 1988). Towards the end of this period, studies such as Brecht and Davidson (1991) and Brecht, Davidson and Ginsburg (1995), who studied 668 American learners of Russian, also began to reveal the evident importance of individual differences in a SA context .The second period of SA research, beginning with the publication of Freed's volume in 1995, places the focus on the effects of the learning context

on language acquisition. This volume set the stage for the study of the linguistic impact of SA, bringing together for the first time a collection of cross-linguistic studies which were concerned with

> predicting and measuring language gains in SA settings, comparative investigations of language study at home and abroad, the acquisition of sociolinguistic competence in a SA setting, and diary studies that explore student views of learning abroad (Jackson 2008a: 3).

While findings were mixed, most studies pointed to the general improvement in oral fluency of SA students, compared to their at home (AH) counterparts. Freed (1995, 1998) also highlighted the failure of various testing instruments when attempting to adequately capture linguistic improvement made by more advanced students, particularly with instruments such as the Modern Language Aptitude Test (MLAT) and the Oral Proficiency Interview (OPI). Thus, though findings suggested that "the greatest gains in an immersion environment are made by students with initially lower language proficiency", this may have had more to do with problems in assessing advanced learners, rather than a lack of improvement on the part of these students. Freed (1995) concludes by highlighting the need to learn more about how students actually spend their time while abroad, and about the extent to which students actually use language while abroad. Despite this suggestion over two decades ago, there is still much to be done as regards investigating the individual learner's experience. As Jackson (2008b) points out, much of SA research to date has been dominated by statistical studies that have focused on linguistic outcomes and grammatical development, while, according to Coleman (1998), essential components of proficiency such as sociocultural and intercultural competence have been largely neglected. Collentine and Freed (2004: 165) also point to this issue, highlighting the need to better define "the social conditions surrounding, affecting and perhaps impeding learner gains."

This call has led SA to change its trajectory from "identifying and quantifying linguistic gains (or lack of) to exploring the experience of SA from an ethnographic perspective" (Devlin, 2014: 6). Recent research has thus seen an increase in introspective techniques such as diaries, first-person narratives and interviews, as well as case studies and ethnographies, in an effort to better understand the processes involved in language learning (Jackson, 2008b). This new course may even be considered as the third period of SA research, as research has evolved from simply examining the

linguistic gains to incorporate such individualistic experiences. As Devlin (2014) points out, this "learner-centric" approach has allowed researchers such as Aveni (2005), Isabelli-Garcia (2006), Jackson (2008b) and Kinginger (2004) to underscore the specific factors which aid or inhibit a learner's acquisition and access to native speakers. More recently, Mitchell, Tracy-Ventura and McManus (2015:134) have called for a "more refined analysis of students' personal motivations and characteristics, multilingual language practices, and emerging social relations" with the aim of explaining the variation in the L2 development of Residence Abroad (RA) participants. This learner-centric approach reflects the social turn in SLA (Block, 2003), and may aid us in deciphering why there is "no evidence that one context of learning is uniformly superior to another for all students" (Collentine and Freed, 2004).

2.2. Identity

One facet of the above mentioned learner centric approach is the issue of identity. According to Stockton (2015:11), many researchers are now defining identity as a process, due to the fact that individual identities are not fixed states, but rather "are negotiated, or performed, in the interplay of the relationships between individuals and their social contexts". According to Oxford Dictionaries Online, the term identity can be used to describe 'the fact of being who or what a person or thing is' (Identity [Def.1], 2016), and also 'a close similarity or affinity' (Identity [Def.2], 2016). It has also been described as one's 'meaning in the world', a description which includes where the individual is in relation to those around them, their perspective on the world around them, and their understanding of their value to others (Eckert, 2000: 41). As regards SLA, both an L2 learner's individual identity and also how they identify with the culture of the TL are of particular interest. L2 motivation researchers 'have always believed that a foreign language is more than a mere communication code[..] and have therefore typically adopted paradigms that linked the L2 to the individual's personal 'core', forming an important part of one's identity' (Dörnyei & Ushioda, 2009: 9).

Bilingual speakers are a prime example of how language is used to portray one's identity. Bilingual speakers often code-switch, which involves the move a bilingual or multilingual speaker makes between one language, or language variety, to another within or across a conversation (Scotton

& Ury, 1977). As is pointed out by Zentella, this use of code-switching "may come to symbolize their identification with two speech communities, i.e. they 'speak both' because they 'are both'." (Zentella, 1997 as in Niño-Murcia & Rothman, 2008: 6). Zentella (1997) describes how the Spanish-English speaking children of *el bloque* (a complex speech community of Puerto Rican's living in New York) use code-switching as a means of defining their bilingual identity, re-connecting with people and their history by imprinting their own 'act of identity' (Le Page and Tabouret-Keller, 1985: 14). This use of code-switching is not unique to simultaneous bilinguals, but can also be seen in the case of second language learners on study abroad, used as a means of reflecting the individual's identity (DuFon & Churchill, 2006). In fact, it has even been pointed out with regards to English as a Lingua Franca that, "while in EFL code-switching is regarded as evidence of a gap in a [non-native speaker of English's] English knowledge, in ELF it is seen as a crucial bilingual pragmatic resource." (Jenkins, Cogo & Dewey, 2011).

Ellis (2008) discusses four views of the relationship between ethnic identity and L2 acquisition, namely the normative, social-psychological, socio-structural, and post-structuralist models. The normative view questions to what extent membership of a particular ethnic group affects L2 achievement. For example, Svanes (1988) investigated three ethnic groups learning Norwegian: one from Europe and America, one from the Middle East and Africa, and another from Asian countries. The study, which investigated the relationship between attitudes, second language proficiency and cultural distance showed a correlation between cultural distance and L2 achievement, with the groups closest to Norwegian culture receiving the highest grades. The social-psychological view addresses the learner's attitude to the language, and suggests that positive identification with the TL correlates with successful language acquisition. For example, a positive attitude towards both the native and target cultures will result in successful acquisition of both languages, known as additive bilingualism, while a negative attitude towards both cultures suggests the failure to develop full proficiency in either language (See Table 1[2]).

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[2] For ease of accessibility, tables will appear throughout the text rather than at the end of the work as is customary when using APA style.

	Attitude towards native culture	Attitude towards target culture
Additive Bilingualism	+	+
Semilingualism	-	-
Monolingualism	+	-
Subtractive Bilingualism	-	+

Table 1: *Summary of role of attitudes, adapted from Ellis (2008)*

This socio-psychological view is exemplified in Schumann's (1978: 379) acculturation model, which predicts that learners will 'acquire the target language to the degree they acculturate to the target language group'. Though this model was formulated in the late 1970's, other modern studies report this correlation between successful SLA and positive identification with the TL group. For example, Gardner and Lambert (1972, as in Dörnyei & Ushioda, 2009: 2) suggest that "a process similar to social identification 'extended to a whole ethno-linguistic community' may sustain the long-term motivation needed to master a second language." The socio-structural model suggests that the attitudes based on a learner's sense of ethnic identity may influence learning through the interactions in which learning takes place. In other words, the attitude which a learner has towards a different ethnic group may affect how the learner interacts with those of the target culture, that which in turn may affect acquisition. The most recent approach is that of the post-structuralist model, which sees language as a 'site of identity construction' (Pavlenko, 2002: 285). For example, bilingual speakers may prioritize their various identities, depending on the context. As in the example above of Zentella's *el bloque* children, the speakers varied in their use of Spanish and English, portraying their Spanish or English identity in different situations (Zentella, 1997). Norton (2014) argues that poststruturalist theory has brought great insight into debates on identity and language learning, by displaying a vignette of Martina, a Czechoslovakian immigrant in Canada. Martina is effectively down classed upon arrival due to her poor level of English, unable to acquire any employment in her profession as a quantity surveyor, and is instead employed in a fast food restaurant. In order to resist the marginalizing practices of her co-workers, Martina reframed her relationship as a domestic one rather than a professional one, and in adopting the identity position of "mother", rather than that of "immigrant", claimed her right to speak.

Many researchers have exemplified the importance of the degree to which the learner identifies with the TL, finding that in many cases a positive identification with the target language and

culture results in successful language acquisition (e.g. Regan 2013; Norton 2000; Nestor and Regan, 2011; Nestor, Ní Chasaide and Regan, 2012), while negative identification results in unsuccessful language acquisition (e.g. Norton, 2000; Block, 2006). Informal language learning and its impact on the learner's identity is thus of particular interest, given that 'the sustained immersion in a new cultural and linguistic milieu seemingly cannot but impact on the individual's sense of self' (Block, 2007: 109).

The aforementioned learning context of Study Abroad is one such environment that may challenge the learner's identity. Having been taken out of their 'comfort zone', and thrown into an entirely different linguistic milieu, learners often struggle with their sense of identity (Jackson, 2008b). According to Kinginger (2009: 202), the value of SA as a learning environment depends, among other things, on "whether [the student's] encounters lead to frustration or to the desperate, creative longing to craft a foreign language-mediated identity." It may be considered that the way in which students manage this impact on their sense of self, will ultimately determine the success of their language acquisition. Thus, as mentioned above, by investigating these individual experiences, researchers may be able to decipher the varying results of SA students.

2.3. Motivation

As with the case of identity, it is a well established belief among researchers that motivation is imperative in students' learning (Keblawi, 2009). As pointed out by Dörnyei (2014), even language learners with the most remarkable abilities will be unable to accomplish long term goals if they lack the motivation to do so. Motivation is consequently one of the most common terms used by teachers and students to explain the success or failure of an individual's learning, and unfortunately, keeping students motivated has been said to be the second most complicated challenge for teachers (Hadfield & Dörnyei, 2013).

According to Ushioda & Dörnyei (2012) there have been four different stages in the history of motivation in foreign language teaching and learning, as summarised in Table 2.

Stage	Timeline	Characteristics
(1) The social psychological period	1959-1990	Proposes two kinds of motivational orientation: integrative and instrumental.
(2) The cognitive-situated period	During the 1990s	Draws from cognitive theories in educational psychology
(3) The process-oriented period	Turn of the century	Focus on motivational change
(4) The socio-dynamic period	Current	Concern with dynamic systems and contextual interactions

Table 2: *Four stages in the history of motivation, adapted from Ushioda & Dornyei (2012)*

The social psychological period is characterised by the work of Robert Gardner and his associates and the concepts of integrative and instrumental orientation/motivation (Dörnyei, 2009b). Integrative motivation refers to the desire to learn the language of a given community in order to communicate with members of that community. Instrumental motivation, on the other hand, arises from the economic and other benefits that come with language proficiency (e.g. future career opportunities, increased salary, acceptance into higher education, etc.). The cognitive-situated period, which was developed from cognitive theories in educational psychology, is best-known for concepts such as "intrinsic and extrinsic motivation, attributions, self-confidence/efficacy and situation-specific motives related to the learning environment, e.g. motives related to the L2 course, teachers, peers." (Dörnyei, 2009b: 16). The process-oriented period adopted a focus on motivational change, a prime example of which is Dörnyei and Ottó's (1998) process model. This model delineates the temporal structure of L2 motivation, dividing it into "pre-actional (choice motivation), actional (executive motivation), and post-actional (evaluation) phases" (Ushioda & Dörnyei, 2012: 397). While these approaches laid the groundwork for motivation in SLA, they are limited with respect to acknowledging the ever-changing complexity of the ongoing L2 learning process, as well as the diverse goals and agendas which shape learner behaviour. These limitations have led to the rise of the socio-dynamic period over the last decade, and three new conceptual approaches (ibid, 2012). The first is Ushioda's (2009: 218) person-in-context relational view of L2 motivation, which embraces a "mutually constitutive relationship between persons and the contexts in which they act-a relationship that is dynamic, complex and non-linear." The second is motivation from a complex dynamic systems perspective which aims

to view phenomena in a holistic and systemic manner by acknowledging the interrelated nature of the components within the system and the often nonlinear manner of self-organisation and emergence by which the system evolves and responds to both external and internal stimuli (Waninge, Dörnyei & de Bot, 2014: 705).

This approach takes into consideration a minimum of two elements in L2 motivation, which are interlinked and ever-changing. The theory acknowledges the intrinsic difficulty in understanding individual differences, given the multiple characteristics that are at play. The third theory is Dörnyei's (2009a: 29) L2 Motivational Self System, which will be central to the current study. This system is influenced by two key psychological concepts, namely Markus and Nurius' (1986) theory of *possible selves* and Higgin's (1987) theory of *ought selves.* The former deals with the selves which one believes one may become at some point in the future, and which are consequently important in goal setting and motivation. The latter motivational theory distinguished the *ideal self* (the attributes which one would like to possess) and the *ought self* (the attributes that one feels they ought to possess). The L2 Motivational Self System fuses aspects of the *possible selves* with the theory of *ought selves,* and draws on the idea that an individual's motivation is made up of the following three key parts:

1. The *ideal L2 self* – the image one has of their future self as an L2 user according to their own wishes. This component typically fosters integrative and internalised motives (e.g. I am motivated to learn Spanish because I see myself being surrounded by lots of Spanish friends).

2. The *ought to L2 self* – the image one has of their future self as an L2 user according to external expectations. This facet deals with attributes which the learner believes they *ought to* possess in order to meet expectations and avoid negative outcomes. This component reflects more extrinsic types of instrumental motivation (e.g. I need to work hard at learning my L2 so that I don't disappoint my parents).

3. The *L2 learning experience* - concerned with 'executive' motives such as the impact of the language teacher, curriculum, peer group, experience of success or failure, etc. (e.g. I don't want to learn French because my teacher is not very nice and I always get bad grades).

One of the reasons for the evolution of such a system, in addition to the need for a more socio-dynamic approach, is the fact that the traditional Gardnerian concept of integrative motivation appears not to be applicable in learning contexts where the learner does not have access to the native speaker, e.g. the typical foreign language classroom. This lack of the role of integrative motivation is not, however, unique to the foreign language classroom. As mentioned above, due to ELF, the role of integrative motivation may see a drastic change, given that learners of English are less inclined to see themselves integrating with native speakers than with other non-native English speakers. This issue has been highlighted by Dailey (2009:7) who states that "due to the change in global languages, there is no model community to identify with, consequently leading to a broader classification of integrative motivation". This suggests that in a context of international students using English as a common language, it makes little sense to gauge the extent to which these students wish to integrate with a native English speaking community. To resolve this issue, international posture is offered as an alternative to integrative motivation (Yashima, 2009), an idea which captures the learners' tendency to relate themselves to an international community rather than a specific L2 group. With respect to the L2 Motivational Self System, Yashima (2009) discusses how international posture conceptually links to such possible and ideal L2 selves, as well as to the motivation to learn and communicate in the TL. To this effect, international posture offers a promising alternative to the less applicable notion of integrativeness.

With the flourish of socio-dynamic research in L2 motivation research, it is becoming increasingly evident that research needs to take into account the dynamic individuality of the learner, as well as the fact that they, and their motivation, are in a constant change (Guerrero, 2015). Given this, it seems evermore imperative that motivational research take a qualitative approach, in order to gain a thorough understanding of the development and negotiation of the learner's ongoing motivational process (Kim, 2009). Given that research to date has proven the Ideal L2 Self and the L2 Learning Experience to be important components of the L2 Motivational Self System (e.g. Kim & Kim, 2014; Taguchi, Magid & Papi 2009; Islam, Lamb, & Chambers, 2013), with the Ought-to Self being shown to be the least contributing factor (Islam et al. 2013; Papi, 2010; as in Tort Calvo, 2015), the current work will focus only on the two former components of the L2 Motivational Self System.

The idea of international posture will also be focused on, in order to determine the effect which it has on the motivation of the participants. To this effect, the thirteen categories chosen for this study will reflect these issues, focusing on the Ideal L2 Self, Willingness to Communicate and International Posture (see Appendix 1).

2.4. English as a Lingua Franca

ELF, which is considered part of the more general phenomenon of 'English as an International Language' (EIL) and 'World Englishes' (Seidlhofer, 2005), has been defined as "a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication" (Firth 1996: 240). This view of ELF, however, is shared only by a minority of researchers, given that it excludes the native speaker from ELF communication (Jenkins, Cogo & Dewey, 2011). The Vienna-Oxford International Corpus of English (VOICE: the first computer-readable ELF corpus) website, on the other hand, defines ELF as "English used as a common means of communication among speakers from different first-language backgrounds", a definition which includes also the native English speaker. ELF has also been defined "functionally by its use in intercultural communication rather than formally by its reference to native- speaker norms" (Hülmbauer, Böhringer & Seidlhofer, 2008).

Over the last decade, interest in ELF research has erupted, at least to some extent due to two publications at the start of the millennium (Jenkins, Cogo & Dewey, 2011). The first was Jenkins (2000), an empirical study of ELF pronunciation which argued that in ELF communication contexts, native English pronunciation is not optimum. The second was Seidlhofer (2001), a conceptual piece which highlighted that, due to the lack of description of ELF, native English norms continued to be the only viable target for language learners. This suggests that, with its shift in focus from the native speaker to the non-native speaker, "the model in ELT could be based on the proficient, international speaker of English" (Majanen, 2008: 1), rather than the unrealistic goal of speaking like a native speaker (Ke & Cahyani, 2014).

As outlined in the previous sections, the role of ELF has had a huge effect on language learners' motivation and identity worldwide. As suggested by Block and Cameron (2002), language

learning and communication skills that are demanded by globalisation influence the learners' motivation towards instrumentality, an idea that has been supported by many studies to date (e.g. Taguchi et al. 2009; Mehrpour & Vojdani, 2012; Islam et al, 2013; Himanshi & Wijeratne, 2015). In the case of identity, findings from Languages in a Network of European Excellence (LINEE) research (Kalocsai, 2009) highlight "the extent to which the young continental Europeans in the study identify with their own use of English rather than with a standard [native speaker] variety." (Jenkins, Cogo & Dewey, 2011: 307). Given Norton's (2000) argument that a key aspect of identity in language learning is the way in which the person understands possibilities for the future, it is not surprising that

> where younger ELF users are found in research to identify positively with their own English, it is because they see ELF (not necessarily by name) as likely to enhance rather than deny their future success in a globalized world" (Jenkins, Cogo & Dewey, 2011: 307).

It can thus be expected that the role of ELF will greatly affect the experience a language learner has while on SA. One aspect of SA which has been seen to account for the student's linguistic development and variation is the social networks that are formed during the student's time abroad (Isabelli-Garcia, 2006). The term social networks, coined by Milroy (1987), has been used to describe the informal relationships that are formed by the individual learner. In the context of a global society, the languages used in such SA social networks become increasingly dynamic. For example, a French student sojourning in a Spanish speaking country not only has to choose whether to develop networks with native Spanish speakers or other speakers of French, but also whether to form networks with other international students using English as a lingua franca. Even when studying in an English speaking country, the learner now has the option of seeking out native English speakers with whom to practice, or instead choosing to associate more with an international group of non-native ELF speakers. Isabelli-Garcia (2006) found that the motivational orientation of students changed during their SA, depending on the ability of the learner to interact in social networks. With this in mind, it can be expected that the type of social networks that are formed by SA students will be related in some way to their motivational orientation. Furthermore, the types of social networks formed by

students, and whether they are predominantly homophilic or heterophilic, have also been shown to affect the individual's national identity (Carnine, 2015), and European identity (de la Rua, 2008).

As highlighted by Kinginger (2009: 218) "one of the most pressing questions for study abroad researchers is the relationship between language learning and changing communicative practices and worldviews brought on by intensified globalization".

One of the aims of this study is to investigate this very issue. While much ELF research to date has focused on the linguistic features of ELF (e.g. Mauranen, 2010; Cogo, 2008; Seidlhofer, 2005; Jenkins, 2000), the current study aims examine the effect that the role of ELF has on the students' personal motivations during SA, in an attempt to answer Mitchell, Tracy-Ventura and McManus's (2015) call for such, as mentioned above, as well as the student's identity. The study will firstly aim to investigate the language motivation and identity of the SA student, and secondly investigate the effect that ELF has on these issues.

3. Research Questions and Hypotheses

The current study was carried out for two main reasons. Firstly, to begin to answer Mitchell, Tracy-Ventura and McManus's (2015) call for more a refined analysis of students' personal motivations during SA; and secondly to investigate what Kinginger (2009) highlights as one of the most pressing issues for SA researchers: the effect of intensified globalization on language learning and communicative practices. With this in mind, the following section proposes the study's two research questions.

3.1. Research Questions

RQ1. What effect does a four-month study abroad have on the language learning motivation and identity of higher education students?

1.1. Is there an effect of a four-month study abroad on the motivation and identity of higher education students who are sojourning in English, French, German speaking countries, when measured cross-sectionally, through a questionnaire, prior to and at the end of a SA period?

1.2. Is there an effect of a four-month study abroad on the motivation and identity of higher education students who are sojourning in an speaking English country as compared with a French or German speaking country, when measured cross-sectionally, through a questionnaire, at the end of the stay?

RQ2. What effect does ELF have on the language learning motivation and identity of higher education students who are sojourning in English compared with French/German speaking countries, as revealed in pair interviews upon return?

3.2. Hypotheses

1.1. It is expected that there will be a difference in the identity and motivation of the two groups of students, given that the post-SA group will have spent a four month period of study abroad.

1.2. It is expected that there will be a difference between the motivation and identity of students sojourning in English-speaking countries compared to French- or German-speaking countries, given that students studying English have a tendency to be more instrumentally motivated.

2. It is expected that in non-English speaking countries, ELF may both help and hinder the language acquisition process. In English speaking countries, it is expected that ELF will also have an effect, possibly offering students a more accessible alternative to communicating with native speakers; namely, using ELF to communicate with other non-native speakers of English.
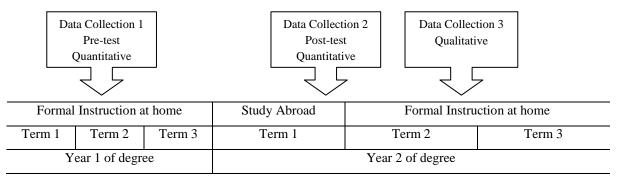
4. Methodology

In this section, the methodology will be described, outlining the design of the study, describing the participants, detailing the instruments and the data collection process, and finally explaining the data analysis procedure.

4.1. Research Approach and Design

The current section outlines the research approach and design of the study. The original design of the study aimed to capture the identity and motivation of SA students by means of quantitative data collections. On the basis of these cross-sectional results, it was then decided to carry out a qualitative data collection in order to compliment the quantitative results.

The design of this study, outlined in Graph 1 below, spanned across one academic year and was conducted with students in the first year (Year 1) and second year (Year 2) of the same undergraduate degrees in order to contrast pre- and post-SA data, by means of a cross-sectional sample[3]. There was a total of 3 data collection periods in term 2 year 1 (Group 1, pre-SA, quantitative), term 1 year 2 (Group 2, post-SA, quantitative) and term 2 year 2 (Group 3, post-SA, qualitative), in which data on motivation and identify were gathered.

Data Collection 1 Pre-test Quantitative		Data Collection 2 Post-test Quantitative	Data Collection 3 Qualitative	
Formal Instruction at home		Study Abroad	Formal Instruction at home	
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Year 1 of degree			Year 2 of degree		

Graph 1: *Design of the study*

4.2. **Participants**

The participants in this study were Spanish-Catalan bilinguals (N=68) studying in the first or second year of their undergraduate degree. All participants were learning English as a major language, as well as either French or German as a minor language in their undergraduate degree. As part of their curriculum, the students completed a first year of formal instruction, followed by a compulsory three-month long SA academic period, in a target language country, which was organised by the university at the beginning of the second year of their degree and counted towards ECTS credits in their home university. The majority of the students were aged between 18 and 22 (mean age = 19.7) and were primarily female (87%), reflecting a demographic in language degrees. It was explained to all

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[3] Due to the time restrictions set for the completion of the TFM, it was not possible for a longitudinal sample to be collected, and thus a cross-sectional design had to be adopted for the purposes of this study.

participants that steps would be taken to ensure their confidentiality, including keeping the data in a safe location, not allowing anyone else to access the data, and not using the names of individuals in reporting the findings (Macksoud, 2010), following the legal procedure in force by the ethics committee at UPF university. In order to conduct the study, the participants were grouped into three groups (see Table 3).

Participants	Instrument
Group 1: First Year Pre-SA higher education students of English, and French or German (N=25) **Group 2:** Second Year Post-SA higher education students of English, and French or German (N=44)	**Questionnaire** concerning language background, motivation and identity
Group 3 (subsample of Group 2): 4 Second Year Post-SA higher education students of English, and French or German	**60 minute semi-structured Interviews** concerning motivation, identity and ELF

Table 3: *Summary of participants and instruments.*

Group 1 (N=25) was made up of first year, pre-SA students. Group 2 (N=44) was made up of second year students of the same degree, who were on SA at the time of the first data collection. Both Group 1 and Group 2 completed the questionnaire. The participants in Group 3 (N=4) were selected based on homogeneous sampling (Dörnyei, 2007), with students being selected from those in Group 2 who had been on a study abroad and had taken the questionnaire. Upon their return from SA, Group 3 took part in face-to-face interviews.

4.3. **Data Collection**

The following sections outline the data collection, first describing the quantitative and qualitative instruments that were used, and then outlining the procedure that was carried out in the administering of these instruments.

4.3.1 Instruments. This study employed a mixed methods approach, in the hope that the numeric trends of the quantitative data and specific details of the qualitative data would help to give a better understanding of the complex phenomenon at hand (Dörnyei, 2007). In doing so, two instruments were used: a background-motivation questionnaire, which acted as the primary source of data, and interviews, which acted as the secondary source of data for the study.

4.3.1.1 *Questionnaire.* The questionnaire for this study (Appendix 2), written in English, was made up of a total of 116 questions: 7 open questions concerning background information and the rest regarding issues concerning identity, motivation and willingness to communicate, following a five-level Likert scale format, offering five choices for each item ranging from strongly agree to strongly disagree (Table 4). The Likert scale format was chosen to allow room for manoeuvre, while at the same time maintaining control over the possible responses (Bloomer, 2010).

	Absolutely True	Mostly True	Partly True Partly Untrue	Not Really True	Not True At All
33. In the future, I would like to participate in a volunteer activity to help foreigners living in the surrounding community (155)	❍	❍	❍	❍	❍

Table 4: *Sample questionnaire item using the five-level Likert scale format*

The questionnaire was designed based on Ryan's (2009) and Yashima's (2009) questionnaires, which were used to investigate the Ideal L2 Self of English learners in tertiary educational institutions. These questionnaires were chosen for two main reasons. Firstly, they investigated the Ideal L2 Self while also incorporating elements that were also relevant to the current study, including International Posture and Willingness to Communicate. Secondly, variables had been piloted and were shown to have high internal reliability.

The questionnaire was made up of a total of 13 categories, which were made up of multi-item scales (Dörnyei & Csizér, 2012) of between three to eighteen items (Appendix 1). Initial piloting of the item pool, which took the form of a think-aloud protocol, was carried out with three colleagues and friends (ibid, 2012). This process involved having the individuals answer the items in the questionnaire and provide feedback, after which the questionnaire was further revised prior to administration[4].

The original questionnaires by Ryan and Yashima were revised for the purposes of the current study in three main ways. Firstly, several categories were eliminated, given that they were "only of

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[4]Given the timeline of this study, the think-aloud protocol was considered the best piloting scenario available to the researcher, as a full piloting with the specific population it was intended for was not possible.

peripheral interest but not directly related to the variables and hypotheses that the questionnaire has been designed to investigate" (Dörnyei & Csizér, 2012:76). Secondly, several questions were re-worded in order to create additional questions for Section 3, which contained two distinct parts: 'While Abroad' (WA) and 'In General' (IG). In the section WA of the questionnaire, students were asked to specifically reflect on how they felt while abroad. These questions were used for comparison purposes with the original question found in Section 3 IG, where the students were asked to reflect on their feelings in general. An example of this can be seen as follows:

> <u>WA, Question 15:</u> Using English/French/German in front of people **on Erasmus** makes me feel like I will be thought of as less Spanish.
>
> <u>IG, Question 37:</u> Using English/French/German in front of people **in Spain** makes me feel like I will be thought of as less Spanish.

Thirdly, newly created questions were introduced into the section on 'WA', asking students to reflect on their linguistic improvement and ease of learning while abroad. The questionnaires for Group 1 and 2 were identical except for the fact that Group 1's questionnaire did not included the 'WA' segment of Section 3, given that this section dealt with reflection after time spent studying abroad. Furthermore, Group 1 were instructed to indicate in which country they planned to do their SA, and to answer the questionnaire thinking specifically about the language spoken in that country, while Group 2 focused on the language of the country they were studying in at the time.

4.3.1.2 *Interviews.* The primary instrument for the interviews was an interview guide, created specifically for the purposes of this study, which consisted of 16 categories, each having between one and two questions (Appendix 3). Following guidelines set out by Freidman (2012), questions were created which were open-ended and comprehensible, and which were not leading or complex. The opening questions in the interview guide were designed so as to help the interviewees to relax and encourage them to open up (Dörnyei, 2007), and dealt with general issues concerning their SA including accommodation, classes, and work while abroad. The interview guide then went on to address issues that had been specifically addressed in the questionnaire, including the

Ideal L2 Self, Willingness to Communicate, International Posture, etc. As in the case of the pilot questionnaire, feedback was received on the questions from three colleagues and friends prior to implementation, in order to ensure the suitability of the instrument and check for researcher bias in the questions (Berg, 1995). Before carrying out the main interviews, one student from Group 2 was then interviewed so as to pilot the interview guide, in order to identify potential problems and to revise the questions as needed before conducting further interviews (Friedman, 2012). Following the pilot interview, the interview guide was revised and edited accordingly, focusing on the emergent themes of the study.

4.3.2 **Procedure.** The following two sections deal with the procedure; firstly that of the questionnaire, and secondly that of the interview.

4.3.2.1 *Questionnaire*. The main criterion for taking the questionnaire was that the students must have been partaking in a Study Abroad, a compulsory component of the students' undergraduate degrees. To this effect, convenience sampling was used in this study (Dörnyei, 2007), as the students who took the questionnaire all possessed the key characteristic relevant to the study: having spent an academic semester abroad (Aiken, 1997). Statistical consideration was also taken into account, with the sample including more than 30 people (Hatch & Lazaraton, 1991). During the last month of their stay abroad (Year 2, Term 1), the 44 participants that made up Group 2 answered the questionnaire via the online survey platform Qualtrics (see Appendix 4 for a sample screenshot of the online questionnaire). The students were contacted via email to explain a bit about the study and send them a hyperlink to complete the online questionnaire, which took about fifteen to twenty minutes to complete. The students were also contacted at a later date in order to have them sign a consent form, indicating that they gave their approval for their data to be used in the study. The students were also informed that the results would be fully confidential, and that their personal data would not be used or distributed to other parties.

The 25 Group 1 students were invited to take part in the questionnaire at the end of one of their university classes (Year 1, Term 2) after having received permission from their teacher to

approach the students during the last five minutes of class time. All students signed the consent form at this time, and were then sent the hyperlink to take the questionnaire.

        4.3.2.2 *Interviews.* The qualitative data collection in this study took the form of 60 minute, semi-structured interviews. Semi-structured interviews were conducted in this study to allow deviation from the interview guide in order to pursue topics that arose during the course of the interview (Friedman, 2012; Robson, 2002). Prior to Data Collection period 3 (Year 2, Term 2), consent was given by a teacher in UPF to approach the Group 2 students at the beginning of her class. The students who had already filled out the online questionnaire were invited to take part in the face-to-face interviews, and it was explained that participation was completely voluntary. A total of four students were included in the interviews of this study, each having spent their SA in a different country (one in the UK, one in Belgium, one in France and one in Germany). The interviews took place over two 60 minute sessions, with two students taking part in each interview. It was decided that the interviews would be conducted in pairs first and foremost to foster a more relaxed environment for the interviewees. Furthermore, given that the interviewees had spent their SA in different countries, being interviewed in pairs allowed them to compare and contrast their experiences, leading to a more fruitful discussion. The interviews were recorded using a Sony ICD-MX20 digital voice recorder, which was placed in the middle of the table during the interviews. Students who took part in the interviews were also contacted by email in Term 3, in order to ask follow up questions that had arisen from the analysis, and in order to ensure that students' views were accurately being taken into account.

4.4   Data Analysis

    The following two sections detail the procedures that were used for data analysis, first for the quantitative data, and then for the qualitative data.

        4.4.1   **Questionnaire.** The data gathered by the administration of the questionnaire were analyzed using SPSS, version 23. Numerical values were assigned to the 5 choices on the Likert scale: numerical value 1 was assigned to strongly agree, 2 to agree, 3 to somewhat agree/somewhat

disagree, 4 to disagree, and 5 to strongly disagree. Before analysis, data cleaning and data manipulation were carried out. Negatively worded items were re-coded by being reversed before analysis. For the first and second research questions, independent samples t-tests were carried out, given that the results of two independent groups (Group 1 pre-SA versus Group 2 post-SA, as well as students on SA in an English speaking country versus students on SA in a French or German speaking country) were being compared (Dörnyei, 2007). Paired samples t-tests were also carried out on the second year's 'While Abroad' and 'In General' comparison sets (see page 28 for an example), given that two sets of scores obtained from the same group were being compared (Dörnyei, 2007). The cut-off point used in this study for concluding that a result was statistical was for the p-value to be below $\alpha = .05$ (where α is a pre-determined cut-off point for establishing statistical significance), as is typical in SLA literature (Larson-Hall, 2012). Results of the questionnaire were not used to address the third research question.

4.4.2 Interviews. Following data collection, the interviews were subsequently transcribed and coded using the qualitative data analysis software QDA Lite. The interviews were transcribed in full (see Appendix 5), including all filler words, overlapping speech and pauses, using the CHAT transcription format (MacWhinney, 2009). The responses were coded according to the themes addressing the key issues under study, namely motivation, identity and ELF. Throughout the coding process, a project journal was used (see Appendix 6) to record all coding decisions, questions and reflections (Baralt, 2012), using suggestions by Bazeley (2007: 29-30) as a guide for all journal entries.

The approach to the qualitative data analysis in this study was content analysis and in the coding of the data, the three-tier coding component of grounded theory was employed (Friedman, 2012). First, 'open coding', wherein data was broken down into manageable segments and assigned conceptual categories; second, 'axial coding' whereby interrelationships between the categories were identified; and third, 'selective coding', where selected codes were applied to the remaining data and further developed and refined (Dörnyei, 2007). The coding strategy was designed based on suggestions in the literature on qualitative data analysis (Lincoln & Guba, 1985; Miles & Huberman,

1994), and the research questions were used to create a general framework for the analysis (Macksoud, 2010). Within this framework, an interpretive approach was used in order to classify pertinent themes in the data. Researcher-denoted codes were used throughout, meaning that the researcher determined the code names that best represented what the data showed (Baralt, 2012).

Each unit of analysis was placed into one or more categories. Following the open coding, axial coding was carried out. The constant comparative method was performed (Bogdan & Biklen, 1998), wherein the data was reviewed across transcripts, in order to cross-examine the codes which had been used. In the selective coding phase, core categories were then selected and evaluated against the existing literature. When the coding process was completed, the issue of reliability was addressed by asking two other individuals to re-code the data using the list of categories and sub-categories that had been generated (Macksoud, 2010). The codes the individuals assigned to the data were then compared with those which had originally been assigned, resulting in inter-rater reliability value of 95 per cent. The data was then re-coded by the researcher, in order to examine how closely the coding decisions overlapped with the original coding decisions. This resulted in an intra-rater reliability value of 100 per cent.

5   Results and Discussion

In this section the results of the analysis of the data gathered are presented, in order to be able to address and discuss the research questions in this study. Results are first presented and interpreted as regards RQ1, for which quantitative data have been analysed. After that, the results and discussion of RQ2, whose data are of a qualitative nature, follow.

5.1. Research Question 1.

1.   *What effect does a four-month study abroad have on the language learning motivation and identity of higher education students?*

Results for RQ1 are first presented around each of the two sub-questions, on the basis of which the main question is subsequently addressed. The first sub-question enquires on pre-post SA

cross-sectional differences, and the second sub-question on differences according to target language country (i.e. English-speaking vs. German/French-speaking).

5.1.1. Research Question 1.1.

1.1. *Is there an effect of a four-month study abroad on the motivation and identity of higher education students who are sojourning in English, French, German speaking countries, when measured cross-sectionally, through a questionnaire, prior to and at the end of a SA period?*
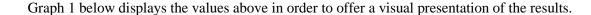
Results of independent samples t-tests comparing the pre-SA Group 1 with the post-SA Group 2 found there to be a statistical difference in only 4 of the 109 questions (under 4%) that were investigated. Table 5 below shows the descriptives with the means, the standard deviation and the statistics for the questions which yielded significant results. Three categories were relevant, namely Interest in Foreign Languages (IFL), International Posture: Having Things to Communicate in the World (IPHTCW) and Willingness to Communicate in the individual's native language (WTCN).

Question	M		SD		*T*	Df	*p*
	G1	G2	G1	G2			
IFL_31: If I were visiting a foreign country I would like to be able to speak its language.	1	1.3	.000	.513	2.935	66	.005
IFL_Mean: Mean of 4 statements on 'Interest in Foreign Languages'	1.09	1.3	.142	.438	2.663	66	.010
IPHTCW_34: I have thoughts that I want to share with people from other parts of the world.	2.24	1.77	.779	.996	2.036	66	.046
WTCN_Mean: Mean of 9 statements on "Willingness to Communicate' in the student's L1	2.18	2.69	.824	1.01	2.039	59	.046

Table 5: Results of RQ1

The results reveal that Group 1 is significantly more likely to want to learn the foreign language of the country they are visiting (IFL_31), and that their overall mean for interest in foreign languages is greater than that of Group 2 (IFL_Mean). It is suggested that given that Group 2 are immersed in a context where it is the norm to use their target language, and in fact possibly their other languages as well, they are less conscious of having to *learn* the language, but instead *use* it as a normal part of their day. That is to say, their foreign language may become less foreign to them, as they become more accustomed to using it. With regards to International Posture, results show that

Group 2 is significantly more likely to have thoughts they wish to share with others of different nationalities (IPHTCW_34). This makes sense, given that Group 2 is likely to have spent a lot of time with international students while abroad. Finally, Group 1 appears to have a significantly higher level of willingness to communicate in their native language (WTCN_Mean), but not their foreign language. In order to investigate this further, paired samples t-test were carried out, which showed that there is a significant difference between Group 1's WTC in their native language (M=2.1, SD=.824) as compared with their WTC in their foreign language (WTCF) (M=2.8, SD=.857), with students being more willing to communicate in their native language (WTCN) ($t(23)=2.310$, $p=.030$). No such difference was found for WTCN (M=2.7, SD=1.01) and WTCF (M=2.6, SD=.85) among Group 2 ($t(36)=.506$, $p=.616$). It appears that while both groups have similar WTC scores in their foreign language, Group 2, following a period of SA, experience a reduced WTC in their native language. This is perhaps due to using it less while abroad and the fact that the students may feel less dependent on it while they are abroad.

Graph 1 below displays the values above in order to offer a visual presentation of the results.

Graph 2: *Results of RQ1*

In addition to comparing them to the Group 1 pre-SA students, the Group 2 post-SA students were also assessed using the comparison sets 'In General' (IG) and 'While Abroad' (WA), as

outlined in the methodology. Results of paired sample t-tests show that, of the 14 comparison sets divided between 'IG' and 'WA', 4 sets were statistically different (Table 6).

Set	In General	While Abroad	T	df	Sig.
1	37. UsingEng/Fr/Ger in front of people in Spain makes me feel like I will be thought of as less Spanish.	15. Using Eng/Fr/Ger in front of people on Erasmus makes me feel like I will be thought of as less Spanish.	7.999	42	.000
2	53. If I could speak Eng/Fr/Ger well, I could get to know more people from other countries.	26. If I could speak Eng/Fr/Ger well, I could get to know more people from other countries while on my Erasmus.	4.628	41	.000
3	21. In the future, I would rather have a job in my home country than abroad.	9. I would rather stay in my home country than live abroad.	4.941	42	.000
4	16. I think I often feel anxious and ill at ease when I have to speak to someone in Eng/Fr/Ger.	25. I think I often feel anxious and ill at ease when I have to speak Eng/Fr/Ger with a native speaker.	3.387	41	.002

Table 6: *Statistically different comparison sets of Group 1.*

Set 1 indicates that students felt they would be thought of as less Spanish when using their L2 in Spain as compared with on Erasmus. This suggests that while in their home country, students may be more self conscious about speaking their TL, given that they will not be presenting themselves as having a uniquely Spanish identity. On the other hand, while abroad, students are free to exhibit their multilingual identity without threat. Set 2 suggests that, while abroad, students are less inclined to think speaking their L2 well is needed to communicate with people from other countries, which seems counterintuitive. This could be explained by the fact that, while abroad, students may be exposed to more situations wherein they can use their TL, meaning that they do not need to seek out such situations to the extent they would at home. This may result in the students being less concerned with needing a high level in order to meet people from other countries: simply being abroad will lead to these opportunities. Set 3 indicates that in the future, students see themselves working abroad more than simply living abroad. This suggests that students may be more instrumentally motivated in this regard, thinking practically about their opportunities for economic advancement in the future. Set 4 suggests that students are overall more anxious speaking to a native speaker while abroad, as opposed to any other speaker in the TL. This finding is consistent with what is suggested in the literature, and will be dealt with in further detail using the qualitative data.

5.1.2. Research Question 1.2

1.2. Is there an effect of a four-month study abroad on the motivation and identity of higher education students who are sojourning in an English speaking country as compared with a French or German speaking country, when measured cross-sectionally, through a questionnaire, at the end of the stay?

Independent Samples t-tests were also carried out in order to compare students who had sojourned, or planned to sojourn, in an English speaking country with those in a German or French speaking country. 7 of the 109 questions were found to be significantly different when comparing the two factors. Table 7 below shows the descriptives with the means, the standard deviation and the statistics for the 7 questions which yielded significant results. 4 categories were relevant, namely the Ideal L2 Self (IL2S), Intended Leaning Effort (ILE), International Posture Intergroup Avoidance Tendency (IPIAAT) and International Contact (INTCON).
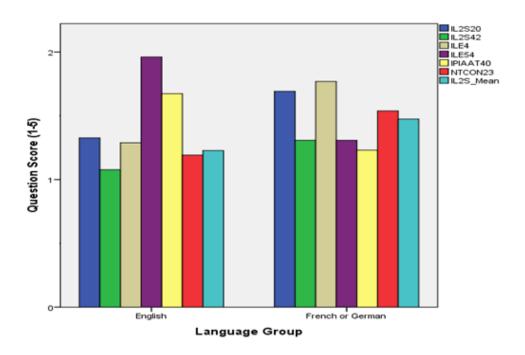
Question	M		SD		*T*	Df	*P*
	Eng	Fr/Ger	Eng	Fr/Ger			
IL2S_20: When I think about my future, it is important that I use English/French/German.	1.33	1.69	.513	.751	2.080	63	.042
IL2S_42: In my future career, I imagine myself being able to use English/French/German.	1.08	1.31	.269	.480	2.324	63	.023
IL2S_Mean	1.22	1.47	.314	.465	2.283	63	.026
ILE_4: If English/French/German were not taught in my home university, I would try to go to classes somewhere else.	1.29	1.77	.457	.927	2.049	63	.009
ILE_54: If an English/French/German course was offered in the future, I would like to take it.	1.96	1.31	1.120	.480	2.049	63	.045
IPIAAT_40: I would talk to an international student if there was one in my class in my home university.	1.67	1.23	.760	.439	2.009	63	.049
INTCON_23: I would like to be able to use English/French/German to communicate with people from other countries.	1.19	1.54	.445	.877	2.016	63	.048

Table 7: *Results of RQ2*

The results show that those in the English group considered using their TL in their future to be important (IL2S_20) and could imagine themselves using English in their future career (IL2S_42) to a greater extent than the French /German group. This element of instrumental motivation is not surprising given the importance that is placed on speaking English for economic advancement. Furthermore, the English group scored higher overall with regards to Ideal L2 Self (IL2S_Mean), suggesting that those students focusing on learning English could better visualize themselves as the

L2 user they wished to be, than those in the Fr/Ger group. One reason for this could again be the fact that the English group may simply see English having a greater part in their future, given its role as an international language. Results also show that while the English group were more likely to take classes elsewhere if it was not possible to learn their TL in their home university (ILE_4), the French/German group were more likely to take a language course if it was offered in the future (ILE_54). It was also found that the French/German group would be more likely to talk to international students in their home university (IPIAAT_40). Finally, it was found that the English group were more likely to use their TL to communicate with people from other countries (INCON_23), which given the role of ELF, is entirely consistent with what is expected.

Graph 3 below displays the values above in order to offer a visual presentation of the results.

Graph 3: *Results of RQ2*

Discussion of Research Question 1

It is now possible to address to main issue in RQ1. With regards to RQ1.1 and RQ1.2, the results of the questionnaire suggest a difference between Group 1 and 2 in 4 of the 109 questions, and a difference between the English and French/German subgroups of Group 2 in 7 of the 109 questions. Results show that the pre-SA Group 1 is significantly more likely to want to learn the foreign

language of the country they are visiting and that their overall mean for interest in foreign languages is greater than that of post-SA Group 2. Group 2, however, were significantly more likely to have thoughts they wish to share with others of different nationalities, suggesting a higher level of international posture in this regard. Finally, it was found that the pre-SA students were significantly more willing to communicate in their native language than in their target language, whereas the post-SA group were equally as likely to communicate in both languages.

Upon comparing Group 2 students sojourning in an English-speaking country as compared with a German- or French-speaking country, it was found that the English group considered using their TL in their future to be important, and that students could imagine themselves using this language in their future careers a significantly greater amount than the other groups. In addition, this group appeared to be better able to visualise themselves as the L2 user they wished to be than the French/German group, having a statistically higher score in the Ideal L2 Self mean. The English group were also found to be more likely to take classes elsewhere if it was not possible to learn their TL in their home university, and to use their TL to communicate with people from other countries, whereas the French/German group were more likely to take a language course if it was offered in the future.

The results of the questionnaire thus suggest that there is a partial effect of a four-month SA on the language learning motivation and identity of higher education students. It is suggested that those questions which did not provide a statistical difference may not have done so due to three main reasons. First, it is possible that, as with all self-reported data, the students may not have answered the questions one hundred percent truthfully. Despite the assurance of full anonymity, it is always possible that the social desirability bias played an effect (Dörnyei, 2007). Secondly, it is possible that the instrument itself was unable to capture the subtle changes in the individual's motivation and identity during study abroad. As is suggested by De Keyser (2013:318), "much more detailed documentation is needed of how individual students are motivated for acquiring advanced language proficiency" and "how this motivation increases or decreases during their stay abroad". That is to say, by turning to the qualitative results, a more detailed picture of the motivation of these language learners may be revealed. Lastly, it is possible that a difference between the two groups was not

revealed, given that students in each group generally portrayed very high scores in each section. As the students were all enrolled in specialised language learning degrees, it may be that the majority were simply very highly motivated language learners, preventing the identification of distinguishable differences among the groups. That is to say, there is a certain ceiling effect at hand, typical of learners at a more advanced stage (Meara, 1994). It should also be pointed out that participation was entirely voluntary, meaning that it is possible that only those students who were more highly motivated participated in the study.

5.2. Research Question 2

2. *What effect does ELF have on the language learning motivation and identity of higher education students who are sojourning in English compared with French/German speaking countries, as revealed in pair interviews upon return?*

With respect to research question 2, the coding of the interview transcripts resulted in the emergence of five different categories that represented the roles of ELF, as outlined in Table 8. Each category will be discussed in turn, drawing from the interview data and analysing the effect of each role on the motivation and identity of the four students: Alex (France), Raquel (Germany), Cathy (UK) and Alison (French speaking part of Belgium) (pseudonyms used throughout).

Category	Sub-category	Country
ELF as a Bridge of Communication.	-	Both
ELF as a Crutch	-	Non-English speaking
ELF as an Impediment	Intrinsic	Non-English speaking
	Extrinsic	Non-English speaking
ELF for Easier Access to Input	-	English Speaking
ELF as a Language User	-	English Speaking

Table 8: *Coding categories of the role of ELF*

ELF as a Bridge of Communication.

By far the highest use of ELF appeared to be as a common language between non-native

English speakers who did not share a common tongue. Much of the time, the students reported that, due to a friend not speaking Spanish, French or German, they would communicate instead in English:

> With the international students I just spoke in English because there were lots of internationalities and maybe they didn't know how to speak German, so we spoke in English. [Raquel, Germany]
>
> In my residence they were mostly Spanish or French but we used to speak in English because like the group was very mixed, so if you just speak in Spanish or French the others wouldn´t understand. [Cathy, UK]
>
> [We talk in] English actually, you know, like we understand each other, like, really, really better, and one [friend] doesn't understand French. [Alex, France]

Each of the interviewees explained their use of ELF by the fact that in not doing so, there would be one or more individuals who did not understand. The interviewees refer to SA students in France and German, who have no knowledge of the country's native language, highlighting the fact that despite not speaking French or German, these students can survive as long as they have English. In the case of the UK, Cathy points out that in the case where there are students with different native languages, English is the language of choice, which appears to encourage the students not to communicate in their native tongue in order not to isolate other international students.

ELF as a Crutch

In certain cases, the role of ELF actually served to aid the students in the acquisition of another TL, with English being used as a crutch to support them at times when they experienced difficulties in communication. One student reported using English as a crutch at times where she had difficulties communicating in German:

> I tried to speak in German to the local people even though they can speak good English but at certain points if we didn't get what the other was saying maybe we just changed to English, but I tried to speak in German.
> [Raquel, Germany]

In such situations, it appears that the learner can rely on English to disentangle miscommunications during conversations, even while focusing on improving a different TL such as German. In this scenario, the student was quite proud to be able to use both her main TL, German, as

well as well as English, using ELF to support her language acquisition and allowing her to present herself as a multilingual individual. Such multilingual exchanges can help to reinforce the individual's Ideal L2 Self as a plurilingual individual, giving the student the needed motivation to continue her development of both languages. .While little information arose in the data regarding this role, it is suggested that future research should investigate further the role that English as an L2 has in the learning of an additional language, particularly in the case of ELF.

ELF as an Impediment

While in the above case it is clear that the role of ELF is constructive, this was not always the case among the students who were interviewed. The following excerpt comes from one student who is referring to meeting friends at an international quiz:

> I just met several people there and they became like my best friends. It was, like, really nice, I could practice French in the beginning, but as soon as I knew how good they spoke English I just said, hey, let's switch to English. I just didn't want to be perceived as someone who barely speaks the language he wants to communicate with, and I just said, hey, let's switch to English.   [Alex, France]

In this case, Alex does not use English to clear up some misunderstanding, but rather switches to it rather than loosing face by speaking a language he is less proficient in. Rather than portray himself as an incompetent language learner, he quickly identifies himself as a competent international English user.

While in this case the impediment is clearly intrinsic, in other cases it appeared that it came from other people, much to the frustration of the student:

> Alex: The fact is that every time I tried to speak in French, local people tried to speak English because they just thought, hey, well this guy does not speak French like French people so let's just speak English, let's establish it as a lingua franca.
>
> Interviewer: And what did you do in those situations?
>
> Alex: Ah, getting pissed off mostly, well from the inside, actually. I just tried to get by and speak English as well because I didn't want to lose out on those situations.

In this extract, it can be seen that ELF impedes the student's access to his main TL, French, however, given that these situations are still language learning opportunities for English, the student simply accepts it. Such instances can be seen to be seriously de-motivating for the learner, with any efforts on the student's part of adopting a French speaking identity being immediately rebuffed by the native speaker.

In the two cases of ELF as an impediment, it appears that the student struggles to negotiate between his dynamic language identities, at times choosing to use English himself with his interlocutors, and at others becoming quite angry at those who deliberately switch to English, impeding his input to French.

ELF as a Language User

As has previously been mentioned, previous studies have shown that the use of ELF may offer students a more appealing identity, in the sense that they are no longer *learners*, but language *users*. This idea was found to be particularly pertinent among one student in the study, Cathy, whose TL was English and who was studying in the UK. In the first excerpt, Cathy explains how she avoided enrolling in certain classes in order to avoid the temptation of speaking Spanish with her colleagues:

> [I had to enrol in] Spanish translation but I switched it for French translation so I wouldn´t be with Spanish people. I didn't want to be in the Spanish-English translation class because I knew I would just speak in Spanish. [Cathy, UK]

It appears that the student portrayed a high level of intended learning effort, trying to avoid situations in which she would use her L1. The student also enrolled in a course wherein she was the only Erasmus student, among only British students. However, the scenario does not lead to the intended learning environment expected:

> Well my classes were mostly for Erasmus students so I didn´t get to know a lot of people from London, but there was a course on culture and they were all British people and I was, like, the only Erasmus student. I didn´t really speak because I was, like, ashamed of my, I don´t know, and they were like "come on speak, speak". In the end they just ignored me and I was fine with that. [Cathy, UK]

It can be seen here that, despite attempts to become integrated in a situation where she would be able to practice the TL with native speakers, the student's language anxiety prevented her from taking advantage of the language learning situation. The student later explains how she feels when communicating with native speakers:

> When I speak with native speakers I feel like I'm being judged because they.. I don´t know it´s like a false impression but I feel like they know the language better than I do, that it´s completely ok but every time I make a mistake they make a face like *cringe*, and it's not comfortable, so I dunno. I prefer to speak with foreigners so it's easier to engage and if you make a mistake and someone corrects, it's friendly.   [Cathy, UK]

This student, throughout the interview, reported having very little contact with native speakers as compared with international English users. When asked whether meeting native people was something she had wanted to do before arriving, she responded that meeting native people had been on her "bucket list". It appears that, while initially having the desire to become integrated in the local community and having an Ideal L2 Self which was very much concerned with speaking like a native, upon arriving, the student at times felt insecure or anxious in situations where she was communicating with native speakers. In many SLA scenarios such as this, language acquisition could be seriously affected. However, the student at hand has a perfect alternative: ELF. The student readjusts her expectations and takes advantage of a different group of English users among whom she feels more comfortable:

> I wanted to improve my skills but then I realised that if I just meet people that are better than me at speaking I would improve anyway. I don't need, like, native speakers to do that.   [Cathy, UK]

> I think it's impossible to achieve, like, a native level in that language so I would be happy if I can just be fluent and competent in that language, if I understand because I think that's the goal to have a language.
> [Cathy, UK]

The student appears to develop a realization of the opportunities that contact with non-native speakers can provide, and readjusts her learning practices and expectations accordingly, aligning them more

towards that of the ELF speaker than the native English speaker. Her Ideal L2 Self is no longer restricted to that of a native-like speaker, but instead has shifted to the more accessible competent, non-native speaker.

ELF for Easier Access to Input

In keeping with the last section, reports from the interviewees also highlighted the fact that, in certain cases, it was simply easier to form social networks with other non-native English speakers than with native speakers. In some cases, this was for reasons such as the language anxiety described in the previous sections. In others, it was simply because of the context that student found themselves in:

> Well, I lived in a residence so everybody was international and there were, like, a few Americans but no one was British, and in my university it was also complicated because everybody was international. There were a few British people, but most of them were Erasmus students. And meeting with local people, it would be like meeting teachers and I couldn't see myself having a beer with them or clubbing with them.   [Cathy, UK]

Due to the circumstances, it appears that this student was surrounded by other international students, which meant that it was simply more convenient to socialise with them rather than seek out native speakers.

This idea of ELF for easier access to input also arose in the pilot interview, where Sara (UK), who reported feeling not at all anxious when speaking with native speakers, also highlighted the difficulty she felt when trying to become integrated in the local community:

> I wanted to mix with natives but it was so difficult because they were not open, like, I can understand it because we have had Erasmus students in the university and we don't make any effort to make them feel welcome. We just think that they have their groups and their things and they think the same of us, they think "they are here, settled, they have their lives" and there in England, I thought I would like to mix with them but they have their groups. Maybe they thought maybe we could mix with them but there was no integration.
> .   [Sara, UK]

Sara, who was highly motivated and reported going to great efforts to improve her proficiency while abroad, socialised instead with an international group of friends, speaking in English even with other

Spaniards. It appears to be the case that in English speaking countries, students have a choice to become integrated in both the international group of English speakers, as well as with the local community, with the former appearing more accessible for the various reasons outlined above. This is not to say that students will not become integrated to a certain extent in both groups, but rather in the data collected there is a tendency for students to be inclined towards the EFL group rather than the natives.

This tendency was not unique to those studying in an English speaking country, but was also reported by the students studying in France and Germany:

> I did not feel integrated in the society in any moment actually. I felt like integrated in the context because I don't know I'm an Erasmus student I need to, you know, get used to it but, well, I did not feel integrated, you know, just because of them. I don't know, it was kind of a strange feeling.   [Alex, France]
>
> In my point of view it wasn't for the language [that I didn't feel integrated] it was because you are more with other students and maybe other international students, not that much with local people, and then if you do just some months there you actually do not meet that many people from the city or whatever and that's why for me it's difficult to integrate in this sense.. but it's more difficult to know them than the people you are with so that's the problem for me.   [Raquel, Germany]

These findings are consistent with research by Tragant (2012) and Papatsiba (2006) who found that Spanish and French sojourners, respectively, reported weak interaction with natives, instead forming an international Erasmus community and adopting an international, global identity. Thus, though students may initially view their future L2 selves as being surrounded by native speakers, they perhaps find on arrival that it is easier instead to become integrated in this international community, and alter their expectations accordingly.

As suggested by Raquel, it may be due to the fact that these students spent less than four months abroad that it was difficult to become integrated in the local community. A similar reasoning was suggested by Sara:

> It was difficult to become integrated with native speakers. At the beginning I sort of blamed them: I thought they should empathize more with the people who were new in the place, and that they should approach me in

the first place. But then I realized that they were as reluctant as me to make the first step, so that if I really wanted to become integrated I had to do something about it myself instead of waiting for others to be interested in me. By the time I got to this conclusion, though, my SA was about to finish. This is something I'll bear in mind next time I go abroad for sure.   [Sara, UK]

Indeed, a recent study by Dewaele, Comanaru and Faraco (2015) found that length of stay was positively linked to difference in Willingness to Communicate (WTC), suggesting that students may exhibit greater WTC the longer they spend abroad, an attribute which may in turn lead to more integration in the local community. This issue is also raised by Sasaki (2009, 2011), who shows that when it comes to motivational factors, longer SA periods of at least 4 months are often needed in order to reveal changes, and in the case of intrinsic motivation, an even longer period of up to 8 months may be required.

The case of Alison: the non-ELF user.

The data from one interviewee, Alison, was not used in the above sections. The reason for this was that throughout the interview, she did not report using ELF at any time. Alison, instead, reported a great deal of interaction with native French speakers. She lived with both native French speakers and other Spanish speakers, but communicated with all of them in French; she had a language exchange partner with whom she practiced her French and did various activities; and she showed a deep interest in Belgian and French culture and politics. Unlike the other students who, regardless of staying in an English- or non-English speaking country, reported a large usage of ELF, Alison's goals were very clearly aligned towards learning French rather than English, and her Ideal L2 Self was very much concerned with being a proficient French speaker:

In my case, I don't know, but I love French, it's my passion, and if there is a day that I don't hear a word of French it's very sad for me, I need French in my life. I have a special thing with French and I don't know how to explain it but it's like a person to me, I don't know, it's strange.   [Alison, Beligum]

French is not the lingua franca but I think, I don't know, in each time there is a language that is more important than the rest and now it's English, but in my opinion, there are many countries where French is the

> official language and it's important too. Maybe in another time [French] will be more important.
> .   [Alison, Beligum]

It is suggested that in this case, Alison's passion for French allows her first to breach the native-speaker barrier reported by the other students, and also to avoid the "ELF as an impediment" experienced by other students. It should also be noted that having lived with native speakers, the student reported meeting other natives very easily by meeting friends of friends. Given that Alison was the only student interviewed who lived with native speakers the same age as her, it is plausible that this, combined with her high level of integrative motivation, led to her rewarding experience.

Discussion of Research Question 2

Results of the qualitative data were consistent with the hypothesis, finding that ELF in the case of non-English speaking countries both hindered and aided in the acquisition of the student's TL, while in English speaking countries, it provided a more accessible source of input than that of native speakers. The results highlighted the dynamic nature of the individual's motivation and identity, and the effect that ELF had on them. Of the students interviewed, only one student reported penetrating the native speaker barrier and, perhaps consequently, reported no ELF usage, forming social networks only with native French speakers. It appears that her success in this regard may be a combination of her living arrangements as well as a high level of integrative motivation. All other interviewees, while having contact with native speakers to a lesser degree, reported a high amount of interaction with other non-native English speakers, using ELF as a means of communication. These students, while having expressed a desire to have contact with native speakers upon arrival, often shifted their learning expectations and aspirations and adopted the identity of the competent non-native English speaker. When met with actions that may have de-motivated them, such as native speakers switching from the TL to English or language anxiety in the face of native speakers, instead of being discouraged, the students adopted coping mechanisms, shifting between their dynamic language learner identities. In many cases this meant manoeuvring towards a more global identity, providing students with ELF exposure and allowing them to become integrated within an international ELF

speaking community, rather than the expected native speaking one. Such communities were shown to be at times not only to be easier to access, but in some cases even provided students with a learning environment in which they could feel less anxious compared to that with native speakers.

In the case of English speaking countries, ELF offered the students a kind of safety net, allowing them to overcome challenges to their motivation and identity. This was seen in the case of Cathy who, despite seeking out opportunities to interact with native speakers, found it was not as easy as she had hoped. Confronted with anxiety in the face of native-speaker interaction, she detailed her shifting objectives, angling herself more towards the ELF community, and the positive, language user identity that it offered. ELF communities also appeared to be more accessible to students than native speaking communities, at times due to learner anxiety, and at others simply due to practical issues such as the student's university or living arrangements.

ELF also featured a great deal in the case of non-English speaking countries, at times aiding communication in the TL and at others impeding it. In the case of Alex, input of the TL was impeded both by himself in order to present himself as a competent language user; as well as by others, challenging the student's motivation to practice his TL, French, with native speakers.

6   Summary and Conclusions

This study has aimed to investigate the effect of SA and ELF, on the motivation and identity of higher education students. Results of the quantitative data show only a partial difference between the two groups who took the questionnaire, perhaps, as suggested above, due to the overall high levels of motivation across the students, indicating that a more detailed investigation is required in order to discern significant differences between the groups. Results of the qualitative data first and foremost suggested 5 key ways in which ELF affects the motivation and identity of SA students. The results reveal that students sojourning in English speaking countries have two possible target language groups, namely that of native speakers and that of non-native speakers. In certain situations, ELF appears to offer a source of input which is more readily available and at times which students feel more comfortable with. When experiencing difficulties in integrating themselves into the local community, students may simply realign their Ideal L2 Self, visualising themselves using English

with other non-natives in order to become a competent non-native speaker. In non-English speaking countries, international ELF groups appear to be just as popular as they are in English speaking countries. Consequently, students whose TL is French or German may experience difficulties in immersing themselves in the TL, finding that ELF often takes its place, whether the student is willing for it to do so or not.

Concerning the limitations of the study, it should be noted that due to the short period of time in which this thesis needed to be produced, it was not possible to conduct a longitudinal study and instead the cross-sectional study was carried out. This meant that, as the students were already abroad at the time the project commenced, it was not possible to distribute the questionnaire or conduct face-to-face interviews before the students went abroad. A future study would benefit from testing the same group of students using both the questionnaire and the interview, both prior to and following the study abroad period. Given that the issue of ELF did not arise until the third data collection, it was not specifically addressed in the questionnaire. It is suggested that it would also have been beneficial to have such data, in order to draw further comparisons between the two instruments. A further issue was the low number of students focusing on learning French or German. It was hoped that the groups would contain an equal number of students studying in each country; however, given the demand by students, the majority of placements were in English speaking countries.

Given the surge of ELF in recent years, it appears apparent that it cannot be expected for all students to simply arrive in their host country and automatically slot in with the local native speakers. ELF offers an alternative which must be taken into account by SA students and administrators alike. In light of these results, it is suggested that institutions take the necessary measures to adequately prepare students for these scenarios, supporting each situation and encouraging students to make the most of the different sources of input available. Students sojourning in an English speaking country should be encouraged to take advantage of each group, in order to fully immerse themselves in as many language learning situations as possible. Students sojourning in a non-English speaking country should be adequately prepared in order to be able to negotiate their multilingual usage while abroad, in order to allow them to reap the benefits of these learning opportunities, rather than have them be a source of linguistic impediment.

This paper will conclude with the final words of one of the interviewees, a student of translation, reflecting on the effect that her SA had on her sense of identity:

> I think this experience helped me understand myself in a deeper level. I was 'lost in translation', and I believe I still am, but now I am aware of the fact that there's different cultures coexisting inside of me, and that all of them make me who I am. I did not feel less Spanish, Catalan or French: I think I felt more 'myself'.

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Appendices

Appendix 1: List of 13 Multi Scale item categories used in the questionnaire

Category	Cronbach Alpha	Number of Items	Source
Fear of Assimilation	*α* =0.67	4	Ryan (2009)
Ideal L2 Self	*α=0.85*	6	
Instrumentality	*α =0.87*	6	
Intended Learning Effort	*α =0.86*	8	
Interest in Foreign Languages	*α =0.70*	4	
International Contact	*α =0.87*	4	
Language Anxiety	*α =0.81*	3	
L2 Self Confidence	*α =0.57*	4	
Willingness to Communicate	*α =0.87*	18	Yashima (2009)
International Posture:			
Intergroup Approach-Avoidance tendency	α=0.80	4	
International Vocation or Activities	α=0.79	4	
Interest in International News	α =0.76	5	
Having Things to Communicate to the World	α =0.78	4	

Appendix 2: Questionnaire Content

We would like to ask you to help us by answering the following questions concerning language learning in Study Abroad, and people's feelings about languages and communication in general. This is not a test so there are no "right" or "wrong" answers. We are interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help!

Section 1. First, would you please answer a few personal details and general information – we need this information to be able to interpret your answers properly.

Q1 What is your name?

Q2 What is your age (in years)?

Q3 What degree are you studying?

Q4 What foreign languages are you studying as part of your degree? Please write the language, how old you were when you started learning, and your level. e.g. English (6, B2.2) = (I am learning English. I started learning English when I was 6 years old. My level is B2.2)   French (11, B1.1) = (I am learning French. I started learning French when I was 11 years old. My level is B1.1)

Q5 In what country are you doing your Erasmus?

Q6 Why did you choose this country/language to do your Erasmus?

Q7 Before this Erasmus, had you ever spent a period of time in a foreign country? If yes, where and for how long (in weeks)? Please include all trips .e.g. 1. England (2 weeks) summer 2010, 2. England(4 weeks) summer 2011 , 3. Germany (1 weeks) summer family trip 2011, etc.

S2 In this section, there are going to be questions concerning interpersonal communication in everyday and classroom situations, using your native language, or the language you are learning. In some questions, you will be given the option English/French/German. Please answer ONLY with regards to the language of the country where you are abroad (i.e. French if you are in France, German if you are in Germany or English if you are in an English-speaking country).

Q1 How likely would you be to initiate communication in your native language in the following situations?

	Very Likely (1)	Quite Likely (2)	Somewhat Likely/Unlikely (3)	Quite Unlikely (4)	Very Unlikely (5)
1.Talking with an acquaintance while waiting for the bus (2)	❍	❍	❍	❍	❍
2.Talking with a salesperson in a store. (3)	❍	❍	❍	❍	❍
3.Talking in a small group of strangers. (4)	❍	❍	❍	❍	❍
4.Talking with a friend while waiting for the bus (5)	❍	❍	❍	❍	❍
5.Talking with a stranger while waiting for the bus (6)	❍	❍	❍	❍	❍
6.Talking in a small group of acquaintances. (7)	❍	❍	❍	❍	❍
7.Volunteering to make a presentation in front of a large group (8)	❍	❍	❍	❍	❍
8.Being the first one to speak while doing group work (9)	❍	❍	❍	❍	❍
9.Asking the teacher a question in front of the class (10)	❍	❍	❍	❍	❍

Q2 How likely would you be to initiate communication in English/French/German in the following situations?

	Very Likely (1)	Quite Likely (2)	Somewhat Likely/Unlikely (3)	Quite Unlikely (4)	Very Unlikely (5)
1.Talking with an acquaintance while waiting for the bus (2)	❍	❍	❍	❍	❍
2.Talking with a salesperson in a store. (3)	❍	❍	❍	❍	❍
3.Talking in a small group of strangers. (4)	❍	❍	❍	❍	❍
4.Talking with a friend while waiting for the bus (5)	❍	❍	❍	❍	❍
5.Talking with a stranger while waiting for the bus (6)	❍	❍	❍	❍	❍
6.Talking in a small group of acquaintances. (7)	❍	❍	❍	❍	❍
7.Volunteering to make a presentation in front of a large group (1)	❍	❍	❍	❍	❍
8.Being the first one to speak while doing group work (8)	❍	❍	❍	❍	❍
9.Asking the teacher a question in front of the class (9)	❍	❍	❍	❍	❍

Q3 This section is about the importance and usefulness of languages in the world.

	To A Great Extent (1)	A lot (2)	Somewhat (3)	Very Little (4)	Not at all (5)
1.How much do you think knowing English/French/German would help you to become a more knowledgeable person? (1)	❍	❍	❍	❍	❍
2.How much do you think English/French/German would help you if you travelled abroad in the future? (2)	❍	❍	❍	❍	❍
3.How much do you think English/French/German would help your future career? (3)	❍	❍	❍	❍	❍
4.To what extent do you think English/French/German is important in the world these days? (4)	❍	❍	❍	❍	❍

Section 3.1. Finally, in this last section, we would like to know to what extent the statements included describe your own feelings or situation. After each statement you'll find five options. Please select the option which best expresses how true the statement is about your feelings or situation. For example, if the first statement was "I like skiing" and you like skiing very much, select the first option. Remember: In some questions, you will be given the option English/French/German. Please answer ONLY with regards to the language of the country where you are abroad (i.e. French if you are in France, German if you are in Germany or English if you are in an English-speaking country). First, think about how you feel while you are studying abroad and answering this questionnaire.

	Absolutely True (1)	Mostly True (2)	Partly True Partly Untrue (3)	Not Really True (4)	Not True At All (5)
1. While abroad, I take every opportunity I can to speak English/French/German with international friends. (66)	❍	❍	❍	❍	❍
2. I'm not very good at	❍	❍	❍	❍	❍

volunteering answers in my classes in English/French/German. (67)					
3. I often read newspapers and watch tv news in the language of the country I am staying (68)	❍	❍	❍	❍	❍
4. I think that my writing ability has improved the most during this Erasmus (88)	❍	❍	❍	❍	❍
5. When I first arrived, I found it more difficult to learn English/French/German while on Erasmus than while at home. (69)	❍	❍	❍	❍	❍
6. When I first arrived, I found it more difficult to learn English/French/German than halfway through my Erasmus (93)	❍	❍	❍	❍	❍
7. I am worried that other speakers of English/French/German would find my English/French/German strange. (70)	❍	❍	❍	❍	❍
8. I try to avoid talking with native English/French/German speakers if I can (71)	❍	❍	❍	❍	❍
9. I would rather stay in my home country than live abroad. (72)	❍	❍	❍	❍	❍
10. I would not like to live with someone of a different nationality than me. (73)	❍	❍	❍	❍	❍
11. Halfway through my Erasmus, I thought it was easier to learn English/French/German abroad than at home (74)	❍	❍	❍	❍	❍
12. I think I would be studying	❍	❍	❍	❍	❍

English/French/German even if it weren't compulsory. (75)					
13. I worry that native speakers will laugh at me when I speak English/French/German. (76)	○	○	○	○	○
14.I think that my reading ability has improved the most during this Erasmus (92)	○	○	○	○	○
15. Using English/French/German in front of people on Erasmus makes me feel like I will be thought of as less Spanish. (77)	○	○	○	○	○
16. I think I often feel anxious and ill at ease when I have to speak to someone in English/French/German (78)	○	○	○	○	○
17. I would get tense if someone asked me for directions in English/French/German. (79)	○	○	○	○	○
18. I think that my speaking ability has improved the most during this Erasmus (89)	○	○	○	○	○
19. Whenever I think of my future career, I imagine myself being able to use English/French/German. (80)	○	○	○	○	○
20. I think that my listening ability has improved the most during this Erasmus (90)	○	○	○	○	○
21. I'm interested in the news of the country where I'm staying. (81)	○	○	○	○	○
22. In the future, I want to work in a foreign	○	○	○	○	○

country. (82)					
23. I get nervous and confused when I am speaking in my English/French/German classes. (83)	❍	❍	❍	❍	❍
24. I think that my pronunciation has improved the most during this Erasmus (91)	❍	❍	❍	❍	❍
25. I can honestly say that I am really doing my best to learn English/French/German while on my Erasmus (84)	❍	❍	❍	❍	❍
26. If I could speak English/French/German well, I could get to know more people from other countries while on my Erasmus (85)	❍	❍	❍	❍	❍
27. English/French/German ability would help me get a better paying job. (86)	❍	❍	❍	❍	❍
28. Now that I'm at the end of my Erasmus, I think it is easier to learn English/French/German at home than abroad. (87)	❍	❍	❍	❍	❍
29. Now that I'm at the end of my Erasmus, I think that it is more difficult to learn English/French German than I did halfway through. (94)	❍	❍	❍	❍	❍
30. I am more eager to return home now than I was halfway through my Erasmus. (95)	❍	❍	❍	❍	❍

Section 3.2. Now, think about how you feel IN GENERAL about each of these statements.

	Absolutely True (1)	Mostly True (2)	Partly True Partly Untrue (3)	Not Really True (4)	Not True At All (5)
1. I often read newspapers and watch TV news about foreign countries (123)	❍	❍	❍	❍	❍
54. If an English/French/German course was offered in the future, I would like to take it. (177)	❍	❍	❍	❍	❍
2. If I made the effort, I could learn a new foreign language. (124)	❍	❍	❍	❍	❍
3. I would feel somewhat uncomfortable if a foreigner moved in next door. (125)	❍	❍	❍	❍	❍
4. If English/French/German were not taught in my home university, I would try to go to classes somewhere else. (126)	❍	❍	❍	❍	❍
5. I can imagine speaking English/French/German with international friends in my home country. (127)	❍	❍	❍	❍	❍
6. I'm not very good at volunteering answers in our English/French/German language class in my home university. (128)	❍	❍	❍	❍	❍
7. When I hear a song in English/French/German, I listen carefully and try to understand all the words. (129)	❍	❍	❍	❍	❍
8. Learning a foreign language is a difficult task for me. (130)	❍	❍	❍	❍	❍
9. I have ideas about international issues,	❍	❍	❍	❍	❍

such as environmental issues and north-south issues. (131)					
10. I would like to be able to use English/French/German to get involved with people from other countries. (132)	❍	❍	❍	❍	❍
11. In the future, I would like to make friends with international students studying in my home country. (133)	❍	❍	❍	❍	❍
12. As a part of international society Spanish people must preserve the Spanish language and culture. (134)	❍	❍	❍	❍	❍
13. I have issues to address with people from different parts of the world (135)	❍	❍	❍	❍	❍
14. I am sure I will be able to learn English/French/German to a high level. (136)	❍	❍	❍	❍	❍
15. Learning English/French/German is necessary because it is an international language (137)	❍	❍	❍	❍	❍
16. Studying English/French/German will help me get a good job (138)	❍	❍	❍	❍	❍
17. I always feel that my classmates speak English/French/German better than I do. (139)	❍	❍	❍	❍	❍
18. I don't think what's happening overseas has much to do with my daily life. (140)	❍	❍	❍	❍	❍
19. As internationalization advances there is a danger of losing the Spanish language and	❍	❍	❍	❍	❍

culture. (141)					
20. When I think about my future, it is important that I use English/French/German. (142)	○	○	○	○	○
21. In the future, I would rather have a job in my home country than abroad. (143)	○	○	○	○	○
22. I think that English/French/German will help me meet more people (144)	○	○	○	○	○
23. I would like to be able to use English/French/German to communicate with people from other countries. (145)	○	○	○	○	○
24. It is extremely important for me to learn English/French/German. (146)	○	○	○	○	○
25. I feel uneasy speaking English/French/German with a native speaker. (147)	○	○	○	○	○
26. I have a strong interest in international affairs. (148)	○	○	○	○	○
27. The things I want to do in the future require me to speak English/French/German. (149)	○	○	○	○	○
28. If my dreams come true, I will use English/French/German effectively in the future. (150)	○	○	○	○	○
29. I wouldn't mind sharing an apartment or room with an international student. (151)	○	○	○	○	○
30. As a result of internationalization, there is a danger	○	○	○	○	○

Spanish people may forget the importance of Spanish culture. (152)					
31. If I were visiting a foreign country I would like to be able to speak its language. (153)	❍	❍	❍	❍	❍
32. Studying English/French/German will give me more opportunities. (154)	❍	❍	❍	❍	❍
33. In the future, I would like to participate in a volunteer activity to help foreigners living in the surrounding community (155)	❍	❍	❍	❍	❍
34. I have thoughts that I want to share with people from other parts of the world. (156)	❍	❍	❍	❍	❍
35. I think I would study a foreign language even if it weren't compulsory. (157)	❍	❍	❍	❍	❍
36. I worry that the other students will laugh at me when I speak English/French/German. (158)	❍	❍	❍	❍	❍
37. Using English/French/German in front of people in Spain makes me feel like I will be thought of as less Spanish. (159)	❍	❍	❍	❍	❍
38. A knowledge of English/French/German would make me a better educated person. (160)	❍	❍	❍	❍	❍
39. I would like to learn a lot of foreign languages. (161)	❍	❍	❍	❍	❍
40. I would talk to an international student if there was one in my class in my home university. (162)	❍	❍	❍	❍	❍
41. When I meet a speaker of	❍	❍	❍	❍	❍

English/French/German, I feel nervous. (163)					
42. In my future career, I imagine myself being able to use English/French/German. (164)	○	○	○	○	○
43. I often imagine myself as someone who is able to speak English/French/German. (165)	○	○	○	○	○
44. I'm not much interested in overseas news. (166)	○	○	○	○	○
45. If I could have access to TV stations in English/French/German, I would try to watch them often. (167)	○	○	○	○	○
46. I am the kind of person who makes great efforts to learn English/French/German. (168)	○	○	○	○	○
47. I'm interested in an international career in the future (169)	○	○	○	○	○
48. For me to become an educated person, I should learn English/French/German. (170)	○	○	○	○	○
49. I have no clear opinions about international issues. (171)	○	○	○	○	○
50. I want to work in an international organization such as the United Nations. (172)	○	○	○	○	○
51. I often talk about situations and events in foreign countries with my family and/or friends. (173)	○	○	○	○	○
52. I can honestly say that I am really doing my best to learn English/French/German. (174)	○	○	○	○	○

53. If I could speak English/French/German well, I could get to know more people from other countries. (175)	❍	❍	❍	❍	❍
55. I am working hard at learning English/French/German. (178)	❍	❍	❍	❍	❍
6. In the future, English/French/German ability would help me get a better paying job. (179)	❍	❍	❍	❍	❍

Appendix 3: Interview Guide

<u>Introduction:</u> Tell us about how your stay was organized: you were at _____university? And you were there for _____ weeks?

1. <u>Classmates from UPF</u>

Were there other Spanish students on Erasmus there? Did you spend much time together? What language/s did you speak in?

2. <u>Accommodation</u>

What were your living arrangements while abroad? How did you organise it/did you experience any issues?

3. <u>Classes</u>

What kind of classes did you take while abroad? How many were full courses? How many through English? Were you assessed on those courses? In what way? Did you like them? Why/why not?

4. <u>Work</u>

Did you have a part time job while abroad? Did you try? Any other periodical activity besides your courses? Sports? Singing/Theatre/Dance…?

5. <u>Use of English</u>

Did you spend time using English/Ger/Fr in your spare time? Did you do activities with ERASMUS socializing groups? What were they like?

6. <u>Language anxiety/L2 self-confidence</u>

How did you feel when communicating in Eng/Ger/Fr? And in your classes…did you often volunteer to speak in your classes?

7. <u>Fear of assimilation</u>

Did you find it difficult being away from your home and family?

Did you find it difficult to become integrated with the local community while on Erasmus? Did language have to do something with it? Were there also different stages in how integrated you felt?

8. <u>International Contact</u>

Think about the new people you met while abroad. Are there any people who you see yourself staying in contact with? Where are they from? What language do you normally speak together?

Did you spend more time with an international group of friends, or with natives? Why? Do you think it's easier to make friends with other Erasmus students (international students) or natives? Why?

9. <u>Intended learning effort/things done to improve language</u>

What kinds of things did you do to help you improve your language while abroad? (Was contact with people one of them? The media? Shows? Music?)

What did you do to improve your language skills that you couldn't do at home? (Did you use books? Grammars? Dictionaries?)

10. Contact with family

How much contact did you have with your family and friends from home while on Erasmus? Did you use social networks for that? And did you use English for communication via social networks?

11. Ease of learning experience

In what ways do you think being abroad helped you learn the? Did you find that in some ways it was more difficult learning abroad than at home? Did you find that there were differentiated periods or stages in your command of the English language, in the 3 months you were abroad?

12. Ability/perceived improvement:

In which areas do you think you improved the most (reading/writing/speaking/listening/pronunciation)? How did you achieve this improvement? Is there an area which you think you did not improve? Why?

13. Ideal L2 self

After being abroad, do you think it's easier to imagine yourself as a competent and natural speaker of the language?

14. Interest in foreign languages

What is it that appeals to you about English/German/French?

15. Instrumentality

Do you think that most people want to learn English/French/German simply because it's important for their future careers? Why do you want to learn it?
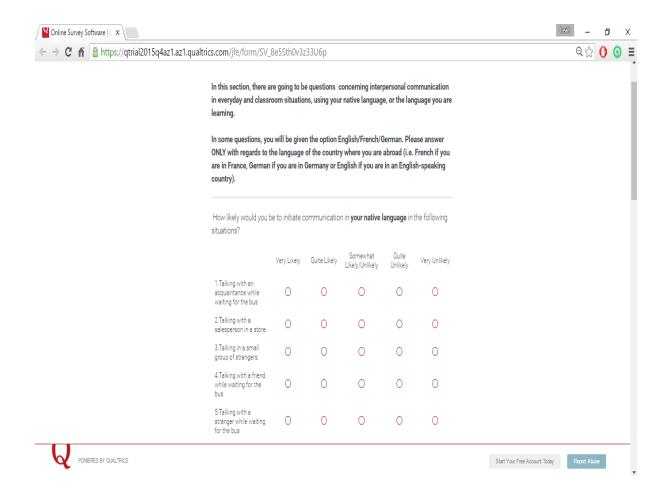
16. International Posture

What place do you see English/German/French having in your future? Do you think you would like to work or live abroad, or do you see yourself using it to work here in Spain?

Do you think that being on Erasmus made you more interested in international affairs?

Wrap-up: Is there anything you'd like to add?

Appendix 4: Sample Screenshot of Online Questionnaire

Appendix 5: Sample interview transcript

@Begin
@Languages: eng
@Participants: CAT Student pseudonym Cathy, ALI Student pseudonym Alison
@ID: eng|geoghegan|CAT
@ID: eng|geoghegan|ALI

[…]

*GEO: ok and what about the classes in your university what kind of classes did you take?

*CAT: well my classes were mostly for Erasmus students so I didn´t get to know a lot of people from London um but there was a course on culture that they were all british people and I was like the only Erasmus student I didn´t really speak because I was, like, ashamed of my, I don´t know, and they were like "come on speak speak" in the end they just ignored me and I was fine with that.

*GEO: you were happy?

*CAT :   mostly yes

*ALI: I have done some classes for Erasmus students which were more easy than the other from the test of students from the university and I have been in American culture class which was all in English with students from Brussels the rest of my classes were French and um linguistic and culture French and culture.

*GEO: ok and overall did you like the classes?

*ALI: yes

*CAT: yeah

*GEO: and what about the languages were they mostly, you said already you had one in English?

*CAT: well all my courses were in English I tried to take the French course but they didn´t allow me to because I am native French speaker.

*GEO: ah ok

*CAT: so there wasn´t any of my level so they said well we´d be happy to have you but you would be like bored the course so they didn´t allow me so instead I had to take a spoken communication skills and change like three courses so I could have all the credits.

[…]

@End

Appendix 6: Sample interview analysis

Questions to keep in mind (Bazeley, 2007)

l. Why are you doing this project?
2. What do you think it's about?
3. What are the questions you're asking, and where did they come from?
4. What do you expect to find and why?
5. What have you observed so far?

Segment under analysis

*CAT: well my classes were mostly for Erasmus students so I didn´t get to know a lot of people from London um but there was a course on culture that they were all british people and I was like the only Erasmus student I didn´t really speak because I was, like, ashamed of my, I don´t know, and they were like "come on speak speak" in the end they just ignored me and I was fine with that

Researcher Notes

26.02.2016
The things to bear in mind here are how the student's motivation and identity are effected depending on the context of their English usage. Here, it seems there is a certain amount of isolation of Erasmus students. While there is the option for students to take classes with native speakers, this student reports that most of her classes are with non-native speakers. While catering for Erasmus students by providing classes specifically for Erasmus students, this may help them with the content but perhaps serve to take away an opportunity for students to mingle with natives. How does this experience compare with the student's interaction with non-native speakers? Here, the reaction appears to be quite negative. It should be noted if there are similar trends elsewhere in the data.

13.03.2016
There seems to be an issue here regarding MOTIVATION and LANGUAGE ANXIETY. The student deliberately seeks out a class of only British students, but reports being "ashamed". British students seem initially interested to engage but when met with shyness they get bored and give up? How do other students report how native speakers behave? Do they also feel that native speakers show a lack of interest? I expect that while many speakers want to seek out native speaker interactions, they may also find it difficult to do so. Is this the case? From this segment, it seems that the student experiences a change to her motivation, caused by her language anxiety. In another segment, she has reported enrolling in this class specifically to seek out native speaker interaction, however when it becomes a reality, it appears to be more difficult than she anticipated.

05.04.2016
This segment ties in with the code ELF as a LANGUAGE USER. It shows the perspective of what this student experiences when confronted with native speakers. This should be compared with the same student's reports on speaking with non-native speaker: how does this behavior tie in with the student's other behaviors? Is there a distinction between her actions in the two situations? It appears so. From the other quotes analyzed so far, it appears that this student's story using ELF as a language user should have its own section in the analysis.