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Repair Strategy Use During SA: The Impact of Initial Proficiency Level

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Repair Strategy Use During SA:

The Impact of Initial Proficiency Level

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Abstract

This study deals with a key issue in second language acquisition research (SLA), i.e. communication strategies (CS) in a specific learning context, that is, study abroad (SA) in the case of undergraduate students from a U.S. university learning Spanish over a short[1] stay in the city of Barcelona (SPAIN), following formal instruction (FI) at home. It examines the development of repair strategies among university level students to determine whether L2 initial proficiency level affects the quality and quantity of repairs used. Participants (n=9) were undergraduate students from a U.S. university studying abroad in Barcelona for 9 weeks. 3 semi-structured interviews, the Language Contact Profile (LCP), Language diaries, and a sociolinguistic background questionnaire were completed to gather data. The 3 sets of semi-structured interviews were analyzed for the following repairs, adopted from Smartt & Scudder (2004), in ascending order of complexity: language switch, appeal for assistance, word form search, circumlocution, utterance expansion, and global revision. Results indicated that the participants with higher level initial oral proficiency showed greater development in repair strategy use as compared to their lower initial level counterparts.

Keywords: communication strategies, repair, study abroad, second language acquisition

[1] The stay was not planned to be short, but it was unfortunately affected by the COVID-19 pandemic. See further details below.

NOTE on COVID-19

Reference must be made to the specific circumstances in which this study was carried out, and how they have affected its development and final outcome. The original dates of departure to the U.S. of the students participating in the study were scheduled for March 17th (for winter term students) and June 3rd (for winter/spring students), and a new group of students was scheduled to arrive to Barcelona on March 19th for the spring trimester. The original study adopted an inferential cross-sectional design with a total of 16 participants. However, due to the spread of the novel coronavirus COVID-19, all students were forced to return to the U.S. five days earlier than the planned program end date on March 17th, and the spring trimester was cancelled.

The entire process of reading, analyzing the data and writing this document has taken place in confinement, with only virtual contact with the supervisor, libraries closed, including the university library and no access to the participants. Additionally, as a result of confinement, a statistics course which was due to take place during the third term, instead took place online. Through conversations with both the present study's supervisor as well as the online professor, and given the small final number of participants (n=9), it was determined that a percentage gained descriptive analysis would be the most prudent for the present study. That is to say, the present study has redefined and transformed itself multiple times over the course of the last four months. It has certainly been a challenge, but hopefully the pages that follow reflect the work put in.

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1 Introduction

In recent years, studies on the effects of study abroad on linguistic, personal, academic and cultural development have increased exponentially (Pérez-Vidal, 2014). More specifically, there has been extensive research on study abroad and oral fluency (Mora & Valls-Ferrer 2012; Serrano, Llanes & Tragant, 2011), oral proficiency (Brecht, Davidson, & Ginsberg, 1993, 1995; Freed, 1995; Magnan, 1986; Magnan & Back, 2007; Segalowitz & Freed, 2004), the acquisition of grammatical, pragmatic, and sociolinguistic competence (Collentine, 2004; Duperron, 2006; Isabelli, 2004, 2007), (Barron, 2003; Cohen & Shively, 2007; Magnan & Back, 2006; Rodríguez, 2001), (Barron, 2006; Regan, 1995) and skills development (Pérez-Vidal, 2014). However, few studies have investigated the development of communication strategies of L2 Spanish learners in a SA context (Lafford, 1995, 2004; Dekeyser, 1991). Furthermore, these studies have drawn uninspiring results. It could be speculated that the results of these studies are inconclusive because the domain of communication strategies is fairly extensive, and therefore difficult to measure in a single study. Thus, in order to carry out further research in this domain, it is important to concentrate on one communication strategy per study.

Repair is a linguistic phenomenon that appears frequently in research on interactional competence, communication strategies, and conversation analysis, however it is almost always analyzed peripherally. Furthermore very few studies have been carried out on repair development in a SA context, and only one study has examined repair development of L2 Spanish learners in a SA context. Adopting the framework created by Smartt & Scudder (2004), this study is designed to examine the development of repair behavior among undergraduate students from a U.S. university in a nine-week study abroad program in Barcelona, and to determine whether initial L2 proficiency affects the kinds of repair strategies used over a nine-week period.

The following thesis is structured as follows: Section 2 presents the theoretical and empirical studies on communication strategies in SLA with a more specific focus on the existing studies examining repair in a SA context. The rationale of the present study is explained in Section 3. Section 4 provides a detailed description of the methods used for this research, including a description of the participants, program features, materials and instruments used, the procedure, and the analysis. The results obtained through the descriptive and statistical analyses of the data are presented in Section 5. Section 6 discusses the results obtained in relation to this study's initial predictions. Section 7 provides an overview of the results obtained and concludes with limitations of the present study and possibilities for future research within the domain of the development of repair behavior in a SA context.

2 Theoretical Background

2.1 The Benefits of Study Abroad

It is a popular assumption that studying a second language (L2) in a study abroad (SA) context is far superior to at-home (AH) classroom instruction. However, as mentioned above, while there is a plentiful body of literature regarding the linguistic benefits of a sojourn abroad, the SA context does not always equate to greater linguistic success than in its AH counterpart (Pérez-Vidal, 2017). That is to say, not all linguistic areas benefit equally in the SA context. The most recent body of literature suggests that SA benefits compared to the AH environment are most specifically related to the acquisition of oral fluency and accuracy (Segalowitz & Freed, 2004; Juan-Garau, 2014); listening skills (Kinginger, 2009; Llanes, 2011), vocabulary and expressions, sociolinguistic competence, and pragmatic competence (Kinginger, 2009; Pérez Vidal, 2014; Ren, 2015; cited in Pérez-Vidal & Shively, 2018).

So why is it assumed that SA is the ultimate context to become an exemplary L2 speaker? This is in large part due to the argument that the SA context offers an intense and immersive learning context that provides ample opportunities for learners to receive input, produce output, and interact with native target language speakers (Kasper & Rose, 2002). In fact, a number of researchers have supported this argument by using the SLA interactionist framework that "describes comprehensible input, interaction with negotiation of meaning, and output as the necessary conditions for acquisition" (Pérez-Vidal, 2017, pp. 347). However, it is important to mention that while this idea of limitless opportunities to interact with the L2 in SA is romantic, it is not necessarily realistic (Collentine, 2009). Thus, it is crucial when analyzing the SA context to apply measures that can accurately capture the actual amount of quality L2 contact (DeKeyser, 2007).

Furthermore, many SA programs differ greatly in their program features (i.e., length of stay, coursework load, housing, organized opportunities for L2 interaction, and L2 proficiency upon entry) and thus do not produce similar linguistic outcomes (Llanes, 2011; Grey et al., 2015). L2 initial proficiency has specifically been categorized as necessary for understanding to what extent SA facilitates L2 acquisition (DeKeyser, 2014; Llanes, 2011; cited in Grey et al., 2015, pp. 138). Let us thus look toward the three important components of length of stay, L2 language contact, and initial L2 proficiency in the SA context.

2.1.1 Length of Stay in SA

While in recent years the results of studies on length of stay in the SA context have drawn the attention of linguistic researchers, there is still a need for more research (Llanes 2011; cited in Gu, 2018). However, the few studies that have focused on the effects of length of stay in SA on the acquisition of the L2 have found that language gains in listening, reading,

and speaking have a strong relationship with length of stay (Davidson, 2010). In fact, Davidson (2010) concluded that a sojourn abroad of one year is necessary in order to acquire advanced proficiency in speaking and listening as compared to a SA stay of two or four months. However, Llanes and Muños (2009) researched the effects of short SA programs, and concluded that students in a four-week SA program improved in oral fluency, accuracy, and listening skills more than students on a three-week sojourn, concluding that short SA programs can lead to significant linguistic gains.

In 2011, Taguchi applied a longitudinal design to analyze the relationship between comprehension of implied pragmatic meaning and length of stay at 3, 8, and 19 weeks. Taguchi only found significant development between the first and final assessments, implying that accurate gains in pragmatic comprehension did not occur in shorter time periods. However, comprehension speed did indeed improve between each assessment time, suggesting that comprehension speed improves in shorter cohorts. Clearly there is a relationship between language gains and length of stay in both short and longer SA programs.

2.1.2 Language Contact in SA

L2 learners who engage in higher quality interactions with native speakers (NSs) are presumed to be in a more facilitated environment to learn, and subsequently able to develop effective communication strategies and take greater advantage of the important interactional component of the SA context. In fact, the quantity and quality of L2 interaction during SA is related to language gains experience (Collentine & Freed, 2004; Isabelli-García, 2006; Pérez-Vidal, 2014). For example, a relationship has been found between higher degrees of language and improved lexical use (e.g., Foster, 2009), and improved oral fluency (e.g., Towell, Hawkins, & Bazergui, 1996; Wood, 2010). However, as mentioned above, one cannot simply assume that a SA context equates to greater exposure to the L2, so it is necessary when

studying the potential benefits of the SA context to apply measures that accurately capture the amount and quality of L2 contact. The specific instruments used in the present study to measure language contact will be discussed in the methods section.

2.1.3 Initial Proficiency Level in SA

The current literature on the role of initial proficiency level is minimal and still quite unclear. As Dekeyser (2014) puts so eloquently:

> On the one hand, students with higher initial levels are often the stronger students, who may be expected to continue to be the best learner while abroad, i.e. make the most progress. On the other hand, as we know anecdotally from all kinds of learning experiences, be they academic, athletic, or musical, and as the skill acquisition literature has shown in painstaking mathematical detail (e.g. Ericsson 1996, 2006; DeKeyser 2007a,b; Newell & Rosenbloom 1981), all practice reaches a point of diminishing returns:… Therefore, the most advanced learners may not be able to improve their skills much during a stay abroad of just a few months.(pp. 316)

While Dekeyser (2007) also noted the necessity to have at least functional knowledge of the L2 upon entry, studies have also shown that learners with lower proficiency levels make greater gains in L2 vocabulary and fluency than their advanced level counterparts in short SA programs (Llanes & Muñoz, 2009; Segalowitz & Freed, 2004). Pérez-Vidal (2017) speculates that this may be due to the fact that advanced level speakers may require more cognitively demanding activities than simple interaction with native speakers. Clearly, initial proficiency, as well as accurate measures of L2 contact, and an examination of length of stay, are necessary factors to examine when studying language development in SA.

2.2 Language Learning Strategies in Second Language Acquisition (SLA)

Within the realm of strategic competence, language learning strategies are defined as ‘the operations used by learners to aid in the acquisition, storage, and retrieval of information (Oxford & Nikyos 1989; cited in Adams, 2006). These strategies, which can be automatic or

learned (Oxford, 1990), are essential tools that learners apply during the acquisition process, and permit learners to monitor their own learning (Ortega, 2013; cited in Nhem, 2019). However, research demonstrates that not all language learners apply the same strategies. According to Adams (2005), Oxford and Nikyos (1989) stated that good language learners use strategies that are suitable to their own stage of learning, their personality, age, motivation, and the type of language being learned. In fact, as noted by Pawlak (2011), learning strategies vary according to learner motivation (Oxford & Nyikos, 1989; Schmidt & Watanabe, 2001), age (Peacock & Ho, 2003; Victori & Tragant, 2003), gender (Dreyer & Oxford, 1996; El-Dib, 2004;), and experience with language (Ehrman, 1990; Nation & McLaughlin, 1986). Furthermore, they differ according to learning context (Saville-Troike, 2012; cited in Nhem, 2019).

However, it is important to note that in the field of SLA, strategies have been categorized into two general types: learning strategies and communication strategies. Learning strategies do not necessarily refer to learner output, rather, how learners process input from others, while communication strategies refer to learner output, relating more specifically to how learners develop communication skills (Fang-Yen Hsieh, 2014). The present study focuses its attention on a specific linguistic phenomenon within the domain of the latter.

2.3 Communication strategies in Second Language Acquisition (SLA)

In order to accurately define communication strategies (henceforth CS), it is necessary to include two major criteria: problem-orientedness and consciousness. (Dörnyei & Scott, 1997). Regarding problem-orientedness, Dörnyei & Scott (1997) categorized various kinds of problems within its domain including: *resource deficits,* or a lack of knowledge which impedes the ability to properly communicate something, *own performance problems*, and *other*

performance problems. Consciousness, within the definition of CS, refers to the learner's awareness of the problem, and subsequent use of CS "to negotiate meaning and arrive at a mutual understanding with their interlocutor" (Lafford, 2004, pp. 203). This aspect of the definition is crucial, as it aligns perfectly with the Interaction Hypothesis, defined below by Long (1996):

> (…) negotiation of meaning, and especially negotiation work that triggers interactional adjustments by the NS or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways. (pp. 451– 452).

Furthermore, Gass & Mackey's (2000) study involving U.S. based undergraduate L2 learners of English and Italian from various L1 backgrounds explored learner perceptions about kinds of feedback in conversational interaction. Through the application of recall sessions, they found that learners accurately perceived both lexical and phonological feedback. Their results, in line with the Interaction Hypothesis, implied that feedback in interaction can help to facilitate SLA.

Dörnyei and Scott (1997) further categorized CSs into either direct or interactional strategies. Direct CSs are considered to be the more traditional examples of CSs; i.e. when a learner provides alternate or modified explanations when they cannot successfully access a word. Interactional CSs, on the other hand, i.e., requests for clarification and help, refer more to the importance of the presence of an interlocutor.

Considering the above definitions of CS and its obvious relationship with the Interaction Hypothesis, the present study adopts Lafford's (2004) definition of communication strategies:

> Strategies used by L2 learners in a conscious attempt to bridge a perceived communication gap, either caused by the learner's lack of L2 knowledge (resource deficit), problems with his or her own performance or problems resulting from interaction with an interlocutor. (pp. 204)

2.3.1 Empirical Research on Communication Strategies

The general existing body of literature on communication strategies has found that as L2 learner proficiency improves, there is a decrease in the number of L1 CSs (in the present study, more primitive) used, suggesting that as L2 proficiency increases, so too does a preference for L2 based (in the present study, more advanced) CSs. (Bialystok, 1983; Lafford, 1995; Linkin-Gasparro, 1996; Lafford, 2004;; Bijani & Sedaghat, 2016, Ugla et al., 2019). However, to date, only four empirical studies have been carried out on the use of CSs by learners of Spanish (Dekeyser, 1991; Lafford; 1995, 2004; Linkin-Gasparro, 1996), with the first three also carried out in a SA context.

While Linkin-Gasparro (1996) did not execute her study in a SA context, it is important to mention her work as it was the first study, to our knowledge, to analyze and compare communication strategy use based on L2 proficiency, and the only study to date that measured CS use of L2 Spanish learners based on proficiency levels. The data was collected from oral proficiency interviews (OPIs), a long-standing instrument used in U.S. linguistic research (Buck, Byrnes, & Thompson, 1989) with Intermediate High level and Advanced level L1 English undergraduate students enrolled in a total immersion Spanish summer program. The results suggested that Advanced speakers relied on a wider range of L2 based communication strategies compared to Intermediate level speakers. More specifically, Advanced speakers relied heavily on the CS of circumlocution, when a speaker explains or describes the word in the L2 that they are unable to lexically retrieve.

Dekeyser (1991) analyzed the use of CSs of L1 English learners of Spanish studying in an AH context and SA context in Spain for six months also via oral proficiency interviews (OPIs) and picture descriptions. The results found that the kind of task influenced the kind of

CS used for both the AH and SA group—more specifically Dekeyser found that the AH group used more L1 based CSs in the interviews than the SA group.

However, the two best-known studies within the domain of communication strategies in a study abroad context are Lafford's (1995, 2004) analyses of CSs by student learners in an AH control group, and an experimental SA group. In her 1995 study, L1 English undergraduate student beginner learners of Spanish in an AH group and two SA groups in Spain and Mexico participated in OPIs at the end of one semester. The results indicated that the AH group utilized a more extensive range of CSs (code-switching, paraphrasing, direct and indirect appeal) than the SA groups. Self-repairs were the most frequently used CS in all three groups. However, because no pretest was conducted, Lafford was unable to attribute the differences in CS to the learning context.

Thus in 2004, as part of the seminal monographic issue on Study Abroad research, published in the well-reputed journal SSLA, adding the measure of student L2 contact outside of the classroom, and a pretest-posttest design, Lafford researched the effect of an AH versus SA context on the frequency and type of CSs utilized by L1 English undergraduate learners of Spanish as an L2. The participants were categorized into two groups: an AH group and a SA group studying in Spain. Before the pre-test OPI, all participants completed an adopted version of the Language Contact Profile (LCP) (Freed et al., 2004). At the end of one semester, all participants were given another OPI and another version of the LCP to measure L2 language contact. Lafford's results indicated that student learners in the SA context used fewer CSs than the AH group. The results also indicated that an increase in L2 contact outside of the classroom correlated with a decrease of CS use.

However, Lafford states that the use of fewer CSs does not necessarily equate to superior discursive abilities. It could be that learners who use CSs sparingly 1) lack the L2 proficiency to properly attempt to bridge communication gaps, 2) are proficient enough so as to entirely prevent breakdowns in communication, or 3) SA students in conversation with L2 native speakers shy away from CSs, and instead prefer to save-face and focus on appropriate pragmatic behavior in interaction (pp. 212). She only tentatively states at the end of the study that fewer CSs in a SA vs AH context could perhaps be related to an improvement in overall narrative and discursive abilities.

Importantly, Adams (2006) points out that in Lafford's second study (2004), the SA learners decreased their use of L1 strategies (primitive strategies in the present study) thus indicating that SA could potentially have a significant positive effect on language learners' use of L2 strategies (advanced strategies in the present study). While the current body of the literature provides an important platform for further research, the results of the minimal research that exists within the domain of communication strategies in L2 Spanish learner SA contexts not only lack clear answers, but the most recent study was conducted sixteen years ago, demonstrating that further research is absolutely necessary. Furthermore, the domain of communication strategies is quite extensive, and therefore difficult to measure meticulously in a single study. As noted by Dekeyser (2014), "broad measures do not document linguistic development in enough detail and may easily miss a variety of ways in which there is progress at lower levels of generalization" (pp. 319). Lafford (2004) analyzed roughly twenty different kinds of CSs, and it could be speculated that measuring so many different strategies in one study cannot give us a clear picture of the kind of language development occurring. Therefore, in order to carry out further research in this domain, it seems necessary to focus on and analyze

one specific CS per study and build from the proverbial ground up. Let us thus look toward the main focus of the current study: repair.

2.4 Repair

Repair, as defined by Schegloff, Jefferson, and Sacks (1977), is a term that generally refers to a speakers' utterance that begins with an indication of difficulty and ends with resolution. Repair behavior is generally categorized into two primary groups: self and other. Self-repair is the communication strategy used when the speaker acknowledges the need for adjustment in their own utterance, while other-repair refers to when the speaker notices the interlocutor's need for adjustment in the utterance (Smartt & Scudder, 2004). Early definitions of linguistic repair behavior focused primarily on the desire to be understood. However, Buckwalter (2001) argued that self-repair includes "certain output modifications made for purposes other than the improvement of comprehensibility and the transfer of meaning" (Buckwalter, 2001, pp. 381), indicating that repair behavior could be interpreted as a kind of Vygotskyian private speech, assisting the speaker in "gaining control over a task" (pp 382).

According to Vygotsky (1986), the human brain is in a constant state of cognitive development. When confronted with challenging language tasks, adults are able to access strategies utilized in earlier stages of their cognitive development. This ability, defined as "continuous access" by Frawley and Lantolf (1985) allows adults to use self-regulating strategies that are traditionally associated with earlier stages of language development in Vygotsky's sociocultural theory; i.e. private speech. (Buckwalter, 2001). Buckwalter's (2001) proposed theory takes oral production phenomena previously considered indicative of error (i.e. hesitations, affective expressions, language switch), and reorients them to a new meaning: using talk as a strategy to gain control of the language; concluding that L2 learners utilize repair strategies not only to negotiate meaning (as mentioned above in the Interaction

Hypothesis), but also for regulatory purposes. Repair sequences should therefore be seen as evidence of language learners using L2 oral production to achieve a certain amount of cognitive control, as well as strategies to negotiate meaning in interaction, and are thus an essential part of the acquisition process.

2.4.1 Empirical Research on Repair

The existing empirical research on repair behavior both within and outside a SA context suggests that the L2 improves when language learners actively work through obstacles they are faced with when using the language; i.e. when learners utilize repair strategies. (Buckwalter, 2001; Brouwer, 2003; Smartt & Scudder 2004; Kasper & Wagner, 2014; Pekark Doehler & Pochon-Berger, 2015; Eskildsen & Majilesi, 2018). Furthermore, studies have shown that not only does repair demonstrate the relationship between language use and improved proficiency (Brouwer, 2003), but evolves as a L2 learner develops linguistically, with the use of more primitive repair strategies at beginning language levels, and more complex strategies as learners improve (O'Connor, 1988; Linkin-Gasparro, 1996; Smartt & Scudder, 2004). Learners have also been shown to increase their self-repair repertoire to include not only ceasing to explicitly call for help, but also producing candidate formulation and paraphrasing target items in the L2 (Pekarek Doehler & Pochon-Berger 2015 in Mori and Nguyen, 2019).

However, with the exception of Buckwalter (2001), Brouwer (2003), and Smartt & Scudder (2004), in the studies mentioned above, repair sequences were simply a secondary focus of the research, with a broader focus on the development of interactional competence in the L2. In fact, Buckwalter (2001), Brouwer (2003), and Smartt & Scudder (2004) appear to be the only studies that have focused solely on the communication strategy of repair, and only one study, to our knowledge, has closely examined repair behavior in a SA context using a

framework of hierarchies to categorize and observe repair behavior, namely Smartt & Scudder (2004).

In their research, Smartt & Scudder (2004) examined and compared the use of self-repair behavior in L1 English university-level Spanish learners studying abroad in Mexico versus an at-home instruction group in the U.S. In order to accurately examine the different kinds of self-repair behavior used by the students, the researchers carefully reviewed the existing literature (above), and created a list, in ascending order of complexity, of six self-repair behaviors used by L2 learners to analyze their data. The three first and most primitive strategies are examples of more lexical repairs, and the final three and more complex strategies involve syntactic repairs. It is important to note that for the purpose of the present study, the six repair strategies have been categorized into two groups of more primitive lexical strategies (LS, AA, and WFS) and more sophisticated syntactic strategies (CIR, UE, and GR).

1. Language switch (LS)
2. Appeal for Assistance (AA)
3. Word Form Search (WFS)
4. Circumlocution (CIR)
5. Utterance Expansion (UE)
6. Global Revision (GR)

Language Switch (LS). This is considered to be the most basic category of repair behavior. LS sometimes involves a direct translation, and thus may lead to breakdowns in understanding (Tarone, 1980; Smartt & Scudder, 2004).

Appeal for Assistance (AA). AA is frequently used in repair as it is a request for help or clarification to the interlocutor in either retrieving of confirming a word (Smartt & Scudder,

2004; Milroy & Perkins 1992). In the present study, the researcher occasionally responded to participants' appeals for assistance, thus occasionally creating the occurrence of other-repair.

Word Form Search (WFS). WFS is an example of when the speaker indicates uncertainty via hesitation or the use of falling intonation and is clearly searching for a more suitable lexical form without seeking an appeal for assistance. Word form searches can indicate a potential paraphrase (Seliger, 1980; Smartt & Scudder, 2004).

Circumlocution (CIR). Circumlocution represents a clear paraphrase. The speaker explains or describes the word they are unable to lexically retrieve. The speaker uses the knowledge they have to work through the difficulty (Smartt & Scudder, 2004).

Utterance Expansion (UE). UE is an example of a syntactic repair, moving beyond the lexical to a more complex syntactic change. The speaker repeats an utterance or part of an utterance without hesitation with the corrected syntactic form (Smartt & Scudder, 2004).

Global Revision (GR). Global revision is considered to be the most difficult repair as it involves an adjustment in semantic meaning. Smartt & Scudder (2004) point out that Dubois (1974) noticed that global revisions were preceded with "I mean" or a false start. Smartt & Scudder also speculate that GRs may be an example of an advanced L2 speaker's preference of coherence over form—focusing more on the meaning in discourse versus specific lexical items (pp. 594).

The results of their study indicated that Language Switch, the most primitive repair and also the most commonly used repair by both groups, decreased as L2 proficiency improved. The Mexico SA group also used the repair of Word Form Search with increasing frequency and more than the AH group in both their pre and posttests. The researchers attributed the SA students' shift to the use of a more complex strategies to the more linguistically stimulating SA environment and speculated increased contact with the L2. However, while general L2 contact was discussed in the pre- and post-test interviews with the

participants, no other measure of language contact while abroad was taken, and length of stay was surprisingly not mentioned at all.

The Smartt & Scudder (2004) study above, as well as Lafford's work (2004) provide important comparisons of communication strategies in an AH versus SA context, clearly demonstrating an advantage for the latter. However, the minimal studies that exist on communication strategies of L2 learners of Spanish in a SA context are quite antiquated and present uninspiring results. This is precisely the research gap that this thesis seeks to fill in by providing an exploratory study into the use of repair strategies employed and developed by L2 Spanish US undergraduates sojourning abroad, in the city of Barcelona. Within the study of repair, following the above overview, it is important not only to specifically examine the evolution of repair strategies abroad, but to take into account students' initial proficiency level and L2 contact abroad. If it is indeed the case that learners with lower proficiency levels make greater gains in certain linguistic areas than their advanced level counterparts in short SA programs, then it is important to examine initial proficiency levels to examine how or if they affect the development of repair strategies in interactive discourse in a SA context.

3 The Present Study

In this section, the objectives, research question and hypothesis and the methods of the study carried out in this thesis are described.

3.1 Research Objectives

Adopting the framework and hierarchies created by Smartt & Scudder (2004), the present study aims to examine repair strategy development in university level L2 Spanish students in a SA context and to determine whether initial proficiency levels affect the kinds of repair techniques used.

3.2 Research Questions and Hypotheses

RQ 1: Is there development of repair strategy use among undergraduate university level students in a nine-week SA program in Spain?

RQ 2: Does development, if any, take place in the first half of the stay, the second, or both, and is progress in that respect different for low level versus high level initial proficiency students?

While there is not an extensive body of literature on the development of repair behavior in a SA context, the few previous studies that have been conducted demonstrate that repair strategy use evolves from the use of more simplistic strategies to more complex over the course of a study abroad program. As mentioned above, the current body of literature concludes that learners with lower proficiency levels will make greater gains in certain L2 linguistic areas than their advanced level counterparts in short SA programs. Thus, the present study has determined the following hypotheses:

Hypothesis 1: Undergraduate university level students in a short nine-week SA program in Spain will demonstrate repair strategy development with a shift from the use of more primitive strategies (LS, AA, WFS) to more advanced (CIR, UE, GR) strategies.

Hypothesis 2: Speakers with lower initial L2 Spanish proficiency will show greater overall development in their repair strategies, shifting from the use of more primitive strategies (LS, AA, WFS) in the first half (H1) of their sojourn, to more advanced (CIR, UE, GR) in the second half (H2), as compared to their higher proficient counterparts in a nine-week SA program in Spain.

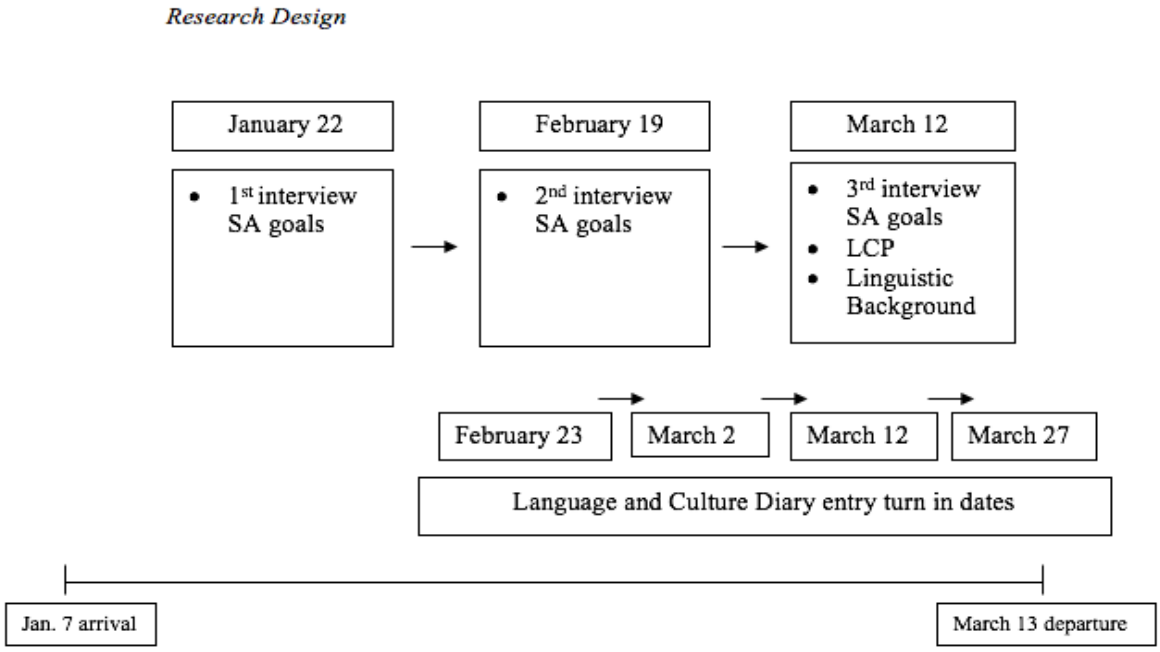
4 Methods

The research design, participant information, SA program features, and specific data collection instruments and procedures are described and explained in the sections that follow.

4.1 Design

This study has adopted a descriptive, longitudinal, within and between subject pre-test, post-test design. Moreover, data are presented as a series of case studies, given the impact of COVID-19 on data collection and the impossibility of counting on a substantial number of participants. As shown in Figure 1, the program start date was January 7th, and the date of departure to the U.S. was March 12th. Three monthly interview sessions held on January 22nd, February 19th, and March 12th, were conducted to discuss participants' SA goals. The interviews are the main source of data for the analysis of both the independent and the dependent variable. Four weekly language and culture diary entries were written and turned in by all participants on February 23rd, March 2nd, March 12th, and March 27th Finally, a questionnaire to tap into contact patterns, the well-known Language Contact Profile (LCP) and a Linguistic Background questionnaire were administered on the same day as the final interviews on March 12th**.** Both the diaries and the LCP will provide us with qualitative information with which to interpret the numerical results on repair strategies.

Figure 1: Research Design



4.2 Participants

Participants consisted of 9 students from the Illinois based university, Knox College, who participated in a nine-week study abroad program in Barcelona during the winter trimester of 2020. In order to participate in the program, the students were required to complete at least one 200-level Spanish course on their at-home campus, be in good academic standing, and present three letters of recommendation (one from a recent Spanish professor).

As Figure 2 displays below, of the participants, 3 were male and 6 were female. Their ages ranged from 20-22 years. 5 of the participants were L1 English speakers. 2 students who participated in the program were Spanish heritage speakers who had been exposed to Spanish since early childhood and therefore were excluded from the initial proficiency analysis. However, data was collected on repair behavior. This will be discussed in greater detail in the Discussion section of the present study. One of the heritage speakers received formal

instruction throughout her life, and the other heritage speaker did not receive formal instruction until college. The remaining 2 participants were a L1 Nepali speaker and a L1 Pashto speaker. The prior Spanish language experience varied from 4 to 17 years of formal instruction at the primary, secondary, and postsecondary levels. L2 contact prior to the SA sojourn is detailed in Figure 2 below:

Table 1: Participant information

Participants	Gender	Age	L1	Heritage Speaker	Languages spoken since early childhood	Years of Formal Instruction Spanish	L2 contact speaking prior to SA	Contact reading, listening to music, tv, movies, etc. prior to SA
Participant M	Female	21	English	Yes	English, Spanish	15	daily	daily
Participant D	Female	20	English	Yes	English, Spanish	1	a few times a year	weekly
Participant L	Female	20	English	No	English	6	weekly	monthly
Participant N	Female	21	English	No	English	7	monthly	monthly
Participant P	Male	20	Nepali	No	English, Nepali, Hindi	3	weekly	monthly
Participant AH	Male	22	Pashto	No	English, Pashto, Urdu	3	never	weekly
Participant AK	Male	20	English	No	English	7	weekly	weekly
Participant AL	Female	20	English	No	English, Spanish	14	monthly	weekly
Participant AN	Female	21	English	No	English	8	monthly	weekly

Note: The letters of the participants (i.e. Participant M, Participant D, etc) are the first letter of each participant's name. Full names will not be used in the present study.

4.3 Program Features

4.3.1 Experiential Learning at Knox College

All students who attend Knox College in Illinois must complete an Experiential Learning credit in order to receive their degree. Experiential Learning refers to experience outside of the traditional classroom which contributes to the professional and personal growth of the student. This credit can be completed via an internship, community service, a teaching assistantship, independent research, or off campus study in or outside of the U.S. Participation

in the Knox College Program in Barcelona, established in 1968 in agreement with the Department of Spanish Philology at the University of Barcelona, is one of the ways in which students can fulfill this requirement. All students who are accepted to participate in the program are given the option to study abroad for one trimester, two trimesters, or the full academic year.

4.3.2 Pre-departure preparation

Before departure to Barcelona, all program participants attended an informational pre-departure orientation session hosted by the Global Studies Department on the at-home Knox College campus. This orientation session provided students with information regarding basic program structure, health and safety information, what to pack, and student visa information if necessary. The students were also sent a Pre-departure Guide (updated annually) by the program director with information containing a basic history of Catalan and Spanish culture, basic Catalan vocabulary, Spanish academic life versus U.S. academic life, living with a Spanish host family, entertainment, safety issues, the on-site orientation in Barcelona, and more (see Figure 2 below for the Pre-departure Guide's Table of Contents). The students were also required to send the program director their host family preferences from a list of informational host family profiles provided to the students by the program director. The informational host family profiles contained information including the host family's general interests as well as evaluations from prior students. The students were also required to complete and send the program director a housing questionnaire, flight information, passport information, and a letter written in Spanish for their host family.

Figure 2: Pre-departure Guide - Table of Contents

4.3.3 The Program Director & On-site Orientation

Upon arrival to Barcelona, all students were individually picked up from the airport by the onsite program director, the researcher of this study, an L1 English and highly proficient L2 Spanish speaker who lives permanently in Barcelona. The students were then taken to a hotel in the city center for a three-day cultural and academic orientation. The program director typically spoke in Spanish with the students throughout the length of the program with the exception of emergency situations. The program director also organized all academic and

cultural components of the program, served as the primary touchstone for issues regarding living accommodations, and held regular office hours at the University of Barcelona Knox College Office. The three day on-site orientation consisted of walking tours throughout the city, a tour of the University of Barcelona, group meals of both lunch and dinner at local restaurants, an introduction to the use of public transport, as well as a series of lectures regarding healthy and safety, living with a host family, academia at the UB, and personal goals while abroad. On the final morning of orientation, following the lecture on living accommodations, students were individually picked up by their host families from the hotel. All host families were given a stipend of ten euros to return to their homes with the students by taxi. All host families were asked to show their student how to arrive to the university by public transport from their apartment.

4.3.4 Academia and the University of Barcelona

The Knox College Program in Barcelona offers a group of courses designed for Knox students and offered by Spanish professors from the University of Barcelona in the Department of Spanish Philology. All students enrolled in either three or four of the following courses offered: *Novela Española Contemporánea, La Democracia en España, Historia: Orígenes de la Peninsula Ibérica,* and *Lengua Española: Teoría y Uso.* The final course listed was an obligatory form focused course. These courses resulted in roughly 9-12 hours of class per week. Apart from their classes and coursework, students participated in excursions to historical and cultural sites, academic pronunciation focused language workshops led by University of Barcelona professors, and cultural lectures led by L1 Catalan or Spanish professionals in their given fields of study. Students who were originally planning on staying for both the winter and spring trimesters were also given the option to take one course with the Universitat de Barcelona to further integrate with Spanish students.

4.3.5 Living Accommodations

The Knox College Program in Barcelona does not provide the students with the option to live in an apartment with other university level students. All program participants must live with a program approved host family. All program host families are L1 Spanish or Catalan speakers and are provided with a list of accommodation norms that they must comply with in order to host Knox College students. Two of the most important guidelines require that the host families speak only Spanish with the students, and that no other L1 English speaking students may live in the apartment while the Knox student stays with the host family. The Knox College Program administrators hire host families who are interested in establishing a strong relationship with the student and emphasize the importance of quality time. The ultimate goal is to match students and host families who will hopefully create a familial quality bond.

4.4 Data Collection

The sections below describe the materials and the procedures through which the data was collected. To participate in the study, all participants signed a consent form to declare that they had been informed that any personal data provided would be stored in the archives of *Projectes de recerca, desenvolupament i innovació* at the Pompeu Fabra University and that it abided to the requisites established by its ethics unit. Signing the consent form also signified each participant's authorization for the Pompeu Fabra University to reproduce and publish the gathered data for educational and research purposes

4.4.1 Materials and Instruments

As mentioned above, the data collection involved 3 monthly semi-structured interviews, completion of the Language Contact Profile (LCP), a linguistic background questionnaire, and weekly entries of a Language and Culture Diary. The set of three interviews were administered to measure the development of repair behavior, as well as to examine the personal goals of

each participant. The language and culture diaries, the LCP, and a linguistic background questionnaire were administered to measure both language contact in the SA context and individual differences of the participants including motivation, personal goals, and previous years of experience with the L2.

The semi-structured interviews, the LCP, the Language and Culture diaries, and the Linguistic Background questionnaire are explained in greater detail in the sections that follow.

Semi-Structured Interviews

In order to accurately analyze the development of repair behavior in a nine-week SA program, 3 monthly semi-structured interviews were conducted by the program director with each student individually in the target language, Spanish. The 3 interview sessions focused on the personal goals of the students during their time abroad, thus allowing the researcher to gather more information on student motivation. Semi-structured interviewing, as referenced by Cohen & Manion (1994) and Nunan (1992), has been considered the preferred option for researchers who wish to analyze and interpret participant responses (cited in Adamson, 2006). The proverbial beauty of the semi-structured interview is that while it maintains a general structure regarding topic, its overall nature is open ended, allowing both the researcher and the participant a certain amount of flexibility (Cohen & Manion, 1994; Nunan, 1994). Previous research has shown that task complexity in semi-structured interviews has an impact on performance, especially in oral speech production; most specifically fluency and accuracy. (Foster & Skehan 1996; Foster & Tavakoli 2009; Valls-Ferr & Mora, 2014). The simplistic nature of the interview topic, personal study abroad goals, resulted in semi-spontaneous speech from the participants, thus creating an ideal environment to analyze repair behavior. Interviews also allow the researcher to examine affective factors that might affect the repair behavior. Such affective factors might include anxiety, self-confidence, learning strategies, motivation,

and attitudes toward the target language (Valls-Ferr & Mora, 2014). The interviews were recorded using the program director's Samsung recording device built into their phone.

The Language Contact Profile (LCP)

The LCP, adopted from the SALA project (Pérez-Vidal, 2014, pp. 17-59), in turn an adaptation of the LCP developed in Collentine & Freed (2004) and found in the IRIS data base (see Appendix A), was one of the instruments used to measure each participant's amount of L2 contact outside of the classroom as well as motivation and degree of satisfaction. Study abroad researchers have dedicated a substantial amount of work to designing and utilizing instruments that closely and accurately document student activity abroad (Freed, Dewey, Segalowitz and Halter, 2004), and the data from the LCP, originally created by Freed (2004), provides a window for researchers to examine the extent to which students make the most of the opportunities available to them in a SA context. Furthermore, learners engaging in higher quality interactions with native speakers are assumedly in a more facilitated environment to learn, thus able to develop effective communicative strategies and take advantage of the important interactional component of the SA experience, as has been discussed above. (Pérez-Vidal, 2014).

The LCP used in the present study contained 21 items in reference to the different aspects of the study abroad program grouped into 10 more general categories 1) place of study, 2) formal instruction while abroad, 3) accommodation, 4) work experience abroad, 5) relationships, 6) self-observations, 7) degree of difficulty/stress, 8) perceived Spanish language improvement, 9) growth and change of self, and 10) overall program satisfaction. The LCP could be completed either on a computer with Microsoft Word installed, or on paper.

Language and Culture Diaries

The Language and Culture Diaries, like the LCP, were another instrument used to measure each participant's amount of L2 contact outside of the classroom as well as participant motivation and overall degree of satisfaction. An essential aspect for assessment of L2 contact and motivation are tasks that can help identify environments, activities, and sociocultural views that facilitate L2 language acquisition (Isabelli, 2006), and one such task to identify said contexts is the application of introspective participant diaries (Isabelli, 2006). Originally designed by the University of Lancaster in 1988, language diaries have been used as a form of writing practice, but also provide students with the opportunity to self-reflect. As mentioned above, in reference to the motivation for semi-structured interviews, diaries might also provide further insight on affective factors and individual language contact. Linguistic gains in the SA context differ from student to student (Kinginger, 2008), thus inspiring the need for mixed methodologies in SA research. The diaries, like the interviews, and the LCP, provide different ways to examine how affective factors could affect SLA in SA contexts. From February 17th- to March 22nd, students were asked to write and turn in weekly language diary entries, using the template created by Pérez-Vidal (2014, pp. 74-84 (see Appendix B) as a framework for their entries. Due to the circumstances created by the novel coronavirus COVID-19, the data collected culminated in three weeks of diary entries versus four. The diary entries could be completed either on a computer or on paper.

Linguistic Background Questionnaire

In order to examine years of experience with the L2, a linguistic background questionnaire adopted from Pérez-Vidal (2014, pp. 55-57) was administered to the students at the end of the nine weeks abroad (see Appendix C). The responses provided the researcher with a rough estimate of each student's prior knowledge of and experience with the Spanish language prior to their SA program in Barcelona.

The questionnaire consisted of 19 items that included questions regarding the participants' ages, country of birth, language experience, prior SA experiences, years of Spanish language formal instruction, and amount of Spanish language contact prior to SA in Barcelona. The questionnaire could be completed either on a computer with Microsoft Word installed, or on paper.

4.4.2 Procedure

The interviews, the diaries, the LCP, and the Linguistic Background Questionnaire were administered by the program director outside of the class time. The specific procedures applied for data collection are explained below.

Interviews

The individual interview sessions took place on January 22nd, 2020, February 19th, 2020, and March 12th, 2020. The program director created a sign-up sheet for the students to sign up for the time that best suited each of their schedules. The interviews, conducted in Spanish, occurred in a comfortable setting in the Knox in Barcelona program office, lasted 7-12 minutes, and were audio-recorded for later transcription. The students were asked before the interviews to think about at least three personal goals they had for themselves while studying abroad. The interviews primarily focused on the goals of the students, and occasionally deviated to other aspects of their study abroad experience including living with their host families, life with the other program students, and the interruption of COVID-19 to their program participation.

The Diary

The diary entries were turned in every Monday to the students' grammar instruction teacher for extra credit at the beginning of class. The original diary entries were given to the program director to make photocopies for data analysis and returned to the students every

subsequent Wednesday. The diary entries were turned in on February 24th, March 3rd, and March 10th. The final diary entry was sent to the program director by email on March 27th.

The LCP and Linguistic Background Questionnaire

The LCP and Linguistic Background Questionnaire was administered to the students by email at the end of their nine weeks abroad upon their return to the United States. Originally the questionnaires would have been administered in person outside of class time, but due to COVID-19 forcing an early return to the United States, the questionnaires were administered by email.

4.5 Analysis

Initial Proficiency Analysis

The first set of recorded interviews held on January 22nd were listened to by both the researcher and an experienced Spanish language translator. An oral proficiency rubric adopted from WIDA (2017) was used by the raters in order to carry out a wholistic appraisal of oral proficiency of the 7 non-heritage participants (see Appendix D). The interpretive rubric measures oral proficiency on a scale of 1 to 6; 1 being the lowest proficiency level and 6 being the highest. The rubric asks the rater to consider discourse level, linguistic complexity, sentence level, language forms, word level, and vocabulary use. An inter-rater correlation of .85 was obtained. The raters also listened to the three sessions of interviews (T1, T2, and T3) of a randomly selected participant to analyze and rate oral proficiency development. An inter-rater correlation of 1.00 was obtained. Based on the results of the raters, and in order to answer the second research question of this study, the 7 non-heritage participants were divided into two groups. Table 2 displays the basic descriptive statistics of the initial proficiency results. The groups are categorized as LOW and HIGH initial proficiency. The low proficiency group

is made up of 4 participants and the high proficiency group contains the remaining 3 participants.

Table 2: Descriptive Statistics of Initial Proficiency

Proficiency	N	Mean	Median	SD	Minimum	Maximum
Low	4	2	2	0,6291	1	2,5
High	3	4	4	0,2887	4	4,5

Repair Analysis

As mentioned, the present study adopted the hierarchy of repair strategies created by Smartt and Scudder (2004). Table 3 below provides a succinct description of each of the repair strategies as well as an example of each taken from the recorded and transcribed interview data of the present study. Appendix E provides a selected transcription of the recorded interviews. Student repairs were identified and categorized according to the six repair types identified by the previous authors, primarily by listening to the recorded interviews, and also while simultaneously listening to and reading the transcribed data. The researcher found that simply reading the transcription without listening to the recording simultaneously did not provide sufficient information to fully understand whether the participant was using a repair strategy or not.

Furthermore, an experienced Spanish language translator, after training with the researcher, was provided with the recorded interview data and transcriptions of a randomly selected participant to ensure reliability of the data coding and analysis of repair categorization. An inter-rater correlation of 1.00 was obtained.

Table 3: Types and examples of repair strategies from the corpus

Repair Strategy	Description	Example
Language Switch (LS)	The most basic category. Sometimes involves direct translation in the L2, but is usually a switch from the L2 to the L1 in a given utterance.	**Participant AK:** *"porque nuestro equipo de frisbee ya está en **season**? No sé." (T1 2:52)* **Participant N:** *"Todos días yo caminar **like uh like the yeah** no hay un día que no um está en mi casa (T1 1:38)"*
Appeal for Assistance (AA)	A request for help or clarification to the interlocutor in either retrieving or confirming a word. In the present study AA is at times also categorized as LS. Example provided to the right.	**Participant AH**: *"creo que es (.) **cómo se dice, adding**? (T1 4:15)* **Participant** AN: *"cómo tu sabes es difícil **(.) infiltrar?** (T1 6:20)*
Word Form Search (WFS)	An example of when the speaker indicates uncertainty via hesitation, pausing, or the use of falling intonation and is clearly searching for a more suitable lexical form without seeking an appeal for assistance. In the present study, repairs of lexical pronunciation fall into this category.	**Participant P**: *"ellos **um (1.2) ap apoy apa apoyora apa ^apoyaran**^"* ***Participant AL**: "También quiero **(2.0)** uh ^inscribir en una clase"*
Circumlocution (CIR)	A clear paraphrase. The speaker explains or describes the word they are unable to lexically retrieve. The speaker uses the knowledge they have to work through the difficulty.	***Participant AL**: "que no es tan realista pero más con como añado sentimientos (T2 7:07 describing their art)* ***Participant L:** "tengo un cuaderno y mmm (2.0**) papel de um dibujando?"** *(T2 6:07, describing sketch pad)* ***Participant P**: "y esta semana Tarragona y Granada um Granada es um **luego luego"** (T2 12:02 describing a trip later on in the term)*
Utterance Expansion (UE)	UE is an example of a syntactic repair, moving beyond the lexical to a more complex syntactic change. The speaker repeats an utterance or part of an utterance without hesitation with the corrected syntactic form. In the present study these include corrections of conjugated verb forms, gender agreement, number, in addition to repeats of an utterance with more descriptive lexical information for the interlocutor. Examples provided to the right.	**Participant AN:** *"la la el viaje" (T3 1:20)* **Participant AK**: *"también nos vale la pena, nos vale el riesgo" (T3 2:40)* **Participant P**: *"también he pensan-pensado" (T3 6:13)*
Global Revision (GR)	Considered the most difficult repair as it involves an adjustment in semantic meaning. Smartt & Scudder (2004) point out that Dubois (1974) noticed that global revisions were preceded with "I mean" or a false start.	**Heritage Speaker M:** *"y también [hablar] enfrente a una persona **que Monica es-o sea-conocen el idioma y todo eso**" (T3 5:17)* **Heritage Speaker D:** *"no más queríamos explorar más **antes-o yo quería explorar más"** (T3 6:01)*

Notation Symbols
(.) Brief pause of less than (0.2)
(1.2) Timed pause
^ v marked rising and falling shifts in intonation

Total number of repairs were then counted per participant and a ratio was drawn of repairs/minute as well as a periodical distribution of repairs (see Appendix F for totals). In order to calculate the periodical distribution of repairs, the length of the interview was divided by the number of repairs realized during the interview session. Finally, as relevance of quantity is only related to type of repair in the present study, a ratio was drawn per participant per type of repair/minute and a periodical distribution of repairs per type. From the results obtained of type of repair/minute, the researcher then calculated percentage gained per type. In order to do this, T2 repairs/minute were subtracted from T1 repairs/minute (T2-T1) and a percentage of gain (or loss) in relation to T1 was calculated. This is a well-established calculation which offers an understanding of the percentage of gain in a given period. Similarly, the T3 repairs/minute were subtracted from the T2 repairs/minute (T3-T2) and a percentage of gain (or loss) was calculated in relation to T2.

5 Results

In order to address the first research question of the present study, namely, if there is development of repair strategy use in a short nine-week SA program, all participants' percentage gain repair data was calculated (see Appendix F for percentage gain totals). Table 4 displays the overall gain, loss, or maintenance of repair strategy use of each of the nine participants. The participants are organized according to group: heritage speakers, low initial proficiency, and high initial proficiency.

As Table 4 displays, the development of the use of the two most primitive strategies, LS and AA are divided, with 4 participants increasing their use, and 5 participants decreasing, or simply never using LS and AA. However, the use of WFS, the third most primitive strategy, increased among 6 of the 9 participants. Looking toward the more advanced strategies of CIR, UE, and GR, while the results are divided with the use of CIR (3 participants decreased, 3

increased, and 3 never used it), 8 of the 9 participants increased their use of UE, and while most students did not use GR at any point, 2 of the 3 initial high proficiency students increased their GR use.

Table 4: Overall repair strategy development

	Participants	LS	AA	WFS	CIR	UE	GR
Heritage	Participant M	+	+	+	x	+	-
	Participant D	-	+	+	-	-	+
Low	Participant L	+	+	-	+	+	x
	Participant N	-	-	+	+	+	x
	Participant P	-	-	-	-	+	x
	Participant AH	+	+	-	x	+	x
High	Participant AK	+	-	+	-	+	+
	Participant AL	-	x	+	x	+	x
	Participant AN	-	-	+	+	+	+

Notation symbols: + = gain; - = loss; x = maintenance/no use

In order to address the second research question of the present study, namely, whether development occurs in the first half or the second half of a short nine-week SA program, and if progress in that respect is different for low level versus high level initial oral proficiency students, similar to Table 4, all participants' percentage gain repair data was calculated. Firstly, Table 5 displays the gain, loss, or maintenance of repair strategy use of each of the nine participants in the first half (H1) and the second half (H2) of the short nine-week SA sojourn. The participants are organized according to group: heritage speakers, low initial proficiency, and high initial proficiency. Following that, individual analyses are presented below for percentage gain from T1-T2 and T2-T3 for each individual in turn.

As Table 5 displays, there does not appear to be a difference in development between H1 and H2 regarding the use of the two most primitive strategies of LS and AA. However, the use of WFS, the third most primitive strategy, increased more during H2. Looking toward the more advanced strategies of CIR, UE, and GR, there does not appear to be a difference in development between H1 and H2 regarding the use of CIR and UE. However, the participants who increased their use of GR did so during the second half of the SA program. It is important

to mention that the participants who increased their use of GR were high initial proficiency speakers.

Table 5: Repair strategy development H1 and H2

	LS		AA		WFS		CIR		UE		GR	
Participants	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2
Participant M	+	+	+	+	+	-	+	-	+	+	-	+
Participant D	-	-	-	+	-	+	-	=	-	+	+	+
Participant L	-	+	+	-	-	-	+	+	+	-	=	=
Participant N	+	-	-	-	+	+	+	+	+	+	=	=
Participant P	+	-	+	=	-	+	-	-	+	+	=	=
Participant AH	+	+	+	+	-	+	=	=	+	+	=	=
Participant AK	-	+	-	+	+	+	-	=	+	+	=	+
Participant AL	-	-	=	=	+	+	+	-	+	+	=	=
Participant AN	-	+	-	-	+	+	=	+	+	+	-	+

However, while Tables 4 and 5 provide an overall understanding of the present study's analyses, the specific analyses on repair development per participant are broken down into great detail below. As mentioned above, each of the participants were categorized into one of three groups: heritage speakers, low proficiency, or high proficiency; the results of each participant's repair strategy development are presented in this section.

5.1 Heritage Speakers: Participants (M,D)

Participant M

Participant M is a heritage speaker and is therefore excluded from the two initial proficiency groups.

Repairs

LS: The percentage of gain results shown in Figure 3 reveal a 5.6% increase from T1 to T2 and a 76% increase from T2 to T3. Figure 4 displays the participant's repairs per minute. T1 indicated .3 repairs per minute (henceforth RPM) T2 .317 RPM, and T3 .559 RPM, suggesting that Participant M increased their use of LS.

AA: The percentage of gains results shown in Figure 3 reveal a 40.6% increase from T1 to T2 and a 32% increase from T2 toT3. Figure 4 displays the participant's repairs per minute T1 indicated .15 RPM. T2 .211 RPM, and T3 .279 RPM, suggesting that Participant M increased their use of AA.

WFS: The percentage of gains results shown in Figure 3 reveal a 745% increase from T1 to T2 and a 56% decrease from T2 to T3. Figure 4 displays the participant's repairs per minute. T1 indicated .075 RPM (1 WFS strategy every 13 minutes and 30 seconds), T2 .634 RPM), and T3 indicated .279 RPM, suggesting no obvious pattern to Participant M's WFS strategy use, though they did increase overall.

CIR: The percentage of gains results shown in Figure 3 reveal a 10.60% increase from T1 to T2 and a 100% decrease from T2 to T3. Figure 4 displays the participant's repairs per minute. T1 indicates no CIR use, T2 .106 CIR RPM, and T3 no CIR use, suggesting no obvious pattern to Participant M's CIR use.

UE: The percentage of gains results shown in Figure 3 reveal a 1.15% increase from T1 to T2 and a 32% increase from T2 to T3. Figure 4 displays the participant's repairs per minute. T1 indicates .523 UE RPM, T2 .529, and T3 .628, suggesting an overall increase in the use of UE.

GR: The percentage of gains results shown in Figure 3 reveal a 100% decrease from T1 to T2 and a 27.9% increase from T2 to T3. Figure 4 displays the participant's repairs per minute. T1 indicated .3 GR RPM, T2 0 RPM, and T3 .279 RPM, indicating an overall decrease in the use of GR.

The results of Participant M indicate a consistent increase of the use of LS, AA and UE.

Contact

In reference to language contact, from the data gathered from the language diaries, LCP, and interviews, Participant M had a high degree of language contact while abroad. This

was accomplished by joining a volleyball team, by having a very positive relationship with their host family, and by making friends with locals while in Barcelona. Participant M's stress and anxiety levels were very low in the SA context, as transpires from diary entries.

Table 6: Participant M repairs/minute and periodical distribution

	LS		AA		WFS		CIR		UE		GR	
Participant M	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.
T1	0,3	3,33	0,15	6,65	0,075	13,3	0	0	0,523	1,9	0,3	3,33
T2	0,317	3,15	0,211	4,73	0,634	1,58	0,106	9,46	0,529	1,89	0	0
T3	0,559	1,79	0,279	3,58	0,279	3,58	0	0	0,698	1,43	0,279	3,58

Figure 3: Participant M gains

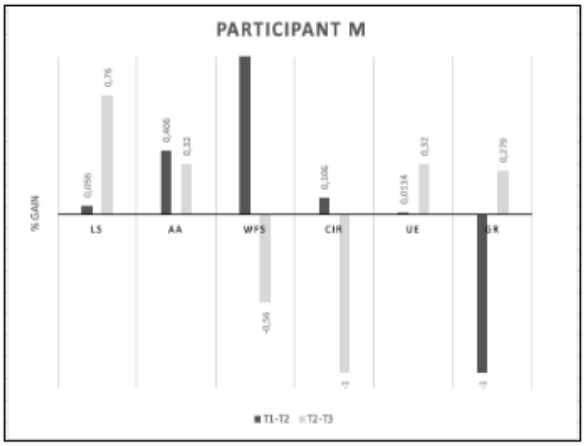
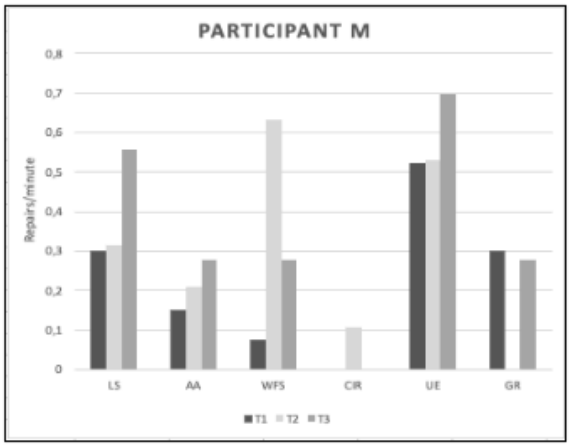


Figure 4: Participant M repairs/minute



Participant D

Participant D is a heritage speaker and is therefore excluded from the two initial proficiency groups.

Repair

LS: The percentage of gains results shown in Figure 5 reveal a 29% decrease from T1 to T2 and 5,77% decrease from T2 toT3. Figure 6 displays the participant's repairs per minute. T1 indicated 1.47 LS RPM, T2 1.04 RPM, and T3 .98 LS RPM, suggesting that Participant D decreased their overall use of LS.

AA: The percentage of gains results shown in Figure 5 reveal a 41% decrease from T1 to T2 and an 84.91% increase from T2 toT3. Figure 6 displays the participant's repairs per

minute. T1 indicated .27 AA RPM, T2 .159 RPM and T3 .294 RPM, suggesting no particular pattern in AA strategy use over time, though she did increase her use overall.

WFS: The percentage of gains results shown in Figure 5 reveal a 3.48% increase from T1 to T2 and an 85.24% increase from T2 to T3. Figure 6 displays the participant's repairs per minute. T1 indicated .66 RPM, T2 .637 RPM. and T3 indicated 1.18 WFS RPM, indicating an overall increase in the use of WFS over time.

CIR: The percentage of gains results shown in Figure 5 reveal a T1 to T2 100% decrease and T2 to T3 0% increase. Figure 6 displays the participant's repairs per minute. T1 indicated .4 CIR RPM, T2 and T3 indicated no CIR use, indicating a decrease in the use of CIR over time.

UE: The percentage of gains results shown in Figure 5 reveal a 70% decrease from T1 to T2 and a 23.27% increase from T2 to T3. Figure 6 displays the participant's repairs per minute.T1 .53 UE RPM, T2 .159 RPM, and T3 .196 RPM, indicating a dramatic decrease in the use of UE.

GR: The percentage of gains results shown in Figure 5 reveal an 8% increase from T1 to T2 T1-T2 and a 22.5% increase from T2 to T3. Figure 6 displays the participant's repairs per minute. T1 0 GR RPM , T2 .08 RPM, and T3 .098 RPM, indicating a slight increase in the use of GR repairs.

The results of Participant D indicate that there is no pattern in strategy use over time with the exception of a decrease in the use of LS and a slight increase in the use of GR repair.

Contact

In reference to language contact, from the data gathered from the language diaries, LCP, and interviews, Participant D had a moderate amount of language contact while abroad. Participant D mentioned that they rarely studied, and spent most of their time with other L1 English students. However, Participant D did join a rock-climbing gym and had a very positive relationship with their host family. Participant D's stress and anxiety levels were very low in the SA context.

Table 7: Participant D repairs/minute and periodical distribution

	LS		AA		WFS		CIR		UE		GR	
Participant D	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.
T1	1,47	0,681	0,27	3,75	0,66	1,5	0,4	2,5	0,53	1,86	0	0
T2	1,04	0,966	0,159	6,28	0,637	1,57	0	0	0,159	6,28	0,08	12,56
T3	0,98	1,02	0,294	3,4	1,18	0,85	0	0	0,196	5,1	0,098	10,2

Figure 5: Participant D Gains

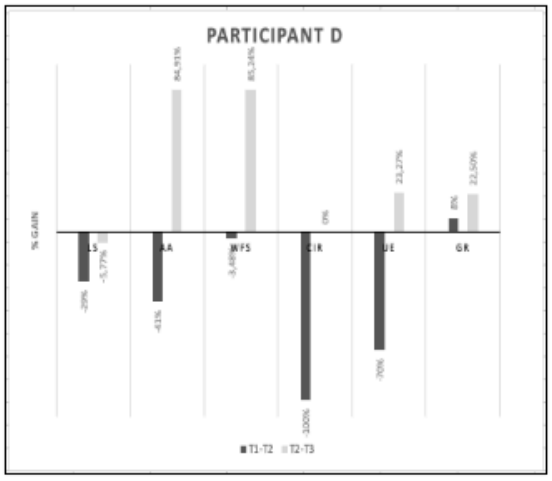
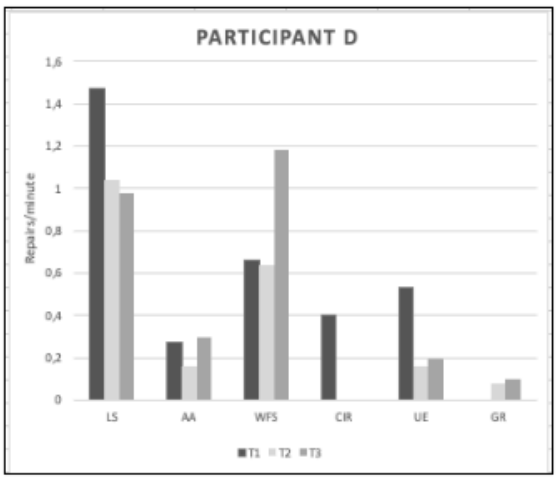


Figure 6: Participant D repairs/minute



5.2 Low Proficiency: Participants (L, N, P, AH)

Participant L

Participant L forms part of the low initial proficiency group and received a score of 2 on the WIDA oral proficiency rubric.

Repairs

LS: The percentage of gains results shown in Figure 7 reveal a 6.94% decrease from T1 to T2 and a 59.21% increase from T2 to T3. Figure 8 displays the participant's repairs per minute. T1 indicated .245 LS RPM, T2 .228 LS RPM, and T3 .363 LS RPM, suggesting that Participant L's LS strategy use showed no particular pattern, decreasing from T1 to T2 and increasing from T2 to T3.

AA: The percentage of gains results shown in Figure 7 reveal a 132% increase from T1 to T2 and 28.42% decrease from T2 to T3. Figure 8 displays the participant's repairs per minute. T1 indicated .164 AA RPM, T2 .38 RPM, and T3 .272 RPM, suggesting that Participant L's AA increased overall.

WFS: The percentage of gains results shown in Figure 7 reveal a 17.31% decrease from T1 to T2 and a 9.30% decrease from T2 to T3. Figure 8 displays the participant's repairs per minute. T1 indicated 1.56 WFS RPM, T2 1.29 RPM, and T3 1.17 WFS RPM. Figures 7 and 8 reveal that Participant L's WFS repair strategy use slightly decreased over the course of the nine-week program.

CIR: The percentage of gains results shown in Figure 7 reveal a 15.20% increase from T1-T2, and 19.08% increase from T1 to T3 Figure 8 displays the participant's repairs per minute. T1 indicated 0 CIR RPM, T2 indicated .152 RPM and T3 indicated .181 RPM, indicating the Participant L slightly increased their use of CIR over the course of the nine-week SA program, though sparingly.

UE: The percentage of gains results shown in Figure 7 reveal a 177% increase between T1-T2 and 47% decrease from T2 to T3. Figure 8 displays the participant's repairs per minute T1 indicated .247 UE RPM, T2 .684 UE RPM and T3 .363 UE RPM, indicating no pattern in their use of UE.

GR: Participant L never used the GR repair.

The results of Participant L indicate an overall increase in the use of LS, AA, and UE, a consistent increase in the use of UE, and a consistent decrease in the use of GR.

Contact

In reference to language contact, from the data gathered from the language diaries, LCP, and interviews, Participant L had a very limited amount of language contact while abroad. Participant L mentioned that in order to improve their Spanish, they worked on their homework for class, and tried to meet people via dating applications, but they also indicated that they did not spend very much time with their host family or friends, did not make a great effort to meet new people, and often felt lonely, frustrated, and nervous during their time abroad. Participant L's stress and anxiety levels were quite high in the SA context.

Table 8: Participant L repairs/minute and periodical distribution

	LS		AA		WFS		CIR		UE		GR	
Participant L	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.
T1	0,245	4,05	0,164	6,08	1,56	0,64	0	0	0,247	4,05	0	0
T2	0,228	4,38	0,38	2,63	1,29	0,77	0,152	6,56	0,684	1,46	0	0
T3	0,363	2,76	0,272	3,68	1,17	0,848	0,181	5,15	0,363	2,76	0	0

Figure 7: Participant L gains

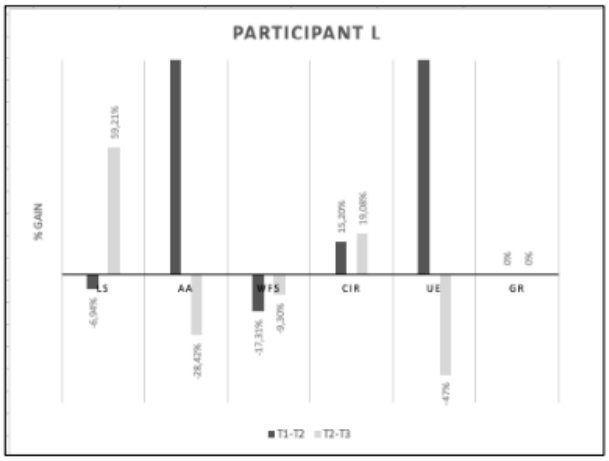
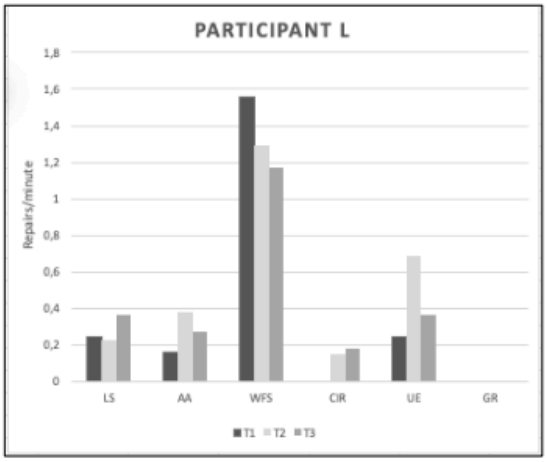


Figure 8: Participant L repairs/minute



Participant N

Participant N forms part of the low initial proficiency group and received a score of 1 on the WIDA oral proficiency rubric.

Repairs

LS: The percentage of gains results shown in Figure 9 reveal an 8.20% increase from T1 to T2 and 56.18% decrease from T2 to T3. Figure 10 displays the participant's repairs per minute. T1 indicated 3.49 LS RPM, T2 3.56 LS RPM, and T3 1.56 LS RPM, suggesting that Participant N's LS strategy use increased slightly between T1 and T2 and decreased considerably between T2 and T3.

AA: The percentage of gains results shown in Figure 9 reveal a 32.50% decrease from T1 to T2 and 100% decrease from T2 to T3. Figure 10 displays the participant's repairs per minute T1 indicated .24 AA RPM., T2 .162 RPM, and T3 0 RPM, suggesting that Participant N's AA strategy use consistently decreased over the course of the nine-week SA program.

WFS: The percentage of gains results shown in Figure 9 reveal a 59.82% increase from T1 to T2 and a 65.36% increase from T2 to T3. Figure 8 displays the participant's repairs per minute. T1 indicated 1.12 WFS RPM, T2 1.79 RPM, and T3 2.96 WFS RPM, suggesting that Participant N's WFS strategy use consistently increased over the course of the nine-week SA program.

CIR: The percentage of gains results shown in Figure 9 reveal a 100% decrease from T1-T2, and 46.8% increase from T2 to T3. Figure 10 displays the participant's repairs per minute. T1 indicated .08 CIR RPM, T2 0 RPM, and T3 .468 RPM, suggesting that Participant N's CIR strategy use decreased between T1 and T2 and increased between T2 and T3.

UE: The percentage of gains results shown in Figure 9 reveal a 102.5% increase between T1-T2 and 188.9% increase from T2 to T3. Figure 10 displays the participant's repairs per minute. T1 indicated .08 UE RPM, T2 .162 UE RPM and T3 .468 UE RPM, suggesting that

Participant N's WFS strategy use consistently increased over the course of the nine-week SA program.

GR: Participant N never used the GR repair.

The results of Participant N indicate an overall decrease of the use of LS and AA, an overall increase in the use of CIR, and a consistent increase in the use of WFS and UE.

Contact

In reference to language contact, from the data gathered from the language diaries, LCP, and interviews, Participant N had a high degree of language contact while abroad. This was accomplished via a very positive relationship with their host family, and by forming close relationships with Spanish speaking Erasmus students while in Barcelona. Participant N's stress and anxiety levels were very low in the SA context.

Table 9: Participant N repairs/minute and periodical distribution

	LS		AA		WFS		CIR		UE		GR	
Participant N	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.
T1	3,29	0,304	0,24	4,16	1,12	0,891	0,08	12,48	0,08	12,48	0	0
T2	3,56	0,281	0,162	6	1,79	0,562	0	0	0,162	6	0	0
T3	1,56	0,641	0	0	2,96	0,337	0,468	2,14	0,468	2,14	0	0

Figure 9: Participant N gains

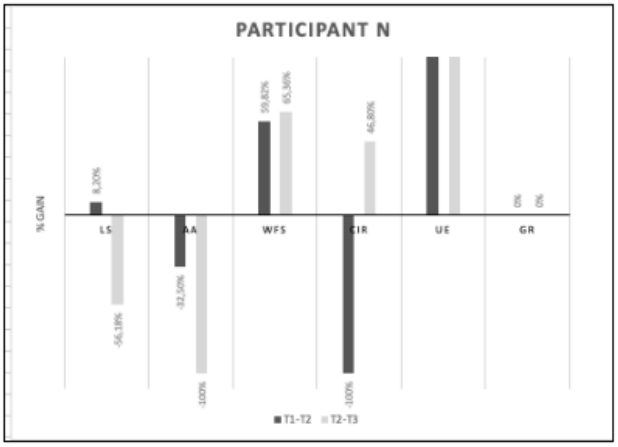
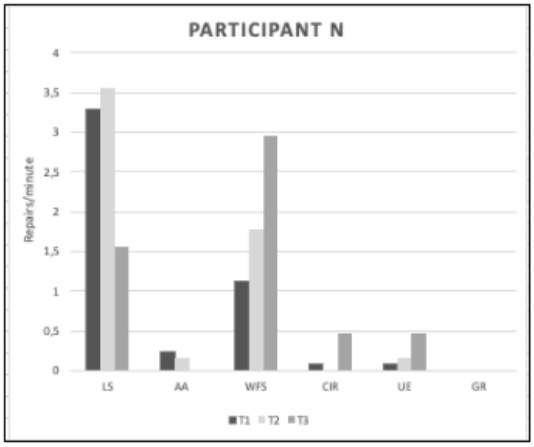


Figure 10: Participant N repairs/minute



Participant P

Participant P forms part of the low initial proficiency group and received a score of 2 on the WIDA oral proficiency rubric. Participant P is also a non-L1 English speaker.

Repairs

LS: The percentage of gains results shown in Figure 11 reveal a 4.41% increase from T1 to T2 and 37.67% decrease from T2 to T3. Figure 12 displays the participant's repairs per minute. T1 indicated .567 LS RPM, T2 .592 LS RPM, and T3 .369 LS RPM, suggesting that Participant P's LS strategy use increased slightly between T1 and T2 and decreased considerably between T2 and T3.

AA: The percentage of gains results shown in Figure 11 reveal a 100% from T1 to T2 and 100% decrease from T2-T3. Figure 12 displays the participant's repairs per minute. T1 indicated .567 AA RPM., T2 0 RPM, and T3 0 RPM, suggesting that Participant P's AA strategy use consistently decreased over the course of the nine-week SA program.

WFS: The percentage of gains results shown in Figure 11 reveal a 40.33% increase from T1 to T2 and a 13.58% decrease from T2 to T3. Figure 12 displays the participant's repairs per minute. T1 indicated 2.03 WFS RPM, T2 .962 RPM, and T3 1.35 WFS RPM, suggesting that Participant P's WFS strategy use decreased over the course of the nine-week SA program, though not consistently.

CIR: The percentage of gains results shown in Figure 11 reveal a 13.58% decrease from T1-T2, and 100% decrease from T2 to T3. Figure 12 displays the participant's repairs per minute T1 indicated .081 CIR RPM, T2 .07 RPM, and T3 0 RPM, suggesting that Participant P's CIR strategy use consistently decreased over the course of the nine-week SA program.

UE: The percentage of gains results shown in Figure 11 reveal a 37.4% increase between T1-T2 and 23.87% increase from T2 to T3. Figure 12 displays the participant's repairs per minute. T1 indicated .648 UE RPM, T2 .888 UE RPM and T3 1.1 UE RPM, suggesting that

Participant P's UE strategy use consistently increased over the course of the nine-week SA program.

GR: Participant P never used the GR repair.

The results of Participant P indicate an overall decrease of the use of LS, AA, WFS, and CIR, and a consistent increase in the use of UE.

Contact

In reference to language contact, from the data gathered from the language diaries, LCP, and interviews, Participant P had a moderate amount of language contact while abroad. This was accomplished via a very positive relationship with their host family, by traveling frequently throughout Spain and Cataluña, and by frequently watching the television show Naruto in Spanish. Participant NPs stress and anxiety levels were very low in the SA context.

Table 10: Participant P repairs/minute and periodical distribution

	LS		AA		WFS		CIR		UE		GR	
Participant P	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.
T1	0,567	1,76	0,567	1,76	2,03	0,494	0,081	12,34	0,648	1,54	0	0
T2	0,592	1,69	0	0	0,962	1,04	0,07	13,52	0,888	1	0	0
T3	0,369	2,71	0	0	1,35	0,738	0	0	1,1	0,902	0	0

Figure 11: Participant P gains

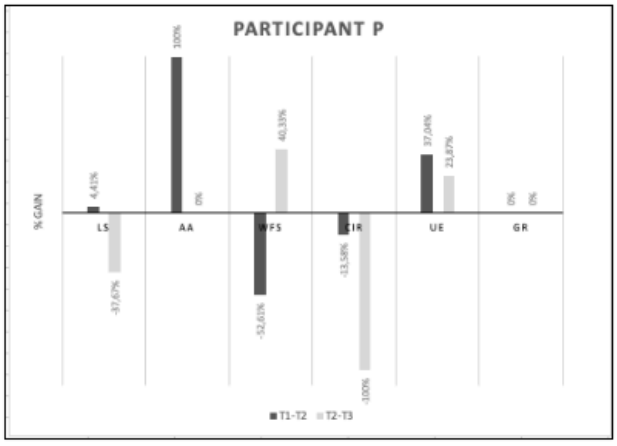
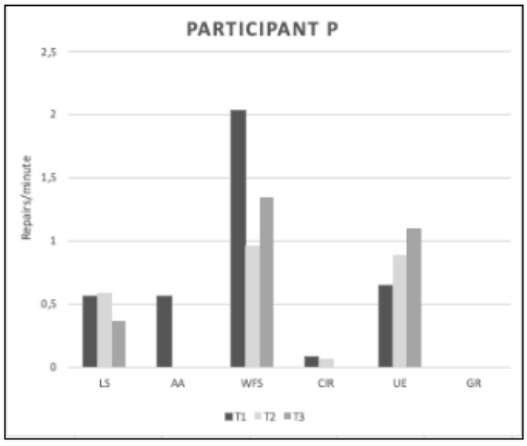


Figure 12: Participant P repairs/minute



Participant AH

Participant AH forms part of the low initial proficiency group and received a score of 2.5 on the WIDA oral proficiency rubric. Participant AH is also a non-L1 English speaker.

Repairs

LS: The percentage of gains results shown in Figure 13 reveal a 5,48% increase from T1 to T2 and 32% increase from T2 to T3. Figure 14 displays the participant's repairs per minute. T1 indicated .529 LS RPM, T2 .558 LS RPM, and T3 .739 LS RPM, suggesting that Participant AH's LS strategy use consistently increased over the course of the nine-week SA program.

AA: The percentage of gains results shown in Figure 13 reveal a 7.45% increase from T1 to T2 and 76.79 % increase from T2 to T3. Figure 14 displays the participant's repairs per minute. T1 indicated .389 AA RPM., T2 .418 RPM, and T3 .739 RPM, suggesting that Participant AH's AA strategy use consistently increased over the course of the nine-week SA program.

WFS: The percentage of gains results shown in Figure 13 reveal a 49.95% decrease from T1 to T2 and a 70% increase from T2 to T3. Figure 14 displays the participant's repairs per minute. T1 indicated 1.95 WFS RPM, T2 .976 RPM, and T3 1.66 WFS RPM, suggesting that Participant AH's WFS strategy use decreased over the course of the nine-week SA program, though not consistently.

CIR: Participant AH never used the CIR repair.

UE: The percentage of gains results shown in Figure 13 reveal an 88.08% increase between T1-T2 and 127% increase from T2 to T3. Figure 14 displays the participant's repairs per minute. T1 indicated .26 UE RPM, T2 .489 UE RPM and T3 1.11 UE RPM, suggesting that Participant AH's UE strategy use consistently increased over the course of the nine-week SA program.

GR: Participant AH never used the GR repair.

The results of Participant AH indicate a consistent increase of the use of LS, AA, and UE and an overall decrease of the use of UE.

Contact

In reference to language contact, from the data gathered from the language diaries, LCP, and interviews, Participant AH had a limited amount of language contact while abroad. While Participant AH traveled frequently throughout Spain, and frequently listened to Spanish music, they also indicated that they did not spend very much time with their host family or friends, did not make a specific effort to meet new people or native speakers, and often felt lonely during their time abroad.

Table 11: Participant AH repairs/minute and periodical distribution

	LS		AA		WFS		CIR		UE		GR	
Participant AH	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.
T1	0,529	1,93	0,389	2,57	1,95	0,514	0	0	0,26	3,86	0	0
T2	0,558	1,8	0,418	2,39	0,976	1,02	0	0	0,489	2,05	0	0
T3	0,739	1,35	0,739	1,35	1,66	0,902	0	0	1,11	0,901	0	0

Figure 13: Participant AH gains

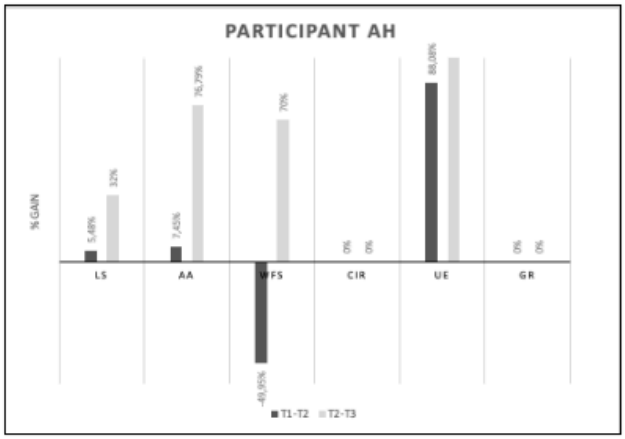
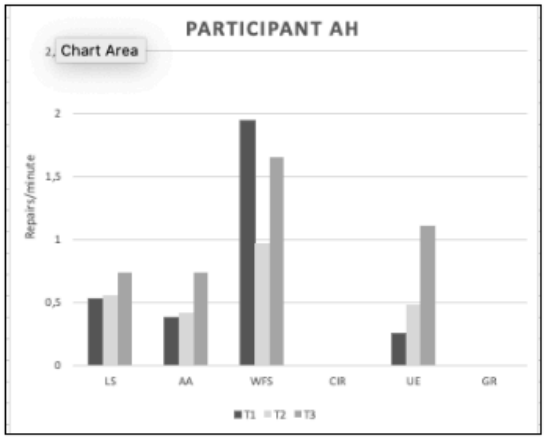


Figure 14: Participant AH repairs/minute



5.3 High Proficiency: Participants (AK, AL, AN)

Participant AK

Participant AK forms part of the high initial proficiency group and received a score of 4 on the WIDA oral proficiency rubric.

Repairs

LS: The percentage of gains results shown in Figure 15 reveal a 5.77% decrease from T1 to T2 and 55.19% increase from T2 to T3. Figure 16 displays the participant's repairs per minute. T1 indicated .45 LS RPM, T2 .424 LS RPM, and T3 .658 LS RPM, suggesting that Participant AK's LS strategy use decreased slightly between T1 and T2 and increased between T2 and T3.

AA: The percentage of gains results shown in Figure 15 reveal a 100% decrease from T1 to T2 and 21.9% increase from T2 to T3. Figure 16 displays the participant's repairs per minute T1 indicated .27 AA RPM., T2 0 RPM, and T3 .219 RPM, suggesting that Participant AK's AA strategy use decreased considerably between T1 and T2 and increased between T2 and T3.

WFS: The percentage of gains results shown in Figure 15 reveal a 17.91% increase from T1 to T2 and a 3.77% increase from T2 to T3. Figure 16 displays the participant's repairs per minute. T1 indicated .899 WFS RPM, T2 1.06 RPM, and T3 1.1 WFS RPM, suggesting that Participant AK's WFS strategy use consistently increased over the course of the nine-week SA program.

CIR: The percentage of gains results shown in Figure 15 reveal a 100% decrease from T1-T2, and 0% increase from T2-T3. Figure 16 displays the participant's repairs per minute T1 indicated .09 CIR RPM, T2 0 RPM, and T3 0 RPM, suggesting that Participant AK's CIR strategy use consistently decreased over the course of the nine-week SA program.

UE: The percentage of gains results shown in Figure 15 reveal a 76.67% increase between T1 and T2 and 72.96% increase from T2 to T3. Figure 16 displays the participant's repairs per minute. T1 indicated .36 UE RPM, T2 .636 UE RPM and T3 1.1 UE RPM, suggesting that Participant AK's UE strategy use consistently increased over the course of the nine-week SA program.

GR: The percentage of gains results shown in Figure 15 reveal a 0% increase from T1 to T2 and an 11% increase from T2 to T3. Figure 16 displays the participant's repairs per minute. T1 indicated 0 GR RPM, T2 0 GR RPM, and T3 .11 GR RPM, suggesting that Participant AK's GR strategy use began to increase toward the end of the nine-week SA program.

The results of Participant AK indicate an overall decrease of the use of AA, and CIR, an overall increase of the use of LS and GR, and a consistent increase of the use of WFS and UE.

Contact

In reference to language contact, from the data gathered from the language diaries, LCP, and interviews, Participant AK had a high degree of language contact while abroad. This was accomplished via joining an ultimate frisbee team with local native speakers, having a very positive relationship with their host father, traveling frequently throughout Spain, and joining a volleyball team. Participant AK's stress and anxiety levels were very low in the SA context.

Table 12: Participant AK repairs/minute and periodical distribution

	LS		AA		WFS		CIR		UE		GR	
Participant AK	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.
T1	0,45	2,22	0,27	3,71	0,899	1,11	0,09	11,12	0,36	2,78	0	0
T2	0,424	2,36	0	0	1,06	0,943	0	0	0,636	1,57	0	0
T3	0,658	1,52	0,219	4,56	1,1	0,912	0	0	1,1	0,912	0,11	9,12

Figure 15: Participant AK gains

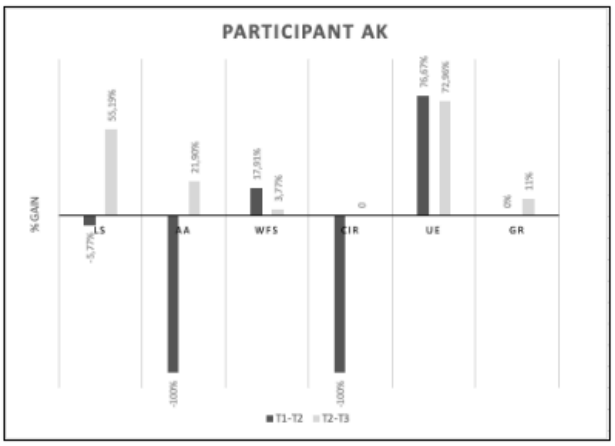
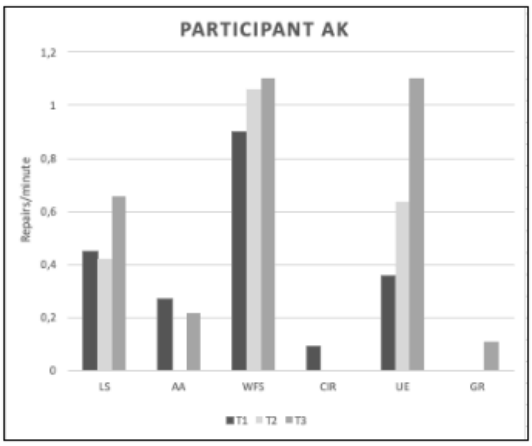


Figure 16: Participant AK repairs/minute



Participant AL

Participant AL forms part of the high initial proficiency group and received a score of 4 on the WIDA oral proficiency rubric.

Repairs

LS: The percentage of gains results shown in Figure 17 reveal a 54.19% decrease from T1 to T2 and a 46.19% decrease from T2 to T3. Figure 18 displays the participant's repairs per minute. T1 indicated 1.67 LS RPM, T2 .765 LS RPM, and T3 .412 LS RPM, suggesting that Participant AK's LS strategy use consistently decreased over the course of the nine-week SA program.

AA: Participant AL never used the AA repair.

WFS: The percentage of gains results shown in Figure 17 reveal a 14.87% increase from T1 to T2 and a 244% increase from T2 to T3. Figure 18 displays the participant's repairs per minute. T1 indicated .417 WFS RPM, T2 .479 RPM, and T3 1.65 WFS RPM, suggesting that

Participant AL's WFS strategy use consistently increased over the course of the nine-week SA program.

CIR: The percentage of gains results shown in Figure 17 reveal a 9.6% increase from T1 to T2, and a 100% decrease from T2 to T3. Figure 18 displays the participant's repairs per minute. T1 indicated 0 CIR RPM, T2 .096 RPM, and T3 0 RPM, suggesting that Participant AL's CIR strategy use increased between T1 and T2 but overall decreased by the end of the nine-week SA program.

UE: The percentage of gains results shown in Figure 17 reveal a 102% increase between T1 and T2 and a 331.99% increase from T2 to T3. Figure 18 displays the participant's repairs per minute. T1 indicated .33 UE RPM, T2 .669 UE RPM and T3 2.89 UE RPM, suggesting that Participant AL's UE strategy use consistently increased over the course of the nine-week SA program.

GR: Participant AH never used the GR repair.

The results of Participant AL indicate an overall decrease of the use of LS, and a consistent increase of the use of WFS and UE.

Contact

In reference to language contact, from the data gathered from the language diaries, LCP, and interviews, Participant AK had a high degree of language contact while abroad. This was accomplished via joining a soccer team with local native speakers, having a very positive relationship with their host mother, and making a point of speaking primarily in Spanish even with their L1 English speaking friends. Participant AL's stress and anxiety levels were low in the SA context, but they occasionally felt frustration with their own language barriers

Table 13: Participant AL repairs/minute and periodical distribution

	LS		AA		WFS		CIR		UE		GR	
Participant AL	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.
T1	1,67	0,6	0	0	0,417	2,4	0	0	0,33	3	0	0
T2	0,765	1,31	0	0	0,479	2,09	0,096	10,46	0,669	1,49	0	0
T3	0,412	2,43	0	0	1,65	0,607	0	0	2,89	0,357	0	0

Figure 17: Participant AL gains

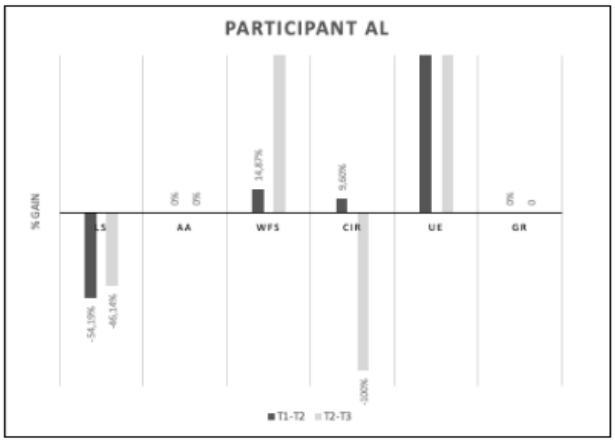
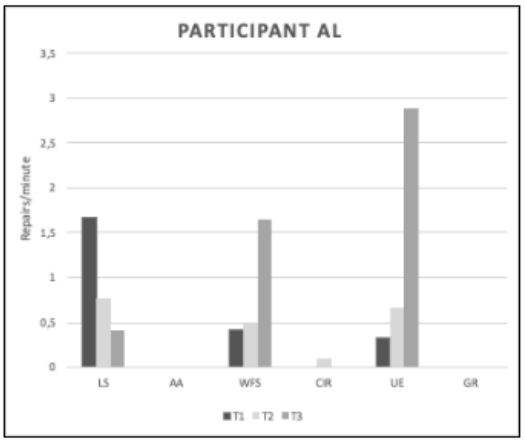


Figure 18: Participant AL repairs/minute



Participant AN

Participant AN forms part of the high initial proficiency group and received a score of 4.5 on the WIDA oral proficiency rubric.

Repairs

LS: The percentage of gains results shown in Figure 19 reveal a 60.54% decrease from T1 to T2 and 35.56% increase from T2 to T3. Figure 20 displays the participant's repairs per minute. T1 indicated .228 LS RPM, T2 .09 LS RPM, and T3 .122 LS RPM, suggesting that Participant AN's LS strategy use decreased between T1 and T2 and increased between T2 and T3.

AA: The percentage of gains results shown in Figure 19 reveal a 76.32% decrease from T1 to T2 and 100% decrease from T2 to T3. Figure 20 displays the participant's repairs per minute. T1 indicated .38 AA RPM., T2 .09 RPM, and T3 0 RPM, suggesting that Participant AN's AA strategy use consistently decreased over the course of the nine-week SA program.

WFS: The percentage of gains results shown in Figure 19 reveal a 19.55% increase from T1 to T2 and a 3.3% increase from T2 to T3. Figure 20 displays the participant's repairs per minute. T1 indicated .987 WFS RPM, T2 1.18 RPM, and T3 1.22 WFS RPM, suggesting that Participant AN's WFS strategy use consistently increased over the course of the nine-week SA program.

CIR: The percentage of gains results shown in Figure 19 reveal a 0% increase from T1 to T2, and 12.20% increase from T2 to T3. Figure 20 displays the participant's repairs per minute. T1 indicated 0 CIR RPM, T2 0 RPM, and T3 .122 RPM, suggesting that Participant AN's CIR strategy use increased over the course of the nine-week SA program.

UE: The percentage of gains results shown in Figure 19 reveal a 256.59% increase between T1 and T2 and 214.02% increase from T2 to T3. Figure 20 displays the participant's repairs per minute. T1 indicated .076 UE RPM, T2 .271 UE RPM, and T3 .851 UE RPM, suggesting that Participant AN's UE strategy use consistently increased over the course of the nine-week SA program.

GR: The percentage of gains results shown in Figure 19 reveal a 100% decrease from T1 to T2 and an 12.2% increase from T2 to T3. Figure 20 displays the participant's repairs per minute. T1 indicated .076 GR RPM, T2 0 GR RPM, and T3 .122 GR RPM, suggesting that Participant AN's GR strategy use began to increase toward the end of the nine-week SA program.

The results of Participant AN indicate an overall decrease of the use of LS, a consistent decrease of the use of AA, , an overall increase of the use of CIR and GR, and a consistent increase of the use of WFS and UE.

Contact

In reference to language contact, from the data gathered from the language diaries, LCP, and interviews, Participant AN had a high degree of language contact while abroad. This was accomplished via joining a local swim team, having a very positive relationship with their host mother, and taking an extra class with local students at the University of Barcelona. Participant AK's stress and anxiety levels were very low in the SA context. Participant AN's stress and anxiety levels were low in the SA context.

Table 14: Participant AN repairs/minute and periodical distribution

	LS		AA		WFS		CIR		UE		GR	
Participant AN	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.	rep/min	per. dist.
T1	0,228	4,39	0,38	2,64	0,987	1,01	0	0	0,076	13,18	0,076	13,18
T2	0,09	11,06	0,09	11,06	1,18	0,851	0	0	0,271	3,69	0	0
T3	0,122	8,23	0	0	1,22	0,823	0,122	8,23	0,851	1,18	0,122	8,23

Figure 19: Participant AN gains

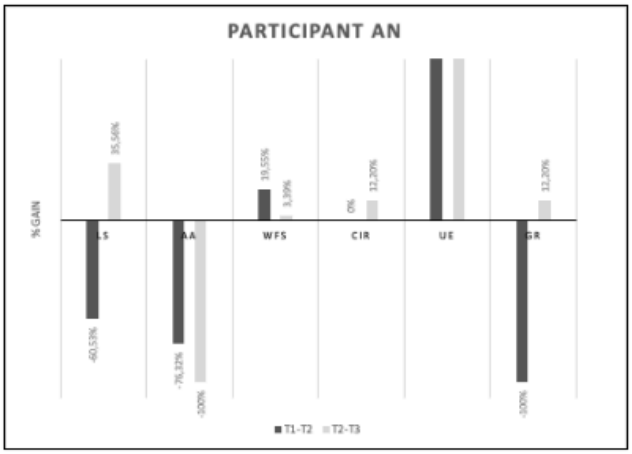
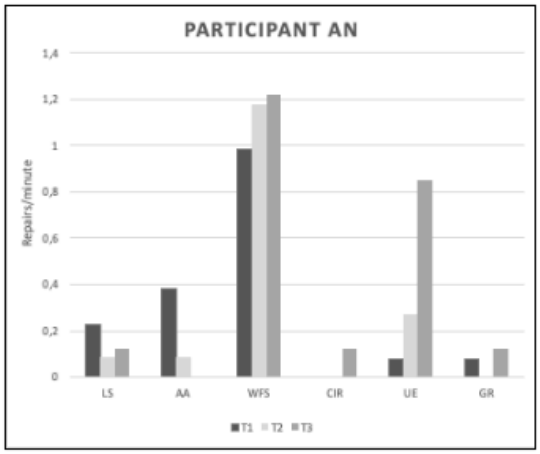


Figure 20: Participant AN repairs/minute



6 Discussion

The first research question of the present study sought to identify if there is development of repair strategy use among undergraduate university level students in a short nine-week SA program in Spain. Regarding the development (or decrease) of the three most primitive strategies of LS, AA, and WFS only half of the participants decreased their overall strategy use of LS and AA, while 6 of the 9 participants actually increased their overall use of WFS.

Regarding the development of the three more sophisticated strategies of CIR, UE, and GR, while increased use of CIR and GR was not demonstrated by the majority of the participants, all 7 non-heritage speaking participants greatly increased their use of UE (see Appendix F for percentages). This high increase in the use of UE by all non-heritage speaking participants tentatively indicates a development of repair strategy use. However, it is crucial to look toward the second research question of the present study in order to have a better understanding of the analyzed data.

The second research question of the present study asked whether development takes place in the first half of the stay, the second, or both, and if progress in that respect is different for low-level versus high-level initial proficiency students. In reference to repair strategy development taking place in the first half of the stay, the second half, or both, overall there appears to be only a tentative pattern in development. Excluding the two heritage speaking participants (M and D), the individual participant results suggest that most participants made greater gains in the more sophisticated strategy of UE during the second half of the program, and of the participants who did use the most sophisticated strategy of GR, they also made greater gains in the second half. This indicates that, while development of advanced repair strategies can occur in a short four weeks, a greater development of more sophisticated strategies occurs after a longer period of time abroad, namely nine weeks. However, there is no clear pattern among the remaining strategies between participants.

Thus, it is necessary to look at the second part of the second research question regarding whether repair strategy development is different for low-level versus high-level initial proficiency students. A comparison of the results of the low and the high group indicates that, surprisingly, and contrary to what previous research has indicated (see for example Pérez-Vidal, 2014) the participants with higher level initial proficiency showed greater development in repair strategy use as compared to their lower initial level counterparts

If we look at the more primitive strategies (LS, AA, and WFS) we can see that the participants in the low initial proficiency group provided no consistent results. The only low proficiency participants who showed a decrease in their use of primitive strategies were participants N and P who demonstrated a decrease in their use of LS and AA, and participants L, P, and AH who demonstrated a decrease in their use of WFS.

However, the participants in the high initial proficiency group did indeed provide consistent results. While LS was primarily inconsistent, all three high initial proficiency speakers consistently decreased their use of AA and increased their use of WFS. As suggested by Smartt and Scudder (2004), the SA students who used WFS more than their AH counterparts were more willing to search and retrieve the most precise word, potentially indicating increased proficiency and self-confidence. This could be the case within the SA group of the present study. Higher proficient students may have been more willing to search and retrieve words than their lower level counterparts. This increase of the use of WFS among the high proficiency speakers indicates either that WFS should not be considered a primitive repair strategy or that the high initial proficiency participants of the present study still use some of the strategies typical of low-level learners. This is highly plausible given the fact that we established both proficiency groups on the basis of a level test in the form of an oral interview, but that other types of tests might have given us a different result, as discussed below.

In reference to the development of more advanced repair strategies (CIR, UE, and GR), with the exception of Participant L, the remaining low proficient speakers made great gains in their use of UE over the nine-week sojourn in both the first and second half. The participants in the high initial proficiency group, like the low proficient speakers, also increased their use of UE, though their percentage gains of the use of UE were consistently higher than the low proficient speakers, whether this difference is statistically significant remains to be seen.

Additionally, two of the three high proficient speakers demonstrated a slight development of the use of GR.

Speculatively, the results of this study may indicate that the initial high proficiency students did not accurately represent a truly highly proficient group. The mean score of the three participants on the WIDA oral proficiency rubric was 4 (on a scale from 1 to 6). Perhaps the initial high proficiency group of the present study is more representative of what DeKeyser (2007) refers to as learners on a functional level of language learning, equal to an intermediate-advanced level, and permitting language learners to complete "the proceduralization process and begin with automatization" (in Pérez-Vidal pp. 352).

However, the results of this study may also indicate an important relationship with language contact and the development of repair strategies. Interestingly, the only low proficiency student in the present study who made gains in line with the present study's hypothesis was Participant N, the lowest rated student on the initial proficiency rubric, who, also had the highest amount of L2 contact among the low proficiency group. Participant N also noted having no anxiety or stress in the SA context. Furthermore, two members of the low proficiency group are non L1 English speakers (Participants P and AH). While Tarone (1977) stated that there is no tendency for speakers of different L1s to use different patterns of communication strategies, the results of the present study indicate that this may be a possibility after all.

It is also important to mention the results of the two heritage speakers, who, for the purpose of this study, were excluded from the initial proficiency analyses, but data of their repair strategy use was collected and coded for analysis. The great majority of studies examining language acquisition in the SA context tend to exclude heritage speakers for several reasons; in order to create a participant group with similar levels of knowledge in the L2, and also because heritage speakers constitute a unique group of learners, both different from L1

speakers, because they generally lack the literacy skills acquired in educational settings, and from L2 speakers because they are exposed to the language at home (Montrul, Foote & Perpiñan, 2008, p. 506). Furthermore, as mentioned by George and Gonzalez (2019), heritage speakers are not a monolithic group, and they may vary considerably in proficiency and involvement with their heritage community (pp. 253). This decision to often not collect data from heritage speakers in the SA context results in the neglect of an entire group of people and potentially eye-opening data.

It is clear that the results of the two heritage speakers (Participant M and Participant D) in the present study are both inconsistent with the results of the low and high initial proficiency groups, as well as with one another. The results of Participant M indicate a consistent increase of the use of LS, AA and UE while the results of Participant D indicate that there is no pattern in strategy use over time with the exception of a decrease in the use of LS and a slight increase in the use of GR repair. It is also important to mention that the great majority of LS strategies exhibited by the HSs were examples of codeswitching (i.e. inserting the word *like* or *so* in the middle of a Spanish sentence) while the remaining participants' LS strategies were primarily examples of language mixing. The results of the analysis further confirm that heritage speakers should not be grouped with other L2 learners in linguistic studies, and constitute a group to be studied separately.

Finally, it is of grave importance to mention that the repair of CIR in the present study was used almost as rarely as GR, despite the fact that, according to Smartt & Scudder's (2004) hierarchy, it is technically less complex than the strategy of UE. There are several possibilities that could be drawn from this surprising result. It could possibly be that CIR was not categorized correctly in Smartt & Scudder's (2004) creation of the hierarchy of repairs. In Smartt & Scudder's results, the SA group in both the pre and posttests only used CIR 2% of the time, while they used UE 10% of the time in the pre-test and 19% of the time in their post-

test. So even their own results suggested that CIR may perhaps be more advanced than UE. However, the other possibility is that the interviews of the present study were an NNS-NNS dyad, the program director being an L1 English speaker. Even though the participants primarily spoke in Spanish with the program director, they knew she was an L1 English speaker. This NNS-NNS dyad could have caused the students to revert to the use of LS and AA more versus attempting to use CIR. An NNS-NS dyad may have shown different or more reliable results. Future research should examine repair strategies in both NNS-NNS dyads and NNS-NS dyads to compare differences.

7 Conclusions

The present study made two hypotheses. The first hypothesis being that undergraduate university level students in a short nine-week SA program in Spain would demonstrate repair strategy development with a shift from the use of more primitive strategies (LS, AA, WFS) to more advanced (CIR, UE, GR) strategies. Results suggest that, in the case of the participants of the present study, while there is not an overall shift from the use of more primitive strategies to more advanced, there is a high increase in the use of UE by all non-heritage speaking participants, tentatively indicating a development in repair strategy use. Therefore we can very hesitantly state that our first hypothesis has been proved. However, because of the very small number of participants, and the fact that no statistical analysis has been conducted to calculate significance levels of such differences, we are unable to draw any conclusion that can be applied to a population. It is also crucial to look toward the second hypothesis in order to understand the data.

The second hypothesis of the present study speculated that speakers with lower initial L2 Spanish proficiency would show greater overall development in their repair strategies,

shifting from the use of more primitive strategies (LS, AA, WFS) in the first half (H1) to more advanced (CIR, UE, GR) in the second half (H2) as compared to their higher proficient counterparts in a nine-week SA program in Spain. Results suggest that, in the case of the participants of the present study, that it was actually the higher level initial proficient speakers who showed greater development in repair strategy use as compared to their lower initial level counterparts as shown by the discussion of the results above. Thus we can tentatively state that our second hypothesis has been disproved. However, as mentioned above, because of the very small number of participants, and the resulting absence of a statistical analysis of such differences, we are unable to draw any conclusion that can be applied to a population.

Our findings are also tentatively in accordance with the results drawn by Smartt & Scudder (2004). The results of their study indicated that the SA group used the repair of WFS with increasing frequency, and the researchers attributed the SA students' shift to the use of more complex strategies to the more linguistically stimulating SA environment and greater quality contact with the L2. All 7 of the non-heritage participants in the present study increased their use of UE over the course of the nine-week program. This could potentially be attributed to what Smartt and Scudder (2004) suggested regarding the use of more complex strategies in the SA context.

Furthermore, in accordance with Adams' (2006) comment on Lafford's 2004 study, SA learners decrease their use of L1 strategies, indicating that SA could potentially have a positive effect on the use of L2 strategies. With the exception of the two students with lower levels of L2 contact, based upon the information provided in their diary entries, the LCP, and their interviews (Participant L and Participant AH), the remaining non-heritage participants decreased their use of AA, an example of an L1 strategy.

Furthermore, the results of the present study may have implications for language teaching. From a pedagogical perspective, the results of the present study may suggest that it

is not necessarily helpful for instructors to provide immediate feedback in oral fluency tasks at both the beginning and intermediate levels, rather, it may be more helpful to allow students to work through their linguistic obstacles in interaction on their own, instead of instantly providing them with the correct form. This study has thus taken a closer look at one aspect of oral development, in the interface between pragmatics and grammar, repairs, oral development being one of the dimensions which clearly seems to improve while abroad (Juan-Garau, 2018).

There are several limitations to the present study. First of all, there was neither an AH group to measure the development of repair strategies in an at-home setting, nor a baseline group to examine repair strategy use in native speakers. Additionally, there was a very small number of participants, so we are unable to draw any conclusions that can be applied to a population. The results of the present study are solely descriptive. Due to the development of COVID-19 and the subsequent restrictions placed upon the countries of Spain and the United States, the amount of data collected, and number of participants was not as plentiful as was initially anticipated. Therefore, future research in this field should provide examples of a baseline L1 Spanish speaker to have a better understanding of repair strategy use in native speakers, an AH group to examine the relationship between initial proficiency and the development of repair strategy use in both an AH and SA context, and a larger sample of participants in order to draw more reliable conclusions through statistical analyses.

Secondly, the present study did not videotape the recordings, and upon listening to the recordings for strategy use, the researcher determined that it would have been easier to categorize certain strategies if the interviews had been video recorded in addition to audio recorded.

It is also important to mention that some students simply speak more, and some speak less depending on levels of timidity. It could be speculated that the more a student speaks, the more opportunities they will have to repair. This is obviously very difficult to control in a

study, but it is something to be aware of in future research when considering how to collect the interview data. Perhaps the use of the widely used OPI could provide more comparable data than by simply exercising a semi-structured interview.

Finally, this study did not look at repair strategy development in relation to language gains in proficiency. The proficiency raters did listen to the interview data (T1, T2 and T3) of a randomly selected participant (Participant AN) to analyze overall proficiency development, and Participant AN received a 4.5 in oral proficiency for T1 and T2, and a 5 in oral proficiency for T3, suggesting that there could potentially be a relationship between repair strategy development and oral proficiency. However, this is extremely peripheral to the present study, and therefore only offers an important question for future researchers, that being whether there is a relationship between repair strategy development and language gains in a short SA program.

In sum, we hope that the present study has made a contribution to the minimal existing body of literature on repair strategy development in the SA context, and will hopefully inspire future researchers to investigate further in this field.

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Appendix A: Language Contact Profile

Date: _____

SURNAME and name: _____

QUESTIONNAIRE ON STAY ABROAD CONDITIONS

This questionnaire is designed to help us describe the conditions of your study abroad and learn from you how we can best aid future students in the Knox Program in Barcelona. Please be as open and complete as possible in providing your responses. Your feedback is very valuable! If you would like to discuss anything that the questionnaire does not address, please feel free to add those comments or set an appointment. We would appreciate if you could take some time to answer the following questions. Please do not spend too much time pondering each answer. Rather, state your sincere reaction after reading each statement. It is very important for us to obtain your true opinions. Thank you very much for your contribution to this project.

1. Your trips to a Spanish speaking country in the past:
This was my first trip to a Spanish-speaking country ___.
This trip is: the second ___ / the third ___ / the fourth ___ / or more___ / for me.

2. Place of study for the Stay Abroad:

Fill in the name of your host University, Department.
(a) University of _____
(b) Department, School of _____

3. How many other students from Knox were in your same destination? _____

4. Did you spend time together with them while abroad?

___ Most of the time ___ A little bit ___ Little

5. How many classes did you have per week?

6. Of those, how many classes were taught in Spanish?

7. Accommodation**.** Put a cross if applicable.

___ Homestay in family:

___ with children
___ no children

__ Hall of residence:
___ Single room
___ Double room with native speaker
___ Double room with non-native speaker from Spain
___ Double room with non-native speaker from another country

___ Apartment
___ Individual

___ Shared with native speakers only

___ Shared with natives and non-natives speakers

___ Shared with native English speakers

___ Shared with speakers of other languages

___ Other, please specify _____

8. Did you work while you were abroad?
___ Full time ___Part time ___Less than part time

9. What kind of job did you have? _____

10. How did you find it? _____

11. Did you use Spanish in your job? ___ All the time ___Most of the time ___Little

12. Did you travel around in the area while you were abroad? ___ Yes ___ No

13. <u>How often did you make contact with your family and friends in Spain</u>? Put a cross if applicable.

___ More than once a day

___ A few times a week (every other day)

___ Once a week to a few times a month

___ About once a month

___ None

14. <u>Relationships:</u>

How often did you carry out any of the following activities in your leisure time during your study abroad?

1 - Very often 2 - Often 3 – Sometimes 4 – Seldom 5 - Never

___ Studying, doing class work of any sort of work in Spanish on your own

___Studying with someone else.

___ Being with Spanish -speaking people in general.

___ Being with Spanish -speaking friends.

___ Being with friends of a variety of nationalities who spoke Spanish.

15. How often did you?

___ Read a newspaper

___Watch television

___Listening to the radio

___Read fiction books

___Watch films

___Go to the theatre

___Write emails or letters

___Other Spanish learning activities

16. In what ways did you try to improve your Spanish?

1. _____

2._____

_____

3._____

_____

17. Self-observation

To what extent are the following statements applicable to your stay abroad experience?

	1……..2…….3……4……5				
	Not at all applicable	Not so applicable	Neither yes nor	Fairly applicable	Most applicable

___ I felt quite nervous every day.

___ I was exhausted.

___ I often became ill.

___ I felt very lonely.

___ I often felt frustrated.

___ I was anxious about my future.

18. Degree of difficulty or stress

How difficult, or stressful did you find the following ten features in your study abroad experiences?

1……..2……..3……..4……..5				
Very easy	Fairly easy	Unable to say	Fairly difficult or stressful	Very difficult or stressful

___ English language

___ Academic situation (in general).

___ Living conditions (i.e., clothes, food, housing etc.)

___ Human relationships (teachers, classmates and others.)

___ Leisure and hobby activities

___ Culture, custom, and habits.

___ Financial conditions

___ Physical health conditions

___ Mental health conditions?

___ Your job if you had any

___ Other stress factors. (Please describe anything you find very difficult or stressful beside those mentioned above) _____

19. Perceived Spanish language improvement

How much do you think your Spanish has improved after your stay abroad?

1……..2…….3……4……5				
Not at all applicable	Not so applicable	Neither yes nor	Fairly applicable	Most applicable

___ I have improved my overall skills in Spanish.

___ I have improved my speaking skills in Spanish.

___ I have improved my listening skills in Spanish.

___ I have improved my reading skills in Spanish.

___ I have improved my writing skills in Spanish.

___ I have improved my vocabulary in Spanish

___ I have improved my Spanish grammar.

___ I have improved the skills needed for a translator.

20. The growth and change of yourself.

Are there any ways in which you find yourself different after you stay in an Spanish speaking country?

1……..2…….3……4……5				
Not at all applicable	Not so applicable	Neither yes nor	Fairly applicable	Most applicable

___ I have become more able to challenge difficulties.

___ My academic skills have improved and I am more knowledgeable.

___ I can make friends with people easily.

___ My Spanish has improved very much.

___ My cross-cultural adjustment ability has increased.

___ My personality has become more cheerful and outgoing.

___ I have become more confident in my own ideas.

___ Other changes. If you find yourself different in other aspects, please describe in details.

21. Conclusion:

How satisfied are you with your study abroad experience in general?

Choose one number from 5 (greatest satisfaction) to 0 (no satisfaction).

5 4 3 2 1 0

* * *

Thank you again for your help

Appendix B: Language and Culture Diaries

DIARIO LINGÜÍSTICO Y CULTURAL

INSTRUCCIONES:
PROPÓSITO: Ayudarte a reflexionar sobre tus experiencias y tomar medidas

positivas hacia el desarrollo lingüístico y cultural

CONTENIDO: Evolución lingüística y cultural, desarrollo personal, aprendizaje autónoma, vida académica, actividades, opiniones personales..

ESTILO DE LENGUAJE: Neutral/informal
CUÁNTO: 1-2 páginas a la semana. Puedes escribir todo junto o escribir un poco

cada día.

Este diario debe ser un ejercicio que te ayuda evaluar tus experiencias. Debe incluir lengua y cultura. Incluye todas las experiencias que consideras importante.

****

1. LENGUA

- ¿Dónde has oído y aprendido aspectos nuevos de la lengua?
- ¿A quién has preguntado sobre temas de lengua?
- ¿Quién te ha corregido?
- ¿Cuándo te sientes relajado/a usando el español?
- ¿Dónde te sientes incomodo/a usando el español? ¿En que contextos te pone nervioso/a hablar?

2. LECTURA (periódicos, libros, anuncios, instrucciones, documentos)

• ¿Qué has leído esta semana y en qué contexto?

3. ESCRITURA (conversaciones, TV, radio, charlas, instrucciones)

• Qué has escrito esta semana y en qué contexto?

4. PRODUCCIÓN ORAL ("chats", conversaciones larga, entrevistas)

• ¿Con quién has hablado y en qué contexto?

¿Alguna incidencia en que te sentías orgulloso/a con tu comprensión lingüística?

¿Alguna incidencia en que tu comprensión lingüística o falta de comprensión lingüística te ha causado problemas?

¿Un "gap" en tu comprensión lingüística?

¿Qué quieres mejorar esta semana?

5. CULTURA (Política, eventos, sociedad, información histórica, estilo de vida, gente, vida estudiantil, los estudios, el sistema universitario, ciencia, humor, comida, arte, etc..)

Escoge uno o dos temas a la semana de arriba • Tema:

- Dónde has sacado la información:
- ¿Cómo comparas este tema con tu cultura? ¿Cómo? ¿Por qué?

¿Alguna incidencia en que te sentías orgulloso/a con tu comprensión cultural?

¿Alguna incidencia en que tu comprensión lingüística o falta de comprensión lingüística te ha causado problemas?

¿Un "gap" en tu comprensión cultural?

¿Que quieres mejorar esta semana?

Appendix C: Language Background Questionnaire

SURNAME and name: _____

Date:

Part I. Background information

1. Name: _____

2. Age: _____

3. Country of birth: _____

4. Your father's nationality: _____

5. Your mother's nationality: _____

6. What is/are the language(s) your have spoken since early childhood? Circle your answer(s):

English

Spanish

German

French

Other (specify which):

7. Second, third and fourth languages that you learned later (do not choose the language(s) you mentioned in the previous question). Circle your answer(s):

English

Spanish

German

French

Other (specify which):

8. What language(s) do you speak?

At home: _____

At university: _____

9. Have you ever been to a Spanish-speaking country *for the purpose of learning Spanish*?

Circle one: **Yes / No**

9.a. **If yes, when?** _____

9.b. **Where?** _____

9.c. **For how long? _____ less than 3 months**; **_____ between 3 and 6 months**; **_____ over 6 months**.

10. *Other than the experience mentioned in the previous question*, have you ever lived in a situation where you were exposed to a language other than your native language (e.g., by living in a multilingual community; visiting a community for purposes of study abroad or work; exposure through family members, etc)?

Circle one: Yes / No

If Yes, please give details below. If more than three, list others on back of this page.

	Experience 1	Experience 2	Experience 3
Country/region			
Language			
Purpose			
From when to when			

11. **In the boxes below, rate your language ability in Spanish. Use the following ratings**:

0) Poor; 1) Good; 2) Very good; 3) Native/nativelike.

	Listening	Speaking	Reading	Writing
Spanish				

12. Was Spanish the first foreign language you learned at secondary school? Circle one:

Yes

No; I learned _____ as the first foreign language.

13. Have you studied Spanish at school at each of the levels listed below? Put a tick (√) in the appropriate box(es):

	No	Yes	(if Yes) For Less than a year	(if Yes) For 1-2 years	(if Yes) For More than 2 years
Nursery					
"Primaria"					
"Secundaria"					
"Batxillerat"					

14. Did you take any Spanish courses during highschool outside school hours?

	Average number of hours per week	Total number of weeks
Course #1		
Course #2		
Course #3		
Course #4		
Course #5		

<u>Part II. For all of the questions that follow refer to your use of Spanish, not your native language(s).</u>

15. In highschool and college, how often did you *communicate* in Spanish with native or fluent speakers outside the classroom before this term at UB? Circle one:

0) never; 1) a few times a year; 2) monthly; 3) weekly; 4) daily

16. Use this scale to rate the following statements:

I tried to speak Spanish:

0) never; 1) a few times a year; 2) monthly; 3) weekly; 4) daily

_____ a. my teacher(s) outside the class.

_____ b. friends who are native or fluent speakers of English.

_____ c. classmates.

_____ d. strangers with whom I thought I could speak English.

_____ e. a host family, if living in an English-speaking country.

_____ f. service personnel (e.g., bank clerks, cashiers, etc)

17. For each of the items below, choose the response that corresponds to the amount of time you estimate you spent on average doing each activity in Spanish prior to Barcelona.

0) never; 1) a few times a year; 2) monthly; 3) weekly; 4) daily

_____ a. watching Spanish language television

_____ b. reading Spanish language newspapers or magazines

_____ c. reading novels or plays in Spanish

_____ d. listening to songs in Spanish

_____ e. watching movies or videos in Spanish

18. **List any other language activities that you commonly did using Spanish prior to enrolling at UB.**

_____
_____

19. **Please list any Spanish courses you are taking this term other than the language courses you are taking at UB.**

Course name	Course number	Brief description
_____	_____	____

Appendix D: Adopted WIDA Oral Proficiency Rubric

Speaking Interpretive Rubric adopted from WIDA (2017)

	Discourse Level Linguistic Complexity	Sentence Level Language Forms	Word/Phrase Level Vocabulary Usage
Level 6 Reaching	Response is fully comprehensible, fluent, and appropriate to purpose, situation and audience; comparable to the speech of English proficient students meeting college- and career-readiness standards; characterized by: • sustained, connected oral language characterized by confidence, coherence, and precision in the expression of ideas tailored to purpose, situation, and audience • clear evidence of consistency in conveying an appropriate perspective and register	• a full range of oral phrase and sentence patterns and grammatical structures matched to content area topics • controlled, skilled use of oral language to convey meaning, including for effect	• consistent usage of just the right word or expression in just the right context related to content area topics • facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Response is comprehensible, fluent, and generally related to purpose; generally comparable to the speech of English proficient peers; characterized by: • sustained, connected oral language that shows appropriate and coherent expression of ideas related to purpose, situation and audience • clear evidence of conveying an appropriate perspective and register	• a broad range of oral phrase and sentence patterns and grammatical structures matched to the content area topic • controlled, fluid use of oral language to convey meaning, including for effect	• usage of technical and abstract content-area words and expressions as appropriate • usage of words and expressions with precise meaning related to content area topics as appropriate • vocabulary usage that fulfills the speaking purpose
Level 4 Expanding	Response is generally comprehensible, fluent, and related to purpose; characterized by: • connected oral language that supports the expression of expanded or related ideas through emerging coherence, detail and clarity • some evidence of conveying an appropriate perspective and register	• a range of oral phrase and sentence patterns and grammatical structures characteristic of the content area • generally controlled and fluid use of oral language to convey meaning	• usage of specific and some technical content-area words and expressions as appropriate • usage of words and expressions with multiple meanings or common idioms across content areas as appropriate • vocabulary usage that generally fulfills the speaking purpose
Level 3 Developing	Response is generally comprehensible (though comprehensibility and fluency may from time to time be compromised in more complex speech); characterized by: • oral language that shows the development of connected language in the expression of an expanded idea or multiple related ideas • evidence of a developing sense of perspective and register	• developing range of oral phrase and sentence patterns and grammatical structures common to content areas • developing control in use of oral language to convey meaning	• usage of some specific content words and expressions as appropriate • usage of words or expressions used frequently in content areas, as appropriate • vocabulary usage that attempts to fulfill the speaking purpose
Level 2 Emerging	Response is generally comprehensible (though comprehensibility and fluency may often be compromised in more complex speech); characterized by: • oral language that shows emerging expression of ideas; some attempt at connecting ideas may at times be evident • some amount of language that may be repeated from the prompt	• chunks of language, repetitive oral phrase patterns, and formulaic grammatical structures used in social and instructional situations or across content areas • variable control in use of oral language to convey meaning	• usage of general content words and expressions • usage of social and instructional words and expressions across content areas • possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Response is generally comprehensible (though comprehensibility and fluency may be significantly compromised in language beyond words, oral phrases, or memorized chunks); characterized by: • words, oral phrases, or memorized chunks of oral language used to represent ideas • varying amounts of language that may be repeated from the prompt	• words, chunks of language, or simple phrasal patterns associated with common social and instructional situations • occasional control in use of oral language to convey meaning	• usage of highest frequency general content-related words • usage of everyday social and instructional words and expressions

8/11/2017

Appendix E: Selected Transcription

Transcription Notation Symbols

Symbol	Name	Used to indicate
*____*ABC	Repair	Utterance of repair followed by repair category
(.)	Micropause	Brief pause of less than (0.2).
(1.2)	Timed Pause	Intervals occuring within and between same or different speaker's utterance.
( )	Single Parentheses	Transcriptionist doubt
.	Period	Falling vocal pitch.
?	Question Marks	Rising vocal pitch.
^ v	Arrows	Pitch resets; marked rising and falling shifts in intonation.
° °	Degree Signs	A passage of talk noticeably softer than surrounding talk.
[ ]	Brackets	Speech overlap.
!	Exclamation Points	Animated speech tone.
–	Hyphens	Halting, abrupt cut off of sound or word.
> <	Less Than/Greater Than Signs	Portions of an utterance delivered at a pace noticeably quicker than surrounding talk.
OKAY	CAPS	Extended or stretched sound, syllable, or word.
hhh.hhh	H's	Audible outbreaths, possibly laughter. The more h 's, the longer the aspiration. Aspirations with periods indicate audible inbreaths (e.g., .hhh). H 's within (e.g., ye(hh)s) parentheses mark within-speech aspirations, possible laughter.
pt	Lip Smack	Often preceding an inbreath.
hahheh hoh	Laugh Syllable	Relative closed or open position of laughter.
$	Smile Voice	Laughing/chuckling talk between markers.

Participant P
L1 Nepali
T1 – January 22, 2020
Duration – 12:34

Repairs
LS: 7
AA: 7
WFS: 25
CIR: 1
UE: 8
GR: 0

G: ¿ Pero tu Cómo estás?
P: Um (.) si uh yo soy feliz. No estoy pero soy feliz
G: Ah
P: [Si si]
G: Eso está bien
P: Si[(co)]
G: y estás feliz también?
P: Si
G: Vale ·eso está bien·. Bueno y que tal con (1.0) que tal en Barcelona, como lo llevas?
P: Es muy bueno si *una buena, una experiencia buena * **UE**
G: Hm
P: [Si]
G: [Puedes ser] honesto también [si no, si no] te gusta $no pasa nada$ hahheh
P: [hh.]
P: [Oh si] muy bien si. Um eh me me encanta mi familia ¿
G: mmhm
P: YYY (.) ellos son buenos uh mis amigos son buenos uh el clima es bastante bueno hahheh
G: Ya esta semana no tanto pero ^mira ah^ora sale [el sol] yo he venido en bici hoy
P: [ah si? SI]
P: Si hace [calor] hoy
G: [Bueno calor]
P: [hahheh]
G: [$calor tampoco$]
P:[hahheh]
G: que [llevas] una un abrigo
P: [$si] si chaqueta
G: [entonces con] Isabel bien?
P: Isabel es bueno si
G: [Si?]
P: *[buena]* **UE**
G: Y Lui Luis [Fernando]?

P: [Luis Fernando] también uh (.) ellos um (2.0) *ap apoy apa apoyora apay apahhh apoyarán^* **WFS** *support?* **LS AA**

G: apoyan?

P: apoyan umm *me apoyan * **UE** mucho?

G: bien

P: si y UH (.) cada día um (.) estamos um (.) en um *cenamos juntos?* **WFS**

G: HM

P: y hablamo *hablamos* **WFS** um pt de temas que y um (.) como fui suh *nuestro* **UE** uh día

G: que bien

P: y todo si

G: [que bien que bien]

P: *[cuando] cuhh (.)* **WFS** como una familia si

G: que bien y estás cómodo en la casa [y todo]

P: [si]

G: que bien (.) y con los del grupo bien?

P: si [si muy bien]

G: [si?]

P: um todos um todos son muy buenos

G: hmm hm. Vale bueno.

P: hh.

G: [pues genial genial entonces]

P: [hahheh si]

G: Pues te quería preguntar si—que has pensado para (.) pt tus objetivos [algunos objetivos] que tienes [mientras estás aquí]

P: [pt. Ah] [si] quiero aprender mucho mas? Pienso que es un cliché pero [hahheh]

G: [no no es un 85ndalu] no hay nada no [hay nada]

P: [si um]

G: there's nothing [wrong]

P: [hh]

G: [no wrong answer]

P: [no si] um para hacer esto uh estoy estudiando um cada dia?

G: uy pero en español [quieres mejorar]

P: [si si si] estoy practicando con uh *Spanish* **LS** uh dict? Y

G: Spanish que?

P: dict [uh]

G: [que es eso?]

P: Es un app

G: Di dit?

P: Si

G: d i t?

P: uh d i c t

G: ah ok (.) no me suena dict

P: pt. Si y hay UM (.) *es un es una f manera* **UE** de practicar. Si hay preguntas y *nec necestimos* **WFS** um (.) si Y

G: y que más has pensado para conseguir ese objetivo

P: pt quiero um quiero conversar con la gente?

G: mhm

P: AH (12.0) *facilamente*? **WFS AA**

G: mhm

P: Y pt. Y quiero um (.) *aprender* **WFS** nueva cosas (.) *cosas nueva?* **WFS AA**

G: en español

P: en español si uh vocabulario y (.) si y um—pt

G: pero cómo has pensado en—pt menos hablando con gente que—claro que sí hablando con gente pt (.) ayudará mucho pero cómo cómo—si has pensado---*interviewer speaks for awhile*

P: si um yo solo um (2.0) *podría* **WFS** um *hablar* **WFS** uh normalmente con la gente toda la uh (.) *todavía?* **WFS AA**

G: mhm

P: (2.0) es un um-*cómo se dice-(1.2) UH* **WFS** just for conversations **LS AA**

G: (.) ah vale

P: si y entender la gente

G: vale

P: y no no más si UH no voy a *uh (.) ser* **WFS** um (1.5) un (.) *no voy a ser una profesión?* **CIR**

G: mhm

P: de españ—uh que yo necesario uh español? *español?* **WFS** si

G: hm vale

P: solo para conversar

G: Vale vale a ver si—spera *interview speakers for awhile*

P: con mi familia? To todavía?

G: mhm

P: uh (.) uh para s *do-cuando* **WFS** *5:39 cenamos (.) UH Y después (.) um* *Spanish Spanish* ***LS*** dict?

G: mhm

P Y uh ver uh um (.) * los videos * WFS de conversaciones

G: mm

P: Um leer libros

G: [mhm]

P: [para niños] hahheh

G: mhm

P: Sí para *um (1.0) um (1.0) * **WFS** *increase* LS AA si

G: mejorar

P: mejorar mi vocabulario [si]

G: [hm hm aumentar el vocabulario]

P: [aumentar si]

G: muy y has pensado en otro otros objetivos?

P: pt en España? En España?

G: sí mientras estás aquí

P: uh si um quiero jugar voleibol con mis amigos y con uh la ^gente de esta ciudad

G: a jugar al vole

P: a conocer um *nuevas-personas nuevas* **UE**

G: y como has pensado en ha-en conseguir eso?

P: pt uh *por-para* **UE** jugar voleibol?

G: mhm

P: *pool* **LS** billar

G: vale

P: Y todo esto sí (.) Y sacar las fotos también(.) hahheh.

G: eso es otro objetivo?
P: sí
G: sacar [fotos]
P: [sí] sí uh quiero sacar las ^fotos en um partes diferentes *(.) UM de Esp ^ aña* **WFS** y otros países
G: (1.0) hm. (1.0) hm. y ya estás en un part-ya estás en un equipo de volei?
P: [Sí]
G: [ya ya] ya juegas con un equipo?
P: si no es un quipo es para divertido
G: ah vale [vale]
P: si
G: como pick up O
P: sí
G: está en la playa?
P: sí (.) uh pienso que *hay um hay uhm Akash* **WFS** Maika uh Alyx
G: hm
P: y yo
G: mm y el billar? Has encontrado algún bar para poder jugar al billar?
P: uh bilar hay un *un clab?* **LS AA**
G: un clu-como UNA discoteca?
P: si? [uh no en un bar si]
G: [un unsuka unsuka unsuka]
P: [no hahheh]
G: no?
P: es un
G: es un bar
P: *es un grupo de gente* **CIR**
G: ok-ahh como un club-sí un [club DE billard]
P: [sí]
G: cómo lo has encontrado?
P: mm Meetup
G: que [^bien]
P: [hahheh] sí
G: y has ido? Has ido una vez?
P: hoy *es-es hoy es um a las um (.) ^ ocho* **WFS** pero no voy a-
G: ah no?
P: no [nestito]
G: [por qué?]
P: necesito hablar con mi *ami-amigo* **WFS** sí
G: ah vale
P: sí
G: por Skype
P: sí [sí sí]
G: [VALE] pero has ido ya una vez? O no.
P: uh sí
G: sí? y qué tal?
P: no no *i mean* **LS** no hoh
G: hahheh no has ido
P: no has ido ^nunca

G: VALE
P: pero pero quiero ir
G: irás la semana que viene
P: um
G: lo hacen cada semana?
P: no no no sé cuándo pero pienso que *(.) UM cada dos semanas pasado?* **WFS** o después
G: que bien (.) pues yo creo que deberías probarlo
P: hahheh
G: sería ^guay! Sería muy guay! (.) Vale (.) y algo más has pensado mientras estás aquí?
P: um quiero aprender la historia más um quiero visitar UM (.) *los lugares famosos? **WFS** um dónde (.) donde fueron los uh gweras *las gweras? Las gweras* **UE**
G: pero visit—UM sitios históricos de Barcel ^ona o [(etas)]
P: [sí Montjuic] y sagrada familia es uh si (1.2) y quiero uh ^viajar
G: mhm
P: toda la semanas
G: Sí?!
P: *fin de semanas * **UE**
G: todos los fines de semanas?
P: sí
G: (1.0) a sitios en esp ^aña o sitios fuera de España y dentro de España
P: sí
G: *interviewer speaks for awhile*
P: sí sí única problema? es pt (.) ^Madrid es muy caro y *los- todas las-los partes de España* **UE** es muy caro para –
G: volar
P: volar sí [y o]
G: [pt depende] cuando miras
P: mm sí ^porque otros países? Están muy baratas v
G: ah si? BUENO pero com-cuanto-cuanto cuesta. Yo te buscaré billetes
P: sí
G: *dónde te apetecería ir en España (.) dónde te gustaría visitar en España * **GR**
P: oh Granada
G: ([inaudible) ·granada·]
P: [y Sevilla] tengo un amiga en um Malaga?
G: mm
P: y Akash y yo *um uh ir-iramos * **WFS** *irémos* **UE**
G: mhm
P: ah ah ahí uh vamos a *plan-planear* **WFS** hoy sí.
G: que bien! *Interviewer speaks for awhile…..*
P: Sí pienso que esto es por *uh (.) ahora* **WFS**
G: *interview ends interview*

Participant P
L1 Nepali
T2 – February 19, 2020
Duration 13:52

<u>Repairs</u>
LS: 8
AA: 0
WFS: 13
CIR: 1
UE: 12
GR: 0

G: ok ·vale· em cómo estás
P: muy bien y tu?
G: [muy bien]
P: [hahheh]
G: $muy bien$ eh a ver ch ch ch ch ·dónde estás· (.) ·vale· me gusta TU tu ·chaqueta·
P: oh gracias gracias
G: ok! vamos A a por ello sí tu tienes muchos ok vamos a empezar con el primero. [$mejorar el español!$]
P: [hahheh]
G: que $que tal$
P: sí es *es um pt UH va UM ir bueno* **WFS**
G: hm?
P: *it's going good* **LS**
G: bien?
P: sí muy bien
G: por qué bien
P: UM cada día (.) um (.) *via?* **WFS** *uh un un um serie-* **WFS** *anime* **UE** en español? [pt]
G: [hm]
P: y um las palabras que yo no sé? *Yo busc yo busc yo busc busc yo busco* **WFS** y *apren apren aprendo* **WFS** uh las palabras
G: [ah está bien!]
P: [sí sí sí]
G: es buena manera
P: sí
G: es buena manera de ·hacerlo· y el (.) dict?
P: (.) oh [sí]
G: [sigues usando?]
P: *yo practic yo practico* **WFS** *toda toda-cada día también* **UE**
G: [cada día]
P: SI uh subjuntivos UH presentO imperfectO todo
G: [$que bien!$]
P: [hahheh]
G: $que bien *student name* está muy bien$
P: sí
G: a ver. hablar con la gente? con más facilidad.
P: sí ahora? UM pt es mucho más fácil?

G: hm
P: porque a en CEA?
G: hm
P: a yo hablo con uh dos personas uh en *las uh recep-en la recepción* **UE**
G: [a sí]
P: [sí]
G: quienes son anna-
P: uh marcela Y
G: anna?
P: hay
G: a lo mejor?
P: pienso que sí hahheh
G: no lo se no lo se es muy simpática tiene gafas
P: sí sí sí (.) hay dos personas sí
G: sí-tiene una voz /un poco así HOLA/ [sí no sé]
P: [hahheh]
G: que bien y lo-Y (.) y lo notas? notas que estás hablando con más facilidad? O
P: sí sí um está mejorando
G: [hm]
P: [sí]
G: trabajar? El vocabulario
P: pt sí *con Naruto? Naruto es el serie* **UE**
G: oh! con Naruto! SÏ Javi-mi pareja mira [Naruto hm]
P: [oh sí? Naruto? Sí?] aprende mucho (.) hahheh
G: SI está bien está muy bien!
P: como frases *like* **LS** vaya que SI o ni hablar
G: [hahheh!]
P: [(i*naudible*)]
G: [sí!]
P: [hahheh]
G: está muy bien! está muy bien *student name* sí sí ni hablar uf ni hablar
P: hahheh
G: SI está muy bien
P: sí
G: Y (.) entonces mi-miras Naruto-y alguna serie (.) [española?]
P: [ah]
G: o no
P: pt no es solo Naruto porque es uh para los niños?
G: sí
P: y hay mu-muchas acciones que sí nes-podemos *um (.) ver * **WFS** y*se-se um ver y (.) uh (.) saber* **WFS**
G: hm
P: que está haciendo sí
G: claro claro (.) está bien (.) yo-yo TE-sí->videos de conversación< libros de niños en español haS-algUN libro de niños has encontrado?
P: yo-a-ahora no porque no tengo mucho tiempo pero Naruto es bueno hahheh
G: Sï está bien *interviewer speaks until 5:12*…….jugar volei?
P: sí um ahora no porque *um (.) estoy um (.) viajando* **WFS** mucho
G: viajas este fin de [también?]

P: [sí uh]
G: [dónde vas?]
P: [Geneva]
G: este fin de
P: oh este UH Tarragona
G: VALE
P: [uh]
G: [todo el fin de]
P: sí
G: [(inaudible)]
P: [sólo un día] sábado
G: sábado
P: sí
G: hm. que bien^ a [Tarragona]
P: [sí]
G: vas EN ^tren
P: en tren sí
G: hm
P: uh cerca
G: (.) sí está bastante cerca hm Y entonces estás jugando-estás jugando volei o llevas una-[unas semanas sin]
P: [SI con Maika] Akash Y Alyx a veces
G: mhm
P: UM (.) pero hace mucho tiempo que no uh juego
G: ah ok. quieres volver a jugar?
P: um sí.
G: vas a volver a jugar?
P: sí
G: hm
P: quizás um semana uh (1.5) um (.) next-next week
G: la SE-la semana que viene
P: sí
G: hm podrías ir. Y eso pickup? No sé que he puesto jugar volei? pickup.
P: sí pickup um
G: el fútbol
P: eh no pickup es un app
G: (.) ah!
P: sí
G: vale
P: ah
G: has usado el app? Pickup?
P: sí? es dónde UH hay *todo-hay muchas um hay muchos grupos?* **UE**
G: hm
P: de voleiBOL y bilAR y fútBOL [todos]
G: [AH yeah]
P: [sí sí]
G: AH el BILAR. y el billar cómo va?!
P: [hahheh]
G: [Va-has hecho o no?!]

P: hh.$sí estoy um-
G: que has hecho?!
P: estoy jugando en uh otros países hahheh
G:]$en otros países?!$]
P: [hahheh sí]
G: bueno-bueno >lo bueno es que estás jugando al billar<-pero no has ido nunca al-
P: no en-en Barcelona una vez? pero es muy caro.
G: ah sí?
P: sí
G: tienes que pagar
P: sí estamos *paga-um pt um euros* **WFS**
G: AH
P: sí
G: (.) buf pues no
P: sí es (.) siete? uh minutos es un euro
G: ah bueno no está MAL
P: sí
G: no está muy-no es muy caro [está]
P: [sí]
G: es un bar?
P: mm no es un lugar donde uh-
G: se juega billar
P: sí
G: hahheh [que guay]
P: [hahheh]
G: y has ido una vez
P: *una-solo una vez* **UE**
G: CON
P: ah con Akash y Maika
G: ah muy bien
P: sí
G: y bien? O
P: sí sí [muy bien]
G: [hahheh] no sabía que habían sitios como solo para billar [sí]
P: [sí]
G: no lo sabía
P: hahheh
G: UM vale conocer a gente nueva
P: UM EH (.) en hostals sí de otros países
G: de otro-hhh.
P: hahheh sí
G: bueno^!
P: en-en UH Barcelona? sólo *las personas en las recepciones—en la recepción?* **UE**
G: mm
P: y UH en *otras países de CEA-otros-otras personas de CEA* **UE**
G: vale
P: sí
G: vale *interviewer speaks until 8:51……*pero cómo TE si^entes sobre eso-sobre—
P: um conocer la gente?

G: ah cómo-

P: *pienso que es UM—no es como uh Knox* **UE** dónde la gente uh cada día uh podemos *con-uh (.) reunir* **WFS** con ellos

G: YEAH

P: sí aquí UM *like once we seem them, often we would never see them again* **LS** hahheh.

G: Yeah es complicado [es complicado]

P: [sí sí]

G: pero te-te sientes que estás haciendo el esfuerzo para conocer a gente nueva?

P: no no no. pienso que este grupo es bueno pt SI

G: a ver. creo que no me he explicado bien tu te sientes-te sientes que (.) estás haciendo (.) esfuerzo para conocer a gente nuevo? nueva?

P: l*ike-what i'm doing is enough?* **LS**

G: are you-are yeah-sí-are you making enough- do you believe that you're making enough effort to meet new people?

P: *not really I feel like I (inaudible) bubble* **LS** hahheh.

G: cómo?

P: *like uh be in your own bubble? * **LS**

G: ah que estás en tu propia [burbuja]

P: sí sí sí because um pt I uh I did meet a lot of people back-

G: ·puedes hablar en español·

P: oh sí sí

G:[hahheh]

P[$yo yo$] conoci mucha gente?

G: hhh.

P: *um-uh (.) luego^* **WFS**

G: huh

P: pero pt uh ellos uh ti uh tienen um sus propias plans y es muy difícil para um cambiarlos [sí]

G: [vale] hm

P: sí y es um fácil para ^nosotros a hacer las planes

G: claro

P: sí

G: sí sí pero estás bien? que no has conocido a mucha gente? O estás como jo

P: NO está bien hahheh

G: estás bien

P: sí

G: vale

P: sí sí-puedo adaptar sí

G: sí *interviewer speaks until 10:56*...luego sacar fotos

P: sí

G: estás sacando fotos?

P: sí mucho en todos países hahheh.

G: mm?

P: GenevA milAN y eh y eh um Girona *pt um en cada um lugar yo visité?* **WFS**

G: hm

P: *yo sa(.)qué las fotos

G: sí?

P: sí

G: y estás orgulloso-estás bi-como te sientes bien
P: sí
G: estás haciendo-
P:si y um *toda ye-cada viaje* **UE** *-después cada viaje*- **UE** yo enseñar *um (.) pt uh los* **WFS** *host family?* **LS** los los fotos
G: ah k
P: sí sí
G: que bien sí con laa- con tu familia de aquí
P: sí
G: que bien. ella está muy contenta
P: sí
G: está muy contenta contigo. A ver (.) tu tienes muchos!
P: [hahheh]
G: [$visitar sitios históricos de Barcelona$]
P: sí sí
G: sí?
P: Girona [y]
G: [sí Girona]
P: y esta semana TarragonA y GranadA [um]
G: [bueno de Barcelona ee? De-]
P: [Granada] es* um (.) luego luego* **CIR**
G: vas a ir a-A-
P: [Granada]
G: [Granada]
P: y Malaga también sí
G: AH que bien me encanta Granada y Malaga.
P: sí
G: 94ndalucía lo vas a pasar muy bien-muy diferente ee
P: sí
G: yo creo que es la mejor- sí sí que bien que bien. cuando haces esos viajes?
P: uh esto en UM veintiocho febrero
G: a Granada
P: a Malaga primero?
G: mhm
P: y después Granada sí
G: ·vale· y viajar cada semana
P: sí
G: estás viajando cada [semana]
P:[sí] cada semana
G: dónde has ido?
P: uh
G: y dónde vas a ir?
P: *ibizA-primero fue Ibiza* **UE** y después um uh (.) milan UH Ginebra
G: hm
P: um (.) uh Girona
G: hm
P: poblet es (inaudible) sí. pero cada semana
G: hm
P: sí y en el ^futuro um (.) Rome Venice y UM Malaga Nice

G: ·que bien [está bien]·
P: Y UM uh Tarragona ·sí·
G: muy bien! y de esta lista -*de toda esta lista hay algo que te apetece añadir o cambiar?
P: um uh como (.) necesito cambiar?
G: no! no necesitas cambiar pero si hay-hay-hay algo de esta lista que quieres cambiar o añadir?* *example interviewer* **GR**
P: oh! um no. pienso que no esto es bueno hahheh
G: $es bastante completo no?$
P: sí
G: [EL]
P: [sí sí]
G: entonces en general
P: sí
G: cómo estás
P: sí muy bien um[hahheh]
G: [sí?] te veo bien[sí]
P: [sí] gracias
G: vale (.) pues nada voy a parar esto *interviewer speaks*

Participant P
L1 Nepali
T3 – March 12, 2020
Duration 8:12

Repairs
LS: 3
AA: 0
WFS: 11
CIR: 0
UE: 9
GR: 0

P: ·pero· estamos muy suerte
G: (.) que tenemos mucha ^suerte
P: sí
G: por?
P: sí porque um um *tenemos-tuvimos uno-sí tenemos* **UE** *un UM um oportunidad?* **WFS** para estudiar aquí [y]
G: [hm]
P: conocer a tu y otros profesores
G:[hm]
P: sí uh sí *las persona-la gente* **UE** como aquí y otras personas de Knox para *^spring term!* **LS** [no no puede]
G: [claro]
P: si no puede y (.) sí y y en este caso UM estamos muy suerte porque (.) en todo el mundo hay muchos- hay muchos problemas que hay y (.) y para nosotros es muy pequeñito.
G: hm
P: sí sí sí

G: hm. es verdad. es verdad. tienes toda la razón del mundo.

P: sí

G: (.) Y-bueno y claro es que tu ya has tenido casi todo-toda tu experiencia aquí casi-aca aca acaba acaba ahora sabes? [como como]

P: [sí sí]

G: me da más pena los DE-que iban a quedar hasta primavera también. Anna y Alyx Y [Niki]

P: [hm]

G: [me dan]

P: [sí]

G: me dan pena

P: mhm

G: pero (.) mañana lo vamos a pasar muy bien en la cena^ hahheh

[y]

P: [sí sí]

G: Y y eso

P: hahheh

G: y- ah te iba explicar *interviewer speaks until 2:36* bueno vamos allá (.) cómo te encuentras sobre el-el español.

P: ah sí todo fue muy bueno

G: hahheh cómo te encuentras sobre como-has-te sientes que has mejoradO o

P: sí MI- que que ha pasado? *me much me me gusta mucho* **UE**

G: hm

P: sí UM (.) pt todo todo todos las experiencias y todos las cosas que yo pt hi hice sí todo

G: hm

P: UM (.) Y (.) hm (.) uh me me gusta (.) *este-esta experiencia* **UE**

G: era más difícil ^para ti que pensabas^ o más fácIL O

P: uh la programa? O

G: huh el vivir aquí

P: ^o eS (.) hm (.) es diferente de Knox

G: cómo

P: en ^Knox um es muy pequeñito? Uh conocemos toda la gente^ pero aquí ehm es muy grande y conocemos solo uh un pequeñito grupo.

G: hm

P: y después y uh la vida es muy diferente porque (.) cuando estamos con la gente *UM ^grande* **WFS** *uh (.) sent-UH-sentimos* **WFS** peq-peq pequeño.

G: hm

P: $pero$

G: hm

P: sí pero *con la gente pt-con un grupo pequeñito* **UE** sentimos grande

G: ya

P: [$sí$]

G: [ya] sí sí sí (.) sí. y hay-tienes-hay cosas^ vQUE-que echabas de menos? mientras estabas aquí?

P: uh-lo siento?

G: cómo—hay cosas de estados unidos o de nepAL que-echabas de menos? mientras estabas aquí?

P: mmm

G: echar de menos es como to miss
P: sí sí UM ^un poquito la comida de Nepal
G: sí?
P: en estados unidos también [hahheh]
G: [ya ya ya claro]
P: pero ahora sí estoy *acostum-acostumbrado* **WFS** sí y (.) en estados unidos *mis amigos ^ (.) v un grupo* **UE** sí
G: hm
P: y pero aquí *UM pt podría* **WFS** um (.) hacer (.) otros amigos
G: mhm^
P: [buenos sí]
G: [mhm v]
P: [sí]
G: [hm]
P: y SI yo no tiene-sabes regret? si um
G: uh no me arrepiento^
P: no me arrepiento nada^
G: mhm
P: sí me gusta todo
G: hm
P: sí sí sí
G: porque antes del programa tu conocias a la gente del programa?
P: *un poquito solo un poquito* **UE** solo (jaijo) sí [pero]
G: [sí]
P: no más de esto
G: sí
P: pero ahora ums yo yo-yo sé todo de su vida y
G: claro claro hahheh
P: $sí$ que se gusta
G: hm hm que bien que bien-claro es que- bueno y lo bueno es que también ahora en el campus estarás con (.) tendrás un grupo pues un poquito más
P: sí sí sí
G: grande (.) no? em (2.0) bueno cómo te sientes en general sobre los objetivos que te has hecho
P: OH YO UM (.) pt creo que (.) fue un éxito^
G: hm
P: Porque yo um hice todas las cosas que pt um *he pensan-pensado^* **UE**
G: mhm
P: Y yo (.) como yo *um (.) ve-vea * **UE** um Naruto en español
G: hm
P: y um yo *uh (1.2) viaja* **WFS** mucho
G: hm
P: en diferentes partes del um europa (.) *Y (.) uh aprendi* **WFS** mucho más (.) y sí
G: hm. entonces en general?
P: sí sí sí
G: en general bien
P: sí muy feliz
G: bien
P: hahheh

G: bien. bien. (.) hm. que clases vas a hacer en Knox este trimestre?
P: este [uh]
G: [mhm^] en primavera.
P: veniendo? [en primavera?]
G: [mhm^mhm^]
P: sí spring? UM (.) hay dos? pero tres^ yo no se^ UM
G: mm
P: porque pt ·*como se dice· cerrado la clase ff- he cerra-he cerrado? * **WFS**
G: ehh
P: *fue cerrado?***WFS** sí.
G: ah que estaba lleno-completo
P: mhm^ sí . um pero la clase de *(.) MM pt (.) eh e-ambiente^* **WFS** ambiente de policía^
G: (.) ^ah vale.
P: como los leyes y [todos]
G: [uh huh mm hm]
P: uh y otro-*otro es um (.) ^matemáticas* **WFS**
G: ah uuf
P: hahheh
G: que $tipo$ de matemáticas?
P: um uh-statis-statisticas
G: ah-uuf [con quien?]
P: [sí sí] uh no sé hahheh [vamos a ver]
G: [yo a mi] a mi me cuesta-me cuesta mucho [al el]
P: [ahh]
G: el estadística-la estadística
P: sí sí sí no me gusta [también]
G: [hahheh] pero hay que hacerlo! [sí sí]
P: [sí sí]
G: bueno pues mira voy a ·parar esto vale? porque vamos a hacer conversaciones cortitos hoy·

Appendix F: Overall Percentage Gained & Repair Totals

Participants	LS	AA	WFS	CIR	UE	GR
Participant M	86%	86%	272%	x	33,47%	-7%
Participant D	-33,33%	9%	79%	-100%	-63,00%	10%
Participant L	48,16%	65,85%	-25%	18,10%	46,97%	x
Participant N	-52,58%	-100%	164,29%	485%	485%	x
Participant P	-34,92%	-100%	-33,50%	-100%	69,75%	x
Participant AH	39,70%	89,97%	-14,87%	x	326,92%	x
Participant AK	46,22%	-19%	22,36%	-100%	205,56%	11%
Participant AL	-75,33%	x	295,68%	x	775,76%	x
Participant AN	-46,49%	-100%	23,60%	12,20%	1019,74%	60,53%

T1

Participant	Total Repairs	Ratio Total Repairs/min	Periodical Dist. Total repairs
Heritage M	18	1.35	.74
Heritage D	25	3.33	0.3

Participant	Total Repairs	Ratio Total Repairs/min	Periodical Dist. Total repairs
Participant L	27	2.22	.45
Participant N	60	4.80	.208
Participant P	48	3.89	.257

Participant	Total Repairs	Ratio Total Repairs/min	Periodical Dist. Total repairs
Participant AK	23	2.06	.483
Participant AL	29	2.41	.414
Participant AN	23	1.75	.573
Participant AH	48	3.11	.321

T2

Participant	Total Repairs	Ratio Total Repairs/min	Periodical Dist. Total repairs
Heritage M	17	1.79	.556
Heritage D	26	2.07	.483

Participant	Total Repairs	Ratio Total Repairs/min	Periodical Dist. Total repairs
Participant L	36	2.74	.365
Participant N	70	5.65	.177
Participant P	34	2.51	.397

Participant	Total Repairs	Ratio Total Repairs/min	Periodical Dist. Total repairs
Participant AK	20	2.12	.472
Participant AL	21	2.00	.498
Participant AN	18	1.63	.614
Participant AH	35	2.44	.410

T3

Participant	Total Repairs	Ratio Total Repairs/min	Periodical Dist. Total repairs
Heritage M	15	2.09	.477
Heritage D	28	2.74	.364

Participant	Total Repairs	Ratio Total Repairs/min	Periodical Dist. Total repairs
Participant L	26	2.36	.424
Participant N	35	5.46	.183
Participant P	23	2.83	.353

Participant	Total Repairs	Ratio Total Repairs/min	Periodical Dist. Total repairs
Participant AK	29	3.18	.314
Participant AL	36	4.95	.202
Participant AN	20	2.43	.412
Participant AH	23	4.25	.235