

The influence of social networks, personality and placement type on language learning during residence abroad

Rosamond Mitchell, Nicole Tracy-Ventura, Kevin McManus, Laurence Richard, Patricia Romero de Mills, with Jean-Marc Dewaele

University of Southampton & Birkbeck, University of London

Overview of the Colloquium

- Introduction to LANGSNAP
- Presentation 1: Personality
- Presentation 2: Placement Type
- Presentation 3: Social Networks

Globalisation and residence abroad

- Currently, between 2-3 million university students spend some time abroad during their degree.
- In the European Union, the Erasmus programme supports international exchanges thanks to important administrative and financial means; 20% of students are expected to participate on such exchanges in the coming years.
- Varied objectives: academic learning/knowledge, linguistic and intercultural skills, job mobility ...

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Residence abroad and SLA

- Many previous studies have shown important linguistic progress especially in:
 - Fluency/ ease of production
 - Mastery of speech, particularly informal registers
 - Precision and complexity (sometimes and more often for oral rather than written skills)

But ...

- Results are quite varied too, standard deviations are high ...
WHY?

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How to explain variability in SLA abroad?

- Previous language level?
 - Individual characteristics (personality etc)?
 - Learner's identity and motivation?
 - Learner's social (non)integration?
 - Multilingualism and role of English as lingua franca?
- Explanations remain speculative, despite series of ethnographic studies (e.g. Pellegrino Aveni 2005)

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How to link SLA and social integration?

- One solution: to systematically study the learner's social networks (Milroy 1987), focusing on:
 - Networks' size (the number of members)
 - Networks' density (frequency of contacts between members)
 - Networks' complexity (number and multiplicity of interaction contexts among members)

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Langsnap= Languages and Social Networks Abroad Project

- ESRC-funded 2.5 year project
- Longitudinal (30 months: April 2011- September 2013), mixed-methods study
- Goals: 1) investigate the influence of social and individual factors on language learning abroad
2) create a longitudinal learner corpus that will be freely available to the research community via Talkbank and our website: langsnap.soton.ac.uk

Main Project Research Questions

1. What are the characteristics of the social networks learners build while abroad, and how and why do those networks develop throughout the year?
2. What kinds of engagement with the target language do learners have while abroad, and how and why does engagement develop throughout the year?
3. Does the organized context of RA (teaching, working, studying), and related social networks, affect the extent and nature of interactions in the L2 and in English?

4. Are there differences in learners' social networking, social interaction, and language learning depending on the language they study and the country in which they live?
5. What is the relationship between social networking, social interaction, personality, and language learning?

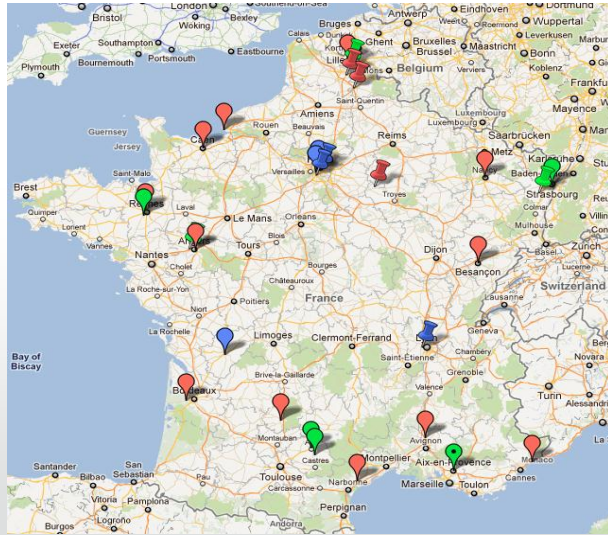
Participants

- University of Southampton French and Spanish degree (undergraduate) students spending the year abroad in France, Spain, and Mexico

Placement Type	French	Spanish
University Placement	8	9
Teaching Assistant	15	16
Work Placement	6	2
Total	29	27

+ 20 Native Speaker controls (10 per language)

French Participants



Spanish Participants: Spain



Spanish Participants: Mexico

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Methods

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Southampton

- Data collection: before, during, and after a 9-month stay abroad (total project length is 30 months).

When	Test
May 2011	Pretest (Soton)
November 2011	Visit 1
March 2012	Visit 2
June 2012	Visit 3
October 2012	Post-test 1 (Soton)
February 2013	Post-test 2 (Soton)

Case-Study Component

- 16 students from main cohort, 8 from each language
- Participated in additional activities:
 - Were shadowed for a whole day by a member of the research team
 - recorded target language interactions with members of their social networks
 - did stimulated recall sessions with a member of the research team about those interactions

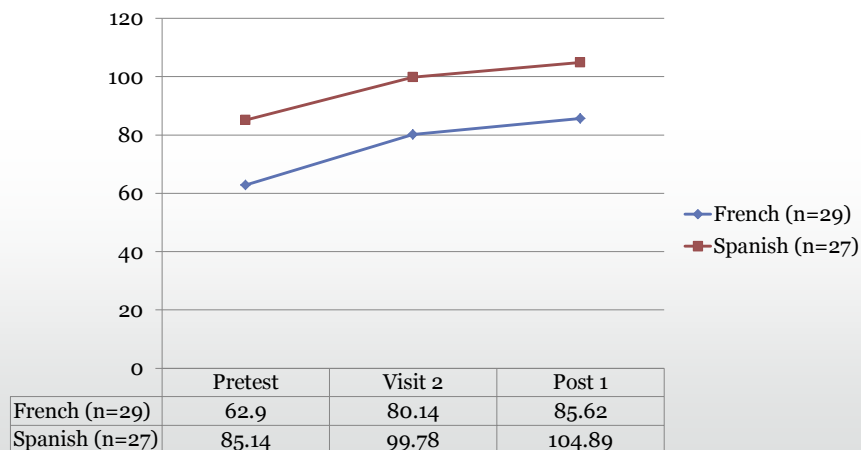
Language Assessments

Type	Language Focus	When
Elicited imitation	General Proficiency	Pretest, Visit 2, Post-test 1
Vocabulary recognition test	Receptive vocabulary	Pretest, Visit 2, Post-test 1
Oral narrative (picture-based)	Past tense morphology Discourse structure	All
Oral interview	Fluency, accuracy, complexity Tenses Lexical richness	All
Written argumentative essay	Fluency, accuracy, complexity subjunctive Lexical richness	All
Grammaticality judgement task	Subjunctive	Visit 1, Visit 3, Post-test 1

Elicited Imitation: Measure of Oral Proficiency

- Participants listen to stimuli and try to repeat it exactly
- 30 items with syllable length ranging from 7 to 19 syllables
 - *El libro está en la mesa*
 - *Hay mucha gente que no toma nada para el desayuno*
- Comparable Spanish and French versions
- 10 minutes to administer, 10 minutes to score
- 5 point scoring rubric (0-4): 4= exact repetition
- 120 points total
- Ortega *et al.* (in preparation), Tracy-Ventura et al (to appear)

Elicited Imitation Results



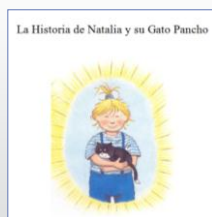
Production Data

	Oral: Learners	Written : Learners	Oral : Native Speaker	Written: Native Speaker	Total
French	280,000	36,000	26,000	6,000	348,000
Spanish	267,000	36,000	21,000	6,000	335,000
Total	547,000	72,000	47,000	12,000	683,000

- All data transcribed in CHAT from CHILDES (MacWhinney, 2000); audio is linked to the transcript.
- Full learner corpus will be available on our website by October 2013.
 - Audio, transcripts, and tagged texts

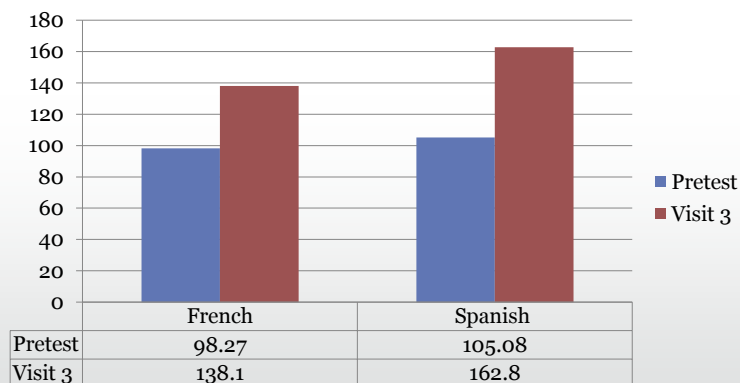
Oral Narratives

- Picture-based
- 3 versions (each repeated once=6 times) in both languages
- Measured for fluency, accuracy of past tense, and lexical and syntactic complexity



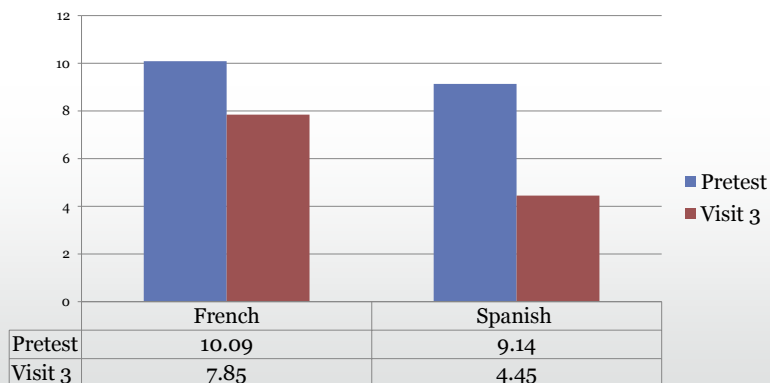
Oral Narrative: Cat Story

Speech Rate



Oral Narrative: Cat Story

Filled Pauses (um, eh, etc)

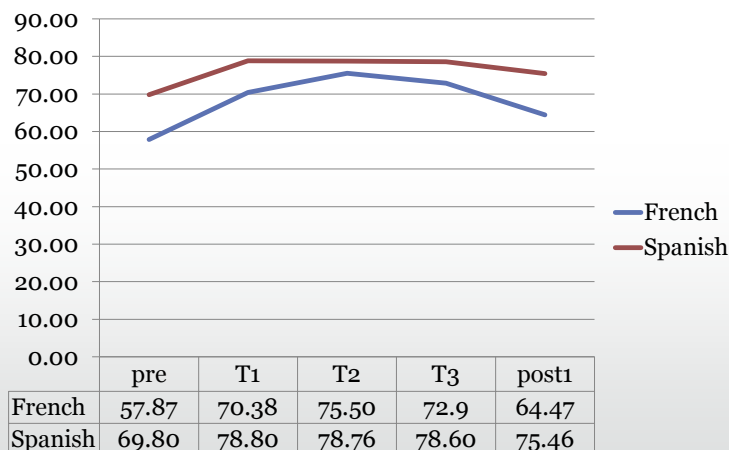


Oral Interviews

- Questions targeting a range of verb tenses (present, past, future) and content related to students' experiences
 - Ideas they have for practicing the language and meeting people
 - Things that have happened to them
 - Who they live with and spend time with
 - Plans for the next three months
 - Suggestions they have for students going abroad
 - If they could do things over, what would they change?

Lexical Diversity ('D')

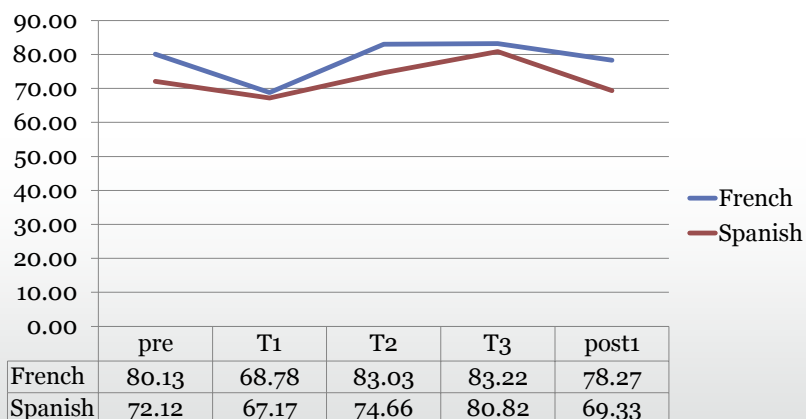
Oral Interview



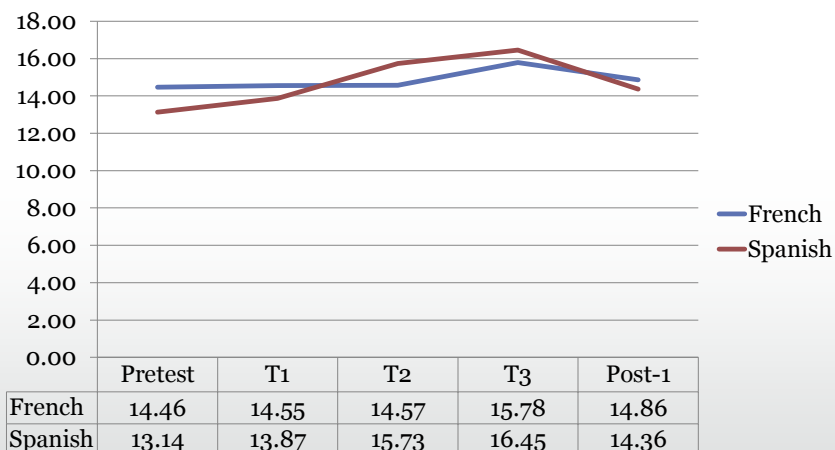
Written Argumentative Essay

- 3 different prompts (each repeated once=6 times)
 - Gay marriage & adoption, legalisation of marijuana, tax on junk food and soda
- Timed 15 minutes, with 3 minutes planning time
- ~200 words
- Measured for fluency, accuracy, and complexity
- Computer-based

Lexical Diversity ('D') Writing

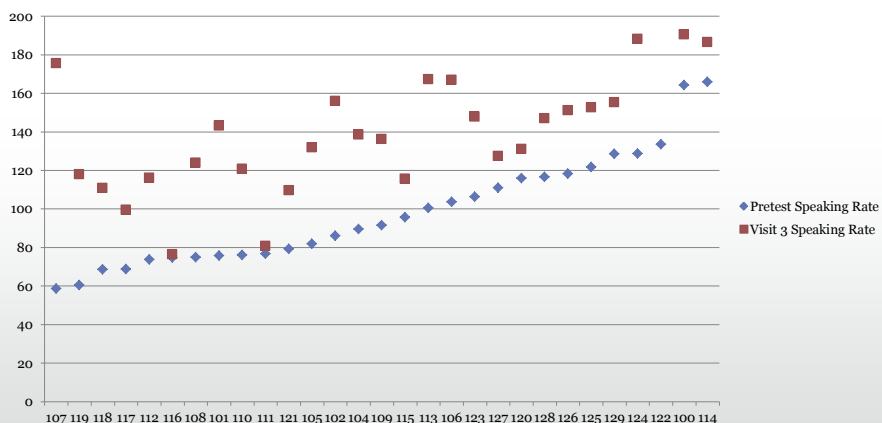


Writing Fluency (words/minute)



Group means are interesting but...

French learners' change in speech rate (pretest-visit 3)



“the source of differential outcomes remains entirely mysterious”



Kinging (2008, p.3)

Questionnaires & Interview (all participants)

Type	When
1. Personality Questionnaire	Visit 1, Post-test 1
2. Social Networks Questionnaire	Visit 1, Visit 2, Visit 3
3. Language Engagement Questionnaire	Visit 1, Visit 2, Visit 3
4. Reflective Interview (in English)	Visit 3

Next presentation: Personality changes

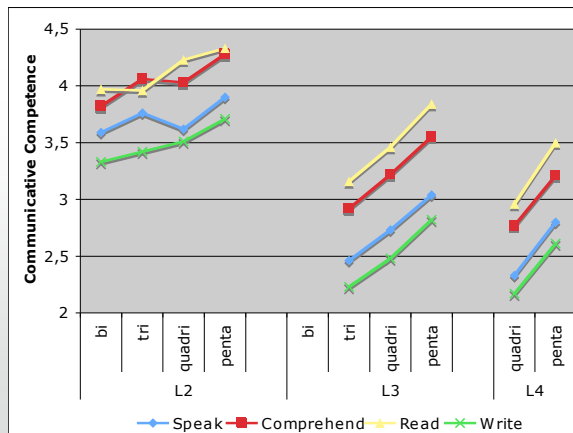


Personality changes after a year abroad? An investigation of multicultural personality factors

Nicole Tracy-Ventura, Jean-Marc Dewaele,
Kevin McManus, Rosamond Mitchell,
Laurence Richard & Patricia Romero de Mills

Communicative anxiety, proficiency & multilingualism

- Participants knowing more languages typically report lower levels of CA & higher levels of proficiency in various languages (Dewaele 2010a, b; Dewaele, Petrides & Furnham, 2008)



Dewaele & Van Oudenhoven (2009)

- 79 young teenagers from London
- 41 “Third Culture Kids” (TCKs), young teenagers of African, Arabic, Caucasian & Asian origin who were born outside UK, moved to London & found themselves in English-speaking school.
- 38 locally born, British teenagers of Caucasian & Asian origin.
- Completed the Multicultural Personality Questionnaire (Van Oudenhoven & Van der Zee, 2002)

Multicultural Personality Questionnaire (MPQ)

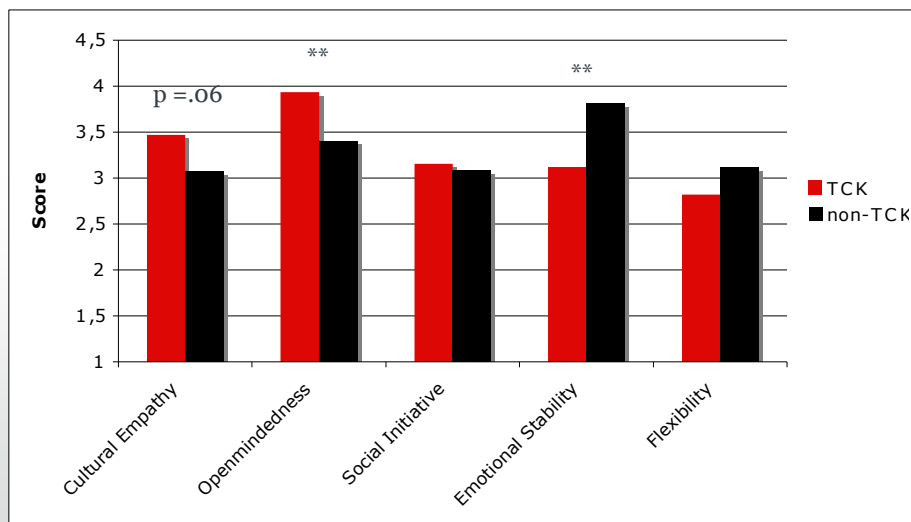
- MPQ was designed to predict multicultural success
- Includes 91 questions (five point Likert scale)
- Investigates 5 personality factors slightly different from the ‘Big 5’:
 - Cultural empathy
 - Openmindedness
 - Social initiative
 - Emotional stability
 - Flexibility

Description of 5 factors

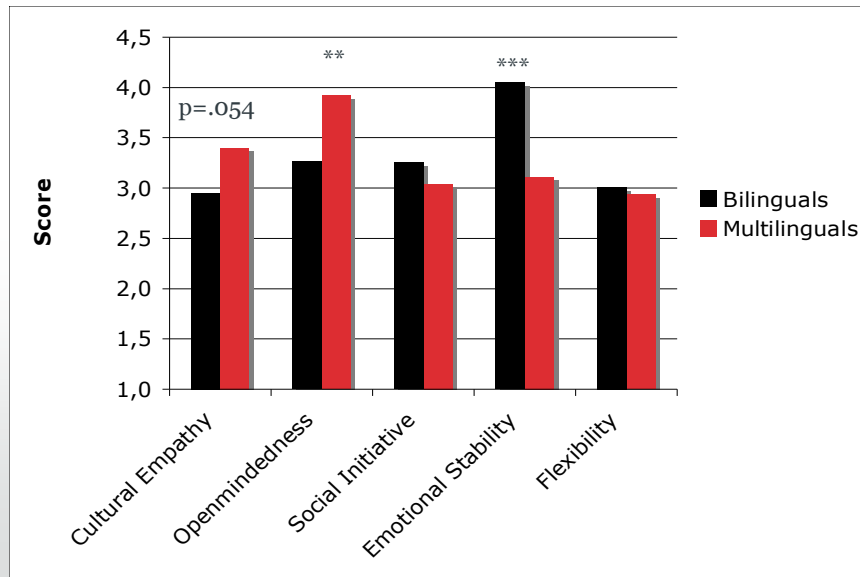
- (1) Cultural Empathy: the ability to empathise with the feelings, thoughts and behaviours of individuals from a different cultural background.
- (2) Openmindedness: an open and unprejudiced attitude towards outgroup members and towards different cultural norms and values.
- (3) Social Initiative: a tendency to approach social situations in an active way and to take initiative.
- (4) Emotional Stability: a tendency to remain calm in stressful situations versus a tendency to show strong emotional reactions under stressful circumstances.
- (5) Flexibility: the ability to learn from experiences.

from Dewaele & Van Oudenhoven, 2009, pp.7-8

Dewaele & Van Oudenhoven 2009: Third Culture Kids vs non-TCK



Dewaele & Van Oudenhoven 2009: Bi- vs multilinguals



Dewaele & Stavans (2012)

- 193 Israelis: 126 female, 67 male; MPQ
- Locally-born: marginally higher on Emotional Stability
- 1 immigrant parent (but not 0 nor 2) : higher on Cultural Empathy, Openmindedness & Social Initiative
- Multidominance => L1 group highest on Emotional Stability, followed by multidominant & LX group
- Multilingualism => no effect
- Total proficiency & use: predict Openmindedness & Social Initiative; Cultural Empathy

Research Questions

1. Do aspects of personality change after residence abroad?

- Multicultural Personality Questionnaire administered in September 2011 and again in September 2012

MPQ design

5 Factors	Example statements
1) Cultural Empathy (18 items)	a) Understands other people's feelings b) Senses when others get irritated
2) Openmindedness (18 items)	a) Puts his or her own culture in perspective b) Is curious
3) Social Initiative (17 items)	a) Is easy-going in groups b) Makes contacts easily
4) Emotional Stability (20 items)	a) Radiates calm b) Considers problems solvable
5) Flexibility (18 items)	a) Likes low-comfort holidays b) Needs change

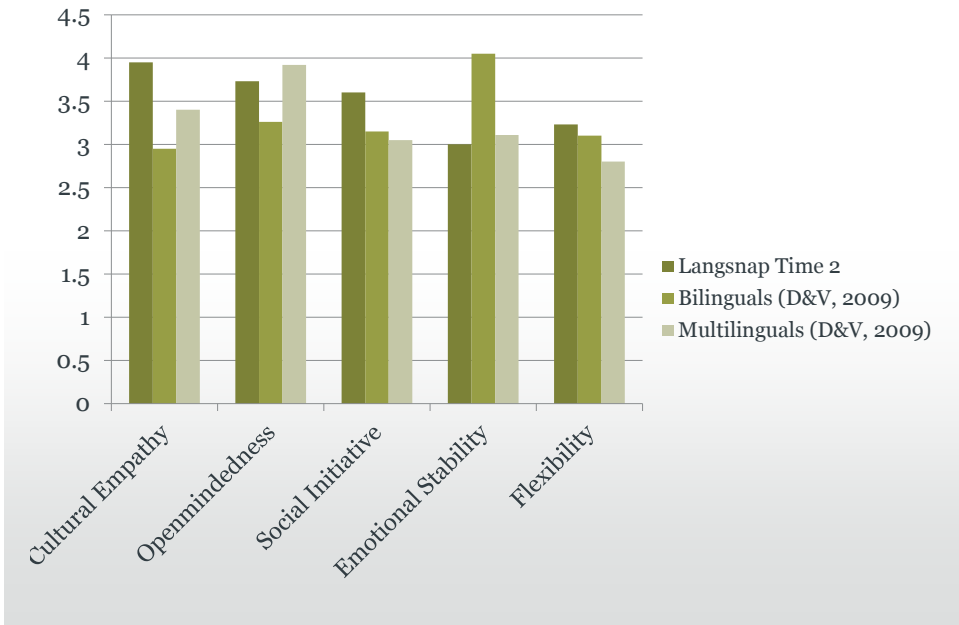
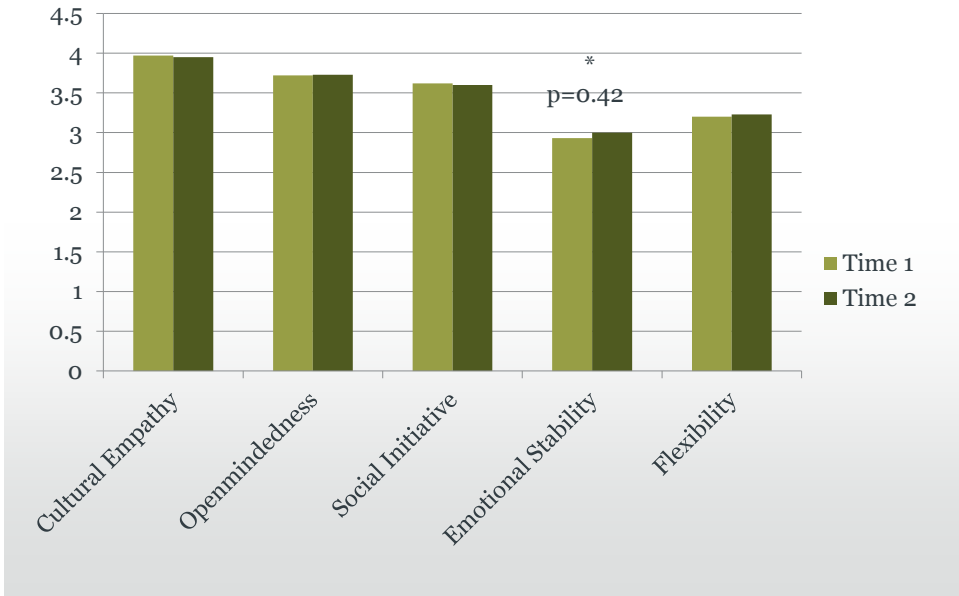
5-point likert scale for each item:

- totally not applicable – hardly applicable – moderately applicable – largely applicable – completely applicable

RESULTS & DISCUSSION

Results RQ1: Do aspects of learners' personality change after residence abroad?

Factor	Mean (k=5)	SD	Significance	Cohen's d
Cultural Empathy 1	3.97	.36	n.s.	
Cultural Empathy 2	3.95	.41		
Openmindedness 1	3.72	.36	n.s.	
Openmindedness 2	3.73	.37		
Social Initiative 1	3.62	.48	n.s.	
Social Initiative 2	3.60	.56		
Emotional Stability 1	2.93	.47	t=-2.08 p=.042	-.30
Emotional Stability 2	3.00	.40		
Flexibility 1	3.21	.49	n.s.	
Flexibility 2	3.23	.48		



Discussion

- Only personality factor to change significantly was Emotional Stability.
 - Students became more emotionally stable after their time abroad.
 - In reflective interview (at visit 3) many of them mention being more self-confident and positive.
- Our participants score higher than the Third Culture Kids in Dewaele & Van Oudenhoven (2009) on cultural empathy, social initiative, and flexibility.

Emotional Stability Questions

- 5. Is not easily hurt
- 23. Remains calm in misfortune
- 28. Takes it for granted that things will turn out right
- 33. Radiates calm
- 36. Considers problems solvable
- 52. Can put setbacks in perspective
- 57. Forgets setbacks easily
- 65. Is self-confident
- 76. Has a solution for every problem

Excerpts from Reflective Interview

Male Participant

NTV: good and the last question do you think your personality has changed at all by being here ?

173: I do. I think I am **more confident**. I think I talk a lot more. I don't know why... I sound more happy as well. **I am happier** yeah I don't know why euh. I'd say I've **changed for the good**, not that I was a horrible person but I think I am much more happier and **relaxed** as well, much more relaxed about things. Like before I'd be more stressed about things. I know they will get done and it is fine. I don't have to worry about things like that. But euh yeah definitely like **confidence** because if you'd ask me at the beginning of the year to teach a class by myself I would have been like oh gosh like I was so nervous going between the classes I was like oh no I will have to speak to all these people but it's fine and so yeah .

Female Participant:

165: I told you I really wanted to go to South America but I don't know if I was ready like at the time a year ago. I'm not sure if I was ready to go there so I am quite happy that I stayed in Europe and came to Spain but I think now if I go to South America I think I will appreciate it more and I'll be able to enjoy it more. I think because now I am more yeah **I feel more confident** in Spanish. I think if I had gone there [South America], so far away from home, with the level of Spanish I had I think I would feel like really lost and lonely and out of place I think. So I am quite happy in the end that I chose living here...

Female Participant

- *NTV: Do you think your personality has changed ?
- *158: Well in some ways probably I don't even realise it but in some ways probably yes maybe I have. You know you always learn something. Even though you don't like that the Spanish are so relaxed you learn to relax a little bit so **I think I relaxed a bit**. I was very frustrated with this as well because I became relaxed and lazy and I didn't like myself like this but now I am sort of relaxed a bit more too. **I accepted it a bit more that there is time to stay in bed and just read a book**. I don't have to do anything that is fine, perfectly fine or to be late is fine but not too much just a bit.

Conclusions

- In general, aspects of learners' personalities remain stable after a year abroad, only 'Emotional Stability' changes significantly.
 - This finding corroborates previous qualitative research showing that students become more confident after a stay abroad (Johnston et al., 2010)

Future Research

- Investigate relationship between personality results and linguistic development
 - So far, we've found some differences between the two language groups...
 - A significant relationship between flexibility and speech rate development for the Spanish group only. $r=.414$, $p=.032$
- Investigate relationship between personality results and social networks
 - So far we've found a significant relationship between openmindedness and our social network scale for the French group only: $r=.435$, $p=.023$
- Analyse content of oral interviews for more information about these relationships.

Thank you!

Teaching and University Placements:

A comparison of language development
during different residence abroad
programmes

Patricia Romero de Mills, Kevin McManus,
Nicole Tracy-Ventura, Rosamond Mitchell
and Laurence Richard

Research questions

- What are learners' perceptions of placement choice (teaching and university) on language use and development?
- Do differences in placement type (teaching and university placements) impact on language development?
- Do differences in country (France, Spain and Mexico) impact on language development?

RQ1: What are learners' perceptions of placement choice on language use and development?

•48 participants

	France	Spain	Mexico	Total
University	8	9	0	17
Teaching	15	7	9	31

•6 L2 interviews per learner (6 data-collection rounds)

•1 reflective interview in English (Visit 3 abroad)



EMERGING THEMES FROM ORAL INTERVIEWS



“YOU WON’T LEARN MUCH IF...”

The impact of placement type on language development

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Samples obtained from the Oral Interviews at Pre-test and Visit 1

Teaching:

“[...] because in this way you are surrounded by Spanish all the time, **but at a university very often you are with other English-speaking people, and you will not speak Spanish** if you are with other English people”* (O151aNTV)

“If I’d chosen to study I think that perhaps I would **speak more English**” (O109dKMCM)

“As a student you’re with all the other Erasmus students all the time and **with them you speak English**” (O106bKMCM)

“[...] normally **English students live with other English people**, but I don’t want to do that because it would be too easy to speak English every day and **that is not very helpful to improve my Spanish**” (O161aEDR)

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Samples obtained from the Oral Interviews conducted at Pre-test

University:

"I'm going to study at a university to maximize the opportunity to speak in the classes and things like that [...] in comparison... I think **if I taught it would be mostly in English than in Spanish**, so this is better for me"* (O152aNTV)

"It's easier to make friends and speak all the **time because at school people have to speak English**, but at **university you need o speak French all the time**" (O121aAGM)

"[...] I thought about teaching, but I thought it would be more useful to speak to students of my age and go out with them and all that **rather than speaking to children in English, because I can already speak English!**" (O156aSSF)

"the advantage is that **I will speak to lots of people in French**" (O126aAGM)

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"I WOULDN'T HAVE LEARNED MUCH IF..."

Illustrative examples extracted for the oral interviews

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Samples obtained from the Oral Interviews conducted in Nov 2011 and March 2012 (Visits 1 and 2).

“I want to improve my Spanish... more... I will try to speak more Spanish at university during the day, because there are some [Spanish-speaking] people, in my classes... **but there are many English and it's hard...** [in another class] **the majority are Erasmus** and English is... People want to talk to you in English and it's hard” (Er: O168cNTV, 16:17)

At university, lots of Erasmus hang out together and **it's difficult to integrate with French people.** French students are one group and Erasmus student are a different group (TA: O110bKMCM)

Now that I'm here I think **I nearly always speak English and hardly any French.** I think that **if I'd chosen to work then I would be speaking so much more French.** (Er: O112bLRR)

“[...] I find it difficult to understand when they are speaking and that's something **I want to improve... I think that when you are a language assistant it is more complicated than when you are an Erasmus student** because you are not with Spanish students all the time.. If you work in a school you are with teachers who are older than you **and it's difficult to make friends with them**” (TA:O161bNTV, 11:02)

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“YOU WON'T LEARN IF...”

But...

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RQ2: Do differences in placement type impact on language development?

•48 participants

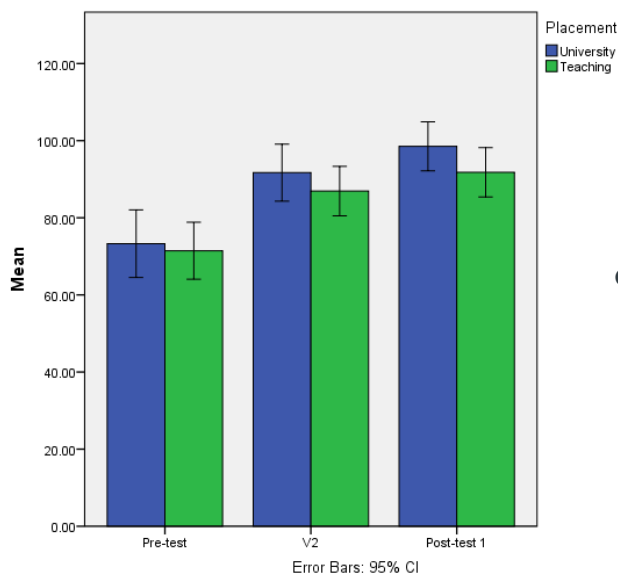
	France	Spain	Mexico	Total
University	8	9	0	17
Teaching	15	7	9	31

- Oral proficiency (elicited imitation)
- Lexical diversity (oral interviews)
- Fluency (spoken narrative)

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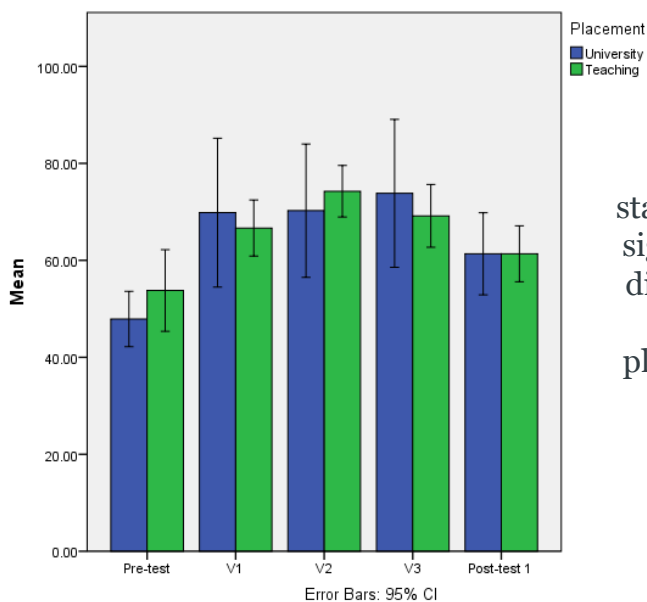
Results

Elicited Imitation



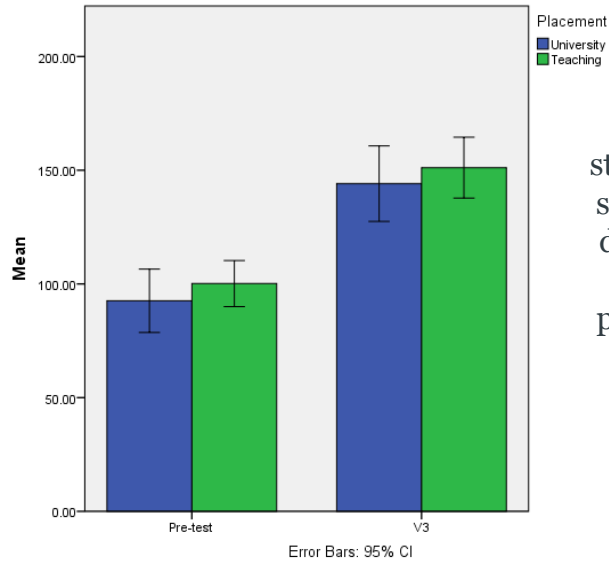
No statistically significant difference for placement type

Lexical diversity: Interviews



No statistically significant difference for placement type

Fluency (rate of speech): spoken narrative



No statistically significant difference for placement type

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RQ3: Do differences in country impact on language development?

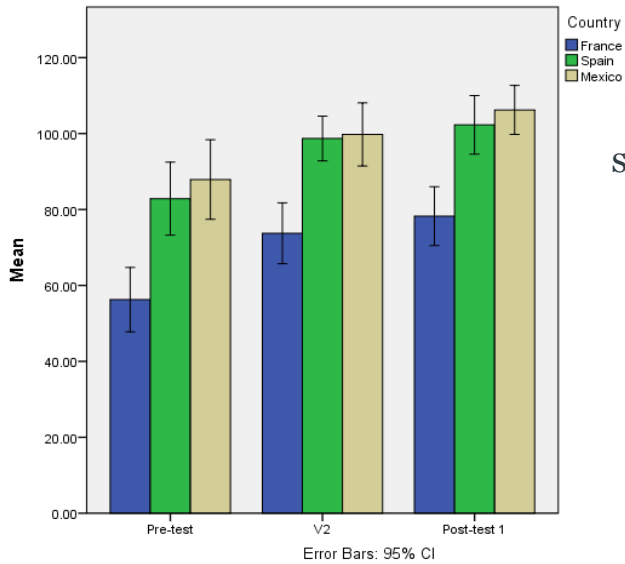
	France	Spain	Mexico	Total
Teaching	15	7	9	31

Linguistic development in:

- Oral proficiency (elicited imitation)
- Lexical diversity (oral interviews)
- Fluency (spoken narratives)

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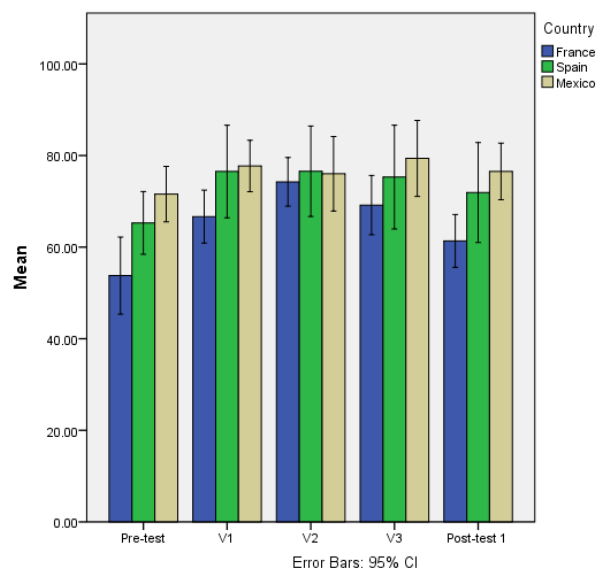
Elicited imitation



No statistically significant effect for country (ANCOVA)

17

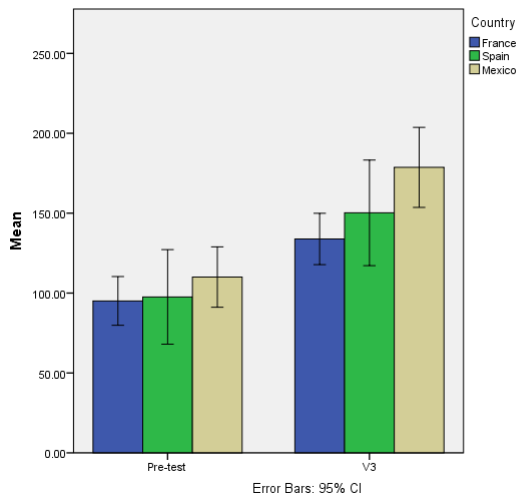
Lexical diversity: Interviews



No statistically significant effect for country (ANCOVA)

18

Fluency (rate of speech): spoken narrative



Statistically significant difference for country at V3 between France and Mexico ($p=.006$)

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Main findings

- No significant effect of placement type (teaching vs. university) on linguistic development for:
 - Oral proficiency
 - Lexical diversity
 - Fluency (speech rate)
- Significant effect of country on linguistic development:
 - Fluency (speech rate): France & Mexico

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Discussion (Next steps)

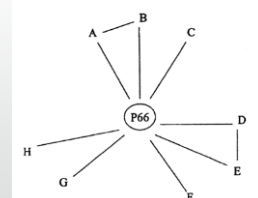
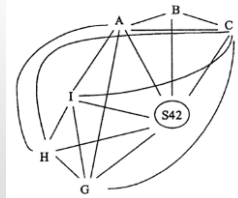
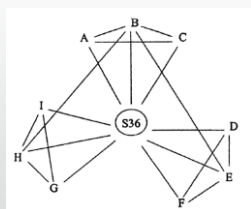
- Language Engagement
- Individual Differences
- The role of the local community (attitudes to the 'foreign' visiting learner)
- Social Networks

Tracking social networks during residence abroad

Rosamond Mitchell, Kevin McManus, Nicole
Tracy-Ventura, Laurence Richard & Patricia
Romero de Mills

Modelling social networks

- No exclusive method – depends on type and detail of data
- **Size:** number of contacts a learner has
- **Frequency:** how often a learner and a contact interact
- **Multiplexity:** the number of different contexts for interaction with network members



From: Wiklund, 2002

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Social network analysis in SLA research

- Wiklund (2002): 54 bilingual learners, various L1s
 - High L2 proficiency with multiplex and frequent social networks
 - Low proficiency when social networks only consist of contacts within same L1 group

- Isabelli-García (2006): 4 learners, pre- & post- RA
 - Variability in linguistic development linked to motivation
 - ‘Highly motivated’ learners had ‘more extended networks, which correlated with gains in linguistic accuracy’ (p.256)

3

LANGSNAP research questions

1. What are the characteristics of the social networks learners build while abroad, and how and why do those networks develop throughout the year?
2. What kinds of engagement with the target language do learners have while abroad?
3. Does the organized context of RA ... affect the extent and nature of interactions in the L2 and in English?
4. Are there differences in learners’ social networking, social interaction, and language learning depending on the language they study and the country in which they live?
5. What is the relationship between social networking, social interaction, personality, and language learning?

4

LANGSNAP research questions (this talk)

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5. What is the relationship between social networking, social interaction, personality, and language learning?

5

Our social network data

- Quantitative:
 - Social Networks questionnaire
- Qualitative:
 - Oral interviews abroad (in target language)
 - Reflective interview post-sojourn (in English)
 - Shadowing of case study students

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Social Networks Questionnaire

- Targets 5 contexts:
 - Work/university
 - Organised free time (e.g., church, sports, clubs)
 - General free time
 - Home-life
 - Virtual social activity (e.g., Skype, Facebook, etc.)
- Language(s) of interaction
- Frequency and duration of interaction
- “Top 5” people
- Administered at: V1, V2, V3 Abroad

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SNQ

Survey - Online Questionnaire Generation from t...

Pastor Ken

Question 1.
How often do you interact with this person?

every day

several times a week

a few times a week

couple times a month

Question 2.
In what kind of organised activity do you interact with this person? (e.g. sports club, church, etc)

Question 3.
What language(s) do you use when communicating with this person?

Please select ▾

Question 4.
What is your relationship to this person?

Question 5.
How did you first meet? (e.g., through a mutual friend, at work, etc - just a brief response)

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Analysing social networks

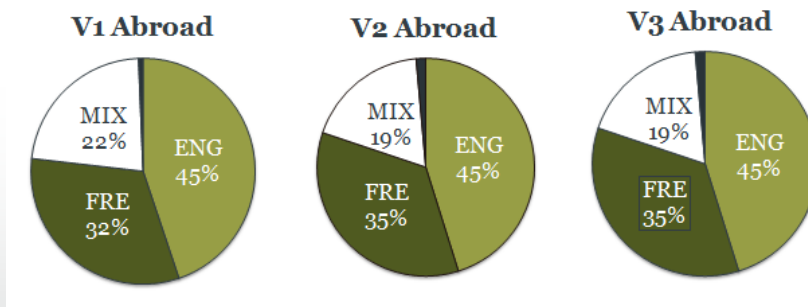
- 6-point Social Network Scale, based on Milroy (1987)
 - Learners are ranked according to five criteria:
 - Having at least two people from place of work/study with TL/mixed interaction
 - Having at least two strong TL ties
 - Having at least three ties with TL/mixed interaction in free time contexts
 - Having at least one TL/mixed tie in two different contexts (excl. homelife)
 - Having at least three people from Top Five with TL interaction

Results

Quantitative results 1: L1 & L2 USE WITH SOCIAL NETWORK MEMBERS (France & Spain)

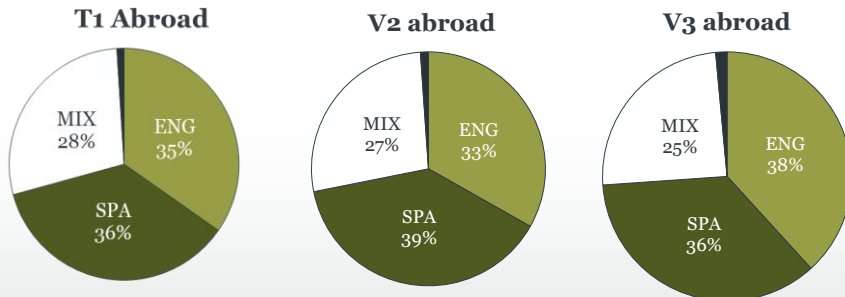
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Social networks and languages used: French Group



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Social networks and languages used: Spain Group



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French Group: Social network members by context

	Work/Uni	Organised	Free time	Home life	Virtual
Visit 1					
French	49.3% (69)	18.6% (26)	13.6% (26)	11.4% (16)	7.1% (10)
English	7.7% (17)	0.5% (1)	30.3% (67)	9.5% (21)	52.0% (115)
Visit 2					
French	40.4% (55)	13.2% (18)	28.7% (39)	12.5% (17)	5.1% (7)
English	11.9% (25)	2.9% (6)	29.5% (62)	10.5% (22)	45.2% (95)
Visit 3					
French	44.0% (55)	12.8% (16)	22.4% (28)	12.8% (16)	8.0% (10)
English	10.7% (19)	2.2% (4)	27.5% (49)	12.4% (22)	47.2% (84)

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Spanish Group: Social network members by context

	Work/Uni	Organised	Free time	Home life	Virtual
Visit 1					
Spanish	21.6% (33)	16.3% (25)	32.0% (49)	22.2% (34)	7.8% (12)
English	9.6% (15)	8.9% (14)	22.9% (36)	0.3% (5)	55.4% (87)
Visit 2					
Spanish	22.8% (28)	6.5% (8)	37.4% (46)	29.3% (36)	4.1% (5)
English	13.5% (17)	5.6% (7)	26.2% (33)	3.2% (4)	51.6% (65)
Visit 3					
Spanish	25.6% (30)	6.8% (8)	34.2% (40)	28.2% (33)	5.1% (6)
English	13.6% (16)	7.6% (9)	24.6% (29)	5.1% (6)	49.2% (58)

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Summary

- Few changes in the L1, L2 balance of SN contacts over time

L2

- French: most SN L2 contacts are at work/university, fewest are virtual
 - At time 2, fewer SN French speakers at work but more in General Free time
- Spanish: most SN L2 contacts are free time, least virtual
- Home life imbalance: many more L1 flatmates in France than in Spain

L1

- French group: most SN L1 contacts are virtual, fewest are organized free time
- Spanish group: most SN L1 contacts are virtual, fewest are home time

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Quantitative results 2: SOCIAL NETWORK SCALE SCORES (France, Spain and Mexico)

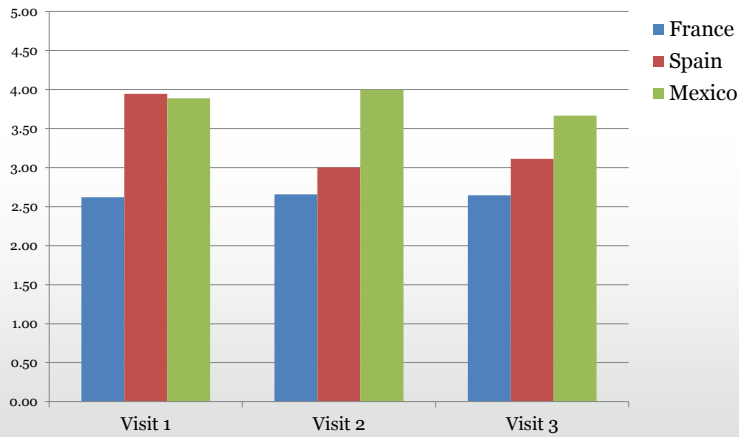
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Analysing social networks

- 6-point Social Network Scale, based on Milroy (1987)
 - Learners are ranked according to five criteria:
 - Having at least two people from place of work/study with TL/mixed interaction
 - Having at least two strong TL ties
 - Having at least three ties with TL/mixed interaction in free time contexts
 - Having at least one TL/mixed tie in two different contexts (excl. homelife)
 - Having at least three people from Top Five with TL interaction

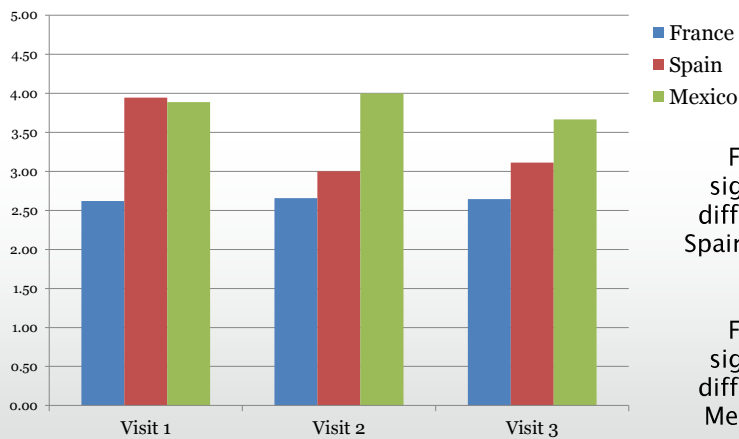
18

Social Network Scale Averages (0-5)



19

Social Network Scale Averages (0-5)



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Overall SNS Comments

- Social networks are dynamic during the YA
- A lot of variability in the size of individual learners' social networks and the languages they speak.
- Clear differences by site: farther away from the UK, more integrated in a TL social network:
 - Spanish-speaking members make up 47% in the Mexico group, compared to 33% in the Spain and 32% in France groups
 - Mexico group has more social network members at T2 but France and Spain groups decrease
 - Mexico group is most integrated at T2, Spain group becomes less integrated
- Oral proficiency significantly improves, and speech rate measures correlate with SNS

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Qualitative results: CASE STUDY ANALYSIS

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Case study methodology

- Modelling of person-centred individual networks at V1, V2, V3
- Grounded in SNS questionnaire data
- Triangulated with qualitative data (interviews and shadowing observations)
- So far, modelling interaction with groups (not individuals)
- Focus on language use, frequency, diversity (and limited qualitative evidence on multiplexity)

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Case study methodology (contd)

- 4 case studies from French group, to illustrate:
 - Strong French networking, strong achievement
 - Moderate networking, mixed achievement
 - Moderate networking, strong achievement
 - Weak networking, limited achievement

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Case studies overview

Participant	Social Network score (mean for whole group = 2.63)	EI at pre-test (mean for whole group = 62.9)	EI gain score (mean for whole group = 22.7)	Fluency gain at V3 (syllables/minute) (mean for whole group = 39.8)
108	4.67	77	31	49
102	3.0	76	15	70
117	3.3	44	35	31
121	0.67	50	16	30

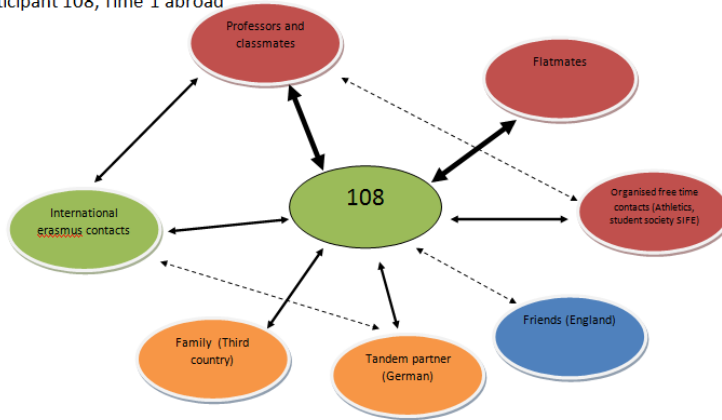
25

Case Study 1 (Participant 108)

- Multilingual national of another EU state
- Erasmus student in northern French university city
- Living in downtown accommodation with older French professionals
- Competitive athlete

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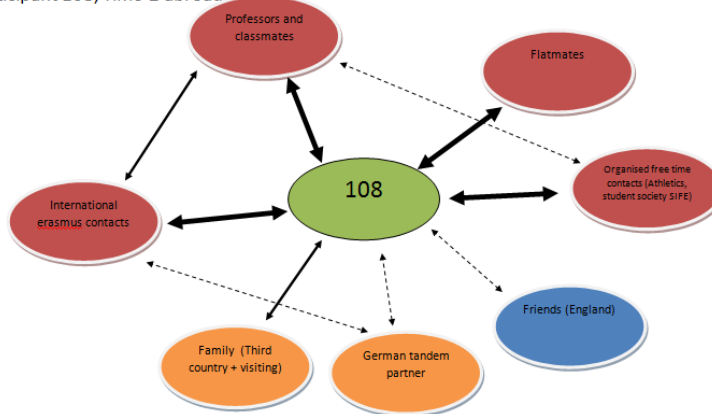
Participant 108, Time 1 abroad



Reported language(s) by cluster	Contact frequency		"Top 5" individual contacts	
French only	Daily contact	↔	French only	3
English only	Frequent contact	↔	English only	-
Mixed	Occasional contact	↔	Mixed	2
Other			Other	-

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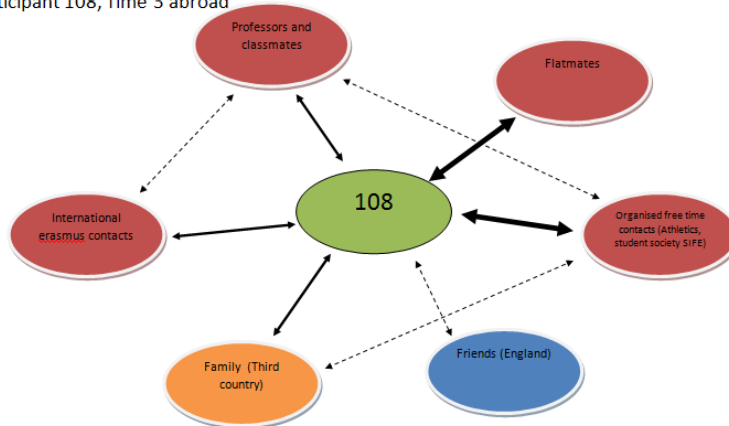
Participant 108, Time 2 abroad



Reported language(s) by cluster	Contact frequency		"Top 5" individual contacts	
French only	Daily contact	↔	French only	4
English only	Frequent contact	↔	English only	-
Mixed	Occasional contact	↔	Mixed	-
Other			Other	1

28

Participant 108, Time 3 abroad



Reported language(s) by cluster	Contact frequency	"Top 5" individual contacts
French only	Daily contact	French only 4
English only	Frequent contact	English only -
Mixed	Occasional contact	Mixed -
Other		Other 1

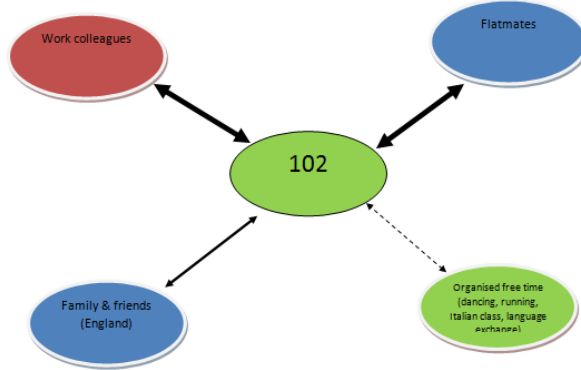
29

Case Study 2 (Participant 102)

- Work placement, outskirts of a large city
- Working in library of a prestigious business school
- Living in business school accommodation with other anglophone TAs

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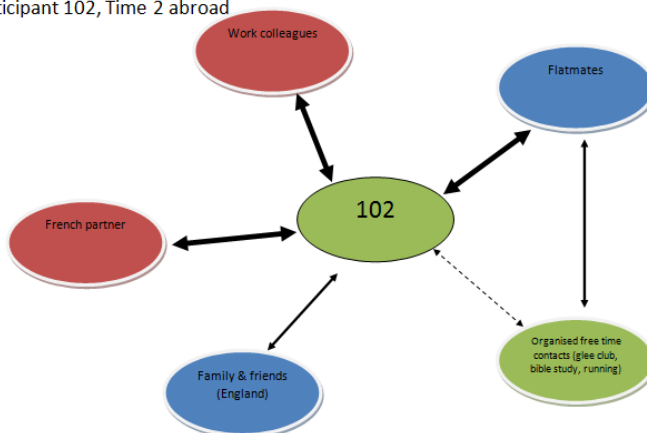
Participant 102, Time 1 abroad



Reported language(s) by cluster		Contact frequency		"Top 5" individual contacts	
French only	■	Daily contact	↔	French only	2
English only	■	Frequent contact	↔	English only	3
Mixed	■	Occasional contact	↔	Mixed	-

31

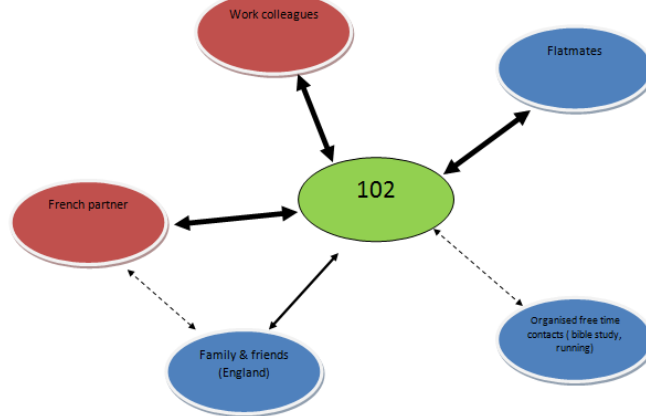
Participant 102, Time 2 abroad



Reported language(s) by cluster		Contact frequency		"Top 5" individual contacts	
French only	■	Daily contact	↔	French only	3
English only	■	Frequent contact	↔	English only	2
Mixed	■	Occasional contact	↔	Mixed	-

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Participant 102, Time 3 abroad



Reported language(s) by cluster	Contact frequency	"Top 5" individual contacts
French only	Daily contact	French only 3
English only	Frequent contact	English only 2
Mixed	Occasional contact	Mixed -

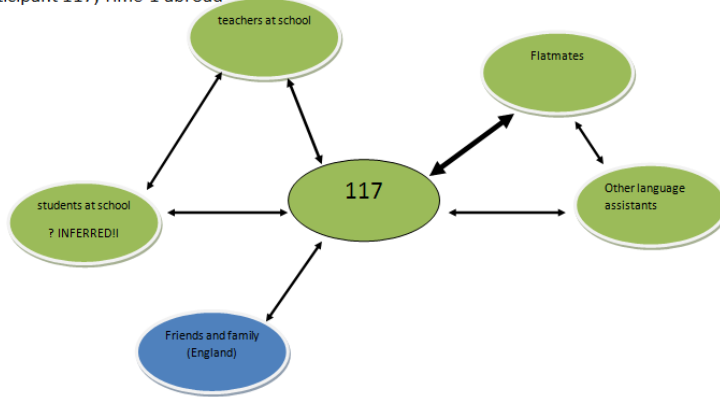
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Case Study 3 (Participant 117)

- Teaching assistant, provincial city, northern France
- Working in two lower secondary schools + with adult classes
- Living in school accommodation with other TAs, mixed language backgrounds

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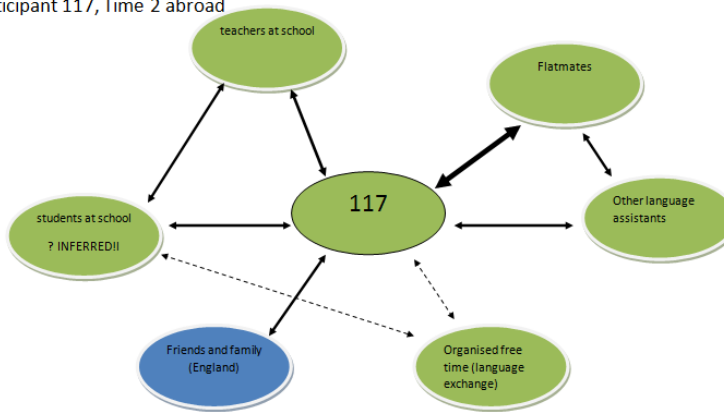
Participant 117, Time 1 abroad



Reported language(s) by cluster	Contact frequency	"Top 5" individual contacts
French only	Daily contact	French only 1
English only	Frequent contact	English only 1
Mixed	Occasional contact	Mixed 3

35

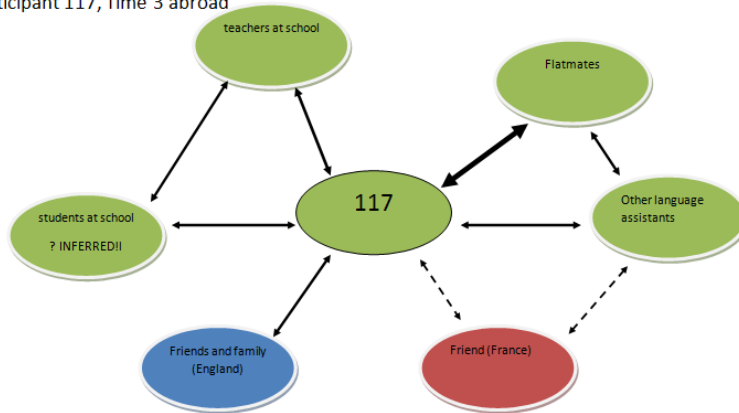
Participant 117, Time 2 abroad



Reported language(s) by cluster	Contact frequency	"Top 5" individual contacts
French only	Daily contact	French only 3
English only	Frequent contact	English only -
Mixed	Occasional contact	Mixed 2

36

Participant 117, Time 3 abroad



Reported language(s) by cluster	Contact frequency	"Top 5" individual contacts
French only	Daily contact \longleftrightarrow	French only 1
English only	Frequent contact \longleftrightarrow	English only 1
Mixed	Occasional contact \longleftrightarrow	Mixed 3

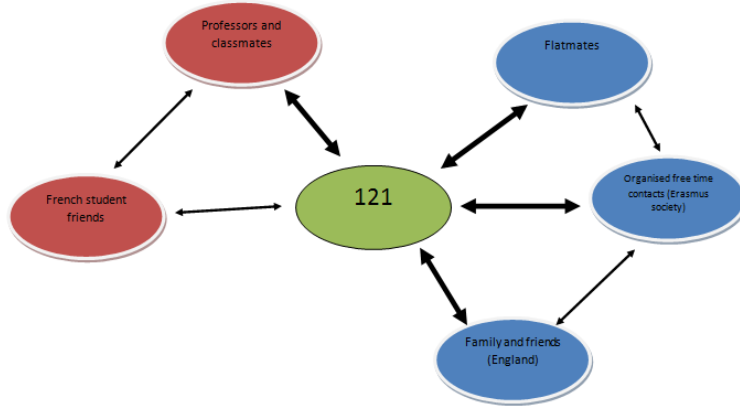
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Case study 4 (participant 121)

- Erasmus student in smaller French university town
- Living and socialising with anglophone housemates
- High frequency of home contacts

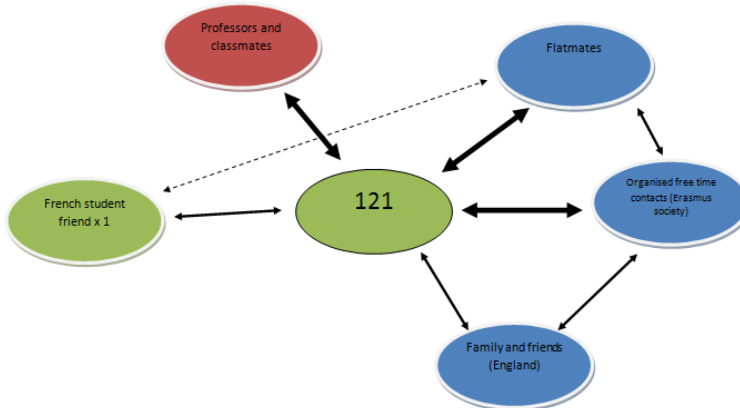
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Participant 121, Time 1 abroad



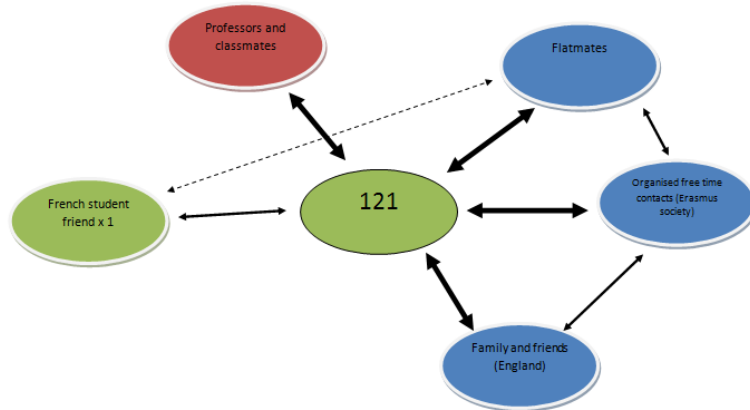
Reported language(s) by cluster	Contact frequency	"Top 5" individual contacts
French only	Daily contact	French only
English only	Frequent contact	English only
Mixed	Occasional contact	Mixed

Participant 121, Time 2 abroad



Reported language(s) by cluster	Contact frequency	"Top 5" individual contacts
French only	Daily contact	French only
English only	Frequent contact	English only
Mixed	Occasional contact	Mixed

Participant 121, Time 3 abroad



Reported language(s) by cluster	Contact frequency	"Top 5" individual contacts
French only	Daily contact	French only
English only	Frequent contact	English only
Mixed	Occasional contact	Mixed

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Case study comments (France)

1. Overall levels of networking are usually sufficient for language development to progress, but
2. Flatmates' language use is a specially powerful influence
3. Persistent 'mixed' language networks can be beneficial
4. Age and status differences affect social integration in work environments (in schools, in workplaces)
5. Entering peer TL networks is challenging:
 - Personal agency/ initiative is needed
 - TL partners can be found
 - Other peer TL friendships are hard to initiate and sustain
6. Virtual networking maintains home/ L1 links in powerful and immediate ways

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On-going social networking research

- Continue quantitative modelling of social networks (e.g. explore use of Gephi or similar software)
- Relate SNS to language use data
- Relate SNS to fuller analyses of language development (e.g. measures for accuracy and complexity of production, GJT data, synthetic learner achievement profiles)
- Extend case study work to Spain and Mexico
- Make virtual networking a special focus

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Main messages for now

- Everyone learns
- Personality mostly stable but changes in emotional stability
- Placement type (TA vs Erasmus) not a main factor
- SN are dynamic, mixed interaction is good, and L2-speaking flatmates are key!

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Thank you!

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