

## **General Indications of Gain**

- Time spent abroad predicted language proficiency for advanced undergraduate learners (Carroll, 1967).
- Students make significant gains in speaking and listening and less substantial gains in literacy (Willis et al., 1977).
- Significant gains in listening and speaking (Dyson, 1988)
- Significant gains on self assessment (Opper et al. 1990).
  - Less proficient students show the greatest gains.
- Students make significant gains on Oral Proficiency Interviews (Foltz, 1991; Veguez, 1984).
- Students gained in terms of speech rate and length of time between utterances, but not in terms of frequency of grammatical errors, sentence length and syntactic complexity (Möhle & Raupach, 1983).

## **Predictors of Gain (Brecht et al., 1995; Lapkin et al., 1995):**

- Language Aptitude
- Pre-departure reading and grammar
- Gender
- Age
- Previous Time Abroad
- Initial Language Proficiency

## **Cross-Context Comparisons**

- SA students tend to use second language fillers more appropriately than at-home learners (DeKeyser, 1986; 1991).
- Faster and smoother speech than at-home (Freed, 1995)
- At-home students made more grammatical repairs than study abroad students (Freed, Segalowitz & Dewey, 2001, 2003)

- Some aspects of grammar develop differently during study abroad (Ryan & Lafford, 1992).
- Intensive domestic immersion students made more significant gains than study abroad on measures of spoken fluency (Freed, Segalowitz & Dewey, 2001, 2003).
- Students abroad gain more in terms of vocabulary (Milton & Meara, 1995).
- No differences were found in writing in terms of fluency, syntactic complexity, grammatical accuracy, lexical density & coherence (Freed, So & Lazar, 1999)
- Students abroad may develop a larger variety of communicative strategies (Lafford, 1995), but there are mixed findings here (Lafford, 2003).

### **Nature of the SA Experience**

- Students abroad use English more than their second language (Freed, Segalowitz & Dewey, 2003).
- Gender, group affiliations and host family preferences can influence reading habits (Kline, 1995).
- Students are critical of their classroom instruction while abroad, but this instruction helps them to form goals (Brecht & Robinson, 1995).
- Sexist and other gender-related behavior may influence learning (Polanyi, 1995).
- Homestay “interactions” are often centered around the television (Frank, 1997).
- Homestay students often spend time at home alone (Frank, 1997).
- Homestay family size can affect interaction (Frank, 1997).

- Conversation with host families is often simple and redundant (Frank, 1997).
- Homestay students develop literacy skills more than oral (Rivers, 1998).

### **Japanese Studies**

- Beginning learners may gain more than students at home in speaking, listening and reading (Huebner, 1995).
- Beginners were more motivated to learn *kana* than students at home (Huebner, 1995).
- Students had difficulty with speech acts of apologizing, paying compliments and making requests (Marriott & Enomoto, 1995)
- Students struggled with polite and honorific forms while abroad, but began to use them correctly shortly after returning (Hashimoto, 1993).
- Students made changes in their use of polite forms (address forms, verb endings, etc.) over time, but still deviated greatly from norms at the end of their stay (Marriott, 1995)
- While learners developed an understanding of the social politeness norms in Japanese, they struggled to come to grips with these norms based on their own identities (Seigal, 1995).
- Students claim that host families were most helpful in terms of language learning (Hashimoto, 1993).
- Students acquired dialect and a variety of types of speech during time abroad (Hashimoto, 1993).
- Through collaborative storytelling and idea exchanging, students' and host families' stereotypical folk beliefs about each others' cultures are transformed (Cook, 2003).

- Intensive domestic immersion can produce gains in reading comparable to study abroad (Dewey, 2001, 2003).
- Self assessments may be more valid than previously thought for assessing gains in language *over time* (Dewey, 2002b).
- Students use English frequently and usually interact in Japanese less than expected (Dewey, 2002a).
- Students strongly desire that study centers help provide opportunities for spoken interaction (Dewey, 2002a).