Chapter 9

International posture, motivation and identity in study abroad

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In the context of Study Abroad (SA) researchers have called for a more refined analysis of students' personal language learning motivations (Mitchell et al. 2015). Furthermore, the spread of English as a Lingua Franca (ELF) has led to an exponential increase in learners of English, and has consequently changed the learners' motivations for learning, as well as the way they identify with the language (Jenkins et al. 2011; Isabelli-García 2006). With this in mind, the present study draws on Yashima's (2009) international posture as a more fruitful alternative to the concept of integrative motivation. The study investigates the motivation and identity of undergraduate Spanish-Catalan bilinguals, learning English, as well as either German or French. Using quantitative tools, the study compares students cross-sectionally prior to and at the end of a SA period, and contrasts those spending a SA in an English-speaking country with those in a German- or French-speaking country. The results suggest that there is a partial effect of a three-month SA on the language learning motivation and identity of higher education students. Significant differences were found between pre- and end of SA participants in areas such as international posture, willingness to communicate and interest in foreign languages. Furthermore, when comparing those in an English-speaking country with a French or German-speaking country, differences arose regarding the ideal L2 self and intended learning effort. It is suggested that due to the generally high levels of motivation across all participants, a more detailed, qualitative investigation is required in order to gain a more thorough understanding of the development and negotiation of the learners' ongoing motivational process (Kim 2009).

1 Introduction

Within the field of Second Language Acquisition (SLA) and Study Abroad (SA), there has been a recent increase in interest regarding research examining indi-

vidual factors such as identity (e.g. Jackson 2008b; Kinginger 2013; Brown 2013) and motivation (e.g. Isabelli-García 2006; Allen 2010; Hernández 2010; Sasaki 2011; Irie & Ryan 2014), an unsurprising fact given that "ethnographic and post-structuralist thinking have become increasingly influential within SLA theorising" in recent decades (Mitchell et al. 2015: 8). The international role of English as a Lingua Franca (ELF) in SA and higher education contexts has also seen increasing attention in research over the last decade (e.g. Smit 2010; Jenkins 2011; Coleman 2015), in part due to the increase in English medium instruction in tertiary education outside English-speaking countries.

What has been called for in this field of research, is a more refined investigation into students' personal language learning motivations (Mitchell et al. 2015). This analysis is particularly necessary as a result of the spread of ELF, which has changed the learners' motivations for learning as well as the way they identify with the language (Jenkins et al. 2011; Isabelli-García 2006). As Melitz (2016: 2) points out, "there has never been in the past a language spoken more widely in the world than English is today." What is more, in 2013 the number of people actively learning English at a useful level was estimated at 1.75 billion people worldwide, and this figure is predicted to reach 2 billion by 2020 (British Council 2013). However, the importance of the language does not only affect the number of people who learn it, but also the way in which it is taught and learned. The emergence of concepts such as World Englishes (WE) and ELF have challenged the traditional English language teacher paradigm (Pakir 2009), wherein the ultimate objective was often the unrealistic ideal of native-like competence (Ke & Cahyani 2014). It has been suggested that concepts such as ELF may lead to a reconsideration of these traditional native speaker models (Seidlhofer 2001), in that the language learner, rather than aspiring towards native-like proficiency, could instead aim towards becoming a proficient, international English speaker (Majanen 2008). This approach seems appropriate, given that native-speaker norms and usages are often not relevant in the context of an international ELF exchange (Ke & Cahyani 2014), as individuals may be more concerned with being understood rather than speaking like a native speaker.

This alternative approach will evidently affect the language learner, both in how they identify with their target language (TL), as well as their motivation to learn. Regarding identity, it has been suggested that ELF may offer a more attractive identity to the non-native speaker, given that "instead of perpetual *learners* of English, they can now regard themselves as legitimate English *users* in the international world" (Majanen 2008: 2). As for motivation, there are at least two repercussions as a result of ELF (Dörnyei & Ushioda 2013). Firstly, given that

speaking English is increasingly viewed as a basic educational skill crucial to economic and professional advancement, a learner's motivation for learning English is likely different from that of learning other languages. This issue is highlighted by Block & Cameron (2002) who discuss how language learning and communication skills that are demanded by globalisation influence the learners' motivation towards instrumentality. Secondly, Gardner & Lambert (1972: 135) highlight the importance of integrative motivation, stating that a motivated learner "must be willing to identify with members of another ethnolinguistic group and take on very subtle aspects of their behaviour." However, this concept of integrative motivation makes little sense when discussing ELF learners, who may instead focus on communication with speakers of different linguistic backgrounds (Breiteneder 2005). In such a context, traditional concepts in motivation research such as integrativeness and attitudes toward the TL community become increasingly obscure, given that it becomes more and more difficult for ELF learners to identify with a clear target group or culture (Yashima 2009). Consequently, when it comes to ELF, it may make more sense to evaluate students' motivation based on their international posture, that is, the "tendency to see oneself as connected to the international community" (Yashima 2009: 3), rather than a specific second language (L2) group. For example, in the context of a European SA, native Spanish speakers studying abroad in the UK can interact in English with both native English speakers, as well as other non-native speakers using ELF. In such a context, these students may not (solely) be motivated to improve their language skills in order to become integrated in the native speaker community. Their language motivation may also be driven by a desire to become integrated into a community of ELF users in an Erasmus "community of practice" (Wenger 1998). As Kaypak & Ortaçtepe (2014) point out, due to the growing number of Erasmus students studying abroad in such ELF communities, what is needed is a closer look into the use of English in these communities.

With this in mind, this study takes a cross-sectional approach, using quantitative research tools to investigate the identity and motivation of the language learners in the context of SA, by exploring the differences between pre- and end-of SA students, and between language learning in an English-speaking country compared to a French/German-speaking country. The participants in the study are Spanish-Catalan bilinguals, learning English, as well as either German or French as part of their undergraduate degree, and who spent a semester abroad in an English-, German- or French-speaking country.

2 Literature review

The following three sections provide an overview of the relevant literature for this study: the fields of SA, identity and motivation.

2.1 Study Abroad

Since the second half of the twentieth century, there has been an exponential development of a global market in international education (Mazzarol et al. 2003). This surge of internationalisation naturally has also included the encouragement and increase of SA programmes (Jackson 2008a). For example, within the European context, one of the key features of the European linguistic policy towards multilingualism "has been the promotion of student mobility across Europe" (Pérez-Vidal 2011: 103).

As Jackson (2008b) points out, much of SA research to date has been dominated by statistical studies that have focused on linguistic outcomes and grammatical development, while, according to Coleman (1998), essential components of proficiency, such as sociocultural and intercultural competence, have been largely neglected. Collentine & Freed (2004: 165) also point to this issue, highlighting the need to better define "the social conditions surrounding, affecting and perhaps impeding learner gains."

This call has led SA research to change its trajectory from "identifying and quantifying linguistic gains (or lack of) to exploring the experience of SA from an ethnographic perspective" (Devlin 2014: 6). Recent research has thus seen an increase in introspective techniques such as diary studies, first-person narratives and interviews, as well as case studies and ethnographies, in an effort to better understand the processes involved in language learning (Jackson 2008b). As Devlin (2014) points out, this "learner-centric" approach has allowed researchers such as Isabelli-García (2006), Jackson (2008b) and Kinginger (2004) to underscore the specific factors which aid or inhibit a learner's language acquisition and access to native speakers. More recently, Mitchell et al. (2015: 134) have called for a "more refined analysis of students' personal motivations and characteristics, multilingual language practices, and emerging social relations" with the aim of explaining the variation in the L2 development of SA participants. This learner-centric approach reflects the "social turn" in SLA (Block 2003), and may aid in deciphering why there is "no evidence that one context of learning is uniformly superior to another for all students" Collentine & Freed (2004: 164).

2.2 Identity

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

Many researchers have highlighted the importance of the degree to which the learner identifies with the TL, finding that in many cases a positive identification with the TL and target culture results in successful language acquisition (e.g. Regan 2013; Norton 2000; Nestor & Regan 2011; Nestor et al. 2012), while negative identification results in unsuccessful language acquisition (e.g. Norton 2000; Block 2006). Informal language learning and its impact on the learner's identity is thus of particular interest, given that "the sustained immersion in a new cultural and linguistic milieu seemingly cannot but impact on the individual's sense of self" (Block 2007: 109).

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

2.3 Motivation

As with identity, research has also shown that motivation is a key factor in students' learning (Keblawi 2009). As pointed out by Dörnyei (2014), even language

learners with the most remarkable abilities will be unable to accomplish long term goals if they lack the motivation to do so.

According to Ushioda & Dörnyei (2012), there have been four different stages in the history of motivation research in foreign language teaching and learning, as summarised in Table 1.

Table 1: Four stages in the history of motivation research, adapted from Ushioda & Dörnyei (2012).

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

The current stage, the socio-dynamic period, which has developed over the last decade, has given rise to three new conceptual approaches (Ushioda & Dörnyei 2012), namely (i) Ushioda's (2009) person-in-context relational view of L2 motivation, (ii) motivation from a complex dynamic systems perspective (Waninge et al. 2014), and (iii) Dörnyei's (2009) L2 motivational self system, which will be central to the current study. This system is influenced by two key psychological concepts, namely Markus & Nurius' (1986) theory of *possible selves* and Higgins' (1987) theory of *ought selves*. The L2 motivational self system fuses aspects of these two concepts and draws on the idea that an individual's motivation is made up of the following three key parts:

1. The *Ideal L2 Self:* the image one has of their future self as an L2 user according to their own wishes. This component typically fosters integrative

and internalised motives (e.g. 'I am motivated to learn Spanish because I see myself being surrounded by lots of Spanish friends.').

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

3. The *L2 learning experience:* concerned with volition, or 'executive' motives, that is, "motivational influences that operate during task engagement, facilitating or impeding goal-directed behavior." (Dörnyei & Ottó 1998: 45). Such influences may include the impact of the language teacher, curriculum, peer group, experience of success or failure, etc. (e.g. 'I don't want to learn French because my teacher is not very nice and I always get bad grades.').

Within this motivational self system, both instrumental motivation (i.e. wanting to learn a language for some practical purpose such as economic or educational advancement) and integrative motivation (i.e. the desire to learn a language in order to communicate with the language's speakers and out of an interest in the language's culture) play a key role. However, regarding ELF, the role of integrative motivation may undergo a drastic change given that learners of English are perhaps less inclined to see themselves integrating with native speakers than with other non-native English speakers, as discussed above. This issue has been highlighted by Dailey (2009: 7), who states that "due to the change in global languages, there is no model community to identify with, consequently leading to a broader classification of integrative motivation." This implies that in a context of international students using English as a common language, it makes little sense to gauge the extent to which these students wish to integrate with a native English-speaking community. To resolve this issue, international posture has been offered as an alternative to integrative motivation (Yashima 2009), a concept which captures the learners' tendency to relate themselves to an international community rather than a specific L2 group. In other words, it captures "a tendency to see oneself as connected to the international community, have concerns for international affairs and possess a readiness to interact with people [of different nationalities]" (Yashima 2002: 3). Yashima introduced this term in relation to Japanese students learning English in Japan. The context at hand, however, differs in that students studying abroad may have both the option of

integrating with native English speakers, and/or with other non-native English users, with one situation at times appearing more attractive, for varying reasons.

A final concept that is important here is that of Willingness to Communicate (WTC), that is, the willingness of students to actively seek out opportunities to communicate in their TL. WTC has been linked to both motivation and international posture. For example, a study by Yashima (2002) found that motivation affected self-confidence in L2 communication, which in turn led to increased WTC in the L2. In addition, a significant link was found between International Posture (IP) and WTC in a L2.

With the increasing dominance of socio-dynamic approaches in L2 motivation research, it is becoming increasingly evident that the dynamic individuality of the learners needs to be taken into account, as well as the fact that the students' identities, and their motivation, are in constant change (Guerrero 2015). Given that research to date has proven the Ideal L2 Self and the L2 learning experience to be important components of the L2 motivational self system (e.g. Taguchi et al. 2009; Islam et al. 2013; Kim & Kim 2014), while the ought-to self has been shown to be the least contributing factor (Islam et al. 2013; Papi 2010 as quoted in Tort Calvo 2015), the current work will focus only on the two former components of the L2 motivational self system. IP will also be investigated, in order to determine its effect on the participants' motivation. To this effect, the fourteen categories chosen for this study will reflect these issues, focusing on the Ideal L2 Self, L2 Learning Experience, WTC and IP.

3 The study

The current study was carried out for two main reasons. Firstly, in order to begin to answer Mitchell et al.'s (2015) call for more a refined analysis of students' personal motivations during SA. Secondly to investigate what Kinginger (2009) highlights as one of the most pressing issues for SA researchers: the effect of intensified globalization on language learning. In order to do so, the study has two objectives. Firstly, it compares two groups of students cross-sectionally, prior to and at the end of a SA period. Secondly, focusing only on the second group of students who have completed their SA, this study contrasts those spending a SA in an English-speaking country with those in a German- or French-speaking country. The study puts forth the following research questions and hypotheses:

RQ1. Is there an effect of a three-month SA on the motivation and identity of higher education students who are sojourning in English, French- and German-speaking countries?
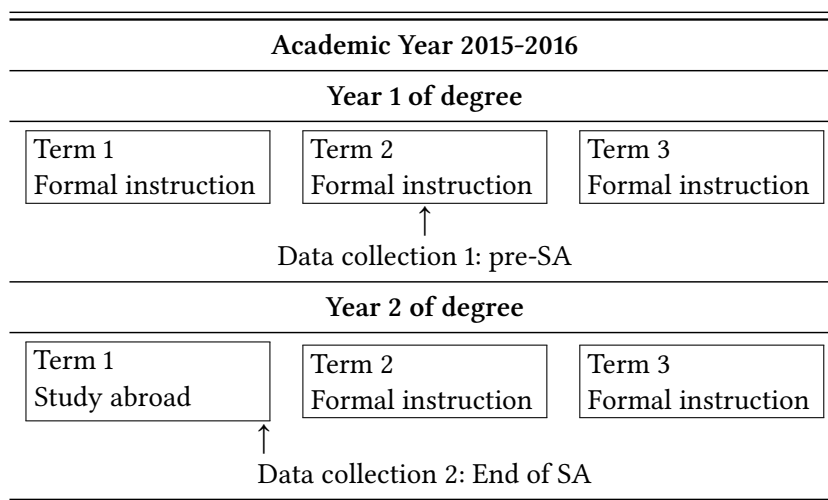
H1. It is expected that there will be a difference between the identity and motivation of these students and those who have not spent a three-month period of SA.

RQ2. Is there an effect of a three-month SA on the motivation and identity of higher education students who are sojourning in an English-speaking country as compared with a French- or German-speaking country?

H2. It is expected that there will be a difference between the motivation and identity of students sojourning in English-speaking countries compared to French- or German-speaking countries, given that students studying English may be more instrumentally motivated.

4 Methodology

4.1 Research approach and design

The original design of the study aimed to capture the identity and motivation of SA students by means of quantitative data collections.

Table 2: Design of the study.

Academic Year 2015–2016		
Year 1 of degree		
Term 1 Formal instruction	Term 2 Formal instruction	Term 3 Formal instruction
	↑ Data collection 1: pre-SA	
Year 2 of degree		
Term 1 Study abroad	Term 2 Formal instruction	Term 3 Formal instruction
	↑ Data collection 2: End of SA	

The design of this study, outlined in Table 2, spanned across one academic year and was conducted with two groups of students in the first and second year of the same undergraduate degrees in order to collect data on motivation and identity from students before and after SA[1]. More specifically, data collection took place in term 2, year 1 (Group 1, pre-SA), and in term 1, year 2 (Group 2, end of SA).

4.2 Participants

The participants in this study were Spanish-Catalan bilinguals (N=68) studying in the first or second year of their undergraduate degree. All participants were learning English as a major language, as well as either French or German as a minor language in their undergraduate degree. As part of their curriculum, the students completed one year of formal instruction, followed by a compulsory three-month SA in a TL country. The sojourn was organised by the university at the beginning of the second year of their degree and counted towards ECTS credits in their home university. The majority of the students were between 18 and 22 years old (*M*=19.7) and were primarily female (10 male, 58 female), reflecting a demographic trend in language degrees.

Group 1 (N=25) was made up of first year, pre-SA students. Group 2 (N=43) was made up of second year students of the same degree who were at the end of their SA at the time of the data collection. Both Group 1 and Group 2 completed the questionnaire concerning language background, motivation and identity.

4.3 Data collection

4.3.1 Instruments: The questionnaire

A questionnaire was used as the main instrument for data collection in this study (see Appendix 1). It was made up of a total of 116 questions: seven open questions concerning background information and the rest regarding issues concerning identity, motivation and WTC, with a five-level Likert scale format, offering five choices for each item ranging from 'strongly agree' to 'strongly disagree', or 'absolutely true' to 'not true at all' (Table 3). The questionnaire was written in English given that the faculty of the participants' degree programmes set a minimum standard of a B2.2 level in English for admission, because students are expected to achieve a C1.1 by the end of their first year of formal instruction and a C1.2 by the end of their second year (Beattie 2014). This level of En-

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

glish was a requirement for all students including those who would SA in a non-English-speaking country. The Likert scale format was chosen, rather than a simple yes/no answer format, to allow room for manoeuvre, while at the same time maintaining control over the possible responses (Bloomer 2010).

Table 3: Sample questionnaire item using a five-level Likert scale format.

	absolutely true	mostly true	partly true partly untrue	not really true	not true at all
33. In the future, I would like to participate in a volunteer activity to help foreigners living in the surrounding community. (155)	☐	☐	☐	☐	☐

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

The questionnaire, which consisted of a total of 14 categories, was divided into three sections: the first section dealt with personal details and general information. The second dealt with the categories WTC in the native language (NL) and TL, which was given its own section due to the large number of questions it contained, and the third with the remaining twelve. As discussed by Dörnyei & Csizér (2012: 76), the notion of multi-item scales, that is, the use of more than one item to address each identified content area, "is the central component in scientific questionnaire design." With this in mind, the categories in the questionnaire were made up of multi-item scales of between three to eighteen items. Furthermore, items and scales were mixed throughout the questionnaire to create vari-

ety and prevent participants from simply repeating previous answers (Dörnyei & Csizér 2012).

Initial piloting of the item pool, which took the form of a think-aloud protocol, was carried out with three students in order to test the questionnaire. This process involved having the individuals answer the items in the questionnaire and provide feedback, after which the questionnaire was further revised prior to administration[2].

The original questionnaires by Ryan (2009) and Yashima (2009) were revised for the purposes of the current study in three main ways. Firstly, several categories were eliminated given that they were "only of peripheral interest but not directly related to the variables and hypotheses that the questionnaire has been designed to investigate" (Dörnyei & Csizér 2012: 76). Secondly, several questions were re-worded in order to create additional questions for §3, which contained two distinct parts: 'While Abroad' (WA) and 'In General' (IG). In the section WA of the questionnaire, students were asked to specifically reflect on how they felt while abroad. These questions were used for comparison purposes with the original question found in §3 IG, where the students were asked to reflect on their feelings in general. An example of this can be seen as follows:

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

Thirdly, newly created questions were introduced in the section on 'WA', asking students to reflect on their linguistic improvement and ease of learning while abroad. The questionnaires for Group 1 and 2 were identical except for the fact that Group 2's questionnaire included the additional 'WA' segment of §3, which dealt with reflection after time spent studying abroad. As Group 1 had not yet been abroad, this section was excluded from their questionnaire. Furthermore, Group 1 was instructed to indicate in which country they planned to do their SA, and to answer the questionnaire thinking specifically about the language spoken in that country, while Group 2 focused on the language of the country they were studying in at the time. Other than these two differences, the questionnaire and the order of the questions were the same for both groups.

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

In order to determine the appropriateness of the scales, reliability analyses were carried out following the study. Post hoc item analysis revealed that a number of items (six questions in total) did not work in the particular category, and were consequently removed in order to increase the scales´ internal reliability. Despite these exclusions, it was found that the Cronbach alpha values of some categories were not as high as they were in the source questionnaires, with five categories above .75, and nine ranging between .60 and .67 (see Appendix 2). As Dörnyei & Taguchi (2009: 95) pointed out, "if the Cronbach alpha of a scale does not reach .60, this should sound warning bells". Given that all categories were not below this figure, they were deemed acceptable for the purposes of the current study.

4.3.2 Procedure

The main criterion for taking the questionnaire was that the students must have been partaking in a SA, a compulsory component of the students' undergraduate degrees. To this effect, convenience sampling was used in this study (Dörnyei 2007), as the students who took the questionnaire all possessed the key characteristic relevant to the study: having spent an academic semester abroad (Aiken 1997). Statistical consideration was also taken into account, with the sample including more than 30 people (Hatch & Lazaraton 1991). During the last month of their SA (Year 2, Term 1), the 44 participants that made up Group 2 answered the questionnaire via the online survey platform Qualtrics. The students were contacted via email to introduce the study and were send a hyperlink to complete the online questionnaire, which took about fifteen to twenty minutes to complete. The students were also contacted at a later date in order to have them sign a consent form, indicating that they gave their approval for their data to be used in the study. The students were also informed that the results would be fully confidential, and that their personal data would not be used by or distributed to other parties. The 25 Group 1 students were invited to take part in the questionnaire at the end of one of their university classes (Year 1, Term 2). All students signed the consent form at this time, and were then sent the hyperlink to complete the questionnaire.

4.4 Data analysis

The data gathered by means of the questionnaire were analysed using SPSS, version 23. When coding the questionnaire data, each response on the Likert scale was assigned a consecutive number, as suggested by Dörnyei & Csizér (2012):

numerical value 1 was assigned to 'strongly disagree', 2 to 'disagree', 3 to 'somewhat agree/somewhat disagree', 4 to 'agree', and 5 to 'strongly agree'. Before analysis, data cleaning and data manipulation were carried out. Negatively-worded items were re-coded by being reversed before analysis. For the first and second research questions, non-parametric, independent-samples Mann-Whitney U tests were carried out, given that the results of two independent groups (Group 1 pre-SA versus Group 2 end of SA, as well as students on SA in an English-speaking country versus students on SA in a French- or German-speaking country) were being compared, and the data were not normally distributed (Dörnyei 2007). Non-parametric, paired samples Wilcoxon signed-rank tests were also carried out on the second year's 'While abroad' and 'In General' comparison pairs, given that two sets of scores obtained from the same group were being compared, and the data were not normally distributed (Dörnyei 2007). Alpha level was set to be at α =.05, as is typical in the SLA literature (Larson-Hall 2012).

5 Results

5.1 RQ1: SA vs. at home

The first research question in this study aimed to answer whether there was an effect of a three-month study abroad on the motivation and identity of higher education students sojourning in English-, French- or German-speaking countries. Results of Mann-Whitney U tests comparing the pre-SA Group 1 with the end of SA Group 2 showed a statistical difference in only 2 out of the 14 categories, along with 2 individual questions. These results are to be interpreted with caution, given the risk of obtaining significant results by chance when running multiple statistical tests. However, they point to some interesting trends in the data that merit discussion here and further investigation in future research. Table 4 below shows the descriptive statistics with the means, the standard deviation and the statistics for the categories as well as the individual questions, which yielded significant results. In interpreting results, it should be borne in mind that higher numerical values correspond to 'agree' and 'strongly agree', while lower values correspond to low agreement. Three categories were relevant, namely (i) interest in foreign languages (IFL), (ii) international posture: having things to communicate in the world (IPHTCW) and (iii) WTC in the individual's native language (WTCN).

The results revealed that Group 1 was significantly more likely to want to learn the foreign language of the country they were visiting (IFL_31), and that their

Table 4: Results of RQ1.

Question	M		SD		U	z	p	n²	d
	G1	G2	G1	G2					
WTCN_- Mean: Mean of 9 statements on "Willingness to Communicate' in the students' L1	3.81	3.3	.824	1.01	304.500	2.063	.039	0.07	0.547
IFL_Mean: Mean of 4 statements on 'Interest in Foreign Languages'	5	4.3	.000	.1.28	387.500	2.874	.004	0.054	0.476
IFL_31: If I were visiting a foreign country I would like to be able to speak its language.	5	4.7	.000	.513	387.500	2.885	.004	0.054	0.476
IPHTCW_34: I have thoughts that I want to share with people from other parts of the world.	3.76	4.23	.779	.996	724.000	2.514	.012	0.083	0.601

overall interest in foreign languages was higher than that of Group 2 (IFL_Mean). I presume that given that Group 2 was immersed in a context where it was the norm to use their TL, and possibly other languages as well, it is suggested that they were less conscious of having to *learn* the language but instead *use* it as a normal part of their day. That is to say, their foreign language may have become less foreign to them as they became more accustomed to using it. With regards to IP, results showed that Group 2 was significantly more likely to have thoughts they wished to share with others of different nationalities (IPHTCW_-34). This makes sense, given that Group 2 was likely to have spent a lot of time with international students while abroad. Finally, Group 1 appeared to have a significantly higher level of WTC in their native language (WTCN_Mean), but not their foreign language.

In order to investigate this further, Wilcoxon signed-rank tests were carried out, which showed that there was a significant difference between Group 1's WTC in their native language (M=3.8, SD=.824) compared to their WTC in their foreign language (WTCF) (M=3.12, SD=.857), with students being more willing to communicate in their native language (WTCN) (T =53.500, z = 2.759, p = .006). No such difference was found for WTCN (M = 3.27, SD = 1.01) and WTCF (M = 3.38, SD = .854) among Group 2 (T = 292.500, z = .086, p = .932). It appeared that while both groups had similar WTC scores in their foreign language, Group 2, at the end of their SA, experienced a reduced WTC score in their native language. This is perhaps due to using it less while abroad and the fact that the students may have felt less dependent on it while they were abroad. Figure 1 displays these results visually.
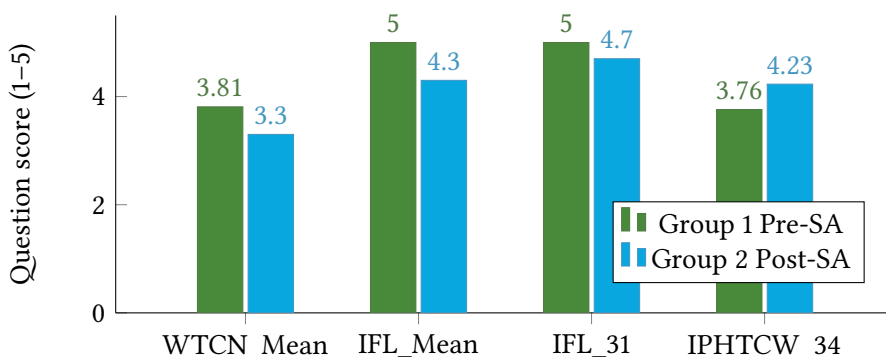

Figure 1: Results of RQ1.

In addition to comparing them to the Group 1 pre-SA students, the Group 2 end of SA students were also assessed using the comparison pairs 'In General' (IG) and 'While Abroad' (WA), wherein students reflected on how they felt about issues in general and specifically while abroad, as outlined in the methodology section. Results of Wilcoxon signed-rank tests showed that, out of the 14 comparison pairs divided between 'IG' and 'WA', 4 pairs were statistically different (Table 5).

Pair 1 indicated that students felt they would be thought of as less Spanish when using their L2 in Spain as compared to during thier Erasmus. This suggests that students may perceive themselves to be more self-conscious about speaking their TL in their home country, given that they will not be presenting themselves as having a uniquely Spanish identity. On the other hand, in an international setting, students may perceive themselves as being free to exhibit their multilingual identity without any threat of loss of face. Pair 2 suggested that, while reflecting on being abroad, students were less inclined to believe speaking their L2 well was needed to communicate with people from other countries, which seems counterintuitive. This could be explained by the fact that WA, students may be exposed to more situations in which they could use their TL, meaning that they did not need to seek out such situations to the extent they would at home. In other words, simply being abroad provided more opportunities to interact in the target language. This may have resulted in the students being less concerned with needing a high L2 proficiency level in order to meet people from other countries: simply being abroad would lead to these opportunities. Pair 3 indicated that in the future, students saw themselves working abroad more than simply living abroad. This suggests that students may have been more instrumentally motivated in this regard, thinking practically about their opportunities for economic advancement in the future. Pair 4 suggested that students were overall more anxious speaking to a native speaker while abroad, as opposed to any other speaker in the TL. This finding is consistent with what is suggested in the literature (e.g. Woodrow 2006).

5.2 RQ2: English vs. other languages

The second research question in this study aimed to investigate whether there was an effect of a three-month study abroad on the motivation and identity of higher education students sojourning in an English-speaking country as compared with a French- or German-speaking country. In order to investigate this, Mann-Whitney U tests were also carried out in order to compare students who had sojourned, or planned to sojourn, in an English-speaking country with those

Table 5: Comparison Pairs.

Pair	In General	While Abroad	T	z	p	n^2
1	37. Using Eng/Fr/Ger in front of people in Spain makes me feel like I will be thought of as less Spanish.	15. Using Eng/Fr/Ger in front of people on Erasmus makes me feel like I will be thought of as less Spanish.	713.500	5.032	.000	11.788
2	53. If I could speak Eng/Fr/Ger well, I could get to know more people from other countries.	26. If I could speak Eng/Fr/Ger well, I could get to know more people from other countries while on my Erasmus.	41.000	3.624	.000	11.596
3	21. In the future, I would rather have a job in my home country than abroad.	9. I would rather stay in my home country than live abroad.	352.500	4.041	.000	8.036
4	16. I think I often feel anxious and ill at ease when I have to speak to someone in Eng/Fr/Ger.	25. I think I often feel anxious and ill at ease when I have to speak Eng/Fr/Ger with a native speaker.	313.000	3.044	.002	8.297

in a German- or French-speaking country. Only 1 of the 14 categories, namely the Ideal L2 Self, and 4 individual questions, were found to be significantly different when comparing the two factors, which once again demands caution in interpreting the results. Table 6 below shows the descriptive statistics with the means, the standard deviation and the test statistics for the category and questions which yielded significant results. Two categories were relevant, namely the Ideal L2 Self (IL2S) and intended leaning effort (ILE). Again, it should be borne in mind that higher values correspond to 'strongly agree' and 'agree' while lower values imply less agreement.

Most importantly, the results show that the English group scored higher overall with regards to Ideal L2 Self (IL2S_Mean), suggesting that those students focusing on learning English could better visualize themselves as the L2 user they wished to be than those in the Fr/Ger group. One reason for this could be the fact that the English group may simply believe that the English language is more important for their future given its role as an international language. Within this category, it was found that those in the English group could imagine themselves using English in their future career (IL2S_42) to a greater extent than the French /German group. This element of instrumental motivation is not surprising given the importance that is placed on speaking English for economic advancement, as mentioned above and discussed by Block & Cameron (2002). Results also showed that while the English group was more likely to take classes elsewhere if it was not possible to learn their TL in their home university (ILE_4), the French/German group was more likely to take a language course if it was offered in the future (ILE_54). Finally, it was found that the English group was significantly more likely to think that it was extremely important for them to learn their target language (ILE_24), again highlighting the importance placed on learning English. Figure 2 displays the values above in order to offer a visual presentation of the results, where higher values correspond to more agreement with the proposed statements.

6 Discussion

Regarding RQ1, the results of the questionnaire pointed to a difference between Group 1 and 2 in two of the fourteen categories, and a difference between the English and French/German subgroups of Group 2 in just one of the fourteen categories. Results showed that the pre-SA Group 1 was significantly more likely to want to learn the foreign language of the country they will be visiting and that their overall mean for interest in foreign languages was greater than that

Table 6: Results of RQ2.

| Question	M		SD		U	z	p	n^2	d
	Eng	Fr/Ger	Eng	Fr/Ger					
IL2S_Mean	4.57	3.58	1.05	1.60	216.000	2.597	.009	0.057	0.49
IL2S_42: In my future career, I imagine myself being able to use English/French/German.	4.92	4.69	.269	.480	260.000	2.248	.025	0.025	0.321
ILE_24:It is extremely important for me to learn English/French/German.	4.69	4.38	.643	.650	239.000	2.040	.041	0.041	0.411
ILE_4: If English/French/German were not taught in my home university, I would try to go to classes somewhere else.	4.71	4.23	.457	.927	238.500	1.977	.048	0.041	0.413
ILE_54: If an English/French/German course was offered in the future, I would like to take it.	4.04	4.69	1.120	.480	453.000	2.044	.041	0.055	0.481
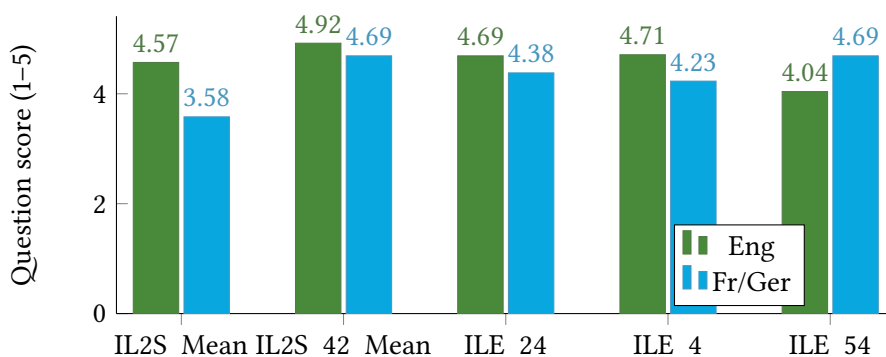
Figure 2: Results of RQ2.

of end of SA Group 2. Group 2, however, was significantly more likely to have thoughts they wish to share with others of different nationalities, suggesting a higher level of international posture in this regard. Finally, it was found that the pre-SA students were significantly more willing to communicate in their native language than in their target language, whereas the end-of SA group was equally as likely to communicate in both languages. These findings are in accordance with the idea that SA offers a potential boost to the learner's willingness to communicate, as well as a consequential development of a sense of belonging within an international community (Juan-Garau et al. 2014). Notably, regarding the remaining categories, no statistical difference was found, which suggests that a period of SA may have little or no effect on dimensions such as fear of assimilation, instrumentality, language anxiety, L2 self confidence, international vocation or activities, interest in international news and WTC in the TL. At this point, it should again be noted that in order to address this research question, a cross-sectional approach was taken. It is important to take this into consideration when discussing the results, and highlight the benefit of carrying out a similar study with a longitudinal approach in order to determine whether similar findings would arise. As for RQ2, comparing Group 2 students sojourning in an English-speaking country with those in a German- or French-speaking country, it was found that the English group considered learning their TL to be extremely important, and that students could imagine themselves using this language in their future careers to a significantly greater amount than the other groups. In other words, as suggested in the literature, there is a tendency for those learning a lingua franca such as English to be increasingly instrumentally motivated (Block & Cameron 2002). In addition, this group appeared to be better able to

visualise themselves as the L2 users they wished to be than the French/German group, having a statistically higher score in the Ideal L2 Self mean. Finally, while the French/German group was more likely to take a language course if it was offered in the future, the English group was found to be more likely to take classes elsewhere (e.g. in a private language academy) if it was not possible to learn their TL in their home university. In these different ways, both groups appeared to show an interest in improving their formal language learning outside of the university setting. Again, despite these differences, a far greater number of categories showed no significant difference. This suggests that while students who study in an English compared with a non-English speaking country may differ in particular with regards to the Ideal L2 Self, this appears not to be the case for the remaining dimensions. The results of the questionnaire thus allow us to partially confirm our hypothesis, as only some categories resulted in a significant effect of a three-month SA on the language learning motivation and identity of higher education students, in particular regarding categories such as WTC in the native language and interest in foreign languages comparing pre-SA and end-SA (research question 1), and the ideal L2 self comparing the English group and the French/German group, (research question 2).

The results suggest that those questions which did not reach a statistical difference may not have done so due to two main reasons (besides the obvious possibility that our sample was not large enough to achieve sufficient statistical power). Firstly, it is possible that the instrument itself was unable to capture the subtle changes in the individuals' motivation and identity during study abroad or across groups. As is suggested by DeKeyser (2014: 318), "much more detailed documentation is needed of how individual students are motivated for acquiring advanced language proficiency" and "how this motivation increases or decreases during their stay abroad". Secondly, it is possible that there simply was no difference between the two groups, given that students in each group generally achieved very high scores in each section. As the students were all enrolled in specialised language learning degrees it may be that the majority were just very highly motivated language learners, with no noticeable differences among the groups. This issue is also addressed in DeKeyser (2014: 314) who points out that these language students who go on SA "are also quite motivated because language learning is what they are all about as translators/interpreters". That is to say, there is a certain ceiling effect at hand, typical of learners at a more advanced stage (Meara 1994). It should also be pointed out that participation was entirely voluntary, meaning that it is possible that only those students who were more motivated participated in the study. Thus, while the findings of the study

reveal some interesting differences among the various groups, what is perhaps more noteworthy is this lack of differences found in the majority of the categories. Categories such as fear of assimilation, instrumentality, language anxiety, L2 self confidence, international vocation or activities, interest in international news and WTC in the TL showed no statistical difference both overall and in the individual questions. This is to say that neither the period of SA, nor the country which they studied in, affected these issues. Future research would benefit from investigating whether similar results would be found in a longitudinal study, and from exploring the specific factors that affect, or do not affect, students regarding the categories addressed in this study.

7 Conclusions

This study aimed to investigate the effect of SA on the motivation and identity of higher education students. The results show only a partial difference between the two groups who completed the questionnaire, perhaps, as suggested above, due to the overall high levels of motivation across the students, indicating that a more detailed investigation is required in order to discern significant differences between the groups, if they do exist.

Concerning the limitations of the study (besides the sample type), a further issue was the sample size of students focusing on learning French or German. It was hoped that the groups would contain an equal number of students studying in each country. However, given the demand by students, the majority of placements were in English-speaking countries.

While individually the fields of SA, identity, motivation and ELF, as well as the theory of the L2 motivational self system, have been studied extensively, relatively little has been done so far to investigate how these elements interact. This study has taken the initial steps towards understanding the effect of SA, on an array of factors pertaining to motivation and identity, investigating in particular elements from the L2 motivational self system, while also aiming to gain a preliminary understanding of the effect of ELF on these issues. It has been suggested that while a period of SA may have a positive impact on learners' WTC in the NL and interest in FL, it may have no effect on the other issues that were investigated. Furthermore, when comparing those studying abroad in an English/non-English-speaking country, differences were found in particular with regards to the category of the Ideal L2 Self, with participants showing similarities in the other categories.

As highlighted above, a more detailed investigation is needed alongside the quantitative analysis in order to fully understand and discern the similarities and differences between the groups. With this in mind, in order to gain a more thorough understanding of the development and negotiation of the learner's on-going motivational process during SA (Kim 2009), in Geoghegan & Pérez-Vidal (forthcoming), a follow-up study is carried out, adopting quantitative tools in order to provide this more detailed investigation.

Appendix 1: Questionnaire content

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

Section 1

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

1. What is your name?

2. What is your age (in years)?

3. What degree are you studying?

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

5. In what country are you doing your Erasmus?

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

7. Before this Erasmus, had you ever spent a period of time in a foreign country? If yes, where and for how long (in weeks)? Please include all trips e.g.

1. England (2 weeks) summer 2010, 2. England (4 weeks) summer 2011, 3. Germany (1 week) summer family trip 2011, etc.

Section 2

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

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

1. Talking with an acquaintance while waiting for the bus. (2)

2. Talking with a salesperson in a store. (3)

3. Talking in a small group of strangers. (4)

4. Talking with a friend while waiting for the bus. (5)

5. Talking with a stranger while waiting for the bus. (6)

6. Talking in a small group of acquaintances. (7)

7. Volunteering to make a presentation in front of a large group. (8)

8. Being the first one to speak while doing group work. (9)

9. Asking the teacher a question in front of the class. (10)

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

1. Talking with an acquaintance while waiting for the bus. (2)

2. Talking with a salesperson in a store. (3)

3. Talking in a small group of strangers. (4)

4. Talking with a friend while waiting for the bus. (5)

5. Talking with a stranger while waiting for the bus. (6)

6. Talking in a small group of acquaintances. (7)

7. Volunteering to make a presentation in front of a large group. (1)

8. Being the first one to speak while doing group work. (8)

9. Asking the teacher a question in front of the class. (9)

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

1. How much do you think knowing English/French/German would help you to become a more knowledgeable person? (1)

2. How much do you think English/French/German would help you if you travelled abroad in the future? (2)

3. How much do you think English/French/German would help your future career? (3)

4. To what extent do you think English/French/German is important in the world these days? (4)

Section 3.1

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

1. While abroad, I take every opportunity I can to speak English/French/German with international friends. (66)

2. I'm not very good at volunteering answers in my classes in English/French/German. (67)

3. I often read newspapers and watch tv news in the language of the country I am staying. (68)

4. I think that my writing ability has improved the most during this Erasmus. (88)

5. When I first arrived, I found it more difficult to learn English/French/German while on Erasmus than while at home. (69)

6. When I first arrived, I found it more difficult to learn English/French/German than halfway through my Erasmus. (93)

7. I am worried that other speakers of English/French/German would find my English/French/German strange. (70)

8. I try to avoid talking with native English/French/German speakers if I can. (71)

9. I would rather stay in my home country than live abroad. (72)

10. I would not like to live with someone of a different nationality than me. (73)

11. Halfway through my Erasmus, I thought it was easier to learn English/French/German abroad than at home. (74)

12. I think I would be studying English/French/German even if it weren't compulsory. (75)

13. I worry that native speakers will laugh at me when I speak English/French/German. (76)

14. I think that my reading ability has improved the most during this Erasmus. (92)

15. Using English/French/German in front of people on Erasmus makes me feel like I will be thought of as less Spanish. (77)

16. I think I often feel anxious and ill at ease when I have to speak to someone in English/French/German. (78)

17. I would get tense if someone asked me for directions in English/French/German. (79)

18. I think that my speaking ability has improved the most during this Erasmus. (89)

19. Whenever I think of my future career, I imagine myself being able to use English/French/German. (80)

20. I think that my listening ability has improved the most during this Erasmus. (90)

21. I'm interested in the news of the country where I'm staying. (81)

22. In the future, I want to work in a foreign country. (82)

23. I get nervous and confused when I am speaking in my English/French/German classes. (83)

24. I think that my pronunciation has improved the most during this Erasmus. (91)

25. I can honestly say that I am really doing my best to learn English/French/German while on my Erasmus. (84)

26. If I could speak English/French/German well, I could get to know more people from other countries while on my Erasmus. (85)

27. English/French/German ability would help me get a better paying job. (86)

28. Now that I'm at the end of my Erasmus, I think it is easier to learn English/French/German at home than abroad. (87)

29. Now that I'm at the end of my Erasmus, I think that it is more difficult to learn English/French German than I did halfway through. (94)

30. I am more eager to return home now than I was halfway through my Erasmus. (95)

Section 3.2

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

1. 1. I often read newspapers and watch TV news about foreign countries (123)

2. If I made the effort, I could learn a new foreign language. (124)

3. I would feel somewhat uncomfortable if a foreigner moved in next door. (125)

4. If English/French/German were not taught in my home university, I would try to go to classes somewhere else. (126)

5. I can imagine speaking English/French/German with international friends in my home country. (127)

6. I'm not very good at volunteering answers in our English/French/German language class in my home university. (128)

7. When I hear a song in English/French/German, I listen carefully and try to understand all the words. (129)

8. Learning a foreign language is a difficult task for me. (130)

9. I have ideas about international issues, such as environmental issues and north-south issues. (131)

10. I would like to be able to use English/French/German to get involved with people from other countries. (132)

11. In the future, I would like to make friends with international students studying in my home country. (133)

12. As a part of international society Spanish people must preserve the Spanish language and culture. (134)

13. I have issues to address with people from different parts of the world. (135)

14. I am sure I will be able to learn English/French/German to a high level. (136)

15. Learning English/French/German is necessary because it is an international language. (137)

16. Studying English/French/German will help me get a good job. (138)

17. I always feel that my classmates speak English/French/German better than I do. (139)

18. I don't think what's happening overseas has much to do with my daily life. (140)

19. As internationalization advances there is a danger of losing the Spanish language and culture. (141)

20. When I think about my future, it is important that I use English/French/German. (142)

21. In the future, I would rather have a job in my home country than abroad. (143)

22. I think that English/French/German will help me meet more people. (144)

23. I would like to be able to use English/French/German to communicate with people from other countries. (145)

24. It is extremely important for me to learn English/French/German. (146)

25. I feel uneasy speaking English/French/German with a native speaker. (147)

26. I have a strong interest in international affairs. (148)

27. The things I want to do in the future require me to speak English/French/German. (149)

28. If my dreams come true, I will use English/French/German effectively in the future. (150)

29. I wouldn't mind sharing an apartment or room with an international student. (151)

30. As a result of internationalization, there is a danger Spanish people may forget the importance of Spanish culture. (152)

31. If I were visiting a foreign country I would like to be able to speak its language. (153)

32. Studying English/French/German will give me more opportunities. (154)

33. In the future, I would like to participate in a volunteer activity to help foreigners living in the surrounding community. (155)

34. I have thoughts that I want to share with people from other parts of the world. (156)

35. I think I would study a foreign language even if it weren't compulsory. (157)

36. I worry that the other students will laugh at me when I speak English/French/German. (158)

37. Using English/French/German in front of people in Spain makes me feel like I will be thought of as less Spanish. (159)

38. A knowledge of English/French/German would make me a better educated person. (160)

39. I would like to learn a lot of foreign languages. (161)

40. I would talk to an international student if there was one in my class in my home university. (162)

41. When I meet a speaker of English/French/German, I feel nervous. (163)

42. In my future career, I imagine myself being able to use English/French/German. (164)

43. I often imagine myself as someone who is able to speak English/French/German. (165)

44. I'm not much interested in overseas news. (166)

45. If I could have access to TV stations in English/French/German, I would try to watch them often. (167)

46. I am the kind of person who makes great efforts to learn English/French/German. (168)

47. I'm interested in an international career in the future. (169)

48. For me to become an educated person, I should learn English/French/German. (170)

49. I have no clear opinions about international issues. (171)

50. I want to work in an international organization such as the United Nations. (172)

51. I often talk about situations and events in foreign countries with my family and/or friends. (173)

52. I can honestly say that I am really doing my best to learn English/French/German. (174)

53. If I could speak English/French/German well, I could get to know more people from other countries. (175)

54. If an English/French/German course was offered in the future, I would like to take it. (177)

55. I am working hard at learning English/French/German. (178)

56. In the future, English/French/German ability would help me get a better paying job. (179)

Appendix 2: Cronbach alpha values

Category	Number of items	Cronbach Alpha (original study)	Number of items	Cronbach Alpha (this study)
Fear of assimilation	4	0.67	4	0.651
Ideal L2 self	6	0.85	4	0.761
Instrumentality	6	0.87	6	0.759
Intended learning effort	8	0.86	8	0.760
Interest in foreign languages	4	0.70	3	0.629
International contact	4	0.87	4	0.609
Language anxiety	3	0.81	3	0.670
L2 self confidence	4	0.57	3	0.625
Willingness to communicate in native language	9	0.87	9	0.881
Willingness to communicate in target language	9	0.87	9	0.916
International posture:				
Intergroup approach-avoidance tendency	4	0.80	4	0.625
International vocation or activities	4	0.79	4	0.624
Interest in international news	5	0.76	5	0.676
Having things to communicate to the world	4	0.78	3	0.614

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