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Examining the role of learning context and individual differences in gains in L2 writing performance: the case of teenagers on an intensive study-abroad programme

Àngels Llanes, Elsa Tragant and Raquel Serrano

1. Introduction

The effects of the study abroad (SA) learning context on second language (L2) acquisition have been the focus of several studies in the last few years (Llanes 2011). This is probably due to the fact that the importance of learning English as an L2 has grown in tandem with globalization. Although there are multiple ways of learning an L2, going abroad to a country where the L2 is the official language is believed to be one of the most efficient ways (Collentine 2009; Freed 1995). This alleged efficacy of the SA learning context explains the boost of SA programs, especially short SA, in which thousands of students of different ages engage every year with the aim of improving their L2 level.

The majority of the studies that have examined the effects of the SA learning context on L2 acquisition have focused on the effects that this learning context has on adult participants, namely university students spending a semester abroad (Freed 1995; Pérez-Vidal and Juan-Garau 2009). Very few studies document the L2 gains of adolescents studying abroad, and at the same time, very few studies examine the impact of short SA experiences. The lack of research on short SA experiences and on adolescents is surprising given the large numbers of adolescents engaging in short SA programs every year. Another aspect that needs more exploration with respect to the SA context is the

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effects that individual differences have on L2 acquisition, since most of the SA literature has documented the gains (or lack thereof) in the L2 after a period of time abroad, but ignores the possible effects of individual differences such as the participants' different types of motivation or attitudes towards the development of the L2. Therefore, the aim of the present article is to fill these gaps in the SA literature by examining the impact that learning context (SA) and a set of individual variables have on the gains in L2 writing scores of a group of adolescents aged 12-17 studying English abroad for three weeks.

2. Literature Review

2.1 SA and L2 development

The effects of the SA context have been explored with respect to several L2 areas, with oral skills being one of the areas that have received the most attention. There are numerous studies which confirm that spending some time abroad has a positive impact on the participants' L2 oral skills (Lennon 1990; Llanes and Muñoz 2009; 2013; Martinsen 2010), and several studies that confirm the superiority of the SA context over the at home (AH) one, that is to say, participants studying the L2 in their home country, in terms of oral skills (Hernández 2010; Llanes and Muñoz 2013). Likewise, studies examining L2 vocabulary acquisition as a result of an SA experience also seem to confirm the benefits of the SA context since participants significantly increase their L2 lexicon after spending some time abroad (Dewey 2008; Foster 2009; Milton and Meara 1995). In the same vein, studies analyzing the effects of SA on areas such as pragmatics

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and sociolinguistic skills also provide evidence in favor of the SA context (Regan 1995; Regan, Howard, and Lemée 2009).

However, the benefits of SA on oral skills, vocabulary and pragmatics contrasts with the less straightforward benefits in grammar. The studies that have examined L2 grammar development after an SA have found that this area does not improve (much) after an SA experience; whereas, it does for participants studying in their AH country (Collentine 2004; O'Donnell 2004).

The effects of the SA context in respect to other areas such as writing and pronunciation are less clear given that previous research presents contradictory findings. As for the development of the participants' L2 pronunciation, while the studies by Díaz-Campos (2004) and Mora (2008) do not find any significant improvement in the L2 pronunciation of their participants after spending some time abroad, other studies such as Stevens (2001, 2011) and Author (2014) do find a significant improvement among participants in an SA setting.

With regards to L2 writing skills, studies such as Sasaki (2009), Pérez-Vidal and Juan-Garau (2009) and Serrano, Tragant and Llanes (2012) show that writing skills improve as a result of an SA, while other studies such as Freed, So and Lazar (2003) and Llanes and Muñoz (2013) show that SA participants do not experience any significant improvement in their writing skills. However, these apparent contradictory findings might be due to other factors such as length of stay in the host country or the measures used to account for gains in L2 writing scores, given that the studies by Serrano et al. (2012) and Sasaki (2009) examined the writing development of participants spending

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one year or longer in the SA context; whereas, the studies by Freed et al., (2003), Llanes and Muñoz (2013), and Pérez-Vidal and Juan-Garau (2009) examined gains in L2 writing scores over a semester abroad.

2.2 Age, SA and L2 development

It is worth pointing out that most of the above-mentioned studies have focused on university students, except for the study by Llanes and Muñoz (2013), which also includes children. Very few studies have examined the effects of SA experiences on adolescents; to our knowledge, only three studies have examined the effects of the SA learning context on the L2 development of adolescents. One of them is Lapkin, Hart and Swain (1995), who explored the global L2 improvement of a group of English-speaking adolescents engaging in a 3-month SA in Quebec. The authors conclude that the SA was very positive since the post-test scores were higher than the pre-tests scores in all the areas, but especially for the participants' aural skills. Several years later, Evans and Fisher (2005) set out to examine the impact of an SA experience on the four skills of a group of British adolescents engaging in an exchange program (6-11 days) in France. The authors found that the exchange program was positive and had greater impact on listening comprehension and writing performance. Finally, a more recent study conducted by Llanes and Muñoz (2009), explored the effects of a short SA on the development of the oral skills of a group of Catalan/Spanish students formed mostly by adolescents. The study examined several aspects of L2 oral fluency and listening skills and found that after their SA experience, the participants significantly improved their scores in 8 out of the 13 measures examined. The authors conclude that short SA

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experiences have a positive impact on the participants' L2 oral and listening skills despite the large amount of first language (L1) use by the students.

2.3 SA and individual differences

Although a broad body of research has explored the effects of motivation on L2 development (Masgoret and Gardner 2003) relatively few studies have examined the role of certain individual differences (including motivation) when learning occurs in an SA context. One of the studies on individual differences is that by Isabelli-García (2006). The author examined how motivation and attitude determine social interaction in the host country and found that motivation is not a fixed trait, but one that changes over time, and that together with attitudes towards the L2, they are crucial in determining social interaction while abroad. Not surprisingly, highly motivated students and students with a more positive attitude towards the L2 were the ones who experienced the greatest L2 gains. In a similar study, Hernández (2010) explored the effects of motivation and interaction on the development of L2 oral skills in participants studying abroad and AH. Hernández found that SA participants improved their L2 oral skills significantly more than AH participants despite the similar patterns of motivation shown by both groups of participants. However, Hernández also found that SA students with higher integrative motivation interacted more than less motivated students, and that interaction in the L2 was a significant predictor of gains in L2 oral skills. In a more recent study, Llanes, Tragant and Serrano (2012) investigated the role that individual differences such as motivation, attitudes, and L2 contact have with regards to the L2 written and oral performance of a group of Erasmus students. The authors found that students with higher linguistic expectations experienced more gains, and that students

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studying abroad as part of a requirement by their home university experienced fewer gains than students who volunteered to go abroad. The authors also found that the more contact students had with people from their home country, the fewer gains they experienced.

Therefore, the research examining the effects of individual variables in an SA context seems to indicate that factors such as motivation, attitude and L2 practice are crucial for gains in L2 writing scores. However, all the aforementioned studies on individual differences have focused on undergraduate learners spending a semester abroad, and nothing is known about the effects (if any) that individual differences might play in a group of younger participants (i.e. adolescents) spending less time abroad (3 weeks).

The aim of the present study is to fill the above-mentioned gaps by exploring the gains in L2 writing scores and the role that a set of individual differences play in a group of adolescents studying abroad for a short period of time (3 weeks). More specifically, the present study seeks to answer the following research questions:

1. Does a short SA experience (3 weeks) have a positive impact on the gains in L2 writing scores of a group of teenage learners of English?
- 2a. Are individual differences concerning initial predisposition, L2 use, perceptions and English knowledge prior to departure related to gains in L2 writing?
- 2b. Do successful L2 learners differ from less successful L2 learners in terms of the above-mentioned individual differences?

3. Method

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3.1 Participants

A total of 64 Catalan/Spanish bilinguals, learners of English as an L2 participated in the present study (n= 18 males, n= 46 females). Participants were all adolescents, with ages ranging from 12 to 17, who engaged in a 3-week SA program in the south of England during the month of July in 2011. Participants came from different schools all over Catalonia (Spain). Once abroad, participants attended classes for 3 hours a day (in the mornings) from Monday to Friday. The four L2 skills were dealt with in these classes, although speaking and listening skills were practiced more than reading and writing. Students were distributed into classrooms according to their L2 level and were mixed with other international students. All their instructors were native speakers (NSs) of English and they were also in charge of the students' afternoon activities such as sports and arts and crafts. In the evenings, students could also take part in organized activities such as going to the disco or to a karaoke. Although no activities were programmed on the weekends, participants were encouraged to interact and mix with other international students (participants were also encouraged to mix and interact with other international students during meal times). Concerning accommodation, students stayed in a dorm.

3.2 Instruments and procedure

This study has a pre-test and post-test design. The pre-test was administered on the second day of the participants' arrival in the host country, whereas the post-test was administered two days before their return to Catalonia. The time elapsed between the pre- and post-test was 18 days, and in order to minimize any possible task-repetition effects, participants at the pre-test were not informed that there would be a post-test.

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Participants were administered several tests, but for the purpose of the present paper, only the writing task was analyzed (the participants' results in the other tasks will be examined in other papers). Participants were shown a blank comic strip and were asked to write the story depicted in the strip (see Appendix A). Participants were given 10 minutes to complete this task and were encouraged to write as much as possible within the given time. Next, participants were asked to fill out a questionnaire that elicited some biodata and information about their initial predisposition, motivation and attitude towards the L2, and amount and type of L2 practice during their stay abroad (see Table 1 below). This questionnaire was administered in the participants' L1 and participants took as much time as they needed to fill it out.

Given that participants were not administered any placement test and since we do not know what their initial L2 level was, the term “gains in L2 writing scores” will be used to refer to any language changes from the pre- to the post-test.

TABLE 1

3.3 Measures

The four L2 writing areas examined in the present study are fluency, lexical richness, grammar complexity and accuracy. Written fluency was computed through the total number of words (tokens) written (Tok). This measure was chosen because it had been previously used with participants similar to the ones in this study and it was found to discriminate well (Muñoz et al. 2010). Lexical richness was calculated by dividing the number of types by the square root of the number of tokens (Guiraud's Index [GUI]).

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This measure was chosen because it has proved to be successful (Llanes and Muñoz 2013). Two measures accounted for grammar complexity: the percentage of types of verb forms out of the total words (% VF) (Muñoz et al. 2010) and the number of clauses divided by the number of T-units (C/T) (Wolfe-Quintero et al. 1998). Hunt (1965: 20) defines a T-unit as “one main clause with all subordinate clauses attached to it”. Finally, accuracy was measured through the percentage of correct verb forms out of the total number of verbs used (%CV).

4. Results

Preliminary assumption testing was conducted to check for normality and it was found that three out of the five measures violated the assumption of normality according to the Kolmogorov-Smirnov test: Tok (fluency), C_T(grammar complexity) and %CV (accuracy). In order to answer the first research question, which asked whether a 3-week SA experience had a positive impact on the gains in L2 writing scores of a group of teenage learners of English, a paired-samples T-test was run for the lexical richness measure (Gui) and the grammar complexity measure (% VF), whereas a non-parametric Wilcoxon Signed Ranks Test was run for the three measures that were not normally distributed (Tok, C_T and %CV) to see whether there were any significant differences between the scores in the pre- and in the post-test. As can be seen in Table 2, the participants scored higher in the post-test in all the measures. However, not all these improvements turned out to be significant. Improvement was significant for Tok ($Z = -4.583$, $p = .000$, $d = .445$), GUI ($t(60) = -4.947$, $p = .000$, $d = .420$), %VF ($t(60) = -1.648$, $p = .012$, $d = .09$), and %CV ($Z = -2.091$, $p = .037$, $d = .14$). It should be pointed out that

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for all these significant measures, effects sizes were medium except for %VF and %CV, for which the effect size was small (Cohen 1988).

TABLE 2

Thus, the results from the T-tests and the Wilcoxon tests indicate that participants experienced a significant improvement in 4 out of the 5 measures after spending 3 weeks abroad.

Research question 2a inquired whether individual differences were related to gains in L2 writing scores, and in order to answer it, bivariate Pearson correlations were run between the students' gains in each measure (calculated by subtracting the pre-test scores from the post-test scores) and the measures in the questionnaire. As shown in table 3 below, only three statistically significant correlations were found. It was found that motivation was significantly and positively correlated with %CV, and the same was true for perception of having learned English, which was also positively and significantly correlated with %CV. Another significant correlation was between the students' English mark at school and %VF (complexity), which was negative.

TABLE 3

In order to answer research question 2b, which asked if successful L2 learners differed from less successful L2 learners in terms of individual differences, two groups of participants were created (successful and less successful L2 learners) in order to see any possible differences between them that could explain their L2 learning success (or lack thereof). Since the scores for each of the measures were different and had different scales, they were transformed into z-scores in order to standardize them (Dörnyei and

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Schmidt 2001; Strube et al. 2012). Then, the z-scores for each of the five measures were summed up and this gave us a final z-score, which was subsequently used for the classification of successful and less successful learners. Those participants with a positive z-score (z-score > 0) were considered successful learners (n= 27), while participants with a negative z-score (z-score < 0) were considered less successful learners (n= 33). Note that four participants were excluded because they missed a value in one of the five measures; therefore, it was not possible to calculate the final z-score for them. Next, bivariate correlations between the L2 gains and the variables in the questionnaire were run for each of the groups separately. For the group of successful language learners, several variables were found to be correlated with their L2 gains (see Table 4 below).

TABLE 4

Namely, fluency was positively correlated with motivation to engage in the SA program, namely, those students who made the decision to engage in an SA experience, together with their parents those who wrote the most. Lexical richness (GUI) was significantly and positively correlated with having taken previous intensive courses AH; whereas, grammar complexity (C/T) was significantly and positively correlated with having enrolled in previous summer camps in English. The grammar complexity measure %VF was the one most affected by individual variables. Specifically, those participants who believed to have learned more English were the ones to experience greater gains in this measure. Curiously, the easier participants perceived the English language, the fewer gains in %VF they experienced. Speaking English either with people from other countries or with NSs of English, was also significantly and

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positively correlated with %VF. In the same line, the usage of English during meal times and in the participants' accommodation were positively correlated with grammar complexity. Finally, motivation to learn English was significantly but negatively correlated with accuracy (%CV). In other words, more motivated participants were the ones to experience fewer gains in accuracy.

Next, correlations were run for the group of less successful language learners and only two significant correlations were found (see Table 5 below): the reported amount of L2 use during the participants' free time and weekends was negatively correlated with grammar complexity (%VF), while the reported L2 use during the afternoon activities was positively correlated with accuracy (%CV)

TABLE 5

Therefore, in terms of correlations, results show that for the group of successful learners, more variables come into play than for the less successful learners. In order to further explore the differences between successful and less successful learners, the answers in the questionnaire regarding other aspects of their SA experience were also examined and compared (see Table 6).

TABLE 6

As can be seen in Table 6, while the majority of less successful learners had never attended CLIL programs (programs in which a subject is taught through a foreign language with both the aim of learning the content and the foreign language), the majority of successful learners did. Although successful and less successful participants did not differ much in terms of previous experiences in SA programs and summer L2 courses AH, they did in terms of previous experiences in summer camps in English, with fewer less successful

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participants having attended summer camps previously. Another important difference between both groups of participants is their motivation to learn English given that surprisingly, less successful learners reported to be more motivated. Another surprising finding was that less successful learners perceived English as an easier language to learn than their successful peers. When asked about the advantages of staying in a dorm, many successful learners mentioned that it was a more social experience, whereas few less successful learners made reference to that aspect. When asked about disadvantages of staying in a dorm, most of the successful learners were concerned about the amount of L2 use, and less successful learners reported other reasons. Another important and surprising difference lies in the amount of learning. In general, less successful learners perceived to have learned the L2 more than their successful counterparts. Data from the questionnaire also revealed that successful learners seemed to have enjoyed the SA experience more, given that they were more willing to repeat the experience the following year than less successful students. Homesickness was another important difference between the two groups of participants given that successful learners were less homesick than less successful learners. Finally, when asked whether they liked the English classes, the majority of the successful learners said 'a little bit', with very few students reporting 'very very much'. Conversely, less successful learners reported to enjoy English classes 'quite' and 'a lot' mostly, with very few participants liking English classes 'very little'.

5. Discussion

The results concerning the first research question, which asked whether a 3-week SA experience had any positive influence on the L2 writing skills of a group of teenage

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learners of English as an L2, revealed that participants significantly improved in 4 out of the 5 measures explored in this study in a rather short period of time (3 weeks).

Therefore, this result suggests that studying abroad has a positive impact on the learners' gains in L2 writing scores (as assessed through a written task). This finding is in line with the beneficial effects found for areas such as oral skills (Freed 1995; Llanes and Muñoz 2009), vocabulary (Dewey 2008; Foster 2009), and sociolinguistic skills (Regan et al. 2009). With respect to writing, it confirms the positive impact that previous research has found (Sasaki 2009; Serrano et al. 2012), but it runs counter to previous studies that did not find an advantage for the SA context (Freed et al. 2003; Llanes and Muñoz 2013). The reason for the positive outcomes of the present study could be the participants' age (teenagers as opposed to adults and children) or the measures used in the present study also, which could be more prone to cater for gains.

Research question 2a asked about the role of individual differences in the participants' gains in L2 writing scores. Few significant correlations were found, namely three, with the measure of accuracy (%CV) yielding two significant correlations: one with motivation to learn English, and the other one with the amount of learning, both of them having a negative effect on %CV. The other significant correlation was found between participants' English marks at school and %VF, which was again negative, indicating that participants' with higher marks in English at school were the ones to experience fewer gains in %VF.

This study also tried to explore if individual differences could explain the success (or lack thereof) in L2 learning. It was found that for successful language learners, more variables come into play than for less successful learners. Although the correlations

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between L2 gains and the measures in the questionnaire did not reveal important differences between the two groups, descriptive data did. It was found, for example, that for the successful learners group, the amount of L2 contact was crucial for the improvement of the percentage of different types of verbs, a finding that confirms the role of practice (DeKeyser 2003; 2010).

Two surprising findings were that successful learners perceived English as a more difficult language to learn than less successful learners, and that less successful learners had the perception that they had learned more English than the successful learners. This finding seems to indicate that maybe successful learners are more (self-) demanding and that could tentatively explain their greater gains. Another interesting finding was that successful learners had been exposed to English more than less successful learners since a higher percentage of the former reported to have received CLIL classes. Similarly, successful learners reported to have more previous experiences in summer camps in the L2 than less successful learners. Finally, homesickness was also found to influence L2 acquisition given that successful learners were less homesick than their less successful counterparts.

6. Conclusion and further research

This study examined whether a 3-week SA experience had a positive impact on the gains in L2 writing scores of a group of adolescents, and whether individual differences played a role in L2 learning in an SA context. It was found that such an SA experience was indeed significant for the improvement of certain L2 writing skills and that certain individual factors influence the acquisition of an L2. Furthermore, the present study showed that successful and less successful learners showed different motivational and

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attitudinal patterns that might account for their outcome differences. However, these results must be taken with caution given the limitations of the present study. First, the data gathered through the questionnaire were self-reported, which threatens its validity. Second, the nature of research question 2b is exploratory and descriptive, with some of the answers of the questionnaires coming from relatively few students, so these results are not generalisable and can only be interpreted as the first step to a better understanding of the often observed individual variation between students. Another limitation is that written development was assessed through a very specific task. It would be interesting if further research tried to use another type of task to account for L2 written gains to have a better understanding of what the effects of SA are on writing skills. It must also be acknowledged that participants were asked to write the same story in the pre- and the post-test, which might have affected the results although participants were not informed that there would be a post-test. Finally, the present study examined the effects of SA by a rather underinvestigated age group, that of adolescents, on certain L2 areas only, leaving other interesting areas such as pronunciation and pragmatics for further research.

Despite its limitations, the present study has two important educational implications. Given that it was found that a short SA (3 weeks) has a positive impact on the participants' gains in L2 writing scores, short SA exchanges should be promoted among high-schools in order to facilitate L2 learning. Moreover, SA program coordinators should take into account factors that foster (or inhibit) L2 learning and create programs accordingly so that SA participants make the most of their SA experience.

Acknowledgements

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Appendix A

What happened in this story? Write as much as you can in 10 minutes.

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Tony and Tina

by VILADOMS



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Table 1: Learners' characteristics and experience

FACTOR	OPERATIONALIZATION
Initial predisposition	Motivation to enroll in the program
	Motivation to learn English
	Easiness to learn English
English use during the program	FL use in the English class
	FL use in the dining room
	FL use in the extra activities
	FL use in the accommodation
	FL use during weekends and free time
	Language with person with the most contact
	Most common interlocutor
	Most used language during the SA experience
	Favorite aspect of program
	Most helpful aspect to learn
	Most enjoyed aspect of your experience in the UK

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Students' perceptions	Least enjoyed aspect of your experience in the UK
	Willingness to enroll in same program next year
	Perception of English learning
	Pleasure of learning English
	Homesickness
	Enjoyment of English classes
	Enjoyment of extra activities
English knowledge prior to departure	English mark at school

Table 2: Descriptive statistics and standard deviations in the pre- and post-test

Measure	Mean Pre (Standard Deviation)	Mean Post (Standard Deviation)
Tokens	87.29 (28.65)	100.57 (30.90)*
Guiraud	5.61 (0.90)	5.98 (0.86)*
Percentage of types of VF	4.36 (1.60)	4.53 (1.94)*
Clauses/T-Unit	1.38 (0.35)	1.45 (0.39)
Percentage of CV	74.96 (21.28)	78.00 (20.70)*

VF= verb forms, CV= correct verb forms *= statistically significant

Table 3: Correlations between FL measures and questionnaire

	Motiv. Engl.	Amount learn.	Mark English
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%CV	-.363*	-.334*	
	.007	.017	
	54	51	
%VF			-.359*
			.020
			42

Table 4: Correlations between FL gains and individual variables for successful learners

	Tokens	Guiraud	C/T	Percentage of VF	Percentage of CV
Motivation program	.404*				
	.037				
	27				
Prior summer courses		.421*			
		.036			
		25			
Prior summer camps			.394*		
			.046		
			26		
Amount learning				.401*	
				.042	
				26	
L2 use dining room				.641*	
				.006	
				17	

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L2 use home				.535*	
				.040	
				15	
Easy English				-.490**	
				.009	
				27	
Speakmost				.549*	
				.028	
				16	
Motivation English					-.528*
					.005
					27

Table 5: Correlations between FL gains and individual variables for less successful learners

	Percentage of VF	Percentage of CV
L2 use free time and weekends	-.469*	
	.049	
	18	
L2 use activities		.508*
		.031
		18

Table 6: Comparison of successful and less successful learners (in percentages)

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	Successful learners	Less successful learners
Did your father study at the university?	63 % yes 3.7 % no 33.3 % n/a	73.9 % yes 26.1 % No
Did your mother study at the university?	63 % yes 3.7 % no 33.3 % n/a	78.3 % yes 21.7 % No
Your English mark at school last year	33.3 % A grade 14.8 % B grade 14.8 % C+ grade 3.8 % C- grade 33.3 % n/a	27.3 % A grade 21.2 % B grade 15.2 % C+ grade 3 % C- grade 3 % D
Have you ever taken a CLIL subject?	29.6 % No CLIL 37 % Yes CLIL 33.3 % n/a	51.5 % No CLIL 24.2 % Yes CLIL 24.2 % n/a
At what age did you start studying English?	3.7 % 1 year old 3.7 % 2 years old 25.9 % 3 years old 14.8 % 4 years old 3.7 % 5 years old 25.9 % 6 years old 7.4 % 7 years old 3.7 % 9 years old 3.7 % 10 years old	26.1 % 2 years old 3 % years old 9.1 % 4 years old 24.2 % 5 years old 21.2 % 6 years old 12.1 % 7 years old 9.1 % 8 years old 6.11 % 9 years old 3 % 10 years old

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	3.7 % 11 years old 3.7 % n/a MEAN= 5.03 (SD: 2.44)	3 % 12 years old MEAN= 6.03 (SD: 2.17)
Whose idea was it to engage in an SA program? (Motivation program)	44.4 % parents 44.4 % their own 11.1 % both	39.4 % parents 42.4 % their own 9.1 % both 6.1 % other 3 % n/a
Prior camps	33.3 % never 33.3 % once 22.2 % twice 3.7 % three times 3.7 % four times 3.7 % n/a	54.5 % never 9.1 % once 18.2 % twice 3 % three times 3 % four times 3 % five times 6.1 % six times 3 % n/a
Prior SA	44.4 % never 33.3 % once 18.5 % twice 3.7 % three times	51.5 % never 33.3 % once 9.1 % twice 3 % five times 3 % n/a
Prior summer L2 courses AH	74.1 % never 14.8 % once 3.7 % twice 7.4 % n/a	69.7 % never 15.2 % once 6.1 % twice 6.1 % six times

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		3 % n/a
Do you like learning English? (Motivation English)	14.8 % a little 25.9 % quite 44.4 % a lot 14.8 % very very much	27.3 % quite 45.5 % a lot 24.2 % very very much 3 % n/a
Why do you like learning it or not()? (Motivation why)	25.9 % positive attitude towards the language 40.7 % Important language 18.5 % Interested in communication 3.7 % Expand knowledge 11.1 % other	24.2 % positive attitude towards the language 36.4 % Important language 30.3 % Interested in communication 3% Expand knowledge 3 % other 3 % n/a
Is English an easy language to learn? (Easy English)	3.7 % no 3.7 % very little 29.6 % so so 55.6 % quite easy 7.4 % very easy	3% very little 48.5 % so so 36.4 % quite easy 9.1 % very easy 3 % n/a
Mention an advantage of staying in a dorm (Dorm advantage)	3.7 % more use of English 25.9 % contact with people from other countries 37 % a more social experience 22.2 % other 11.1 % n/a	12.1 % more use of English 24.2 % contact with people from other countries 6.1 % more freedom 6.1 % more convenient 21.2 % a more social experience 3 % more activity

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		15.2 % other 12.1 % n/a
Mention a disadvantage of staying in a dorm (Dorm disadvantage)	37 % English spoken less 3.7 % little freedom 44.4 % other 14.8 % n/a	12.1 % English spoken less often 6.1 % little freedom 69.7 % other 12.1 % n/a
How much English do you think you have learned? (Amount learning)	7.4 % very little 48.1 % a little 29.6 % something 11.1 % a lot 3.7 % n/a	15.2 % a little 60.6 % something 15.2 % a lot 9.1 % n/a
What is the thing that has helped you the most to learn? (Amount learning help)	14.8 % English lessons 7.4 % meeting new people 3.7 % films 7.4 going around the city 7.4 % other 59.3 % n/a	12.1 % English lessons 24.2 % contact with NSs 54.5 % meeting new people 3 % several things 3 % other 3 % n/a
What did you like the most of your stay in the UK? (Most liked)	66.7 % the people 18.5 % the trips 11.1 % the freedom 3.7 % other	3 % English lessons 45.5 % the people 24.2 % the trips 6.1 % the freedom 3 % several things 15.2 % other 3 % n/a

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<p>What did you like the least of your stay in the UK? (Least liked)</p>	<p>18.5 % food 3.7 % lack of activity 11.1 % English lessons 3.7 % the trips 3.7 % disliked nothing 22.2 % other 37 % n/a</p>	<p>9.1 % the food 3 % lack of activity 9.1 % English lessons 9.1 % some activities 3 % trips 3 % disliked nothing 18.2 % other 45.5 % n/a</p>
<p>Would you like to engage in an SA experience again next year? (Comeback next year)</p>	<p>11.1 % probably 51.9 % for sure 37 % n/a</p>	<p>3 % no 3 % don't know 21.2 % probably 27.3 % for sure 45.5 % n/a</p>
<p>Did you miss your family or friends? (Homesickness)</p>	<p>22.22 % very little 25.9% a little bit 7.4 % quite 7.4 % a lot 37 % n/a</p>	<p>9.1 % very little 21.2 % a little bit 15.2 % quite 6.1 % a lot 3 % very very much 45.5 % n/a</p>
<p>Did you like the programmed activities? (Program activities)</p>	<p>11.1 % very little 7.4 % a little 22.2 % quite 11.1 % a lot 7.4% very very much 40.7 % n/a</p>	<p>21.2 % a little 18.2 % quite 15.2 % a lot 45.5 % n/a</p>

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Did you like the English lessons? (English lessons)	25.9 % very little 14.8 % a little 14.8 % a lot 3.7 % very very much 40.7 % n/a	6.1 % very little 3 % a little 27.3 % quite 18.2 % a lot 45.5 % n/a
Friend	25.9 % always in Cat/Sp 11.1 % almost always in Cat/Sp 7.4 % almost always in English 14.8 % always in English 40.7 % n/a	27.3 % always in Cat/Sp 6.1 % almost always in Cat/Sp 3 % almost always in English 18.2 % always in English 45.5 % n/a
Adult	18.5 % always in Cat/Sp 3.7 % almost always in English 37 % always in English 40.7 % n/a	21.2 % always in Cat/SP 3 % almost always in English 30.3 % always in English
With whom did you speak English the most? (Speak most)	37 % with people from other countries 18.5 % NSs of English 3.7 % with people from other countries and NSs of English 40.7 % n/a	42.4 % with people from other countries 6.1 % with NSs of English 3 % with people from other countries and NSs of English 48.5 % n/a
How often did you use the L2 in class?	37 % almost always 25.9 % always 37 % n/a	27.3 % almost always 27.3 % always 45.5 % n/a

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<p>How often did you use the L2 in the dining room?</p>	<p>29.6 hardly ever 22.2 % few times 7.4 % sometimes 3.7 % almost always 37 % n/a</p>	<p>18.2 % hardly ever 18.2 % few times 18.2 % sometimes 45.4 % n/a</p>
<p>How often did you use the L2 in the programmed activities?</p>	<p>14.8 % few times 25.9 % sometimes 22.2 % almost always 37 % n/a</p>	<p>3 % hardly ever 6.1 % few times 21.2 % sometimes 21.2 % almost always 3 % always 45.5 % n/a</p>
<p>How often did you use the L2 on the weekend and in your free time?</p>	<p>14.8 % very little 3.7 % few times 18.5 % sometimes 11.1 % almost always 7.4 % always 44.4 % n/a</p>	<p>9.1 % hardly ever 15.2 % few times 24.2 % sometimes 3 % almost always 3 % always 45.5 % n/a</p>

n/a= not acknowledged