The Da Vinci Project –

A Theoretical approach to Language learning

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Abstract

The English language could be considered to be a second language in Swedish society; it is present in more than just school, such as television, the world of computers and radio. The general field of interest for this study is an exchange between two schools, one located in Sweden and one in Italy, called the Da Vinci Project. The aim of the study is to get an insight into the effects on language development for the students participating in the project. The study focuses on exposure and error-feedback. The information was gathered using both interviews and questionnaires with students and teachers and I had the opportunity to visit the students when attending the school in Italy. Visiting the school in Italy made it easier to understand both the Italian and the Swedish students' experience of a different school system than they were accustomed to. The results have been analyzed and it was possible to draw conclusions concerning the students' language development as a result of meeting different teaching methods in the different school systems. The teachers' answers provided important information about different teaching methods. Using theoretical approach to second language acquisition the results have been analyzed. Stephen Krashen's monitor model has been an important component in analyzing the results. The results of the survey showed that the Da Vinci Project involves two totally different school systems using different methods when focusing on error-feedback and exposure. A "gap" was found between the two schools but the results of this survey show that for some students it has been their second language, English, has improved through the exchange. While a few students, in the Da Vinci Project, believe that they have not developed in their second language.

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1. Introduction

It is natural to speak, read and hear English in Sweden. The English language is a commonly used language in Sweden. It is, for example, often used on television, radio, and in the world of computers, but most importantly it acts as one of the most critical subjects in the Swedish school system. Swedish students are exposed to English both at home and in school.

This essay will consider English as a second language focusing on error feedback and exposure in relation to an exchange between two schools, called the Da Vinci Project. One school is located in Italy and one in Sweden. As a subject, this exchange caught my attention since both countries have English as a second language and also since I had the opportunity to take a closer look at the Italian school system and compare it to the Swedish school system.

To gather information, the best option was to visit the school in Italy, which turned out to be a very interesting journey. Before visiting Italy I thought about what kind of language development the students would experience in the different school systems. The Da Vinci project is an example of a particular approach to SLA that emphasizes ESL and experiencing other cultures. For example, the students involved in the project have the opportunity to stay in another country and attend a local school for three months, using their second language, English, to communicate.

1.2 Background on the Da Vinci Project

The Da Vinci Project is an exchange, first started in 2004, involving two different schools and two different school systems. The teacher responsible for the exchange in Sweden, Henrik Böckin, gave three reasons why the exchange is important. To begin with, the students get the opportunity to see new countries and cities, meet new cultures and practice a second or maybe even a third language. The second reason is to experience everything as "different." This is what Henrik argues is important in the beginning of an exchange: "Life is different, breakfast and, well, food . . . everything is different." At the start the students focus on everything that is "different" and the longer they stay, the more they grow as individuals. Eventually, they stop thinking about the differences in the cultures. The last reason mentioned is that working with other countries results in learning more about your own culture and can contribute to reducing racism and prejudice regarding other countries and cultures.

All of these reasons created the Da Vinci Project and are used to support its importance for the students and for the teachers as well. Relevant for this essay were the thoughts the stu-

dents had in taking part of the project. Since the students were attending the school in Italy at the time of the study, the best alternative to gather information was to visit the students in Italy. It was also felt that it would be a great opportunity to gather information and experience what the Swedish students in the exchange experienced. For example, just entering the school the first morning was an adventure. The staff did not speak English so it took a while to get the attention of the teacher responsible. An interesting factor was that the only teacher present who could speak English was the English teacher. In Sweden on the other hand, almost all teachers speak English to some degree.

1.3 Purpose and Questions

Studies related to language development usually focus on children and adults' language learning, but this study focuses on teenagers developing a second language. Studies related to exchange programs seem to focus on the cultural exchange and the personal development of the students. This study will focus on differences between schools and teaching methods in SLA.

The purpose of this essay is to look at what an exchange between two different schools could possibly provide to a students' language development, focusing on error-feedback and exposure. In addition, as this study focuses on two different schools and school systems, this essay will descriptively compare differences in methods used by the different schools. The intention is to compare the students' and teachers' impressions regarding the exchange, especially in terms of the teachers' different methods in correcting errors and the students' exposure to the English language. Through interviews and questionnaires, answered by several students and teachers in the Da Vinci Project, information was gathered and analyzed to answer the following two main questions:

1. How does the fact that there are two different school systems affect the teachers' methods focusing on error feedback and exposure in second language acquisition?

2. How does correcting errors influence the input and output of a second language?

2. General theories of Second Language Acquisition

To investigate the students' language development during the Da Vinci Project, a theoretical approach to language acquisition has been chosen. It will focus on error feedback and exposure. Three important theories will be explained in the essay-- namely, behaviorism, the innatist approach and the cognitive approach. These theories consider learning a first language as well, since SLA often focuses on how a first language is learned. These different theories will explain important teaching methods that have influenced general teaching and how languages have been taught in schools for decades. First, there will be an elementary explanation of the basic elements of behaviorism. Then, the works of an American linguist, Noam Chomsky, will be explained, Universal Grammar (UG), Innate Language and Language Acquisition Device (LAD). Also, Stephen Krashen's Monitor Model will be included. Later, this essay will compare different methods for first language and second language acquisition.

2.1 Input and Output

When learning a second language, input and output is of great importance. Lightbown and Spada[1] describe input as *the language that the learner is exposed to (either written or spoken) in the environment.* According to George Yule the input has to be comprehensible for the learner to understand, *because we can't process what we don't understand.*[2] When interacting with someone using the second language, the *output*, the spoken language, is as important as the *input*, the heard language. Lightbown and Spada argue,

> The opportunity to produce comprehensible output in meaningful interaction seems to be another important element in the learner's development of L2 ability, yet it is one of the most difficult things to provide in large L2 classes.[3]

The L2 classroom, according to Yule, must provide opportunities for output, as well as input, in order for the learner to develop.

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[1] Lightbown and Spada 2009, p. 201

[2] Yule 2010, p.192

[3] Yule 2012, p.193

2.2 Behaviorism

> Behaviourism: A psychological theory that all learning, whether verbal or non-verbal,
> takes place through the establishment of habits. According to this view, when learners im-
> itate and repeat the language they hear in their surrounding environment and are positive-
> ly reinforced for doing so, habit formation (or learning) occurs.[4]

Behaviorism was influenced by the early empiricist John Locke (1632-1704) and his view of the human mind as *tabula rasa*. Tabula rasa indicates that the human mind, at birth, is a "blank tablet" where experiences are written. It is only the environment that shapes the human mind, according to the *tabula rasa* theory. In 1913, the new movement of behaviorism emerged, led by J.B. Watson (1878-1958). This theory emphasizes environmental control of behavior through learning. Watson believed that observable behaviors were the proper subject matter for psychology. Human beings are products of their learning experiences.[5]

Behaviorists believe that the basic principles of learning apply to all organisms. The major principle of the behaviorist theory is that there are three basic elements: *stimulus*, *response* and *reinforcement* which occur in order.

First, the child sees an object (stimulus). Then, the adult says a word describing the object and the child imitates it (response). Finally, the adult praises the child for using the word or words, and the child wants to describe it again (reinforcement).

Stimuli-response is an interaction that involves a person's behavior. Positive or negative reinforcement is provided in the stimuli-response process to produce the desired behavior that is to appear the next time the action is required. The most important principle is the relation between stimuli-response interactions, which are the human behaviors.[6]

B.F. Skinner (1904-90) was the leader of modern behaviorism and argued that, "[...] mentalistic concepts were not necessary to explain behaviour and that learning principles could be used to en-hance human welfare.[7] Skinner examined how behavior is shaped when punishment and praise are used in relation of a child's behavior. These studies were based on experiments with rats and pigeons. Skinner believed that punishing consequences would lead to less repetition of

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[4] Lightbown and Spada 2009

[5] Passer, Smith, Holt, Bremner, Sutherland, Vleik 2009

[6] Kristinsdottir, 2008

[7] Passer, Smith, Holt, Bremner, Sutherland, Vleik 2009, p 14, figure 1.10

the undesired behavior. Skinner's behavioristic views are known as *radical behaviorism*. This is relevant to language learning because a child's language learning is in need of the caretaker's positive or negative reinforcement. In other words, language is learned by hearing a phrase and repeating it. The conclusion is that if the child is not praised or rewarded, the utterance will not be repeated.

The behaviorist theory is built on the following assumptions; (1) language learning is a habit and is learned in the same way other habits are learned, and (2) Spoken language is more important than written language. Behaviorists believe that spoken language is primary since we learn to speak before we learn how to read and write. The school of behaviorism was a reaction against traditional grammar and throughout the first half of the twentieth century. the behaviorist perspective dominated the study of learning.

Audio-lingual teaching methods were used and they emphasize mimicry and memorization. Lightbown and Spada explain,

> Because language development was viewed as the formation of habits, it was assumed that a person learning a second language would start off with the habits formed in the first language and that these habits would interfere with the new ones needed for the second language.[8]

There were, however, some points that the behaviorist theory could not explain. When Noam Chomsky, an American linguist with a specialty in analyzing syntax, introduced his perspectives, he challenged the behaviorist theory. For example, it cannot explain why a child makes a grammatical error or utters a phrase, which is clearly not adult speech. As another example, behaviorists discovered that parents do not correct their children for grammatical errors; instead they correct their children for the meaning of their utterances, namely the syntax.

B.F. Skinner, on the other hand, was an expert in psychology, and applied his theories to verbal behavior. Noam Chomsky and B.F. Skinner had a heated debate about their different theories. Chomsky believed that the behaviorist theory was inadequate when explaining observations of child language development.[9] When parents correct their child's language, they

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[8] Lightbown & Spada 2006 p. 34.

[9] Peregoy and Boyle 2009.

focus on the meaning of the phrase instead of errors in grammar. When learning a second language in school, the teacher must act like a parent for optimal language development.

2.3 Innatist perspective

Revolutionary results were made by Chomsky in his syntax studies, and he was able to gather strong arguments against the behaviorist explanation about language acquisition also. [10] This resulted in innatism. In *How Languages are Learned*, Lightbown and Spada explain innatism as, "A theory that human beings are born with mental structures that are designed specifically for the acquisition of language".**[11]**

Chomsky's theory states that every infant is born with an innate biological ability to acquire a language. Using a structure called the language acquisition device (LAD). Chomsky believes that children are born "prewired for linguistic analysis."[12] Being different from the behavioristic view Chomsky stated that:

> […] children's minds are not blank slates to be filled by imitating language they hear in the environment. Instead, he hypothesized, children are born with a specific innate ability to discover for themselves the underlying rules of a language system on the basis of the samples of a natural language they are exposed to.[13]

Universal grammar (UG) is the structures and sounds common to all human languages and dialects. The LAD and the UG work together, allowing the infant to select between the grammatical rules of the language that they hear spoken around them. In this process the infant gradually constructs the grammar of the mother tongue. The Innatist perspective states that the child constructs grammar through an unconscious process of hypothesis testing.[14] This process states that the child tests a word using grammatical endings. For example, a child could assume that the plural ending, -s, is used for all words. By testing the plural ending the child could use words like "childs" and "foots." Chomsky believes that children acquire rules

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[10] Peregoy and Boyle 2009, p. 15.

[11] Lightbown and Spada 2009.

[12] Peregoy and Boyle 2009.

[13] Lightbown and Spada 2009, p. 15.

[14] Peregoy and Boyle 2009.

with a little help from their parents or caregivers. Using hypothesis testing, the child creates a sense for grammatical rules using input and imitation of adult language. The child acquires a linguistic competence which corrects grammatically incorrect sentences. Hypothesis testing leads to language development in a first language. Are students, when learning a second language in school, given the chance to correct themselves?

Chomskyan linguistics influenced a whole generation with theories about LAD and UG. Chomsky provided new knowledge about syntax to the field and made psycholinguistics analyze how children processed their mother tongue. He did this by taping and recording their speech. Even though Chomsky's universal grammar influenced and led the field of linguistics at that time, behaviorism still pre-dominated the classrooms, working as the leading method when teaching second languages. The method emphasized repetition and practice of grammatical forms and sentences. Both the LAD and UG theories were new and provided the field with revolutionary ideas about language learning.

2.4 Comparing Behaviorism and the Innatist Perspective

With regards to language acquisition, there are several differences when comparing the behaviorist theory and the innate perspective. [15] Firstly, Behaviorism and Innatism have different views on how a language is learnt. Behaviorism states that language is a habit and is learned in the same way that other habits are learned. Innatism, on the other hand, states that language is a biological function and develops like other biological functions. Secondly, the theories have different views of the purpose of learning. Behaviorism focuses on observable behaviors while Innatism, on the other hand, focuses on unobservable changes in mental knowledge. Thirdly, the behaviorist theory does not believe that humans are born with an innate ability of language learning. Fourthly, they propose different meanings to successful language learning. Behaviorism advocates an idea of success that prioritizes when the child repeats what is said. Innatism believes language learning is successful when the child uses hypothesis testing to check words and phrases.

2.5 The Cognitive Approach

During the 1960s, the cognitive approach to language learning started as a reaction against the behaviorist theory and some other theories in the field. For example, the behaviorist theory could not explain why people have the ability to organize and understand the information they

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[15] ESL King – A Royal way to Learning, n.d

learn. Due to this criticism, a realization of the importance of mental and cognitive events emerged. Cognitive psychologists shared ideas and disagreed with behaviorism. For example, they shared a belief that the study of language should be objective, and empirical studies should be made for the results to develop.[16] The theories disagree about how individuals respond to stimulus conditions. Cognitive psychologists advocate the existence of mental cognitive processes, while behaviorism largely ignores mental processes and focuses on observable behaviors.

The Cognitive approach was influenced by Jean Piaget's studies on child development. Piaget's studies focused on how children come to understand the world.[17] Piaget was a biologist in the early nineteen twenties. His studies focused on how children come to understand the world. To do his research, he observed and talked to children while they worked with the exercises he constructed.

The human mind has functions and cognitive structures. According to Piaget, all humans have inborn biological processes which never change. These biological processes construct internal cognitive structures, which help children make sense of the world. The structure of the biological processes changes as a child grows.

Piaget's research can be applied by educators to encourage critical, creative, and inventive learning. The phrase ''progressive teaching'' has often been used to describe Piaget's active classroom. In these classrooms, students are active in the sense that they learn by discovering. The teacher acts as a guide, leading the students to educational epiphanies and encouraging cooperative work among students. Traditional academic standards, in terms of observable behaviors, are not of concern and rewards and punishment are set aside. [18] On the topic of different methods, one of the questions asked in this study is what kind of methods would be found in the Da Vinci Project?

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[16] Kristinsdottir, 2008

[17] Kristinsdottir, 2008

[18] Kristinsdottir, 2008

3. Specific Framework

In the field of SLA, Stephen Krashen, is known for introducing new concepts and theories. He is a professor in linguistics at the University of California. One of his well-known theories is the Monitor Model, which includes: the acquisition-learning hypothesis, the input hypothesis, the monitor hypothesis the affective filter and the natural order hypothesis

In this essay only three of the hypotheses will be considered: *the acquisition-learning hypothesis, the monitor hypothesis* and *the affective filter hypothesis.*

3.1 The Acquisition-Learning Hypothesis

The Acquisition-Learning Hypothesis is about learning and acquiring a second language. ''Learning a language'' occurs when a person is aware of the learning process and the grammatical rules. ''Acquiring a language,'' on the other hand, is the "natural" way of developing competence in a second language. This method in its pure form (rarely practiced) involves only a sub-conscious process, similar to first language acquisition. When acquiring a second language, the person is not aware of learning the grammatical rules. Instead, the ability to communicate is of high importance. When ''acquiring a language,'' the person is able to "feel" what is correct or incorrect after repeated exposure through communicating with native speakers. According to Krashen, learning is often the product of formal language teaching and results in conscious knowledge about language. ''Acquiring a language'' works in a different way.

3.2 The Monitor Hypothesis

The Monitor hypothesis states that the "learned" language acts like a monitor, or an editor, to the language we produce. The monitor works before and after speech and checks for errors in grammar. However, the monitor is passive while the actual language is being produced -- when someone is speaking.

> At most, the learning system performs the role of the 'monitor' or the 'editor', which may help plan, edit and correct speech, but only when the second language learner has sufficient time, consciously focuses on form or thinks about correctness, and knows the rule.[19]

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[19] de Boot, Lowie, & Marjolijn, 2005, s. 36

3.3 The Affective Filter Hypothesis

This hypothesis involves an individual's willingness to learn a language, and how this affects the learning process. There are several variables that could affect a student's language development. Most importantly, the attitude the acquirer has toward the target language and the culture will affect the severity of what Krashen called ''the filter.'' Motivation, self-confidence and anxiety can affect language production either negatively or positively. When a student feels discouraged, the filter is up, and a mental block is created. This discourages language acquisition. On the other hand, when a person feels confident and has a positive attitude toward learning, the filter is down. Then, the student can be more accepting of input, thus allowing the language to develop faster. The Affective Filter Hypothesis states that people with more self-confidence and a positive attitude toward the target language "will seek and obtain more input." [20]

4. Theoretical Framework

In this section, Stephen Krashen's *acquisition-learning hypothesis, monitor hypothesis* and *affective filter hypothesis* will be more descriptively explained in relation to the Da Vinci Project. According to the acquisition-learning hypotheses, a student is able to learn a language through two distinct ways: acquisition and learning. *Acquisition* is a subconscious way of learning a language. It involves the innate language acquisition device (LAD), which accounts for children's' mother tongue. *Learning* is exemplified by the L2 learning which takes place in many classroom contexts. [21]

The students in the Da Vinci Project all have English as a second language. In both Sweden and in Italy, they had been studying English since they were 8-10 years old. English was the only language used to communicate in the Da Vinci Project, because this is the language the two groups of students shared. As a rule, the Swedish students had been exposed to more English than the Italian students.

As stated earlier, Swedish students are exposed to English in a variety of contexts, such as when watching TV, listening to the radio or watching movies. This is not the case for the Italian students. In Italy, TV programs and movies are dubbed in Italian, and the radio is not in English. Because of this, when the Italian students came to Sweden, they had ample oppor-

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[20] Krashen and Terrell 1983

[21] Saville-Troike, 2006 p. 45

tunity to listen to the English language. Additionally, because there are so many people who speak English well in Sweden, the Italian students could practice speaking the language to communicate. For example, they were able to speak English with all the teachers, friends they made, and the host family.

According to Krashen, language teaching is associated with a learned language. Behaviorism has influenced teaching methods for decades. Using *the audio-lingual method*, learners move from creating simple sentences to complex phrases. The problem was that it has no relation to everyday, interactional, spoken language. [22] Using this method the students do not acquire or "pick up" language as Krashen calls it. They were not able to communicate using the second language since their awareness was limited to a theoretical understanding of the grammatical rules. When acquiring a language, awareness of grammatical rules is not primary. Communicating and "picking up" a language are what should happen when acquiring a language. Learners are aware of grammatical rules in the sense that the person is able to "feel" what is correct or incorrect. [23] Stephen Krashen is influenced by Noam Chomsky's Universal Grammar and LAD. The student should feel free to use the language to communicate. However, Lightbown and Spada[24] show increasing evidence concerning second language teaching which does not focus on teaching the right structures and forms. They state that, "learners continue to have difficulty with basic structures of the language in programmes that offer little or no form-focused instructions." [25]

During the 1980s and 1990s Krashen's teaching method influenced language teaching, in the US. It influenced the teachers to avoid teaching grammar in many classrooms. [26] In contrast, researchers found out that adults learning a second language benefited from being taught grammatical structures. The audio-lingual method would not work according to Krashen's theory since the students will not go through a sub-conscious process. Later studies have shown that, the audio-lingual method has produced proficient second language speakers. However, according to Lightbown and Spada, the audio-lingual method has left "many learners frustrated and unable to participate in ordinary conversations, even after years of classes.[27]"

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[22] Yule, George 2011, p.190

[23] Krashen & Terrell 1995

[24] Lightbown & Spada, 2006

[25] Lightbown and Spada, 2006 p. 176

[26] Saville-Troike, 2006 p. 45

[27] Lightbown and Spada, 2006 p. 176

Krashen criticizes conscious language teaching according to the methods used in teaching a second language. For example, he criticizes when the teacher focuses on correcting errors since he believes that it will not help the student to develop their second language. Instead, it will result in the students not knowing how to communicate on a daily basis. According to Lightbown and Spada, research shows that "learners may make slow progress on acquiring more accurate and sophisticated language if there is no focus on form.[28]" In fact, conscious language learning is used to help the student to correct an error and learn from the correction. The teacher corrects grammatical errors so their students learn. Krashen, on the other hand, thought about how parents correct their children in their first language. While learning their first language, parents do not always correct their child's language use. It depends on what kinds of errors the children makes and if the meaning is clear in context. Instead of being corrected, the child, or in this case the adult, could use hypothesis testing to find the right grammatical ending etc. What Krashen is trying to say is that teachers should not discourage their students who are trying to speak a second language, just as parents do not discourage their children trying to learn their first language. Krashen believes that correcting errors will not help the learner to be fluent in his or her second language. Research has shown that:

> Evidence from classroom research suggests that form-focused instruction might be more important for features with weaker form/meaning connections. Indeed, it may be needed to help learners notice the difference between what they say and the correct way to say what they mean.[29]

Lightbown and Spada have found out that second language teaching should focus on error-feedback, to some extent, for the learner to be aware of rules and forms they otherwise would not consider. This could help the learner to understand differences in structures between the learners first and second language.

When talking about correcting errors, the Monitor Hypothesis should be mentioned. The *Monitor* stands for the conscious learning in adult second language performance. Thus the Monitor has a limited function. The language we acquire is used for more spontaneous speech. The learned language acts like a monitor or an editor to the language we produce. When language is produced, acquiring and learning work together but have different functions.

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[28] Lightbown and Spada, 2006 p. 176

[29] Lightbown and Spada, 2006 p. 178-179

As mentioned before, Krashen states that language teaching often uses learning as a method. He argues that learning will not lead to fluency in the second language. Krashen believes that fluency in production of speech is the language we have "picked up," the acquired language. The rules we learn in class, the formal knowledge, is not responsible for fluency. Instead it helps us with the output we produce and repairs the errors we make. When we produce utterances in a second language, the utterance is "initiated" by the acquired system, and our conscious learning only comes into play later.

According to Krashen, there are three important conditions for the monitor to work in a second language classroom. He argues the students need time, they need to be:

> […] focused on form and finally; an important third condition for successful Monitor use is that the performer needs to know the rule, and he or she needs to have a correct mental representation of the rule to apply it correctly.[30]

Krashen wonders why correcting grammatical errors is a common method used when teaching a second language. Using methods in order for the students to acquire language, the teacher has to consider that the students are learning a second language in a non-native environment. This indicates that the teacher has to provide the student with much more input to build a sub-conscious monitor. This has to be made for the monitor hypothesis to help correct errors by themselves. As well as correcting errors could lead to using the right form or grammatical rule the student's affective filter could be affected. If a teacher corrects his or her student all the time it could end up with the student being quite or not wanting to write anything at all.

Lightbown and Spada have found out that second language teaching involves several different methods and it is difficult for teachers to know what the best method is. However they argue that:

> Classroom data from a number of studies offer support for the view that form-focused instruction and corrective feedback provided within the context of communicative and content-based programmes are more effective in promoting second language learning than programmes that are limited to a virtually exclusive emphasis on comprehension, fluency, or accuracy alone.[31]

[30] Krashen, Stephen, 1981 p.7

[31] Lightbown and Spada, 2006 p. 179

What Lightbown and Spada are trying to say is that there should not be a specific focus in second language teaching, it should instead be a mixture of form-focused and more communicative language teaching for the learner to develop.

5. Methodology

5.1 Using Qualitative research methods

To gather information, qualitative methods were used, that is to say, interviews and questionnaires. David Silverman's and Jan Trost's guidelines were considered when gathering information. They both stress the importance of using simple and understandable language when formulating questions. Qualitative structured interviews and questionnaires were used in this study. Trost argues that it is important to ask simple questions for the respondent to have a chance to answer more sincerely. He also states that simple questions make the interview more trustworthy.[32] Since the students have English as a second language, it was important to make the questions simple and understandable.

Using both interviews and questionnaires as a method was intentionally used to gather as much information as possible. The questions were constructed to fit the qualitative method. The aim of the interviews and questionnaires was to gather the students' and teachers' personal thoughts. Silverman confirms this by writing about quantitative methods in a study:

It is important to think about several features when using interviews. An interview should be valid, reliable and trustworthy. When interviewing, there are some techniques that should be used to create reliability. Silverman argues that,

> Interviewers should ask each question precisely as it is worded and in the same order
> that it appears on the schedule. They should not show surprise or disapproval of an
> answer, offer impromptu explanations of questions, suggest possible replies, or skip
> certain questions.[33]

The above quote is important to think about, when interviewing so that the person being interviewed feels comfortable in answering the questions. To give the students the same prem-

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[32] Trost, Jan 2005.

[33] Silverman, David 2001, p. 89.

ises the interview was structured. The students were interviewed one at a time separate from the group. To make the students more comfortable answering the questions, they were told that their answers would be anonymous. The teachers on the other hand chose to be mentioned by their real names. They joined this study in hopes of finding ways to improve the Da Vinci Project. The participants were asked the same questions.

To make the interview simple for the respondents a questionnaire was made (see appendix 10.1). When interviewing the teachers they were both asked the same questions. The teachers had the opportunity to choose where they wanted the interview to be held. The Swedish teacher, Henrik, chose to be interviewed in his office. While the Italian teacher, Donatella, chose to be interviewed during a lesson, in front of the class. It is according to Trost, important to let the respondent choose the location in which they are interviewed. He mentions that holding an interview in the person's office often results in being disturbed.[34] Unfortunately, there was disturbance during the interview with Henrik. But it did not have an impact on the study. A recording device was used to record the interviews. When all the information was gathered the interviews were transcribed.

5.2 The Survey

It is important to consider this study as a very small one. It only involves students and teachers in the Da Vinci Project. A decision to go to Italy was made to experience what the student's had experienced, during their stay. Qualitative interviews were conducted with thirteen students and two teachers. Adding information to the study, the thirteen students filled in a questionnaire as well. The reason for using both interviews and questionnaires was to gather as much information as possible.

Both the interviews and the questionnaires involved questions regarding second language acquisition focusing on error-feedback and exposure. The major focus, of the interviews and the questionnaires, was to gather information considering methods using error-feedback and exposure.

The teachers had the opportunity to talk about the methods they usually focus on when working with error-feedback and exposure. The students, on the other hand, answered questions, where their experiences of the teachers' methods could be emphasized.

The different points of views were used to compare the different schools, school systems and the teachers' methods as well. The survey also focused on different experiences among

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[34] Trost, Jan 2005

the Swedish students and the Italians students' experiences related to the different schools and school systems.

5.3 Challenges

There were some obstacles when gathering material, especially at the school in Italy. The Italian students were all in different classes. This made it difficult to gather information, since the teachers did not want their students to answer the questionnaire. Some of the students were actually not allowed to leave the classroom. The teachers were actually not satisfied with having visitors at their school. They did not even support the Da Vinci Project. One helpful Italian student handed out the questionnaires. He had to apologize to each teacher before entering the classroom. This resulted in the teachers letting their students answer the questionnaires.

The negative attitude of the teachers affects some of the Italian students when answering. It resulted in the students answering quickly and presumably without deep thought. The Swedish students, on the other hand, answered the questionnaires in the school-library and were even able to ask for help if they did not fully understand. This could have made a difference in the effort the students put into answering the questions.

In comparing the questionnaires after they were filled out, I noticed that the questions could have been even more clear and instructive for the students. There could have been instructions regarding how many alternatives they could fill in for each question. Some students filled in two or three alternatives and other students only filled in one. This makes the total result for each question a bit confusing. For example, in one question the result shows that 15 students have answered but the problem is that there were only 12 students that answered the questionnaire (see appendix 10.2). Some of the student filled out more than one answer in some questions since the instructions were unclear.

The interviews with the students took place in the school library in Italy. The first interviews were held with the Swedish students one by one. When meeting the Swedish students we spoke to each other in Swedish whilst during the interviews we spoke English. What was noticed was that the Swedish students felt comfortable speaking English. It was also noticed that a few students spoke very slowly and thought about their language production, namely their output. One student even had a slight, as it seemed, Italian accent when speaking English. Before interviewing the Italian students there was an assumption that they would be nervous and that their English would not be as good as the Swedish students. Apparently, the

assumption was incorrect; some of the Italian students used expressions and a vocabulary that the Swedish students lacked.

6. Results

The purpose of this study focuses on error feedback and exposure, in second language acquisition. Interviews and questionnaires were used to gather information. Interviews were held with both teachers and students. In this chapter the results will be presented in relation to error feedback and exposure.

6.1 Error feedback

In the interview the teachers explained what they focus on, and if or when they, correct errors. They were asked; *What kind of errors do you normally correct and how do you correct them?* The teachers' opinions are important to get a multilateral view of correcting errors. Stephen Krashen believes that teachers should not correct their students. It was important to ask the teachers about what they normally correct and what method they use.

The two teachers have different views about what should be corrected. They also have different methods when correcting an error. The Italian teacher says that she sometimes corrects her students in spelling, but does not focus on grammatical forms. She states that it is important for the students to think about syntax. Otherwise they might use the wrong translation, and then it will make no sense when communicating in English.

The Swedish teacher says that he does not correct mistakes that the students make. Instead, he underlines the error and hands it back to the student. The intention is that the student will correct the error by him- or herself. He believes the students will not learn if he corrects the mistake for them. When the students speak freely he is not fond of correcting them. He does not want to tell them in front of the class. Summing up, the teachers use different methods in correcting errors and have totally different approaches when giving error feedback.

In the questionnaire, the students had the chance to think about how often they are corrected by their teachers, in both Sweden and in Italy. There were questions for both schools to make a difference between them. The students had to think about what their teachers normally focus on when correcting grammatical errors in English.

Most of the answers show that the Swedish students and the Italians students have different interpretations. There are differences found in how often they are corrected and what type of errors the teachers normally correct. There also seems to be a difference in how often each

teacher corrects their students. The results show that the Swedish teacher, Henrik, rarely ever points out errors. The chart below shows the Italian students' answers in question 1: *How often are errors pointed out by the teachers in Sweden?*

Question 1. Italian Students

- Every chance they get
- Often
- Quite often
- Quite rarely
- Rarely
- Never
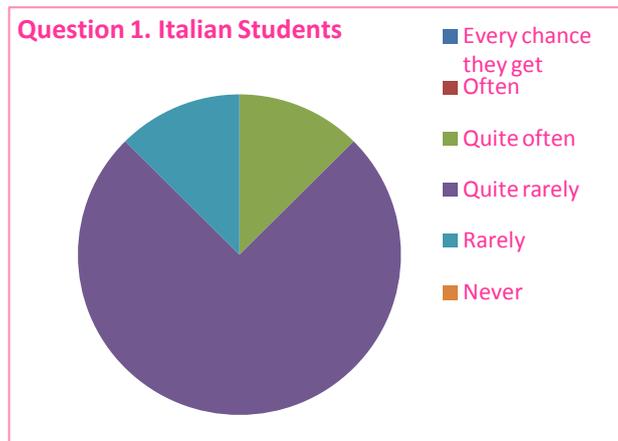
The majority of the Italian students' answers show that Henrik 'quite rarely' points out errors. The result stresses that Henrik does focus on error feed-back in his language teaching. There are some of the Italian students that have answered 'quite often' and this shows that the students have different experiences of their Swedish teacher. The Swedish students have given similar answers to the Italian students. The chart shows:

Question 1. Swedish Students

- Every chance they get
- Often
- Quite often
- Quite rarely
- Rarely
- Never
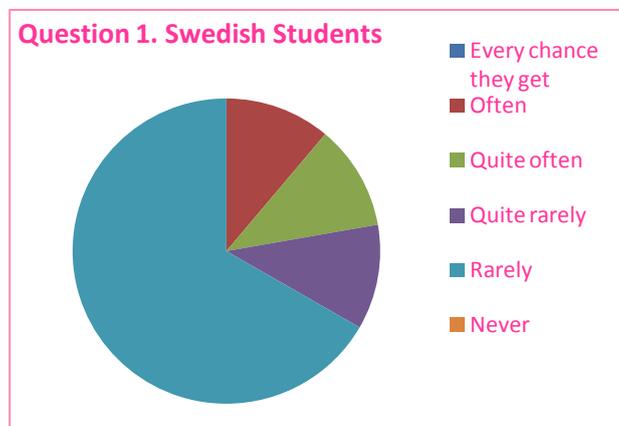
The majority of the Swedish students believe that Henrik 'rarely' points out errors. There are some of the Swedish students that would not agree since they have answered 'often' and 'quite often'. Since there is a difference in the answer a conclusion could be that Henrik does point out errors and give error feed-back, but only when it is needed.

The second question in the questionnaire focuses on what Henrik focuses on when giving error feed-back. Question 2: *What kind of errors are corrected by the teacher in Sweden?*

Error feed-back is often given to help a student to know what kinds of mistakes are made. A teacher could point out errors when the student speaks, writes and reads. In the question-naire the students were asked to fill out when the teacher most commonly points out an error.

The Italian students have answered:

**Question 2.
Italian Students**

- When I Speak Freely
- When I write
- When I read out loud
- None
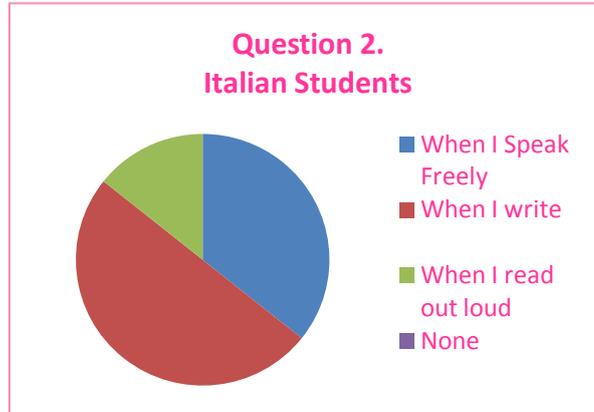
The result shows that the Italian students are mostly corrected when they write or when they speak freely. The majority of the Italian students experience that when the Swedish teacher corrects errors it is mostly when they have written something. Some of the students have filled out that Henrik gives error feed-back when they speak freely.

The Swedish students give similar answers as the chart below shows:

**Question 2.
Swedish Students**

- When I Speak Freely
- When I write
- When I read out loud
- None
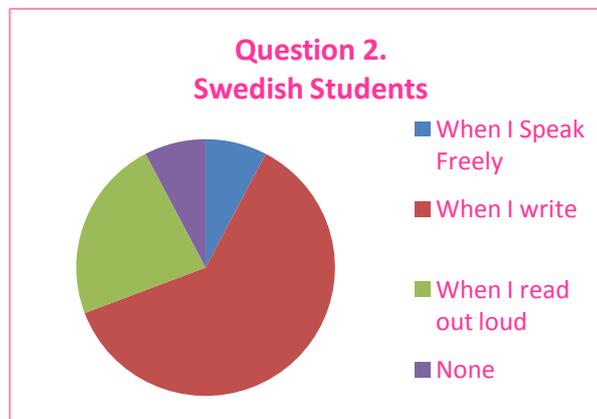
Similar to the Italian students, most of the Swedish students have answered that Henrik corrects them when they write. Interesting is that, some of the Swedish students have answered that Henrik does not correct any of the abilities since they have answered 'none'. But none of the Swedish students answered 'never' when they were asked how often the Swedish teacher points out errors. To summarize, the results show that the Swedish teacher Henrik focuses on error feed-back, especially when the students have written assignments, but not very often.

The third question in the questionnaire was posed: *How often does the Italian teacher point out errors?* The Italian students answered:

Question 3. Italian Students

- Every chance they get
- Often
- Quite often
- Quite rarely
- Rarely
- Never
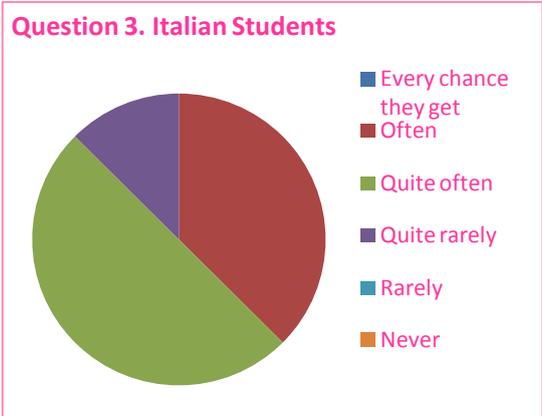
The majority of the Italian students experience that Donatella does point out errors. The answers show that she does focus on error feed-back in her language teaching since most of the Italian students have answered, 'often' and 'quite often'. There are some students that have answered 'quite rarely' as well, so maybe this answer is dependent of the students' personal experiences. The Swedish students have different experiences when it comes to Donatella focusing on error feed-back. The results show:

Question 3. Swedish Students

- Every chance they get
- Often
- Quite often
- Quite rarely
- Rarely
- Never
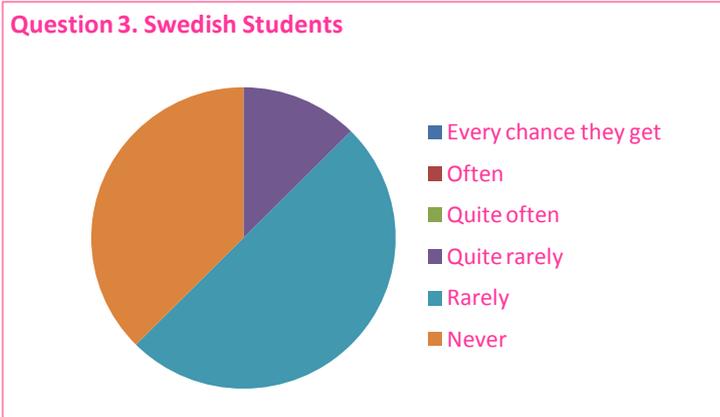
The Swedish students have different experiences than the Italian students have. Apparently, their answers show that Donatella does not focus on error feed-back. Does this indicate that Donatella focuses differently when it comes to the Swedish students?

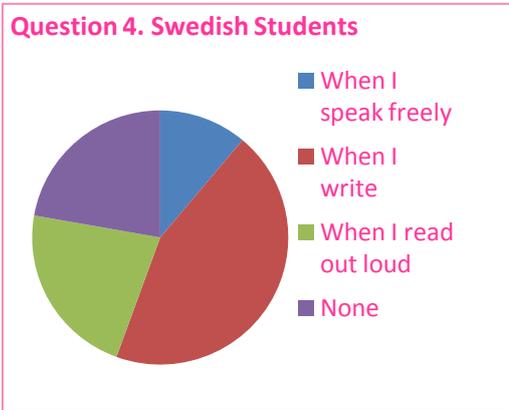To summarize, the Italian students seem to believe that the Italian teacher points out errors more often than the Swedish students' experience. The Italian students have answered 'often' and 'quite often' while the Swedish students have answered 'rarely' or 'never'.

There is a sense as a result of discussions with the students in this study, that the Italian teacher focuses a lot on error feed-back regarding the Italian students. Question 4 reads: *What kinds of errors are corrected by the teacher in Italy?* The Italian students answered:
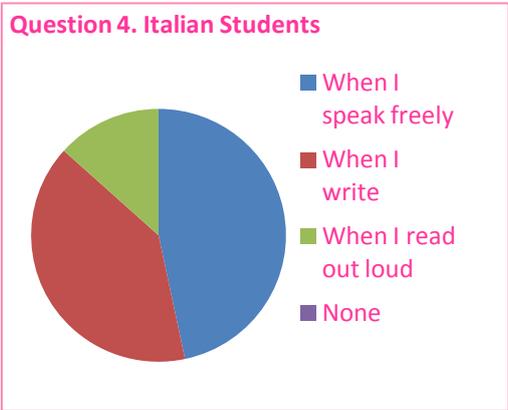
Question 4. Italian Students

- When I speak freely
- When I write
- When I read out loud
- None

The majority of the Italian students experience that the Italian teacher focuses on correction, when they speak freely and when they write. A few students answered that Donatella points out errors when they read out loud. The students have different experiences in this question as well. The Swedish students answered:

Question 4. Swedish Students

- When I speak freely
- When I write
- When I read out loud
- None

In question 3, the Swedish students answered that Donatella 'rarely' or 'never' points out errors. This chart shows that when she does give error feed-back to the Swedish students she focuses on when they read and write. Just like, question 3 shows, there are students that have answered 'never' in this question.

To summarize, the Italian teacher seems to treat the students differently. The Italian students experience that she corrects them a lot while the Swedish students experience the opposite. It is interesting why the students have these different experiences since they all attend the same class.

In the interview, the students were asked; *When a teacher marks an error, do you feel that you can pick up and learn to use the right grammar or word* and *How do you think that your teacher should correct an error?* The students give examples below of different methods when correcting an error:

> **Italian Student 1C:** Yeah, because highlighting the mistake is the best way to remember you did it. On one hand it can be frustrating, but on the other hand it can help you in the future. [35]
>
> **Italian Student 2C:** Maybe they should point it out and then they should write the right form next to it so we know how we should write it. [36]
>
> **Italian Student 1C:** Yes when she, when I write something wrong and she corrects it then I think it could be useful and then I can learn from it. [37]
>
> **Swedish Student 2A:** Maybe if they recognize that there are many mistakes in grammar, they can have a lesson in grammar. And then correct it in that way and learn the students instead of correct them every time. Because I don't think they learn from that. [38]
>
> **Swedish Student 2B:** Um, yeah I think because if the teacher doesn't correct you then you won't know if it's wrong so I think that it's good for a teacher to correct, but also I don't think that if you speak, don't correct it all the time, because then you will feel that you can't speak. That's the thing that I feel that they do in Italy, they correct every little, like pronunciation, and grammar and everything like that and the students don't feel comfortable when the teachers correct them all the time and things like that. [39]

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[35] Italian Student 1C, 2012

[36] Italian Student 2C, 2012

[37] Italian Student 1C, 2012.

[38] Swedish Student 2A, 2012.

[39] Swedish Student 2B, 2012.

The results, of the interview show that the students are positive to being corrected. In the quotes above the majority of the students do believe that error feed-back is important for the students so they could have a chance to learn from their mistakes. They believe that they learn more when their teacher remarks on errors that they make. But there are negative ways of correcting an error. Some students said that the teacher should tell them what is wrong and simply correct them. For example, Italian student 3C says: "Umm...just tell me. And if I repeat it, tell me again".[40]

Some of the Swedish students believe that the teacher in Italy sometimes is too harsh when correcting errors. She focuses on teaching grammar instead of correcting the students' errors. If an error is being pointed out they would want an explanation to know the right form. Swedish student 2A and Swedish student 3A both argues,

> **Swedish Student 2A:** With Italians they are very clear with what's wrong. And they tell them directly: Oh you're wrong. And then they say the correct. I think it's not the right way. Because they do it in the wrong way. It's mean to the students to correct everything they say. Instead of having a lesson in grammar. So that they can learn.[41]
>
> **Swedish Student 3A:** If it's oral I think...Here sometimes the teachers can be too clear about what's wrong and then they draw across what the student has written. That's really not ok. I think they can say: Yes, that is ok what you are saying. But this is what is more correct.[42]

To summarize, all the students agree that being corrected is good for them. However, it is important for the teachers to use the right method for the students to actually learn. The right method seems to be understood to be when a teacher corrects an error it is important to actually explain what is incorrect.

6.2 Exposure

English is the language used to communicate in the Da Vinci Project. The results show how the students felt about communicating in English. If they feel more confident than before and to what extent they are able to speak English during lessons.

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[40] Italian Student 3C, 2012.

[41] Swedish Student 2A, 2012.

[42] Swedish Student 3A, 2012.

In the interview they were asked; *How does it feel having no choice but trying to communicate in English?* When comparing the students' answers there were some common elements. Differences were found between the Swedish students and the Italian students. Most of the Italian students found it difficult to speak English in the early weeks of the exchange. English is not commonly spoken in society in Italy. Italian Student 2C, for example, thought it was going to be difficult when staying in Sweden.

> I was really scared about it because we don't practice that much English here in Italy and we don't listen on programs on the TV, so I thought it would have been really difficult but it wasn't because when you have to try speaking another language… I don't know it's like your brain started to speak that language even if you didn't know it so and my Swedish family the ones who hosted me were really kind and tried to teach me some more English.[43]

The student thought it was quite unfamiliar and a bit frightening at first but he expresses that it still worked. It also seems like his or her language developed since he was taught new words by his host family.

A common element is that the students felt it was easier to speak English after a week or a couple of days.

> **Italian Student 1C:** Yeah, it can be confusing or it can be a bad feeling at the beginning. But after a while you get to know common words and the general knowledge you need. So it gets easier and it's also really interesting.[44]

As can be seen from this response, this student also feels like travelling to another country was difficult in the beginning, but after a while it was easier to get around. The Italian students were more nervous than the Swedish students. Two of Italian students said in the interview:

> **Italian Student 2C:** Sometimes I'm still nervous, like now. But when I speak with friends I don't have pressure. I think I can make better. And of course chatting with people from Italy to Sweden. It's much easier. I remember when this summer: Oh I'm in the project

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[43] Italian Student 2C, 2012

[44] Italian Student 1C, 2012

now. I have to keep contact with the people in Sweden and I was a bit embarrassed when I was writing. Because I didn't think that I was right. So now it's much better.[45]

Italian Student 3C: Yes, when I was… I was embarrassed when I used to speak English before going there and now I'm not, even if I know that I'm not so good.[46]

The two students express that they were nervous about speaking English before the exchange. Happily, both the students believe that they are better than before and they are not as nervous as before.

On the other hand, the Swedish students felt more confident when using English since they are more used to speaking English in the society. When the Swedish students came to Italy they experienced it difficult to communicate since people in Asti, the city in Italy they stayed in, do not speak English. Apparently, it was difficult for the Swedish students to get around and be understood. Swedish Student 2B argues that most of the Italian people in Asti did not speak English:

I love English so it's ok with me but it can be quite annoying sometimes because . . . there are many here that think that they know English and then they don't speak so good and start speaking Italian and yeah I don't understand Italian. So can you please try to speak English? [47]

The same student also commented on the fact that the only teacher who knew English was the English teacher.

I think that the only teacher that I have that speaks English is the English teacher and it's the only teacher that we have lessons with so. But the other teachers they don't like speak with us or anything so…[48]

Student 2B gets frustrated when trying to communicate with inhabitants in the Italian town where they stayed. It seems to be frustrating that he or she does not know Italian and that the inhabitants do not know English that well. Since the Swedish student is used to everyone speaking English to some extent it gets frustrating to not be fully understood. There even

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[45] Italian Student 3C, 2012

[46] Italian Student 2C, 2012

[47] Swedish Student 2B, 2012

[48] Swedish Student 2B, 2012

seems to be a problem considering the teachers at the school and the fact that most of the teachers do not speak English. It is very likely that the student gets frustrated since he or she is used to be able to speak with all the teachers when attending the school in Sweden. The Italian teachers avoid the Swedish students since they do not want to speak English.

The students were asked if they are more confident when speaking English: *Are you more confident when it comes to using English, or more nervous?* The results show varied answers, for example, the Swedish students felt more confident using English in Italy. They felt that they were more developed in their L2 language than the Italian students. Swedish Student 4B, for example, says that: "Here I'm more confident because they can't speak as good as us".[49]

The Italian students were embarrassed in the beginning in Sweden, and focused on grammatical rules and using the right vocabulary. They focused on language production and not making errors. Although they felt that they had developed their language skills and were able to speak more freely than before.

The results show that communicating in English became a habit for all the students in the Da Vinci Project. One Swedish student even said that when she talks with her Swedish friends she speaks English, unconsciously. It seems like the students feel more confident than before the exchange, when communicating in English. The Swedish students, 1A and 2A, express this in the following quotes:

> **Swedish Student 1A:** I'm more confident. Because it's like easy to talk. You don't need to translate the words in your head before you speak. It's like more fluent.[50]
> **Swedish Student 2A:** I think I'm more confident. Because you speak English all the time. So it's more natural now, than before I came here.[51]

The two Swedish students express that they are more confident about speaking English since they at the time of the interview were used to speaking English all the time. They feel more fluent than before and do not think about the fact that they speak English on a daily basis. To summarize, all the students seem to be more confident about speaking English than before the exchange. Some Swedish students experienced it to be difficult communicating with people in the city where they stayed since the inhabitants did not speak English, and the Swedish students did not speak Italian.

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[49] Swedish Student 4B, 2012

[50] Swedish Student 1A, 2012

[51] Swedish Student 2A, 2012

The students were able to answer to what extent they are allowed to speak English during lessons. To consider that they experienced two different schools the students were asked if they are more confident speaking English in Sweden, or Italy, and if they have improved their English language or not.

The collected data in questions 9-12, in the questionnaire, provides different information for the study. Firstly, in question 9 the students were asked, *to what extent do you feel that the students get to speak during class in Sweden?* The Italian Students answers show:
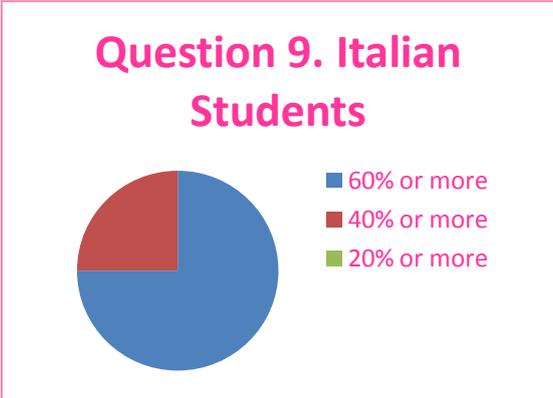
The majority of the Italian students thus agree that they are allowed to speak English during the lessons in Sweden. During the exchange the students attended, an international class, which means that all their subjects and lesson were held in English. All the Swedish teachers spoke English with them.

The Swedish students' answers show that the students do speak English during the lesson in Sweden. The chart shows:
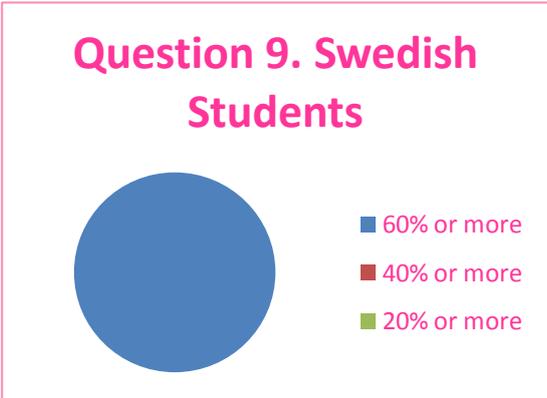

All the Swedish students thus feel that they are allowed to speak English to a high extent during lessons in Sweden. What is interesting is that some Italian students answered that they are allowed to speak 40% or more during a lesson. However, the Swedish students have ex-

pressed that they were less nervous than the Italian students, about speaking English. The Italian students who felt that they are not allowed to speak to a high extent are could be the students that felt nervous about speaking English.

To summarize, the majority of the students, both Swedish and Italian, have answered that they speak 60% or more during a lesson in Sweden.

The students were asked the same question about the lessons in Italy. The Italian students answered:

Question 10. Italian Students

- 60% or more
- 40% or more
- 20% or more
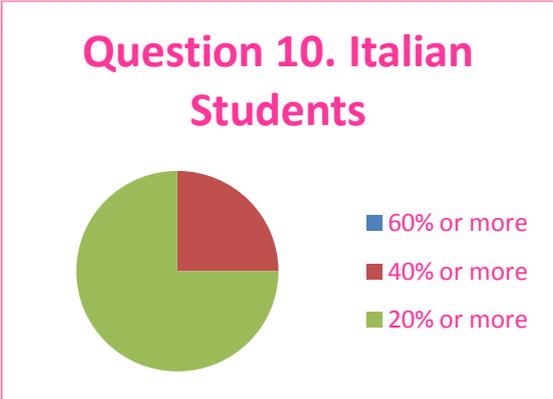
Regarding the result, it shows that the majority of the Italian students have answered that they speak English, 20% or more during a lesson in Italy. This indicates that they speak English in a low range during a lesson in Italy. Some students have answered 40% or more, this shows that they experience that they speak English to a higher extent than the other students.

The Swedish students agree with the Italian students when reading their answers:

Question 10. Swedish Students

- 60% or more
- 40% or more
- 20% or more
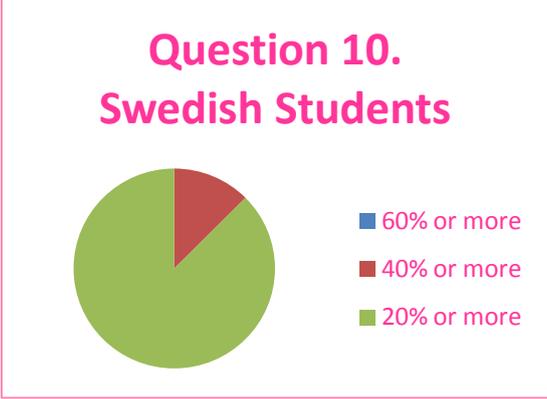
The majority of the Swedish students have answered, 20% or more, whilst some students have answered, 40% or more. If the Swedish students' answers and the Italian students' answers are put together the results show that the students' experience, being allowed to speak, to a low extent during a lesson in Italy.

To summarize, there is a contradiction between lesson in Italy and lesson in Sweden. Regarding the results, both the Italian and the Swedish students, experience that they are allowed to speak more freely during class in Sweden than in Italy.

Question 11 in the questionnaire reads, *Do you feel more confident with the English language in your hometown, than in the exchange country?* The question is formulated quite awkward since the answers, yes and the other way around actually are the same. This has to be taken into consideration when reading the results. The Italian students answered:

Most of the Italian students seem to feel more comfortable with speaking English when they are in Sweden. Maybe it is because it is more natural to speak, read and hear English in Sweden. The students that have answered, the other way around, feel more comfortable speaking English in Italy. Maybe they feel insecure about their English in Sweden since people actually know how to speak English, to some extent.

The Swedish students' answers show a mixed result. They chart shows:
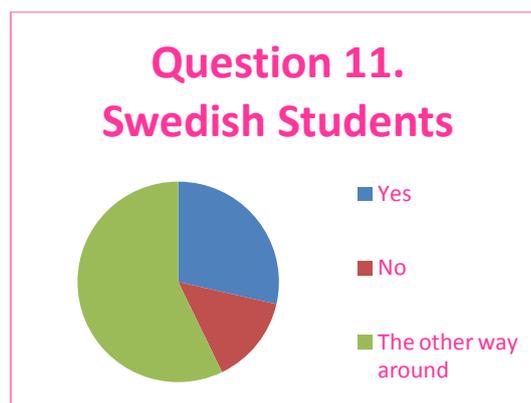
Regarding the results, this chart shows that the majority of the Swedish students feel more comfortable about speaking English in their hometown, in Sweden. On the other hand, there are some students that feel more comfortable talking English in Italy.

Putting together the results shows that that both the Swedish and the Italian students are more confident about using English in Sweden.

Question 12 reads, *How has this exchange affected your competence and confidence with English?* The Italian students have answered:

Question 12. Italian students

- Big Improvement
- Slight improvement
- No change
- My English is worse than before the exchange

The chart shows, that none of the students feel that their language is worse than before the exchange. Happily, all the students seem to feel like they have improved. A few students have answered that they have slightly improved and maybe that has with confidence to do?

The Swedish students' answers show:

Question 12. Swedish Students

- Big improvement
- Slight improvement
- No change
- My english is worse than before the exchange
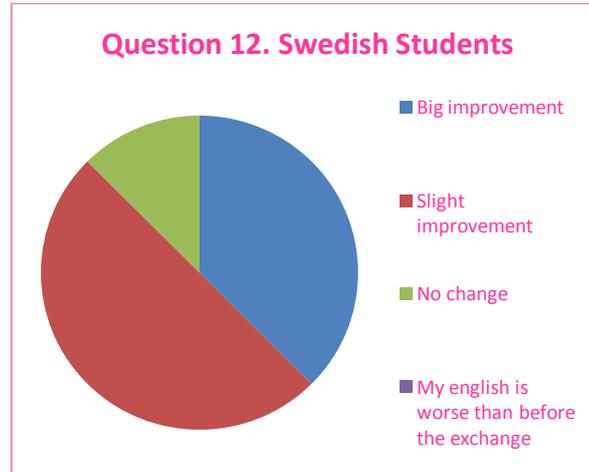
In viewing the results, most of the Swedish students experience a slight improvement. Some of the students experience a big improvement whilst some students actually experience none improvement. This is a mixed result since some students' experience that they have not developed any confidence and competence during the exchange. There could be several reasons for the student to give this answer. The first reason could be that he or she felt like not developing at all since his or her competence in English was good from the beginning. A second reason could be that the student hasn't been challenged in his or her second language.

Maybe this student would have been better off in a country where English is the native language.

To summarize, the majority of the students experience that they have improved their competence and confidence using English. Most of the Italian students perceive that they have made big improvement during the exchange while the Swedish students, on the other hand, give a mixed result. One of the Swedish students answered that there has been no improvement to his or her language development.

The teachers were asked to describe their view of the students' English competence. They also had to provide information regarding the students' development. The teachers were asked: W*hen it comes to communicating in English, what were the biggest differences between the Swedish and Italian students?* Comparing the two teachers' answers resulted in several important features. Donatella made an important distinction between the students being exposed to English. The biggest difference is that the Swedish students are more used to listening to English. The only opportunity for the Italian students to be exposed to English and thus to become fluent, is in school. Henrik experienced the Italian students as being afraid of speaking English. They were more concerned with not making mistakes instead of actually communicating. He says that the Swedish students on the other hand spoke more freely and were quite fluent. He noticed that after a while, the Italian students developed enormously during their stay in Sweden. When the Italian students started to use English more freely Henrik noticed that his Swedish students lacked a little focus on grammar. They were still better at speaking but had a harder time with forms.

The students were also asked: *Is speaking among students a recurrent element of your classroom work? Choose from the alternatives 60% (of the time) or more of (each) class, 40% or more or 20% more.* This question was formulated to try to state how much the students actually speak English during lessons. What has to be considered is that this question is quite unclear and ambiguously formulated. The different alternatives should not have been used in the interview. Instead, the teachers should have had the chance to answer in their own way.

Even though the question was a bit unclear, the teachers provided information for this study. They believe that speaking English during their lessons is a recurrent element. They both answered 60% or more. Henrik said that during his lessons the students are not allowed to speak any other language than English. Going through the answers, it seems like the teachers let their students communicate in English during their lessons.

When comparing the students' answers and the teachers' answers concerning students speaking English, it is interesting that the students' answers are not the same as the teachers' answers. For example, the students do not feel that they speak 60% or more during lessons in Italy. Most of the students answered 20% or more. On the other hand, the majority of the students, both the Italian and the Swedish, answered that they speak 60% or more during lesson in Sweden. Speaking thus seems to be a recurrent element in Sweden.

7. Analysis

The purpose of this essay involves two specific problem formulations; How does the fact that there are two different school systems affect the teachers' methods focusing on error feedback and exposure in second language acquisition? And secondly, How does correcting errors influence the input and output of a second language during an exchange? A theoretical approach to language acquisition was chosen to interpret the significance of the answers to the questions, focusing on error-feedback and exposure.

7.1 Different methods in teaching

The Da Vinci Project involves two different schools and school systems. Interviews with both teachers and students showed that different methods are used in second language teaching the schools. The Swedish school uses something they call "projects", where the teacher acts as a supervisor. The students are more involved and independent in their learning process. In contrast, the Italian school offers a much stricter teaching method where the teachers are superior to the students.

The method the Italian teacher uses is influenced by a more traditional way of teaching. It involves focusing on using the correct grammar and forms of the language. The Italian teacher gives a clear image of how they work with language teaching in the Italian school. She explains,

> [...] during the first two years we teach grammar and the most important structures and functions we try and we can begin just communicating. But the real language starts in the third year. You have to consider that they have been studying English for at least seven years during primary and what's called the lower secondary in Italy but it's normally just dialogue not real communication. [...][52]

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[52] Interview Donatella 2012

Donatella's answer indicates that, the method used in the Italian school focuses on grammatical structures and functions. She argues that when "communicating" it is more about using "dialogue". What Donatella means when she says "dialouge" is prepared dialogues that the students read to interact and speak English. Prepared dialogues are used to indicate that the right structures and forms are used. Lightbown and Spada would call this method "the grammar translation approach". It focuses on learning the right vocabulary instead of focusing on real communication.[53] Spada explains that,

> The original purpose of this approach was to help students read literature rather than to develop fluency in the spoken language. It was also thought that this approach provided students with good mental exercise to help develop their intellectual and academic abilities.[54]

Donatella argues that focusing on using the correct grammatical structures, when using prepared dialogues, leads the students to not make mistakes in language production. However, Spada explains the reasoning in this way,

> Teachers avoid letting beginning learners speak freely because this would allow them to make errors. The errors, it is said, could become habits. So it is better to prevent these bad habits before they happen.[55]

In contrast, the method the Swedish teachers use is to be found in the cognitive approach of learning. The cognitive approach is concerned with mental processes and is a reaction against traditional teaching. The Swedish teaching method is similar to Jean Piaget's progressive teaching which advocates active students. The teachers should act like guides leading the students through learning and encouraging cooperative work. The teachers encourage their students to work together in groups exploring and learning together. According to the cognitive approach, language studies should be objective and involve empirical studies.

A "gap" is found between the two schools and the fact that there are two different school systems, which use different methods, affect the teachers' reactions to participating, in the Da

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[53] Lightbown and Spada 2006

[54] Lightbown and Spada 2006, p.138

[55] Lightbown and Spada 2006, p.139

Vinci Project. It makes the teachers think about how the students normally are being taught, in their ordinary schools.

Stephen Krashen makes a distinction between acquiring a language and learning a language. When acquiring a language the student is more exposed to natural language. When communicating, it leads to development in language production called, sub-conscious language learning. Learnt language focuses on grammatical structures. Being aware of using the correct structures of language production is what is most important. This is called conscious language learning.

These different approaches are found in the different methods used between the two schools. The Swedish teaching method was found to be more focused on acquiring a second language. During an English lesson the students are exposed to English. Communicating and not focusing on using the correct grammar or word. While the Italian method was found to focus on the students using grammatically correct English. The students do not speak freely during lessons.

According to Stephen Krashen's theories, different language teaching methods can be divided into "acquiring and learning a language." However, according to McLaughlin, Krashen's explanation is too vague and he believes that a reliance on this cannot be sustained. He observes,

> Krashen has not provided a definition of these terms, although he did operationally identify conscious learning with judgments of grammaticality based on 'rule' and subconscious acquisition with judgments based on 'feel'. [56]

McLaughlin implies that it is difficult to distinguish between "feel" and "rule" in language learning. It becomes difficult to know if the process involves learning or acquisition. He states that, "The point is that there needs to be some objective way of determining what is acquisition and what is learning. This Krashen did not supply. [57]

Comparing this statement, with the students involved, in this study, a difference was found in their language skills. This is a challenge that the teachers in the exchange had to consider. When comparing the different teaching methods a difference was also found in the methods

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[56] McLaughlin 1987 p.21

[57] McLaughlin 1987, p.22

focusing on error-feedback and exposure. The differences can be linked to *acquisition* and *learning*.

7.2 Error-feedback

Considering error-feedback, there are different methods found between the two schools and the methods involved. The Swedish teacher does not focus on correcting his students while speaking. Even though, he tries to lead the students using the correct language. When Henrik corrects an error, he usually corrects written errors underlining the words or sentences that are grammatically incorrect. Using this method he makes the students aware of those mistakes. They can solve it either by themselves or by asking him. I assume, without even thinking about it that Henrik creates a mental process for his students. He lets them discover and correct their mistakes. He believes that the students will not learn if he corrects the mistake for them. Then they will not think about what was incorrect.
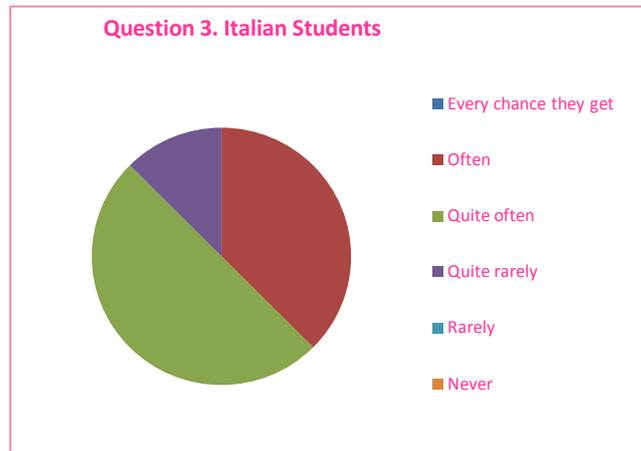
As mentioned earlier in the essay, the Italian teaching method is found to be stricter than the Swedish method. The Italian teacher finds it important to focus on using the right structures and forms. If a student uses the wrong grammar or word the teacher corrects the error right away. The Italian teacher corrects the students in order to ensure that they will not make the mistake again. This method is influenced by Skinner's behaviorism. The fact that errors are punished as bad behavior is additionally meant to ensure that they do not repeat it. This method is found in Krashen's acquisition-learning hypothesis and is called conscious language learning, which focuses on grammatical structures and rules. Conscious language learning is thus thought to be helped a great deal by error correction and the presentation of explicit rules.[58] Krashen argues that,

> In fact, conscious language learning is thought to be helped a great deal by teaching: its goal is the learning of conscious rules, and error correction is thought to help the learner arrive at the "right" form of the rule. [59]

The Italian teacher uses conscious language learning. The results can be seen in the graphs below:

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[58] Krashen 1981, p 2

[59] Krashen & Terrell 1995, p.26

Question 3. Italian Students

- Every chance they get
- Often
- Quite often
- Quite rarely
- Rarely
- Never

The majority of the Italian students experience that the Italian teacher focuses on pointing out errors. In contrast, the Swedish students do not agree with the Italian students since they have answered differently. The chart shows:

Question 3. Swedish Students

- Every chance they get
- Often
- Quite often
- Quite rarely
- Rarely
- Never
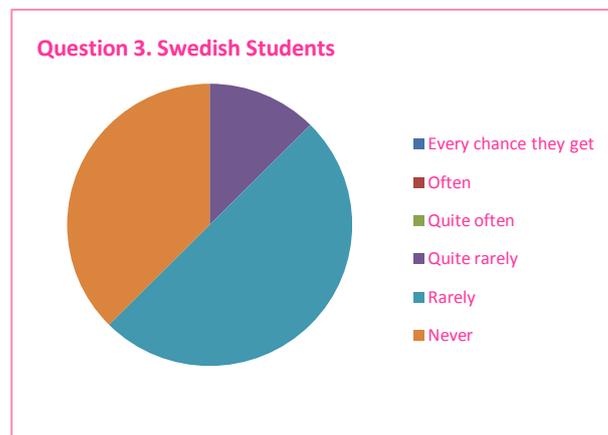
The Swedish students' answers show that Donatella does not focus on correcting them. The reason why is hard to tell but it could be a fact that Donatella makes a difference between her students and the Swedish students.

In the interviews, with the students, it is evident that some of the Swedish students experience that the teacher in Italy corrects her Italian students too much. One of the Swedish students said that the teacher points out "every little mistake" a student makes. This will end up with the student being almost "afraid" of speaking English. According to Krashen, conscious language teaching will not lead to fluency in the target language. Conscious language teaching involves correcting errors. The Italian students are more used to being corrected than the Swedish students.

To be fluent in the target language, Krashen believes that it is important to acquire language instead of learning a language. Acquired language is the language a person "picks up"

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when communicating with others. He claims that people have a grammatical sense of what is right or wrong, when they acquire a language. The Italian students are more used to learned language teaching. This indicates that they instead of acquiring a language may never have a chance of being fluent.

It is said that the Swedish teacher Henrik does focus on correcting errors but not in the same way as Donatella. Instead, he underlines the errors, in a written text, to make the students aware of what is incorrect and he offers them to correct it by themselves or by explaining what has went wrong. Henrik's teaching method is more focused on acquiring a language and does not involve conscious language learning to same extent as Donatella's method.

Not focusing on conscious language teaching indicates that the teacher provides the students with the input for acquired language. Likewise, Vivian Cook states that acquired language in teaching methods has led to student's listening more than speaking. He believes that learnt language is as important as acquired language. Furthermore, Zafar is concerned with Krashen's statement about acquired language leading to fluency and not learnt language.[60] Zafar believes that it is difficult to know the exact difference between acquisition/learning and subconscious/conscious. He believes that acquisition could be better understood as a system, being enriched by the learnt system.[61] Zafar argues, "Had speech been solely generated by the acquired system, L2 learners would have ended up throwing words together in random, without making much sense." [62] Zafar does not only focus on acquiring a language. He states that it will not lead to fluency and using the correct language. To be fluent, learnt language is important in order for the learner to be aware about the syntax in language production.

Summing up, the Italian method of teaching is found to be more traditional than the one used in Sweden in the Da Vinci Project. The Italian teaching method is more influenced by the behaviorist method, focusing on repetition and stimuli-response. Negative response will ensure that the students do not repeat the error again. Using the behaviorist method of stimuli-response could also lead the students to avoid speaking English. If they only receive negative feedback they could react by not speaking at all. The Swedish method on the other hand focuses on communicating and speaking English rather than learning the right structures and forms. Apparently, this could end up with the students not knowing the correct structures of language. However, a mixture of both learnt language and acquired language teaching would

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[60] Zafar 2010

[61] Zafar 2010

[62] Zafar 2010, p.141

be the best since the student learns the right grammar and forms while being able to communicate in a more natural way.

The interviews in this essay showed that the Italian students are a result of the behaviorist method. They had a tough start using their English competence in Sweden since they focused on using the correct language. Additionally, it took a while before they spoke freely with the other students and teachers. Italian student 2C explains, **"**Yes when I was… I was embarrassed when I used to speak English before going there and now I'm not, even if I'm not so good."[63]

Lightbown and Spada mention that supporters to communicative language teaching argue;

> They suggest that errors are a natural and valuable part of language learning process. Furthermore, they believe that the motivation of learners is often stifled by an insistence on correctness in the earliest stages of second language learning.[64]

As mentioned before, Krashen states that conscious language teaching involves correcting errors. The results indicate that the Italian students are more used to being corrected compared to the Swedish students. Asking the students, both Swedish and Italian, how a teacher should correct an error showed that all of the students want to know what they have done wrong. Since they can learn from their mistakes, but, it is important to use the "right" method.

> **Swedish Student 4B:** I don't know. Just tell us that it's wrong and correct you.[65]
> **Italian Student 1C:** […] highlighting the mistake is the best way to remember you did it. On one hand it can be frustrating, but on the other hand it can help you in the future. You can learn from your mistakes.[66]

The students do not seem to have problems with being conscious about their learning process. They want to know when they make mistakes. But they want the teachers to correct errors using methods that will lead them to learn and develop.

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[63] Italian Student 2C, 2012

[64] Lightbown and Spada 2006, p. 140

[65] Swedish Student 4b, 2012

[66] Italian Student 1c, 2012

7.3 Exposure

Regarding the result, communicating in English was difficult for the students. In the very beginning of the exchange the Italian students felt that they lacked English competence. They were worried about communicating with their new friends. An interesting point was when one of the Swedish students said that the Italian students seemed to be more nervous than the Swedish students. The reason given was that the Italian students believe that Swedes generally are better in English. The Swedish students felt that they had more English competence than the Italian students. This made it easier for them to communicate. Even though the Swedish students are generally more exposed to English this does not necessarily mean that they are accustomed to practicing English. It all depends on how they are exposed to English and if they are accustomed to communicating in English in school.

During Henrik's lessons, speaking and communicating in English is a recurrent element. His students are thus exposed to practicing English. An important assumption in the behaviorist theory is that spoken language is more important than written language. According to behaviorists spoken language is primary since we learn how to speak before we learn how to write. The method used in the Swedish school seems to be a mixture of the cognitive approach and the behaviorist theory. The students can be creative and independent in the learning process while focusing on speaking English. Lightbown and Spada discuss a method focusing on the students having access to both input and conversational interactions, called "Let's talk":

> They argue that when learners are given the opportunity to engage in interaction, they are
> compelled to ´negotiate for meaning´, that is, to express and clarify their intentions,
> thoughts, opinions etc., in a way that permits them to arrive to mutual understanding…
> the negotiation leads learners to acquire the language forms - the words and the grammatical structures – that carry the meaning they are attending to.[67]

The Swedish teacher Henrik mentions an important rule that occurs during his lessons: […] they are supposed to speak English on my lessons. They are not supposed to speak Swedish. English should be spoken all the time.[68] In the Swedish classroom the students are privileged with a high extent of speaking and actually communicating in English during a lesson. English is used as the natural language both when they read and write and when they communi-

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[67] Lightbown and Spada 2006, p. 150

[68] Interview Henrik 2012

cate with each other. Just like Lightbown and Spada mention in the above quotation the students are able to "express and clarify their intentions" and it does lead the students to acquire the language forms"[69].

The teachers' were asked if they found any differences between the Swedish and the Italian students. The answers imply that there is a difference between the students when focusing on error-feedback and exposure. For example, the Italian teacher Donatella said that you have to consider a big difference. The Swedish students are more exposed to English in Sweden. The Italian students are exposed to English in school but only during the English lessons. Henrik also noticed a big difference between the students. In the beginning of the exchange when the Italian students came to Sweden they were almost "afraid" of speaking English. One of the Italian students indicated developing a greater ability in using expressions in English after coming to Sweden:

> **Italian Student 2C:** I was really scared about it because we don't practice that much English here in Italy and we don't listen on programs on the TV, so I thought it would have been really difficult but it wasn't because when you have to try speaking another language… I don't know it's like your brain started to speak that language even if you didn't know it...[70]

What Henrik noticed was that instead of just talking and communicating they put effort into not making mistakes or using the wrong word. He argues about several important distinctions that he noticed throughout the exchange. The Swedish students were more competent in speaking English. On the other hand, the Italian students had more knowledge about grammatical rules and structures. He also noticed a remarkable development with the Italian students. They stopped "over-thinking" about grammatical rules when speaking English. This answer shows that the Italian students used their learnt language to be able to communicate. The interviews with the Italian students showed that their English was almost fluent using formal phrases and they had a large vocabulary. Through Henrik's answer both acquisition and learning is found between the students.

An important statement that is made in this essay is that the Italian students went from learning a language to acquiring a language. This was a direct effect of the different school systems and teaching methods. They developed their language and became more fluent. This

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[69] Lightbown and Spada, 2006, p. 150

[70] Italian Student 2c, 2012

development would be according to Stephen Krashen, impossible. He states through his theories that learning cannot turn into acquisition. What is learnt cannot be the basis of acquired language. According to McLaughlin there is now evidence that disapproves this. He refers to Kevin R. Gregg who is a famous linguist, he claims; "at least some rules can be acquired through learning".[71]

Krashen's statement that students involved in conscious language teaching methods cannot be fluent in their target language has met with criticism McLaughlin claims that a second language could be learnt without interaction with native speakers. He says that, […] "had learned the rules and these rules had become acquired – in the sense of meeting the criterion of error-free, rapid production – without meaningful interaction with native speakers." [72] It is said that Krashen's theories are unexplainable. There is evidence that shows that learnt language could turn into or help the students be fluent. Even this study has shown that the Italian students who stayed in Sweden for three months became much more fluent. They had been taught English through conscious language teaching from the beginning and have made a development. This result was even emphasized when Henrik said that the Italian students stopped over-thinking when communicating in English. Vivian Cook states that there are many students that have learnt English through the more traditional method, that have ended up being fluent in their target language, in this case English. [73] He states,

> If Krashen's view is accepted, people who are taught by conscious explanation can only
> produce language by laboriously checking each sentence against their conscious repertoire
> of rules, as many had to do with Latin in school.[74]

The Swedish teacher Henrik did not only notice a development among the Italian students. He also started to think about his own students' vocabulary and formal language. The Italian students were great at writing in English compared to some of the Swedish students. When the Italian students stopped over-thinking, the Swedish students lacked vocabulary in comparison to the Italian students.

Since the students in the Da Vinci Project are teenagers, Stephen Krashen's affective filter hypothesis, is found to be an important aspect. It involves affective variables that could affect

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[71] McLaughlin 1987

[72] Mclaughlin 1987, p.22

[73] Cook 1996

[74] Cook 1996, p. 36

a student's language development. Motivation, self-consciousness and anxiety are what could be affected. Krashen claims that it is important for the teachers to create situations that lower the filter. This will make the students "seek and obtain more." According to Krashen, correcting errors could affect the student's affective filter which focuses on "seeking and obtaining more input." Krashen states that teachers should promote situations that reduce the filter. Situations that are more focused on acquisition. Three important variables that could affect language development, according to the affective filter hypothesis, are motivation, self-confidence and anxiety. To lower the filter it is important that a person is willing to learn a second language. He states,

> In several places I have hypothesized that these attitudinal factors relate directly to acquisition and not learning, since they tend to show stronger relationships to second language achievement when communicative-type tests are used, tests that tap the acquired rather than the learned system, and when the students taking the test have used the language in "acquisitionrich" situations, situations where comprehensible input was plentiful.[75]

According to McLaughlin, there are some problems found in Krashen's affective filter hypothesis. For example, he is concerned with what kind of language development it will produce as well as what parts of the language it will affect. McLaughlin states that the filter is not clear enough explaining how a filter would operate.[76] He believes that there is no research evidence that supports a connection between personality variables and language learning. He states that, "It is extremely difficult to show any relationship between personality factors and language learning."[77]

There is no real evidence in this study that the affective-filter hypothesis would be correct. On the other hand, there is a difference in creating situations that could lower the filter, especially using special teaching methods.

Correcting errors could affect the students' affective filter. Different methods have been found in how errors are corrected in this study. For example, Henrik just marks an error for the students to correct it. If they are willing to learn more they know that he is able to provide them with more information. When the students have the chance to correct their error, they

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[75] Krashen 1982. p.30

[76] McLaughlin 1987

[77] McLaughlin 1987, p.55

are to use their own monitor. According to Krashen, the monitor is the learnt language that corrects the acquired language while communicating. Mclaughlin explains,

> Learning has only one function, and that is as a Monitor, or editor. Learning comes into play only to make changes in the form of our utterance, after is has been "produced" by the acquired system. This can happen before we speak or write, or after (self-correction).[78]

For the monitor to work in classroom situations, the teaching method must be focused on acquiring a language. This is important for the student to have a chance in becoming fluent. The teacher would have to create a "monitor-free" situation which focuses on communication instead of grammatical forms or structures. As mentioned earlier in the essay, the Swedish teacher Henrik has a special rule during his English lessons. The students have to speak English during the whole lesson. During Henrik's lessons the students can naturally focus on communicating and learning. When focusing on communication in the target language, the monitor makes changes in our utterances due to the acquired language. If this happens after the utterance has been used it is called *self-repair*. For self-repair to take place teacher's do not have to focus on correcting their students. Instead they should let the students test the language by themselves using the acquired language they have.

Chomsky mentions hypothesis testing which is when a child "plays" with grammatical endings in the mother tongue. In order for hypothesis testing to work, for students learning a second language, the students would have to be able to acquire language as well. They have to acquire language otherwise the teacher in some way has to provide formal knowledge, as in Italy. The Italian students have been taught grammatical structures from the first beginning instead of focusing on acquisition and "natural language." To learn the right grammatical form, the teacher focuses on correcting errors to provide the correct word, phrase or grammatical ending. A statement is made regarding the Italian teacher's method considering error-feedback. The students will be corrected for every grammatical mistake they make. Krashen states that the Monitor does not seem to have a chance to act if the teachers point out every error or mistake the student's make. In the Da Vinci Project, the students have been able to use their monitor when communicating. This was most evident with and for the Italian students. They were able to self-repair their utterances without teachers pointing out errors when in Sweden. The students were granted with external monitor-free situations for the first three

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[78] Krashen 1982, p. 18

months of the exchange. Attending an international class focusing on using English to communicate was an important condition for the monitor to work. Since English was the language spoken, the students had time to think about what forms they used.

In summary, the majority of the students felt, that they are more confident in using English since before the Da Vinci Project started. They also felt that they had improved their English in comparison to before the exchange. The students are more self-confident than before and they also feel more certain about their language. This confirms that the students have lowered their affective filter and that they have been acquiring language. It has been a natural process in their language development. The students have become more fluent and have developed their communicative ability, their output. The most noticeable change was with the Italian students.

The Swedish students on the other hand had some problems according to language development. When they were in Italy for three months English was not spoken in the same extent as in Sweden. Staying in a country where English is not commonly spoken in society, for three months, did not seem to be the best thing for the Swedish students' language development. The problem the Swedish students met was that they had to simplify their language, their output. When speaking with their host families, classmates and teachers in Italy. They had to think about what kind of output they made to make it comprehensible for others.

8. Concluding discussion

One of the first things I realized when I started working with the study regarding the Da Vinci Project was that there is a "gap" between the two different school systems. Both the Swedish students and the Italian students had been taught by learnt language methods before the Da Vinci Project started. However, the Italian students had been focusing more on conscious language learning through their school years. The school systems in the different countries thus use different teaching methods. The Swedish school worked using projects, where the teacher functions as a supervisor. In contrast, the school in Italy has a traditional approach of teaching.

Several differences are found due to the "gap" between the two school systems and teaching methods. Firstly, a difference in language development was found as a result of the different methods that are used in the two schools. The Italian students have had a chance to develop their English competence. During their three months in Sweden they developed their Eng-

lish language since they had to use English to communicate. The Italian students were not used to being exposed to English in their hometown. The Swedish students on the other hand met some difficulties during their three months in Italy because they could not use their English in the same range as in Sweden.

There has been a development from learnt language to acquired language and vice versa. The questionnaire states this since the majority of the Italian students felt that they made "big improvements" during the exchange. Of eight Swedish students, only three felt a "big improvement" while one student felt no change. There were some difficulties for the Swedish students in communicating in English. In school, the only teacher that knew English was the English teacher. In the community most of the inhabitants did not speak English. This became a problem since the Swedish students do not speak Italian. Even if the inhabitants knew some English they did not even try to speak. Swedish Student 2B explains,

> […] there are many here that don't think that they know English and then they don't speak so good and start speaking Italian and yeah I don't understand Italian… I think that the only teacher that I have that speaks English is the English teacher and it's the only teacher that we have lessons with so […][79]

The Swedish students' experiences show that there is a gap between the two school systems. The students' different experiences in error-feedback and exposure have shown that the teachers' methods do affect students' way of learning.

The Da Vinci Project has led to a mixture of learnt language and acquired language for the students. For example, when acquiring a second language Krashen states that natural language use is important. The target language will develop through this process. The Italian students developed a broader range in their mastery of the English language during their stay in Sweden. But the Swedish students did not develop their English language in the same way in Italy.

Regarding error-feedback, exposure and the methods used in language teaching, the Swedish students did not get the input they needed to develop their English. They went from methods focusing on communicating in the target language to being taught through methods focusing on grammar and using the correct language. The Italian method focuses on using prepared dialogues and not real communication. According to Krashen's theories the Swedish

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[79] Swedish Student 2b, 2012

students were used to methods focusing on acquired language and "natural communication." Using dialogues will not make the students become more fluent. Acquired language teaching requires meaningful interaction in the target language --natural communication-- in which the speakers are concerned not with the form of their utterances, but with the messages they are conveying and understanding.[80]

It must have been confusing for the Swedish students since they are used to speaking English during their English lessons. The Italian students had a different experience since most of the lessons and subjects were in English. The Swedish students on the other hand sat by themselves in the school library in the Italian school. They had to help each other since the teachers at the school did not know English, and Donatella often had lessons with other groups. Since the Swedish students had to self-teach they went from environments that involved acquiring a second language to text-based studies. The methods used in the Italian school focus on learning a language. The students became more conscious about the learning process, focusing on using the correct grammatical forms.

It has been mentioned that the students were used to completely different ways of being corrected by their teachers. In this essay the Swedish teacher's method is found to be more positive according to language teaching focusing on acquiring a language. The teachers different methods have been important for the teachers to consider since the students are used to different approaches in language teaching. This makes the teachers think about their own teaching methods. The Swedish teacher started thinking about his own students' vocabulary. The Italian students developed quickly in the beginning of the exchange. They started talking and using more natural language. This made the Swedish teacher notice that their vocabulary was much better than his students. The Swedish students spoke more fluently but lacked the some vocabulary.

The choice of method for this essay project was appropriate to achieve my goal with the essay and answer the specific problem formulations. Using Stephen Krashen's hypotheses as guidelines was helpful for formulating questions to provide information, to answer the specific problem formulation. I now have a picture of how the different hypotheses could be tested comparing the results with Stephen Krashen's hypotheses.

To develop this study further, the researcher should have the students do a diagnostic test before they take part of an exchange in order to be able to map their second language development through the exchange.

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[80] Krashen 1981, p 1

As a future teacher, this study has been rewarding, since I had the opportunity to visit a different school and experience a completely different teaching method. After visiting Italy I have understood that all people in the world actually do not understand or speak English.

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Appendices

Questionnaire

Before we get started:
Content = what the lesson is about, for example crime in the U.S.
Language instruction = when the teacher tells you about rules and functions of grammar and spelling.
What is your nationality? _____

1. How often are errors pointed out by the teachers in Sweden?

▢Every chance they get ▢Often ▢Quite Often ▢Quite rarely ▢Rarely ▢Never

2. What kind of errors are corrected by the teacher in Sweden? Choose two of the most common.
▢When I speak freely ▢When I write ▢When I read out loud ▢None

3. How often does the Italian teacher point out errors?

▢Every chance they get ▢Often ▢Quite Often ▢Quite rarely ▢Rarely ▢Never

4. What kind of errors are corrected by the teacher in Italy? Choose two of the most common.

▢When I speak freely ▢When I write ▢When I read out loud ▢None

5. Write down where you think Da Vinci is and where iLiceo scientifico F Vercelli is. They can be on either side or on the same side. Use the lines in the boxes.

_____
Content is taught in English.
Content learning is most important.
Language learning is not as important.
Content determined by course goals
Students tested on content.
	_____ __
	Content is used to learn English.
	Language learning is most important.
	Content learning is not as important.
	  Language work set up by English course goals
	    Students tested on language skills.

6. During this exchange period, in which situations do you feel that you develop your english skills?

▢In school ▢With my exchange-buddies ▢Abroad on vacation ▢Playing video/computer games ▢On the Internet ▢Watching TV

7. How much direct language instruction(grammar, form etc) did you get from the teacher in Sweden?

▢Every lesson ▢Often ▢Quite often ▢Quite rarely ▢Rarely ▢Never

8. How much direct language instruction(grammar, form etc) did you get from the teachers in Italy?

▢Every lesson ▢Often ▢Quite often ▢Quite rarely ▢Rarely ▢Never

9. To what extent do you feel that students get the chance to speak during class, in Sweden?

▢60% or more of class ▢40% or more of class ▢20 % or more of class

10. To what extent do you feel that students get the chance to speak during class, in Italy?

▢60% or more of class ▢40% or more of class ▢ 20% or more of class

11. Do you feel more confident with the English language in your hometown, than in the exchange country?

▢Yes ▢No ▢The other way around

12. How has this exchange affected your competence and confidence with English?

▢Big improvement ▢Slight improvement ▢No change ▢My English is worse than before the exchange

Results of Questionnaires

1. How often are errors pointed out by the teachers in Sweden?

	Italian Students	**Swedish Students**
Every chance they get	0	0
Often	0	1
Quite often	1	1
Quite rarely	6	1
Rarely	1	6
Never	0	0
Total:	8	9

2. What kinds of errors are corrected by the teacher in Sweden? Choose two of the most common.

	Italian Students	**Swedish Students**
When I Speak Freely	5	1
When I write	7	8
When I read out loud	2	3
None	0	1
Total:	13	13

3. How often does the Italian teacher point out errors?

	Italian Students	**Swedish Students**
Every chance they get	0	0
Often	3	0
Quite often	4	0
Quite rarely	1	1
Rarely	0	4
Never	0	3
Total:	8	8

4. What kinds of errors are corrected by the teacher in Italy? Choose two of the most common.

	Italian Students	**Swedish Students**
When I speak freely	7	1
When I write	6	4

When I read out loud	2	2
None	0	2
Total:	15	9

9. To what extent do you feel that students get the chance to speak during class, in Sweden?

	Italian Students	Swedish Students
60% or more	6	8
40% or more	2	0
20% or more	0	0
Total:	8	8

10. To what extent do you feel that students get the chance to speak during class, in Italy?

	Italian Students	Swedish Students
60% or more	0	0
40% or more	2	1
20% or more	6	7
Total:	8	8

11. Do you feel more confident with the English language in your hometown, than in the exchange country?

	Italian Students	Swedish Students
Yes	0	2
No	7	1
The other way around	1	4
Total:	8	7

12. How has this exchange affected your competence and confidence with English?

	Italian Students	Swedish Students
Big Improvement	7	3
Slight improvement	1	4
No change	0	1
My English is worse than before the exchange	0	0
Total:	8	8

Glossary of Terms

SLA   Second Language Acquisition

ESL   English as a Second Language

L2   Second Language

Input   the language that the learner is exposed to (either written or spoken) in the environment.

Output   the language produced by an acquirer/learner

LAD   Language Acquisition Device

UG   Universal Grammar

Syntax   (the analysis of) the structure of phrases and sentences