



## Podcast #6: Study Abroad and Language Competence

Release Date: December 15<sup>th</sup>, 2022

Host: Isabelle Leimkuhler & Simon Egleh

Guests: Megan Phipps, Afua Kwarteng & Dr. Michelle O'Malley

**Description:** A look into the study abroad world with reviews of empirical articles with study abroad data, real world study abroad experiences, and study abroad interviews that investigate the positive effects and the overall growth in language competence from the immersion experience.

### Transcript:

#### Isabelle Leimkuhler

Hi, thank you so much for tuning in to our podcast! I'm Isabelle and I'm here with Simon today and we are discussing a variety of aspects pertaining to study abroad from a linguistic perspective. Today we are going to look at topics such as situational conditioning of language, academic language versus social and street communication, communicative versus linguistic competence, control of multiple styles of registers and the importance and benefits of study abroad as a whole. We've lined up a series of interviews today to provide some insight on the study abroad experience from Spain, Tanzania and Kyrgyzstan. Before we get started today, we will be discussing some relevant information and anecdotes from academic sources to provide additional support to the topics presented.

So, first of all, we have Li 2016. The positive findings of study abroad and the academic advantage the experienced provides. Some quotes that I'd like to highlight from this article. I'm saying these results suggested that the study abroad and college education has a positive impact on student outcomes, such as study students with study abroad experience, do better in school and fare better in the job market as well. And given to the rapid increase of study abroad in higher education, and the growing consensus that study abroad does provide some of the richest and most powerful forms of experiential learning for students. Continuing on, the findings from the study were consistent with the existing literature that study abroad affected student labor market outcomes in a very positive way. And results from the duration model suggest that study abroad students landed a job sooner than their non-Study Abroad peers. So, it appears that study abroad provides valuable insight on the world and can distinguish you from others in the working world and can open doors to all different kinds of opportunities, because you have that worldly knowledge and insight that most employers are looking for.

Continuing on to another source from Mario Kreutzberger in 2007. This anecdote talks about the experience studying abroad and providing the reader with a variety of valuable tips to help immerse yourself in the language. So, this is actually a personal anecdote about their own personal experience studying abroad. And he says, I remember that public schools in native Chile offered both English and French education, but they practice language only in the classroom. And it was not enough for him when he arrived in New York City and took a taxi and

could not understand anything that was going on and realized how little he actually knew about the English language. So then, he arrived to the conclusion that there isn't really a subject or theme that one finishes learning and has to be continuously worked on day in and day out. And honestly, this is what study abroad is perfect for getting to experience the language and culture firsthand. It really puts it into perspective how little you actually know in regard to social and street communication, especially these experiences teach you what the textbooks fail to include.

Continuing on to another source from Nakao, R., Fan, Y., Watanabe, S. P., Nishitani, H., & Murasawa, M in 2021. It's an empirical study looking at the end results of Japanese students studying English abroad in a modern-day situation, considering the effect of COVID-19 on our society and the impact on study abroad. So, in this source, we talked about how study abroad is generally positively associated with students developing favorable attitudes, awareness and other aspects of personal growth. When assessing the effects of study abroad, on improved language ability, unobserved and hard to observe attributes such as students' innate attitude towards the study, as well as their academic motivation may be deemed critical sources of confounders. The objective of this study is to investigate the effectiveness of a short-term study abroad program implemented at a university in Japan using a natural experiment data set generated during the influences of COVID 19 pandemic and assessing the impact of study abroad on students' English proficient proficiency. So, the COVID-19 has been a pesky challenge to overcome in regard to study abroad endeavors. But thankfully, as we approach the end of the pandemic, these opportunities are starting to become available once again. The impact of this authentic experience is life changing, and students who put in the effort and dedication and who wholeheartedly immerse themselves in their commitment to study abroad tend to do much better with acquiring the language. The mindset is one of the most important parts. We have many success stories of the study abroad that will be shared later on in this podcast reflecting the significance of study abroad.

### **Simon Egleh**

In our fourth article, we happen to find an article written by Coskun in 2016. This topic was the causes of the 'I can understand English, but I can't speak' syndrome in Turkey. And this article delves into the causes of this syndrome. In two state high schools. 293 high school students filled out a questionnaire, including Likert item scales, about the possible causes of the syndrome and an open-ended questionnaire aiming to reveal their suggestions of how they can improve their speaking skills. This article has three research questions and the answers to these research questions were very, very important to our podcast today. So, with the research question number one, 'do students believe that they can or cannot speak English'? it was realized that out of the 293 high school students in two high schools, while 209, which amounted to 71.4% participants believe that they cannot speak English only 84 hold the idea that they can speak English. And moving on to research question two, what are the reasons for

the failure or success in speaking English? These students were saying that the English education in turkey mostly depends on grammar rules. And also, the second most commonly agreed upon item is 'I have not been to the English-speaking country for last year'. The third most frequently agreed upon item is "the word order in English is different from the word in Turkish". On the other hand, the fourth most widely agreed upon item is 'the lack of speaking practice'. And also, the item "I feel anxious while speaking English" was agreed upon by more than half of the participants. So, asking students about the reasons for the failure in English is not just a personal number, it goes way more above the human being as an individual. And moving on to the third question, 'what are students' suggestions to improve their speaking skills', it was recommended by the participants that schools should replace the grammar based lessons with conversational based lessons, and lessons should be designed in a more enjoyable manner. It was also suggested that a native English speaker should teach conversation lessons at schools and more emphasis should be placed on the vocabulary teaching.

### **Isabelle Leimkuhler**

Luckily, Simon and I have had the opportunity to study abroad ourselves, I was fortunate enough to have the chance to spend a summer abroad in Spain. So up until that point, most of my Spanish education was focused on Spanish spoken in the United States, which was Latin American Spanish. I was not taught the Spanish vosotros and had to figure it out myself and get accustomed to using it during my stay, as well as other slang and colloquial phrases that I was not taught beforehand. Something that really stuck out to me is one of the first couple of days that I was there, my mom told me about this word is word "alhaja", or "Hola, alhaja", it's a synonym to guapo, or meaning pretty or attractive or directly translating to jewel, and it's an Arabic derived word. I wouldn't have learned this because it's not in a textbook. It's not something that you just pick up in a class because it's distinctly unique to areas with Arabic influence in Spain, such as my study abroad town, Toledo, especially to where I studied abroad because of the historical significance because Toledo is known as the "City of the three cultures", because the Christians, Muslims and Jews lived and coexisted there together. I feel like this experience abroad really heightened my ability to acquire the Spanish language, even though I had already been studying it for years and years in school. But I feel like it was much more authentic to learn it almost in like a field study sort of way. Because it was so much easier to be out in the real world and have real life situations and contexts to be able to use my language. And I believe that my listening skill was probably the weakest before my study abroad program. Because every time someone started speaking Spanish to me, I would just get super anxious and shut down and not be able to even understand what was going on. Because I would be like "oh my god, someone's speaking Spanish to me so fast, I have no idea what they're saying". And after being around Spanish so much all summer on hearing it all day long. I feel like I really improved in this area. And I'm super proud of that. So in regard to situational conditioning, I had a really hard time being able to express myself in social situations with the

friends I made there with my host family, or out in the town and the plazas because I lacked the vocabulary to be able to speak about myself in social situations, because all of my knowledge of the language at the time was only in an academic aspect. So that I could speak on topics such as linguistics and literature for days with all these big fancy words, but I didn't know any of the slang or colloquial phrases. So, I had a hard time, sometimes even understanding what was going on in conversation without context or being able to just like say something like easy social expression.

### **Simon Egleh**

So, after my 3<sup>rd</sup> year experience studying Swahili in Ghana, I had the chance to go for a year abroad in Tanzania. Gladfully, sponsored by the government. So, it was pretty cheap for me. So, Swahili as a language, I started learning it as an elementary beginner. So, during this time, it was just for the grades, and just to please my parents, so there was no motivation to go the extra mile of learning how to speak the language. So, getting a chance to be in Tanzania was the perfect place for me to try to use my spoken language. So yeah, in my language acquisition journey, I would say that in the beginning, the language wasn't very communicatively directed us. It was basically a memorize and produce kind of format. So, when I was in Tanzania, I had the opportunity to be well immersed in the culture of the people to have people around to practice the language day in day out with unlike Ghana, where nobody spoke the language. Yeah, so in Tanzania, I was basically immersed and had the opportunity to learn culturally, some aspects of linguistics in everyday culture. And I was able to at least try to update or improve my methods, or my tricks for learning the language. Some were basically, waking up every day, watching soccer videos, going to the stadium, listen to soccer documentaries, on the radio and in person. I think these methods went the extra mile to really help me improve upon my language. And one thing I had in Tanzania was some challenges with respect to the language spoken. So, with my initial idea of knowing the initial book-Swahili, I had some challenges trying to express myself to random people. I had a very funny story, funny incident in a commercial bus sometime with a soldier, where I used the informal way of saying hi, or meeting the person. But according to Swahili people, a military guy is always supposed to be given the most respected form of greeting. So, I was like, hey, what's up, and he got so mad, he was so angry at me thinking that I was very disrespectful. And after some time, I told him, I am a foreigner, so he should pardon me, but he still didn't really understand me. So, he was so mad. So, after the time in the bus, after we alighted, I realized, in languages you don't just have to understand or just know some forms of language, you have to go into details to understand the culture of the people and what they accept as a norm and what they don't. So yes, my whole time in Tanzania has been very, very, very educative, learning how to speak the spoken language, acquiring the street language, and understanding the differences and the times and when to use these languages with people.

**Isabelle Leimkuhler**

Now moving on to our interview portion of this podcast. First, we have an Ohio University graduate student and TA working on her master's in Spanish, Megan Phipps, who also studied abroad in Toledo, Spain.

Thank you for being here with us today, Megan. So, tell us about your Spanish language learning experience abroad?

**Megan Phipps**

Yeah, so I think studying in Toledo was a very eye-opening experience. Because many times prior to the trip, like our professor would tell us like you're going to experience so much culture shock and like, it's going to be really difficult and like, you're gonna, you're trying to like readjust to using a different language and also being around a new culture and trying to like adapt to the way that they're living. Because in my experience I was living with, well, we lived with host families, but I just like, had my host mom and like her cat. And so, I think being in a situation where I was really just surrounded by like the locals in that town and living with my host mom, it was definitely a very eye opening experience in many aspects. And I think it's something, it's an experience that you would never get just sitting in a language classroom because you're learning a whole different level of interaction with people in that language. And it was really difficult the first couple of days, because I realized all of the ways that I learned to speak in the classroom didn't really work in the situations that I was in. And there were many times I would say stuff to my host mom the first couple of days, and she would just look at me super confused. And she was like, I have no idea what you're saying. And the other shocking thing was, I had spent so much of my time learning Spanish around people who were bilingual, and who could speak Spanish and English. And so, it was easy for me when I like couldn't remember a word or couldn't express something in Spanish, I could just switch back to English. And part of like, the culture shock of living in Toledo was realizing that when I switched to English, nobody could understand me. And that was like such a hard hurdle to get over because I had gotten used to switching between the two languages because people could understand me. And it was really difficult being forced to not, not forced in a bad way, but like being put in these situations where I couldn't use English to express, like my thoughts, my emotions, and I had to completely reconstruct the way that I spoke Spanish and interacted with people. So, I think that was one of the biggest things that the study abroad program taught me. And also, I just learned a lot about how culture and language are like really tied together and hear that all the time in the classroom. But I think living that out and just actually seeing that and experiencing that was just like, you can't even really put words around that to describe it.

**Isabelle Leimkuhler**

Honestly, I couldn't agree more! I felt exactly the same way on our trip.

Alright, moving on to our second question, how did you pick up on the street language and slang that wasn't taught in the classroom?

### **Megan Phipps**

Yeah, I think one of the, that's one of the most difficult things to learn in the classroom. Because in the classroom, you're really just learning, especially at like the lower-level language classes, you're really just learning, like, basic necessity phrases, so that you can just have simple conversations with people. But then when you're put in an experience where you're speaking with, like people, the locals who live like in a specific town or specific region, um, it's, it completely changes the way that you learn language, because you realize that the way that they teach you to speak in the classroom is never the same that people speak it, we know that even with English, we never speak the same way that they teach it in the classroom. And so I think, when I was spending a lot of time with my host, my host mom would always take me around the city, and we would meet different friends of hers, or we would go to different shops or cafes, and I had a lot of opportunities to interact with different people while I was there. And I think how I started to pick up on different slang or phrases that they used was just the repetition of hearing it. I feel like it's probably kind of like when you're learning language as a child. And there's like a lot of debate about like how second language acquisition happens. But I think there's an aspect to it, where it is similar to when you're a child where you just kind of hear that phrase over and over and like within the context that it's used. And the way that watching interactions between people using those phrases or words, you start to figure it out through like context clues. And then you find yourself saying it to people, because it's just like, you're starting to pick up on the way that they speak. So, I think that's like, really cool how that happened. And there was like, I remember one specific phrase that I kept hearing all the time, and I like, could not figure it out, because I was like, I've never heard people use this word in this way. But a lot of people and I don't know if this is just like, a thing that people in Toledo use, or if it's like all of Spain, or, um, where this phrase is used, but like a lot of people, I noticed when my host mom would like, bump into a friend. And sometimes when they would part way, she would say "Venga". And like, that's like, very out of to me was like, very out of context to how you would use that word. And like I couldn't, it took me a long time to like, figure out that interaction and the different ways that they were using that phrase. And so just the repetition of hearing it and watching her interact with her friends. I was like, Oh, okay. So in these situations, that's when you use this word, and it gives off like this meaning so.

### **Simon Egleh**

Okay, so let's move on to the third question. So, listening to you, you were saying, you learnt the language by trying to speak with your host mom and speaking with people outside. So, do you think culture as in the people of Toledo, the culture they have? Do you think it really had an impact on your outside classroom language acquisition?

### **Megan Phipps**

I would say absolutely. Especially with Spanish because, well, specifically for my situation, I guess, like, I can focus more on like, the way that I even pronounce my Spanish now when I'm speaking. It had an impact on that because when I was growing up learning. I've been learning Spanish since like, the eighth grade. And I've been learning it all throughout college because that was my major. And I always had like a variety of different people. So, I had nonnative Spanish speakers as teachers, I had Venezuelan, Puerto Rican and Argentinian professors like so many varieties of different dialects and hearing different um just like hearing a variety of like different accents and different phrases that people would use. It was really hard for me to like, pinpoint a specific form of Spanish that I could use, so I had like a very weird mix of like all the different forms of Spanish that I had learned throughout the years, and I never really had like one specific dialect that I was ever able to focus on. So, I feel like most of the time when I was interacting with people in the Spanish, it was like I had this weird like, like, zombie Spanish mix of like, words and phrases, because like I just learned from so many different people, which isn't a bad thing. I think it's good to have that exposure. But I think when I spent that time in Toledo around people, just hearing that one dialect all the time and hearing the way that people would speak, I actually like started developing using an accent from Spain without even realizing it like a couple of weeks. And I started realizing that the way I was speaking was changing because it was influenced, by the way that people were pronouncing the words that they were using, I started using a lot more expressions that are specific to Spain while I was living there, so I think like, just for like the pronunciation, or like more linguistic aspect of it, I really noticed like a huge impact on that when I was living there.

### **Simon Egleh**

That's amazing. The second interviewee we have here is Afua Kwarteng. Afua had her bachelor's degree in Swahili and Political Science. She had the opportunity to study with me abroad in Tanzania in 2018 and 2019.

Afua is currently a graduate student in Ohio University studying Applied Linguistics and also a teaching assistant of Swahili. Nice to have you here, Afua. Can you please tell us about your Swahili language learning experience abroad?



### **Afua Kwarteng**

Okay, so my Swahili language learning experience abroad, so well I was chosen among four other students to go to Tanzania basically, to speak Swahili, learn about their culture, because I had studied already for three years in University of Ghana. And then when I got there, because I actually wanted to speak it, I mean, that was my main goal. So, I tried to speak with the natives in Tanzania. So, I will speak to maybe, market women, people who sell foodstuff by the street, and then all that. Then when I started, I realized it was actually very difficult. I mean, they were speaking very fast. I wasn't used to hearing people speak so fast in Swahili. So that was a challenge. And then I had to whenever I was answering a question, I had to actually sort of try to put it together in my mind, you know the grammar I already learnt back in Ghana, so I would try to put the whole thing in my mind and answer. So, whenever I talked, it was book Swahili, like classroom Swahili. I didn't know any street language, so if someone use their street language with me, too, I got confused, because maybe I know that woman is this word, but then this person is using another word for woman. So that was another challenge. So, I would just, I wouldn't really know what the person is talking about. And then on WhatsApp, too, I mean, chatting. They use short hands a lot. So, you find someone adding probably a number to words, then you have to figure it out, that the person is talking about a particular day of the week, you know. So, it was it was quite a challenge. At first, I would say the first three months was quite challenging. I had to really, I mean, be motivated enough to continue. And you know, sometimes you feel shy, in a way because the person is speaking to you, or not really understanding, unable to really speak and then it's like, should I even speak? You know, should I just maybe tell the person I can't speak Swahili, and then go my way. So, for the first few months, yeah, I had to work on my shyness. I had to try and break through like to really try and then grasp those streets languages, and then make sure I always, always spoke Swahili. And then after some, I think, two months, three months, I started being fluent. So that would be my experience. Yeah.

### **Simon Egleh**

Okay, since we were in Tanzania together, I would like to ask you a question about vocabulary acquisitions, because we realized that the vocabulary we were getting the classrooms were different for the ones we're getting from the streets. So, I want to ask you, did you ever switch styles and registers in Swahili? Did you ever see yourself in a position where you had to switch to speak academic language and a position where you had to speak street language to people?

### **Afua Kwarteng**

So, I would say I spoke street language a lot. I mean, of course on the streets, I mean, with people, so I switched to formal in class. So, when it got to speaking with our lectures in class, it



had to be formal. So, I think that was the only time I was speaking formal Swahili. But outside, I mean, with friends, it was sort of Street Swahili. And then even when you are buying, it's mostly Street Swahili. I mean, they actually converse with you in Street Swahili. So, you have to also use street language. So, I only switch to formal in class. I think that was the only time I was using formal Swahili.

### **Simon Egleh**

Okay. So as an add up to this question, I want to also ask you that when you speak the formal Swahili, initially, we were all there trying to learn Swahili, and what we knew was the book Swahili. So, trying to speak this language to people around you, did you feel the kind of Swahili you were speaking was something different from what is being spoken in the real world?

### **Afua Kwarteng**

Yeah, in a way. I mean, one, one person actually made a comment once I remember in church, that after some time, I mean, she told us and when we came at first, whenever we started speaking, she actually realized there was a book Swahili, like once you start already, nah, nah, nah, this is book Swahili. So, I would say it was quite different. I mean, the knowledge we know in class, and then the Swahili that was spoken outside was quite different, even though it was the class Swahili that actually helped us to understand the outside Swahili in a way, but it was quite different. Yeah.

### **Isabelle Leimkuhler**

Did the language teaching methods at the University of Ghana have an impact on your proficiency in Tanzania?

### **Afua Kwarteng**

Oh, yeah, I did. I mean, I actually just realized here that they really took their time to teach us, I had never sat to actually think of how they were, they had divided the whole thing, you know, orals, grammar, translation literature. So, I just realized I mean recently in language learning class, that they actually really did help us to gain a very good proficiency in Swahili. Without that foundation, I don't think would have gotten in the way when we went to Tanzania. So, it was a really good foundation, really to be able to write speak, in a way. I mean, the whole street language helped us build it up. But it really did it. I would say it. Yeah.

**Isabelle Leimkuhler**

So, it was a good foundation to start building off of, but you said you didn't feel as if you fully acquired the language until you studied abroad?

**Afua Kwarteng**

Yes. So, it was a good foundation. Like I said, I was like a good foundation to build on. But then going abroad, I think going abroad is actually to help in conversational manner. You've learned a proficiency in class, sort of, I mean, the formal way, then abroad is like to help in a conversation. That is what I believe. Because I mean, if you don't go abroad, I think what you know, is basically classroom I mean, you can write good Swahili, and then you can read good Swahili, but when it gets to conversing with natives, that is what I think abroad is really for.

**Simon Egleh**

Thank you so much, Afua.

**Isabelle Leimkuhler**

Our final interview that we have today is with the incredible Dr. Michelle O'Malley, a professor of linguistics at Ohio University, who was a volunteer in the Peace Corps in Kyrgyzstan. Thank you for stopping by to chat with us. Dr. O, would you like to tell us about your stay there?

**Dr. Michelle O'Malley**

Hmm. That's a big question. Very broad. But I can give you a little context. Kyrgyzstan is in Central Asia. It was a Soviet Republic for decades. And in the early 90s, when the Soviet Union collapsed, it was possible for Westerners and Western aid agencies and non-government organizations to make connections in that country. So, it was '93 to '95 when I was in that country as a volunteer, and we were the first group of Peace Corps volunteers there. So very few Westerners.

**Simon Egleh**

Yes, so since this podcast is about acquiring second languages in a classroom environment, and outside classroom environment, we would like to know some of your tricks and your tips to effectively acquire these kinds of languages.

**Dr. Michelle O'Malley**

Well, I had an opportunity to do a little bit of both. When I was training, I was living with a host family in Kyrgyzstan. And for 12 weeks, I went to class every day, six days a week, six hours a day, and I studied Kyrgyz, and there was no English used in the classroom. And there was no English to be used outside of the classroom because nobody spoke English in Bishkek, the capital city. And my host family did not speak English. So, it was total immersion into a language I had never heard before, a writing system I had never seen before, and a culture I didn't know anything about. So, time and intensity, I think are key when adults are put in positions like that. So, I definitely benefited from that. But after 12 weeks of training, I was learning by living in that community and doing my work every day in a school where Kyrgyz was the medium of instruction, but I was an English teacher.

**Isabelle Leimkuhler**

Wow, that's incredible! How was the experience learning Russian as well? Was it similar to learning Kyrgyz?

**Dr. Michelle O' Malley**

Russian was very different because I was identified early on as a volunteer who would live in a Kyrgyz region. And I was moving far away from the capital city. So, they wouldn't use Russian as much. Before I left my training site, though, they offered some workshops. So, they were very introductory and a handful of hours, really looking at going to the market, or buying a bus ticket or doing basic business exchanges, because when people saw me a white western woman, they always assumed I would use Russian with them. So, I was always proud to tell them in the little bit of Russian, that no I don't really speak Russian, I use Kyrgyz, and they were surprised and pleased. And we went on from there. But that's generally the Peace Corps mission too, is to use the language of the local communities, not the colonizers, if you will.

**Simon Egleh**

Well, that seems to be fun and at the same time seems to be difficult, from my perspective, because going into a country where you have no idea about the language and spending twelve weeks in the classroom and going out to use it does a good job. Yeah, I think that's a good job.

**Dr. Michelle O'Malley**

I did it all backwards. You know, I learned about linguistics after living over there and doing those process going through those processes. Then I came home and learned about what it was I was doing.

**Simon Egleh**

But yeah, so now we would like to ask you one more question. What were some of your difficulties, or let's say the communicative difficulties you had in regard to situational conditioning?

**Dr. Michelle O' Malley**

Probably the most difficulty I had were in non-professional spaces. Because I was trained through communicative contextual situations, right. So, my teachers gave us visual aids and phrases that worked in a classroom or in a business space. But then my neighbors invite me over for dinner. And my neighbors don't speak Kyrgyz, for whatever reason, or they do, or they speak Uzbek, and I hadn't learned those variants yet. And they also don't speak the Kyrgyz that I learned in the book. So, it was usually around a big table just filled with food and cognac that I learned how to use social variants of Kyrgyz, and how context helps me to modify, you know where word boundaries are or how I'm pronouncing something.

**Isabelle Leimkuhler**

That's incredible! Thank you so much for sharing the experience. It all sounds so amazing!

**Dr. Michelle O'Malley**

It was great. Thank you.

**Isabelle Leimkuhler**

We hope that this podcast has been able to provide you with some insight into the world of study abroad and that you feel as if you've learned something new pertaining to the language and linguistic aspect of improving language skills and living abroad another country. See you next time!

## References

- Coskun, A, (2016) Causes of the 'I can understand English but i can't speak' syndrome in Turkey. *I-manager's Journal on English Language Teaching*, Vol. 6
- Li, J. (2016). *The Impact of Study Abroad on Student Academic Achievement, Global Perspectives, and Labor Market Outcomes: Evidence from U.S. Undergraduate Students*.
- Miller, T., & Kreutzberger, M. (2007). "Don Francisco's Six Steps to Better English". In *How I Learned English: 55 Accomplished Latinos Recall Lessons in Language and Life* (pp. 59–61). essay, National Geographic.
- Nakao, R., Fan, Y., Watanabe, S. P., Nishitani, H., & Murasawa, M. (2021). *Measuring the Learning Outcomes of Study Abroad Using Natural Experiment Data under the Influences of the COVID-19*.