

## **Abstract**

This thesis analyses productive fluency of advanced learners of English and the aim is to find out if study abroad causes changes in the productive fluency of advanced learners of English. The first part deals with definition of fluency, operationalization of productive fluency by performance phenomena: repeats, false starts, and self-corrections; and with the research done so far in the field of study abroad fluency improvement. The data used for the analysis are 14 interviews with seven advanced learners of English conducted before and after studying abroad in an English-speaking country for 1 semester. 1,464 instances of performance phenomena were identified and tagged. The research revealed that the use of repeats and false starts has not changed after studying abroad, while the use of self-corrections dropped significantly after studying abroad. It was also found that certain speakers produced more performance phenomena before studying abroad and maintained the higher rates after studying abroad, suggesting that performance phenomena are employed as a speech management strategy by advanced learners of English. The results of this paper may serve as an impulse for further study of performance phenomena in learner English, and more research of study abroad linguistic gain.

**Keywords:** learner language, fluency, study abroad, repeats, false starts, self-corrections