"GREEDY TO KNOW ENGLISH"

A Case Study

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Marion L. Billings

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ABSTRACT

This case study examined four aspects of one English as a second language learner's interlanguage development : morpheme acquisition, communication strategies, learning strategies and the affective factors that can influence language development.

Data for the study included ten language tapescripts of a twenty year old immigrant language student from the former Yugoslavia which were recorded every two weeks over a five month period. The student also wrote forty-one diary entries about her language learning experiences during this five-month period.

The findings show that her morpheme acquisition order conformed to the general order of acquisition predicted by the research literature, and that she used primarily interlanguage based communication strategies to negotiate meaning. The diary accounts revealed that she approached language learning by using four learning strategies. The diaries further revealed that affective factors played a significant role in her interlanguage development. In particular, acquisition of inflectional morphemes was related to a gain in self-confidence in her language use.

The study suggests that it is essential that practitioners be knowledgeable about the theory of second language acquisition as well as methodologies and materials that reflect this knowledge. There is a place in the classroom for instruction that includes

exposure to and practice of inflectional morphemes, and students should be made aware of the communication and learning strategies that can enhance their language development. Further, it is imperative that the language classroom provide an emotionally safe and supportive environment, and that an atmosphere of respect for the adult learner's previous knowledge and experience be part of the daily classroom atmosphere.

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I am thankful, first of all, to Michaela. This research would not exist except for her committed and unselfish efforts to provide me with language data and thoughtful diary entries. I am privileged to have worked with such a knowledgeable, sensitive and dedicated student. I am also grateful to her sister Anastasia for her assistance in translating Michaela's diaries.

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Finally, I hope this thesis may serve as a tribute to all immigrant students in Canada. Their courage, strength and motivation to be part of this wonderful country and to acquire the languages of this country make my profession a daily joy.

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BACKGROUND TO THE PROBLEM

Introduction

As a practicing teacher of English as a Second Language, I want to know how students acquire language. I am interested in their language development and in the social and psychological elements that make each learner unique. Many learners have journeyed through my classroom and I have longed to know more about their language learning and what feelings and struggles occurred as they coped with a new language and culture. I am connected to these learners on a daily basis over a period of about five months, but the nature of a classroom learning situation does not allow for intimate understanding of each learner's language learning. This study provided me an opportunity to closely investigate one learner's language acquisition as she developed from being a novice ESL speaker to one with a level of competence.

Second Language Acquisition (SLA) research is about thirty years old and in its infancy when compared to first language acquisition research. SLA research has been strongly influenced by first language acquisition research. It is similar to but not the same as acquiring a first language. Importantly, what has been established is the realization that SLA research is a field of study in its own right. Research has revealed much about SLA but there is still a vast amount to learn.

Second Language acquisition research has investigated both the development of language and the development of the learner. Researchers have investigated the process of language development from the first language (L1) to the second language (L2), and they have examined the cognitive processes and social and psychological factors that affect the learner's development as she moves from L1 to L2. Current SLA research theory maintains that the speech of a L2 learner is a systematic process of development that can be described. This unique, systematic language has been termed Interlanguage (IL) (Selinker, 1969, 1972). It appears that IL development is a process that begins with L1 transfer and L2 language learning. This transfer gradually diminishes as the learner gathers data and tests rules from both L1 and L2. The learner tries out rules, constructing/reconstructing and revising these rules, until the learner acquires L2. This process is constrained by a set of universal language principles, and it is influenced by the learner's emotional or mental state at any given point in the development. Various factors influence the development of IL: the variables of an individual's personality and cognitive style (Beebe, 1983; Gardner and Lambert, 1972; Rubin, 1975; Skehan, 1989), the language target set by the individual (Gardner and Lambert, 1972; Schumann, 1977; Stauble, 1980), the learner's first language (Brown, 1973; Dulay and Burt, 1973, 1974; Krashen, 1985, 1988; Krashen, Sferlazza, and Feldman, 1976) and, the second language. Because so many variables are in play at any moment in a learner's L2 development, it is

extremely difficult to investigate the developing IL state of L2 acquisition.

Scope of the Problem

Certain universals seem to operate across languages. Archibald and Libben (1995) define language universals as "structures or properties that all human languages have in common. "(p. 160). They suggest "for first language learners...the initial state is universal grammar and the final state is adult grammar. For second language learners, the initial state is the grammar of the first language and the desired final state is the grammar of the second language. " (p.134) Within this notion of language universals, it is thought there is an order to acquiring the grammar of both L1 and L2.

One aspect of this order is the acquisition of morphemes (Bailey, Madden and Krashen, 1974; Brown, 1973; Dulay and Burt, 1974). Cook (1993) defines a morpheme "as the smallest unit of language that conveys a meaning or that has a role in grammatical structure" (p. 25). Morphemes can be free, that is, a morpheme can be a word in itself such as 'chair', or bound, such as [s] as in 'chairs' where [s] cannot stand alone. Bound morphemes can be derivational or inflectional. Inflectional morphemes in English are added to a word to show case, number, gender, person, tense, mood or comparison. Grammatical morphemes have a grammatical function rather than a lexical function. The inflectional morphemes of English are:

Nouns	Verbs	Adjectives
-plural endings	-progressive -ing	-er
/s/ /z/ /iz/	-ed /t/ /d/	-est
- possessive -s	-en	(includes -more,
	-3rd person -s	most, less, least)

Dulay and Burt (1974) investigated whether there was a common sequence of acquisition of morphemes in second language development. Their research revealed a pattern of morpheme acquisition which they grouped into "hierarchies" that tend to go together in the sequence. Krashen (1976) found a similar pattern, with only the 3rd person "-s" and possessive "-s" changing places at the end of the sequence. This sequence appears to be:

1	2	3	4	5
plural -s	*-ing*	*the/a*	*possessive -s*	*3rd person -s*

(Cook, 1993, p. 29)

Even though there are individual differences in organizing languages and even though there are variations in the order of acquisition from learner to learner, SLA researchers believe that the general sequence is reliable.

As a learner attempts to organize and use the L2, mistakes are often made that cause breakdowns in communication. An important factor in language learning is the learner's use of communication strategies to repair such breakdowns in her ability to communicate. For example, if a learner doesn't know a word in English, she must use

strategies to compensate for this gap in her knowledge and keep the communication flowing. (Celce-Murcia, Dornyei and Thurrell, 1995; Cook, 1991; Tarone, 1981) One such strategy is called *avoidance*. Learners may avoid using certain language structures that they find particularly difficult. Other strategies include paraphrasing (For example, the speaker will say, "The place you wash your face" instead of using the noun "sink"), or appeal to authority (for example, the student will ask the interviewer, "How do you say that?").

Research in SLA has shown that language development is also influenced by learning strategies that the learner employs as she attempts to understand rules and functions of the language. Learning strategies have been described by O'Malley, Chamot, Stewner-Manzanares, Russo and Kupper (1985a) as metacognitive and cognitive.

> Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation of learning after the language activity is completed. Cognitive strategies are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning materials. (pp. 560-561)

Language development is also influenced by the learner's attitudes about the L2. Gardner & Lambert (1972) have proposed that learners with positive attitudes will have increased motivation to learn the language. The positively motivated learner will take opportunities to use the language. Affective factors also influence language development. Such factors as self-esteem and self-confidence, the ability to take risks in using the L2,

and perceived support from the target culture all impact how the learner proceeds in her language acquisition. The learner's thoughts about learning a L2 and how she might feel about the learning process are not easily observable. Self-reports by researchers studying their own language learning, and diaries, written by learners about their own language learning, have been used in SLA research to gain more knowledge about these unobservable processes of L2 acquisition.

The use of diaries to gain insight into a language learner's process of language acquisition is a fairly recent component of research in SLA. Warden, Lapkin, Swain and Hart, 1995) cite a definition by Bailey and Oschner (1983).

> A diary study in second language learning, acquisition, or teaching is an account of a second language experience as recorded in a first-person journal. The diarist may be a language teacher or a language learner - but the central characteristic of the diary studies is that they are introspective. The diarist studies his own teaching or learning. (p. 538)

The use of a diary as a research tool may provide insight into language learning from the learner's own perspective "that observation could never have captured, and that no one would have thought of including as questions on questionnaires" (Allwright and Bailey, 1991, p. 4). Warden et al. (1995) summarize Bailey (1991) who suggests that

> Diary studies have much to offer language teachers, learners, and researchers. Bailey (1991) mentions insights from the learners' point of view, a 'cathartic function' (85) for students, a source of data triangulation for researchers and 'the capacity to add depth, detail and realism to existing hypotheses and theoretical constructs'. (89). (p. 539)

The research reported in this thesis studied one learner's IL development. I analyzed both the learner's taped oral discourse and her diary entries. The oral tapes provided a basis for studying the learner's use of the L2, the product of her language development. The learner's diary entries provided insight into her thought processes when she was studying and using the L2 language and provided insight into her feelings about her language learning and language use.

The Questions

This study investigated a five month period of English language development by Michaela, a beginning learner of English. During this five month period, Michaela's language was recorded at two-week intervals. The resulting tapescripts provided ten samples of Michaela's language. When these tapescripts were analyzed chronologically, they presented a developmental view of Michaela's acquisition of inflectional morphemes. By examining her use, misuse, or non-use of English inflectional morphemes from sample to sample, I wanted to answer the following questions: What development occurred from one sample to the next? What is Michaela's order of acquisition of inflectional morphemes? In what ways does Michaela's order of acquisition resemble the general sequence of inflectional morpheme acquisition as predicted by the literature? What strategies did Michaela use to enhance her communications during the taped sessions?

I analyzed the ten taped sessions for the following:

1. The use of eight English inflectional morphemes. What is Michaela's order of acquisition of morphemes? In what ways does it resemble the general sequence of inflectional morpheme acquisition as predicted by the literature. If different, what accounts for the difference?

2. The use of communication strategies. What communication strategies did she use? What were the circumstances that elicited a particular strategy?

I analyzed Michaela's forty diary entries for the following:

1. Learning strategies. Which metacognitive and cognitive strategies did she use to learn the new language? How did the use of such strategies affect her language acquisition?

2. Affective factors. What do the diaries reveal about affective factors that influenced Michaela's language use? What were the circumstances that evoked an emotional comment from her?

3. What attitudes does Michaela hold about the L2, Canadian society and its people. How do these attitudes affect her language acquisition?

Limitations of the study

The topics chosen by the researcher for spontaneous speech may have limited the kinds of morphemes Michaela used. For example, one tapescript was about Michaela's future goals. The topic encouraged Michaela to employ future tense grammar. Although Michaela may have acquired the past tense /-ed/ morpheme by the time this tape was recorded, the nature of the topic did not provide good opportunity for Michaela to use this particular morpheme. Dulay and Burt's (1974) research used the BSM test which purposely set questions to elicit particular morphemes. My study did not set out to elicit specific morphemes from Michaela. I wanted to use conversational data. Therefore,

particular morphemes may have been acquired by Michaela but did not occur in the data due to the nature of the language topic.

Michaela's use of learning strategies or communicative strategies may also have limited the study. For example, she may have acquired a particular morpheme, but avoided using it in these sessions.

Michaela's diaries were translated by her sister Anastasia. Because I don't speak or read Serbo-Croatian, I couldn't access Michaela's first hand account of her learning. Her sister's translation was the closest I could come to accurate data. The use of the diary writing process in this particular way limits the study. While analyzing Michaela's diaries, I had to keep in mind that the "language" of the diaries was not Michaela's. The ideas were. I had to constantly remind myself that I was not analyzing the language of the diaries but the feelings, ideas and insights that Michaela was recording via her sister's translation. As well, Anastasia's English level is very "good" but her English is not at the level of native-like proficiency. Therefore, her translations into English may not fully convey what Michaela was truly trying to communicate. Also, Michaela was living with Anastasia at the time of this study and knew Anastasia was translating the diaries. Michaela may have felt inhibited about being totally frank about her language learning and social environment.

During the mid-part of the taping sessions (July to August 8, 1997) Michaela was

my student. Again, this situation would influence and may perhaps have limited her opportunity to be fully frank about her language learning.

Finally, because I specifically asked Michaela to talk about her language learning in her diaries (See Appendix 1), she may have omitted pertinent thoughts, ideas and feelings about her L2 acquisition process. I could only analyze those ideas that Michaela reported. She may have used more learning strategies than she recorded and she may have been more deeply affected emotionally by her language learning experiences than she reported.

My aim in this study is to increase understanding of the language learning process rather than to change the phenomenon under investigation. It is clear however, that as an observer interacting with my learner, my presence influenced the nature of the interaction and the spontaneous speech which I collected.

Significance of the Study

This study is significant in that it analyzes both the oral product of a learner (taped discourse) and the thought processes of the learner (diary entries). As a result, the findings present data that show an interrelationship between the learner's language development and strategies and emotions that impact on this development. Analysis of Michaela's oral speech and study of her diaries add to the understanding of the acquisition of English by a L2 learner.

By describing and analyzing a particular set of moments in Michaela's language development, this study will add further knowledge to the unique and systematic process of interlanguage development as a learner journeys toward proficiency in a second language. Archibald and Libben (1995) suggest that "the study of second language acquisition offers us a very privileged view of language and mind." (p. 69) Michaela has offered us a very privileged view of her language acquisition process through her oral discourse, and a privileged view of her thinking through her diary entries. The following is an outline of the remaining Chapters presented in this thesis.

Chapter 2 presents a review of the relevant literature on the topics of Interlanguage, communicative competence, morpheme acquisition studies, communication and metacognitive strategies used in language learning, diary studies, and affective factors that influence language acquisition.

Chapter 3 provides the background of the study, an introduction to Michaela, the study's design, data collection and analysis procedure.

Chapter 4 presents the findings derived from Michaela's ten oral tapes and a discussion of her inflectional morpheme acquisition development and strategy use in oral communication, as well as findings derived from Michaela's diary entries and discussion of the metacognitive strategies and affective influences that affect her language development.

Chapter 5 presents conclusions and implications drawn from this research.

Definition of Terms

Because the study of SLA is so complex, it is necessary to define terms that constantly surface in the research literature.

Acquisition	"The unconscious construction of grammar rules by a language learner" (Terrell, Gomez, and Mariscol, 1980, p. 155).
IL (Interlanguage)	"The term 'interlanguage' was coined by Selinker (1969, 1972) to refer to interim grammars constructed by second language learners on their way to the target language" (McLaughlin, 1987, p. 60).
Learning	"Learning...is characterized by conscious attention to structure, verbalization about rules, and in the classroom by particular exercises to internalize the matter under consideration" (Terrell, Gomez and Mariscol, 1980, p. 160).
Language Performance	"Language performance is what we *do* with language. It is the act of language production and comprehension" (Archibald and Libben, 1995, p. 206).
Language Competence	"The linguistic knowledge and abilities that underlie proficiency" (Archibald and Libben, 1995, p. 92). It includes organizational and pragmatic competence.
L1	The speaker's first language.
L2/TL	The speaker's second language/target language.
Morpheme	The smallest grammatical, meaning bearing unit in a language.
Strategy	The pragmatic, linguistic and discourse means used to facilitate communication.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The literature review includes the examination of what it means to be communicatively competent in a second language. Present day knowledge of communicative competence has been strongly influenced by the understanding that second language acquisition is a developmental process, referred to as Interlanguage (IL). Interlanguage is a systematic, rule-governed language which is independent of the learner's L1 and L2. As well, the literature review presents research on a specific aspect of grammatical competence: The acquisition of English inflectional morphemes. Also investigated is research about communication strategies that learners use in an attempt to successfully communicate with native speakers of the L2. Last of all, the literature review examines the use of diary studies as a tool for helping researchers investigate cognitive, metacognitive and affective factors that influence SLA.

Communicative Competence

Competence is a complex, integrated set of rules about the language that the learner has acquired in order to speak the language. Competence includes the elements of linguistic competence, sociolinguistic competence, discourse competence and strategic competence. These elements of communicative competence are realized through performance, the act of using the language in oral speech acts, reading and writing

communication tasks.

> (T)hose in the field of second language acquisition are typically interested in the development of second language skills. These skills can only be observed through their manifestation in the linguistic acts of speaking, listening, reading, and writing. The study of SLA is the study of L2 performance" (Archibald and Libben, 1995, p. 67).

Performance is not always indicative of competence, however. Native speakers have perfect competence but not perfect performance. A native speaker may occasionally make a mistake (referred to as "a slip of the tongue") by saying for example *hopspital* rather than *hospital*. When a native speaker makes this mistake, we don't question the speaker's competence. We assume she knew the word was *hospital*. The "mistake" was in the speaker's performance. Therefore, it is difficult to evaluate the competency of a speaker through performance alone. Performance may be affected by variables such as the learner's desire to learn the L2, fatigue, emotion or by particular communication strategies, such as topical or lexical avoidance. Understanding developing language skills through performance observation is therefore complex and dependent on many factors.

The complex nature of SLA makes the task of understanding what it means to be proficient in L2 a formidable task. Canale and Swain (1979) developed the first comprehensive integrative model of communicative competence, developed for both instructional and assessment purposes in Core French second language programs in Ontario. They outlined four components of communicative competence: Grammatical

competence (the knowledge of grammar rules, vocabulary, pronunciation, spelling), sociolinguistic competence (appropriate use of vocabulary, register, functions and style in a given situation), discourse competence (the ability to combine language in different types of texts), and strategic competence (the knowledge of verbal and non-verbal communication strategies which enhance communication). Bachman (1990) expanded on the work of Canale and Swain and created a "visual metaphor" (Archibald and Libben, 1995, p. 92) for proficiency (Figure 1). Bachman believes that one must have knowledge of the language and the ability to implement it in order to be considered communicatively competent.

In Bachman's visual metaphor, communicative competence encompasses three areas: Language competence, strategic competence and psychophysiological mechanisms (the physical attributes necessary to acquire and perform a language). Language competence includes organizational competence and pragmatic competence. Organizational competence necessitates grammatical and textual competence. Textual competence involves discourse competence at the spoken or written level. The learner must be able to construct units of language longer than the sentence level. Organizational competence includes the ability to use grammatical competence to make cohesive and coherent texts. The L2 learner must have knowledge about how to join speech together, both in oral and written form. Grammatical competence is knowledge of a language at

and below the sentence level. As the L2 learner builds knowledge of sounds, words, and sentences, textual development in oral and written communication occurs. Development implies that some competence has been gained since not all language is learned at once. When the learner attempts to perform in a L2, errors or breakdowns in communication can occur. The L2 learner wants to communicate as easily and as competently as possible. If the L2 learner lacks certain grammatical or textual knowledge, or lacks the pragmatic knowledge necessary in a particular communicative situation, breakdowns can occur.

Figure 1: Factors Involved in SLA

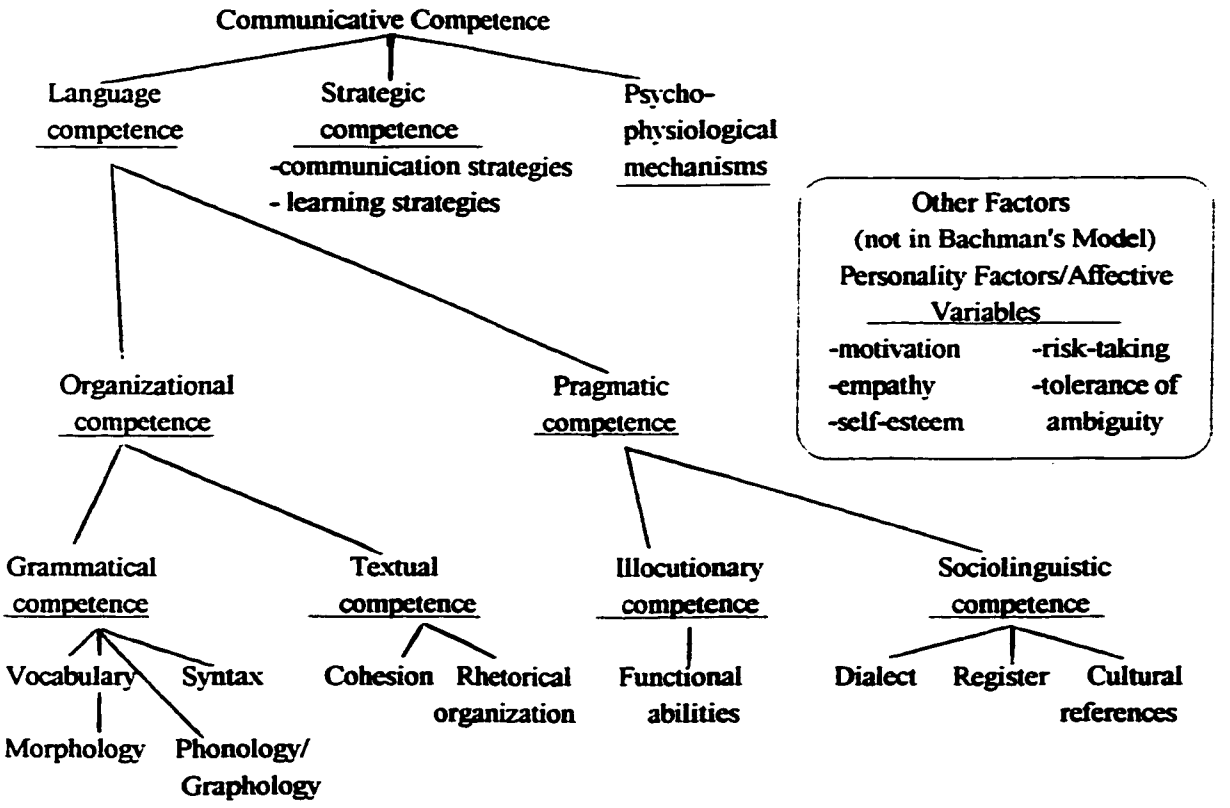


Figure 1. Bachman's Model of Communicative Competence
Source: Adapted from Bachman (1990) in Archibald and Libben, 1995, p. 92.

In order to repair these breakdowns, the L2 learner needs strategies. Bachman's model refers to this ability to repair gaps in language knowledge as strategic competence. Strategic competence is characterized by two types of strategies: communicative and learning. Communication strategies are performance strategies and include such acts as paraphrasing, borrowing, appealing to a native speaker (the authority), using actions (mime) or avoiding a particular language component or situation. Learning strategies include the cognitive and metacognitive approaches the learner uses to acquire language. They are not visible through performance. Every learner differs in intelligence, motivation, personality, learning styles and social circumstances. The strategies that an individual applies in her language learning will be affected by these variables. Bachman's Model does not account for these individual differences in SLA. Each individual approaches social and emotional situations in a unique way. Two further areas that impact on learners as they acquire language are affective and social in nature. These include such factors as culture shock, the learner's attitude towards the target language and culture, the emotional state of the learner while learning about and performing in the L2 and the learner's confidence about her knowledge of and ability in the L2. All of these factors further contribute to the learner's language proficiency.

Language competence, strategic competence and social and affective variables are interrelated factors affecting SLA. For language competence to occur, language

development must occur at both the grammatical and organizational level, strategies must be efficiently employed to assist in the performance of the L2 and confidence must be built so that the learner feels a sense of success in acquiring the L2. A learner begins from the L1 state and gradually moves towards the target language (TL) until the learner can perform with native-like proficiency, or until the learner decides that enough of the L2 has been acquired for her communicative needs (Gardner and Lambert, 1972). This development of proficiency appears to be systematic in both L1 and L2. Child language in L1 is not seen as a language of error but one of development, beginning from an initial state and culminating in a final adult grammar. The same developmental process occurs in L2 acquisition. However, L2 acquisition appears to also include an 'interlanguage' state which "refers to the separateness of a second language learner's system, a system that has a structurally intermediate status between the native and target languages" (Brown, 1987, p. 169).

Interlanguage

McLaughlin (1987) credits Selinker (1969, 1972) with first using the term "Interlanguage" (IL).

> The term 'interlanguage' was coined by Selinker (1969, 1972) to refer to interim grammars constructed by second-language learners on their way to the target language ... Generally speaking, the term 'interlanguage' means two things: (1) the learner's system *at a single point in time* and (2) the range of interlocking systems that characterizes the development of learners *over time*. The interlanguage is thought to be distinct from both the learner's first language and from the target

> language. It evolves over time as learners employ various internal strategies to make sense of language input and to control their own language output. These strategies were central to Selinker's thinking about interlanguage. (p. 60)

These interim grammars are the linguistic knowledge that is constructed and reconstructed by L2 learners based on knowledge of their L1 grammar and their developing knowledge of L2 grammar. This continuous state of construction/reconstruction results in very unstable states which are subject to errors. McLaughlin (1987) suggests that

> Interlanguage systems are thought to be by their very nature incomplete and in a state of flux. In this view, the individual's first-language system is seen to be relatively stable, the interlanguage is not. The structures of the interlanguage may be 'invaded' by the first language when placed in a situation that cannot be avoided, the second-language learner may use rules or items from the first language. Similarly, the learner may stretch, distort or overgeneralize a rule from the target language in an effort to produce the intended meaning. Both processes...reflect the basic permeability of the interlanguage. (p. 63)

Interlanguage is most easily analyzed by studying the speech and writing of learners. These products provide some indication of the learner's underlying language competence. When a learner produces speech or written data in the developing L2, errors naturally occur because the learner is influenced by characteristics of the L1 and the L2. Early researchers believed that if differences and similarities between the L1 and L2 were understood, they could predict what errors or difficulties might arise for the learner. "To understand the nature of the interlanguage, we need to look at both sources. ...Three of the major approaches to describing the nature of interlanguages (are) contrastive analysis,

error analysis and the order of acquisition studies" (Archibald and Libben, 1995, p. 135).

Contrastive Analysis and Error Analysis

Two approaches to understanding the underlying causes of learner error are Contrastive Analysis and Error Analysis. Popular in early SLA studies, the Contrastive Analysis Hypothesis (COH) was used to pinpoint how the L1 will influence the structure of the L2 grammar. It is based on the notion that L1 interferes with or transfers into L2. This interference is viewed as a negative influence when L1 and L2 structures differ and as a positive influence when there are similarities between L1 and L2. When a learner produces correct structures, it is thought that positive transfer may be occurring. When a mistake is made due to L1 interference, this transfer is seen as negative. Contrastive analysis attempts to describe the similarities and differences between the L1 and L2 in order to predict the possible difficulties that an L2 learner might encounter. The contrastive analysis approach has some weaknesses, however. It focuses on grammatical competence only. It does not include textual or pragmatic competence. It looks only at grammar errors, not communicative errors, and it is not explicit about non-surface aspects of linguistic structure. Nor does it account for individual variation in the learning behavior. This analytical approach assumed that all L2 learners with the same L1 learned in the same way. However, not all French speakers, for example, make exactly the same kinds of errors when they're learning English.

Errors are the most obvious indicators of proficiency or lack thereof. In early SLA research, another approach to understanding the influence of L1 on the developing L2 was Error Analysis. In the 1970's, research psychology and L1 acquisition studies generated the idea that L2 learners were constructing a system that was creative and that moved through developmental stages. "Errors - overt manifestations of learners' systems - arise from several possible general sources: interlingual errors of interference from the native language, intralingual errors within the target language, the sociolinguistic context of communication, psycholinguistic or cognitive strategies, and no doubt countless affective variables" (Brown, 1987, p. 171). There were criticisms of EA, however. Ellis (1990) summarized several problems with the EA approach:

> Error analysis ignored what the learners were doing correctly. The classification of errors was subjective and unreliable. Analyses were unquantified. Explanations of error were 'impressionistic and vague'. The samples they used were often biased so that valid generalizations were not possible. No account was made of the learner's avoidance of certain structures (Schacter 1974). Some of these criticisms could be overcome by improving the methodology but others could not; they indicated the need for an alternative technique. (p. 46)

A learner's language development could not be fully explained through CA or EA. Celce-Murcia and Hawkins (1985) credit Corder (1967) with moving EA towards a more sophisticated view of the learner's evolving system. Corder believed errors were part of an evolving system of language development but so were well-formed utterances. Many of the errors L2 learners made could not be traced to the L1. Interlanguage analysis (IA)

was based on the belief that:

> Errors could be significant in three ways: (1) they tell the teacher how far the learner has come and what he still must learn; (2) they give the researcher evidence of how language is learned (i.e. strategies and procedures used); (3) they are a device the learner uses to test out his hypotheses concerning the language he is learning. (Celce-Murcia and Hawkins, 1985, p. 64)

In-depth studies have been carried out in an attempt to understand the significance of errors in language development. A major area of research was concerned with the analysis of errors at the grammatical level. Cook (1991) suggests that

> knowledge of grammar is thought by many to be the central area of the language system. However important the other components of language, they relate to each other through grammar. Grammar is also the most distinctive aspect of language, having features many claim are unique to language and hence learnt in different ways from anything else that people learn. In some ways grammar is easy to study in L2 learners, because it is highly systematic and its effects are usually fairly obvious in their speech. For these reasons much of the early L2 learning research of the 70s and 80s concentrated on grammar. (p. 9)

One particular aspect of grammatical competence that has been of interest to researchers is morpheme acquisition.

Morphemes and the Natural Order Studies

Cook (1993) defines a morpheme "as the smallest unit of language that conveys a meaning or has a role in grammatical structure" (p. 25). Inflectional morphemes are added to a word to give extra information, to show case, number, gender, person, tense, mood or comparison. For example, /-s/ adds number to 'chair' and only changes the form of the same word, rather than creating a new word. There are eight

inflectional morphemes in English and they are all suffixes (See Table 1).

Clark, Eschholz and Rosa (1994) describe "certain distinguishing characteristics of inflectional morphemes:

1. They do not change meaning or part of speech. For example, *big, bigg-er, bigg-est* are all adjectives.
2. They are required by syntax. They typically indicate syntactic or semantic relations *between* different words in a sentence, e.g., *Nim love-s bananas. -s* marks the third-person singular present form of the verb, relating it to the third singular subject *Nim.*
3. They are very productive. They typically occur with all members of some large class of morphemes, e.g., the plural morpheme /-s/ occurs with almost all nouns." (p. 349)

Table 1: The Inflectional Suffixes of English

STEM	*SUFFIX*	*FUNCTION*	*EXAMPLE*
wait	-s	3rd per. sg. present	She wait*s* there at noon.
wait	-ed	past tense	She wait*ed* there yesterday.
wait	-ing	progressive	She is wait*ing* there now.
eat	-en	past participle	Jack has eat*en* the Oreos.
chair	-s	plural	The chair*s* are in the room.
chair	-'s	possessive	The chair*'s* leg is broken.
fast	-er	comparative	Jill runs fast*er* than Joe.
fast	-est	superlative	Time runs the fast*est* of all.

(From Clark, Eschholz and Rosa, 1994, p. 349)

Grammatical morphemes play a large part in the structure of a language. "In many

languages grammatical morphemes are the essential clues to the structure of the sentence" (Cook, 1991, p.13). When a learner uses these morphemes, this can indicate that a grammatical rule of the target language is being constructed. Analyzing elicited speech for these morphemes, or lack thereof, provides some insight into interlanguage development and progress towards the target language. L2 research based on the 'natural order' studies have allowed us to understand some aspects of the acquisition of English inflectional morphemes. The Natural Order Hypothesis states:

> that we acquire the rules of language in a predictable order, some rules tending to come early and others late. The order does not appear to be determined solely by formal simplicity and there is evidence that it is independent of the order in which rules are taught in language classes. (Krashen, 1985, p.1)

Second language researchers interested in the acquisition of morphemes based their studies on the research of Brown (1973) who studied children learning English as a first language. Brown found an order of acquisition for English bound morphemes. He used a method known as "supplied in obligatory context analysis" (SOC) to determine where a particular grammatical form was required if the sentence was to be correct. With this method, a tape transcript was analyzed to determine every instance where an adult would use a requisite morpheme (as in *three hats)*. SOC checks the obligatory context for a morpheme and ascertains whether the speaker used that morpheme. Researchers consider an accuracy level of 80 or 90 percent as indicative of acquisition.

Dulay and Burt (1973), influenced by Brown's research, wondered if children

learning a second language acquired these function words in the same sequence as first language learners. They studied 151 Spanish-speaking children learning English in three different locations in the United States. They collected speech samples by using an instrument called the Bilingual Syntax Measure (BSM) which consisted of seven cartoon pictures accompanied by thirty-three questions. An interviewer and a student each had a set of the same picture cards. The student's cards were face down, the interviewer's face up. The student would pick a card and describe it to the interviewer. The cards were designed to elicit certain grammatical morphemes (for example, a birthday picture would elicit the possessive, such as X's birthday.) The pictures were designed so that the spontaneous speech elicited from the children would produce most of the morphemes described by Brown. Dulay and Burt looked at the number of times the subjects accurately supplied a morpheme in an obligatory context, from least supplied to most often supplied. "This accuracy order was assumed to reflect acquisition order" (McLaughlin, 1987, p.32). There appeared to be "a common order of acquisition for certain structures in L2 acquisition" (Dulay and Burt, 1973, p. 256). Further, after studies with children of different language groups (Spanish and Chinese speaking in New York city) Dulay and Burt (1974) found that the sequence of acquisition of bound morphemes was practically the same for all groups. Dulay and Burt's study was significant because the notion of a natural order of morpheme acquisition implied that a language system was

in operation separate from L1 and L2. Their study sparked further interest. Bailey, Madden and Krashen (1974), using the BSM test, studied 73 adult ESL students at Queen's College in New York. Thirty-three students were first language Spanish speakers, the remaining forty students were from eleven different first language groups (Greek, Persian, Italian, Turkish, Japanese, Chinese, Thai, Afghan, Hebrew, Arabic, and Vietnamese). Correct usage was determined, as in previous studies, by the ratio of correctly used morphemes to the obligatory context for them. Bailey et al.'s results showed a natural order for eight grammatical morphemes similar to Dulay and Burt's 1974 study. Adult learners acquired these grammatical morphemes in an order similar to that of children, and errors in second language learning were not all the result of interference from the first language. Larsen-Freeman (1975) administered reading, writing, listening, imitating and speaking (the BSM) tasks to twenty-four adult ESL learners. Four first language groups were represented equally (Arabic, Japanese, Persian and Spanish). Larsen-Freeman hoped to suggest a reason for the reported morpheme sequence. She found that cross-sectionally, language background did not have a significant effect on the way ESL learners acquired the English morpheme order and the order was similar to results reported by Dulay and Burt and Bailey et al. Perkins and Larsen-Freeman (1975) studied twelve newly arrived Spanish speaking students in the U.S. They examined the effect of the instruction of several morphemes for one month. By using a discrete point

test which included sentences like

Last year he (work) _____ in a bank

they found that instruction didn't alter the accuracy order of five morphemes in spontaneous speech. Krashen, Sferlazza, Feldman and Fathman (1976) tested sixty-six adults from various L1's. The findings suggested that there was no real difference in rank order between formal learners, those that had instruction, and informal learners, those who had learned mostly from experience. Krashen et al. used a picture-questioning task called the SLOPE (Second Language Oral Production English) test rather than the BSM. The SLOPE test contains a picture and sentence format involving twenty structures of English such as

Here is a _____ (picture)
Here are two _____ (picture)

where the learner supplies the entire item, rather than an inflected form used in the discreet point test. Krashen et al. analzyed the data for morphemes used, from the most frequent to the least frequent. Again, the adult order correlated significantly with the child order found by Dulay and Burt and no significant difference in order was found between speakers of different first languages.

Cook (1993) reviewed research conducted on morpheme acquisition. Cook summarized research by Makino (1980) who wanted to determine whether the natural sequence resulted from exposure in a controlled L2 environment. Makino examined 777

Japanese learners in Grade 8 and 9 studying English as a foreign language in Japan where English was not the L2 environment. Makino used a fill-in-the blanks task. From his results, he concluded that the morpheme acquisition sequence demonstrated by these students correlated with sequences found by Dulay and Burt (1973) and Krashen (1976). Lightbown (1983) according to Cook (1993), studied 175 French-speaking children, ages 11 - 17, learning English in Canada. Her study used oral picture description to elicit morphemes. Data gathered over a period of several months revealed that the sequence used by these children was similar to that which others had found. Krashen (1988) reviewed every study available to him and confirmed that from studies of both adult and child learners, similar patterns of morpheme acquisition were revealed.

The following is a comparison of findings:

English speaking children	Spanish speaking children	Adults	French speaking children	
Brown	Dulay & Burt	Krashen	Lightbown	Krashen
(1973)	(1973)	(1976)	(1987)	(1988)
-ing	plural -s	plural -s	plural -s	-ing
plural -s	-ing	-ing	-ing	plural -s
irreg. past	irreg. past	- 's	-s 3rd sg.	irreg. past
-'s	-s 3rd sg.	- s 3rd sg.	- 's	reg. past
reg. past	- 's			-s 3rd sg.
-s 3rd sg.				- 's

From these studies it became apparent that the L2 acquisition sequence was similar to the L1 sequence and that first language did not seem to make a crucial difference.

Adult and child second language learners appear to acquire the morphemes in roughly the same order. Instructional sequence did not significantly alter the acquisition order.

There have been criticisms of these morpheme acquisition studies. Because they were not all longitudinal studies, they "didn't measure acquisition sequence but rather accuracy of use in obligatory contexts" (McLaughlin, 1987, p. 32). There has been some criticism that the BSM task elicited the natural order of the morphemes. Krashen firmly believes this is not the case. In studies where student compositions were analyzed for morpheme use, a sequence similar to the natural order hypothesis was found. Krashen (1988) cites Andersen's (1976) research as an example. Andersen researched adult students in Puerto Rico, using student compositions to analyze the use of morphemes and reported a sequence similar to the natural order. Krashen also reported research by Krashen, Butler, Birnbaum, and Roberts (1978) who asked ESL students to write two compositions; one was written quickly and unedited, the second was written more slowly and careful editing was allowed. A natural order of morpheme use was found in both situations. In studies of adult spontaneous speech, the order of morphemes was consistent with the natural order sequence. (Krashen, 1988)

A further criticism suggests that combined data from children with different amounts of exposure to the second language did not provide an accurate picture of acquisition order. Ellis (1991) suggests that

> In particular, equating accuracy and acquisition order has been challenged. It has been shown that the acquisition of specific features is characterized by a U-shaped pattern of development, such that learners initially perform a feature with a high level of accuracy, which falls away until a fairly late state when it emerges once again correctly in their speech. It has also been shown that the acquisition of a specific form does not necessarily mean that the learners have acquired ability to use the form in a target-like way. (p. 196)

A learner may correctly use a morpheme in one instance but incorrectly apply it in another context. However, the morpheme studies provide sufficient evidence to suggest both that there is a general pattern of development and, for some structures at least, an order of acquisition.

Despite the criticisms of the morpheme studies, they were significant in enhancing the IL hypothesis. "Demonstrating the existence of an L2 sequence of acquisition proved there was a point to developing SLA research separately from the study of the L1 and the L2, and from L1 acquisition; in short L2 learners had interlanguages of their own that were valid objects of study." (Cook 1993 p. 27) Grammatical competence as demonstrated by the acquisition of inflectional morphemes is one small part of communicative competence.

Strategic Competence

In Bachman's model, another element of communicative competence is strategic competence. Strategic competence involves the strategies used for effective communication. These include two activities: Communication strategies and learning strategies.

Communication Strategies

Selinker saw that there was a definite *systematicity* to interlanguage evidenced by recognizable strategies. "By 'strategy' was meant a cognitive activity at the conscious or unconscious level that involved the processing of second-language data in the attempt to express meaning" (McLaughlin, 1987, p. 62). *Strategic* competence includes how the learner presents the language orally (communication strategies) and how the learner thinks about learning the language (learning strategies) Communication strategies include interlingual and intralingual transfer. "Communicative strategies are used by the learner to deal with gaps in his or her knowledge as they occur in conversation. An aspect of performance, they are designed to avoid communication breakdowns" (Archibald and Libben, 1995, p. 107) or to get out of a language difficulty (Cook, 1991).

In 1974, Tarone questioned whether L2 learners' competence should be measured by what they could comprehend, or by what they could produce. Traditional studies of first and second language learning concentrated on describing learner competence in linguistic terms. Tarone suggested that

> growing evidence points to the importance of non-linguistic processes and strategies in shaping the competence of the learner in the comprehension of the language. In second language acquisition, if universal perceptual strategies do exist for the decoding of meaning of the second language, it would appear to be very important to study those processes in their own right and discover what they are and how they influence the shape of the second language learner's inter-language. (p. 232)

Further research by Tarone (1981) led her to emphasize the social aspects of communication. She examined communication performance between L2 learners and native speakers. From analysis of speech data, it was apparent that when communication breaks down, both participants attempt to devise a strategy to get out of the difficulty. Tarone saw these strategies "as the speaker's attempt to communicate meaningful content in the face of some apparent deficiencies in the interlanguage system." (p. 286). Tarone believed it was necessary for SLA research to define these strategies. Using examples taken from her own research (1978), Tarone categorized five types of communication strategies:

1. *Paraphrase*. Three subtypes are included:

approximation - using a word that is close to the correct meaning, when the exact word, or necessary vocabulary is lacking (using *table* for *desk*)
word coinage - inventing a new word for vocabulary that is lacking (*bookholder* for bookshelf)
circumlocution - using a phrase to describe something when a particular, appropriate word is lacking (*the place where you put books* for *bookshelf*)

Approximation, word coinage and circumlocution strategies use knowledge of the L2 to solve a communicative difficulty (Cook, 1991).

2. *Borrowing*. L2 learners have an additional system, compared to L1 learners, to assist them in continuing communication. They can borrow from L1. Two subtypes are included:

translation - an L1 grammatical structure is used on an L2 structure, even though it is not correct for L2
language switch - a word is used from the first language, in place of a second language word. The assumption is that the listener will understand.

With translation and language switch strategies, the learner draws on the L1 to solve the communicative difficulty (Cook, 1991).

3. *Appeal to authority.* The learner appeals to language authority (usually the native speaker, or a dictionary) for help in filling a communication gap.

4. *Mime.* Physical actions are used to communicate what is lacking in verbal competence.

5. *Avoidance.* The learner avoids conversations on certain topics (whole topics or individual words) or that use certain grammatical items of which the learner does not have the necessary knowledge.

Haastrup and Phillipson (1983) designed a study to determine how learners cope when communication breakdowns occur in real communication situations. They believe that learners resort to achievement strategies that expand their communicative resources rather than resort to reducing the communicative goal. They used Canale and Swain's model of communicative competence (1979) to guide their research. They analyzed twenty minute video-taped conversations between eight Danish learners who had studied English for five years, and four British speakers of English who had recently arrived in Denmark. In order to repair misunderstanding, the Danish learners used L1 based strategies (borrowing, literal translation), IL strategies (generalization, paraphrase, word coinage, restructuring), cooperative strategies (appeals), and non-verbal strategies, (gestures, facial expressions). Haastrup and Phillipson discovered that in the conversations as a whole, there was a pattern of L1-based strategies that did not work

effectively to achieve understanding. Although all of the IL strategies were used to some degree by the subjects studied, the favored strategy was paraphrase. They concluded that IL strategies contributed to communication success. The authors concluded that L1 strategies nearly always led to partial or non-comprehension; whereas the the IL-based strategies often lead to full comprehension. (p. 155) They further concluded that it might be helpful for teachers to include strategy teaching in the classroom curriculum to make the learners aware of the kinds of strategies that might help them enhance their communicative competence.

Cook (1991) describes communication strategies as achievement strategies (trying to solve the communicative problem) or avoidance strategies (trying to avoid the problem). Achievement strategies can be cooperative (appealing for help from others), non-cooperative (not relying on others but using L1 for help) and can also reflect interlanguage strategies (using knowledge of L2 rather than L1, such as, word coinage; circumlocution).

Avoidance strategies include formal avoidance (learner avoids a particular linguistic form, whether in pronunciation, morphemes or syntax) or functional avoidance (avoids different types of functions such as how to apologize or ask for directions). Celce-Murcia et al. (1995), in attempting to look at models of communicative competence and their content specifications for purposes of language teaching, language analysis and

teacher training suggested components of strategic competence similar to those of Cook. However, they divided appeals for help into two categories: Direct appeal (where the learner directly asks for help: *What do you call...*) and indirect appeal (where the learner uses phrases such as *I don't know*). Celce-Murcia et al. also described stalling or *time-gaining* strategies which use fillers, hesitation devices and gambits (where the learner says *well, actually....where was I*).

Any or all of these communication strategies can come into play when the learner is attempting to perform in a second language. These strategies are short term measures used by the learner to keep conversation flowing. Recordings of learners' speech provide concrete data about the communicative strategies used by learners in the performance of language.

Learning strategies, on the other hand, are more difficult to investigate. Learning, according to Krashen, is a cognitive activity at the conscious or unconscious level that involves processing L2 data in an attempt to express meaning. (Archibald and Libben, 1995). "Learning strategies ...are designed to fill those knowledge gaps permanently, to change the competence of the learner" (Archibald and Libben, 1995, p. 107).

Learning Strategies and the Good Language Learner

During the 1970's, researchers observed that some learners were more successful in acquiring a L2 than others. This sparked interest in the significance of individual

variation in language learning. Rubin (1975) and Stern (1975) set out to describe a "good language learner" in terms of personal characteristics, styles and strategies. In 1971, Rubin began research which focused on the strategies that self-defined successful learners use. Rubin's results (1975) suggested several variables attributed to good language learning. These included learner psychological characteristics (risk-taking, tolerance for ambiguity and vagueness, willingness to appear foolish), learner communication strategies (use of circumlocution and gestures), learner social strategies (seeking out opportunities to use language) and learner cognitive strategies (guessing/inferencing; practicing; attending to form by analyzing, categorizing and synthesizing; and monitoring). Stern (1975), questioned why some students were more successful language learners than others. He believed that by understanding what good language learners do it should be possible to assist poor language learners to improve their approach to the language learning tasks. Stern sought to understand good language learner strategies, thoughts and feelings during the learning process and their successess and difficulties. Stern, using his experience as a language teacher and learner, by reading the relevant literature of the time, and by using Rubin's work, derived a list of ten characteristics to describe the good language learner:

1. A personal learning style or positive learning strategies;
2. An active approach to the learning task;
3. A tolerant and outgoing approach to the target language and empathy with its speakers;

4. Technical know-how about how to tackle a language;
5. Strategies of experimentation and planning with the object of developing the new language into an ordered system and of revising this system progressively;
6. Constantly searching for meaning;
7. Willingness to practise;
8. Willingness to use the language in real communication;
9. Self-monitoring and critical sensitivity to language use; and
10. Developing the target language more and more as a separate reference system and learning to think in it. (p. 316)

Rubin (1987) cites futher research by Wesche (1975) and Wong Fillmore (1976). Wesche studied the learning behaviours of successful adult language students in the Canadian Civil Service and found that these students used many of the same strategies listed by Rubin and Stern. She also noted that successful students used a greater variety and quantity of learning behaviors and that many of the learning behaviors occurred together. Wong Fillmore, in a study of five Chicano students who were learning English, identified social strategies used by successful learners. Rubin described these social strategies as: "Join a group and act as if you understand what is going on, even if you don't, and count on your friends for help. Although these strategies provide exposure to the target language, they contribute only indirectly to the learning since they don't lead directly to the obtaining, storing, retrieving and using of language" (p. 27).

Naiman, Frohlich, Stern and Todesco (1995), based their investigation on Stern's (1975) list of those learner qualities necessary to acquire second language competence. They carried out two studies. In their first study, thirty-four adult learners were interviewed and asked to self-rate their L2 language competence based on a chart they

were given that described various proficiency levels. A second interview asked the learners to imagine a hypothetical language learning situation where they could combine their past language learning experience with their present self-knowledge, and they were asked specific questions about such factors as attitude, language learning settings, influence of the L1 and affective variables. From their analysis of the taped interviews, Naiman et al. compiled a list of strategies and techniques that language learners used. They concluded that "good language learners take advantage of potentially useful learning situations and if necessary create them. They develop learning techniques and strategies appropriate to their individual needs. They demonstrate that, contrary to popular belief, language success is not attributable to an 'innate gift', as to a conscious effort and constant involvement" (p. 59). Following this study, they conducted classroom research which included an achievement test, cognitive styles and personality tests, classroom observation of individual students, and interviews with teachers about their observations of the learning behaviours of those students being studied. From these studies Naiman et al. were able to describe the general characteristics of good language learners:

> (1) The learner be active in his approach to learning and practice
> (2) The learner must come to grips with the language as a system.
> (3) The learner must use the language in real communication
> (4) The learner must monitor his interlanguage
> (5) The learner must come to terms with the affective demands of language learning. (p. 225)

This research on successful language learners led to more definitive research in the 1980's. Rubin (1987) acknowledged that it is difficult to separate cognitive and metacognitive strategies. She cites Wenden's (1982, 1986) work on self-directed learning. Wenden interviewed adult language learners in a variety of social settings. She noted the importance of "what learners know about their L2 learning (metacognitive knowledge) and how they plan it (a regulatory process)" (p. 22). Wenden examined how learners regulate their learning by planning, monitoring and evaluating their learning activities. In particular, Wenden focused on what learners know about various aspects of their language learning and how this influences their choice of strategies. Understanding learner strategies and accommodating and encouraging them in the classroom was, for Wenden, a crucial way to promote learner autonomy in the classroom.

O'Malley, Chamot, Stewner-Manzanares, Kupper and Russo (1985a, 1985b) investigated the range of learning strategies used by high school ESL students, and attempted to classify the identified strategies into existing learning strategy frameworks. The subjects in their study were 70 high school age students and 22 teachers. The teachers and students were in three high schools in an eastern city in the United States. The students were either beginning or intermediate level ESL learners. Data was collected for one month near the end of the school year using three collection instruments: a student interview, teacher interview and observation. All interviews were taped and rated

afterwards by the person conducting the interviews. O'Malley et al. identified 26 strategies which they classified into three main categories: Metacognitive, cognitive and social/affective. Metacognitive strategies involve planning, monitoring or evaluating learning. "Metacognitive strategies are used to oversee, regulate or self-direct language learning" (Rubin, 1987, p. 25). Cognitive strategies operate directly on incoming information to organize or restructure it, by classifying words according to attributes. Social/affective strategies involve the ways in which someone interacts in a social environment (co-operation self-talk, questioning, etc.). (Archibald and Libben, 1995) Table 2 presents a list of metacognitive and cognitive strategies and their descriptors according to O'Malley et al. (1985). O'Malley et al. (1985) conclude: "Students without metacognitive approaches are essentially learners without direction or opportunity to review their progress, accomplishments and future learning directions" (p. 561).

Affective Factors in SLA

Much of this research into learner strategies has been based on what good language learners report they do, or have been observed doing, in order to acquire a second language. Naiman et al. suggest that good language learners have the ability to accept and cope with the affective demands of L2.

Each learner is unique in character and emotional makeup and these individual differences and emotional aspects of human nature logically influence how an individual

Table 2: Learning Strategy Definition

LEARNING STRATEGY	DESCRIPTION
A. METACOGNITIVE STRATEGIES	
(1) Advance organizers	Making a preview of the organizing concept or principle in a learning activity.
(2) Directed attention	Deciding in advance what to attend to in a learning task.
(3) Selective attention	Deciding in advance to attend to specific aspects of the language input or situational details in a task.
(4) Self-management	Understanding and arranging for the conditions that help one learn.
(5) Advance preparation	Planning for and rehearsing linguistic components necessary for a language task.
(6) Self-monitoring	Correcting one's speech for accuracy or for appropriateness to context.
(7) Delayed production	Consciously deciding to postpone speaking in favour of initial listening.
(8) Self-evaluation	Checking learning outcomes against internal standards.
(9) Self-reinforcement	Arranging rewards for successfully completing a language learning activity.
B. COGNITIVE STRATEGIES	
(1) Repetition	Imitating a language model, including overt practice and silent rehearsal.
(2) Resourcing	Using target language reference materials.
(3) Directed physical response	Relating new information to physical actions as with directives.
(4) Translation	Using the first language to understand and produce the second language.
(5) Grouping	Reordering or reclassifying material to be learned.
(6) Note-taking	Writing down main ideas, important points, outlines, or summaries of information.
(7) Deduction	Conscious application of rules.
(8) Recombination	Constructing language by combining known elements in a new way.
(9) Imagery	Relating new information to visual concepts in memory.
(10) Auditory representation	Retention of the sound or similar sound for a word, phrase, etc.
(11) Keyword	Remembering a new word in the second language by mnemonic or associational techniques, e.g. keywords.
(12) Contextualisation	Placing a word or phrase in a meaningful language sequence.
(13) Elaboration	Relating new information to existing concepts.
(14) Transfer	Using previously acquired knowledge to facilitate new learning.
(15) Inferencing	Using available information to guess meanings of new items, predict outcomes, etc.
(16) Question for clarification	Asking a teacher, etc. for repetition, paraphrasing, explanation, and/or examples.

approaches learning a L2 and how the success or failure at that task would affect the individual learner. The affective factors involved in SLA have been of particular interest because they have provided insight into why some learners achieve greater proficiency than others. One of the difficulties in SLA research has been to categorize and define what is meant by affective factors. Bailey (1983) states that "...research into affective variables in language learning poses numerous challenging problems at all levels - definition, description, measurement, and interpretation" (p. 70). A review of the literature concerning affective factors in SLA has proven to be a complex and difficult task because the literature uses different terms to refer to affective factors in SLA. These terms include the Affective Filter Hypothesis (Krashen, 1985), psychological characteristics (Rubin, 1975), social-psychological factors (Snow and Shapira , 1985), personality factors (Brown, 1987), affective influences (Skehan, 1989), receptivity (Allwright and Bailey, 1991) and individual differences (Archibald and Libben, 1995).

> In recent years there has been an increasing awareness of the necessity in second language research and teaching to examine human personality in order to find solutions to perplexing problems ...The affective domain is impossible to describe within definable limits. An overwhelming set of variables is implied in considering the emotional side of human behavior in order to find solutions to perplexing problems. (Brown, 1987, p. 99)

However, even though the affective domain is impossible to describe within definable limits, SLA research has attempted to categorize what variables might be included as affective factors that influence the acquisition of an L2. These variables

such categories as motivation and attitude, perceived support from the target language group (TLG), self-esteem, risk taking, anxiety, empathy, and tolerance of ambiguity (See Figure 1). Scovel (1978), as cited by Bailey (1983), defines affective factors as "those that deal with emotional reactions and motivations of the learner..." (p. 68).

Attitudes and Motivation

The act of learning a second language needs some kind of motivation. "Motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to a particular action" (Brown 1987, p. 114). Gardner and Lambert (1959) were the first to look at the relationship between attitudes and motivation and language proficiency. They studied foreign language learners in Canada (English speaking high school students learning French), and learners of English in several areas in the United States and in the Philippines, over a period of twelve years, in an attempt to determine how attitudinal and motivational factors affect language acquisition. Gardner and Lambert suggested than a L2 learner should have the desire to identify with and have an interest in the target language group. Gardner and Lambert (1972) introduced two terms: *Integrative* motivation and *instrumental* motivation. "The notion of integrative motive implies that success in mastering a second language depends on a particular orientation on the part of the learner, reflecting a willingness or a desire to be like representative members of the 'other' language community, and to become associated, at least vicariously

with that other community" (p. 14). Gardner and Lambert define instrumental motivation as "characterized by a desire to gain social recognition or economic advantages through knowledge of a foreign language. The perspective in this instance is more-self-oriented in the sense that a person prepares to learn a new code in order to derive benefits of a non-interpersonal sort" (p. 14). Gardner and Lambert (1972) continued their attitudinal research in the United States in Louisiana, Maine and Connecticut. Snow and Shapira (1985) summarize their findings:

> Based on their studies in the Canadian, American and Filipino settings, Gardner and Lambert conclude that where there is an urgency to learn the second language, for instance, in the Philippines, or with linguistic minority groups, instrumental motivation is more effective. On the other hand, where the language learning process is a form of enrichment as in the case of most foreign language programs, integrative motivation produces better results. (p. 7)

Lukmani (1972), cited in Snow and Shapira (1985), attempted to replicate Gardner and Lambert's research. She tested Marathi-speaking high school students in India who were learning English. She found that instrumentally motivated students scored higher on the test of language proficiency than did integratively motivated students. These early studies attempted to separate the roles of attitudes and motivations in second language development.

> The diversity shown from setting to setting suggests that the type of motivation most effective for second language achievement depends on the particular situation in which the language is learned. For certain communities integrative motivation serves the students best, in other communities it is instrumental motivation that is most productive, and still in other settings both integrative and instrumental

motivation team to yield the best results. (Snow and Shapira, 1985, p. 8)

One very influential hypothesis of the 1980's that provided insight into the process of SLA was the Affective-Filter Hypothesis (Krashen, 1985). The notion of the possible existence of a "socio-affective filter" was first introduced by Dulay and Burt (1978) to account for the relationship between affective variables in second language acquisition. Dulay, Burt and Krashen (1982) suggest that a language learner's motives, attitudes, needs and emotional states filter how much language the learner will take in. This filtering will affect the learner's rate and quality of language learning. This hypothesis suggests that:

> The filter is that part of the internal processing system that subconsciously screens incoming language based on what psychologists call "affect": The learner's motives, needs, attitudes, and emotional states. The filter appears to be the first main hurdle that incoming language data must encounter before it is processed further. It determines (1) which target language models the learner will select: (2) which parts of the language will be attended to first; (3) when language acquisition efforts should cease; and (4) how fast a learner can acquire the language. (Dulay, H., Burt, M. and Krashen, S., 1982, p. 46)

This hypothesis was intuitively appealing to language teachers, and influenced second language classroom teaching. Pedagogical approaches to language teaching up to this time emphasized grammar learning and drills. Krashen (1985) argued that this type of instruction did not motivate students to the learn a second language, nor was it conducive to a relaxed classroom atmosphere. Classroom instruction began to emphasize a more natural approach to language learning with emphasis on comprehension and meaningful communication. There is criticism of this hypothesis, however. Archibald and Libben

(1995) summarize it as follows: It is impossible to test the claim that there is subconscious processing mechanism operating within the student and the only evidence for monitoring is the user's own account of trying to apply explicit rules. Archibald and Libben question whether language users can distinguish applying rules from operating by feel (p. 128-129). Despite this criticism, Krashen's influence has changed the way language teaching is viewed. He moved the focus of language teaching from concern for structure and error correction to one which emphasizes the communicative purpose of language and the importance of the making the classroom acquisition rich where students are relaxed and motivated to learn.

The learner, in situations that may be stressful or critical to her self-esteem, may stop the flow of language intake and output. Communication breaks down in production, and cognitive strategies are reduced. One factor that can alleviate some of the learner's anxiety is the kind of support the learner receives from the target language group.

Support from the Target Language Group

Early studies on immersion students have concluded that early bilingual experience reduces the social distance between immersion students and the target language group. Later research with adolescent English-speaking Canadian students asking why they were learning French as a second language and why French Canadians wanted them to learn French, further suggested a "motivational support hypothesis." Snow and Shapira, (1985)

summarize research by Genesee, Rogers, and Holobow (1983) and proposed

> Positive attitudes and motivation toward second language learning may be necessary for learning to occur, but they may not be adequate for sustaining the entire learning process...It might be instructive to consider the extent to which learners believe or expect that their motives for learning the second language are supported by the target language group. For instance, learners who perceive the target group as supportive of their language learning effort would be encouraged and, as a result, would proceed with the steps necessary to learn the language. Consequently, these learners would demonstrate higher levels of proficiency. (p. 9)

Even if the learner's motivation is sufficient to sustain the second language, a great deal also depends on the attitude or support of the target language group. This hypothesis suggests that greater support from the TLG as perceived by the learner, will enhance language proficiency compared to little support perceived by the learner. If the learner is developing language skills within a supportive language environment and if the learner perceives that she is becoming more proficient, the learner gains a sense of self-esteem which in turn can impact on her motivation to continue learning the L2.

Self-esteem

Language and manner of speaking are an essential and distinctive part of one's being; they are a reflection of an individual's sense of identity. Self-esteem is very much related to second language development. "It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity" (Brown, 1987, p. 101) An individual learning a second language can only

evaluate her language success through interaction with other speakers of the language. Successful communication is integral to the learner's self-confidence or self-esteem. Brown cites Coopersmith's (1967) well-accepted definition of *self-esteem* :

> By self-esteem, we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior. (pp. 101-102)

Brown suggests that self-esteem is gained by an individual accumulating experience with others, as well as through assessing the world around her and her place in it. Brown describes three levels of self-esteem. The first, general or *global* self-esteem is the individual's overall self-assessment and is relatively stable in an adult. *Situational* or *specific* self-esteem refers to an individual's appraisal of self in certain life situations. These could be work, school, social or home situations. The degree of specific self-esteem one has may vary from situation to situation depending on how one appraises one's interaction in these situations. The third level of self-esteem is referred to as *task* self-esteem which has to do with particular tasks in a specific situation. Adelaide Heyde (1979) cited in Brown (1987) studied college students learning French as a foreign language to determine the effects of the three levels of self-esteem on performance of oral tasks. She found positive correlation with all three levels of self-esteem on the oral

production measure with the highest correlation between task self-esteem and oral production measures.

Gardner and Lambert (1972) and Brodkey and Shore (1976) included measures of self-esteem in their studies of success in language learning. Brown (1987), in summarizing their research suggests,

> No conclusive statistical evidence emerged from these studies, the results of both revealed that self-esteem appears to be an important variable in second language acquisition...What we do not know at this time is the answer to the ....question: does high self-esteem cause language success or does language success cause high self-esteem? Clearly, both are interacting factors. (p. 102)

Risk-taking

In order to communicate, a human being must be willing to take risks. Everyday situations contain some kind of risk because there is always uncertainty that we will be fully understood or that our ideas will be accepted. Being willing to face misunderstanding or rejection is a risk-taking attitude. Risk taking involves choice. "Risk-taking may be defined as a situation where an individual has to make a decision involving choice between alternatives of different desirability; the outcome of the choice is uncertain; there is a possibility of failure" (Beebe, 1983, p. 39). Risk-taking, according to Beebe (1983), is important in both classroom and natural settings.

> In the classroom, these ramifications might include a bad grade in the course, a fail on the exam, a reproach from the teacher, a smirk from a classmate, punishment or embarrassment imposed by oneself. Outside the classroom, individuals learning a second language face other negative consequences if they make mistakes. They

> fear looking ridiculous; they fear the frustration coming from a listener's blank look, showing that they have failed to communicate; they fear the danger of not being able to take care of themselves; they fear the alienation of not being able to communicate and thereby get close to other human beings. Perhaps worst of all, they fear of loss of identity. (Beebe, 1983, p. 40)

Beebe suggests that a good language learner is one who is willing to take risks but who considers the degrees of risk-taking. Beebe believed that the best language learner was a moderate risk taker, one who was willing to take risks in language situations, but not wild risks. Archibald and Libben relate risk taking to self-esteem and suggest that "a person with high global self-esteem is not going to worry as much about making a mistake as a person with relatively low self-esteem" (p. 314).

Situational self-esteem will determine whether a learner is willing to risk making a mistake. It is easier to risk a mistake in the classroom if that setting is one that encourages language practice and mistake-making as part of the acquisition process, as opposed to a work situation where the L2 learner must communicate accurately in order to perform the job competently. Self-esteem is a significant factor in SLA. Having confidence in one's ability to communicate successfully in the world is key. Successful communication is further dependent on learners' ability to tolerate the inconsistencies of the new language they are attempting to acquire.

Tolerance for Ambiguity

A further affective factor in SLA is the ability of the learner to develop a tolerance for ambiguity that occurs in languages. Archibald and Libben (1995) describe a learner

who is tolerant of ambiguity as someone "who is receptive to information that is not consistent with his or her current cognitive system" (p. 326). When learning a L2, the learner encounters a great deal of contradictory information. For example, a learner is taught that past tense verbs are formed by adding /-ed/. Then, the student encounters irregular forms of verbs such as *went, taught,* or *ate.* Or, in the classroom, the student practices careful, clear pronunciation for phrases such as *have to* or *got to* and then encounters a native speaker who says *hafta* and *gotta* and cannot understand what the speaker is saying. Ambiguity can be very frustrating for L2 learners. Chapelle and Roberts (1986) suggest that for some students, ambiguity can be psychologically uncomfortable or even threatening. Learners with little tolerance of ambiguity may try to categorize information rather than order it along a continuum, they may jump to premature conclusions, or they may avoid ambiguous situations.

Limited research has been conducted in ascertaining the affect of tolerance of ambiguity on L2 proficiency. Naiman et al. (1995), in their comprehensive study of good language learners, found a positive correlation between tolerance of ambiguity and L2 development. Chapelle and Roberts (1986) studied sixty-one adult international students (13 Japanese speakers, 28 Spanish speakers and 20 Arabic speakers) at the University of Illinois during the fall of 1982. In order to measure tolerance of ambiguity, the students were given the Mat-50 test, a sixty-two item Likert-type scaled form, where they were

asked to respond to statements concerning work, philosophy, art and other topics. The students were tested for English proficiency three times during the semester. In the seventh week of the semester, the students were given the question form for tolerance of ambiguity which had been translated into their L1. Correlation between the learners' tolerance of ambiguity showed that by the end of the semester, the scores were significantly positive. Those students who had higher tolerance of ambiguity also attained higher levels of proficiency. Chappelle and Roberts (1986) concluded that tolerance of ambiguity is a strong factor in describing good language learners. Students who are tolerant of ambiguity may be able to gain more from their L2 learning experience than less tolerant students.

For a researcher, how to get information about learning strategies and affective influences on L2 learning is a difficult task. Naiman et al. (1995) concluded that very few learning strategies were overtly displayed in the classroom. As well, students may be hesitant to reveal the emotions they might be experiencing both inside and outside the classroom.

Verbal reports of students have helped researchers to see learners' conscious thought processes. Verbal reports are limited because the learner can only report about those strategies she is conscious of while trying to learn the L2. The learner may be using cognitive strategies of which she is not aware. Wenden and Rubin (1987) cite Hayes and

Flowers (1983) who believe that verbal reports are valuable. They

> Point out that whereas verbal report protocols are incomplete because many psychological processes are completely unconscious, the collecting of verbal report data is still beneficial in that it provides direct evidence about processes that are otherwise invisible, yields rich data and thus promotes exploration of cognitive processes. The potential value of verbal report data to the study of language learning is similarly great. It may well provide further important insights for enhancing learners' attention to language input, facilitating their efforts to speak fluently, assisting them in reading more efficiently and guiding them in successful vocabulary learning. (p. 38)

Self-reports are a beneficial means to discover what learners think about their learning as well as provide a means for the learner to express emotions they may hide in classroom settings. One type of self-report method used to study learner perceptions about SLA is the diary study.

Diary Studies

How a learner thinks about her learning is not an observable phenomenon. Thinking is an internal cognitive process. Early L2 research attempted to reveal this internal process through verbal or written protocols. A variation of this reporting method is the use of diary journals as sources of data for investigating cognitive and affective factors influencing language acquisition. Bailey and Oschner (1983), cited in Warden, Lapkin, Swain and Hart (1995), define a diary study in L2 learning, acquisition or teaching as:

> An account of a second language experience as recorded in a first-person journal. The diarist may be a language teacher or a language learner - but the central characteristic of the diary studies is that they are introspective: The diarist studies

his own teaching or learning. (p. 538.)

Early research using first-person journal accounts was carried out by language educators who wanted to study their own language learning (for example, Bailey , 1980, 1983; Rivers 1983; Schumann 1980). Bailey (1990) states that these journals covered topics that interested the individual authors as they "sought to investigate issues not normally accessible through outside observation" (p. 216). She cited Schmidt and Frota (1986), for example, who documented Scmidt's cognitive process while he struggled to understand the differences between his utterances and those of Portuguese native speakers. This cognitive activity would be invisible to another researcher observing Schimdt's language learning.

Francine and John Schumann (1977) were early experimenters in the use of diaries as a tool for research into affective factors influencing their own language learning. While studying Arabic and Farsi in Tunisia and Iran, Schumann and Schumann kept personal diaries of their language learning experiences. Francine Schumann (1980) used journals to document her own learning process and as a result, identified six *personal* variables that affect the acquisition of a second language. For her, these variables were: nesting patterns (the way in which learners settle into their dwellings in the target language country), transition anxiety (the emotional discomfort of traveling from one country to another), reactions to language teaching methods (a strong negative reaction can make the learner give up learning the language), learning materials (the materials must be of interest and

attractive to the learner), the learner's own agenda for learning the language (the teacher's agenda and the student's agenda may conflict), the tendency to 'eavesdrop', (listen to the TL first before speaking), the learner's sense of competition or co-operativeness, and the role of the expatriate community in hindering the language learning process.

Rivers (1983) spent over five weeks in Spanish-speaking areas of South America as a beginning Spanish learner (Rivers had already learned five other languages). She kept a day to day diary of her language learning and language using experiences as case study material on non-native language learning processes, strategies, and affective reactions. The experience made Rivers more sensitive to the problems a person encounters when learning another language. She expressed feelings of anger when the guide stopped explaining in English, frustration at not being able to understand T.V., confidence when she was understood, and stupidity when she always had to ask questions in English for clarification on a tour. However, Rivers was able to escape the language learning experience by talking to other friends on the tour in a common language (French). Rivers did not analyze her data. She presented it to the reader, hoping the reader would "become more sensitive to the problems a person encounters in learning another language" (p. 169).

Necessity and length of stay in a L2 speaking country impacts on motivation to learn the language. Early diary studies occurred in two types of setting. Either the diarist was learning a second language in a first language setting, such as studying Spanish at a

local university, or was learning the language as a temporary visitor to a country that spoke the TL. These early diarists were learning the TL out of interest rather than necessity. In both settings, the learners knew that use of their L1s was available, outside the classroom, or in the near future. Their reliance on the L2 for communicative purposes and conveying vital needs and wants, was temporary. Further, these early diarists were SLA experts researching their own language learning, not the learning experience of other students.

Bailey (1991) described diary studies as first-person, introspective accounts which can be divided into two categories. One category of diary writing is where the diarist and the analyst are the same person; the other is where someone else analyzes the data. The early journal studies fall into the former category - the diarist and the analyst are the same person. Another group of diary studies falls within the second category - data analyzed by someone else. Bailey (1991) suggests that "these second-person analyses of first-person language learning journals have yielded interesting insights that were not always obvious to the original diarists" (p. 216).

Warden, Lapkin, Swain and Hart (1995) examined diaries that were kept by 18 anglophone high-school students of French while on a three-month language exchange program in Quebec. Part of their research dealt with insights into the language learning process provided by the student diarists and the affective factors involved in language

learning. "The diaries provided insights into various aspects of the language learning process (e.g., strategies, affective factors, motivation)"(p. 538). Brown (1985) concluded that "journal keeping itself makes a difference in the language learning situation" (p. 131), and Bailey (1983) suggests why this is the case. Bailey uses Scovel's (1978) research and states: "Because affective variables are usually not directly observable, data are often based on "inferences made by an observer concerning how the person really feels or thinks or would behave under certain circumstances" (p. 70). A journal written by the language learner provides an opportunity for these thoughts and feelings to become manifest, without interference on the part of the researcher, and provides real data for description and interpretation by the researcher. Bailey further concludes that diaries are valuable in four ways. Diaries acknowledge the presence and psychological reality in the journal entries. The researcher "can use the rich details of these entries to describe and define the variable under consideration" (p. 98). Diary studies provide developmental data "because the journals are systematic chronological records of personal responses to language learning situations, attitudinal changes can be traced through the sequential entries" (p. 98). Diary studies "provide an in-depth portrait of the individual diarist, his or her unique history and idiosyncrasies; the diary studies can give teachers and researchers insights on the incredible diversity of students to be found even within a homogeneous language classroom" (p. 98). And, diary studies "allow us to see the classroom experience as a

dynamic and complex process through the eyes of the language learner" (p. 98).

Thus, a diary study can provide insight into those non-observable areas that affect the language proficiency of the learner; that is, the metacognitive strategies and the social and psychological forces that are always in play as the learner experiences the new language and culture.

Summary

Learning a second language is a complex task that is far from being completely understood. We do know that the learner's success in acquiring a L2 and her proficiency in it is influenced by a complex set of interrelated factors. The learner must acquire sufficient grammatical and textual competence to successfully communicate in the L2. To be communicatively competent, a learner must acquire an integrated set of rules. This competence may be affected by the learner's motivation to use the language, by fatigue or emotions, as well as by particular strategies the learner chooses to use in order to communicate. Language development implies that some competence has been gained in the areas of linguistic, sociolinguistic, discourse and strategic competence. This development in language proficiency appears to be a systematic system similar to the process of L1 development. However, L2 development also includes an 'interlanguage' state which is a structurally separate language system from both the learner's L1 and L2. This interlanguage system is rapidly changing as the learner moves developmentally

towards the L2, is incomplete, unstable and easily open to error. Errors are the most obvious indicator of proficiency. Early research in L2 acquisition believed that understanding the differences and similarities between the L1 and L2, through analyzing learner errors, would give insight into difficulties that might occur for the L2 learner. Contrastive analysis and Error analysis were two approaches to understanding the underlying causes of learner error. These two approaches however, could not fully explain the learner's language development. A third approach, Interlanguage analysis, looked at development that occurred despite the influence of L1 and L2.

In depth studies have been carried out in an attempt to understand the significance of errors in language development. A major area of interest is research into errors that occur at the grammatical level since grammar is central to acquiring a language system. Grammatical morphemes play a large part in the structure of a language. Morpheme studies, used to investigate grammatical competence, revealed that rules of the language are acquired in a predictable order, that the first language did not seem to influence the order, and that the order was acquired independently of rules taught in a language classroom.

As the learner acquires grammatical rules, she must also employ strategies that will enhance communication. Strategic competence involves the use of communication and learning strategies. Communication strategies are used by the learner to deal with gaps in

her knowledge as they occur in conversation. They are designed to avoid temporary communication breakdowns.

Learning strategies are designed to fill the knowledge gap permanently. Learning strategies are more difficult to investigate since learning is a cognitive activity and is not easily visible to an observer. Studies were designed that would elicit learners thoughts about their language learning. Of particular interest for study were good language learners. Much of the research into learning strategies was based on what good language learners report they do, or have been observed doing, in order to acquire a L2. Research determined that good language learners use metacognitive and cognitive strategies in their approach to learning the L2 and that they had the ability to cope effectively with the affective demands that learning a L2 incurs.

It has been difficult to definitively categorize what is meant by an affective factor in SLA. However, certain variables have been found to impact significantly on L2 performance. These include attitudes and motivation, support from the target language group, the ability to take risks and tolerate language ambiguity.

Few learning strategies are overtly displayed in the classroom. Researchers have used verbal or written self-reports by learners to discover what learners think about when learning a L2. The diary is one type of self-report which provides the learner with an opportunity to convey thoughts and feelings about the language learning situation which

may not be displayed openly in the classroom. A diary provides the researcher with a rich source of data about language situations and learner attitudes. Diary studies provide insight into those non-observable areas of language learning that affect the learner's language proficiency.

CHAPTER 3

METHODOLOGY

Background

I have taught ESL for approximately ten years, and during that time, I have wanted to know more about how my students learned English both inside and outside the classroom. I have also been keenly interested in, but unable to know, what their thoughts were as they struggled to learn English. In conceptualizing what I wanted to study about SLA, I determined that I wanted to study a beginning learner of English because I wanted to study language acquisition at an early stage of development. One way of doing this was to record a learner's language. I also wanted a first hand account of a language learning experience from a learner's point of view. I wanted this learner to keep a written record of her early experiences learning the language so I could get insight into what the learner was experiencing and thinking about as she was exposed to various language learning and language use situations. I wanted the learner to keep the diary in her first language so that lack of language would not be a barrier to expressing ideas. Therefore, I needed an translator for the diary. A combination of elements that allowed me to meet the requirements for the study arrived at the LINC (Language Instruction for Newcomers to Canada) program in February, 1997 in the persons of Michaela and her sister Anastasia.

Anastasia, a previous student who had graduated from our program, was registering her sister, Michaela, for language classes. I knew nothing about Michaela, just that she spoke very beginning English. I did know that Anastasia could translate the diaries for me at a fairly competent English level because she was a graduate of our English classes. At the time of registration, I explained to Anastasia that I wanted to study the language development of a beginning learner of English, and I wanted this same learner to keep a written diary of her language learning experiences. To do this, I needed a student and translator. I asked Anastasia to explain my request to Michaela. After some discussion, they agreed to participate in my study.

Because I believe that every individual is unique and deserving of respect, I was very conscious of the fact that I was intruding on the time of this family of sisters. When I asked Michaela to be my informant and her sister to be a translator, I knew that I was using my authority and status as "teacher" to gain access to their lives and knowledge. I further knew that most students feel grateful and indebted to former ESL teachers. Therefore, ethically, it was important to gain their written permission to conduct my study and give them the option of discontinuing the study at any time if they so chose. Both sisters were given letters explaining their roles and tasks, and they were given assurance that if they wished to stop the study at any time, they were free to do so without any

consequences. This was an important clarification because at some point in Michaela's language learning, it was likely that she would become my student. One safeguard of this study is that language progress in LINC classes is not "graded" in the conventional sense of the regular classroom system. Whether she "pleased" me or not in this study could not influence her language advancement within the LINC program. At the beginning of the study, Michaela was not my student; during the mid-part of the data collection she was. For the last two taping sessions she was no longer my student. The Ethics committee of the University of Regina was informed that she would be my student for part of the study and the Committee was assured that this situation would not be detrimental to Michaela. Michaela's diary entries confirm that changing teachers was to her benefit. Michaela and Anastasia were assured of anonymity, and Michaela chose the pseudonyms used in the study.

Michaela

Michaela is a single, 20-year old woman from the former Yugoslavia. She arrived in Canada at the end of January, 1997. She began English classes at the University of Regina's LINC program one month later, on February 10, 1997, at the LINC 1 level (Beginner). Michaela had limited previous English study. In preparation for coming to Canada, she attended a two-month language course in the former Yugoslavia. She was

sponsored to Canada by her sister and brother-in-law, and lived with them during the time of the study. She attended LINC 1 full time until the beginning of April, 1997 when she was moved to the LINC 2 level. She continued to attend the LINC 2 level in the mornings, but attended only two afternoons a week because she had obtained part-time work. Because Michaela was not a government sponsored immigrant, she had no financial support except that provided by her sister and brother-in-law. As a result, Michaela needed to work. In July, she began to work full-time and became a part-time student, attending school only two days a week. In September,1997, she began LINC 3 level for only two days a week because of her work schedule. Her final diary entry was dated September 16, 1997. On September 24, 1997, Michaela decided to leave the LINC program because she wanted to work full-time. On September 29, 1997, Michaela met with the researcher for one final taping session. Because she hadn't completed the LINC 3 level, she had the option to return to the LINC program in the future if she chose to do so.

Allwright and Bailey (1991) suggest that a diary study "requires an unusual amount of co-operation from learners" (p. 190). Michaela's willing co-operation and Anastasia's unconditional assistance were key in the collection of the diary data. Through interacting with Michaela during the tape sessions and from reading her diaries, it became apparent to me that I had, simply by chance, gained access to a bright, strong-feeling,

quick-minded, and thoughtful young woman. These attributes of Michaela and her ability to express herself thoughtfully and eloquently produced a rich data resource that will benefit SLA research.

Design of the study

In deciding what kind of research to pursue, I realized that I wanted to know what developmental process was occurring as Michaela acquired English. I wanted to know how she made sense of her language learning experiences and how these affected her acquisition. In addition, I wanted to describe her language development and the thoughts she had about learning English. These aspirations were characteristic of a qualitative research procedure.

The study is a case study, a research method particularly suited "to help practitioners enhance their understanding of, and solve problems related to, their own professional workplace... In particular one can learn a great deal about one's own students in general through a detailed study of one particular student, in the same way as insights into language classrooms in general can be derived from the intensive analysis of a single classroom" (Nunan, 1992, p. 89). Because a *developmental* process presupposes a time period, a longitudinal approach was the best design for my study. Larsen-Freeman and Long (1991) describe this approach as follows:

> A longitudinal approach (often called a case study in SLA field) typically involves observing the development of linguistic performance, usually the spontaneous speech of one subject, when the speech data are collected at periodic intervals over a span of time...The longitudinal approach could easily be characterized by at least three of the qualitative paradigm attributes: Naturalistic (use of spontaneous speech), process-oriented (it takes place over time) and ungeneralizable (very few subjects). (p. 11-12)

This research does not claim that the findings of this one instance in action is true to all L2 learners in general. However, an in-depth study of one real-life learner may provide insight about other similar learners.

I decided to collect speech data from Michaela at two week intervals over a six-month period. This two-week interval taping schedule is typical of SLA research. Language acquisition is a slow process and two-week intervals satisfactorily capture any language change or development. A six-month period for the study allowed time for development to occur. The diary writing method allowed me to collect data about Michaela's thoughts.

Following the design of Warden *et al* (1995), I asked Michaela to write diary entries every three days over the six-month period. The speech recordings and the diary entries gave me two sources of data for analysis.

I used discourse and content analysis to analyze the tape recordings and content analysis to analyze the diaries. Discourse analysis analyzes speech in predetermined linguistic terms. For this study, I had determined to analyze Michaela's speech for the use

or non-use of inflectional morphemes. I had also decided to do a content analysis of the discourse for any communication strategies she employed.

For the diary entries, I used an inductive method to analyze the content. I read and reread the entries to see what elements emerged based on Allwright and Bailey's (1991) guidance of taking into account the frequency of mention and strength of expression. (p. 193)

Data Collection Procedure

I purposely chose to tape a beginning language learner because there is very little recorded oral data of second language learners at the early stages of their language development. As well, I wanted to collect speech data that was unmonitored or natural speech. Ten tapescripts were my first source of data and each tapescript represented approximately twenty minutes of oral language. Due to the time taken to receive ethics approval, I didn't begin recording Michaela until two months after her language classes began. My data begins somewhere near the beginning stages of Michaela's L2 language acquisition. Following a typical format used in language research data collection, I taped Michaela every two weeks for about 20 minutes each time.

These tapings cover a period from April 28, 1997 to September 29, 1997. The LINC program took a three-week holiday break in August, which interrupted this two

week pattern. Michaela's last taping session before the holiday break was August 6, 1997. Even though school recommenced at the beginning of September, the final two recordings did not occur until September 16 and September 29, 1997. Michaela was working both a full-time and a part-time job and wasn't available for taping until September 26, 1997. The September 16, 1997 taping occurred on Michaela's second day back at school after a holiday break. During these last two tapings, Michaela was in LINC 3 only two days a week because of her work schedule.

The ten tapes provided discourse that included various discourse types: Interview questions and answers, personal opinions, conversations and narratives and expository texts on topics suggested by me. Michaela knew that at each session I would ask her to speak but she didn't know what the topics would be. Therefore, the discourse is "spontaneous" in that Michaela could not prepare or practice beforehand what she might speak about or what language structures she might use. In this sense, the oral tapes are unstructured and open-ended. My assumption is that her discourse was spontaneous and "natural" within the boundaries of the topic and the context of the study.

The first two tapes are an interview/question and answer discussion. I asked questions to keep the conversation flowing. Michaela described her language experience in the former Yugoslavia, her family relationships and daily activities in Canada. This

format was intentional because I wanted to establish a rapport with Michaela and a relaxed atmosphere for these sessions. I wanted her to feel confident about her ability to maintain a lengthy (about 15 minutes) "conversation" in English. The questions were short and Michaela's responses were short, one to five sentences long. By the third session, I wanted Michaela to do the majority of the talking. For Tapes 3, 4, and 5, I chose the topics, partly to provide a context that might elicit the English inflectional morphemes for my study, and partly to provide topics that were within Michaela's background knowledge. In Tape 3, I asked Michaela to tell me a fairy story from her childhood because I wanted an example of narrative speech. Michaela produced her version of the Red Riding Hood story. In Tape 4, I wanted a sample of her use of the future tense, so the discourse was about her future goals in Canada. In Tape 5, I wanted a past tense sample of discourse and I wanted a topic meaningful to Michaela. Luckily, her sister Anastasia had recently had a baby so I asked Michaela to give me a "play-by-play" account of the event. In Tape 6, I asked Michaela to tell me about a family vacation she remembered. Following this story, I asked her to tell me about the daily activities of her youngest sister who had recently arrived in Canada. I hoped to elicit the present tense 3rd person singular inflectional morpheme. By Tape 7, Michaela was no longer coming to school regularly because of her work schedule. I asked her to tell me what she had been

doing and Michaela described her work routine and her spare time activities. Tape 8 contains Michaela's thoughts on abortion. Michaela was a student in my LINC 2 class at this time and class discussion that day had touched on abortion. This is an emotionally difficult topic for many people and because of the complexity of the issue, the topic requires an adequate vocabulary with which to express opinions. I wanted to see what language Michaela could produce on the topic. This tape followed a question and answer format. My questions were short, Michaela's responses were long. Tape 8 occurred on August 6, 1997, and after a break of six weeks, Tape 9 occurred on September 16, 1997. By Tape 9, Michaela was at school only two days a week and Tape 9 occurred on her second day back at school, now at the LINC 3 level. I asked Michaela to talk about what she did over the holidays. The final Tape 10 was again a question and answer format. I asked Michaela questions that would give me some insight into her sense of acculturation and I based my questions on Stauble's (1980) research about learners' attitudes and knowledge about a target culture.

During the tapings, I was always aware that my interaction with Michaela influenced her language journey. I was not an objective observer. I felt compelled to respond to her questions or give advice about her future language learning and education plans. I was always conscious that my responses could strongly influence her because of

my position as teacher. I was the primary instrument for data gathering and analysis, and therefore both Michaela and I influenced the images that emerged. My description of Michaela's journey acknowledges that I was part of that language experience.

For all the taping sessions, Michaela and I met in a vacant classroom right after school, a time convenient for both of us. All of the tapes except the final one were transcribed on the weekend following the taping sessions. The final tape wasn't transcribed until I began to analyze the data.

My other source of data was Michaela's forty-one diary entries written between April 13, 1997 and September 16, 1997. They were written approximately every three days throughout the study, except August 23 to September 10, 1997, the period coinciding with LINC's holiday break. Following this break, Michaela wrote three more entries.

Michaela's first two diary entries give background to her English language learning experience prior to LINC classes. The succeeding entries recount her language experiences inside and out of the LINC classroom from April 30 to September 16, 1997. The diaries are confined by the boundaries I set out in the instructions to Michaela about diary writing (See Appendix A). While Michaela may have had other things to say about her world, I had to limit her diary writings to her language learning experiences. I am

indebted to Michaela for the conscientious effort with which she carried out the diary task. I was satisfied that she kept to the topic of study.

Michaela brought her translated diary entries to me every two weeks and I believe the translations were a true account of Michaela's ideas. They contained some grammatical and structural errors due the the translator's lack of native-like proficiency, but none of these errors detracted from the meaning or content of the diaries. I was fortunate that Michaela's translator was her sister. From statements Michaela made in the taped sessions about her sister, it was obvious Michaela had a high regard and admiration for her. I am satisfied that Anastasia was able to convey the essence of Michaela's written thoughts as accurately as possible through a translation. Although the translation arrangement did not include the negotiation of a payment, at the end of the data collection I gave Anastasia an honorarium in gratitude for the quality of her work and for the obvious amount of time she put into the translations.

The advantage of using these two collection procedures allowed me to obtain data that reflects the actual language and thoughts of one beginning ESL learner. Nunan (1992) confirms that "the understandings generated by case study are significant in their own right...Investigation of a single instance is a legitimate form of inquiry, and that the case study research not feel bound to report the instance as an exemplar of a class of

objects, entities or events...it is a study of 'instance in action'" (pp. 74-75). Michaela's oral tapes and diary entries are instances in action. Each tape and diary entry are a single moment in her language learning life. All lives are the accumulation of single moments and the meaning derived therefrom. Michaela's transcripts and diary entries provided rich descriptions of moments in her L2 learning.

The Tapes

Data analysis procedure

It is difficult to describe language that is complex and always in flux. This complex, fluctuating language state is characteristic of a L2 learner. As Selinker (1992) said, we must "be patient while we are struggling with a way to do things given data that are enormously complex" (p. 149). This patience means that it is necessary to confine the analysis of such rich data as Michaela produced to one or two aspects of language development. I selected English inflectional morphemes as a focus of study "because research in both first and second language acquisition has shown them to be sensitive indicators of language development" (Stauble, 1984, p. 328). To collate the complex amount of data, I analyzed Michaela's use of English inflectional morphemes at each taping by coding the occurrence of each morpheme. In this way, I reduced the complex language data to a pattern that illustrated which morphemes occurred correctly or

incorrectly, how often they occurred, which morphemes were missing, and whether the morpheme pattern 'fit' the natural order hypothesis.

Transcription

I transcribed the tape recordings following each session. Sometimes the quality of the tape made it difficult to tell whether Michaela used a morpheme ending correctly. For example, sometimes a past tense verb would be followed by a hesitation "uh", and it was difficult to tell whether the morpheme /-ed/ was present (Example: "He save(d) uh the money"). Sometimes a plural /-s/ morpheme would be followed by a word beginning with "s" so I couldn't be sure whether the morpheme /-s/ was present. When I wasn't sure, I didn't include these usages in my data. As well, sometimes I supplied a word for Michaela during the tapings. When I supplied a word with a morpheme and she repeated it, I did not include this in the data to be analyzed.

Analysis of Morphemes

From the coded tapescripts, I determined whether each morpheme was supplied correctly or incorrectly in obligatory contexts. For example, when Michaela used a morpheme in correct grammatical form and context, it was considered correct. When she supplied a morpheme in incorrect grammatical context or eliminated the use of a morpheme when it was necessary, these were considered errors. I charted each instance

when a morpheme was used for each tape under headings of correct or incorrect. I counted the number of morphemes used correctly and incorrectly for each tape and calculated the percentage of correct use and percentage of error. These calculations I graphed so I would have a summary of each morpheme use (correct and errors) for each of the ten tapes. The graphs provide a visual display of the Michaela's acquisition of inflectional morphemes over the six month period.

Analysis for Communication Strategies

Using the tapescripts, I circled any communication strategies that occurred throughout Michaela's discourse and noted next to the circle, the type of strategy she used according to Tarone's (1981) descriptions which I outlined in Chapter 2. I tabulated these examples using Tarone's descriptor categories and Hasstrup and Phillipson's (1983) format of noting each type of strategy and quotations from her speech as samples. I counted the number of times each strategy was used and collated them in Tables 3 and 4. This visual format provided a picture of her overall communication strategy use. Two phrases continually occurred in her tapescripts - *I don't know* and *you know*. Because of their frequency, I tabulated these in Table 5.

The Diaries

Michaela's forty-one diary entries were written approximately three days apart. I

read these diary entries repeatedly, looking for patterns or themes. From the many readings it became obvious that Michaela was describing three areas of language experience: school, family/social life, and work. I labeled each diary entry according to these headings. Two themes emerged: Michaela's use of metacognitive strategies, and Michaela's emotional responses.

I highlighted each metacognitive strategy that Michaela used. Then I reread the entries, coded each mentioned strategy by number to match the list of strategies outlined by O'Malley et al. (1985a) referred to previously in Chapter 2. As well, I underlined on the diary entries any emotional reference such as excitement, anger and frustration, that Michaela made. I then summarized this data in the same chart as the metacognitive strategies under the sections of school, family/social and work. In each section, I noted the diary entry date, a short description of the particular situation, the metacognitive strategies used (numbered with an example from the diary) and any affective descriptions. I then counted the number of times each metacognitive strategy was used and summarized these numbers in Table 7 to determine whether Michaela used all strategies, whether she used some more than others or whether she used strategies in some situations but not in others.

I categorized the emotional responses according to categories suggested by the

research literature regarding affective factors in SLA. These factors include such characteristics as motivation, attitude, self-esteem, risk-taking and perceived support from the TLG. I wanted to see whether these characteristics influenced Michaela's language development. To do this, I analyzed Michaela's affective awareness chronologically through her diary entries. An overall pattern of self-confidence emerged over time. From the chronological dates, it appeared that Michaela's self-confidence emerged midway in her diary entries. I compared the diary dates of Michaela's emergent self-confidence to the dates on the morpheme graphs where her language was achieving accuracy, to see if there was any relationship between her gain in self-confidence and her use of morphemes.

Through analyzing the data from the tapes and diaries, I looked for major themes as predicted from theory: A pattern of natural order in acquisition of inflectional morphemes, strategies that might be used in communication and learning, and, cognitive and affective factors that might influence language development. I was searching for patterns of change and/or interlocking relationships in her language development.

The data provided information about the language used in a particular setting with a particular learner and provided some insight into the thoughts and feelings this learner had about the language learning. The data analysis represents the point of view of the researcher and presents sufficient explanation for the reader to draw conclusions. Another

language learner may or may not have language learning and use situations similar to those experienced by Michaela. Even if that particular learner experiences the same language learning situations, that learner may not think about her learning or feel the same about it as Michaela did. And, another researcher, studying another learner's journey may not choose to investigate the same aspects of that learner's experience that I chose from Michaela's data. However, each detailed account of a language learner's journey through the state of IL allows for knowledge about SLA to be further expanded. Careful, detailed accounts of language learning experiences provide for the possibility of its reinterpretation by future researchers (Nunan, 1992, p.78). Analysis of these single moments in Michaela's language experience and attempting to understand their meaning gives us a glimpse of what it means to be a language learner and enriches our knowledge about second language acquisition.

Chapter 4 provides a detailed account of the analysis of Michaela's oral tapes and written diaries. It describes Michaela's inflectional morpheme acquisition, her use of communication strategies, her use of learning strategies and the affective responses that emerged as Michaela struggled to acquire English as her second language.

CHAPTER 4

FINDINGS AND DISCUSSION

Overview

The acquisition of a second language is a complex task involving the interrelationship of a number of factors. Generally, the task involves understanding what the learner knows about the L2, how the learner uses the L2 (competency and performance), what the learner thinks about the L2 (metacognition) and how the learner feels about the L2 (affective factors). For this study, the data collection included oral taped interviews and their transcription in order to investigate *language competence* through Michaela's use of inflectional morphemes. Michaela's tape transcripts and written diary entries document her use of both communicative and learning *strategies*. In addition, the diary entries also provide information about the *affective* impact learning English had on Michaela.

Current SLA research theory maintains that the speech of a L2 learner is a systematic process of development that can be described. The ten taped sessions provided a rich source of language data which revealed development in Michaela's use of most of the English inflectional morphemes. She employed strategies in her IL use that other learners have used. The ten tapes presented a picture of Michaela's language system at

single points in time, and together, the tapes showed the range of interlocking systems that characterized her development over time. To narrow the analysis of the tapes to a manageable focus of study, I chose two questions that would help me discover patterns in Michaela's language acquisition and language use. The first question investigated Michaela's use of inflectional morphemes.

1. What is Michaela's order of acquisition of inflectional morphemes? In what ways does it resemble the general sequence of inflectional morpheme acquisition as predicted by the literature?

As an indicator of Michaela's language competence, I marked each instance that a morpheme appeared. The following is a summary list of the English inflectional morphemes:

Inflectional Morphemes

/-s/ plural nouns
/-ing/ progressive
/-'s/ possessive
/-s/ 3rd person singular present
/-ed/ past tense
/-er/ comparative
/-est/ superlative
/-en/ present perfect

Each of the ten tapes is a record of Michaela's speech at a single point in time, and, over a period of time these single points formed an interesting pattern of development. She used all of the inflectional morphemes listed above, some to a great extent and some

in only a few instances.

The Tapes: Acquiring English Inflectional Morphemes

Dulay and Burt (1974), Lightbown, (1983), and Krashen (1976; 1988) outlined a natural order hypothesis for the acquisition of English inflectional morphemes. The general order appears to be:

1. *plural -s*
2. *-ing progressive*
3. *irregular past*
4. *regular past*
5. *3rd pers. sg.*
6. *possessive - s*

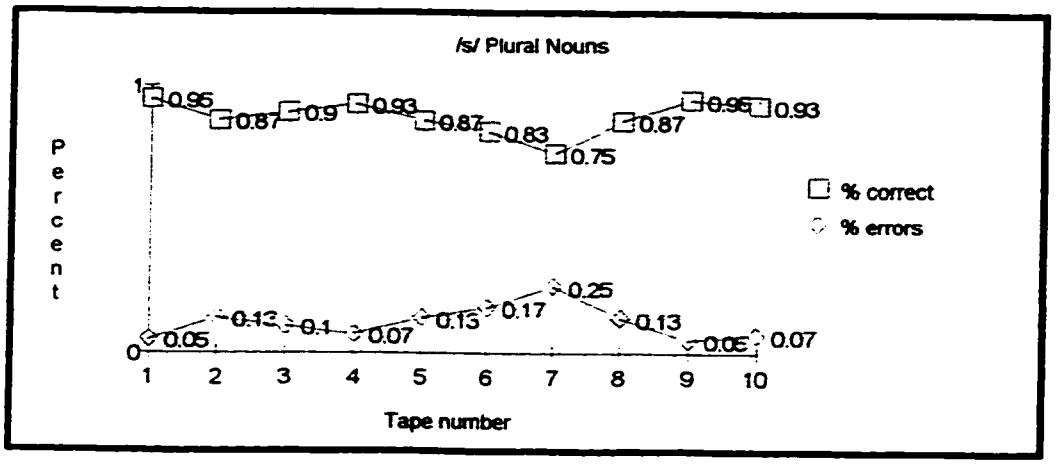
I used the method of Supplied in Obligatory Context analysis (SOC) to determine where Michaela used or didn't use a requisite morpheme. The accuracy score for a particular morpheme is calculated by counting the number times a morpheme is used correctly, divided by the total number of contexts requiring its use in the learner's speech (Lightbown, 1983). Eighty to ninety percent accuracy is considered indicative of acquisition.

The following is a description of the English inflectional morphemes that occurred in Michaela's language use.

a) /-s/ Plural Nouns

Figure 2 displays Michaela's use of noun plurals over the the ten taped sessions. The top line indicates the percentage of correctly used noun plurals. The bottom line

Figure 2: Summary of Michaela's use of /-s/ Plural Nouns



indicates the percentage of incorrectly used noun plurals.

The tape recordings began near the beginning of Michaela's L2 language acquisition. This figure clearly shows that Michaela could already use noun plurals with a high degree of accuracy early in her language use. This accuracy pattern continued throughout the ten tape sessions with the exception of Tape 7 where a small decrease in accuracy and increase in error occurred.

Michaela's correct use of the inflectional morpheme plural noun /-s/ covered a range of uses. She had a large noun vocabulary for which she used the noun plural /-s/ ending correctly on regular nouns: *months, sheets, cases, upstairs, animals, stories, patients, things, questions, beaches, relationships, materials*, and she had acquired a number of irregular nouns correctly: *money, children, people, food, wolves.*

Michaela seems to have acquired the rule that following a number the noun becomes plural such as in *two months; eight years; six hours; thirty dollars; eighteen minutes; four or five nurses.* Errors occurred however, in this rule. Michaela appeared to overgeneralize the number rule. That is, she applied this rule for all numbers, including the number one. In her first tape she refers to *one sisters*. Later, however, in Tape 5 she refers to the delivery of her sister's baby as *it's only one time in life*, and she refers to *four or five nurses and one doctor* where she used a correct singular noun with the number one. In Tape 6, she begins her discourse with *one years....year*, and self-corrects. This self-correction is significant because it indicates that she was conscious that she applied the number rule incorrectly. Later in the same tape, referring to a notebook she had loaned her sister she said, *She took from me one notebook*. Here she used the singular number one + singular noun correctly. At Tape 10, the number occurs one more time. Michaela said *She phoned one time.* Because the number rule is applied correctly with one plus a singular noun, as well as correctly with numbers over one plus a plural noun (*those two girls; four weeks),* I argue that development has occurred in the use of the plural/-s/ noun ending for numbers from the first taped session to the last.

Michaela had good command of nouns following quantitative adjectives. She used such phrases as *many names, a lot of stories, a few miles, some flowers, most Canadians,*

and *many kinds of animals* accurately. As well she was able to use correct noun plurals following demonstrative pronouns such as in *those children, these things,* and *those exercises*. But, errors did occur throughout the taped sessions when these adjectives and pronouns preceded the noun: *every holidays, those loan, that people, few month*. However, she was accurate in her usage more often than not. This indicates that her use of the noun plural following quantitative adjectives and demonstrative pronouns was still in flux. Her overall usage, however, showed development.

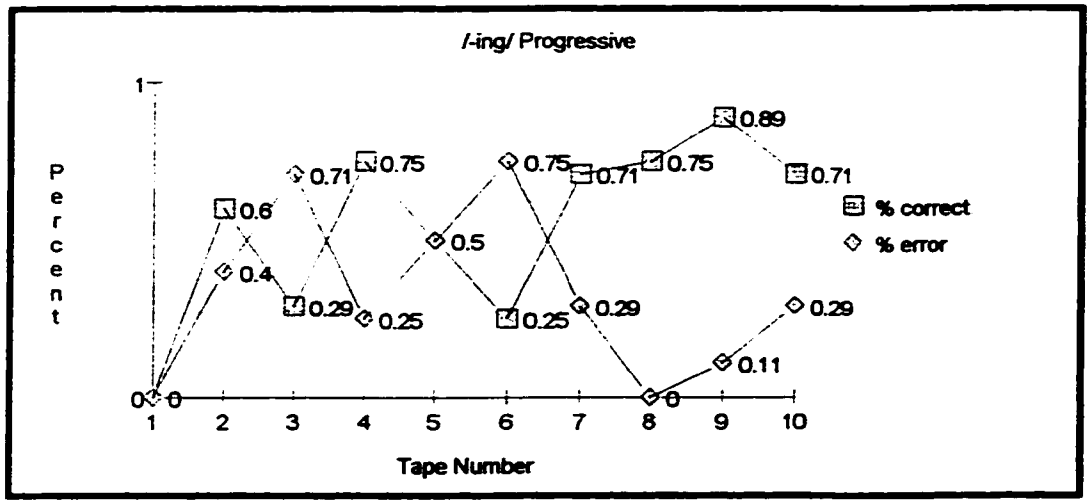
An interesting problem arose for Michaela in using the phrase *kind of*. Several of her plurals errors were a result of this phrase: *different kind of things, that kind of questions, different kind of homeworks, many different kind of children*. Michaela applied the plural rule to the prepositional object noun rather than to the noun *kind* itself. She did use *kind* correctly as a plural, *many kinds of animals* at Tape 3 and *different kinds of people* at Tape 4. *Kind of* then occurred in Tape 6, 7 and 8 incorrectly. This inconsistency suggests that her acquisition of this plural rule is in flux. She has yet to sort out which noun requires the plural /-s/ rule.

Even though Michaela's use of the plural noun /-s/ ending was unstable, overall, she had a strong grasp of the rule.

b) /-ing/ Progressive

Figure 3 illustrates that for the first six tapes, Michaela was inconsistent in /-ing/ use. A zigzag pattern of correct and incorrect usage occurred. This zigzag pattern is significant as a visual metaphor for instability. In one tape she used the progressive /-ing/ correctly more times than not, then in the next tape, there were errors more times than not.

Figure 3: Summary of Michaela's use of /ing/ Progressive



Michaela knew when to use the progressive /-ing/ inflectional morpheme in an obligatory context but she made errors in structure. I counted omissions of either the verb "to be" or of /-ing/ when the progressive tense was called for, as errors. I also counted additions of either the verb "to be", /-ing/ in the wrong tense structure, or the wrong tense of the verb "to be", as errors. For example, over half of Michaela's errors occurred in the

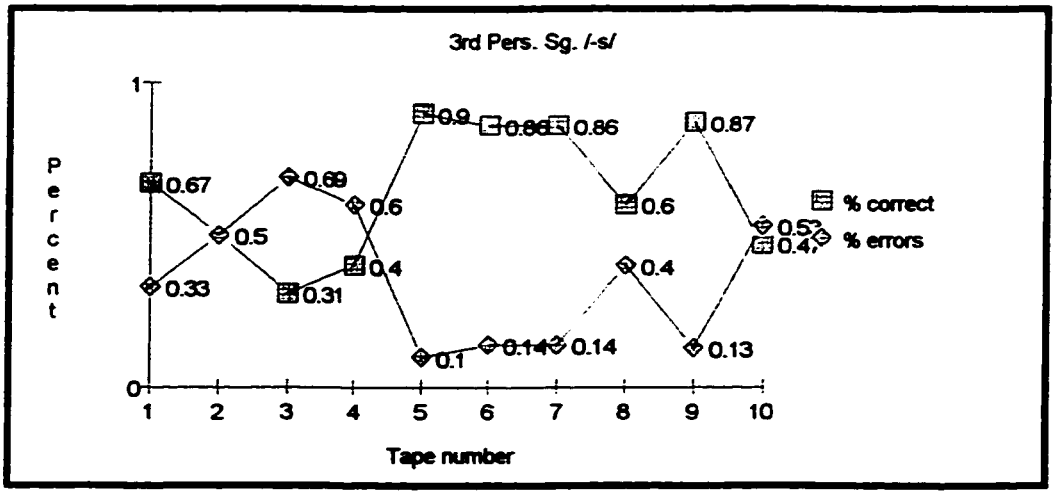
first six tapes and these errors were mostly verb "to be" omissions: *I expecting him; when animals talking; now, not I working, what happening; I just looking*. A few errors occurred where the verb "to be" was used but the /-ing/ ending was omitted: *I'm bring; I was lie*. At Tape 6, she used the progressive tense five times, twice correctly in the present progressive *(teachers are teaching, everything is going to be fine)* and twice incorrectly in the past progressive (*People was going; we was waiting*). These two errors were correct in structure, that is, verb "to be" + (verb)ing. The error difficulty might be that she was still sorting out that "people" is plural not singular and she may not have known the past plural of "to be" is "were". A third error occurred with an infinitive form (*she wanted to driving)*. Here, she may have been overusing the */-ing/* morpheme, or she may not have realized that *want* takes the infinitive form. After Tape 6, her accuracy made a dramatic improvement. The errors were due to wrong tense or lexical usage, rather than wrong structure: *I'm working* (should be "I work"); *she was about finishing her school* (should be "she was about finished..). In obligatory context, Michaela should have used a present or past tense. However, she supplied a progressive tense with correct structure. This suggests that because her understanding of the /-ing/ morpheme was unstable she was overgeneralizing its use. Overgeneralization is considered a developmental error (Archibald and Libben, 1995) and is indicative that the student is

learning. In Tape 7, 8 and 9 her accuracy steadily improved and her errors steadily declined. However, at Tape 10, her accuracy still outperformed her errors but her errors did increase. The four errors that occurred were due to "to be" omissions again: *that people looking; why those two young girls doing this kind of job; when they speaking; they alway fighting.* Thus, as Figure 3 illustrates, even though there was early confusion in Michaela's use of the progressive *-ing* she began sorting out the use of this inflectional morpheme by the end of the taped sessions.

c) /-s/ 3rd Person Singular

Michaela's use of the /-s/ 3rd person singular inflectional morpheme also showed development as shown in Figure 4.

Figure 4: Summary of Michaela's use of /-s/ 3rd Person Singular



Errors were counted when Michaela omitted the /-s/ 3rd person singular

morpheme, when she added the morpheme to a wrong word, or when she did not supply this morpheme in obligatory context. Similar to her initial struggle with the progressive /-ing/ morpheme, Michaela also initially struggled with the present tense /-s/ 3rd person singular morpheme, but made dramatic improvement at Tape 5.

Michaela used the 3rd person singular correctly in the affirmative: *grandmother lives, she wants, he needs, it depends, I like how he looks like, he goes, she has two jobs, she lives, the little girl who has a red hat.* She used the present tense negative correctly: *It doesn't matter, he doesn't like that, she doesn't have.* However, she was not consistent in the affirmative. Twenty-one of Michaela's thirty-eight errors occurred in the first four tapes. A variety of errors occurred. She omitted the 3rd person singular /-s/ *(Anastasia want a girl, she have a birthday, if he show us that he's scared, his mom have, he study)* or she transposed the /-s/ to a wrong word *(post office said its take, I thinks)*. The majority of errors occurred in Tape 4 where Michaela was retelling the Red Riding Hood story. Eleven errors occurred because she should have used past tense but she used the present tense instead, and, she used it incorrectly. The following were used by Michaela: *he eat her, she knock on the door, wolf ask her, she answer it, she ask (used 3 times), he come, he cut, he take.* Even though she used the present tense form, she used it incorrectly, by consistently omitting the /-s/ ending. It is difficult to tell, however, if

Michaela erred in the use of the /-s/ 3rd person singular morpheme because she didn't know the /-s/ rule yet, or whether the error was because she was struggling with past tense usage. Perhaps she knew the past tense doesn't take an /-s/ morpheme so she didn't supply the /-s/ morpheme but at the same time, she didn't know the actual past tense form. Or she may have been continuing her pattern, as shown in Figure 4, of still sorting out where to put the /-s/ 3rd person singular morpheme. Even though Michaela was obviously struggling with the /-s/ 3rd person singular morpheme, over the period of five months, improvement did occur.

At Tape 5, there was a dramatic leap in her accuracy. From Tape 5 on, her accuracy outstripped her errors, and there were instances of self-correction, an indication that she was aware of a rule. That is, she began a statement with an incorrect form of the present tense but quickly corrected herself: *she know...she knows, the people who works...work at, she help...helps me*. As well at Tape 5, she used both negative and affirmative correctly: *why does he cry, she doesn't know, baby has yellow, she has pain, she doesn't feel good, she just writes, she likes everybody, it depends, as the time goes by, that lady who works with me, she does everything, if she finds, he talks too much.*

Tapes 6,7, 8 and 9 contained only seven errors. Tape 6 contained two errors. Michaela was talking about her little sister's initial settling in: *and she know...knows to*

lives here, I know how she feel. Here she added the /-s/ ending to an infinitive form and omitted a necessary /-s/ ending. In Tape 7 she made one error by using the present tense in the wrong context. She should have used past tense: *When she came....she does everything in home.* In Tape 8, Michaela was discussing abortion versus keeping a baby: *if the girl have a baby and if she finds somebody else after, I think that... that man will never likes that child...* Again, she omitted the /-s/ ending as well as added it to a future structure. In Tape 9, Michaela made two errors. She omitted the /-s/ ending: *when my fiance come.* The second error occurred when Michaela was struggling with the lexical item "treat": I *think it's treat, he treat us like...is it treat?* The error in present tense usage may have been because she was focusing on the vocabulary word *treat*, not the structure of the phrase. In the end, she asked for help to get the word right. These errors indicate that she is still making errors similar to those that occurred in Tapes 1 - 4, but the occurrences of these errors have sharply decreased.

Tape 10 is very curious. In this tape, there were nine correct uses of the 3rd person singular: *It depends, she now goes, something helps, as the time goes by, it also depends, she always waits us, she wants to, she always does something, she help...she helps* (self-correction). There were also nine inaccurate uses: *I don't believe I can thank...thanks, sometimes help, if she miss..if she miss, Ana always prepare, she always*

say us, we usually don't hungry, she treat us, she spend. Michaela again displays similar confusion as in Tapes 1 - 4. Overall, though, there is still obvious improvement in her development.

d) /-ed/ Past Tense Verbs and Past Tense Irregular Verbs

In her L2 acquisition journey, Michaela showed that she had acquired a large repertoire of past tense verbs. She had a good command in the negative and affirmative of regular past tense verbs with /-ed/ endings and irregular verbs. Samples of her correct usage include *stayed, studied, worked, moved, survived, used, finished, started, called, rented, criticized, cleaned, cooked* in the regular form, and, *heard, told, paid, had, woke up, came, took, went, got, met, cut, drove, sold, knew, ran, rang, left, sat, spoke, felt, drank, thought, made* in the irregular form. Her use of the negative includes *didn't ask, couldn't, didn't take, couldn't find, couldn't stay, didn't call, didn't eat, didn't show.* Figures 5 and 6 display Michaela's use of past tense regular and irregular verbs.

Michaela's use of regular /-ed/ morphemes formed an initial zigzag pattern. As shown in Figure 5, Michaela's usage of the /-ed/ past tense morpheme was accurate more often than not in Tape 2, then inaccurate in Tape 3 to the same degree she was accurate in Tape 2. Then she was more accurate again in Tape 4. Tapes 5 and 6 showed increased accurate use of the /-ed/ past tense morpheme and then a "leap" occurred at Tape 7. At

Figure 5: Summary of Michaela's use of /-ed/ Past Tense Regular

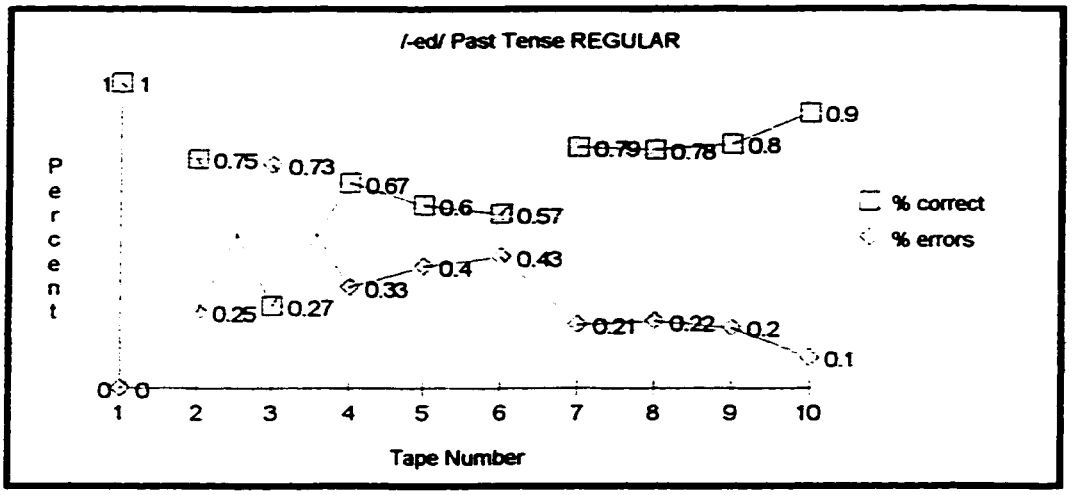
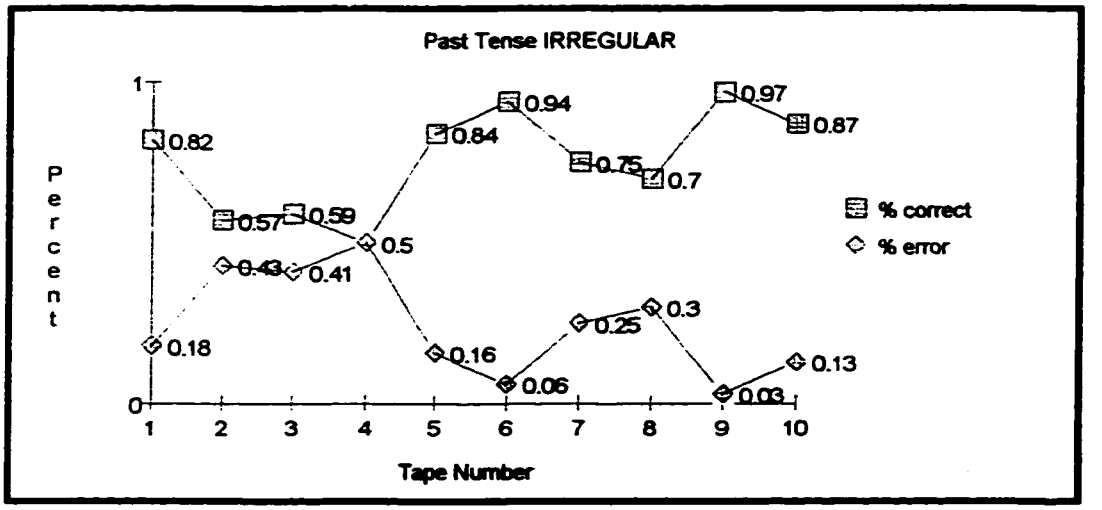


Figure 6: Summary of Michaela's use of Past Tense Irregular



Tape 7 Michaela's accurate use of the /-ed/ past tense morpheme far exceeded her inaccurate use and this accuracy continued to the end of the tape sessions.

Figure 6 reveals that Michaela showed stronger accurate usage for irregular verbs than for regular /-ed/ verbs. In the first four tapes, her percentage of accuracy was higher

than her percentage of errors but only by a small margin. This indicated that initially in her development, her acquisition was unstable. However, at Tape 5 Michaela's accuracy leaped and she maintained a steady pattern of accurate usage. Comparing Figures 5 and 6, it is clear that Michaela had more difficulty using regular /-ed/ past tense tense verbs than irregular past tense verbs.

Michaela's regular /-ed/ past tense errors seemed to occur because the /-ed/ past tense rule was in flux. She omitted some /-ed/ endings: *she ask, she knock, she answer, girl start*, or overgeneralized the rule and added the /-ed/ morpheme where it didn't belong: *he teached us, we fighted*. She applied the /-ed/ ending consistently to some irregular verbs: *send, spend* and to the verb *buy*. In Tape 2, she self-corrected *buy...bought* but then continued with *buy* and *buyed*, an indication that she was overgeneralizing this inflectional morpheme. Lightbown (1983) suggests that "'overuse' or inappropriate use of a particular form indicates that the learner has an incorrect or incomplete understanding of the function of the form and the limits of its use" (p. 219) Michaela's language is still developmental. Tape 3 contained a high percentage of error because of the difficulty Michaela had with using present or past tense forms in her telling of the Red Riding Hood story. This narrative genre may have contributed to the continued errors in Michaela's discourse. In Tape 3, Michaela used the past tense

incorrectly 19 times out of 38 possible uses. These errors were the misuse of *send* (2 times) and *spend (2 times), the omission of the -ed past ending (8 times) and the misuse of irregular verbs (4 times).* The irregular verbs were *tell, eat, take,* and *come*. Perhaps Michaela omitted the /-ed/ morpheme here because she knew these verbs were irregular in form, knew they did not take the /-ed/ morpheme, but didn't know what the correct form was. Alternatively, her acquisition of the /-ed/ rule may still have been in flux. Tape 5 gives us insight into this fluctuation. In Tape 5, Michaela used the past tense correctly 126 times and incorrectly 41 times. Her percentage of error (33%) certainly decreased, but the errors maintained her previous pattern. She omitted /-ed/ 19 times *(and help her, I expect that he told me, the doctor decide)* , added /-ed/ incorrectly 2 times (*she spend, to said)* and made irregular verb errors 18 times (*I run home, I just eat, she goes, when that lady come).* Tapes 7 to 10 continued in the pattern of /-ed/ omissions but with fewer and fewer instances of error. Michaela definitely increased in her accuracy for the use of regular /-ed/ past tense morphemes and irregular past tense verbs. Her acquisition of the irregular past tense occurred more quickly than her acquisition of /-ed/ past tense regular verbs. However, over the five month study, her development in the use of /-ed/ regular past tense verbs made marked improvement.

e) /-s/ Possessive, /-er/ Comparative and /-est/ Superlative

For the /-s/ Possessive morpheme, the /-er/ Comparative morpheme, and the /-est/ Superlative morpheme, there was not enough data to make an analysis. Michaela used the /-'s/ Possessive morpheme in the first 4 tapes only 7 times, more inaccurately than accurately. She used this morpheme once again at Tape 6. No conclusion could be drawn from this data. Michaela used the /-er/ Comparative morpheme in all ten tapes a total of twenty-six times, and she used them correctly. If the twenty-six instances were indicators of her acquisition, it appeared that she had acquired the use of the /-er/ Comparative morpheme. However, 26 instances of use are too few to draw a definitive conclusion. Michaela used the /-est/ Superlative morpheme sporadically throughout the 10 tapes for a total of 6 times, three times accurately and three times inaccurately. No conclusions can be drawn, other than that Michaela was using this morpheme.

f) /-en/ Past Participle

The /-en / Past Participle morpheme did not occur in the first six taped sessions. However at Tape 7, Michaela "suddenly" used this morpheme, one time accurately and three times inaccurately. Through Tapes 8, 9 and 10 this morpheme occurred five more times, three times accurately and two times inaccurately. Further tape samples are necessary to see whether Michaela would learn and use the past participle /-en/ morpheme

with consistent accuracy. However, it is apparent that she was starting the process of using this morpheme.

Summary

Michaela used all eight of the English inflectional morphemes. According to the literature, eighty to ninety percent accuracy is indicative of acquisition. Michaela's percent accuracy at the end tapes is indicative of her development at the final point in time of this study. By comparing the percent accuracy at Tapes 9 and 10 from the data in Figures 2 to 6, a rank order for Michaela's morpheme acquisition can be determined. Table 3 lists Michaela's percent accuracy at Tapes 9 and 10, the average percent accuracy of Tapes 9 and 10 and the resulting rank order.

Table 3: Rank Order of Michaela's Morpheme Acquisition

Morpheme	% correct		Average	Rank
	Tape 9	Tape 10		
plural -s	96	93	94.5	1
irreg. past	97	87	92	2
reg. past	80	90	85	3
-ing	89	71	80	4
3rd pers.sg.	87	50	68.5	5

Michaela attained over eighty percent accuracy for all morphemes except the 3rd person singular. The average accuracy for Tapes 9 and 10 reveal the following rank order

for Michaela's morpheme use:

1. plural /-s/ 2. irreg. past 3. /-ed/ past 4. /-ing/ progressive 5. /-s/ 3rd pers. sg.

At the final Tapes 9 and 10, Michaela's acquisition order followed the general sequence found by the research literature except for /-ing/ progressive which switched order with /-s/ 3rd person singular.

Michaela's sequence	General sequence
1. plural -s	1. plural -s
	2. - ing progressive
2. irreg. past	3. irreg. past
3. reg. past	4. reg. past
4. -ing progressive	
5. 3rd pers. sg.	5. 3rd pers. sg.

There could be several explanations for this. One general conclusion is that there are individual differences in organizing languages and there is individual variation in the order of acquisition from learner to learner. "Variation may be caused by cognitive, linguistic, or sociolinguistic factors." (Archibald and Libben, p. 284). One characteristic of this individual variation is suggested by Ellis (1991):

> It has been shown that the acquisition of specific features is characterized by a U-shaped pattern of development, such that learners initially perform a feature with a high level of accuracy, which falls away until a fairly late stage when it emerges once again correctly in their speech. It has also been shown that the acquisition of a specific form does not necessarily mean that learners have acquired ability to use the form in a target-like way. For example, a learner may correctly used the progressive -ing form in a sentence like *I am colouring; She is*

> *reading*, but also over-use the same form in sentences like *Sharpening my pencil* (Sharpen my pencil) or *I playing football everyday* (I play football everyday). (p. 196)

For the use of the /-s/ 3rd person singular morpheme, Tape 10 revealed a dramatic decline in Michaela's accuracy. This could be accounted for by Ellis' notion of U-shaped development. However, I examined Michaela's diary entries for this period to see whether Michaela made any statement that would shed light on her language use. Her last diary entry for this study was September 16, 1997. Tape 10 occurred on September 29, 1997. In her diary of September 16, 1997, she says:

> After a long time I had an interview with my teacher again today. To be honest, I was very surprised that I did not forget everything since I don't talk in English very much in my daily life. Although I try to keep my mind as concentrated on English as possible, it seems that I haven't learned much recently. (29/09/97).

Michaela's own assessment was that she "was very surprised that I did not forget everything...". Michaela did not attend English class over the holiday break and only attended part-time when she did have classes. Her exposure to English had therefore been limited and by her own admission she didn't speak much English in her daily life. This may account for the "decline" in her use of the 3rd person singular present tense morpheme at Tape 10. She "did not forget everything" but perhaps something about the /-s/ 3rd person singular rule had temporarily been forgotten.

There was not enough data to make any conclusions or predictions about

Michaela's acquisition of four morphemes: /-'s/ possessive, /-er/ comparative, /-est/ superlative and /-en/ present perfect. There may be several reasons for the lack of sufficient data for the above four morphemes. The discourse topics that occurred in the taping sessions may not have suited the use of these particular morphemes, or Michaela may have chosen not to use these particular morphemes. A further explanation may be that five months was not a long enough period of study. Michaela may have needed a longer period of time in order to develop the use of these morphemes in her interlanguage. A longer period of study with a wider variety of discourse genres would be required to determine whether development would occur in Michaela's use of these morphemes. However, the acquisition of inflectional morphemes is indicative of language development (Cook, 1993). Michaela displayed definite interlanguage development in her use of the /-s/ plural, /-ed/ past tense and irregular verbs, /-s/ 3rd person singular and /-ing/ progressive morphemes.

The Tapes: Using Communication Strategies

Another factor influencing SLA is the use of communication strategies. My second question investigated Michaela's use of communication strategies.

2. What communication strategies does she use? What are the circumstances that elicited a particular strategy?

A L2 learner is trying to communicate in language that isn't her own. She is trying

to express meaning even though she may lack the means to do so in the second language. Communication strategies are used by a L2 speaker to keep conversation flowing when the speaker has a gap in knowledge of, for example, topic, vocabulary or grammatical structure. I used Tarone's (1981) and Faerch and Kasper's (in Cook,1991) descriptors of communication strategies as outlined in Chapter 2 in order to analyze the strategies Michaela used in her discourse. Haastrup and Phillipson organized their data of communication strategies under headings of transcript, researcher comment or explanation and strategies. I followed Haastrup and Phillipson's (1983) research example by listing the types of strategies Michaela used with illustrative discourse examples. In the ten taped sessions, Michaela used several communication strategies: language switch, word coinage, restructuring, circumlocution, approximation, appeal to authority, avoidance and mime.

Translation and language switch are L1 based strategies, where the learner relies heavily on her knowledge of L1 during conversation. During translation the speaker imposes a L1 grammatical structure on a L2 structure. Because I do not know the grammatical structure of the Serbo-Croatian language, I could not tell whether this type of strategy was used by Michaela. Therefore, if Michaela used this strategy, I was not able to record it in my data. During language switch the speaker uses a word from the first

language in place of a second language word. The speaker assumes her listener will understand. Michaela used the strategy of language switch, for example, in relating the circumstances of her nephew's birth She used the Serbo-Croatian word *pole* in place of the word *ultrasound*. In relating the Red Riding Hood story, she referred to talking animals as *basnia*. In these examples, Michaela relied on her L1 to convey meaning and assumed the researcher understood from the context of the conversation.

TABLE 4: Summary of Communication Strategies - L1 based

L1-based strategies Borrowing											
Tape#	1	2	3	4	5	6	7	8	9	10	TOTAL
translation	-	-	-	-	-	-	-	-	-	-	-
language switch	1	3	1	-	-	-	-	-	-	-	5

Table 4 is a summary of the L1-based communication strategies which Michaela used. During the first three tapes, Michaela used the strategy of language switch to facilitate communication when she lacked the appropriate L2 vocabulary. However, by Tape 4, she no longer relied on this strategy.

Strategies where the speaker relies on the L2 to solve communication difficulties are considered IL based strategies. Michaela used a greater number of IL based strategies in her discourse. These include word coinage, restructuring, circumlocution and approximation. Table 5 is a summary of IL based strategies used by Michaela.

TABLE 5: Communication Strategies - IL-based

IL-based strategies **Paraphrase**											
Tape #	1	2	3	4	5	6	7	8	9	10	TOTAL
word coinage	-	-	-	-	-	-	-	-	-	-	0
restructuring	-	-	-	-	2	-	-	-	1	-	3
circumlocution	-	3	3	-	2	1	1	1	-	1	12
approximation	1	1	4	5	2	2	3	3	-	-	21

Word coinage is a strategy that employs a speaker-created word as a substitute for an unknown word. Restructuring, according to Faerch and Kasper in Cook (1991) involves the speaker making several attempts at the same sentence. Michaela used this strategy when relating that the new baby was a boy: *When doctor said...when deliver...when baby was born, doctor said it's boy.* Here Michaela made several attempts at this sentence. Circumlocution is where a learner uses a phrase to describe a particular word that is lacking in her vocabulary. Michaela used this strategy a number of times. In the Red Riding Hood story, Michaela didn't know the noun *woods* so she describes the woods as *the ...ohh..place where there is trees.* In another tape, she discussed using an indoor swimming pool. She didn't know the word indoor, so she described it as *you know closed swimming pool and it isn't like when you are outside.* Approximation is a strategy where the speaker uses a word that is close to the correct meaning when an exact word is not in the speaker's vocabulary. For example, in the first taped session Michaela talked about an Easter celebration at her church. She explained that taking a basket to the church was not

traditial. Because she didn't know the English word *traditional*, she made up a word as a substitute. While discussing an early childhood experience, she talked about her sister who wanted to *stay a little bit more and she was in the swallow water.* Michaela laughed when she used this word. She knew it was an incorrect coinage for "shallow", but she didn't want to interrupt the climax of her story: her little sister fooled her family into thinking she was drowning.

Two other types of communication strategies that a L2 speaker uses are cooperative strategies (Haastrup and Phillipson, 1983) where the L2 speaker calls upon the NS to assist the learner in the conversation, and non-verbal strategies such as mime, where the speaker uses physical actions to convey meaning. Michaela used mime minimally. One co-operative strategy is appeal to authority where the learner appeals for help from the NS. Michaela used this strategy most frequently. For example, Michaela was describing shopping a local downtown mall. When she didn't know the name of a particular store in the mall she appealed to the researcher's knowledge of the place. She said, *"Uh...we bought shoes..uh..near the Eaton's... How do you say it? How do you say it?..."* and expected the interviewer to supply the correct store name.

Avoidance Strategies

A further strategy that Tarone (1980) describes is avoidance. If a learner does not

have the necessary knowledge of such items as the topic of conversation, vocabulary or grammatical structures to communicate, she may avoid certain aspects of conversations. From the tapescripts, Michaela's use of *I don't know* and *you know* as an abandonment strategy may be considered an avoidance strategy. Celce-Murcia et al. (1995) agree that strategic competence includes avoidance or reduction strategies, two of which they call topic avoidance and message abandonment. They further include stalling or time-gaining strategies (fillers and hesitation devices) and interactional strategies (appeal for help).

Interspersed repeatedly in Michaela's discourse were two phrases that stood out because of their frequent use - *I don't know* and *you know*. When analyzing Michaela's Tapescripts, I circled all the instances of these two phrases. When they appeared in the middle of a sentence, or at the beginning of a sentence before she began a topic, I counted them as time-gaining strategies or fillers (f) and when they occurred at the end of a sentence, I counted them as abandonment (ab) strategies. When she used either of these phrases, followed by a request for help, I marked them as an appeal to authority (app) strategy. The following are examples of these strategies from Michaela's tapescripts.

> Michaela was describing the war in Yugoslavia:
> *Yes, I have to move and I moved before...before...uh war started. I moved...from my city, but in the time of war...that four years...I back to the other city...there were uh..people whose my nationality and uh...that was kind of safely but...uh.. they also had the grenada...I don't know how to say...***(appeal to authority)**. (#2, 12/05/97)

She described how she met her fiance:

> *We met in that city, in Bosnia, in war....Maybe in cafe... It wasn't...it wasn't.. I don't know...*(**abandonment: discontinued the topic and waited for the next question**) (#2, 12/05/97)

Michaela expressed her thoughts about abortion versus keeping a baby as a single parent:

> *But, it's..it's also hard to..you know* (***filler***)*..to find after, if you have a baby, if you are single parents it's also hard to find something else..somebody else and uh..to be with. And I think it's...I don't know* (***filler***) *it's also a big problem if..if the...girl have a baby and if she finds somebody else after that, I think that...that man will never likes that..that child if you later have ..uh... your own with that man.* (#8, 06/08/ 97)

Or, she responded to a question: Canadian life is easier? Michaela replies:

> *I don't know* (***filler***)*...people look younger than people in my country and they have biggest* (questioning intonation) *life.* (#2, 12/05/97)

Table 6 is a summary of Michaela's use of these two phrases as fillers, appeals to authority or abandonment. *I don't know* and *you know* were used in several strategic ways. In the tape sessions, Michaela used *I don't know* 135 times in four ways: as a response to a question, as an abandonment strategy, as a filler, or as an appeal to authority. *You know* was used 64 times in two of these ways: as a filler or as an abandonment strategy.

TABLE 6: Summary of Avoidance Strategies

Tape #	*I don't know* Response to a question Really doesn't know	*I don't know* abandonment (ab) filler (f) appeal to authority (app)			*You know* filler (f) abandonment (ab)	
		ab	f	app	f	ab
1	4	2	4	0	1	0
2	3	3	2	2	1	0
3	3	2	1	0	2	0
4	0	4	8	0	0	2
5	1	2	12	3	5	3
6	1	1	3	1	3	2
7	7	4	2	1	3	1
8	4	5	3	0	10	4
9	6	3	12	2	8	2
10	8	4	10	2	10	7
Totals:	**37**	**30**	**57**	**11**	**43**	**21**
			135		**64**	

Michaela used *I don't know* 37 times as a response to a question: *What hospital will she go to? I don't know*, or as a statement that she really doesn't know certain information: *I don't know what happened.* Here she used these phrases to abandon the topic altogether. A second use of *I don't know* was as an avoidance or reduction strategy to abandon the message she was trying to convey. *You know* was used 21 times in this way as well. In describing getting ready to go to the hospital when Anastasia began labor, Michaela said: *Anastasia is going to be busy, crazy...I don't know...whatever.*

Thirdly, *I don't know* was used as an interactional strategy, an appeal to authority. Celce-Murcia et al. (1995) suggest that an appeal to authority can either be direct, where a question is asked by the L2 learner (What do you call...?) or indirect where a statement is made (I don't know what you call). Michaela used *I don't know* always as an indirect appeal: *I don't know how to explain; I don't know how how to say; again I don't know; I don't know..we studied that word; I don't know how to call....*

Indirect appeals facilitate language flow better than direct appeals. Direct appeals stop the language flow until the appropriate or necessary word is supplied. Indirect appeals allow for the conversation to keep going even though necessary language hasn't been supplied. Michaela often made an indirect appeal, yet continued her discourse by using another strategy, such as circumlocution: *I don't know how to call..some kind of electrical machine to...to take milk from you,* or mime: *I don't know what you call when water is maybe...*(mime to show waist high). She continued her conversation, even though she did not have all the necessary vocabulary.

The fourth use of *I don't know* occurred as a stalling or time-gaining strategy to facilitate conversation control. Michaela used *I don't know* 57 times and *you know* 43 times as a stalling or time-gaining strategy. For example, when describing the rush to the hospital when her sister began labor she said: *I didn't know what happened and...she said*

that her water is broke and uh...she started to...to take...uh clothes and I don't know, and everything for the hospital and she called me to help her and I got up and help her.

She discussed the war in Yugoslavia and responded to the question: Was your father worried? She replied: *Little bit...but you know....he is a man...he can't uh..uh..show us...If he show us that he's scared...maybe they will be more scared.*

I don't know and *you know* are very common phrases used by native speakers in the same way: to keep speech fluent while holding the floor in order to gain time to continue speaking. *I don't know* and *you know* appear to be "safe" phrases that served as time gaining strategies for Michaela as she struggled with unfamiliar language. These native-like speech utterances in the flow of speech have been referred to as "islands of reliability" by Dechert (1983) who suggested that

> One who sets out to plan and execute speech must try to anticipate and develop such islands...To speak a language competently means to have control over a large repertoire of such islands; to learn language, to acquire an ever-increasing number of knowledge sources which may form such islands. (p. 184)

Michaela had been learning English for a very short time but her discourse samples show that she had acquired a few "islands" that were very versatile. Dechert suggests the learner needs an island to 'jump on' in order to gain time for the mental search necessary to find the appropriate lexical items or grammar structures. This island can also be a safe place from which the learner can find help or change topic direction. Conversations are

streams of fast moving language and for a L2 language learner they are difficult because of their swift movement. Points of safety must be picked out in order to successfully navigate the swiftness of the conversation. Language structures that serve as islands of safety provide a resting or breathing space for the language user and provide the time that is needed to locate help or further direction. For Michaela, *I don't know* and *you know* were these safe islands. By using these islands, she gained help (appeal to authority), gained breathing time (fillers, hesitations) or had a 'spot' from which to safely abandon the conversation and direct it elsewhere.

It is interesting to further note that at the beginning of the tapes, Michaela used *I don't know* more frequently than *you know*. I suggest that at the beginning of the tape sessions she may have been insecure about her language competence and chose to rely on the researcher/native speaker to help her. As rapport was established between the researcher and Michaela over the five month period, and, as Michaela gained language competence, she may have felt more "equal" in the later taping sessions. She may have used *you know* because she believed the researcher did now know her well enough to understand the meaning she was trying to convey (You know what I mean). Michaela may also have felt more confident as her language developed and no longer needed to appeal to the researcher for help. Rather, she saw the researcher as a collaborator rather

than an authority (You and I both know what we are talking about, so I don't have to explain fully).

Communication strategies enhanced Michaela's language acquisition ability. Tables 4, 5 and 6 show that Michaela primarily used the IL communication strategies of circumlocution and approximation, and the cooperative strategy of appeal to authority to get her meaning across. According to Haastrup and Phillipson(1983), this is indicative of development. A beginning L2 learner will rely heavily on the L1 based strategy of borrowing. Borrowing includes translation and language switch. A more advanced learner will use IL based strategies and may combine two or more strategies. I was not able to determine whether Michaela used translation as a strategy because of my lack of knowledge of the Serbo-Croatian language. However, initially Michaela used language switch in her communication. Because she lives in an English speaking environment, and must learn English to "survive", I think Michaela realized that L1 strategies in a L2 setting weren't the best strategies to help her communicate. Haastrup and Phillipson (1983) suggested from their research that L1 strategies did not succeed very well in maintaining the communication, and that their learners needed IL strategy support. "The general pattern though is undoubtedly that IL-based strategies have great potential for leading to communicative success." (p. 155). Michaela seems to have quickly learned from her

language experiences at school, home and work that IL strategies led to more successful communication. She relied heavily on two IL strategies, approximation and circumlocution, and a cooperative strategy, appeal to authority, to manage her communication breakdowns. Michaela's greater use of IL strategies and her greater use of fillers rather than direct appeals or abandonment indicates that Michaela was developing a sense of competency in her ability to communicate and control the conversation in order to convey her meaning.

The Diaries

Overview

Second language acquisition research has traditionally focused on two areas. One area is linguistic in nature and focuses on how knowledge of a language is built, such as the studies on morpheme acquisition. The second area is psychological in nature. Researchers such as Bailey (1983, 1990), Brown (1985) and Schumann (1980) have investigated the different ways learners cope with learning and using a second language. One approach to investigating how the learner thinks about learning a second language and copes with acquiring and using it is through the use of diary studies. Bailey (1983) stresses that the purpose of a diary as a source of information is to discover what the learners think is important about their language learning lessons. The following

presentation of findings from Michaela's diary entries falls into a broader category of research since it is not confined to classroom learning situations but to family and work situations as well. I wanted to discover what Michaela considered were important language learning experiences in all aspects of her life during the five month study of her language acquisition. When analyzing Michaela's diary accounts, I considered the following questions:

1. Which metacognitive and cognitive strategies did she use to learn the new language and how does the use of such strategies affect her language acquisition?
2. What do the diaries reveal about affective factors that influenced Michaela's language learning?
3. What attitudes does Michaela hold about the L2, Canadian society and its people and culture. How do these attitudes affect her language acquisition?

I asked Michaela to include in her diary anything relating to her language use and language learning in Regina (See Appendix A). In response, Michaela wrote forty-one diary entries in her own language approximately every three days from April 13 to September 16, 1997. Her sister Anastasia then translated the diary entries. When I had received all the diaries, I read and reread the entries until I could determine patterns for categorization. Schumann's research emphasizes that language learning must be viewed in a social context (Archibald and Libben, 1995, p. 122). It became apparent that Michaela was describing L2 experiences in three areas of her life: school, family/leisure, and work

situations. What emerged from Michaela's diary entries were her comments about the metacognitive strategies that she used in these language situations. The entries also contained comments about the emotions she experienced as she reacted to learning and language experiences. Schumann (1980) believes that a learner's attitude about the culture, motivation to learn the language, and empathy towards others while learning a second language are key factors in language acquisition. Michaela frequently acknowledged the curiosity she felt about the target culture and the support she felt from individuals in the target culture.

In Michaela's case, there appears to be an interrelationship between metacognitive strategical choice and her emotional response to the results of that choice. For Michaela, a metacognitive strategy was usually tied to some emotional consequence. For example, Michaela chose the metacognitive strategy of self-management, understanding the conditions that help one learn: *I didn't practice those new words from the text at the computer lab which is very useful and which is a way that helps me learn* (25/50/97) and as a result of not doing what was helpful to her learning, she was worried that *once again I will feel stupid when I get low marks* (25/05/97). Michaela was dealing with the daily demands of her life and trying to acquire the necessary language to meet these demands. These demands take an emotional toll on every individual. How a learner copes with

these emotional demands is significant to the language learning process.

The affective dimension concerns the extent to which the learner is positively or negatively oriented towards the task of learning the L2 (Ellis, 1991, p. 187) and are those factors that deal with the emotional reactions and motivations of the learner (Bailey, 1983). Michaela's diary entries contained an array of emotional reactions to her language learning situations. She commented on such emotions as fear, anxiety, frustration, and disappointment as well as satisfaction, empathy, pride and gratitude to those around her for assisting and encouraging her in her language experiences. Michaela's diary comments interweave emotional language with comments about the metacognitive strategies she chose to use in her various language acquisition encounters. It is important to remember that Michaela's school, family and work situations were coinciding with one another. She was at home, at school and at work all on a given day even though her commentary isolated individual events. Therefore, when I analyzed Michaela's metacognitive and emotional comments, I decided to bring the three areas together chronologically because I wanted to see if there was any change over time in her metacognitive choices, her emotional or attitudinal responses. What began to emerge over the five month period was a picture of Michaela's reliance on four metacognitive strategies. What also emerged was Michaela's' growing sense of self-confidence, her ability to tolerate ambiguous cultural and

linguistic concepts, her ability to take risks and her strong sense of receiving support from her immediate family and native speakers with whom she communicated. These affective factors had a direct impact on Michaela's language development.

In order to see which of the metacognitive strategies Michaela used over this five month period, I listed Michaela's comments about metacognitive strategy use. As well, I listed Michaela's emotional comments that related to the learning situations. Table 7 presents a list of metacognitive strategies and their descriptors according to O'Malley et al. (1985).

Table 7: Learning Strategy Definition: METACOGNITIVE STRATEGIES

LEARNING STRATEGY	DESCRIPTION
(1) Advance organizers	Making a preview of the organizing concept or principle in a learning activity.
(2) Directed attention	Deciding in advance what to attend to in a learning task.
(3) Selective attention	Deciding in advance to attend to specific aspects of the language input or situational details in a task.
(4) Self-management	Understanding and arranging for the conditions that help one learn.
(5) Advance preparation	Planning for and rehearsing linguistic components necessary for a language task.
(6) Self-monitoring	Correcting one's speech for accuracy or for appropriateness to context.
(7) Delayed production	Consciously deciding to postpone speaking in favour of initial listening.
(8) Self-evaluation	Checking learning outcomes against internal standards.
(9) Self-reinforcement	Arranging rewards for successfully completing a language learning activity.

Table 8, a summary of the strategies used by Michaela, shows that in April, she used few metacognitive strategies, but as the months continued she applied more metacognitive

strategies until the final session in September.

Michaela wrote about 8 of the 9 metacognitive strategies and of those, she primarily mentioned four strategies: self-management (4); self-evaluation (8); selective attention (3); and advance organizers (1). The following is a discussion of Michaela's metacognitive strategy use in language learning situations and the affective and attitudinal

Table 8: Summary of Michaela's Metacognitive Strategy Use

METACOGNITIVE: Strategy	Apr.	May	June	July	Aug.	Sept.	Situations School	Family	Work	Total
(1) Advance organizers	3	5	-	-	1	-	= 6	2	1	= 9
(2) Directed attention	-	2	-	-	2	-	= -	-	4	= 4
(3) Selective attention	-	2	6	4	2	2	= 8	5	3	= 16
(4) Self-management	2	7	5	8	4	2	= 10	13	5	= 28
(5) Advance preparation	1	-	-	-	-	-	= -	1	-	= 1
(6) Self-monitoring	-	2	-	1	-	1	= 2	-	2	= 4
(7) Delayed production	-	2	3	1	-	-	= 1	1	4	= 6
(8) Self-evaluation	1	9	5	2	3	2	= 7	8	7	= 22
(9) Self-reinforcement	-	-	-	-	-	-	= -	-	-	= -
Total	7	29	19	16	12	7	36	30	26	

factors that influenced her language development. For easier reference to a metacognitive strategy, each strategy mentioned is followed by a number which corresponds to each numbered descriptor from Table 7.

April

Michaela began her diary with an account of her first encounter with English in a

two-month course in the former Yugoslavia just before she came to Canada. Michaela commented on an advance organizer strategy (1) when she thought about how the English class would be:

> First day in the class, I was quite surprised when I realized that our teacher talked only in English, even if her mother tongue was Serbo-Croatian too. Considering that none of us in class knew any English I expected our teacher to translate everything for us, but it didn't happen. She even ignored us when we would ask her something in our language. In the beginning I almost went crazy about it. It was so stupid and made me very nervous. I thought to myself, "How possibly we could communicate with her, understand her, since we don't know even one word". But after few days I got a little bit used to it and I began realizing that this was the best and maybe that only way for me to learn something. Soon I started to remember word by word. (13/04/97)

Michaela was quickly able to understand the condition that would help her learn (4). As the class progressed she found it "extremely difficult and a very short time to learn something." However, at the final exam she "was best of us all. Was I every proud of myself! At that time I was so self-confident and so sure that I knew so much English that it was enough for me even more than I might need. What a thinking?!" (13/04/97) Even though the class was difficult, Michaela emerged from her first encounter with English as a confident and self-assured learner. Her first introduction to English equipped her with a positive attitude towards the language and sense of confidence, even though in hindsight she realized this confidence in her ability was premature.

When Michaela received permission to travel to Canada she was excited but also

scared.

> How am I going to understand anything? What if I understand something wrongly and then get lost at the airport or somewhere else? And if I get lost how can I ask somebody to help? I was panicking and I was angry at all languages in the world. I called my sister who already went through all of that... She laughed and told me not to worry, but make sure to be with a group of people from my country...Well it was very calming that some of these people knew English and could help us others at any time. (26/04/97)

Michaela's L2 acquisition journey began with strong emotional support, particularly from her sister Anastasia, but also from fellow travellers to Canada. Michaela traveled to Canada in 1997 with a group from former Yugoslavia. While traveling, they exchanged ideas about learning English and Michaela described her advance organizer strategy (1) stating:

> We exchanged our opinions about what to expect when we arrive to Canada, and many people thought that studying English is going to take us each long time is going to be the most important and hardest thing of all. After I came to Toronto, I actually realized that I didn't know any English. (26/04/97)

Michaela arrived in Toronto and decided to watch T.V. in her hotel room. She expected to be able to understand English because of her successful study in former Yugoslavia. However,

> My disappointment in my knowledge of English became even greater after that. Every moment I got more confused, listening to fluent English and hearing more and more words I didn't understand. I couldn't even recognize the words I thought I knew. The only thing I could understand a little was the weather forecast,

> probably because there were numbers appearing on the screen, so I could make some sense out of what the announcer was saying. I felt very alone. I felt I was from another planet and I was very anxious to finally meet my sister...so that I could feel more secure, having somebody to understand me, talk to me and explain to me everything I needed to know. (26/04/97)

Michaela immediately evaluated (8) her language ability on her first encounter in Canada with English. This evaluation resulted in disappointment and anxiety. However, she already knew how to manage (4) her learning situation. She needed to meet her sister who would help her feel secure. She expressed her panic about learning a new language and culture. What calmed her fears, was her connection to her sister. Anastasia was Michaela's link to the target language group. For Michaela, knowing she had strong support from her sister, both as a guide to language and culture as well as for living needs, allayed her fear and uncertainty.

After Michaela arrived in Regina, she began LINC Level 1 (beginner) English class in April, 1997. Michaela's first diary entry about this school experience was written at the end of April. She entered the beginner English class in February and used this first entry to talk about her initial language learning experience. Michaela expressed emotions of nervousness and anxiety. She was nervous because she "couldn't understand a word of what my teacher was saying" but she could "suspect that he was telling me to relax and listen...He was trying to tell me that I was going to feel much better in a week or two, which I didn't believe at all. But as time was passing I realized it was true." (30/04/97).

Here she acknowledges her ability to self-manage (4) and she acknowledged the support she felt from the teacher in attempting to make her feel relaxed and safe.

In LINC 1, there was no one in her class from her country so she was "forced to talk in English. I would get anxious waiting for breaks, to get a chance to talk to somebody in my language. But day by day I was getting more relaxed in my class and I actually liked it." (30/04/97) As she relaxed and became less shy and was able to experience empathy with her fellow students by realizing "that all of us were in the same boat, that all of us had the same goals - to learn English." (30/04/97).

Michaela's first sense of confidence in Canada occurred when, near the end of April, she acted as translator for two new students in the class. "They were from Yugoslavia, and they didn't know any English at the time. So I had to be some kind of translator. I felt very powerful and I was amazed by myself. Comparing to them I knew a lot. Who would have guessed that I could learn so much for such a short time." (30/04/97). Her realization that she could successfully translate even though she was just a beginning speaker gave her a sense of power and self-confidence.

Students who enter LINC classes in Regina do so on a continuous basis. That is, new students are continually entering a class and exiting when they have acquired the necessary skills to advance to a higher level. Therefore, a beginner class could have

students with beginning English, students who have studied several months and students who have acquired a solid base of English and are ready to advance to a new level. As a result, there is a lot of repetition of classroom activities as students enter and leave. Michaela expressed her understanding that repetition is a valid learning activity (1) but she also expressed that once the language concept is acquired, repetition is no longer beneficial to her learning (4).

> It became a little bit boring in my class. We started to repeat things we already learned because of new students. I agree that practicing things again is a good method of studying but I became a bit nervous about that, I guess because I felt I knew it all quite well, and I didn't want to go back. (30/04/07)

Repetition caused Michaela to feel bored and nervous. These emotions appeared to control the amount of language input she was willing to experience.

May

Appropriately, at this time, Michaela was moved to the LINC Level 2 (intermediate). At this new level, Michaela had her first test and evaluated herself (8) in her diary comment: "I got very disappointed on how I did on my grammar test" (03/05/97). However, she had been in this class long enough to know that the teacher reviewed regularly: "I expect my teacher to repeat all of that with us again. I like the way she is doing that. You can't even realize when she is relearning with us." (03/05/97) Here, Michaela understood the advanced organizing (1) principle of the class (a recycling

of learned material) and understood that repetition is a condition that helps her learn (4) but in such a way that isn't boring (can't tell she is relearning with us). Daily, Michaela was learning

> More and more new words and every time I panic and get worried. How am I going to learn so many words? Sometimes, I think that I don't know anything, especially listening and hearing more and more unknown words. Grammar seems to be easy and whatever new I learn in grammar I get it very easy. Friends say that vocabulary is going to come with time, and I look forward to it. (03/05/97)

Michaela was evaluating (8) her ability to learn but even though she was panicked and worried about the seemingly overwhelming prospect of all that she must learn, she turned to friends for support and encouragement and was willing to continue her learning with a positive outlook.

As Michaela continued in LINC 2, her teacher implemented a letter writing activity. Once a week for six weeks, the LINC 2 students wrote to and exchanged letters with students in an Education Linguistics class at the University of Regina. Again Michaela commented:

> I think that is a great idea...This letter-writing way of learning English is very useful method to learn and easier and more...Taking her letter as a great example, I finally finished my letter knowing for sure that I could learn so much from this corresponding between her and me. (14/05/97)

In this particular learning situation, Michaela also applied the metacognitive strategy of selective attention (3). By reading her writing partner's letter, Michaela "was

checking myself how much of English I already know" and she "paid attention to how she (the writing partner) formed her sentences". This activity allowed Michaela to gain more confidence in her abilities: "I was very happy that I didn't have to use a dictionary at all, and I still understood the letter thoroughly." She also acknowledged that this understanding was enhanced by the support of her letter-writing partner. She believed that her "new friend is aware of the fact that I am a real beginner in learning English and that she used simpler words in her letter so that I could understand..." (14/05/97). As a result of this learning activity and the perceived support from her writing partner, she completed the activity with a sense of confidence and satisfaction: "I realized that I understood everything" and " I am quite satisfied with how much I know so far." (14/05/97)

By May 25, 1997, Michaela was attending school only part-time because she was working. Monday was the only day she could stay in school the whole day so

> I expect so much from school but...it's a day that I hate a bit...it is very similar to each other. We always talk about what were we doing during the weekend and it takes a lot of time. I know it is a good way to practice English, but sometimes it gets boring...

Michaela understood that this weekend discussion was a good learning activity (1) but she made it clear that it was not the most interesting way for her to learn (4), especially when her study time was limited. Again, repetition caused boredom and

feelings of distaste for Michaela.

Michaela was attending school part-time and she was struggling with the classroom language learning because she was missing so many lessons. Commenting on a test, Michaela wrote

> I also didn't practice those new words from the text at the computer lab which is very useful and which is a way that helps me learn fast .. so, once again I will feel stupid when I get a low mark. It is much easier to learn something when I listen to my teacher explaining it at school than to come home with papers and try to learn it... (25/05/97)

Lack of success on the test caused Michaela to feel stupid even though she knew she hadn't had the opportunity to manage her learning effectively (4) She wasn't able to use the computer time at school, and was forced to rely on homework handouts sent home by the teacher.

At the end of May, Michaela expressed her confusion about the ambiguity of English. During class discussions about student activities, students often confused the use of exciting and excited. A student may say she is exciting about an upcoming event. After explanation of the difference between the two words, Michaela commented that she was "very happy to learn more and more rules in English language for when you know the rules then everything is easier to understand." In addition, during a listening activity a community was described as an alcohol-free society. Michaela thought

> At first...it means that you can drink alcohol in such a community, for knowing that word free means that you can do what you want liberally. But in this case it means exactly opposite. I didn't bother my teacher with how unlogical it sounds in my language, because I realized it was used as an adjective in combination with a noun to explain what kind of community we were talking about. (28/05/97).

Michaela was not deterred by the confusion of the the English language and she was confident she would figure things out : "I believe there are going to be many more such things like today that are going to confuse me and then make me happy when I learn why are they the way they are." (28/05/97) Here, Michaela appears to be developing a sense of tolerance towards the ambiguity of the language.

This tolerance also carried over into her family and leisure life. By May 4, 1997, Michaela had settled into Regina and a routine of school and work. On this particular day, she decided to learn how to ask for a bus schedule. As she was leaving home to go to work:

> I asked my sister to tell me how to ask a bus driver for a schedule. I could say it in my way but I wanted to know how Canadians do that. My sister said, "Can I have a schedule, please?" I was confused. "Have", I repeated. "If I translated that in my language it wouldn't sound right."

Even though the question structure was not logical to her she concluded:

> It would be much better if I would say the word give or get instead of have, but what can I do about that. I am here to accept English the way it is, and not to worry about how logic some things sound when they are translated in my language. (04/05/97)

In this situation, two metacognitive strategies occurred. Michaela was making advance preparation (5) to use a language structure appropriately. However, when she heard the structure, she selectively paid extra attention (3) in order to understand the use of the structure, because the structure was not logical to her.

In May as well, Michaela was gaining a sense of self-confidence through encounters with family friends and her tutor. She was highly motivated to acquire as much English as she could. Michaela obtained a tutor through the Regina Public Library and was able to tell the tutor those things that she needed to learn (4) . She knew what specific attention (3) was needed for the learning task.

> I told her about ....problems I have in learning English, like how idioms could be confusing, or how frustrating could be abbreviating, or how spelling is quite unlogical in many ways...For next time..we agreed that I should bring my school books, so that we can practice whenever I need to...Having a tutor is going to be very useful, for that is the only time I speak English very actively. (07/05/97)

Again, Michaela was self-evaluating (8) and self-managing (4). She was confident the tutorial situation would enhance her learning.

On May 18, 1997, Michaela wrote with great emotion and longing. Perhaps she had been exposed to Canada's language and culture long enough that she realized how much she needed English. In this diary entry, she had an overall understanding of the organizing concept of the learning activities (1), she self-evaluated (8) and decided to

attend to specific aspects of the language situation (3).

> I am so desperate to learn English, that I got scared if I could do it at all. Day by day there come new words which make me more and more confused and it looks that I am going to need very long time to learn all of them. The thing is that I am kind of greedy to know everything at once. Sometimes it looks that I can't accomplish anything without English. I need it at my work, in school, in a bus, on the street, in a store, in a bank, in post office, at the clinic, simply everywhere. Of course with this much English that I already know, I can communicate at all of these places but still I want to know much more. I want to speak without any mistake. Well I know, that I have to make mistakes like all other people do, and that it takes a long time to learn second language, especially to speak it fluently, so that I hate myself for being so impatient sometimes. I even stopped speaking my language especially when there is a person who speaks some other language....I really try to use only English and only in case I can't express myself clearly then I have to use Serbo-Croatian. So I find this as one more reason to try even harder to learn English as soon as possible, and I feel once I learn it I'll use only English. (18/05/97)

Even though Michaela is overwhelmed by the amount of English she realizes she needs, her motivation to continue is strong, she is greedy to know everything and to know it without any mistakes. She criticizes herself (8) for her impatience. She purposely chose (2) not to speak her own language when others didn't understand. This is a clue to her growing sense of confidence with the new language; she doesn't need to rely on her own language in order to communicate.

In May, Michaela commented for the first time about work. On May 4, 1997 Michaela had commented about using "have" to ask for a bus schedule and was very tolerant of the ambiguity it caused for her in that particular context. This knowledge of

"have" carried over to a comment about the workplace and school. Michaela stated

> I heard the word 'have' in many different contexts and I know many ways to use it. I didn't even dream that I could learn some English at my work place, but everyday I learn something new. It's everyday English that people in Canada use. So many idioms, abbreviations, new words. Sometimes it frustrates me when I hear my coworkers talking. They abbreviate everything and anything. In school I learn nice correct English, and when I hear people talking elsewhere, I think that they're wrong. There is no need to abbreviate so many things especially when they could be used normally. (04/05/97)

At work, Michaela was not as easily tolerant of the ambiguity of English even though she knew it was the every day English that native speakers use. Work was a very stressful situation for Michaela. Perhaps in the relatively safe environment of the classroom and the relaxed atmosphere of family and leisure activities, it was easier for her to tolerate language frustrations. Initially at work, however, this safety and relaxation were not present. In early May, Michaela stated that "I use not so much English" at work even though she realized how important English was for her workplace survival (1).

> The machine I was working at broke. I felt more than ever before a great need to know English better to be able to explain what and how happened, and to understand people around me as well. I only supposed that my coworkers were saying that something like that happened a few times already, but that damage wasn't that great ever. When the repairman arrived I wanted to ask him whether he could repair the machine, but I didn't know how. I told my coworker, who is from my country, to ask him but she told me to ask him myself, probably thinking that I would know how. But I was only listening and looking what was happening around, so that I felt guilty. Simply I couldn't find enough suitable words from my poor vocabulary to explain that I wasn't guilty for what happened. I felt worthless, and once again I realized how much more English I have to learn to express myself

when needed. (11/05/97)

One small problem at work caused Michaela such strong feelings of guilt and worthlessness. Her emotional well-being depended on her ability to use English in order to explain her actions at work and to defend herself. Without adequate English competence, Michaela had no way to alleviate these overwhelming feelings of powerlessness. This self-evaluation (8) reaffirmed for Michaela how much she still needed to learn in English.

On May 17, 1997 Michaela stated:

> I feel kind of useless, for using so little of English language at my work place. When I want to tell somebody something, I usually say it hastily and I only emphasize the words for which I am sure I say them right. I do this because I am scared of making mistakes, but even so, I talk quietly and insecurely my co-workers understand me most of times. It's much harder to talk to guests and I try to avoid talking to them as much as I could. The worst thing of all is a telephone, I usually don't understand anything, so I stopped even answering it. It's much easier to talk to people when you look them in the eyes. (17/05/97)

In this situation, Michaela described several metacognitive strategies. She evaluated (8) herself immediately. She knew she used little English in the work place and felt guilty about it. When she did speak, she did so quietly and hastily (6), but she was satisfied that she was understood most of the time (8). She self monitored (6) when she said she spoke hastily and emphasized only those words she was sure were right. In addition, she chose delayed production or avoidance (7), rather than speak to guests and

answer the telephone. She consciously decided to postpone speaking (7) because she knew that the best condition (4) for helping her use the language was "to look them in the eyes." Again, work was extremely hard on Michaela's self-confidence. She felt useless, scared and insecure, so much so, that she chose to avoid any encounters with guests.

Michaela found work breaks to be difficult language learning situations as well.

> My great problem are breaks and I feel stupid when everybody talks, laughs and... I only keep quiet and look at them. Actually I understand them very well, but I feel stupid to interrupt with my short, and unimportant questions. One of my coworkers even named me "Quiet One", and all others also ask me very often why am I so shy and quiet. ...When I explain to them that I feel that my English is too bad so that I could talk to them, they usually tell me that my English is very good, which makes me very frustrated for I feel that they're only comforting me. (17/05/97)

Michaela described the strategy of delayed production (7). She chose to remain quiet and listen even though it caused feelings of stupidity and unimportance for herself. And she evaluated (8) her English explaining to her coworkers that her English was "too bad". Even the support from her coworkers does not give Michaela comfort. Her frustration continued at her lack of necessary English cope with this work situation.

June

In June, Michaela's attendance at school was limited. On June 14 and 19, 1997 Michaela focused her attention on pronunciation. The LINC 2 class was practicing the pronunciation of vowels and linking words. Michaela commented:

> I think the best way to pick up the correct pronunciation is to listen to Canadians and try to repeat words that are hard for me (14/05/97). You really have to be the best in your listening so that you can always understand...I really have to pay good attention to understand such words and I could do that. (19/06/97).

In both instances, Michaela chose to be selectively attentive (3) to certain aspects of the language and to self-manage (4) the learning situation. Possibly because she had so little time in school, she had to make the best use of the learning opportunity by focusing on specific aspects of the language. Even though she found linking in speech very difficult, her attitude remained positive and she was confident that she would "learn it somehow" (19/06/97).

Because her attendance at school was limited she was concerned about her progress. She stated :

> I also realized that I feel very lost as soon as I miss one day in school. Even if my teacher sends me all the papers that they study in school and homework everyday, it is not the same as when I am in school and listening, conversing, writing learning together everybody and directly from my teacher. (21/06/97)

Michaela reinforced the notion that the classroom can have an important influence on language learning by the support it provides from both peers and teachers. Despite the fact that language learning at school was limited, many events in Michaela's family/leisure life were taking place during June. She met with her letter-writing partner for the first time. This provided an opportunity for Michaela to practice speaking under the conditions (4) she felt comfortable with (simple English) and to evaluate herself (8) at the end of the

evening.

> In the beginning it was a bit uncomfortable for both of us and I hesitated to speak, but until the end everything changed. We spend over three hours together, talking just about anything... Of course both of us used very simple English but even that made me realize that I at least can speak English. (01/06/97)

From this encounter Michaela expressed surprise and delight at her progress. "I couldn't believe myself:..For the first time in my life I was talking so much English, and I was very happy that A. understood me" (01/06/97). This personal encounter with her letter writing partner was further positive experience with cultural support and boosted her self-confidence.

Michaela also commented on being curious about garage sales.

> For quite a long time already a garage sale has been an object of my curiosity. I know that you could go on garage sale and buy things for little money but I thought that it was some place in the city, like some kind of outdoor market where people see used stuff. So today, I was surely very surprised when my sister told me where exactly people have garage sales. Of course in their garages! The name says it all but I still needed somebody else to point that to me, very funny. (04/06/97)

Her tolerance for the ambiguity of the English language was increasing. In this leisure situation, she found the use of English funny, rather than frustrating.

In June as well, Michaela decided to make an appointment with a bank to see if she could get a loan for a car.

> Sometimes I ask myself how many times am I going to get disappointed before I

> learn enough English. ...I took my sister with me (to the bank) to help me with the language, and like usual I expected her to do more talking and translating than myself. After a while she had to go to get my pay slip and I was on my own. ...Of course the words that she was using are characteristic for her profession, and I realized that there are so many professions and words characteristic to them that I have to learn yet. When Anastasia finally came I asked the bank officer to repeat every word she told me before so that I could be sure that I understood everything right, and I agreed with things that are O.K. I was very happy that I actually understood quite well and that everything I did was fine. (08/06/97)

Again, Michaela set up the condition that will help her learn (4), and evaluated her progress (8). Asking for a bank loan is a stressful encounter for most native speakers. Michaela was willing to take a risk and attempt a language encounter with a loans officer. This first attempt left her disappointed in her lack of ability: "I ask myself how many times am I going to get disappointed before I learn enough English." Here, her appraisal (8) of herself in this situation was low but this did not deter her from continuing to risk other language encounters.

When guests came to visit, Michaela made a conscious decision to "to try to talk as much as possible, about anything" (08/06/97) and she was "quite satisfied with (herself) for understanding almost everything they spoke, even if they used many for me new words" (08/06/97). In this leisure situation, Michaela was able to feel successful and confident.

Michaela continued to seek out language learning opportunities such as eavesdropping on bus conversations. Here she used the situation to help her learn (4) and

was selectively attentive to the task situation (3).

> Quite often when I ride the bus I am being impolite for I am listening to the people's conversations. Well, that way I check how much I can understand.

She also felt successful and pleased. "Often I find myself surprised when I realize that I can understand the words I don't actually know, but in the context they are understandable." (15/06/97)

When Michaela's sister, Anastasia, had a baby, Michaela used the event to enhance her English in a selected situation (3).

> So besides a great feeling of being there when little Stefan was born, being at labor was useful for my English too. I probably wouldn't hear these words at school, or anywhere else in my daily life, so now I don't have to be scared once I experience labor, for I understood everything that they were saying and I even learn some new words. (18/06/97)

By taking advantage of a unique language learning situation, Michaela was able to evaluate (8) her progress with a further sense of confidence in her ability to successfully use the language in a new context, " So this time I was happy noticing my English is quite good for the difference of many other times when I get worried realizing that I still have to learn a lot" (18/06/97).

Throughout the month of June, Michaela attempted many new language use situations and navigated them with a sense of satisfaction at her growing ability. Her self-confidence was growing. Finally, at the end of June, Michaela's younger sister arrived

from former Yugoslavia. Michaela was able to evaluate (8) her own language development in comparison to that of her sister.

> I look at her and I see myself in her. She thinks that I know English very well because she sees me talking with people. I don't know what to tell her. I don't want to scare her. I've learned a lot in these six months, but still I know so little. I learn something new everyday and I always ask myself is there an end to it. I have feeling that I know so little that I won't learn it ever. I would like to be a little bit more patient and to be satisfied with what I know already...I see that my sister doesn't know anything than I am happy for how much I know and that I don't have to go from the beginning ever again. (28/06/97)

Michaela had gained self-confidence and satisfaction about her progress in English. Having the opportunity to compare herself to her younger sister gave her a realistic perspective on how much she had achieved.

Work continued to be stressful for Michaela. In June, she began a new job at the same work place, waitressing for parties in the hotel. On June 11, 1998, Michaela described a graduation party in the hotel:

> I was scared for I never worked as a waitress before and also even more scared of how I was going to communicate with so many unknown people who don't know that my English is not good enough to understand everybody. I was scared that guests might ask me for something that I don't know about, or I wouldn't understand. So instead of trying to break the ice and talk to our guests I was avoiding any possible conversation. I wouldn't be surprised if all of these people thought of me as of a person who is very inhospitable. I felt so worthless and I wanted to explain to these people that my behaviour is all about my fear of not knowing English....At the end of the night I went home quite unsatisfied for I always get worried after I realize how much I still have to learn. (11/06/97)

Again Michaela chose delayed production (7) to cope with the new learning experience and avoided the language use situation, even though this strategy choice left her feeling worthless and dissatisfied with herself. And at the end of the night, she evaluated her performance (8) and was quite dissatisfied with herself and worried about how much she still needed to know. Starting a new job is a stressful situation for any worker. However, in Michaela's case, lack of language proficiency further complicated the situation. Michaela confirmed this again on June 25, 1998 when she mentioned serving at a second party.

> I was scared much more than two other times. This time my responsibility was to serve food, coffee and other things that people might have asked for so it meant more communication with people and that is what scared me. I wasn't worried if I was going to spill or break something, but how would I understand everything these people say or ask. But it turned out that people were really kind to me and it gave me some strength. I talked to these nice people and I tried to make them as comfortable as I could, and they enjoyed. That night I realized that it is very important to talk and don't pay attention. (25/06/97)

Michaela was obviously now familiar with the job tasks of waitressing and confident in her ability to do the job but the stress of language use on the job continued. This time, however, she was more willing to take a risk, perhaps because she felt so worthless in her previous experience and she didn't want to feel that way again. Through selective attention (3), she talked to people and tried to make them comfortable and realized that the condition that helped her learn (4) was to talk to the guests and not pay

attention (*to her fears*). Happily, by the end of the evening, Michaela evaluated the experience (8) and found that she was able to handle the communication situation successfully. This time, she specifically chose to talk to the guests and she acknowledged the support these native speakers gave her. The guests were "really kind to (her) and it gave (her) strength". This experience resulted in a positive confidence-building experience where she realized that it was "very important to talk and don't pay attention *(to worries)*. Work, initially a very stressful language situation, had become a less stressful environment where Michaela was gaining a sense of strength and self-confidence in her language ability. By the end of June, in all three language situations, Michaela's own risk-taking and the support of native speakers allowed her to feel successful as a language learner and gain greater confidence in her ability to use the language.

July

In July, Michaela was at school only eight out of twenty-one possible days because she was working. As a result, she evaluated herself (8) and shared her worry about not attending school:

> I don't know if it's a consequence of the pressure I make on myself for not going to school, or I really lost some of my knowledge of English. It looks to me that I am slowly forgetting what I know, and I don't have time to learn new things. So when I think about that I become depressed all over again. (09/07/97)

To compensate for the lack of time in school and to alleviate some of her

depression, she set some learning goals (3):

> My only hope is that I think in English as often as possible and even try to make sentences and whole stories in my mind all of that in English. I also decided to try to talk English every time possible. (09/07/97)

From the July 12, 1997 entry, we learn that Michaela was in school only one day for the week. During that week, the class studied the present perfect tense. Michaela realized she had "already heard people using this tense in their speech". Applying the advance organizer strategy (1), she decided that learning the present perfect was going to be the same as learning irregular verbs "because it has a lot to do with irregular verbs" (14/07/97). As well, she commented on the learning condition (4):

> Very good thing is that my teacher sends all the lessons that she teaches..my homework too. So this way even if I don't go to school I am informed about everything...it makes it much easier for me on the days when I go to school. (12/07/97)

This comment is a change from her earlier concern that she felt lost when she wasn't in school, even though the teacher sent home the homework. Now Michaela is beginning to express her ability to handle her learning on her own with some support from the school.

On July 16, 1997, Michaela was back at school after being away for one week and she wrote a test on the present perfect. Rather than make mistakes on the test, she didn't answer some of the questions: " I didn't want to make too many mistakes on the test so I

rather didn't write what I wasn't sure about." In her previous diary entries, she expressed disappointment in herself when she didn't do well on a test. Perhaps because she had so little time at school, she didn't want to put herself in a situation that wouldn't give her successful results. That is, she does not want a learning condition that would cause negative feelings about herself. Therefore, she chose to avoid the situation.(7)

On July 23, 1997, Michaela was told that she would move to LINC 3 in September, after the school holiday. At first she "wasn't satisfied with the news at all...It isn't fair since I only go two days a week, and I should have some right to stay a bit longer..." Even though she was "not afraid of LINC 3" and, even though she thought she was ready for LINC 3, she believed it would be much better if she could have more time in LINC 2 to because "(her) vocabulary is quite poor." However, she also noted that "it's kind of painful to watch some other people staying in school for such a long time while I and some other students from my country just run through school". Here, she has made an evaluation (8) of herself and realized how quickly she had progressed compared to others she had been studying with.

During July, in her family/leisure time, she initiated a conversation with a friend of her sister's to whom she had never talked before and: "I was telling him everything that comes to my mind and that I was sure that I wouldn't make a mistake. I was so happy that

he understood me" (09/07/97). Her risk-taking resulted in positive self-esteem. When she returned home she told her sister and brother-in-law,

> She wanted to speak English with them too, but it was funny so we stopped after a while. My personal opinion is that it would help me improve my English a lot, but for now, I can't do that, at least not until my little sister learns some English. (09/07/97)

Again, Michaela understood the condition that would help her learn (4) but until her little sister learned more English, she would have to manage some other way.

At the end of July, Michaela commented on a meeting with her tutor. Her tutor suggested that she and Michaela read a book during the summer and discuss it. Michaela chose "Gone With the Wind" because she remembered seeing the movie.

> I thought it would be a good way to study English but I wasn't right...it was very exhausting and hard for me ..I decided to tell my tutor that this wasn't good for anything except to make me tired and disappointed in my knowledge of English...I told her that reading newspaper would be good especially if she could explain new words to me right away. (30/07/97)

Again, Michaela had no difficulty evaluating the learning situation (8) and rearranging the conditions that would help her learn (4).

At work, Michaela was offered a full time job which at first she refused because she wanted to attend school. By July 2, 1997, Michaela decided to accept the full-time job at the hotel and attend school only two days a week even though she was not sure it was a good idea.

> I hate myself a bit because it seems that I don't know what I want in my life. My supervisor offered me a full-time job and at the first moment I refused thinking about my school and how I shouldn't miss it. Then I thought a bit more and I decided to take her offer. So now I could go to school for just two days a week...Now I don't have an idea how long it's going to take me to learn English...(02/07/97)

Here Michaela again used her self-management strategy (4). She knew she must speak and listen to English. However, her job choice might not allow for this learning and practising environment. She was also concerned that her new co-worker spoke her own language and she worried that this condition was not the best way to self-manage (4) her English learning:

> The worst thing of all is that I am going to work with a lady who is also from my country, so we will probably talk in our language at all the time. I have little contact with Canadians now that I don't have so much spare time so I will not even listen to English a great deal. Because of all of this I am very concerned and I regret a little my decision to accept a full-time job. (02/07/97)

Michaela's financial needs superceded what she saw as a good learning situation and she made her decision with some regret.

On July 5, Michaela evaluated the new job situation and compared the language learning opportunity (4) there with her old job position . She also made mention of what she referred to as mind fatigue.

> It was the first day on my new job place yesterday. Beside my physical fatigue, the mind fatigue was present too, which is even harder to me. I think this mind fatigue is caused by my English, which I want to study now more than ever but it seems impossible. It seems that I will forget everything I've learned. Just now I became

> conscious about how much English I've learned working in the laundry. I was listening to English there at all the time and I even talked English there. From my young coworker I heard and learned many idioms, linked words, abbreviations, etc. These younger people talk that language I don't exactly study at school. It seems that they have some kind of their own. So I thinking it's important to talk to them and spend some time with them, because that is the best way to learn some everyday English. Now I usually talk my language with my new partner at work...Anyway, I'm going to try to study a little bit more at home and I hope it's going to work out. (05/07/97)

Michaela assessed the conditions that helped her learn (4) and determined to study harder (2) to make up for the loss of these learning conditions. Her mind fatigue, caused by her struggle to learn and use English, impacted on her ability to cope easily with her work situation. Michaela definitely understood the situations that helped her learn and she was aware of her learning process. Because she was losing valuable learning situations, she decided to try to study harder.

Towards the end of July, Michaela continued to self-evaluate (8) her language progress at work and was gaining confidence even though she realized she still had lots to learn.

> Yesterday...one guest asked me something, but out of all the words he said I only understood word "box". I was thinking very fast what could that be that he asked and I thought that he probably needed a box so I said: "I don't have one". Even now I'm asking myself what did he ask and did I give the right answer. I was stunned by his speedy speech and I ask myself how can people even understand each other if they speak so fast. Or maybe it just looked so fast to me, a person which is studying English and probably for people whose mother tongue is English that wouldn't be fast at all, but still my listening is very good and I'm glad about if for in my opinion the most important thing in learning English is to hear, notice

> and recognize words and sounds when other people talk. After that come speaking which is the easiest to learn it I practice it with other people especially Canadians. I also hope that vocabulary is going to come with the time, I try not to worry too much about it. (26/07/97)

Here Michaela gave insight into a language situation first-hand and revealed that the process of self-monitoring (6) continued even though the language task was over. She also shared what she believed necessary to pay attention (3) to in the language learning process and confidence that her language would improve with time.

Michaela's confidence continued to increase. As an example, one day at work she wasn't sure whether she understood a guest properly. She stated, "Sometimes I think that I could understand almost 90% of English but very often I realize that there is a long way to that accomplishment..." (26/07/97). Again, rather than be devastated by the work language situation as in her early work months, Michaela was now confident in her listening and speaking ability, and had concern for language form and communication. She wasn't too worried anymore about her language progress. The development in her language acquisition was giving her confidence.

August

In August, school comments were limited. Michaela was in school only a few times before the school holiday break. However, because of her limited school time, she used an active approach to concentrate on her studies:

> I took a book from my teacher which is about listening. I also took some disks

> from school and I am practicing English at home on my computer. I try to remember correct spelling of some new words I encounter while I'm doing it. (06/08/97)

To complete LINC 2, she wrote a series of tests. During the last week of school, she evaluated herself and emotionally was very pleased with her results.

> During the last week we had many tests which were supposed to show our level of English knowledge...I did very well with all of them which was quite a surprise for me. Considering that I go to school only two days a week, I was more than satisfied with my results, even if I don't know where all this knowledge came from. On the other hand, I was disappointed learning that I will be going to third level in September, definitely. So I have to accept it and try not to think about that too much. (16/08/97)

It is interesting that Michaela noted that she didn't know where all this knowledge came from. She may have been expressing modesty about how much she does know. Because of this satisfactory progress, Michaela was told she would be moving to LINC 3 level, which didn't make her happy, even though it reinforced her own growing sense of language proficiency.

During August, Michaela commented further about family and leisure situations. She continued to meet with her tutor and she acknowledged the language support she felt from her. However, she decided that this studying situation was no longer helping her (4). On August 13, 1997 Michaela found that

> Meetings with the tutor became somehow boring for me. She is extremely nice person, but it seems that she doesn't know what should she practice with me. I'm not saying that she didn't help me. She is a great help for my speaking, and

listening to her pronunciation helped my pronunciation; and correct my mistakes.

By now, Michaela was very much in charge of her own learning (4). Even though she acknowledged the help of her tutor she evaluated the learning situation (8). Her ability to understand organizing principle (1) of a learning activity led her to realize that this tutoring relationship was no longer beneficial to her learning (4).

At work in August, Michaela continued to self-evaluate (4) her work language experience thus far:

> My English is getting better everyday and I'm very satisfied with myself. In the beginning I felt worthless. I tried to avoid talking to anyone, I almost hated everyone who would ask me anything. I was scared of would I understand even more of would I know to answer. I worry much less now and I even enjoy talking to others, and I'm glad when I get advice to talk in English (03/08/97)

She reveals that she selectively (3) followed advice to talk in English and further revealed that she is becoming

> Uncomfortable if I have to talk in my language in front of people who don't know my language. I'm very aware how impolite that is and I can't wait to learn English so much that I wouldn't have to use my language at all. (03/08/97)

Emotionally, Michaela was no longer insecure about her L2 use. She was more insecure about using her L1 and was strongly motivated to improve her English so she wouldn't have to rely on her L1 at all.

September

In September, Michaela began LINC 3 level but only attended school three days

throughout the next few weeks. By September 13, 1997, she wrote:

> Finally after a long, long time I got a chance to be in school for three days in a row last week. I'm in Linc 3 now, and there is nothing the way I thought it should be. I feel that we or at least I need much more to learn than it is offered to us in this LINC. My teacher tries really hard but somehow it doesn't ring the bell for me. (13/09/97)

Again, her advanced organizer strategy (1) influenced her perspective on the class. This time it made her disappointed with the learning situation. As a result, she attempted to use a self-management strategy (4) to enhance the learning:

> I also try to listen to him but sometimes I just lose interest in what he is telling us, so I start writing something like a letter or something similar. I know that it is very unfair and very impolite, but I just can't help it. Anyway I couldn't ignore his talking completely probably because I know some English now and I simply comprehend a lot of what he is saying even if I don't pay enough attention to it. (13/09/97)

In September, she was attending LINC 3 very few days a week. Even so, she was one of the more advanced students in the class and would graduate very soon even though she was in LINC 3 a very short time. Her language acquisition was rapid compared to many of her fellow students.

In her family and leisure encounters in September, Michaela again made an excursion to the bank which provided an opportunity for her to evaluate her language use (8).

> I went to the bank to ask about loan for a house. I did it in some way out of

> curiosity but in another way I was thinking that buying the house while I'm working would be good thing. As usual my sister Anastasia went with me so that in case I don't understand something she was there. I was really happy that the lady who talked to me about the loan was so kind and she spoke so clearly and slowly so that I could understand everything, or at least I thought I could. (10/09/97)

This language encounter further reinforced the connection between emotional support in learning situation and its impact on a learning strategy such as selective attention (3). Michaela shares the revelation that this emotional support caused her to relax her attention:

> But when we came home, among other things, Anastasia told me that bank officer said that I couldn't take a loan before I would be working for a full year. I was very surprised that I didn't understand such a simple thing. When I thought it over I realized that I probably was relaxed because of Anastasia's presence at the meeting, probably feeling that if there was something I wouldn't understand she surely would, and I guess I didn't pay as much attention as I would if I was alone. (10/09/97)

However, Michaela was not devastated by such a simple misunderstanding. Her self-confidence was not undermined. She realized her own lack of attention and her reliance on her sister caused the confusion, not her lack of ability to know and speak the language.

In Michaela's last diary entry, she discussed the crossroads that all young people face when trying to make choices about the future. To continue on to achieve a university level of English, she had to think about what to do after LINC 3. Should she continue to

work or continue to pursue formal English study?

> I am on my life's intersection. Where to go now? What path to choose? Which direction?....I don't know what to take, what to give up. I am very aware that without going to university I can't do much with my life here in Canada. Only with the university degree I could make enough money for me to buy a house and a car and everything else that I would need in my and for my life here. For all of that I also need a lot of time, and my problem is exactly that, that I want everything to happen very fast...I know that I want too much for a very short period and I often criticize myself for that. To remain a cleaning lady for the rest of my life is not the solution either, so I hope I will decide to go to school. I wish if I could work for about two years more, make some money, achieve some of the things I want and then go to school. But what will happen with my English since I have already missed a lot. This might be my only chance to learn English successfully. I feel very confused and disappointed with my life and I really don't have a clue what to do. I am desperate to choose the best for me and my future, but at the same time I am afraid. Afraid of the possibility that I could make a mistake whatever I decide to do. (16/09/97)

On September 24, 1997 Michaela decided to temporarily discontinue studying in the LINC program in order to work full-time. She needed to save money to sponsor her boyfriend, who was still living in former Yugoslavia, to come to Canada. Work became the focus of her life after September 24, 1997 even though she was concerned that this decision might have been a mistake.

Summary

The implied characteristics of a strategy include the notion of planning, competition, conscious manipulation and movement toward a goal. In Michaela's case, there is no question that she was consciously applying strategies to achieve her language

goal. O'Malley et al. (1985a) reported results linking proficiency level to strategy use. There is a tendency for intermediate level students to use a greater proportion of metacognitive strategies since they are more aware of themselves as learners and invest greater efforts in controlling and directing what they do. Beginning level learners emphasize more the actual handling of data, and direct learning processes. Michaela's diary entries reveal she belongs to the former group. She used all of the nine metacognitive strategies outlined by O'Malley et al. except for strategy self-reinforcement (9). She applied metacognitive strategies very early in her language learning.

From Michaela's diary entries, it appears that school was a place where she was exposed to the new language in a formal, structured way, and where she could analyze the learning opportunity based on her own needs. School allowed Michaela to analyze and attend to specific aspects of the language in a safe, non-threatening environment that was interesting. At first she was "other" directed. That is, she was eager to be exposed to language learning and she was willing to accept the classroom conditions set by the teacher. However, as her language acquisition increased and her life situation changed, she became more critical of the learning situation. She expressed boredom at having to repeat what she knew and distaste for the usual discussion about the weekend. As a result, she became more self-directed in her learning, using homework and computer disks

to enhance her learning opportunities. From May 28, 1997 to August 16, 1997, Michaela used primarily two metacognitive strategies at school: Selective attention (3) and self-management (4). This may be because she was now at school only 2 days a week and had to manage the learning condition carefully, being very selective about what she would learn. Her movement through the language classes was rapid. She moved quickly from beginner to intermediate/advanced even though she was attending school only part-time.

From her diary comments, it appeared that social and family situations were non-threatening to Michaela. It was the only environment where she could use the strategy of advance preparation (5) to plan for and rehearse language components necessary for a language task. Family/leisure situations gave her the greatest control over and choice of the language tasks. She was willing to take risks in these situations. She could choose when to eavesdrop on language conversations, when to practice language structures even if they were illogical to her, and how to acquire vocabulary in every situation. The family and leisure situations appear to be places where Michaela could acquire language without fear. It seems this strong family and societal support gave her confidence, and this confidence allowed her to take risks to use the language, even if she made mistakes and appeared stupid. By the end of June, at school and with family and leisure situations, Michaela had gained self-confidence in her ability to use and understand

English.

For Michaela, work was a very stressful and threatening environment because her livelihood was dependent on her success. Michaela did not lack confidence in her ability to carry out her job tasks. What she lacked was the ability to convey her needs, fears and questions in her second language with accuracy and confidence. Even though work was a high risk environment, Michaela had the courage to try out her language skills when she believed it was safe for her to do so. When she was not sure of this safety factor, she avoided the language situation even though it damaged her sense of self.

Michaela evaluated language situations at work as often as she did in school and family/social situations. She was definitely listening to the language around her at work and she understood some of the conversations. When she first began working, she felt guilty, nervous, worthless, fearful and suspicious because of her lack of necessary language skills. In order to cope with the stress that lack of language caused her, Michaela chose not to speak. This strategy of delayed production was used most in her work situation. Michaela did not mention the use of strategy (5) advance preparation at work. This may be because work was very much an "other" directed environment where she may have perceived she had little or no control over the learning situations that might occur. One interesting point about Michaela's strategy use is that she did not mention the

strategy of self-reinforcement (9). Self-reinforcement is when a learner arranges rewards for successfully completing a language learning activity. Michaela may have given herself rewards for her successes but she did not record this. She may also be a hard taskmaster who doesn't give herself rewards. Alternatively, her reward may be the emotional satisfaction she received when she felt successful in a language learning task. Because she continually shared her emotional satisfactions or disappointments in her learning experiences throughout the diary entries, this may be the case. An important consideration may be the diary writing tool itself. This format for Michaela to analyse her own language learning may have been a rewarding experience in itself.

Attitude and Motivation

Both metacognitive strategy use and emotional factors influence the amount of input a learner will access to successfully acquire language. A learner's attitude about the language and motivation to learn it, as well as how the learner perceives the culture are further factors that influence successful language acquisition. Oxford (1990) suggests that "more highly motivated learners use a significantly greater range of appropriate strategies than do less motivated learners" (p. 13).

Gardner and Lambert (1972) found there appears to be a connection between attitudes held by learners and their motivation to learn the target language and become

part of the new culture. Someone with a positive attitude about a second language and culture is more likely to be motivated to learn that language and culture than someone who has a negative attitude about the culture. Michaela's attitude toward English was very positive. In her diary she expressed her "greediness" to know the language and in a tape interview she stated she loved English and thought it was a nice language. Learners can vary, however, in the amount of motivation they have towards learning a second language and becoming part of the new culture.

Gardner and Lambert (1972) suggested there are two types of motivation held by L2 learners: Integrative and instrumental. Michaela was highly motivated to learn the language because of both integrative and instrumental motivation. Throughout the diary entries Michaela showed how she attempted to experience Canadian culture. During this six month study, Michaela made efforts to learn more about how the Canadian system worked financially. She made two trips to the bank to find out about car and house loans. Her journeys to the bank were self-motivated language and cultural experiences as was her curiosity about garage sales. She met with her tutor and letter-writing partner and eavesdropped on buses. Michaela was integratively motivated to find out about Canada's culture, even if it involved some risk taking. She was motivated to make the target culture her own.

Michaela also had strong instrumental motivation to acquire English language and culture because she needed to work to help support herself in Canada. In order to be successful in her job she knew she needed to learn English. Research by Stauble (1980) indicates that the workplace can be a facilitative environment for learning the target language if the learner is motivated to use the target language. In Michaela's case, she knew how important it was to speak better English. However, initially in the study, she used little English at her workplace, and coffee breaks were a great problem for Michaela. Even though she understood the conversation at work, her shyness kept her from participating in conversations. However, Michaela was very much listening to and comprehending the conversation. Schumann comments on this:

> As a general language learning strategy some learners prefer eavesdropping as a way of getting into the language. Whereas some learners attack learning languages by being very socially outgoing and by talking with TL speakers, others prefer to get input by listening to the TL without having to become involved in a conversation...These learners do not necessarily lack integrative motivation. They may indeed be integratively motivated, but shy. (Shumann, 1980, p. 53)

Michaela also avoided other language situations at work such as answering the telephone and avoiding conversations with guests, not from lack of desire to be part of the situation she was encountering but from fear of not knowing English. By the end of June, however, her confidence had grown and she began to take risks.

Michaela's diary entries reinforce the idea that there is a continuum of both

integrative and instrumental motivation. While initially she was hesitant to use English fully at work, towards the end of the study, she was using opportunities at work to practice her English. Michaela's work situation did not always facilitate integrative opportunities, but in her social life she made continual attempts to find out about Canadian culture and investigate some of its institutions and patterns of social life. Her desire to learn English and be part of Canadian society was not a dichotomy of integrative versus instrumental motivation but a process of integration that took place over this period of six months.

Further research suggests that motivation on the part of the L2 learner is not sufficient to ensure successful language acquisition. Brown (1987) cites research by Genesee, Rogers, and Holobow (1983) who suggested that the learner must perceive motivational support from the target language population in order to sustain the learning process. The learner who perceives the target group as supportive will be encouraged and thus continue with language development. It is apparent in her diary entries that Michaela perceived strong, positive support from the target language at school, at work and in her social/family life.

The provision of free language classes by the Canadian government is one very strong indication of cultural support for the the new language learner. Her greatest source

of support was from her sister, Anastasia. Her sister was her steadfast support throughout Michaela's language learning. Anastasia supplied her with needed language structures (asking for a bus schedule), was a cultural liaison who could explain garage sales or be a companion and guide at the bank. Michaela expected support from her sister and was never disappointed. In the final tape interview with Michaela, I asked her if she felt support from family and friends. Her response:

> Yeah. I want to say about family...about Anastasia and N...They are biggest helper or help. They did..just many things that I ..don't believe I can than..thanks them for what they did for me and my sister.

As part of this family's social life, Canadian friends would visit. These English speaking guests were continually supportive of Michaela's language learning even though she did not always believe the compliments. As well, this positive support encouraged Michaela to continue to develop her language abilities. She states

> One of the friends told me right away that he is very surprised how good English I can speak but I think he needed more than one sentence to conclude that...Our friend also told me that I have to speak English a lot to learn it fast. He said that it is okay to make mistakes and that Canadians will understand me anyway. I believe him, everything he said, and I decided that from now on I am going to try to talk as much as possible, about anything. (08/06/97).

Through the library, Michaela was able to obtain a tutor, a social mechanism in place to assist new learners of English. Michaela knew she was lucky to receive this kind of support. As well, the tutor was very encouraging about Michaela's language

acquisition. Michaela continually acknowledged the support she felt from native speakers as well as the inspiration this kind of support generated.

For the final tape session in September, 1997, I interviewed Michaela and asked her to summarize her feelings about Canadians in general.

> In last few days, I was thinking about Canadian people..and somebody said that they are not good people..I think..I..more and more I think that people from my country are wrong because of that. And, my younger sister and I, we think Canadian people are good people...actually, I'd like to be closer with someone when I have time, you know. They are very friendly, very polite.

Thus, Michaela had a positive attitude toward Canadians and desired to become "closer" to the people. Time constraints of work and school, not an unwillingness to participate in Canadian life, prevented her from fully participating in social activities that would enhance her language learning opportunities.

From this chronological investigation of the metacognitive strategies and affective factors affecting Michaela's language development, it was obvious that by July, Michaela was gaining confidence and satisfaction in her language ability. Michaela's use of a wide range of appropriate metacognitive strategies appeared to result in successful language learning. As well, her growing sense of confidence about her language ability was interrelated to her language development. Beebe (1983) cites Heyde who "connects self-esteem to motivation and motivation to risk....Heyde (1977, p. 228) argues that

speaking best reflects self-esteem, 'since speaking is an active skill which requires risking evaluation by others of the speaker's grammar, pronunciation, language facility and often personal worth'" (p. 40) Beebe believes that "the good language learner is one who is willing to take risks. Learning to speak a second or foreign language involves taking the risk of being wrong, with all its ramifications" (p. 40). For Michaela, in school and family situations, this risk taking resulted in positive self-evaluation. At work, the ramification of choosing not to take a risk, often resulted in feelings of worthlessness and stupidity. When Michaela finally overcame her anxiety, her risk-taking at work resulted in a gain in her confidence in her ability to use the language successfully. Oxford (1990) suggests that "all appropriate language learning strategies are oriented toward the broad goal of communicative competence... Learning strategies help learners participate actively in authentic communications" (p. 8). Authentic communication is connected to the notion of identity and the need to feel a sense of belonging to the world, to cope effectively with life situations and feel worthwhile. Brown (1987) refers to research by Alexander Guiora (Guiora et al. 1972b) who suggested that "self-identity is inextricably bound up with your language, for it is the communicative process - the process of sending out messages and having them 'bounced' back - that such identities are confirmed, shaped and reshaped" (p. 50).

I was convinced that Michaela's own growing sense of identity as a L2 speaker should be reflected in her language use. Because I had Michaela's morpheme acquisition data, I decided to compare the graphs of Michaela's morpheme acquisition (Figure 7) to see whether there was an obvious period where her language use improved and whether this period corresponded with Michaela's gain in self-confidence.

By comparing the Figures for the /-ing/ progressive, /-s/ 3rd person singular, /-ed/ past regular and past tense irregular morphemes, it is obvious that the first four tape sessions show a zigzag pattern of correct and incorrect usage. However, at Tape 5, this pattern begins to untangle for all of the morphemes except the /-ing/ progressive. The /-ing/ progressive error pattern corrects itself by Tape 7.

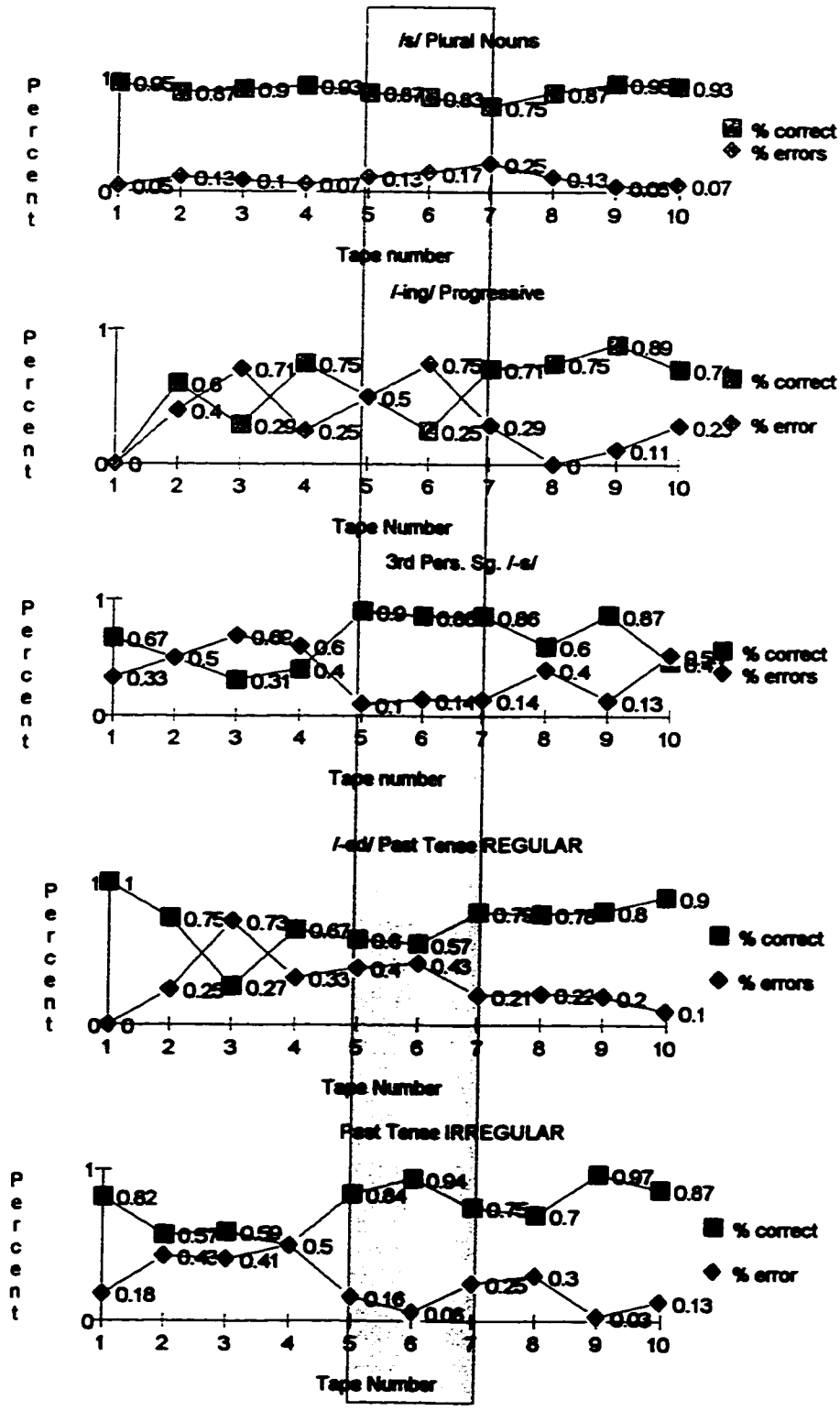
Tape sessions 3 to 4 occurred during the end of May and mid-June. By June 23, Tape 5 session, her language performance in the use of morphemes was sorting itself out. From Michaela's diary entries, this "sorting out" pattern coincides with the confidence she was finally gaining at the beginning of July in all threes areas of her life: work, social and school experiences. By Tape 7, which occurred in July 23, 1997, all morpheme graphs showed a pattern of consistent accuracy. As well, Tape 7 was where Michaela first used the present perfect tense.

A comparison of the Figures of Michaela's morpheme acquisition clearly shows a

definite time period where her morpheme use improved. Canale and Swain (1979) think "that exposure to realistic communication situations is crucial if communicative competence is to lead to communicative confidence" (p. 51) In Michaela's case, she was exposed to very realistic language communication situations at school, with her family and friends and at work. Those realistic communication situations allowed Michaela to gain self-confidence from her successful language use. This self-confidence was reflected in her communicative competence as the development in her use of the inflectional morphemes increased.

Michaela exhibited the qualities of a good language learner. She accepted and coped with the affective demands of learning English by using strategies and relying on TLG support in her language interactions. Her concern with language form and communication, her active approach to learning and her awareness of the learning process resulted in obvious language development.

Figure 7: Comparison of Morpheme Acquisition Graphs



CHAPTER 5

CONCLUSIONS

This glimpse of Michaela's language journey is complete. Each taped oral discourse has shown her language acquisition at specific points in time and the accumulative tapes have provided a privileged view of her language development over a five month period. Further, the recorded tapes have shown the strategies she used to accomplish or to avoid oral communication during this time. Michaela's diaries have presented insight into her thoughts about learning a second language and her feelings about these experiences at various points in her language acquisition. Michaela's language and her insight into her language learning have provided a picture of growth, a picture of interlanguage development that is unique.

A case study like this does not intend to provide a basis for generalizations about language learning. Lincoln (1995) notes, however, that "a case study can "contribute to a process of continuing revision and enrichment of understanding of the experience or form of action under study" (p. 278). Michaela's experience does enrich our understanding of the L2 acquisition journey. Her diaries and oral tapes have allowed us to "vicariously experience the challenges (she) encounters and provide a lens through which readers can view (her) world" (Creswell, 1994, p. 169). If enough in-depth pieces of research such as this are accumulated and compared more concrete theories pertaining to SLA will

develop. Even though Michaela's experiences and insights are unique to her particular learning environment, from analysis of her accounts, some useful conclusions and pedagogical implications can be drawn.

Several conclusions have emerged from this study. Michaela is an adult immigrant language learner. As an adult, she had developed metacognitive strategies as she learned and matured in her own culture. As an adult learner, she is capable of understanding those strategies that will enhance her learning and development in a new culture. As well, as an immigrant, she has strong intellectual and emotional resources which have allowed her to make the life-altering decision to permanently venture into a second language and culture. Thus, one of the most important conclusions to be drawn from this research is the notion that it is crucial to the learner's SLA process to acknowledge the adult learner's prior knowledge and experience. Understanding this knowledge and experience are key to providing a safe and respectful atmosphere in the classroom. The prior knowledge and experience of the learner should be acknowledged and planned for in any language teacher's curriculum and pedagogy. This particular kind of learner should be exposed to those theories that describe a good language learner and those metacognitive strategies that can enhance her language learning.

A further conclusion supported by this research is the importance for teachers of adult learners to be informed practitioners. In order to be effective and successful in the

second language classroom, teachers must be knowledgeable about theories of language acquisition and all of the factors involved in the SLA process. They must be knowledgeable about the theories behind particular methodologies and be competent in the application and practice thereof. Krashen (1985) agrees:

> Most current ESL teachers are well versed in the current ESL methodologies and approaches. There is a need for teachers to understand the underlying rationale for methodology. Theory of SLA permits adaptation for different situations, evaluation of new techniques, and evaluation of materials. Without theory, there is no way to distinguish effective teaching procedures from ritual, no way to determine which aspects of a method are and are not helpful. (p. 52)

This assessment of ESL teachers is still valid fourteen years later. Most ESL teachers are well-versed in methodologies but do not have a theoretical background. Present ESL programs need to provide inservice workshops for their teachers which provide as, Krashen further suggests, a coherent view of how language is acquired, a theory of language acquisition and its application research. If ESL teachers acquire this knowledge, it will enhance their ability to choose relevant materials, language texts, and activities whose pedagogy reflects sound language learning theory and practice.

Acquisition of Inflectional Morphemes

The natural order hypothesis for the acquisition of inflectional morphemes has implications for the classroom. There is agreement that there is a general sequence of morpheme acquisition, and Michaela's own language development reflects this sequence. A number of studies investigated whether instruction altered acquisition and it appears

that the morpheme sequence is acquired with or without instruction. Because Michaela acquired so much language outside the classroom, it is difficult to determine how much the classroom instruction influenced her acquisition sequence. The reference by Michaela in her diary to the similarity between past tense and present perfect which she had already heard outside the classroom, suggests that she was aware of that morpheme construction. It can be concluded then that the classroom can play an important role in validating students' conscious knowledge of structures and can provide grammatical and contextual explanation about these structures. The classroom can further be the place to practice lexical, grammatical and functional items in a relaxed environment.

Hatch, Gough and Peck (1985) suggested that "information about a natural order sequence in L2 learning should also tell us much about the potential effectiveness of any pedagogical sequence we might choose for use in ESL classes" (p. 56). Classroom instruction can present the acquisitional sequences in a spiral format so that the learner is provided the opportunity to experience these sequences and acquire them at their own time and rate. The obvious conclusion here is that teachers need to be aware of the natural order hypothesis so that their choice of texts, materials and activities will enhance the learners' opportunities to be exposed to the inflectional morphemes. There is need for classroom teachers to carry out further in-depth, longitudinal research such as this study, which investigates both language development and process, and includes inquiry into

strategic and affective factors that influence development.

Strategies

The teacher as the sole native speaker is, by default, given the role of authority or expert in the classroom. Too often, the teacher has little theoretical knowledge and has only the students' language production from which to gauge and plan classroom activities. As a result of this research, I have acquired theoretical knowledge that has enlightened me in my own practice and has helped me to understand the developing language systems of my students. Cook (1991) states that "(l)earners' sentences reflect their temporary language systems rather than an imperfect grasp of the target language. If a student makes a 'mistake', it is not the fault of the teacher or the materials or even of the student, but an inevitable and natural part of the learning process" (p. 7). I have begun to share with the students that their imperfect performance of English in the classroom is a normal reflection of IL as a developing system. I point out to them that a grammar rule is being applied even though it may be an inaccurate application, an overgeneralization. I further affirm that this is important knowledge that they have acquired about English. When I explain their language errors in this way, the "atmosphere" in the classroom seems to relax. From this I have concluded that students need confirmation that their language development is understood by the teacher, that it is a process of both error and accuracy and that each student's acquisition process will be unique and dependent on the many

factors involved in SLA. I have attempted to incorporate suggestions such as Matsumoto's (1996)

> To provide information about successful language learner's learning strategies...Findings in the field should be incorporated into classroom teaching; more specifically, students, for instance, need to be exposed to alternative learning strategies and beliefs so they will be led to approach classroom L2 learning more flexibly and efficiently, and ultimately to become autonomous language learners...Teachers (need) to be encouraged to become familiar with recent learner strategy research findings, and incorporate them into classroom instruction. (p. 147)

It is important to draw students attention to the strategies they are using to communicate and to encourage students to use IL-based strategies. Haastrup and Phillipson (1983) found that "often L1-based ones [strategies] do not enable (the learner) to reach his communicative goal. The IL-based strategies are more effective, particularly paraphrase" (p. 148) It is important to provide the beginning learner with a wide base of functionally useful vocabulary so that the student has enough language with which to use IL strategies to assist in communication rather than fall back on L1 strategies when a word is not known. Michaela was often overwhelmed by the number of vocabulary words she was encountering in all three areas of her life. However, this exposure may have been the reason she was able to quickly use a greater number of IL strategies.

Chamot (1987) suggests that "certain basic proficiency in a second language may be a prerequisite for students to be able to reflect on their own language learning style, plan for learning opportunities and make reasonably accurate comparisons of their own

output to that of a native model" (p. 78). In other words, the student has to have acquired some language in order to be able to analyze her acquisition process. Beginning learners use certain metacognitive strategies such as selective attention and delayed production and may not have the language skills necessary for this kind of reflection. This particular study was unique in that Michaela was able to use her L1 to describe her acquisition process and to shed light on her language needs. Cook (1991) believes:

> Most teachers have been trained to teach, not to think about second language learning. Yet everything that is achieved in the classroom depends eventually upon what goes on in the students' minds. Whether they know it or not, all teachers assume something about L2 learning. Without knowledge of why people need to learn other languages and of how knowledge of other languages is stored and learnt, teachers will always be less effective than they could be....Teaching methods for the most part have been developed independently from L2 learning research. More information about how learners actually learn helps the teacher make any method more effective. (Cook, 1991, pp. 1, 3)

Michaela's insights have made me a more knowledgeable practitioner. Similar research carried out by other ESL teachers would enhance their own knowledge and add to the growing body of information about learner strategies.

Michaela's diary comments affirm that adult learners do initiate and organize their own learning. Michaela was introspective about the strategies and situations that enhanced or detracted from her language learning process. She included both metalinguistic and linguistic commentary (grammar rules). This study provided a role for Michaela to be self-reflective about her learning, and it was obvious from her

metacognitive strategies that she was attempting to take control of her learning. At the beginning of the study, she relied on the security and direction that the classroom learning situation and her family provided. However, as she began to gain in self-confidence in her L2 development, she more and more became a self-directed learner.

> One of the leading education goals of the research on learner strategies is an autonomous language learner. It is intended that insights derived from the research guide the development of learning training activities so that learners become not only more efficient at learning and using their second language but also more capable of self-directing these endeavors. (Wenden and Rubin, 1987, p. 8)

The implications for student self-reflection in the classroom are enormous. Skehan (1989) suggests "(t)here is basically, a considerably enlarged role for the learner as a self-reflective being with insight into, and control over, his own learning processes, insights which can be harnessed to enable gains in learning efficiency" (p. 87). If the teacher could access the students' reflections about their learning, the teacher could provide more individualized language situations within the classroom and direct the students to language situations outside the classroom which would meed their needs. This would change the structure of the typical language classroom which focuses on listening, speaking, grammar and reading activities. Ellis (1990) argues that

> Formal classroom teaching with its emphasis on linguistic accuracy will engage the learner in a planned discourse and develop the corresponding type of competence. Informal teaching will provide opportunities for unplanned discourse and result in the learner developing the kind of competence that enables her to perform in this kind of language use. Relevant teaching is teaching that gives the learner access to

the type of language use which she needs to master. (p. 121)

Michaela's diary comments about classroom activities that seemed irrelevant to her, that were repetitive or didn't grab her attention, revealed that they were boring or not useful to her needs, and that she would find other ways in the classroom to meet her needs.

The LINC program occurs in an English immersion context. Michaela's experience shows how much language awareness and learning occurred independent of the classroom. "It is widely believed by those involved in language teaching that what the learner experiences is as important as teaching method, materials and sequence of presentation" (Bailey, 1983, p. 69). The classroom can reinforce and clarify those language situations that the student is experiencing. This is evident in Michaela's diaries. Thus it is easy to conclude that it is imperative that the classroom teacher become knowledgeable about the students' work, family and social situations so that their language journey is more fully understood. The classroom teacher can make opportunities in the classroom where students can share orally the experiences from their world outside the classroom, as well as set aside time to write and reflect upon these experiences through journals. From insights shared in these journals, the teacher can match the individual needs and learning styles of the students by using a wide range of methodologies and activities: Listening activities that bring Canadian society into the classroom, native speakers from a variety of occupations and social service areas who visit the classroom

and provide the students with first-hand opportunity for interaction.

Affective Factors

Language learning has a powerful social-psychological effect on the learner. New immigrants to Canada, lacking the language to communicate in their new society, need the opportunity to express themselves as they encounter the new language and culture. Michaela's diary entries revealed the considerable role affective factors have in language learning. Throughout her diary entries, Michaela expressed lows and highs of emotion such as nervousness, anxiety, panic, anger, self-hatred, confusion and fear as well as self-satisfaction, calm, empathy, curiosity and self-confidence. This research underlines the importance of providing a learning atmosphere for students where they can relax, not worry about making mistakes and where they can feel safe. Safety is tied to feeling that one's identity or self is accepted. The classroom must pivot around a "profound concern for human dignity, justice, and interpersonal respect. ...(It must) make space for the lifeways of others and create relationships that are based not on unequal power, but on mutual respect, granting of dignity, and deep appreciation of the human condition" (Lincoln, 1995, p. 285). One must therefore conclude, that to be concerned with the dignity of each student means that the teacher must be conscious of the profound emotional risks adult learners take when they encounter a second language and culture.

The classroom can provide a safe environment to express emotion, anger and

frustration, and diary writing could be a powerful tool to for unlocking the "voice" of the learner.

> Researchers (Patricia Hill-Collins, bell hooks, Dorothy Collins, Virgina Sauve) from many disciplines have tackled the problem of voice: Who speaks for those who do not have access to the corridors of knowledge or the venues of the academic disciplines?...This view of voice - voice as resistance against silence, as resistance to disengagement, as resistance to marginalization - echoes the cry for 'passionate participation' (Lincoln, 1995, p. 282).

Michaela described her decisions to avoid language situations and the resulting emotions. Continuous avoidance of language use situations sets the stage for marginalization and exclusion from all areas of Canadian society. The classroom, one can conclude, can provide language learning tasks for students to practice expressing their concerns and needs. The classroom has the possibility of providing a safe conduit into Canadian society and of providing a buffer against marginalization.

This thesis has attempted to demonstrate that language learning is a process of interlanguage development and the interrelationship of several factors in SLA. Michaela's experiences exemplify the notion that even though each individual student has goals and personal learning expectations, acquiring a language takes time. A key element underlying the acquisition of a L2 is the notion of exposure. Exposure is meaningful interaction with a significant other. In Michaela's case, she was constantly interacting with native speakers, teachers, fellow students, co-workers, bosses, friends and family, who were important in her day to day life. From her diary entries, it is clear that she was constantly

striving for meaningful interaction in her exposure to English. There is no question that the learner must be exposed to the language for a period of time and that this exposure is unique for each individual. Michaela attests to this.

> I have been in Canada for seven months exactly today and I don't think that I learned as much English as I should have. I expected to learn much more for such a long period because of that I often feel disappointed in myself. But in another hand maybe I am wrong about how long should it take someone to learn a foreign language. Maybe there has to be some period of time for each of us... (23/08/97).

Michaela knows there has to be a period of time necessary for language learning. But what is included in this notion of time is very complex. Time allows for exposure to and practice and manipulation of the linguistic aspects of the second language in all its forms. This time period embraces the emotional and metacognitive state of the individual learners as they practice and listen to the language. It includes the learners' attitudes toward the TL and the culture and the motivation to make opportunities to be exposed to the language and culture in all its aspects. Finally, this period of time includes the necessity for the native speaker and culture to support the language acquisition process. The second language teacher is a key factor in the acquisition process of the L2 learner. By understanding the interrelationship of the complex factors involved in SLA, the teacher can make a significant contribution to the learner's language development during the period of time the learner journeys through the classroom.

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APPENDIX A

Guidelines for Diary Writing

DIARY WRITING

I am interested in what kind of language experiences you are having while you are living in Regina. These experiences may take place inside or outside the classroom. In particular, I am interested in how you use English in you daily, social life. This would include such aspects as how much speaking you do do in English and how much English you understand in certain situations. You might write about what you have felt you have learned on a given day, or you might write about things that you have found useful in helping you learn English. You might also write about problems you are having learning or communicating in English. In short, anything relating to your language use and language learning in Regina is relevant. I have included some guidelines to help you in writing your diary.

Thank you for your help!

GUIDELINES FOR WRITING YOUR DIARY

To help you keep your diary, you should follow these guidelines:

1) Please write in your diary for at least 20 minutes, two or three times a week. You should get into a regular routine, so that, for example, you may set aside time Tuesdays, Thursdays, and Sundays for writing in your diary.

2) Please start writing in your diary as soon as you have these guidelines.

3) Please write your diary in Serbo-Croatian. You may use English as well, but it is important to use the language in which you can best express yourself.

4) Do not worry about grammar, spelling and other formal aspects of writing. I am interested in what you say, and not how you say it.

5) Please make sure to DATE your daily writings.

6) Please write in your Diary from March until August, 1997.

Adapted from Warden, Lapkin, Swain and Hart (1995).

APPENDIX B

Consent Letter from the Ethics Review Committee, University of Regina

UNIVERSITY OF REGINA

OFFICE OF ASSOCIATE VICE-PRESIDENT AND DEAN
FACULTY OF GRADUATE STUDIES AND RESEARCH

DATE: April 17, 1997

TO: Marion L. Billings
Faculty of Education

FROM: G.W. Maslany, Chair
Research Ethics Review Committee

Re: **Acquisition of English Inflectional Morphemes: A Case Study**

Please be advised that the committee has considered this proposal and has agreed that it is:

_____ 1. Acceptable as submitted.
(Note: Only those applications designated in this way have ethical approval for the research on which they are based to proceed.)

_____ 2. Acceptable subject to the following changes and precautions (see attached):
Note: These changes must be resubmitted to the Committee and deemed acceptable by it prior to the initiation of the research. Once the changes are regarded as acceptable a new approval form will be sent out indicating it is acceptable as submitted.
Please address the concerns raised by the reviewer(s) by means of a supplementary memo.

_____ 3. Unacceptable to the Committee as submitted. Please contact the Chair for advise on whether or how the project proposal might be revised to become acceptable (ext. 4161/5186.)

/mm
cc: S. Shrofel, supervisor

(Ethics2.doc)