

MOTIVATION AND THE LANGUAGE LEARNER:
A RE-EXAMINATION

by

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

in

THE FACULTY OF GRADUATE STUDIES
(Department of Language Education)

We accept this thesis as conforming
to the required standard

THE UNIVERSITY OF BRITISH COLUMBIA

January 1997

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Date April 21, 1997

ABSTRACT

This thesis questions Gardner and Lambert's (1959) and Gardner's (1975) assumptions concerned with motivation in Second Language Acquisition (SLA), and explores the possibility of alternative conceptions of motivation located within a qualitative, multiple case study approach. In contrast to Gardner's standard taxonomies and indices of motivation orientations correlated with language aptitude, this study instead examines those affective orientations described and contextualized by individual learners within their ever-changing learning context(s).

Gardner's model, as well as many subsequent SLA models of affective variables, have been located within traditional second language teaching/learning environments. This study, however, looks at Japanese university students learning English within an Integrated Language and Content programme (ILC) at a North American University.

In SLA theory, the dominant approach to motivation has been Gardner and Lambert's quantitative model of integrative and instrumental motivation (1959). They argued that language aptitude and integrative motivation were directly related to achievement in SLA. Since then, the majority of SLA studies of affective variables have been causal frameworks.

Working within a positivist frame of reference, Gardner views learners as "subjects" rather than persons (Secord, 1990), that is to say, the learners' behaviours are determined by internal and external influences over which the learner has no control. Also excluding Harre, Clarke and De Carlo's outline of a human agent

learner (1985), Gardner does not attribute learners with having their own learning agendas, learning priorities, nor choices in the learning process.

A multiple case study approach (Yin, 1994) is applied in this study in order to focus on each individual with respect to her/his own reality and learning context(s). A collaborative research approach, with feedback from the four learners (co-investigators) is carried on through out the research process. Data is triangulated from the following sources: individual debriefings, focus group discussions, and journal studies .

Using this approach it was possible to explore the learner's own definitions and lived experiences of motivation, frustration, anxiety, and other "affective variables", establishing multiple meanings in variable contexts, and partial instead of global "truths"

The data collected in this study suggest the following: learners are motivated by reasons for action, motivation is a dynamic process—goal directed action, reflection and revision, motivation reflects individual differences in learners, motivation is related to language socialisation, cooperative research plays an important role in the study of motivation, and Gardner's orientation model has no room for human agency.

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ACKNOWLEDGEMENTS

I would like to thank my husband Makoto for his support during the long process of writing the thesis and my daughter Erika for giving me the motivation to finish. I would also like to thank my advisor Dr. Bernard Mohan for his guidance and effort, especially in the final stretch. Thanks also to my four co-investigators who were always eager to help and participate in the project.

CHAPTER 1:

MOTIVATING MOTIVATION STUDIES

My initial interest in motivational studies and second language learners developed through various readings during one of my first second language acquisition (SLA) courses in the Department of Language Education at North American University (NAU). This year-long course was an introduction to the theory and teaching of English as a Second Language (ESL). During the course we were asked to write literature reviews on interest areas developed through course readings; one of my literature reviews was on motivation theories in SLA.

At this time I was also taking a course on women and pedagogy which made me very aware of the politics involved in representing others, whether it be for pedagogical purposes or for socio-political change. Speaking for others became an important issue for me to consider when re-reading all the research material on the affective domain and language learning. I began to look more closely at the language learner as represented by SLA frameworks and language studies based on questionnaires and guided interviews as well as the data arrived at through standardized testing and indices.

Although I was already familiar with the affective and successful language learner studies through ESL course readings and literature reviews, I became more aware of the possible hidden agendas behind research approaches, topic choice, and the representation of participants, institutions and private interests.

I decided during this time that my thesis would focus not only on the many possible dimensions of motivation and the language learner in an Integrated

Language and Content (ILC) programme but would also discuss issues of importance such as research methodology, representation of terms and my relationship with my co-investigators.

Defining Motivation: The Global and the Local

Psycholinguistically, motivation is generally defined as an affective orientation generated primarily by external factors. Acts such as integrating with the target language group, getting a job, or measures such as language aptitude scores and/or affective orientation type are assumed to be dependent on external stimuli and are correlated with second language (L2) success.

The most frequently applied and accepted psycholinguistic models of learner variables in the SLA field are those of Gardner and Lambert (1959) and Gardner (1975). These standardized models correlate the type of motivational orientation (integrative or instrumental and later on attitudinal—see below) associated with the second language (L2) and the eventual success in the L2. Causal models such as Gardner's do not take into account the learner's individual language process or history of motivation, but instead focus on the final product—success. Success is presented as an outcome over which the learner has little control.

Generally speaking, in Second Language Acquisition (SLA), learners are not seen to be active agents of their personal motivation in the language learning process but are seen instead to be recipients of motivational input from such stimuli as the target community, teacher's agenda, classroom environment, and job stimuli (Gardner & Lambert, 1959; Schumann, 1975; Horwitz, 1986; Matsumoto, 1989; Ely,

1986). These models can be considered causal; motivation is seen to be caused by external factors, and, itself, then causes increased language learning success.

In causal models there is no allowance for a learner to be an active agent in the L2 process. Motivation, as located in SLA models such as Gardner's, does not exhibit nor provide "locally" determined motivation, that is, motivation both particular to, and determined by, an individual learner and his/her context.

Gardner's motivation orientations can be seen as more "globally" located, applied to large population samples, in formal learning environments, measured for what is generalizable rather than for what is marginal. They can also be seen as bi-polar, permitting a researcher only to identify the strength of affective orientations on a sliding scale, rather than allowing for different strengths to be seen in different contexts at different times during the process of learning. Global orientations such as Gardner's are widely accepted, applied, or referred to within SLA research on motivation.

SLA successful language learner studies are not unlike Gardner's model as they also adhere to "global" labels in the form of successful learner traits/personalities (Reiss, 1981; Ehrman 1988; Oxford, 1988). These standardized traits are then directly correlated with success in the L2. Whether defined as orientations (Gardner) or as learner traits (successful learner studies), these standardized taxonomies are always presented as active facilitators of, or deterrents to, the language learner's success in learning the L2. Clearly in such studies, the learner is given a passive, non-participatory role in relation to his/her success in acquiring the second language.

In contrast, my study examines the possibility of learners as active agents of their success in learning a second language or content area. In contrast to Gardner, this research project examines motivation at a local level, as an individual's reasons for action, reasons for learning a language or content area. Harre, Clarke, and De Carlo (1985) argue that learners are participatory and interactive with the learning process and the outcome. According to his human agent model learners establish their learning priorities, take action on these priorities and subsequently plan projects as well as evaluate their own success. Harre et al's (1985) human agent view outline helps guide me in both my reconceptualization of motivation and language learning as well as acting as a tool for my alternative approach to the standardized affective orientation labels in SLA.

Harre et al also explain that scientists often abuse terms in science, using "neutral" vocabulary, enabling them to assume that what is typical of one group is typical or "global" of all. This type of global labeling reinforces the causal form of explanation, where outcome is determined by already determined assumptions or standards. Harre et al go on to argue that learners' perceptions, not researchers' perceptions, can be used to measure learners' success(es). Harre et al (1985) provides a list of human agent labels which demonstrate the interactive process of learners with their environment: Agents, Priorities, Reflexive Action, Taking Action, Planning Projects, Strategies, and Evaluating Success. Thus, Harre et al claim that learners are active agents with self-determined priorities who reflect on the context

of their learning and take action toward these priorities. These priorities then result in the planning of projects, the developing of strategies and personal evaluations of success.

Schiefflin and Ochs (1986) also reinforce my perspective on language learning as an interactive state between the learner and his/her environment. Schieffelin and Ochs claim that the process of language learning begins at the moment of initiating social interaction, therefore they refer to the process as "Language Socialisation". In their view, language learners are seen as active participants both in receiving social knowledge, and in interpreting and selecting from that knowledge to create their own social worlds.

Gardner's socio-educational model (1975) added components to his first model such as social milieu, contexts of SLA, and linguistic and non-linguistic outcomes, thus becoming more contextual compared to the previous model (Gardner & Lambert, 1959). However, the socio-educational model still looks for the generalizable in motivation, instead of the particular.

With this newer model (see appendix A), Gardner still does not look at how the individual learner prioritizes or interprets his/her interactions with others and the environment. Gardner's orientation model looks at the relation between the attitude and motivation index (AMI) and language aptitude scores of a language learner and is thereby enabling researchers to identify the language learners' attitudes and motivations to learn a language without the need to look into the individual's own social world. Moreover, Gardner's studies (as well as the vast majority of SLA studies on motivation) are all located within the parameters of

formal second or foreign language classrooms which can, in turn, eliminate many of the socio-cultural aspects of motivation and learning.

On the other hand, the Language Socialisation perspective (Schieffelin & Ochs, 1986), views the individual language learner as central to the interpretation and the meaning of his/her social world, and this is observed through daily tasks and interactions with various people and the many contexts in which people live.

Although in the analysis and discussion section of this thesis I will be applying "global" affective terms or "orientations" such as motivation, anxiety, low/high risk taking and frustration, they will be located in a very contextual manner, one which emerges from the individual learner's journal and debriefing data as well as from feedback from the individual learners. The labels will therefore be applied at a very local level with no standard connotations or successful learner profiles superimposed on them. The affective labels will be contextualized by themes and then localized with the activity or action at hand, using guidelines from the human agent model (Harre et al, 1985).

A Working Definition of Motivation

With regards to the definition of motivation, my own sense of what motivation represents is better defined by Peters (1966) or Ames and Ames (1984) than by Gardner and Lambert (1959) or Gardner (1975, 1985). In Gardner's theory of motivation the term is used as an umbrella to cover instrumental, integrative and attitudinal orientations. In psycholinguistics generally, the learner does not manipulate or activate this motivation as much as react to the environment which stimulates or generates one of the orientations in the learner.

By contrast, in other literature motivation can be seen as something that is internalized and reacted to or developed by the choice of the learner. The educational philosopher Peters (1966) describes Specific Intrinsic motivation as being on the "inside" of the activity at hand; the learner masters a task and gains pleasure from it which then reinforces more general or extrinsic motivations. Educators Ames and Ames (1984) define motivation as a thought-action sequence, one in which the learner internalizes a task and then produces an effort, not focusing on success as much as on taking action. My own definition of motivation is more in line with that of Peters (1966) and Ames & Ames (1984).

For the purpose of this study I have defined motivation with relation to learners as an affective source that is located internally; that is prioritized by the learner and can be acted on by the learner. This motivation may be stimulated by external elements or it may be purely by an individual's internal desire to do something, or a combination of both, the important issue being that the learner can act or not act upon this desire or drive. The learner may or may not be aware of his/her motivation.

The Learner: Subject or Person?

Other terminology that needs to be discussed is that of using *subject* as the accepted term in research and the role that this term clearly implies. A causal model such as Gardner's would perceive a learner under study as a *subject*, a mere number in the statistics of the Modern Language Aptitude Test (MLAT) and the Attitude Motivation Test Battery (AMTB) used in his various studies, the scores defining the subject's language ability and type/strength of orientation. This concept and label

usage of *subject* or *object* is typical of experimental, quantitative research where a subject's behaviour is considered determined, and where a subject's acts are controlled by the environment, every act having an external cause.

In the domain of social psychology, neither the concept of treating participants as objects or subjects nor the usage of the term *subject* has been well received (Secord, 1990). Many social psychologists hold a different view, thinking of participants as *persons*. This orientation argues that participants have the ability to interpret and define the situation, take action, and pretend or deceive (Secord, 1990).

Secord's definition of *subject* closely resembles the outline of subject portrayed by Gardner's orientation framework as well as his research design. Secord defines *subjects* as beings acted on by the environment (their behaviour being only partly an outcome of internal states) and incapable of analysing their situation or initiating action. Secord's definition of *persons*, on the other hand, approximates the participants' roles in my own research. According to Secord (1990), persons are capable of initiating actions, acting with intent or purpose, and are often aware that their actions are rule-guided and goal-directed. Secord also suggests that people are able to imagine how they would act in a certain situation, and are aware of how their social actions will be accepted, interpreted, or reacted to by other people.

In this study I have adopted the perspective presented above by Secord, of *persons*, not that which is representative of the scientific view *subject*. The *person* perspective includes the point of view and position of the participant, whereas the *subject* perspective exclusively represents the position and research agenda of the researcher. My participants will be referred to as *co-investigators* due to the

interaction between myself and the four participants as well as their input to, and criticism of, the research at hand.

From this discussion, one can see that the choice of research approach and terminology will clearly reflect how a learner is perceived, how motivation is defined, how the language learning process is understood, and will provide insights into the agenda of the researcher. The relationship between the researcher and the participant(s) as well as the need, or lack thereof, for a carefully operationalized affective orientation framework are also determined by a researcher's choice of procedure and representation.

Purpose.

The purpose of this study is to describe and locate individual learner contexts and themes associated with motivation and related areas of the affective domain (such as, anxiety, frustration and risk-taking, etc.) as they emerge within the context of an Integrated Language and Content programme (ILC). I want to look at any common ties these four participants (co-investigators) may have in light of these contexts/themes. Of particular interest is how these themes emerge in the learning process in a setting such as the ILC programme instead of in the predominantly formal, more traditional, language learning settings frequently chosen in SLA research. Furthermore, I will look at whether the "localized" affective contexts relevant to my research approach are at all in keeping with the affective taxonomies established by Gardner and later researchers.

By ILC I refer to an Integrated Language and Content programme such as that being implemented in the Kyoikukikan Language Programme at NAU, which

has, as its primary focus, the learning/teaching of university-level academic content courses in an immersion-type programme. The students that participate in the programme are all second or third year Japanese students from Kyoikukikan University in Japan. My four co-investigators all participated in the seven month programme.

The research questions which initiated the study were essentially the following:

- 1) For each individual what are the contexts and themes associated with motivation and related to the affective domain: anxiety, frustration, high/low risk-taking?
- 2) Are there any repeated contexts and themes of motivation that are apparent in all four learners?
- 3) Is the emerging description of the motivational contexts and themes of the learner more consistent with Gardner and Lambert's model (1959) of the learner or Harre et al's (1985) model of the human agent?
- 4) How do the motivational contexts and themes relate to the learners' setting within an ILC programme?

A multiple case study approach is used to collect data. Often qualitative research does not entail extensive pre-fieldwork design, but relies more on an emergent design. Therefore it is more appropriate for learner orientations in an ILC, where the researcher is not applying preconceived notions and definitions of learner orientations, but is instead seeing what emerges in the case studies. It is also more appropriate given that I was planning to be involved in a kind of action research,

working also with the participants in my capacity as a teaching assistant in the program.

I attempted to take a post-positivist stance in this research project by applying a qualitative approach which is defined by the following: research designs are interactive and contextualized, encouraging joint participation in exploration of the issues; theory serves to illustrate the research rather than to provide a "truth test"; and finally theory follows from data rather than preceding it (Lather, 1993).

In more traditional terms, there is a triangulation of data: individual/group debriefings; journal studies, and an open-ended questionnaire. Triangulation is critical to establishing data-trustworthiness by using multiple measures and data sources (Fay, 1977, cited in Lather, 1993). A triangulated design for research allows the data to emerge in counterpattern as well as convergent pattern, making the data more credible (Lather, 1993).

Few SLA motivation studies have focused on individual and contextualized learner orientations in an immersion or integrated language and content programme, but instead have correlated affective orientations with successful language learning outcome within a formal second language class. Therefore, this study is significant as it illustrates the processing of both language and content by a learner as described and reflected upon by the learner over a six month period.

By studying the co-investigators in an ILC programme I hope to illustrate some of the their affective orientations with relation to language and content areas in a reflexive and descriptive form. As well as locating the orientations at a local,

contextualized level, I hope to connect these themes or contexts to the learners' own criteria and learning agendas.

This study, by taking an illustrative, reflexive approach, allows students and instructors to relate to the research through representative examples and gain a better understanding of potential problem areas in the learning process, significant successes in learning as defined by the learner, and the different priorities and criteria established by the individual learner with regards to learning. It will shed light on the benefits and drawbacks of an ILC programme from several participants' points of view.

Moreover, this study may illustrate some cultural aspects of the processing of content and language; generating this awareness of culture and context may aid students and teachers in developing learning/teaching strategies to augment and enhance the learning process as well as gaining an acceptance of individual learner differences in priorities and agendas within a learning context.

CHAPTER 2

MOTIVATION: LEARNER-DETERMINED OR EXTERNALLY-CAUSED?

The definition of motivation standardly applied and accepted in SLA research is not the definition generally applied within the schools of education and psychology (Crookes & Schmidt, 1991). The key distinction between these two understandings is that in education and psychology the learner is the initiator and processor of the motivation, whereas in second language acquisition the learner holds a more passive, receptive role both in the type and intensity of the motivation, and in the outcome.

In psycholinguistic models such as that of Gardner (1975), the focus is on the needs of the learner within a certain learning or social context, these needs being defined on a common (global) rather than an individual (local) basis.

Psycholinguists such as Gardner tend to stress the necessary correlation between the external goals and motivation whereas psychologists such as Harre, Clarke and De Carlo (1985) argue that learners are "active agents" who set out to accomplish goals which they have determined by themselves. They argue against the general theory in SLA, that learners process or react to external stimuli, and in which their behaviours are therefore seen to be the result of causal processes.

The Beginnings of a Dichotomous Framework: Gardner's Model

According to Larsen-Freeman and Long (1991), Gardner and Lambert's concept of motivation and SLA was based on Mowrer's (1950) theory of first language acquisition. Mowrer correlated a child's success in the L1 with his/her need for identification, first with members of the family and then with members of

the community. Applying this concept of identity to the second language learner and target community, Gardner and Lambert introduced the concept of *integrative motivation*. When a learner is integratively motivated he/she wants to identify or be affiliated with members of the target language community (external determining factors). *Instrumental motivation* is found in the learner who is motivated to learn the L2 for utilitarian purposes (external cause) such as to acquire a job, pass a test, or to improve social status (Larsen-Freeman & Long, 1991).

The first multivariate research on attitudinal/motivational measures and indices of language aptitude was conducted by Gardner and Lambert in 1959. Their research was first conducted in Canada with English students of French and then later replicated with students of French in Connecticut, Louisiana, Maine and students of English in the Philippines (Gardner, 1989). All of these research sites had target language groups with which the students had the potential to develop an integrative orientation. Gardner and Lambert concluded that two independent factors, language aptitude and social motivation, were related to achievement in SLA.

The socio-educational model established by Gardner and Smythe in 1975, focuses on the social-psychological processes active in SLA. Because a learner's identity is associated with the language he/she speaks, learning a second language requires a re-evaluation of the learner's self-image and a successful integration with the target language's social and cultural ideas (Larsen-Freeman and Long, 1991).

The socio-educational model proposes to explain the role of different learner variables such as intelligence, anxiety and motivation, and their influence on SLA.

This model consists of four major components: the social milieu of language learning, the variables mentioned above, the contexts of SLA, and the linguistic or non-linguistic outcomes. The expressed purpose of this model, is to define major learner variables in SLA systematically, enabling them to be assessed (Gardner, 1988; Gardner & MacIntyre, 1992).

The AMTB (Attitude Motivation Test Battery) was developed by Gardner, Clement and Smythe in 1979 and is in the form of a questionnaire with Likert scales and multiple responses. It appears to have been developed from the socio-educational model. This index includes eleven different measures of attitudes and motivation (see Appendix B) which determine the level of intensity of the resulting orientation — that is, integrative or instrumental. In Gardner and Smythe's later research they attempted to devise measures that covered all attitudinal items influencing SLA. After identifying the attitudinal items they developed indices which would define whether the motivation of orientation was integrative or instrumental. (Gardner, 1980; Gardner & MacIntyre, 1993). In a more recent article Gardner and Tremblay (1994), do indicate that one category that the socio-educational model does not include is that related to situational characteristics.

Following that research, Gardner and Smythe (1980) then focused on three main motivational/attitudinal "clusters" rather than on individual testing of learner variables. The first cluster is referred to as Integrativeness, the second is Motivation and the third is Attitudes (toward the learning situation).

In Gardner's book Social Psychology and Second Language (1985) many changes evolved with respect to motivation and SLA. The newly proposed thesis in

this book is that second language learning is a social psychological phenomenon, and that importance should be placed on the context of language learning and the methods by which the language is acquired. Another change in his argument is a reworking of the concepts integrative and instrumental motivation, with the result that they are no longer viewed as a dichotomous framework. He continues to believe however that empirical studies are the most valid method for motivation studies, and he continues to focus his gaze on language learning within the formal learning environment (classroom).

Gardner argues that although there are numerous studies that don't show positive correlations between attitudes/motivation and SLA this is due to incomplete research, faulty measurement tactics or problems in replication due to context and population. Gardner argues that many studies concerned with attitudinal and motivational orientations investigate only one or two items or use factor analysis to summarize relations between variables leading to weak correlations. Gardner and Tremblay argue that they are taking part in the new "look" at motivation variables when they commented on a more recent study (1994), where they address the viability of new and already established motivation variables. They used the AMI test battery as well as a new self-report. In their findings they did find support for the integration of additional, new motivation variables.

Gardner states that both reliability and validity were of great importance in the development of the AMTB. He does acknowledge however that the AMTB was developed with a certain population in mind, therefore simple translation of the

items on the test in order to apply it to a different language group is not always reliable (Gardner, 1980). We can see from the above argument that Gardner feels his framework and measurements are uniformly successful when replicated carefully by the researcher.

Moreover, models such as Gardner's do not take into account the differing socio-cultural constructs particular to the learner, or the context created by less traditional language learning environments such as sheltered or mainstream content language programmes. Instead, "universal" SLA motivation models such as Gardner's have accepted direct correlations between learner affective orientations with learner success in the second language. Such research doesn't focus on the potential importance of content area, teacher/student rapport, classroom dynamics or cultural learning approaches, nor with a learner's agenda and individual goals in learning the target language.

There are many criticisms of Gardner's attitudinal/motivational framework. Some researchers argue that there are too many generalizations in Gardner's theory and that empirically there is little relation between the two orientations and success in the L2. Oller and Perkins (cited by Gardner, 1980) argue that verbal aptitude is a confounding factor, whereas others such as Ely (1986) claim that there are problems in the basic conceptualization of the two orientations and that it is too difficult to decipher which motivation is which. Although a strong supporter of Gardner, Skehan (1989) also criticizes the measurement technique used, referring to it as a "simple additive model".

Even though there have been various criticisms of Gardner's primary model of motivation, many researchers have based their research on his model by applying the same questionnaires and AMI indices in order to test the generalizability of the model or add to it. These researchers, I would argue, are locating themselves in a similar model; no matter how antithetical their findings are to those of Gardner's, they continue to look at motivation as a product caused by external factors and measured by taxonomies instead of as a process located within multiple contexts and influenced by the individual learner.

Work in Gardner's Tradition

In terms of the importance of integrative motivation and eventual success in SLA or foreign language learning, many studies do not support Gardner's findings while others oppose it or are inconsistent. All the studies mentioned here (below) acknowledge Gardner's integrative instrumental orientations as their motivational "yard stick" and I would argue, that by doing so, are locating themselves within his causal model.

Research conducted by Strong (1984) on a group of Spanish-speaking kindergartners indicates that integrative attitudes follow SLA rather than promoting or producing it. It was hypothesized, as in Gardner's studies, that students showing signs of integrative orientation to members of the target language (English) would develop skills in English faster than those who showed little evidence of the integrative orientation. However, the research did not support this hypothesis. The findings indicated that the "faster" learners showed little interest in the children

from the target language. Perhaps, as argued by Strong, integrative motivation plays a different role for children learning a second language.

Murakami (1984) also found, in her study of Japanese adult students studying English in an ESL context, that integrativeness was not a significant factor in SLA. Self-report questionnaires and proficiency tests were administered to the students, the results indicating that the more integratively motivated students were less proficient in English.

Some studies also argue that foreign language programmes' design also play a significant role in the type of motivation displayed by the learner. Day's (1987) study on student motivation in language abroad programmes discusses the motives often portrayed by the learners. He argues that it cannot be assumed that because students engage in a study abroad programme that they have a higher level of integrative or instrumental motivation. Students motivation may well be to seek an adventure and not to prioritize the target culture's language.

In a study conducted by Svanes (1987) using standard motivation questionnaires based on Gardner, students studying Norwegian at a university in Norway demonstrated neither integrative nor instrumental orientations in the factor analysis. Middle Eastern and African students were found to be neither instrumentally nor integratively oriented in the factor analysis whereas European and American students were more integratively motivated. In the total group of students a weak correlation was found between integrative motivation and language proficiency, and a negative correlation was found between instrumental motivation and grades.

In a modified version of Gardner and Lambert's AMTB administered to ESL learners (Johnson & Krug, 1984), again no significant correlations were found between test scores and motivation. For better accuracy, the Gardner and Lambert measures were translated into the learner's first languages: Spanish, Persian, Arabic, and Japanese. In addition to the AMTB, an FSI (Foreign Service Index) oral interview was conducted. On five of the integrative correlations and four of the instrumental correlations the outcome was opposite to the one expected, with integrative items showing less proficiency and instrumental items higher scores

Other such inconsistencies in scores were found in Oller, Perkins and Murakami's (1984) study of 182 ESL students. Seven types of predictor variables were used in either oral or written form, in questionnaires and oral interviews as well as language proficiency tests to determine the correlation between motivation and SLA. Regression analysis was conducted and in no case did an attitudinal nor affective variable account for more than .16 of the variance in the predictor variable. Furthermore, the degree of integrativeness was inconsistent in relation to language scores.

Dornyei (1990) attributed two major components to motivation in an EFL context: need for achievement and past failures in the language. This study found that intermediate Hungarian students of English scored high on instrumentality but perhaps to go beyond this level of proficiency integrative motivation was needed (Dornyei, 1990).

The data obtained in a study conducted by Hermann (1980) also didn't provide substantial evidence to support the motivational hypothesis but did suggest that learning a foreign language causes both positive and negative attitudes.

Olshtain, Shohamy, Kemp, and Chatow (1990) examined two independent variables —cognitive/academic proficiency in the L1 and attitudes/motivation toward EFL. They researched two culturally different learner groups, advantaged and disadvantaged. They used the AMTB questionnaire of Gardner. Findings indicated that the AMTB was not a strong predictor of proficiency.

Other major studies' results did not support the construct validity of the integrative orientation, but instead "discovered" new orientations. A study conducted by Clement and Kruidenier, (1983) was to assess the influence of ethnicity, milieu, and target language on SLA, and it was hypothesized that orientations independent of the integrative/instrumental framework would emerge. A questionnaire, consisting of 37 orientations on a Likert-type scale, was administered to students studying French, English or Spanish as a target language in multicultural and unicultural settings. In addition to the standard instrumental orientations, travel, friendship, and knowledge orientations were found for all subjects. Interestingly, the integrative orientation was most often coupled with the desire to travel, and the integrative item indicating affinity with the target culture wasn't present. An integrative orientation was found only amongst students from multicultural settings. The researchers argue that some orientations are common to a wide range of learners while others depend on the milieu, status of the learner, and status of the target group.

Kraemer's study (1993) investigated the generalizability of Gardner's socio-educational model in a highly different context—Israeli learners of Arabic. The instruments of the study were questionnaires similar to Gardner's AMTB. A totally independent orientation—the National Security Orientation, motivation was the strongest orientation correlated with studying Arabic. There was no significant effect of the integrative orientation on the learners motivation to study Arabic. The highest scores on tests were achieved by those who were motivated by professional and defense reasons.

Berwick and Ross (1989) found motivation particular to the EFL education system. They discuss the examination-oriented structure typical of the Japanese education system. They studied changes in the proficiency and motivation level of Japanese first year English language students. Due to the Japanese entrance system, where students often enter programmes not by choice but by entrance scores, they have little motivation to study the prescribed subjects. Yet, this motivation increases at the post-university level when Japanese adult learners often take English language classes to aid them in their work field or for travel purposes.

Although as we can see in this study both stages of motivation are instrumental— taking exams and using language for travel and job purposes; the intensity of the instrumental motivation is quite different. One is a passive, non-verbal participation related to grammar-translation entrance exams, whereas the other is a more verbal, learner activated motivation, seeking out a language class to better oneself professionally.

Integrativeness, as argued by Busch (1982), is not always conducive to proficiency in a foreign language. Busch's study of Japanese students in an EFL environment found that students demonstrating strong social skills and therefore more likely to use the foreign language with native speakers, were less successful in some language skills than those who were completely introverted and unlikely to seek out opportunities to speak the language.

A further study conducted by Ely (1986) also shows an additional construct of motivation—Requirement. Among a group of first year university students a new "Requirement" cluster was found, that being the motivation to fulfill a major, or fulfill an elective course. Requirement motivation was found to be a negative predictor of the strength of motivation, whereas the integrative and instrumental clusters were positive predictors of the strength of motivation.

An externally located motivation was evident in research conducted by Matsumoto (1989). She conducted a "learner's diary" study with a Japanese ESL college student. She discussed a third construct of motivation: classroom motivation. Positive feedback from the teacher, and a good classroom environment triggered the students motivation to learn.

Intrinsic and extrinsic motivation were both apparent in a study conducted by Ramage (1990) of high school students studying French and Spanish as a foreign language. The results of the study indicate that a combination of motivation/attitudes, grade level and course grade determine whether a student will continue to study beyond the required year. An extrinsic motivation in this context was both high school and college requirement of foreign language and an

intrinsic motivation was studying for personal interest. The survey questionnaire for this study was developed from a pilot study of responses given previously by students in a similar setting. Ramage (1990) argues that using this technique of identifying motivational factors may well give a more complete description of student motivation in a foreign language context rather than superimposing SLA measurements.

All of the studies reviewed here display inconsistencies in Gardner's orientation paradigm or AMTB, either by contradicting them or by adding dimensions to the widely accepted measures and standard framework of motivation.

Attempts to Escape Gardner's Paradigm

It is apparent from looking at other studies of learner orientations/contexts and SLA, that many dimensions of motivation exist; it is far from a bipolar paradigm.

Many theories emphasize motivation in terms of affinity with the target language community in accord with Gardner's model. Schumann's Acculturation Model (1975), is a series of linguistic and cultural levels through which the language learner must pass in order to acquire fluency in the target community. Another procedural theory of motivation, although independent of the target language community, is Titone's procedural steps of motivation (1990).

Giles & Byrne (1982) also present a model in which motivation is identified primarily with the target language community. Speech Accommodation theory was

originally developed in order to account for changes in speech style in the course of a conversation. (cited in Gardner, 1989).

According to Crookes and Schmidt (1989) and Maehr and Archer (1987), motivation is placed in internal and external dimensions. Internal is defined as attitudinal whereas external is behavioural.

Ely is also focused on external motivation as an important role in SLA, though his terminology is different, he terms it "situation specific" contexts. He explores three constructs hypothesized to be predictors of SLA in a classroom setting. risktaking, sociability, and language class discomfort are the three constructs explored along with the additional construct of strength of motivation (Ely, 1986).

In a more recent overview of motivation and ESL, Crookes and Schmidt (1991) voice that language learners are active manipulators of their actions and choices to learn a language and these choices then determine the process of motivation. Their definition of motivation is in terms of choice, engagement, and persistence; as determined by interest, relevance, expectancy and outcomes (Crookes and Schmidt, 1991).

Bonny Norton Pierce (1995), also argues that language learners are active learners in the sense that they "invest" in the second language. They actively "invest" in order to acquire different resources in the target language community such as education, friendship, and language, which will then counteract other cultural assets. Pierce uses the term "investment" instead of motivation because the former identifies the language learner as an individual with multiple desires, not as "ahistorical and unidimensional".

Oxford and Sherin also argue for a "rethinking" of the current understanding of motivation in SLA. They argue that they would like to expand the parameters of Gardner's theory of motivation as well as integrate various theories of motivation that are found in other fields such as general, industrial, cognitive and educational psychology into the current theory of L2 motivation. They also state that students' motivations for learning an L2 are "individualistic and multifaceted" and it is therefore important for the teacher to administer a survey or questionnaire at the beginning of the class as well as discuss the students own goals.

Dörnyei expresses the need to "reopen" the research agenda in motivational studies in SLA. He argues that Gardner's model is a socio-psychological model whereas researchers are calling for a more education-centred approach in motivation research. He also states that Gardner's model does not include cognitive aspects of motivation although this is the main approach to motivation in educational psychological research. According to Dörnyei research shows that integrative/instrumental orientations are by no means universals but rather "broad tendencies" in motivational studies.

A theory that takes an opposing view to motivation and learners as agents is that of Krashen. In Krashen's Monitor Model of SLA, the language learner is not an agent of his/her motivations and actions but rather the inactive receiver of that which has been filtered subconsciously. Motivation is seen as one part of the "affective filter" which screens incoming language (Crookes and Schmidt, 1991).

Although these different models of motivation in SLA exist, the majority of these studies fail to account for learner agency and they fail to describe motivation

and language as processed by the learner (with the exception of Crookes & Schmidt, 1991; Norton Pierce, 1995; Oxford & Shearin, 1994). Therefore, although these studies consider themselves to be alternative modes of motivation, they continue within Gardner's paradigm to a certain degree because they do not work with embodied learners.

Are orientations such as integrativeness and instrumentality universals in all contexts that deal with language learners? Are different types of foreign language programmes open to different orientations of motivation? Are the testing devices and indices developed for second language learners applicable to foreign language learners?

Gardner assumes that his model of motivation orientations applies to the "global" learner when indeed he is dealing with a context-specific second language learner. Even when he acknowledges the limitations of his study (Gardner, 1988), he doesn't shift from explanatory to exploratory mode in his research.

I, on the other hand, am looking at the individual, "local" learner as he/she is located in his/her individual learning context(s).

A Closer Look at Gardner's Model

Motivation; a Process or a Product?

As I have already noted, the definition of motivation standardly applied and accepted in SLA research is not the definition generally applied within the schools of Education and Psychology (Crookes & Schmidt, 1991). In SLA theory *motivation* is used as an affective "umbrella", a term that includes motivation, attitude, affect, and at times cognition, despite these being distinct (Crookes et al, 1991); it contains no

definition exclusively for motivation. In psycholinguistics motivation is not manipulated nor initiated by the learner, so much as it is seen to be a reaction to the environment. In this view, acts such as integrating with the target language culture or necessary tasks such as test-taking or finding a job, are viewed as reactions to external stimuli and correlated with eventual L2 success (or failure). In this sense, the psycholinguistic literature reflects Secord's (1990) perspective on *subject*; a subject (i.e. learner) has a determined behaviour, one that is controlled by the forces of the environment, a stimulus-organism-response formula.

The Language Learner: *Subject* of The Learning Process

Secord's (1990) definition of *subject* applies to Gardner's model as well as many of the studies based on Gardner's model reviewed in this chapter.

Harre, Clarke and De Carlo (1985), discuss terms in research such as "subject", how, by using such neutral terms it is easy for researchers to look for that which they assume to be typical or standard. When using terms such as "subject" within a causal model researchers imply that the subject has no identity, no individuality, no marginality identifiable from the norm. Harre et al argue instead for what they term the human agent model, in which learners are seen as agents of their learning, with individual priorities, taking action towards these priorities, deciding on strategies, and evaluating their own success (Harre et al., 1985)

Considering that there is no place for the learner to take action nor to be an agent of his/her learning process, we are entering the domain of causal models and standardized measurements in which behaviours become representative of the a priori hypotheses.

Causal models such as Gardner and Lambert's integrative/instrumental orientation model (1959) and Gardner's socio-educational model (1975) do not consider, nor represent, the learner's individual processing of a language, but instead relate the second language success rate to the strength of the particular orientation. As measured by the AMTB index, we can see that there are only 11 measures, the focus being the relation between attitudinal, integrative/instrumental orientations and success in the L2.

Second language success is "achieved" as the direct product of a particular measure of motivation, with the influences being external (i.e. integrative, instrumental) to the learner. If the influences have been internalized (i.e. attitudinal orientation), the learner is unaware of, and unable to manipulate, the process at hand. Due to the predetermined indices of motivational strengths and the pre-established correlation with second language aptitude, the learner's individual priorities, learner-defined success, and agenda to learn the second language are not considered in the testing process. Process is only acknowledged by Gardner and Smythe (1980) in terms of the appropriate procedures to design reliable, retestable measures in their empirical studies of motivation.

Moreover, by using a large population sample, Gardner and Smythe attempted to cover all attitudinal and motivational factors that could influence second language learning, omitting any individual learner-defined motivation, and the many possible contexts of individually-prioritized language learning. In Gardner's study, the language learner is clearly portrayed as a global learner, someone who is faceless, ahistorical, and oblivious to particular contexts in the

language learning process. How can we measure something as individually-situated and as learner-processed, as motivation without attempting to include the individual as a vital source of "validity" and information?

It is clear that accessibility to learner-defined and contextually-grounded motivation has not been the target of empirical, positivist research such as Gardner's.

The vast majority of SLA motivation studies that have followed Gardner's have also fallen into the *subject* parameters, including those that claim to reject Gardner's model or to modify it.

Subsequent Motivation Studies Located In the *Subject* Domain

Hermann (1980) argues that a foreign language causes both positive and negative attitudes in a learner, that it is a deterrent as well as an aid to successful language learning. Giles and Byrne (cited in Gardner, 1989) and Schumann (1975) present models in which affiliation or identification with the target community will cause the learners level of proficiency in the L2. Although the latter two models are presented as alternative models to Gardner's model they too fall into the prescriptive measures and predictive results typical of a causal model. External causes being the dominant factor in contributing to successful SLA is also evident in studies such as Matsumoto (1989), in which good classroom environment and teacher rapport are seen to "trigger" students' motivation to learn.

Internal states, or what the successful learner studies refer to as inherent traits, again represent the *subject* as having no control over the outcome or strength of his/her motivation to learn a second or foreign language. The necessary

states/traits are already determined by their learner profiles. Ely (1986), for example, sets three main behavioural predictors for SLA in an ESL learning context, which are then combined with motivation, while Busch (1982) discusses introversion as a positive predictor of language proficiency.

These studies reflect the learner as reacting to an internal or external stimuli under certain conditions. The learner takes no initiative in changing the process or determining the outcome of the process; he or she is incapable of acting as a deciding factor in the SLA process.

Studies conducted by Murakami (1984), Strong (1984) and Svanes (1987) all indicated that Gardner's integrative orientation was not a significant factor in the successful acquisition of a second or foreign language. Although these studies all found error in the standard orientations and findings of Gardner's causal model they neglected to take it a step further and look at the learner's individual agenda and priorities, instead continuing to work within the confines of a quantitative framework—the *subject* perspective.

My Argument for the *Person* Perspective

According to both Secord (1990) and Harre et al (1985), and Harre (1993), learners are able to initiate action—they can monitor their goals, set agendas, develop strategies, and are aware of different contexts as well as how they would act in those contexts. In other words, a *person* is the agent of his/her learning, and is well aware of the processing taking place. The learner is also able to define and prioritize his/her learning goals.

Norton Pierce also argues this in terms of the language learners' "investment" in the second language (1995).

Crookes and Schmidt's (1991) overview of motivation and ESL, strongly supports the *person* perspective, arguing that learners are active manipulators of their actions and choices, which then determine their motivation to learn a language. Their position is that the learner is very involved at the metacognitive level as well as the task-specific level. They feel that personal relevance (a motivation factor) contributes to the learning process, a voluntary selection of what (and what not) to process.

I agree with Crookes and Schmidt (1991) in their proposed view that learners actively choose, determining their own route throughout language learning. I have tried to locate my study of four learners/co-investigators participating in an Integrated Language and Content programme within the *person* perspective, especially with regard to how they are represented, and to how they are contextualized as language learners, social learners, and general learners. I view them as agents of their particular learning processes. In my view they are also represented as *persons* in the research process—that is, as co-investigators giving feedback and defining and then reflecting on their own learning processes. I have tried to avoid placing the four *persons* or myself within a causal positivist framework of motivation. Instead, I have attempted to locate and describe individual learner contexts and themes associated with the affective orientations at a local level. I hope that my qualitative research methods as well as a cooperative, interactive approach with the four co-investigators has enabled me to achieve this goal.

Motivation Studies Located in The *Person* Realm

Other studies reviewed in this chapter represent Secord's (1990) definition of *person* as well as the qualities outlined by Harre et al's learner agent model (1985). Passing into the realms of the *person* perspective are motivation studies such as Clement and Kruidenier (1983), Kraemer (1993), Titone (1990), Crookes and Schmidt (1991) Day (1987), Oxford and Shearin (1994), and Norton Pierce (1995).

Clement & Kruidenier (1983), Kraemer (1993) Day (1987), Oxford and Shearin (1994) and Norton Pierce (1995) demonstrate in their respective studies that learners have their own individual agendas to learn a language within various orientations (or contexts) such as friendship, course requirement, travel, knowledge, national security, adventure and cultural capital. Clement and Kruidenier also argue that not all orientations pertain to all learners, but that a learner's status, milieu, and other individual differences also determine their orientations, again reinforcing the idea that the learner is the agent of the learning process, and that orientations or learner profiles are by no means global.

The Social/General Learner in Motivation Studies

Gardner and Lambert's model of integrative/instrumental and attitudinal orientations (1959) looks for positive and negative predictors of the strength of motivation and SLA within a formal language classroom. Even later, when Gardner attempted, with the socio-educational model, to look at the role of individual learner variables: intelligence, anxiety, and motivation with the additional constructs of the social milieu of language training, second language contexts, and linguistic and non-linguistic outcomes (Gardner, 1988), he continued to measure, define, and assess

different variables systematically. Learner differences and learner-specific contexts cannot emerge in such an *a priori*, empirical model.

We need to look at the language learner as a social learner being motivated by social tasks and learner agendas independent of specific second language tasks. Language is not just grammatical rules and language codes but is also a source of meaning and a tool in the negotiation of meaning (Schieffelin & Ochs, 1986).

Schieffelin and Ochs's "language socialisation" learner is not a passive recipient of sociocultural knowledge but is instead an active agent, contributing to the meaning and outcomes through various interactions with the social world. I would argue that language learners are by nature social learners, acquiring the necessary language to fulfill individually-prioritized tasks and functions, not necessarily prioritizing the language in the process. Motivation, therefore, is not language-specific but is instead task-specific, within a functional, learner directed process.

The priorities or motivation orientations of the individual language learner are often functions related to the social world or to academic tasks and performance. In order to locate the social/general learner we need to locate the learner in various contexts outside the formal language classroom. We need to engage in collaborative research approaches where learners are able to work with the researcher, describing their own learning agendas, locating their own contexts, and contributing to the definitions of the various affective orientations.

Cooperative Research: An Important Process in Motivation Studies

Another feature particular to Gardner's framework and subsequent SLA studies is the predominant use of correlational, statistical measures when

researching motivation. In order to measure the strength and type of motivation or other affective variables, defined measures like the attitudinal and motivational indices (AMTB) of Gardner and Lambert are applied and then correlated with standardized aptitude language scores such as the MLAT (Modern Language Aptitude Test). Likert scales and multiple choice answers from population samples in formal learning environments are quantified and correlated. Individual learner differences do, of course, influence the relation between success in SLA and motivation, yet this would not be detected through Likert scales, guided responses and predetermined notions of learner motivation.

Contextual, individual representations of learners and their environments or learners and their priorities are impossible to produce with pre-established taxonomies, predetermined responses, and contextually-controlled measures of learner features such as those applied within Gardner's quantitative framework—those working within the *subject* perspective.

Case studies, diary studies, and ethnography, as well as other qualitative measures could add some of the necessary dimensions to motivation studies. Self-ratings and learner-defined themes within learner-defined contexts for motivation and SLA would lead us into a less prescriptive, less causal and a more multi-contextual, localized, learner-determined process of SLA, motivation and success.

Motivation and other affective orientations are reconceptualized in a contextualized, interactive process of research merely by regarding the learner rather than the researcher as the source of information and definitions.

In the next chapter I will argue more extensively my choice to use a qualitative multiple case study approach and why this choice is important to me as a researcher, a graduate student, and as a person.

CHAPTER 3

METHODOLOGY

Motivation as established in SLA research and theory has had a strong tendency to be defined or be guided by models such as Gardner and Lambert's orientation framework (1959) and Gardner's socio-educational model (1975). This concept of motivation, as already discussed, is defined primarily by external factors, manipulated by the environment, with the language learner located on the sidelines as a passive spectator of the whole procedure. In causal models such as Gardner's, success in the language learning process is correlated with the type and strength of motivation. As already argued, causal models in motivation studies do not take into account nor perceive the language learner to be an active agent in his/her learning process. Instead, SLA causal models of motivation studies apply more "globally" located orientations to larger populations, looking for what is generalizable and supportive of the researcher's hypothesis.

In order to locate motivation at a local, individual level, I have used a qualitative, case-study approach using a triangulation of data methods as well as participant (co-investigator) feedback and insight throughout the research process. I have used this approach with the aim of locating and describing alternative motivation contexts and themes instead of working within the limitations of taxonomized affective labels readily available in SLA models. The overall qualitative perspective on the role of participants and learners is also I believe more conducive to and supportive of their contributions and critical awareness of their own learning

process and the research agenda and design than the general quantitative mode of thinking.

Quantitative and Qualitative Approaches

As argued by Bruner (1986), there appear to be two distinct worlds within the realm of research, namely quantitative and qualitative. These worlds are less distinct as research approaches than as alternative modes of thinking. One mode verifies by means of empirical and formal proof whereas the other establishes multiple "truths".

The paradigmatic mode relates to general causes, how they are established and the application of procedures in order to verify and create an empirical truth. This paradigmatic mode (quantitative) is used in the social sciences and has been very dynamic, time saving and concise in the developing and forming of hypotheses. However, this hypothesis creation is one of universal logic and ignores the particular in its search for the explanations that support the already provided hypothesis (Bruner, 1986)

He further argues that the creation of the particular, or narrative mode (qualitative) is one of multiple possibilities of human conditions. In this mode of thinking there are two principle "landscapes"- action and consciousness. The paradigmatic mode may also have distinct landscapes but the difference is that they must be testable whereas in the narrative mode they need not be tested; many "stories" may be valid.

As stated by Bruner (1986), the type of discourse apparent in the two modes of thinking is also distinct; the paradigmatic mode chooses words with the goal of clarifying and reinforcing the scientific argument whereas the narrative mode

presents the "performances" of the word/meaning rather than clarifying or reinforcing any one particular meaning. These various "performances" provide a type of "subjectivization" of the text which is particular to a narrative discourse, whereas the paradigmatic discourse "objectifies" the text.

The narrative mode leads to conclusions not about certainties but about the various perspectives that can be constructed, however, the paradigmatic mode leads to one conclusion and one "universal" perspective.

The paradigmatic mode as defined by Bruner (1986), suggests the predominant thinking style in the research methods applied in the majority of SLA research. Evidence and truth are often represented statistically and the learner variables and taxonomies are established before the testing begins.

Secord (1990), in his definitions of *subjects* versus *persons*, also reinforces the argument that quantitative methods support a mode of thinking that has controlled outcomes more so than arguing against the statistical measures commonly applied within the quantitative framework. Secord notes that in the quantitative perspective there is no allowance for the participant's version of the action, it is considered unnecessary in a scientific explanation. Furthermore, lab experiments, he argues, are chosen over field experiments because they allow for more control of causal factors.

Tarone (1994) refers to the two basic scientific traditions— nomothetic (quantitative) and hermeneutic (qualitative) as two basic modes of thought with many possible meeting points between the two on the research continuum. The former wants to explain and predict how natural phenomena work whereas the latter wants to understand and interpret the way the natural phenomena are

organized; one is to show causal relations and the other to show multiple realities. She concludes by stating that the choice of one approach over the other should not be due to some notion of Truth but rather our choice should be guided by the purpose of our research.

Feminist scholars Jayaratne and Stewart (1991) note that some supporters of qualitative methods and feminist research have argued that individual women's emotions, ideas, and actions need to be explored in women's terms therefore quantitative research is restrictive or not appropriate because it represents masculine values of autonomy, objectivity, and control. However, Jayaratne and Stewart (1991) argue that what needs to be looked at with regards to both methodologies are what the problematic issues are for feminist scholars. They argue that instead of building a false polarization between the two we should attempt to build strategies to resolve the issues. Issues such as exploitive relationships between researcher and participant, illusion of objectivity, improper interpretations and generalizations of findings need to be avoided in order to uphold feminist research values. Therefore, they argue that both methods can be effectively used by feminist researchers as long as they are implemented in ways which are consistent with non-hierarchical, democratic, contextualized, participant empowering procedures characteristic of feminist values.

Why Use A Qualitative Approach?

What, therefore is the relevance or value of using qualitative methods in lieu of quantitative if it is more of a mind set than research approach? First of all, there are many approaches and techniques of qualitative research- ethnography, case

studies, action-research, critical, analytic induction and life histories to name a few. Not all of these approaches are suitable for all populations or all research problems. Researchers in the social sciences as well as in SLA have argued that some approaches are more applicable to certain research problems and contexts than others.

In the SLA research field, Watson-Gegeo (1988) has discussed the benefits of ethnography in ESL research. She argues that through intense observation, interviewing and discourse analysis, it is a very comprehensive research approach and may capture non-verbal as well as verbal contexts, behavior and context, as well as part/whole interactions. In ESL this type of comprehensive data is vital to interpret language and culture, school context and learning, as well as institutional and social influence within the formal learning setting.

A qualitative case study approach using interviewing techniques is argued to be the appropriate method in an ESL study of 26 ESL students conducted by Early (1993). She argues that the goal of the study was to elucidate characteristics which may influence the achievement level of ESL learners in school and therefore causal relations (quantitative approach) were not the focus of the study but instead collecting rich contextualized data of students' perceptions of their learning experiences through the interviews were important for future research directions.

Cumming and Gill (1992) discuss the importance of conducting action-research, a contextually-grounded approach, when researching motivation in SLA. They argue that contextually-grounded data are needed to redefine the current "universal" notions of motivation since these notions are irrelevant to the majority of

situations in which minority ESL learners such as immigrant women find themselves.

Silverman (1993) discusses the overall practical relevance of qualitative research according to some theorists. Characteristics such as flexibility, people studied in their environment, focus on processes as well as outcomes, and the study of meaning as well as causes are all portrayed as qualitative values.

I have chosen a case-study approach using journal-studies, debriefings, focus-group, and an open-ended questionnaire. The reason I have decided to use a case study approach is because I would like to focus on each participant individually, with respect to his/her own reality, his/her own learning process and contexts. Yin (1994), defines a case study as looking at a present day phenomenon located within its real context, particularly when the connections or borders between the phenomenon and context are not clear. An experiment, Yin argues, separates the phenomenon from its context because the attention or focus is on only a few variables.

Yin (1994) also discusses the case study inquiry as relying on a triangulation of sources of evidence yet as being neither a specific approach to data collection nor to data analysis but instead as a comprehensive research strategy. I have followed this advice by applying various data collecting methods in order to get more diverse and contextualized data which I have then taken back to my co-investigators so that they may evaluate and respond to my data analysis. I will now discuss in more detail my research approach, setting for this research, the data collection techniques,

questions of validity with regards to my research and my position as a graduate student and researcher within the research conducted.

My Research Approach: A Qualitative Multiple Case Study

A qualitative multiple case study approach was used to collect data. Qualitative research doesn't entail extensive pre-fieldwork design, but relies more on an emergent design. Therefore it is more appropriate for learner orientations in ILC, where I, the researcher, am not applying preconceived notions and definitions of learner orientations but instead seeing what emerges in the case studies. I have taken a post-positivist stance in applying a qualitative approach which is defined by the following: research designs are interactive, contextualized, joint participation in exploration of the issues; theory serves to illustrate the research rather than to provide a "truth test"; and finally theory follows from data rather than proceeding it (Lather, 1993).

There was a triangulation of the data: individual/group debriefings; journal studies, and an open-end questionnaire. Triangulation is critical in establishing data-trustworthiness by using multiple measures and data sources (Fay, 1977, cited in Lather, 1993). A triangulation design of data allows the data to emerge as counterpattern as well as convergent, making the data more credible (Lather, 1993).

Individual "debriefings" took place on a weekly basis with each of the four co-investigators. These debriefings were more similar to a discussion than an interview. I attempted to participate as an equal partner in the discussions and answer any questions that were posed during the debriefing. The focus of these debriefings was the co-investigators' content courses and anything that they felt was relevant to the

ILC programme, their learning and that which they feel comfortable discussing. The debriefings were taped with consent from the co-investigators. After each debriefing equal time was set aside to help the student with any homework he/she had questions about. This is an important aspect of the research methods-reciprocity. Reciprocity may be a conscious use of the research to help the participants understand/change a situation, or a joint effort on something the participant is experiencing difficulty with such as an assignment or course material.

A "focus" group was also part of the debriefings. These took place on a monthly basis and were part of a collaborative discussion, not always led by the researcher, but keeping within the determined parameters of the study. Laslett and Rapoport (1975, cited in Roman, 1993) and Roman (1993) have made extensive use of this form of interactive collaborative approach instead of the conventional interview format. The above mentioned researchers used this form to explain their personal agendas and allow the participants to not only discuss their own concerns, but also to discuss the research agenda, thereby making it truly collaborative. As a consequence of this type of approach, a safe haven may develop, not only between researcher and participant, but between participants; creating a true sense of community.

The co-investigators also kept a journal on a weekly basis. The journal study consisted of weekly entries that were relevant to learning English and course work, keeping within the parameters of content/language learning. Any names of instructors or other students referred to in the journals was censored in the final product of the research.

Open-ended questionnaires were implemented in the study. The questionnaires were evaluation forms given to the four co-investigators, and their ILC peer group. One section dealt more generically to "success" in terms of language learning and environment. Another section dealt with definitions of success: what is a successful language learner and what is a "successful" content/academic learner.

The Setting for My Research

The setting for this research project is the North American University campus. My four case studies are all second year Japanese undergraduate university students from Kyoikukikan University in Japan. Three of the case studies are from the Faculty of International Relations, and one is from the Department of American and English Literature. All four case studies participated in a seven month long academic exchange programme (AEP) at NAU during the academic year of September 1993 until April of 1994. The language programme, in its third year of operation, is an Integrated Language and Content (ILC) programme which focuses on learning language through content such as literature, intercultural communications, computer programming, and research projects (see Appendix C for descriptions of programme and courses offered). During the first semester their courses were not integrated with mainstream university students although they were encouraged to audit a mainstream university class which was referred to in the programme as their "observation" class. Each Japanese student participating in the programme lived in Kyoikukikan House (residence on campus) and shared a small apartment with another Japanese student as well as two NAU students, the majority of whom had English as their first language. All apartment mates were of the same

gender. At the beginning of the semester, Kyoikukikan students were assigned a "buddy", a volunteer university student from on or off campus who would spend time with the Japanese student during planned "buddy" social functions at the Kyoikukikan residence as well as during his/her free time.

During the first semester the Kyoikukikan students all attended classes which the teaching assistants also attended as well as providing follow-up tutorials for the students in the various content areas. Each teaching assistant was assigned a group of students who would take all of their classes together. I was assigned a group of 19 students from the 98 enrolled in the programme during the academic year of 93-94. From my list of 19 students, another teaching assistant also conducting research in the programme randomly chose four students from my class list and I chose four for him from his list.

I then spoke with the four students on my list, asking them if they would assist me with my research project. I discussed with them the basic area of my research- how students of English learn English language and content in a programme such as the one they were attending. I discussed related issues to my research area such as culture shock, adapting to different teaching styles and any problems they might have in general with their "campus" life at NAU. I did not discuss with them in detail the issues of SLA and motivation studies but I did present them with a simplified version of my introduction to motivation and SLA studies as well as my preliminary research questions (see appendix D) .

All four students, three females and one male, agreed to participate in the study. I discussed with them the demands on their time that this study would

require and whether this would be a problem for them. We spoke about the debriefing sessions which would have no set time limit, they could be 5 minutes or 40 minutes depending on the issues that we discussed as well as the student's fatigue and schedule demands. I spoke with them about confidentiality and that their names as well as any names of instructors referred to in their journals, debriefings, etc., would be changed in the final text. They were very open and enthusiastic about sharing excerpts from their own debriefing and journal files with one another during our Sunday focus group sessions. They all signed a consent form with regards to the research being conducted and their role in the research as well as privacy of their identity.

We also discussed reciprocity as an important part of the research, and that I would invest as much time or more in helping the co-investigator(s) with his/her homework, cultural conflicts, research assignments, as he/she did in the group and debriefing sessions. Reciprocity was an important part of the relationship established between myself and the four co-investigators. I will refer to them from now on as co-investigators (with exception to profile section in chapter four where they are often referred to as students/learners) because they truly performed an important role in the analysing of the data as well as providing me with critical feedback about my approach to research and data analysis.

Changes Throughout the Process of Research

I have already presented my basic argument for choosing a qualitative case-studies approach. I would now like to discuss in greater detail how the data

approaches progressed, were adjusted or compromised during the seven months of research.

Individual debriefings took place on a weekly basis although my co-investigators would occasionally cancel the meeting due to assignments, an outing or illness. These cancellations occurred rarely and they always gave me at least a days notice. We had an established meeting time which I think we all felt was easier to work into our own schedules as well as allowing me to block off that time as our allotted time in the teaching assistant office. At times we would go to a campus coffee shop nearby when the teaching assistant office was occupied by other students and teaching assistants, this would occur during exam preparation and before research paper deadlines.

These debriefing sessions were recorded with permission from my co-investigators. I also took notes during the session that I could later make reference to when I wanted to locate topics and issues discussed on particular days and then listen to the discussion in more detail on the related tape.

Although the focus of the debriefing was initially directed solely toward the co-investigators' content courses and related language learning contexts we gradually turned the dialogue to other topics such as adjustments to the culture, confrontations with others, weekend outings and socialising on campus. All of these supposedly "marginal topic" areas ended up being highly descriptive and locatable contexts associated with language/content learning and affective domains. I participated increasingly in the debriefings as the co-investigators posed more questions and directed their own topics of interest to me. These sessions had no time

limit and would often last from 15 minutes to one hour, it really depended on the topics discussed at the particular session as well as the energy level of both participants.

Oakley (1981), suggests that to really understand a person from interviewing can only be achieved when the relationship is non-hierarchical, when the interviewer is ready to invest his or her own identity in the relationship (cited in Jayaratine and Stewart, 1991). I found however in retrospect, that a completely non-hierarchical relationship between myself and the four co-investigators could not be established in the debriefings, or for that matter anywhere in the research process. I felt that my relationship with the four co-investigators did develop a fairly equal grounding during the research study but that the fact that I was a graduate student, a native speaker of English and their T.A. were labels that would continue to represent me with a certain element of authority no matter what strategies were employed to "equal" our interactions and roles.

A research strategy that did add an element of democracy to my relationship with the four co-investigators was the act of reciprocity. This was a valued part of the research process for both the co-investigators and myself. I would always ask at the end of our debriefing sessions if the co-investigators wanted me to aid them in anything, they often responded with an assignment they were struggling with or a cultural/social problem with which they were contending. This act of reciprocity was mutually beneficial, it helped the co-investigator with the issue or task at hand, and it helped me become aware of what they needed help with academically or socially, at times not evident to me in the journal and debriefing data.

The four research subjects and I met in a focus group discussion on five occasions during their seven month stay at NAU. This focus group was a time for us to get together in a less procedural and perhaps less intimate manner than that of the individual interviews, and cover areas of the programme in our discussion as they were introduced by different members. We always met at my apartment on campus, I would serve the four co-investigators drinks and snacks and we would have a little small talk session before starting. I tried very hard not to introduce the topics yet I found myself introducing issues that were more on "topic" if we swayed for what I measured to be too long away from our "theme", or turning it "off" if one member was obviously uncomfortable with the topic in progress. I guess I became a mediator of sorts in the discussion, trying to encourage discussion and also measuring the level of comfort in the environment as topics were discussed. Ideally, I wanted to be just a member of the group with no power of authority or leadership. However, I ended up in a role of mediator which under the circumstances I feel was unavoidable as I already had a defined role with the co-investigators as a researcher and T.A. I taped these sessions with permission from the co-investigators, as well as writing down the issues that arose during the discussion.

After the discussion died down I would suggest it was time to call out for Chinese food, and if everyone agreed that it was time, we would close the discussion and choose from the menu. We would always eat dinner together (delivery) and relax, sometimes the subjects would want to watch a show on T.V. or play with my roommate's dog, or my two kitties. They would often swap information about family and recent trips, and ask me about my studies, my family and my fiancée in

Japan. I felt that this social time together helped build trust and solidarity among us as a group which was important within the parameters of my role as graduate student/T.A./researcher and their roles as student/research participant/researcher because it added another dimension allowing me to see them as multifaceted individuals and vice versa.

This focus group time also became an opportunity for the co-investigators to voice their criticism of the research design, my analysis and the language programme within the supportive dynamics of a group instead of one on one during the individual debriefings. Often the more reserved members that didn't discuss as openly issues of discontent in their journals or during debriefings, would air their own views after another member presented his/her own criticism of an issue.

The journal study was kept by the co-investigators on a weekly basis. At the beginning of the semester I suggested to the co-investigators that they write about experiences relevant to the programme such as their course work, conflict in class, learning strategies and obstacles, as well as culture shock. I realised by the third week of journal entries, that I was putting too many restrictions on "appropriate" writing topics so I then spoke with them again, trying to open up writing to any learning experiences related to their stay at NAU. An interesting observation in the journal studies was that two of the four co-investigators wrote in point form, relaying information about their weekly courses and subject matter with a short list of problem areas-in class and outside of class. The other two wrote lengthy entries focusing on language problems, language successes, friendships and extracurricular activities. It was interesting to see the many writing styles and diversity of details

within the four co-investigators and how these styles transformed as they were better able to find or develop their own voice in English by the second semester.

By the middle of the first semester they would often direct questions to me at the end of an entry, asking about research techniques for their papers, or my opinion on a political/cultural issue. Two of the co-investigators were constantly posing questions and I responded weekly in writing to their issues, conflicts or questions and to all four I would always write some message of encouragement or reaffirmation of their written struggles and achievements. I kept photocopied records of their entries and at the end of the study they brought their own journal back with them to Japan. I have since spoken with and written to the four co-investigators in Japan, and two of them remarked to me that it is interesting to now reread their own journal and reflect upon their experiences and learning milestones.

As part of my data collection I also implemented a questionnaire dealing with issues of success in terms of language and content learning. I first gave a pilot questionnaire to the four co-investigators to respond to and to critique. I got a lot of feedback from them with regards to the amount of open-ended questions (in excess) and definitions of language and content learners (unclear). We discussed the questionnaire briefly during a focus group meeting and they all gave me written suggestions on what to modify or add to the questionnaire. After I modified the questionnaire it was given to all five groups of students participating in the ILC programme (see appendix E). I have represented the results in bar graphs (see appendix F) but did not use the results in my analysis because the issue of defined

success as a language learner and content learner became less of a focus in my research as new research issues and data emerged and took precedence.

Validity and Reliability in Qualitative Research: An Overview

When conducting research there are always issues of validity and reliability that need to be contended with whether one is using a qualitative or quantitative design. Even within the literature on qualitative research there are many different views on what is considered valid or generalizable within a qualitative framework.

According to Yin (1994), the question of validity and reliability needs to be dealt with whether the case-study is qualitative or quantitative in approach. In dealing with validity and reliability in the case-study design there are specific tactics he suggests be employed in order to ensure trustworthiness and credibility. Tactics such as triangulation of data, a key informants review of case study report, pattern-matching, explanation building and replication logic in multiple-case studies which reinforce construct, internal and external validity. In addition to these tactics, developing a case-study data base will establish reliability (Yin, 1994).

Acker, Barry, and Esseveld (1991) argue that the issue of objectivity is viewed differently from a feminist, qualitative research perspective. From their feminist perspective, neither the subjectivity of the researcher nor that of the participant can be eliminated or dismissed in the research process. In the traditional quantitative approach, the subjective or personal that inevitably influences the research process is considered to be eliminated from the analysis by means of the research design whereas in the qualitative design this subjectivity is considered inherent in the design (Beyond Methodology: Feminist Scholarship As Lived Research, Chapter 8).

Marshall and Rossman's (1989) position is that the burden of generalizability rests with the researcher who wants to transfer the study to another context more so than with the primary researcher. Qualitative generalizability or transferability can be problematic due to the changing research conditions and the situational contexts characteristic of such an approach. However, they argue that data methods such as triangulation may strengthen the study's applicability to other settings. They go on to argue that qualitative research doesn't present itself as replicable due to its general mode of thinking; the researcher purposely avoids controlled research environments and focuses on the constant-changing situational contexts and interrelations as they happen. Therefore, they believe that the whole concept of logic and value of research is very different between the two research approaches.

Validation in qualitative research has been suggested in two forms by some researchers according to Silverman (1993), triangulation of data and methods as well as respondent validation (taking findings back to the participants to verify). Silverman, however has a different position with respect to validation, he argues that reliability and validity can be addressed by using a standardized format to write and file notes as well as comparing notes and analyses of the data with other researchers.

As illustrated here, even within the realm of qualitative research there are many views held and strategies employed to reinforce validity and reliability. My own position on validity and reliability as dealt with within my research is that of a qualitative, feminist stance as discussed by various researchers in Beyond Methodology : Feminist Scholarship As Lived Research (Eds. Fonow & Cook, 1991).

My View on Validity and Reliability

I believe that objectivity as a type of validity in qualitative research is not applicable due to the nature of qualitative research. During the debriefing sessions I have tried to establish a more equal relationship, a dialogue between myself and the co-investigator. In order to attempt this type of relationship I have projected myself, my personal opinions and belief systems within the dynamics of a dialogue exchange, therefore my identity is woven into the data as well as that of the co-investigator, leaving no chance for objectivity. I don't believe that this makes the data any less credible nor that researcher bias is a problem because I have made clear from the beginning the importance of my personal investment in the research process. The fact of the matter is that I have made effort to work with the participants, not as a researcher conducting objective, controlled research on subjects.

Generalizability or transferability has been addressed in my study by using a triangulation of methods, using various data methods in order to make the contexts and settings more varied in representation, which may or may not aid in usefulness to other settings under study.

I have made no assumptions that the situational contexts represented in my study by text and transcripts will not change continually nor that this data is representative nor applicable to all language learners. Instead, I would argue that the many dimensions of language and learning contexts illustrated in the data represent local contexts and themes of an individual learning at one particular point in his/her learning process. This knowledge may or may not be used as a vehicle to

better understand the learner as an individual agent of learning with his/her own set priorities and goals within a formal and informal learning setting. What one decides to do with this information is entirely up to the individual reader, depending on his/her own goals as a learner, a theorist, a programme director, an educator, etc. In the next section I will discuss in more detail my reasons for conducting and analysing my research as they relate to my political and personal stance; in other words my *positioning* in the research.

My main argument for choosing to represent my "reflexive text" (or my impressions of the learners) as well as the voices and feedback of "experienced text" from the four co-investigators will be discussed at present before going on to the stories, themes, and critiques within.

After having taken a graduate course on Critical Ethnography as well as a course on Women and Pedagogy, I became increasingly aware through the course readings and discussions of the political agenda and potential damage of speaking for Others (Alcoff, 1991).

Alcoff (1991) presents two premises within the problem of speaking for others. Premise one is that context and location of the event and not just the discursive context constitute the meaning of the speaking "ritual". An important implication of this premise is that we cannot validate speaking for others just because we claim to be doing research. Premise two refers to context that are structures of oppression and resistance. Therefore, all contexts and locations are not politically equal.

This is highly relevant in terms of making an epistemic evaluation of knowledge claims; we need to assess the political context and location of the discourse. These two premises posed by Alcoff suggest that the speaker does not have the final say in the meaning or truth of his/her discourse. The location, context, and the utterances all play a part in the multitude of interpretations. These premises of speaking for others make me question the implications for my own research and its final representation — the thesis.

The Implications of Speaking For Others in Research

Because of the implications of representing or speaking for others, I have constructed a story of each co-investigator based on interviews, journal entries, class observations, focus group discussions and his/her input and criticism. The "learner impressions" represent my reflexive thoughts whereas the "stories" voice my interpretations as a researcher as well as the critical feedback from the co-investigators. In order to attempt a more located, and politically equal representation of the co-investigators within the text I asked them to critique the stories and respond as they wish. This critique exercise was one among many conducted during our monthly focus group discussions as well as on the co-investigators own time. I always reminded the students that I would appreciate greatly their input on every aspect of my research: design, representation, organization, as well as how I handled the discussions and debriefings.

In order to clarify in the stories section of Chapter Four who is saying what and in reference to what I have put in **bold** font the comments and critiques of the

co-investigators in reference to the story segments are underlined. Fragments in the stories that are excerpts from journals or debriefings are in *italics*.

Yet, in my effort to reinforce and encourage my co-investigators' voices by including them in the text I struggle with the matter of my interpretations; are they a synthesis of their experiences and my analysis, or does my voice represent to the reader the final authority?

I have also taken into account the political context of my research— an academic setting where the four students are located at the bottom of the established hierarchy. Because of my co-investigators' position I have tried to involve them in each step of my research in an attempt to make our relationship more collaborative. As a polyphonic representation these voices are not just the voice of the researcher in compliance with the agenda set by the advisor and the political agenda of the language programme but the voices of the students in reaction to my interpretations as well as my research criteria.

Perhaps as one consequence of my attempt to democratize my research, many of the themes that are coming up in the co-investigators' journals are highly critical of the programme in which they are studying. Complaints such as inappropriate curricular objectives, language and social isolation due to the programme design, and misplaced priorities of the director/head have emerged repeatedly in the debriefings and journals. My advisor thinks it is important and necessary to illustrate the students' critiques of the programme but that it is just as important to locate learner "orientations" particular to their situation within this integrated language and content programme. The political agenda held by myself, not only as a

researcher but as a graduate student, is perhaps quite different than that of the eventual "consumers" of my thesis. I must retain accountability for what I say as I speak for the learners in the programme in the analysis and discussion sections of this thesis. With this in mind, I have attempted to represent the students' critiques in their own words and clearly present my interpretation of their comments as "mine", not holding the students responsible for my look at areas of possible conflict in the programme design and suggestions for curriculum change. Taking responsibility for my position as the "speaker" of the four students is a necessary act in the process of representation, positioning myself in a political context is equally important.

There are many interpretations available within the "story", the researcher's interpretation, the initial interpretation voiced by the co-investigator during the debriefing represented in the journal and the reflexive response later on when he/she reads his/her textual experience in excerpts. These multitudes of voices could potentially be confusing in the process of analysis, but this need not be the case.

In the "stories" and common themes section of my analysis as well as in the graphic "line" themes, (see Appendix G) I have looked at the many emerging themes as a vehicle of access to the learning process of the four students/co-investigators, not as a final product which is applicable to all learners and learning contexts. I was in a dilemma when reflecting on how to write up and put "in order" my data because many of the more conventional "handbooks" or texts on qualitative design and research didn't provide much in the way of discursive or interactive (between researcher and participant) representation. Texts such as Wolcott's (1990), and

Marshall and Rossmans' (1989) were interesting to read but gave me no real guidelines on how to go about writing up my particular type of data. Wolcott's text was entertaining and anecdotal whereas Marshall and Rossman's was very "strategic" oriented and I felt too rigid in its step by step processing. After many months of reading over various books on writing up qualitative research I came across Van Manen's book (1992) and realised that he discussed and described exactly what I was searching for in the analysis and representation of themes.

Van Manen (1992) discusses the process and notion of emerging themes as something that is not a cognitive process applied by the researcher (not strategic nor formatted specifically), a tangible skill that can be learned and then applied, but instead an interpretative product-*invention, discovery*. In other words, the product of the researcher's dialogue with the phenomenon and ultimately the interpretative product given to the researcher by the phenomenon itself. Van Manen describes themes as threads around which the phenomenological description is better accessed.

I should make clear that my stance is not that of a phenomenologist yet Van Manen's approach to uncovering themes as a way to experience life experiences I believe to be both important and appropriate for the context and approach of the study at hand. The themes that emerge in regards to the affective domain of these four language learners are not identified in order to construct generalizations nor in order to build a new and more "authentic" framework of affective orientations and learner success traits but in order to acquire access to the learner's experiences as well as illustrate their individual, active roles as learners.

The intention of this reflexive text analysis is to allow the readers as well as myself, enter the descriptions and experiences of the language learners through the many layers and threads of textual reality (my interpretations and comments as well as the learners') and experienced reality (the actual dialogue transcripts and journal entries). I hope that we may better understand the four students language learning experiences as I and the students have interpreted and reflected upon the learning experience. The "insight" that I gain as well as that of the readers as they interact with the text is by no means a "universal" insight applicable nor contributory to all future pedagogical contexts and language learners, but rather an insight personalized by the readers (language learners, instructors, programme/curriculum designers, myself) as we bring our own experiences and notions to the text.

CHAPTER 4

ANALYSIS

In reading the analysis chapter the reader is alerted to affective categories analysing the data of the learners' journals and debriefings. The reader may wish to keep these categories in mind.

The affective categories (orientations) I used in looking at the data were motivation and related terms: high/low risk-taking, frustration, and anxiety. I looked through the journal and debriefing files, finding segments to which these orientations seemed to apply.

Motivation was categorized as an incident where the learner felt nervous or anxious about learning something. High risk-taking applied to an incident where the learner felt he/she couldn't succeed at learning something. Low risk-taking was applied to an incident where the learner was confident that he/she could succeed at learning something. Frustration was applied to an incident where the learner felt frustrated about something, or unable to learn something. Anxiety applied to an incident where the learner felt nervous or anxious about learning something.

The term theme or context (as located in an orientation) was applied to what it is that the learner wants to learn, whether it's a task or a situation.

We need to keep in mind that because the learner was learning through the medium of English, no matter what task was at hand, the issue of English could not be dismissed. However, it doesn't mean the question of language learning was immediate but could be at the end of a long chain of learning intentions.

My aim was to apply affective categories or "orientations" that were the labels used by Gardner and his followers, to the accounts given by learners of the learning process.

The data description will be successful if it provides a bridge from Gardner's tradition to the learner as an individual agent, and further if it marks a starting point of a more adequate description of the individual learner.

The analysis section to follow is organised in the following way: my own impression of each case study, a story of each individual case study; a commentary of our focus group meetings as well as an analysis of individual and common themes attributed to affective orientations located among the four case-studies.

My *Impressions* presented at the beginning of each case studies' individual section are just that, my subjective evaluation of each language learner. Impressions are not based as much on specific data from the journals or debriefings as much as representative of an overall picture that I have created of the learners over time. The reason for this particular exercise in the analysis chapter is to locate my own subjective profile of the learner, my own narrative separate from the learner's journal and debriefing excerpts, in other words, my own voice as a researcher.

Each individual's *Story* is a descriptive analysis that represents both a textual reality and an experienced reality of the language learner and their distinct learner agendas, priorities, and motivation and related orientations. The textual reality consists of both the co-investigators' and my own comments and interpretations of particular excerpts from the debriefings and journals as represented in the analysis section. The experienced reality is represented by the actual debriefing and journal

excerpts independent of the comments and interpretations. The comments I made which are critiqued by the learners are underlined. Excerpts from the journal and debriefings are in *italics*, and the critiques/comments made by the learners are presented in **bold font**. The reason for formatting the different parts of this section is in this manner is to make clear for the reader the ownership of various voices and reactions represented in the text.

The Focus Group Interpretations that follow the stories are presented chronologically, each meeting is presented with regards to the themes discussed, assignments given, and interactions among us as a group. The purpose of this section is to introduce the dynamics of the group, as well as shed light on the type of questions that were posed.

Emerging Themes in Debriefing Files, Journals and Feedback is the analysis section particular to each individual learner, affective orientations and related common themes/contexts. A representation of this section in graphic form is available in the appendices (see motivation/affective line graphs). I used the graphs as a guide in the beginning stages of analysis of themes as well as more detailed contextual references from the debriefing and journal data files that I organized on each particular learner.

This section discusses themes related to motivation and other affective orientations that recurred in both the journal and debriefings as well as those apparent in only one source of data.

The term motivation in Gardner and Lambert's primary model (1959) is seen to include two orientations: integrative and instrumental, with attitudinal being an

independent measure. Later on, the socio-educational model attributed other learner variables to SLA such as intelligence and anxiety (1975), and still later, three affective clusters were correlated with L2 success : integrativeness, motivation, and attitudes. As we can see within Gardner's research models, motivation has other learner variables attached to the motivation model.

In a similar manner the majority of successful learner studies in SLA literature also look at learner variables such as anxiety, risktaking, discomfort, and group them together with motivation (Ely, 1986; Ehrmann & Oxford, 1988; Horwitz, 1986; Murakami, 1980). The terms "affective variables", "factors" and "orientations" appear to be interchangeable when applied within the SLA literature related to motivation, success and the language learner.

As argued by Crookes and Schmidt (1991), motivation has been grouped together with other psychological and personality traits under the umbrella of "affective" factors or variables. Moreover, they argue that the term "motivation" has been used as a "dustbin" to include numerous variables. In a similar understanding of motivation and affective variables as they are presented in SLA research, I am looking for motivation and other orientations related to it when analysing the four learners' journals, feedback and debriefings. I have applied the traditional SLA "affective" labels: anxiety, high/low risk-taking, frustration and "other" (a label to include that which doesn't fit into the standard affective taxonomies). However, I locate various individual learner themes as they have emerged in relation to the orientation(s) independent of the pre-established correlations of the various orientations with successful SLA. In the Emerging themes section I present my own

interpretation of the term motivation and the other affective orientations grouped with it.

The final section is *Common Themes* found among the four case-studies in journal entries and debriefing sessions. This section discusses my interpretations of why certain themes located in one orientation are shared by two or more learners and why some themes and contexts are particular to only one learner.

Impressions-Takeshi

The first time I encountered Takeshi was in my assigned group (I was appointed as a T.A. for his section) during orientation; I noticed him immediately. He had an unconventional hairstyle for Japanese University students with a tail in the back. He didn't appear to be wearing the trendy Japanese student wear (designer sports clothes or 60's mod fashion), but instead was wearing a very generic-looking sweater and jeans, as well as John Lennon-like glasses. My immediate feeling about him was that he appeared very confident and very much an individual. Of course this was only based on his physical appearance and body language in class; I had not yet communicated with him on a one-to-one basis.

During our first debriefing Takeshi posed as many questions as I did. He asked why I was interested in using the Kyoikukikan programme as my location of study and he questioned me about the procedures of research. He appeared very eager to help me with my research, and the overall feeling I received from him during our first encounter was that he wanted to participate in the planning as well as participating as a co-investigator.

Takeshi voiced his opinions about the language programme and his language learning experiences from the very beginning of the academic year, in his journal as well as during individual debriefings.

Moreover, there were marked improvements in the development and word choice of his written opinions and arguments by the end of the first semester.

It was apparent in his journal entries and our debriefings that he had redirected his goals since his arrival in Vancouver. At the beginning of the programme he often voiced his apprehension about participating in the programme; he condemned the programme for not being conducive to language growth. As the semester progressed, he stopped depending on the programme to fulfill his language needs and redirected his learning goals to self-oriented ones such as making contact with Canadian people and culture.

Takeshi was actively involved in the "Buddy" programme from the beginning of the programme. He and his buddy quickly became friends and often made plans with other Kyoiku students and their assigned buddies. Although socializing with NAU students appears unremarkable, it was not the norm in the programme. The buddy programme was operating in its second year and many students, Canadian as well as Japanese, did not respond positively to the programme. Takeshi and his group of Kyoiku friends were among the most active participants in this programme, which suggests to me that spending time with target culture language speakers was one of his main objectives. He developed from the buddy programme quite a network of friends, and he spent Christmas vacation at one friend's East coast home.

Takeshi displayed increasing confidence not only socially but also academically as time passed. It was apparent in his academic writing as well as in his journal entries that his writing skills were improving rapidly due to his higher level of vocabulary and argumentative style in English. At the end of the first semester he commented that the assignments themselves were not difficult but that working within a restricted time frame was. He edited his papers carefully and often struggled over word choice and the format of his papers before passing them on to a second reader. I didn't encounter this often among the students in my teaching group, many of whom produced papers in one or two nights and then grabbed a roommate or T.A. to edit. Takeshi also took pride in his presentations and this was evident by the graphics produced and the organization of the material presented.

Takeshi viewed himself as a capable student, yet was highly critical of his study habits, such as staying up late at night and constantly preparing assignments under the pressure of approaching deadlines. He discussed in his journal and during individual and group debriefings his study strategies, and often voiced his need to improve his skills and work in a more organised fashion.

He didn't perceive his language skills as more advanced than others; he often mentioned names of students in the group whose fluency had greatly improved. Takeshi did see himself as a peer advisor on assignments such as papers and lecture notes; however, he sometimes welcomed another student's aid as well. Overall, Takeshi viewed his academic standing as above average but not remarkable.

Takeshi's Story

Takeshi is a Japanese male twenty one year old second year student in the Faculty of International Relations at Kyoikukikan University. This is his first trip abroad and he appears to be highly critical of the programme at Kyoiku-NAU. He is very observant of cultural differences and, from his very first journal entry, he discusses these differences. He discussed in his first journal entry the different communicative styles in Canada and Japan:

Especially, it is a big problem that how to response is different. For example; when I go to theater, I often feel the difference in response between the two countries. (Journal, September 16th).

Anyway, the Canadians like to make plans compared with the Japanese ; I mean that they like to be clear in everything: for example, attitude, opinion, relationship between other people and so on. (Journal, September 24th).

Shortly after the time of these quotes I changed the focus of the journals from cultural experience episodes to language learning updates and comments on the actual language programme. Although the journal entries changed in content, Takeshi continued his very detailed observations and comparisons with regards to the teaching, curriculum, content of the courses, and structural drawbacks of the programme. Beginning with the Oct. 1st journal entry Takeshi examined some of the drawbacks of the programme, discussing the special treatment of Kyoikukikan students: the lab, the classes, the dormitory arrangement, etc. He appeared very

motivated to attend his observation class in Philosophy in order to integrate with Canadian students and observe a "mainstream" class at NAU.

In the debriefings as well as throughout his journal entries Takeshi is very articulate in his critiquing of the programme as well as his personal frustration with the content and organization in the courses. His priority is not that of course "learning" as much as that of "culture experiencing" I asked for Takeshi's feedback and he gave it with regards to this underlined comment and he explained:

I think my priority is the contact with Canadian people. Now my situation is not enough to contact with them, especially the course in Kyoiku programme. So, my priority changes into culture experiencing.

As mentioned earlier, socialization with Canadians as well as integrating with them in courses appears to be the main agenda for Takeshi. On the other hand, he stopped going to his observation class officially because he had no background knowledge in philosophy and found it too difficult. However, later in a debriefing he also mentioned that it conflicted with a social engagement (playing squash with a Canadian friend).

Takeshi made friends with a Canadian student and spent Christmas vacation with him and his family in Toronto. This was spoken about very animatedly during one debriefing, and was seen as a highlight of his Canadian experience. Takeshi also remained in close contact with his buddy in the Kyoikukikan programme, whereas the majority of the students only spent time with their buddies during official "buddy" functions, if at all. Takeshi valued very much the time and experiences

located outside the Kyoiku programme and took advantage of any possible opportunity to live these experiences and friendships.

Takeshi appeared to work well under pressure; he said he needs deadlines in order to complete assignments. But when the pressure (and perhaps culture shock) of too many assignments is great Takeshi escapes by sleeping a lot. He mentions this in his journal:

When I am tired so much mentally, not physically, I sleep so many hours in a day, maybe for about ten or eleven hours. (Nov.2nd)

Takeshi's feedback with regards to the above underlined:

Mainly culture shock and frustration in my life. I've not felt the pressure of too many assignments because I think it is not too much compared with Canadian people. And also, we learn the way to write the term paper step by step, so our assignment is not so hard.

He also expressed a particular stress and pressure associated with the TOEFL because he needed to improve his score in order to take mainstream courses. He improved his score from 540 to 557 so he was able to take one integrated course (integrated with Canadian students) in the second semester. He was not satisfied with this score and wanted to reach 580 in order to experience a 'Canadian student' course load and be able to exit the Kyoiku-NAU course curriculum but was unable to obtain this score.

Takeshi mentioned often that there is little relationship between assigned readings in the courses and actual classroom tasks and lectures. He was frustrated with the lack of sequence and organization of the assignments. He discussed in the

debriefings that there is little connection between the Labs and the classes, and the symposium series often doesn't reflect the content in the assigned readings. He discussed the lack of scheduling in having three presentations all in one week and the papers due later on. He never criticized without basing his argument on concrete examples and providing possible alternatives that would resolve some of his discontent. I believe that this student demonstrates advanced skills in critical thinking although typically this is not usual in a Japanese university student (critical thinking skills are not encouraged in Japanese schools). Takeshi's feedback on this comment is as follows:

I think that there is a relation between gender and critical thinking somehow. My opinion is kind of prejudice for women, maybe. Women tend to make a decision depended on their feeling.

He discussed often in his debriefings and journal entries his lack of interest in the content matter being taught. He argued that it is important to learn language through content, but that this process will not be successful if the content is not of interest to the learner. He argued that language learning must provide a goal for the older student, such as learning in order to get a job, or to obtain a degree. He feels that instrumental (as defined by Gardner) motivation is important in the language learning process, but that this is not being achieved within the course design of the Kyoiku-NAU language programme. Furthermore, he goes on to explain that language is a means of communication, and if the communication is on a superficial level like that at Kyoikukikan house, language will not be acquired. He points out that the common language among students participating in the courses and

residence needs to be English, and that this is not the case at Kyoiku house. He suggests having a class full of various international students where the only common language is English:

I don't know what other students think of this programme but I am very tired for the circumstances that I must speak English by purpose, not naturally. In addition to that, we can also take a class in Japan which we take now in Canada. I mean the teaching style is the same, the teacher is native teacher, and students are all Japanese. What is the difference? Just only place, from Japan to Canada. That's all. (Journal, Nov. 10th)

Takeshi is obviously dissatisfied with the programme but has found satisfaction in auditing a mainstream course (observation) and continuing his friendships with Canadian students. He questioned his own reasons for participating in the exchange programme now that his needs have not been met by the programme and he therefore feels he must compromise his primary goals. He was very clear at the onset of the study that his reasons for coming here were to experience a Canadian student life and to improve his English skills, but these goals are not being addressed in the programme:

I don't know the reason why I came here. a bit confused in these days. (Journal Nov. 20th).

Impressions-Asahi

My first impression of Asahi was her inviting smile and personality. During our first debriefing I found her to be very open to expressing her feelings and concerns about participating in the Kyoiku. Language Programme. Ironically, she

mentioned in her journal at the end of the first semester her frustration at not being able to communicate her feelings to me because of the language barrier.

From the very first debriefing Asahi voiced her concern about balancing her schedule between assignments, classes and social activities. Asahi enjoyed participating in activities on campus as well as in outings on the weekends. However, Asahi often found herself getting "behind" in her work and feeling frustrated, not wanting to forego her outside activities.

No matter how much Asahi struggled with her schedule and cultural dilemmas she was always positive about her experiences. Meeting with her on a weekly basis was always an "upper" for me; I always came out of our debriefings feeling cheerful because of her disposition. As often as I encouraged Asahi about her language learning and future goals, she responded with equal encouragement directed at my research and my future marriage in Japan.

During the first few debriefings Asahi was not receptive to a dialogue style debriefing. I think a more formal interview procedure was comforting to her because it was familiar (Kyoiku students participated in one-way debriefings for language evaluation during orientation as well as other studies performed by the Psychology department later on). In a matter of weeks, however, she directed questions to me and our debriefings became a two-way dialogue. We often "swapped" information about our assignments, weekend activities and future goals.

Over the academic year (Sept-April), I noticed many changes in Asahi with regards to her academic performance as well as her social interactions. Socially, Asahi spent increased amounts of time with one of her roommates (Japanese-

Canadian) and her Korean- Canadian friend Jenny. She travelled quite a bit around Coastal-Region during vacation and weekends. At Christmas she travelled with a friend to the East Coast of Canada and the U.S. She became more enthusiastic about her adventures and less concerned with language difficulties. She appeared to value equally, or perhaps slightly more, her "informal" education (travelling, social interactions) in Canada than her "formal" (class time and programme activities)

During the first semester Asahi expressed disillusion with her oral progress in English but this gradually faded in the second semester. From the start of the second semester, she began to acknowledge her accomplishments as she looked back on the first semester. I noticed marked improvement in her oral skills during the year, though her written skills appeared to stay at about the same level. By Christmas time she was beginning to discuss difficult topics with ease and I found myself using more difficult terminology in our debriefings with very little circumlocution or reiteration needed.

As a learner, Asahi was in constant struggle with a demanding schedule in which to complete assignments and socialize. During the first semester she often left assignments until the last minute, resulting in stress. Although she managed to complete her assignments on time, they would often not represent her best effort. She acknowledged this dilemma in her journal as well as during the debriefings and was open to suggestions on how to acquire a more balanced schedule.

Courses were more demanding during the second semester because two courses were integrated with Canadian students and had heavy reading lists as well as discussion groups. Asahi, however, showed marked improvement in her

academic scheduling ability without limiting her social schedule. She remarked in retrospect, that the first semester had been a time of cultural adjustment and that she had not had time to acquire academic skills and strategies.

An educational highlight for Asahi was her observation course (audit). The course was Religious Studies, and there were three Kyoiku auditors in the class. None of my other co-investigators continued to attend their observation classes through the second semester. The majority of Kyoiku students dropped out of their observation classes long before the completion of the first semester. Asahi really enjoyed attending this course and acquired many friends through the course, as well as a newly-acquired confidence in the second semester, perhaps related to the course. The course's professor appeared to be very encouraging to the Kyoiku students, meeting with them for coffee and inviting them to be on a discussion panel related to Japanese religion.

Initially, Asahi saw little improvement in her language and study skills and was quite negative about her abilities as a learner. She had set very high goals for herself prior to coming on the programme. However, by November, Asahi was aware of improvement in her oral skills as well as academic writing. Nevertheless, she still struggled with assignments and deadlines. By the end of March, Asahi was content with her overall improvement in language and writing skills. She wrote in her journal that she wished the programme could be extended so that she could develop her skills as well as content knowledge to a higher degree. She commented during one of the final focus group discussions that she needed to develop her

study skills in order to be a more successful learner. She was very aware of her strengths and weaknesses with regards to learning both content and language.

Asahi's Story

Asahi is a twenty year old Japanese female student in the Faculty of International Relations at Kyoikukikan University. From the very outset of the research her debriefings and journal entries suggested that she had some insecurities about her language ability in English:

The struggle thing that I faced since I came here is the lack of my English ability.

Because of that, I can't be satisfied with what I want to say (Journal Sept. 14th).

Asahi's feedback on the journal entry and interpretation:

I seem to write and speak more pessimistic than I actually think about it. I'm rather optimist if I have something anxiety in mind I can find bright way toward it.

Asahi appears to continually reassess her achievements and drawbacks within the programme, striving to reach her own personal goals:

Sometimes I feel it 's questionable that do I surely get any amount of result of this 7 month? I'm surrounded by Japanese, I'm study language and content learning. I believe language and content learning is effective and fun, but what if I failed. I sometimes think so and be anxious about it. I'm far from my ideal (Journal , Oct. 8th).

Asahi is obviously concerned with her own goals during her stay at Kyoiku-NAU, yet throughout the journal and debriefings I see this concern and anxiousness intercepted/interrupted by her desire to socialize and travel:

These days everyone has a deep thinking about what we should do because it is almost two months..we come here..what do we want to do from now..more six months..activities, experiences (Debriefing, Oct. 21st).

Nothing has developed for me. On the other hand everyone else seems very happy for me (it is not "everyone" but actually maybe some people are) (Journal, Oct. 22nd).

An interesting tidbit on Asahi is that she is the only one of the four case-studies that has continued to attend the observation class throughout the semester. She demonstrates, in my opinion, a great deal of perseverance.

Asahi's comment:

I want to go on with the observation next semester, too. And I made some comment in the class this week on Japanese religion. I can understand better on the matter and it was so exciting experience. Next week we are going to have dinner with the Prof. and some students from the class.

Asahi attested to having some background in the content area, yet she also felt disappointed at one point when she realised that she didn't understand as much of the language as she had assumed she would:

I don't understand, to tell you the truth..I felt better understanding last lecture.because I..got used to English and..I know my English ability was more limited than I thought..I thought I could understand this level and now I think I can't understand this level (Journal, Sept. 30th).

Asahi is very matter of fact when it comes to her short comings in language learning and assignments. She often acknowledges in her journal that she didn't

prepare well for class or that she had other interests such as spending time with friends or attending a party. She appears to me to be struggling with developing strategies to organize her time in order to enjoy her leisure time as well as do assignments and prepare for the TOEFL:

*I feel frustrated to manage to organize what I have to do. I wish I had less class
(Journal, Oct. 8th).*

Asahi has a wonderful sense of humour; I remember during one particular meeting when she told me all the mishaps that occurred on a trip to Jasper. She took all the travel and communication problems so well and told me the chain of events in such a humorous manner, as if all of the cultural calamities were an adventure. I think Asahi is very adaptable for someone who is experiencing living abroad for the first time.

Asahi has a friend Jinny who is Korean North American (not a Kyoiku resident) and who worked collaboratively with Asahi on her research paper and presentation for course 300 during the first semester.

Asahi's TOEFL score went down from 550 to 530 at the end of the first semester; she attributed this to a party the night before. She claimed that her listening skills have developed, but this "native"-like comprehension she is now acquiring is detrimental to taking the listening section on the TOEFL exam. She argued that this is because the listening segments are short with no context, and no interaction of speakers. Although Asahi does not always articulate her thoughts on the ILC curriculum, nor the obstacles she experienced along the way in her language

and culture learning, she is highly observant of change and of regression in her own development of English.

Another interesting observation with regards to Asahi is that her journal style has changed. Asahi's response to this is the following:

That's because I didn't find the way to write about class. So, I thought you need some information of what was done in the class. And I'm lazy. I found I'm too lazy to keep journal for you. That's why I don't have much information you need. But actually I have many things that I want you to know, and sometimes these came up with soon after the thing had happened. Because I didn't write it at once and went to bed, and I write journal quickly, I don't mention much about it. Maybe it is better way to keep journal when I've got ideas to write about.

At first she would write in chronological point form, giving the basic assignments and particular interests or mishaps of the week, and a very short commentary. With time, her commentaries got longer and she developed a more critical discourse in relation to the programme at large.

Impressions-Chieko

My first impression of Chieko was that she was very elegant and soft-spoken. During our first debriefing she appeared to be very shy and I wondered afterwards whether she was a likely case study for my research. However, in subsequent debriefings she asked me many questions about myself, not so much about academic activities but more personal experiences. She showed genuine interest in international marriages (she had already heard that I was engaged to a Japanese man) as well as multiculturalism in Canada. We shared this mutual interest in

international marriages and we were both also interested in multiculturalism and fashion. We often spoke "off the record" about these topics and I enjoyed this time together very much.

The more I became acquainted with Chieko as a person, the more I became aware of her great interest in humanitarian issues such as racism, classism, and individual rights. I must admit that I didn't expect her to hold this type of interest; I had rather expected her to be interested in more superficial interests such as shopping, self-image and socializing. I realised what had lead me to these false assumptions was her perfectly maintained and styled outer self as well as her "designer-label consciousness" and programmed small talk (in the initial stages of communication).

Over the year I was aware of some changes in Chieko's social and academic roles. At the beginning of the semester she appeared to be very non-confrontational in and outside the classroom. By the end of the first semester, Chieko's soft voice had increased in volume and she voiced many serious issues within the classroom and in the individual and group debriefings. I am not sure what or who was the catalyst for this change, or if this change simply occurred because of increased language facility and cultural familiarity. Perhaps Chieko had adapted to the environment and academic climate and was ready to state her position, or perhaps she was encouraged by her very verbal and politically-aware Korean-Canadian boyfriend. She mentioned in her journal and during the debriefings that he often encouraged politically and culturally oriented discussions with her and that she was partaking in these discussions (in English) with more ease.

Chieko's interest in my research also appeared to have increased by the end of the first semester. She started to ask me questions about the methodology I had chosen to use and also asked for help in her own term paper's fieldwork design and analysis.

As a learner, Chieko appeared to gain insight and enthusiasm from more interactive activities such as on-site observations, interviewing, and volunteer work in the community. Her observation assignment in Chinatown as well as a day trip to a local high school ignited a real interest and energy in her that was evident in her debriefings and was highlighted in her journal. Moreover, Chieko would often go on excursions around Vancouver, visiting such places as Chinatown and Little India. She became increasingly interested in the status and welfare of immigrants in Canada, perhaps, in part, due to her excursions. Later, she incorporated her observations and experiences within her term papers for the first semester. Informal learning environments such as the above were where Chieko really thrived as a learner.

I found Chieko to be very determined in following her own individual needs and interests. In this manner, she was quite different from the other three co-investigators. Chieko made it clear from our very first encounter that if she was interested in the subject under study she would excel, whereas if she held no interest she would dismiss it or focus on something else. She felt no guilt or remorse for this prioritizing process seeing it as her responsibility. Moreover, she felt it was the responsibility of the instructor to provide an interesting subject or activity. I came to understand that Chieko's basic belief is that knowledge needs to be personalized

and it must be of importance for the learner in order for the learner to partake fully in the learning process.

Working in groups was an activity that appealed to Chieko in the first semester, but when the programme discussion groups became integrated with Canadian students in the winter session (in Arts 400, 500), she began to feel less at ease and was unable to contribute as much to discussions. She felt she wasn't well-prepared for these integrated discussion group sessions. and she therefore felt that withdrawing from interaction was the best solution.

Chieko explained, on the other hand, that she was, in general, better prepared for assignments during the winter session, even though the assignments were more difficult. She was also better able to organize papers and handle deadlines during the second semester, and she felt more confident about these newly-acquired study skills.

Chieko prepared for the TOEFL to some extent during the first semester but it was not of vital importance to her until the second semester when she contemplated returning to Vancouver for graduate school.

Instead, developing speaking skills was Chieko's main goal in the programme , though she was quick to add that writing and reading skills are also important assets in a foreign language, and that she would also like to gain proficiency in these areas.

Chieko saw herself as a learner with set priorities. She valued gaining skills in communication more than measured success in the classroom. She felt that some assignments were necessary in order to acquire learning tools; others she found to

be totally useless. She appreciates well-organized lectures and prefers cohesion between assignments and lectures. She sees her own skills as developing at a gradual rate. She is highly motivated when she sees improvement in herself.

Chieko's Story

Chieko is a Japanese female who is in her second year in the Faculty of International Relations. She has shown great interest in Asian-Canadians and their history since her first journal entry. She often wants to discuss the implications of racism in Canada during our debriefings. She appears to be quite quiet in class and speaks in a very soft voice. Chieko's comment is the following:

My boyfriend said my way of speaking English is very different from other Japanese.

I am not sure if this is a "shy " trait or if it is associated with speaking in English.

She is not very interested in her classes, and stopped attending her observation class (Sociology) after the second visit. She appeared most interested in the literature course (200) in which the students discussed topics such as Asian-Canadians and discrimination. Her interest in this area has developed and is presented in two of her final papers and presentations (first semester), one on Chinese- Canadians and their history of immigration to Canada, and the other in the form of a diary written by a Chinese-Canadian girl.

As is evident from her journal entries, she is very clear in articulating her interests and her boredom with the course curriculum:

I like my research..but this lecture for research is boring..so most of us are sleeping..in fact I like my research for term paper because I'm interested in this subject because I

saw many Asian people..I want to know why they are coming to Canada..the problem Asian people have..(Debriefing, Oct 14th).

Her interests are also well articulated in her debriefings:

I realized different point of view. And I want to know what foreign people think and how to behave; I think these different points of view are very useful (Journal, Oct. 7th)

Chieko's interest in Asian Canadians is also present in her private life. She is a member of the Korean club on campus, and spends time with members on numerous outings. Moreover, she announced happily in her journal that she has a new boyfriend who is Korean-Canadian, also a resident at Kyoiku house. She commented that she wished her English were better so that she could communicate with him more easily.

Although Chieko seemed contented with the programme at the beginning of the semester, she later criticized certain areas of the programme both in her journal and in her debriefings. She constantly spoke about one class (100) that she found boring and claimed that most students sleep during the lectures. Although the literature course 200 was one of Chieko's favorite courses, at times she complained that the assigned readings were boring. During these classes she confessed to doing her homework. Chieko feels very strongly that the coursework for the programme should not take up all the students' leisure time. She suggested in one of her journal entries that they should have their weekends free (Journal, Oct.3rd).

Chieko's TOEFL score remained below the 580 mark, so she could not take a mainstream course during the second semester, but I don't think this is a priority for

her. She appears very low key when it comes to TOEFL preparation and scores.

Chieko's feedback:

But now I'm planning to come back again as a student so I'm nervous about score.

I feel that her agenda is much less academically-centered than that of the other three co-investigators. Chieko's personal agenda is more human-oriented in character—that is, to experience and understand the multicultural dimensions of Vancouver through her research and interactions with others. If the content of a course touches on her area of interest she is highly motivated, but if the content is not located within her interests then she has trouble concentrating and completing the required tasks. Chieko's response:

This is a big problem for me.

Chieko made comments related to issues discussed in Takeshi's profile: during one of our focus sessions. She made a remark to my comment that Takeshi appears to work well under pressure because he says he needs deadlines in order to complete assignments. Chieko responded that she also works well under pressure.

I don't know what other students think of this programme but I am very tired for the circumstances that I must speak English by purpose, not naturally. In addition to that, we can also take a class in Japan which we take now in Canada. I mean the teaching style is the same, the teacher is native teacher, and students are all Japanese. What is the difference? just only place, from Japan to Canada. That's all. (Journal, Nov.10th)

Chieko also responded to Takeshi's journal entry (above) in which he expressed his dissatisfaction with speaking English to Japanese students in artificial classroom contexts. Chieko wrote in her journal about his remarks:

I've never experienced this feeling. I love speaking English (not only English but also other languages). I don't think so (circumstances of speaking English). Even our way of response for lecture changed, I think. I agree with this point (teacher is native speaker, students are all Japanese).

Chieko also made some comments with regards to Asahi's profile:

I believe language and content learning is affective and fun, but what if I failed..I sometimes think so and am anxious about it..I'm far from my ideal (Journal Oct. 8th).

I'm nervous to the same thing but I think I'm more optimist.

This is important because Chieko was most active on commenting on the other learners. She reacted to the sections of the learner profiles that I handed out, looking for things that she agreed with or did not agree with.

Impressions-Sayori

Sayori has what I would term a "bubbly" personality (cheerful and talkative). I was so surprised by her fluency in English when we met for our first debriefing. I was taken aback by her usage of idioms and slang as well as her expressiveness in the target language. I asked her why her spoken English was so fluent and she informed me that she had spent one of her high school years in a homestay programme here in Coastal-Region. She added that she still keeps in touch with the family and would see them again soon. I noticed that Sayori's facial and body

mannerisms appeared more North American than Japanese. I wondered if this non-verbal language was acquired during her earlier sojourn in Coastal-Region

From the very beginning of our debriefings Sayori positioned herself in an equal role in the discussions, often directing questions to me and giving feedback on the research procedures. As in the case of Takeshi, our debriefings naturally became dialogues without any encouragement needed on my part. Perhaps this assumption of more democratic, better-balanced co-investigator and researcher roles came from her previous cultural experiences and/or her strong command of the target language, or perhaps it was related to her personality.

Sayori's fluency in the target language naturally set her up in a leadership role within her group of peers. She mentioned to me that this role was not one that she played back in Japan, only within the Kyoiku-NAU language programme. There were many occasions upon which I encountered her in this role, sometimes confronting a student-teacher about students' grievances, sometimes helping students organize into work groups in class.

Sayori partook in many excursions and spent Christmas vacation with her homestay family in a small town in Coastal-Region. After Christmas vacation I noticed a new confidence and energy in Sayori's actions, possibly a result of her stay with the Canadian family. She told me later during a debriefing that the time with her homestay family had helped her regain confidence in the target language and with the culture.

During the academic year I noticed that the level of Sayori's confidence stemmed from different contexts. Before examinations and presentations she would

often feel uneasy and voice her fear of incompetency, yet within the classroom discussions and residence life she demonstrated extreme confidence in her participation and actions. Although Sayori demonstrated a high level of verbal ability in the target language, she had trouble understanding lectures. She often complained that the speed of the lecture was so quick that she was unable to catch everything or take good notes. This concern of Sayori's did not appear to change during the second semester in which she had two additional (integrated) lecture-style classes. She mentioned that once again she couldn't manage both the language and the content.

Guilt seems to play an important role in Sayori's learning strategies. When Sayori found herself behind in her studies, she sometimes skipped classes which produced a feeling of guilt. When she felt she didn't participate or perform to the best of her abilities in the classroom she also felt guilty. This guilt didn't appear to have a disabling effect upon her studies but rather pushed her to complete her assignments on time and to be a more active member of the class.

Sayori showed no apparent pressure to prepare for the TOEFL although her score had not reached the 580 mark. She had already scored 550 and knew this score was enough to enter the integrated classes in the second semester; she seemed satisfied with that accomplishment.

Sayori's observation class was Linguistics and since she had no background knowledge on this subject she found that it was impossible to manage the content of the course as well as the language. She dropped out of the course before the end of the first semester.

During the second semester Sayori had trouble keeping up with all the assigned readings and once again would skip the class and try to make up for lost time. I observed about Sayori's learning style that being successful in the language didn't necessarily guarantee success in the content under study. Even with all of her linguistic tools in the target language Sayori was struggling to comprehend and perform well in the different content areas.

Sayori sees herself as a learner working well under pressure yet she mentions that adequate preparation time is necessary to perform well on assignments. She often mentioned in her journal and debriefings that she is a "slow" writer, unable to take good notes during lecture time. She expresses her frustration at not keeping up with her daily agenda, always falling behind in something. She also feels that as a writer she is "slow" at completing assignments. She indicated that, as a student, she felt more able to seek advice from the Kyoiku-NAU instructors than from her professors in Japan. At the end of the second semester Sayori stated that she felt that she has improved most in English conversation. She felt however that there had been no marked improvement in her reading and writing skills at the end of the Kyoiku-NAU programme.

Sayori's Story

Sayori is a twenty-one year old second year female student at Kyoikukikan University, majoring in American and British Literature. Sayori's speaking skills in English are highly-developed, perhaps due to her exposure during a one year high school homestay in Coastal-region. She has a notable fluency in English, frequently using idioms and slang which I observed during our first debriefing in September.

Sayori has demonstrated a high level of confidence in her language ability. This is evident in her leadership approach in classes and also her ability to respond when other students are silent. In one particular class (100), she voiced the collective grievances of the class (about conflicting scheduling of assignments) only to be "silenced" by the person who was instructing the class. Instead of taking a defensive position, she tried to evaluate the circumstances for this voiced anger from the instructor and how it could have been avoided. She realised that there had been some miscommunication between the instructor and the students, and felt badly that animosity was the final result.

Sayori has mentioned, on various occasions, that she feels a sense of responsibility to complete all her assignments. She mentioned one episode in class in which she was working in a group and hadn't read the story and therefore couldn't participate in the discussion; she felt very badly about this incident.

Moreover, she felt stress with relation to the amount of assignments in the programme and discussed how the demands are more rigorous than in the Japanese university.

Sayori appears to be a very sociable person and has a good relationship with her roommates, one of whom is Japanese-Canadian. Sayori is connected to the campus community via her volunteer work (different from the programme directed "volunteer programme" as in term II) in a NAU 4th year Japanese class.

Sayori is somewhat critical of the programme at Kyoiku but her angle on the curriculum is a bit different from the other participants. She criticized the requirements of entrance into the programme, she feels that if the TOEFL

requirements were higher there would be a fewer number of participants and a greater number of participants able to mainstream after first semester. Sayori's feedback:

If the TOEFL requirements were higher students would study harder to be able to participate in this programme, so our abilities would be higher.

Her grievances here are directed more at the Kyoikukikan policy for admission into the Academic Exchange Programme than at the NAU TOEFL demands. Sayori as well as the other three researchees appear to accept the TOEFL as a valid measure of overall language ability. She doesn't feel any notable stress towards the TOEFL exam; perhaps this is because her score is above 550. Sayori's response:

Since the last result I feel more stress.

Sayori mentioned that she would like to take a mainstream (score from 580) rather than an integrated course (score less than 580) but that she didn't do any particular preparation for the exam.

Sayori did voice some discontent with particular courses in the programme such as 100. She often appeared frustrated with the computer lab and the teaching procedures or lack of, in this class. In her view the instructor didn't appear to be familiar with the material, and instead of teaching in a step by step approach, he lectured and then expected individual performance from the students. Sayori discussed the usage of scaffolding and how this would be a more appropriate style of teaching a "hands on" course. In later journal entries Sayori praised the instructor

for using procedural pamphlets in the 300 Lab course. Therefore, it is evident that she is aware and appreciative of the changes and efforts of her instructors.

Until November Sayori attended her observation course which was a Linguistics course. She has had no prior instruction in this content area so she focused more on her language comprehension of the lecture than the content covered in the course. Sayori mentioned that it is too difficult to cover both language and content in such a course. She didn't do any of the assignments in the Linguistics course perhaps because she was focusing on her listening skills more than on content area.:

This is not true. Because I didn't have to (was not expected to) do any of the assignments as long as it is an observation.

Of all the co-investigators Sayori appears to be the least stressed and the most capable at balancing her time between assignments and socializing, and the most demonstrative of leadership qualities. :

I don't think I have leadership quality as much as I do here when I am in Japan. I would rather think that I decide to take a role of leadership (here).

I wonder how much of this adaptability and stability is determined by her personality and how much is a consequence of her prior experience living in Canada.

Focus Group Discussions: Interpretations

October 31st Meeting

This was our first meeting and I discussed with the four co-investigators the idea of having a discussion which any member could initiate and in which members

could add to other member's comments or introduce topics that they found relevant to the group. I also asked permission to tape the sessions. The discussions had no established time frame; when the discussion closed it closed, at 20 minutes or 40. Time would not be allocated to the sessions. I also mentioned that if a member felt like only listening and not participating verbally that it was fine; no one was obligated to speak.

Chieko opened the discussion with the question : *Do you think this programme is successful?*

The co-investigators all held pretty much the same opinions. They remarked that the system could be improved because, at the present time, the classes are only in Kyoikukikan house except for the observation class and symposium. Furthermore, they suggested that they themselves have to make an effort to meet people and socialize outside the Kyoiku environment, that the initiative to change the atmosphere needs to start with individuals.

What about the teaching methods here in the programme compared to in Japan? I asked.

Some of the co-investigators remarked that the teachers expectations were different here, for example, the teachers here expected the students to ask questions and participate in discussions in class. Students here are permitted to "speak out" and interrupt the instructor, whereas in Japan this is not permitted. The co-investigators commented that although they liked the teaching style in Canada they had trouble adapting to it, they felt "put on the spot" when called on in class and felt stress when expected to pose questions to the instructor. They also stated that

students need more energy in such an interactive classroom environment. The overall message that I received from this group discussion was that the co-investigators liked the new class style, but felt that it would take time to adapt to such a style, and that with all the other cultural and language obstacles, this was sometimes a tiresome feat.

How about our English ability? Asahi asked

The co-investigators all responded that they felt they had improved their English although they brought up cases of people in the programme who had improved even more than they had. They also discussed students who hadn't improved, and suggested that this was perhaps because they didn't make an effort to practise their English and make friends with native speakers. They discussed the fact that speaking "Japanese only" describes only a very small language affinity group in Kyoiku, and that the majority of the students try to use their English everyday.

Some of the co-investigators commented that they don't hesitate to speak in English now and that they focus more on communication than on grammar. One uncomfortable situation in class they mentioned is when a student speaks up in English and none of the students support him/her or encourage the student.

What's the main point of coming on this programme? I asked

Getting to know the culture, meeting people and ultimately improving their English were expressed as the main goals of participating in an Integrated language and content programme.

Are there any students in group four who are having problems with classes? I asked

The students all responded eagerly to this question, explaining to me the overall support system that has developed within the group of 20 students. If a student doesn't understand the lecture he/she can ask another student to go over it in Japanese after class. Students help each other in different areas such as research papers and readings, switching often from the seeker of information to the provider, depending on the task. The co-investigators all indicated that they have been both seeker of support and provider throughout the semester.

Do you compare yourself to your peers? I asked

The co-investigators responded that at times they feel frustrated when other students appear to be improving at a quicker rate in English yet they also all agreed that it is good to compare from time to time in order to reach a higher level. It is encouraging to see someone else's success.

Do all the teachers have experience teaching ESL? Asahi asked . I responded honestly, acknowledging that at least one of the instructors had very little experience teaching ESL, and, although the four co-investigators named the person immediately, I did not verify their statements in order to protect the instructor's identity.

November 28th Meeting

At the beginning of this get-together I explained in more detail the procedures of my research and the methods which I would like to use for analysis. I gave each co-investigator a copy of my "learner's profile" that consists of my interpretation of the co-investigator as a learner and a person as reflected in the

journal entries and debriefings. I asked each of them to please read the file and correct any biographical information that was incorrect, following which I asked them to critique the interpretations. They spent quite a long session sipping tea and reading their own profiles and their fellow students' profiles. We then ordered dinner and afterwards had a follow-up group discussion about the profiles that I had written. They all agreed to look at each other's profiles, as well and that created quite an animated discussion. They said that it was interesting to look over what they had said or written at the beginning of the programme and how they had changed or not changed their learning strategies and attitudes. They often confirmed my interpretations of another student or gave more extensive examples of the particular student/co-investigator we were discussing. One co-investigator commented that she didn't realise Takeshi was so critical in his journal, while another added that she already knew his character in Japan and that he was critical there as well. They often added praise to each other's positive characteristics which were reflected in the profiles such as someone being very organized, a good presenter, or a leader in class. They often teased Takeshi because his profile was the longest, and because he was portrayed by me as the most critical. He commented at this point that perhaps his critical stance was related to his gender, that males are more critical. The three female co-investigators agreed with his comment. The discussion on the whole was very animated and each student had something positive to say about the other students as well as teasing him/her about finding time to study or working well under pressure. I asked them to take their profiles

home and look them over, writing as much feedback as they wanted. I then posed two questions as a reflective exercise, asking them to discuss their own perceptions of themselves as learners and their own perception of a successful learner.

What would make a successful learner in this programme?

They all responded that being optimistic and having a good attitude help one become a successful learner. They then went on to describe students who they perceived as good learners; they mentioned Takeshi in this category. Students who are eager to learn, are not afraid of asking for help, and finish their papers ahead of deadlines are portrayed as being "successful". The main understanding that I got from this discussion is that successful learners are learners who are organized, motivated, and resourceful. There was no mention of "intelligence" or "gifted" students but instead they cited characteristics that any student was able to acquire, like those mentioned above.

What could you do to improve yourself as a learner, to be a successful learner?

Cheiko felt that she needed to develop an interest in a course in order to be successful; if she has no interest in the course there is no success. Takeshi stated that he needs more work so that he can be focused; if he has a demanding schedule he is more productive. Sayori felt herself to be the opposite; she says she needs fewer assignments in order to succeed. Asahi didn't comment at this point in the discussion.

I find it interesting that, although there was a group consensus on what traits are necessary to be a successful learner, they all have very different perspectives when the question is directed to themselves as individual learners. Success when

defined on a personal level appears very different from defining it as an overall profile. Perhaps this is because we have the "universal" or standard concepts of success and learning that are superimposed on our own concept of a successful learner. When the learner moves into the "I" context everything changes; we see these "success" characteristics as the "other", not necessarily those which work for us as individual, contextualized learners. This discussion really reaffirmed my belief in learners as individual learners with individual strategies in the learning process as argued by Harre et al (1985) and Secord (1990).

January 30th meeting

This group discussion was quite brief as I came prepared with an agenda. I wanted to update the co-investigators on my research and give them each a handout on my tentative procedures for the analysis chapter. We reviewed the framework of my analysis and discussed how to represent the different sections such as feedback, profiles and orientations. The students didn't have much to say in this area but did indicate that I did need some type of graphic representation for both the orientations and the questionnaire. We talked about representing the feedback from the co-investigators within my reflexive text, and the importance of having these different interpretations and voices within the text. I gave them each a "scrambled" debriefing and journal file that were excerpts (I had selected but not labeled excerpts from their own files) and asked them to label them as they thought appropriate using the general affective labels: motivation, anxiety, frustration, low/high risk, and other. We went over the standard definitions for each of these affective orientations, but I explained to them that I wanted them to look over the files and categorize as they

saw fit, as they saw the excerpts located. I assured them that their own definitions of these affective orientations were just as legitimate as the standardized version.

Overall, their labeling of the excerpts was identical to mine with the exception of anxiety and frustration which appeared to be almost interchangeable for some of the excerpts. One other observation was that certain high/low risk factors not located by me were labeled by the co-investigators.

February 27th meeting

At this meeting I asked the co-investigators how their core courses (Integrated Arts courses— started in January) were going. They all started in at once with their grievances and successes with respect to the two core courses. They all complained about a mid- term exam they had just written in one of the core courses (400) which was a multiple choice test. Takeshi commented that multiple choice answers are often very similar and the nuance of the statements may be different, but that this is difficult to determine if it is not in your first language. They prepared for the test thinking the material would be beyond the lecture yet this was not so; the questions and material were based only on the lectures, not on the assigned readings. Sayori went on to discuss her discussion group. She said it was problematic because the English-speaking students take over the discussion. She added that the TA directs the majority of the questions to the native speakers, yet, when the questions are directed to the Japanese students, they don't understand the questions, and there is no effort made on the TA's part to rephrase them. Asahi adds on to this topic the dilemma of not being able to participate in the discussion although she would like to. She explains that by the time she is ready to partake in

the discussion, the topic has shifted and she feels frustrated because she can't keep up with the discussion speed.

The co-investigators discussed the fact that the other Arts course 500, which deals with intercultural communication is much more conducive to discussion. The topic areas are more general and less abstract than that of 400 Pacific Rim studies. The Pacific Rim course deals with specific vocabulary used in political and historical contexts whereas the Intercultural Communication course deals with culture and general experiences which don't require special terminology. For the above-mentioned reasons the co-investigators feel more at ease carrying on discussion in the 500 discussion group, they can bring their own experiences to the discussion and not worry about using appropriate terminology.

Emerging Themes in Interview Files and Feedback

A. Takeshi

I have interpreted motivation (as noted at the beginning of the chapter) to be an affective orientation located in any context or related theme in which a learner has a desire or want to act upon some task with relation to the learning process. Theme is a term used in my analysis as the location(s) or context in which the particular orientation appeared in the each individual learner's data files. Themes may be locatable in more than one orientation and are not standardized nor generalizable to all learners.

Takeshi appears to be highly motivated with regards to themes such as *Topic* (of written assignments or discussions) and *TOEFL*. He refers to these two theme areas repeatedly in his journal as well as during the debriefings. The TOEFL is not a

motivational context in itself as much as a vehicle to the real goal: taking mainstream courses. According to Takeshi, mainstream courses appear to have many benefits such as meeting people, exposure to "normal" lecture style, and getting out of the Kyoiku programme. Another dominant theme in his journal and interview is *Topic*, Takeshi clearly marks relevancy as an important factor in topic choice in the classroom lectures and assignments. He explained that topics that are related to the students background such as cultural and social issues are more useful and more rewarding to discuss and study. Topic areas such as Japanese-Canadians, or family structure are seen to be more approachable than topics related to a historical or fictional character from the readings. If students have prior knowledge in the topic area perhaps there is also an element of confidence that enables them to overcome the language hesitation and participate more. If, on the other hand, the topic is obscure or of no interest to the student then he/she is less likely to go out on a limb to discuss it. These are my interpretations of the two dominant themes related to the orientation of Motivation, *topic* and *TOEFL* both as motivational vehicles in the individual learner's process of learning. One last theme in relation to motivation that I would like to mention is that of *Health Condition*, this was a theme that did not emerge in the other three case studies' journals nor debriefings. Takeshi discusses the fact that his ability and desire to speak English was often dependent upon his physical and mental condition at the time. If he were feeling "well" then he would want to speak in English and would be successful but if he were feeling "badly" his performance would not be as good and his desire to speak would be low. I find it

interesting that he was the only one among the four co-investigators to discuss the subject of physical/mental condition in relation to language performance.

I have interpreted Low/High risk taking to be an orientation that relates to an action or context in which a learner feels confident or able (low) or threatened or unable (high) to perform a task. This area may be strongly connected to other affective elements such as confidence, shame, and timidity.

I found that Takeshi presented one theme: *Presentations* both as a low and high risk endeavour. Presentations themselves were not a risk, he already was familiar with the procedure because he took an academic preparatory class before coming to Vancouver which covered presentation skills and formats. However, when there was an overload of presentations during a one week period as in November of term I, then the presentations moved into the high risk domain. He argues that it is too difficult to prepare and perform three or four presentations in one week, this made him uneasy and more threatened about the possible outcome.

I have interpreted the frustration orientation as when the learner felt frustration in relation to the learning process, locatable within certain actions and contexts (themes). *Content*, *Schedule*, and *Instructors*, were themes tied in with the orientation of Frustration. Content that was unrelated to previous classes or course outline was considered useless and frustrating as was content that was not well presented and organised. Takeshi argues that content needs to be meaningful to the student in order for the student to learn language. Schedule was a theme located in the Frustration orientation in relation to time management, dealing with an

"overload" of assignments, and restrictions on research such as particular library schedules (i.e. the Special Collections Department).

Frustration was also associated with instructors who gave disorganized lectures, didn't connect Lab and lecture activities, and whose lecture speed was too quick for comprehension.

Only in the journal entries did Takeshi mention frustration in relation to the environment at Kyoiku-NAU residence and programme. Perhaps this is due to the reflective nature of a journal; the debriefings often dealt with more present day activities and were more of a discussion in which I participated, perhaps not enough reflective time for more introspective themes to emerge. Takeshi wrote about the programme as being too exclusive, too protective of the students, and too artificial for language learning. He expressed his frustration, declaring that he needed to "escape" this environment which at least in the classroom was similar to attending class in Japan (all Japanese students and a native English speaker instructor).

I have interpreted the anxiety orientation as when the learner feels anxious in relation to the learning process.

In Takeshi's interview file I didn't sense any themes related to the Anxiety orientation although I did find some themes that I located within this orientation in the journal entries. Takeshi discusses the theme *Schedule* (in his journal) as anxiety provoking when there is an overload of assignments causing mental fatigue and excess sleep. He was also anxious about finding enough time in which to prepare for his TOEFL exams. I didn't sense a lot of anxiety in debriefings nor journal entries with regard to Takeshi, although I did locate anxiety as a dominant orientation with

relations to some of the other learners. Takeshi mentioned often that he works well under pressure and appears to be very resourceful with regards to difficult learning tasks, finding alternative ways to solve the problem at hand.

I refer to the orientation of "Other" as any affective factor that doesn't fit into the standardized areas of the affective domain discussed above: motivation, low/high risk taking, anxiety, and frustration. Themes related to the orientation of "Other" were located in both the journal and debriefings, yet there were no repeated themes in all four students.

The theme *Critical* emerged in the debriefings when Takeshi would, on occasion, criticize other student's performance on tasks. In the journal entries I found two themes *Envy* and *Expectations*. Takeshi envied some of his friends who scored 580 or over on the TOEFL, allowing them to attend mainstream courses in term II. He wanted very much to take mainstream courses and was envious of their experiences. Although he often criticized the Kyoiku-NAU programme for its protective nature, he mentions that he had no concrete expectations of the programme. Instead, he focused on what he could experience outside the parameters of the programme such as traveling and making friends with Canadians. My interpretation of his argument is that although he is aware and critical of problems and obstacles related to the design of the programme, he is not dependent on the programme itself in terms of his personal success and experiences while attending the programme.

B. Asahi

There were many theme repetitions between the journal and the debriefings in the motivation orientation. Themes such as *Content*, *Observation Class*, *Tasks*, *Schedule*, and *Kyoiku Environment* were located often in both data sources. As in the case of Takeshi, *Content* was motivating if relevant to the co-investigator, if the content was that which the co-investigator could personalize or relate to his/her background knowledge. If the content was interesting to the learner then he/she would engage in the lecture or assigned task. The theme *Observation Class* had many different motivational contexts such as socializing with students, participating in class and out of class discussions with the professor and other students, as well as being seen as a preparation for mainstream courses in term II. *Tasks* was a theme that exposed motivation in terms of enjoyable assignments such as journal writing for class, and learning new skills such as critical thinking, fieldwork and the forming of research papers. Asahi was very enthusiastic about learning new skills, and suggested that these are skills she wouldn't necessarily acquire in her Japanese University. *Schedule* was related to motivation in terms of organizing time and having time for socializing. In the case of Asahi this dilemma of time management and the prioritizing of socializing over academic work was discussed often both in her journal and during our debriefings. This led me to believe that she was struggling due to her eagerness to socialize and experience campus life, yet felt obligated to complete her assignments. From speaking to Asahi I sensed that her motivation was oriented to experiencing university life, yet that she constantly struggled to redirect this motivation to her formal studies.

Kyoiku Environment was a theme related to motivation in terms of "wanting to get out" of the restrictive environment where there is exposure to both Japanese and English as well as language affinity groups that have the potential to develop. Asahi wanted to have "real" experiences, not those confined to Kyoiku Residence.

Overall, I located Asahi's dominant motivation to the positive experiences she has had in her observation class- Religious Studies. She is one of very few Kyoiku students that continued to attend observation class since September, the majority dropped out after the first month. Of the four co-investigators she is the only one who continued with observation class and she mentioned to me on many occasions how rewarding this class had been in terms of confidence and new friendships. One final theme that was located only in her journal is *Study Abroad*, this theme emerged often at the end of term I and beginning of term II. She wrote about her desire to go abroad for study again after graduation, and that she would like to get a job in an international field, allowing her to travel. It is obvious to me that Asahi doesn't regard the experience of studying abroad as an end but rather as a beginning to many more cultural experiences, whether they are academically or career oriented.

I located three themes connected to the orientation Low/High Risk Taking that I believe deserve mention here: *Tasks*, *Language Ability*, and *Discussion Group*. *Tasks* was located as both low and high risk. Being one of the last students to present in class or the mini-conference that took place in November was seen as a safe task and therefore low risk. However, for Asahi, conducting her fieldwork for her research paper was seen as difficult and threatening due to the task of entering an

unfamiliar environment (daycare center) and therefore considered a high risk endeavor

Language ability was located as high risk both in the debriefings and the journal entries. She discussed in one particular interview the confrontation the class had with a student-teacher instructor. Due to their language ability they felt unable to properly confront the instructor so they decided to choose one student with strong language ability as their representative—Sayori. The students in the class as well as Sayori felt that even after the confrontation there still existed a misunderstanding between the student teacher and the class, however, they felt unable (too high risk) to pursue their complaints any further. Speaking out in a mixed crowd (one that included native English speakers) was also considered high risk by Asahi.

Tasks was located in both the journal and debriefings with regards to the Frustration orientation. Speaking only in English in class group work was considered frustrating to Asahi as this was an unnatural event and difficult to maintain (Japanese students speaking in English and not in their shared native language). Asahi was also highly frustrated during the mini-conference when participants in her session were tardy and the session was delayed. I find a thread of similarity in both these events—group responsibility. Asahi was frustrated about the group's responsibility to speak in only English, perhaps some members didn't want to follow these rules, and secondly her frustration due to the group members lack of responsibility in the second event.

Instructors was another commonly shared theme in her journal and debriefings. Asahi was frustrated when there was explicit conflict between the instructor in one particular course and his/her student teacher. She also felt in this same course that there was little if any communication between the instructor and the students, the lecture was always non-stop and one-way. Furthermore, disorganization of a lecture made her anxious when the topic was of great importance to her eventual success in the class, such as the organization of the final outline for a research paper. One particular theme only found in her journal entries, but that I found very interesting, was that of frustration directed at herself. *Attitude* is what I named this theme, which is illustrated by her frustration at herself when she starts thinking negatively about her courses.

Discussion Groups was another theme located in both low and high risk areas. In term II students in the programme who scored 550-570 attended a partially integrated (mainstream NAU students and Kyoiku students) Arts programme. A requirement of the two core courses 400 and 500, are discussion groups which are classes directed by T.A.'s outside of the lecture time. These are similar to a tutorial session in which both mainstream students and Kyoiku students are required to attend. Asahi found the discussion sessions low risk when she attended a different one due to a change in her schedule. She found the new group very relaxed and the environment more casual and as a result was better able to participate. In the previous discussion group she didn't feel as relaxed and was very nervous when she was asked to solve a problem or discuss an issue when it came around to her "turn" in the discussion. I am unsure of the specific reasons that account for her

participation and relaxed attitude in one discussion group and not the other. She did mention, however, in an interview that the way the T.A. in the original discussion group directed the discussion was confusing and made her apprehensive. When she had a different T.A. and group of students in the second discussion group she felt more at ease. From this context, class environment emerges as a decisive factor in the risk taking involved on an individual scale.

The Anxiety orientation had no common areas between journal and debriefings; the themes I located were : *English Ability, Tasks, Achievement, and Schedule*. In debriefings Asahi occasionally brought up the issue of language ability, and the fact that she perceived her ability to be limited in English which, in turn, caused her concern. *Tasks* theme was connected with anxiety in the uncertainty of final papers/exams, tasks without goals, and fieldwork that was difficult. She was also anxious about her language goals within the programme and whether or not she could achieve them. *Achievement* was also described in terms of little or no improvement, no progress in personal development as well as linguistic (as evaluated by the co-investigator herself). *Schedule* was related to the difficulty in balancing her social life with her academic responsibilities.

No common threads were found in terms of the orientation Other. *Critical and Introspective* were themes located in the debriefings, whereas *Anger* and *Language Awareness* were found in the journal. The theme *Critical* was located also in Takeshi's debriefings and is found in the same context-being critical of other student's performance. The theme *Introspective* is connected with Asahi's own inward search in relation to her personal goals during the span of the programme. *Anger* is related

to instructors who don't follow through with their intentions such as their promise to change the assignment schedule to avoid an overload period like in term I.

Language Awareness was a very interesting theme because Asahi is the only one of the four co-investigators that is aware, or rather states her awareness of language transfer; she remarks that she sees her Japanese sentence structure and communicative style being influenced by English.

C. Chieko

There were three common themes found in Chieko's journal and debriefings with regards to the orientation of motivation: *Tasks*, *TOEFL*, and *Content*. When concerned with tasks she prioritized those that focused on oral production or reading, two skills that she felt were important. Learning the task of conducting research was found to be rewarding and interesting as well as being able to choose the topic of research. Chieko appeared motivated to prepare for the TOEFL and borrowed tapes from the computer lab for study purposes. She stated in her journal that she needs to prepare, especially since she is now considering returning to NAU for future studies. *Content*, a theme also in Asahi's journal and debriefings, was found in the same context here. *Content* relates to topics that are approachable or interesting as well as an additional quality, content that is applicable to more than one course curriculum. Chieko mentioned in her journal that content that is "less academic" is more fun and more dynamic. She considers discussions such as gender differences "less academic" and in such cases she argued that there is more participation from students. Chieko developed a relationship with an English speaking boyfriend in October of term I and since that time I noticed that she

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became highly motivated to communicate in English. She often wrote in her journal her little "successes" at communicating with him, and how happy this made her feel. She wanted to improve her oral skills so that she may have more "in depth" conversations. On social occasions when I met with her we often discussed the different communicative styles of Eastern and Western cultures, the gender differences in communication, and the many obstacles in a bi-cultural relationship. She gained tremendous confidence in her speaking ability and made reference to her relationship with her boyfriend as a main incentive behind this drive to communicate.

I didn't find any high risk contexts in the journal or debriefings but instead I located one theme contributable to low risk: *Course*. This theme suggests that lectures in one particular course are "not academic" although the assigned readings are academic. Chieko felt very confident and relaxed in this course. Another course had very boring lectures that she wasn't interested in, and therefore used this lecture time often to finish homework. Chieko was very clear in her likes and dislikes of course material and perhaps for this reason didn't feel threatened or unable to attend to the topic or task at hand. She had her own standards, dismissing that which is not of interest and immersing herself in that which is of interest, without feeling unable or at risk.

Common themes in the frustration orientation were *Instructor*, and *Tasks*. Chieko found the conflict mentioned earlier between one particular instructor and student teacher a very frustrating event. All four case studies mentioned this incident which suggests to me that it had a big impact on them.

A final context mentioned in reference to instructors is the frustration felt when an instructor taught computer programming without using handouts or lecturing in a step by step procedure. Chieko mentioned that this particular instructor lectured and demonstrated briefly and then expected the students to know it all.

Tasks was a theme expressed by all the case studies in the Frustration orientation. In the case of Chieko, tasks that required too much time (such as homework that takes over the weekend), and marks on assignments that did not reflect the time and effort spent are contexts where frustration emerges.

I located no themes related to the Anxiety orientation in Chieko's debriefings although I did locate one theme in the journal—*Tasks*. She expressed her anxiety in relation to tasks/assignments which she felt she hadn't done properly or prepared enough for. Once again, the scarcity of anxiety present in her debriefings and journal entries is perhaps due to her personal "agenda"; that which she prioritized got attention and was valued, whereas that which was not valued was dismissed or devalued, with no feeling of anxiety.

Similar to Asahi, Chieko demonstrates a particular level of awareness in her journal entries. Unlike Asahi (language transfer), this awareness is with regards to evaluation of assignments. Chieko mentioned that students who wrote long essays tended to get higher marks, and although her essay was well done, it was not as lengthy and therefore her mark was lower. Whether this was the case or not, there is a meta-process going on in her written stipulations and this is an important theme in the orientation of Other. Again similar to Asahi, Chieko reveals anger, anger with

regards to lectures that are a "waste of time". In one particular course she mentioned this feeling of anger more than once when discussing the useless lecture which she must attend.

D. Sayori

There were no common themes present in Sayori's journal entries and debriefings with regards to the Motivation orientation. *Tasks, Content, Learning Computers, and Topics*, were the four themes that I located. *Tasks* is related to Sayori's sense of responsibility, she feels a strong sense of responsibility about preparing her work and not going to classes unprepared. She mentions this in her journal, explaining how she skipped classes because she was behind in the readings and needed to catch up. She was motivated to spend the class time catching up but not, however, motivated to go to the class unprepared. I think that ultimately her sense of preparedness of assigned tasks kept her motivated to cover the material as best as she could. *Content* is connected with interesting readings. Sayori remarks in her debriefings that when one course instructor changed texts the group discussions were much more active due to the nature of the newly assigned readings. The new text was a collection of contemporary short stories written by different Canadian ethnic writers, and the students were better able to interact and relate to these stories. Once again, we can see that content which is relatable to or approachable by the students is content that the students are more likely to partake in and interact with, whether it is a group of readings or a lecture topic. Similar to Asahi, Sayori demonstrated an interest in learning and interacting with computers. She found them useful for organizing and editing papers as well as an asset for test preparation

when supplied with course prep on software programmes. She was even considering buying a computer when she returned to Japan as she has found them very instrumental for paper writing and would be writing many papers in the literature department. As in the case of the theme *Content, Topics* is situated in the context of self and background knowledge. Sayori mentions repeatedly in her debriefings that class topics related to the students' self/culture are more interesting and she is consequently more enthusiastic about these particular lectures and in-class exercises. Topics such as different gestures and communication styles between gender are examples of some of the topics she found interesting and could relate to her own context and experiences.

In the orientation of Low/High Risk Taking, no emerging themes were found in the journal entries although I found three themes located in the Low orientation and one theme in the High. *TOEFL, Mainstream Course*, and *Group Discussion* appeared to be low risk whereas *Mainstream Course* was also located as a high risk. Sayori had already scored 550 on the TOEFL at the beginning of her stay at NAU therefore she didn't feel any undue pressure to prepare for the TOEFL; 550 was high enough to take core courses (integrated Arts courses) in term II. She remarked in the interview that she would have liked to mainstream if possible during term II (needs 580 score) but didn't find any real problem with just taking core courses. Mainstream courses were also seen as low risk with the condition that it would be possible to take a course related to her previous academic background, allowing her to concentrate more on the language due to familiarity with the content area. However, if the mainstream course were something such as English Literature, there

would be too much specialized vocabulary embedded in the course content making it high risk to take such a course. It was suggested by Sayori that group discussions among Japanese students are low risk because it is much easier to develop questions and responses as a group; each member contributing to the discussion what they know and aiding others in areas where they are weak or confused. This low risk was possibly contributed to a type of "safety in numbers".

Only one theme associated with the Frustration orientation was apparent in the debriefings—*Schedule*, and there were no common themes among the journal and debriefings. *Tasks*, *Instructors*, and *Language Ability* were the three emergent themes found in the journal entries. Tasks such as being unable to complete assignments and therefore not attending lectures, as well as not grasping a connection between the lecture and the video presentation, caused frustration. When the purpose of a task was not given by the instructor feelings of frustration were also evident. Instructors who merely repeated the text in their lecture, spoke too quickly, or didn't give students the opportunity to respond or ask questions, were all situations of her frustration. Language ability or lack thereof, also produced feelings of frustration in Sayori. This was well illustrated in the case of her confrontation with the student teacher and being unable to communicate well, resulting in miscommunication and disempowerment. Having too many presentations to give during a one week period was seen as a frustrating event in the theme *Schedule*.

In the Anxiety orientation two common themes were found in Sayori's debriefings and journal entries—*Instructors* and *Schedule*. The theme *Schedule* was determined by anxiety caused by feeling pressure, not being able to organize time,

lack of time to properly prepare presentations, and feeling nervous in early morning classes. Instructors caused anxiety by lecturing too quickly, as well as being themselves unfamiliar with the course content. There appeared to be in all the case studies a crossover of contexts or events that are very similar between the orientation of Anxiety and Frustration. It was at times difficult for me to place a context in one orientation and not the other, as in the repetition of contexts related to the theme *instructors* and *Schedule*. I feel that certain themes are locatable in more than one orientation even if their related contexts are similar in nature.

The orientation Other had one common theme among the debriefings and journal entries, this was the theme *Guilt*. I think Sayori demonstrated this feeling often in her debriefings and entries due to her sense of responsibility as was previously mentioned in the Motivation orientation. *Guilt* was created by skipping classes, postponing assignments, lack of participation in class, and coming unprepared to a group task (collaborative assignment). Sayori demonstrates to me a strong sense of responsibility towards her academic tasks as well as towards other class members. Therefore, we can locate many reemerging contexts connected to guilt as she struggled with balancing her time, her sense of duty, and responsibility within the class.

Common Affective Themes Found in Journals and Debriefings

Common themes are determined as those themes located in one particular orientation and represented by more than one learner(co-investigator) as illustrated in the journals and debriefings.

The Motivation orientation represented four common themes: *Topics/Content*, *TOEFL*, *Observation Class*, and *Tasks*. Topics and content were associated with motivation as they related to background knowledge of the subject or were relatable to "self". Topics and content that were applicable to more than one course area or simply material that was interesting and comprehensible were also located in the Motivation orientation. I thought it was interesting that all the co-investigators stressed the importance of being able to place themselves or their former knowledge within the content being taught; if the content was not approachable or recognizable they had trouble concentrating on the lecture or maintaining a group discussion.

Low/High Risk Taking was an orientation that appeared to have two common themes in low risk and no evidence of any common themes in high risk. *Topics* and *Tasks* were interpreted as low risk; topics were low when the topics were familiar ones. Tasks that permitted enough time for completion or tasks that were already introduced in first term such as research papers/procedures were considered "safe" and "doable". There were no common themes in high risk perhaps because high risk is a much more individualized, contextualized condition. Because the co-investigators all had such distinct learning styles and personalities there was less likelihood to find commonalties in this area.

Frustration was the orientation that illustrated the most commonalities among the four co-investigators. *Tasks*, *Instructors*, *Content*, *Schedule*, *Language Ability*, and *Kyoiku Environment* were the common themes found in this orientation. Tasks that were unfamiliar, not useful, or repeated too often caused frustration among the co-investigators. Collaborative work also caused frustration among the

co-investigators when it wasn't done well, or if each student didn't take equal responsibility for the project or participate in discussion. Instructors that lectured too quickly or gave a disorganized lecture were considered frustrating and criticized heavily by the co-investigators. Another cause for frustration was when there was no explicit relation between the class content and the lab assigned to that particular course. These conditions just mentioned also tended to cause stress in the co-investigators as well as frustration. Content that was not meaningful to the co-investigators or content that was repeated too often between the course lecture and assigned symposium were also associated with the frustration levels expressed by the co-investigators. Scheduling was a common theme of frustration due to an overload of assignments and trying to balance time between studies and leisure. When students had to "rush" their projects due to multiple assignments with similar due dates, they felt that they often produced poor quality work which caused considerable frustration in two case studies in particular. When conflict arose in the classroom between instructor and students or student-teacher and students, the students felt unable to communicate well resulting in frustration. in the aftermath. Japanese students participated in discussion along with native speakers, many incidents of frustration emerged in the co-investigators' journals due to their inability to participate well in the discussion. The co-investigators' effort at trying to keep up with quick topic shifts in the discussion, unable to interject before the discussion shifted also lead to frustration The last common theme in this particular orientation was the environment at Kyoiku within the class, and within the

residence. All of the co-investigators voiced their frustration and dismay at being in such a "closed" environment, they felt that they needed to "escape" the programme in order to truly integrate and meet mainstream students. One co-investigator stated that it was just like relocating a class from their university in Japan to the NAU campus, all Japanese students, and a native speaker instructor familiar with the needs of Japanese students (in most instances). Although the dynamics of class environment changed in the second term due to the core courses, the co-investigators still voiced some frustration about the set up of the programme.

Schedule, Tasks, and Instructors were three common themes found in the orientation of Anxiety. Having too many presentations in one week, attending early morning classes, and mental fatigue, were all contexts that created anxiety. Feeling rushed to complete in-class assignments, being unprepared for exams, and worrying about the outcome of papers and exams, were all tension and anxiety causing situations connected to tasks. Instructors who are unfamiliar with course content, don't make clear the purpose of a task, or state that a task is not difficult making the students feel inadequate, are all situational contexts that add to the Anxiety orientation.

Because the Other orientation was one that included themes not found in the traditional affective orientations, it was very characteristic of each individual co-investigator and therefore there were few common themes that emerged, only *Anger* and *Critical* were found.

Two of the co-investigators shared the feeling of anger when teachers didn't follow through with their proposed ideas, as well as in the case of producing a

"useless" lecture which was not useful within the framework of the course and consequently a "waste of time". Two co-investigators were found to be highly critical of other students' performance both in the class discussions and the more formal presentations given in class and during the mini-conference.

Orientations and themes are clearly connected to the learner as a human agent. Each one of the orientations concerns a learner trying to learn something though the connection may arise in complex ways. The human agent (Harre et al, 1985), is trying to learn culture, content, and language as well as evaluate his/her own success. The human agent learner is prioritizing his/her learning, setting an individual learning agenda, as well as evaluating his/her own success. In the motivation orientation there were themes that illustrated the learner prioritizing in the learning process. Learners often choose certain topics or tasks over others, as well as joining particular clubs or making English speaking friends. The learner's self evaluation can be located in the high/low risk orientation. Situations such as having too many assignments, so that performance is poor is high risk. Low risk is seen as an assignment or task that the learner is familiar with. The anxiety orientation is also related to the learner's evaluation when the learner is concerned about being unprepared for exams, or rushed to finish assignments.

CHAPTER 5:

DISCUSSION

As is illustrated in the narrative chapter, the four co-investigators/learners came with their own personal agendas. These learners' agendas were redefined and/or re-affirmed as the academic year progressed. One common agenda shared by all the learners to various extents was the desire to socialise with target language speakers. There were also many distinct learner agendas such as striving to take mainstream courses, spending as much time as possible outside the language programme, and studying the many issues of multiculturalism in Canada.

Language Learners as Human Agents Motivated by Reasons for Action

Throughout the data motivation is often clearly learner activated, as illustrated by Harre et al's (1985) characteristics of the learner as a human agent, capable of setting his/her own priorities, taking action toward these learning priorities, creating strategies and finally evaluating his/her own success.

In Chapter Four we can see clear examples of the four co-investigators/learners as active agents of their own learning. They can clearly state their own learning agenda at the outset of the integrated language and content programme, and are aware of self-made adjustments or alterations to their own agendas (motivation) during their participation in the programme. Takeshi mentions that his agenda is to make contact with Canadian people and experience Canadian culture. Asahi's learning agenda appears to be to improve her English skills and also experience an abundance of social activities. Chieko sees her agenda as gaining skills in communication more than achieving academic success in the

classroom. Sayori feels, on the other hand, a very strong need to complete all her learning tasks thoroughly and to the best of her abilities.

Learner priorities refer to those established by the learner (Harre et al, 1985) within diverse contexts such as the classroom, the programme and in social activities. Throughout the individual debriefings and journal studies all four co-investigators voiced their own learning priorities as well as changes in priorities and the reasons for these changes. Examples of priorities are the following: preparing for the TOEFL (see Takashi), socialising with English-speaking Canadians as frequently as possible (see Takeshi, Chisato, Asahi, Sayori), travelling as frequently as possible (see Chisato, Asahi), maintaining good relations with homestay family (see Sayori), getting involved in activities outside of the Kyoikukikan programme (all co-investigators), continuing observation classes (see Asahi), and only completing assignments and readings that are relevant to personal interests (see Chieko). As in the case of learning agendas, changes in the learner's language/content development and his/her formal and informal learning environment (courses, programme, social activities, travel) were often redirected by the learner.

Motivation as a Dynamic Process: Goal Directed Action, Reflection and Revision

Taking action on these reflective actions consists of the learner responding to his/her own learner priorities (Harre et al, 1985). This action was apparent throughout the data located within the formal classroom setting and in daily activities. Choosing their own topic (due to personal interest), instead of the suggested topics for research papers, writing a group letter of complaint (aided by T.A.), were examples of taking action in response to individual learner priorities

within a formal learning environment. Actions such as volunteering to co-teach a Japanese course on campus (in order to meet students outside the Kyoikukikan programme) and joining student clubs such as the Canadian Korean Club (in order to better understand minority status in Canada), occurred to fulfill or experience less formal learning priorities.

Planning projects or actions such as the above mentioned were in response to an individual learner's set of priorities. These projects may well be dismissed or altered over time as the learner's priorities change. One example of this is Asahi, who wanted to study French. She registered in a basic French course at NAU but later dropped out of the course because it was on Saturdays and this was in conflict with a higher set priority—weekend excursions.

Learning strategies were also decided on by the individual learner. The four co-investigators/learners in my study often applied strategies to help themselves accomplish whatever task was at hand. However, these strategies did not always aid in the learner's accomplishment, but, as argued by Harre et al (1985) this was not as important as the actual decision to employ the strategy. Some examples of learning strategies are the following : completing a task with a limited time frame (see Takeshi), exposing oneself to native English speakers as much as possible (all four learners), getting others to read and edit one's own papers (see Chisato, Asahi, Sayori), helping and tutoring other students on new or difficult material (all four learners), having a native speaker as co-presenter of a final presentation (see Asahi), and speaking only in English to Japanese roommate (see Asahi and Sayori). These are only a few examples of numerous strategies found throughout the data files.

The reflexive action discussed by Harre et al (1985) was also evident in all four of the co-investigators/learners. Reflection occurred through writing in journals and partaking in discussion during the individual and group debriefings. The four learners took part actively in this introspective look at their own learning agendas as well as the course curriculum and programme design. This reflexive insight was better illustrated in their journals than in the debriefings. Perhaps this is because the act of writing itself is a very reflexive exercise and the co-investigators/learners were able to reread previous entries and discuss changes in their stance or comments. One of the most frequently found examples of this reflexive action was criticism voiced by the learners with regards to the language and content programme as well as their own learning progress. Their criticism targeted course curriculum (inappropriate content), language isolation within the programme, and the academic demands of the programme (TOEFL, scheduling problems, integrated courses second term).

The final step of a learner as his/her own agent is the act of evaluating his/her own success (Harre et al, 1985). During one of our last group debriefings (November 28th), I asked the four co-investigators/learners how they felt they had progressed in the programme and how they judged themselves as learners. All four learners were well aware of areas of improvement and failure in their learning and were quick to make references to students in the programme whom they considered successful in language learning as well as content.

All four co-investigators/learners held on to "universal" traits when asked how to improve oneself as a learner (see Focus Group Discussions, Nov.28th). When

asked, however, how they had succeeded as a learner their strategies were all very distinct and not at all representative of the statements they had previously made about "successful learners". They all appeared satisfied with their own achievements in learning and were not at all discouraged by minor drawbacks or perceived failures.

The Process of Motivation: How It Reflects Individual Differences

One of the strengths of this study is that it highlights the perspective of the individual learner and his/her individual visions and interests. The four co-investigators were clearly not representative of the whole group that participated in the NAU Kyoikukikan Academic Exchange Programme due to their active involvement in this research project. They appeared much more verbal and critical of the programme as time passed. This critical thinking demonstrated by the co-investigators may well have been partly a result of their acute awareness of their own learning, course design and course preparation, and was reflected in minute observations in their journals and during the course of the individual debriefings and focus group discussions. But, then again, due to the collaborative design of this study, I was made aware of their individual priorities and opinions, whereas I was unaware of the priorities and opinions of other students participating in the programme.

There are various examples of this uniqueness such as Asahi who attended her observation class throughout the academic year which was definitely not the norm. Sayori, on the other hand, represented herself as the group leader and proved to be quite confrontational with a student teacher. She contributed her leadership

qualities to her previous exposure living in Canada (one year homestay) and already acquired English language tools. Only two other students in the group (of 98 students) had previously experienced a sojourn in North America.

Takeshi, on the other hand, spent a lot of time with his buddy as well as other Canadian friends he had made during his first semester in the programme, whereas the majority of Japanese students spent time in their own language affinity group or a mixed group. He was also one of a small group of students that did their own editing of papers and requested little aid from T.A.'s or English speaking roommates.

Chieko showed increased interest in Canada's status of immigrants and policies and demonstrated very little effort in courses that she found useless or uninteresting. She unofficially developed her own programme of study during the course of the academic year, focusing only on coursework and experiences that highlighted her own interests. Similar in this manner to Takeshi, she showed a determination to guide her own plan of studies, breaking with the parameters of the language and content programme. The majority of the students on the programme did not appear to break away from the programme as did the four co-investigators/learners in my study. As the four co-investigators became increasingly critical of the ILC programme they also became more introspective. Perhaps this is why they were able to find their own solutions or apply their own strategies for experiencing and learning what they valued as important within the dynamics of the programme.

As these examples illustrate, the four individuals under study were very determined to learn and experience what they prioritized. We cannot generalize that all the learners on the programme were such independent and critical thinkers and therefore the "stories" told by the four co-investigators are obviously not applicable to all language learners nor representative of all the students that participated in the NAU- Kyoikukikan Academic Exchange Programme. However, the goal here is not to generalize, and create more taxonomies of the "global" language learner, but to recognize and reflect upon the differences situated within the individual learner's context(s).

With regards to learner criteria, I have encountered in the journal studies as well as the debriefings a range of distinct individual learner priorities/agendas that would not likely be identified with the standard testing measures such as Likert scales and indices still widely accepted in the successful learner and affective orientation studies. These types of testing measures have preconceived (i.e. *a priori*) learner outcomes and established categories and are therefore not conducive to measure or recognize a variety of learner contextualized characteristics and agendas. Furthermore, within the SLA literature on successful learners the learner's own perception in terms of success is not located within the predetermined dichotomy of successful/unsuccessful learners. The criteria that determines learner success is often extracted from major bodies of work and/or is established by the researcher(s). Seldom is the criteria established by the learners themselves.

Motivation: Language Socialisation

As evident in the feedback as well as in the journal and debriefing material, the four learners participating in this integrated language and content programme identify themselves predominantly as social/general learners and secondly as language learners. Study skills as well as familiarity and/or interest in the task or content is highly relevant to the level of motivation or set of "priorities" established by the learner. Yet in general SLA theory motivation has been identified predominantly in terms of the language learner's goals to learn the L2, not in terms of the language learner's goals as a social or general learner, and has been researched by Gardner primarily within a formal language classroom setting.

This social learning is illustrated in various contexts: making Canadian friends (see Takeshi, Asahi), visiting friends' homes during the holidays, engaging in social activities such as joining clubs on campus (see Cheiko) etc. Social functions such as how to negotiate or be a leader were also a goal for one of the co-investigators (see Sayaka). Moreover, the motivation (or agenda) of the learner's learning may also be directed to a more general learning goal—to write an essay, to choose an interesting/meaningful essay topic, to take better notes in class, to prepare a presentation, without focusing specifically on second language learning functions.

Cooperation and Negotiation Between Researcher and Co-Investigators: An Important Process in Motivation Research

While conducting this research the act of negotiation with the four learners has played a vital role in determining the learning contexts, affective orientations,

themes and success of each particular learner at various times throughout the academic year. Feedback from the learner, I believe, is vital in the process of establishing any relevant relations between affective orientations, their various themes and the eventual outcome whether it is successful or unsuccessful. As argued by Secord (1990), the "person" perspective in research involves the point of view of the person whereas in the "subject" perspective the point of view is of the observer. This study has provided a "person" perspective through the process of collaboration and interaction between researcher and researchee

Through the act of negotiation, discussion, and renegotiation a meta-awareness of the learning process is achieved by both the researcher and the researchee. Moreover, negotiation and feedback at various times throughout the semester allowed the learners as well as myself to relocate ourselves in terms of priorities and perception of success.

The "validity" of the particular reflexive mode applied in this research is distinct from the validity associated with a more quantitative "paradigmatic" mode (Bruner, 1986) such as Gardner's model. As Bruner argues, one mode verifies by means of empirical and formal proof whereas the other establishes multiple truths. In the analysis of the material at hand there is no "universal" truth (or model) but instead multiple truths represented by the voices and experiences of the four learners. The reflexive mode applied in this qualitative study leads to conclusions not about certainties but about the various perspectives that can be constructed whereas the more quantitative mode leads to one conclusion and one "universal" perspective (Bruner, 1986).

Through more active cooperation and negotiation between researcher and co-investigator we can find more contextual elements as well as more distinct differences in learners and their individual agendas. We can also realize through close interaction with the co-investigators that the contexts and priorities of their learning are not fixed but constantly changing within one individual. Therefore, the limitations of using standard or "universal" labels in the affective domain became increasingly obvious while conducting this research.

In the SLA field affective orientations such as motivation have been regularly applied as "universals" in curriculum design (universal learner, successful methods, appropriate tasks). The material represented by the four co-investigators in the NAU-Kyoikukikan programme has helped illustrate the need for more learner input in the developing research schema as well as in the interpretations of the researcher.

Conclusion: Gardner's Model— No Room for Human Agency

In contrast to the learner as a human agent, able to set priorities and establish goals, as well as evaluate his/her own success, Gardner's model presents success in SLA as an outcome that the learner has no control over. Furthermore, Gardner's integrative and instrumental orientations are presented as active facilitators or deterrents of the learner's success in the second language. The learner assumes a passive role in this model, unlike the active role in the motivation process the four co-investigators have illustrated throughout this study.

As evident in the learner-situated contexts provided in this study, motivation is a dynamically changing process of goal directed action, reflection, and reaction initiated by the learner. Gardner's model, however, is unable to access this ever-

changing process because of the causal design of his model. Because Gardner's psycho-linguistic casual model measures motivation and attitude by established indices, the end product not the process is the focus of the study. Although Gardner argues that such quantitative studies are the most valid method for motivational studies, this is not the case. We cannot rely on consistencies in scores and replicability in designs when what we are researching is learner determined/situated motivation in SLA. Instead, we need to focus on the individual learner in his/her ever-changing learning process by using alternative methods such as the collaborative, reflexive approach applied in this study.

As previously argued and as illustrated in the data, the process of motivation is highly reflective of the individual goals and perceptions of the learner. Using "universal" taxonomies of motivation such as Gardner's as well as SLA studies pre-established assumptions of the successful language learner does not permit any individual learner contexts or alternative or marginal motivation orientations to emerge.

Although Gardner designed a "new and improved" socio-educational model in 1975, which included social milieu and the contexts of SLA, this model was still applied instrumentally, looking to define the "universal" language learner. The four components of the model continued to measure the language learner instead of looking at the social/general learner as he/she processed motivation in various contexts.

When Gardner, Clement and Smythe developed the attitudinal indices (AMTB) which they felt best defined the different orientations of instrumental and

integrative motivation, they did not get individual feedback from the language learners. The indices were developed from data collected from a large sample population. Motivation research that incorporates methods involving active cooperation and negotiation among the researcher and participants is more conducive to multiple realities or partial "truths" of the learner instead of the "universal" truth standardly measured in motivation studies. During the research process of cooperation, collaboration, reciprocity and negotiation among the four co-investigators and myself, learner situated, learner directed contexts and feedback emerged representing the many individual, ever-changing contexts and themes relevant to motivation as well as other affective orientations.

To summarise conclusions regarding the differences between Gardner's model and the approach argued for in this thesis, I can point to differences in concepts and related differences in data. With regard to concepts, Gardner's approach, explicitly or implicitly, looks for causes of motivation of "subjects", whereas my approach has looked for reasons for motivation of persons, considered as human agents. In my approach, Harre's labels for human agents apply and can be seen in my data: agents' priorities, reflexive action, taking action, planning projects, strategies, and evaluating success. With regard to data, Gardner's approach uses attitude questionnaires where I have used learner journals and debriefing discussions. These journals and discussions have enabled me to provide a window on the very active processes of individual learners as agents, forming their agendas and reflectively assessing and changing their agendas in mid-course, processes which are much more naturally examined in journals rather questionnaires,

processes which involve complex and changing relationships between action and awareness.

Turning to the implications of the results of this thesis for educational programmes in general, the emphasis I have placed on the active, individual learner suggests that educational programmes should seek to accommodate learners by arranging for greater learner empowerment and autonomy, and providing for more individualised learning. Of course, there are a range of ways that programmes can do this, such as supporting individual differences by allowing more multi-media exploration in laboratory environments, and supporting individuals to make greater use of their social environments. I would particularly draw attention to the role that learning journals and debriefing discussions can play in providing the basis for learner and teacher to co-construct the curriculum.

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APPENDICES

APPENDIX A

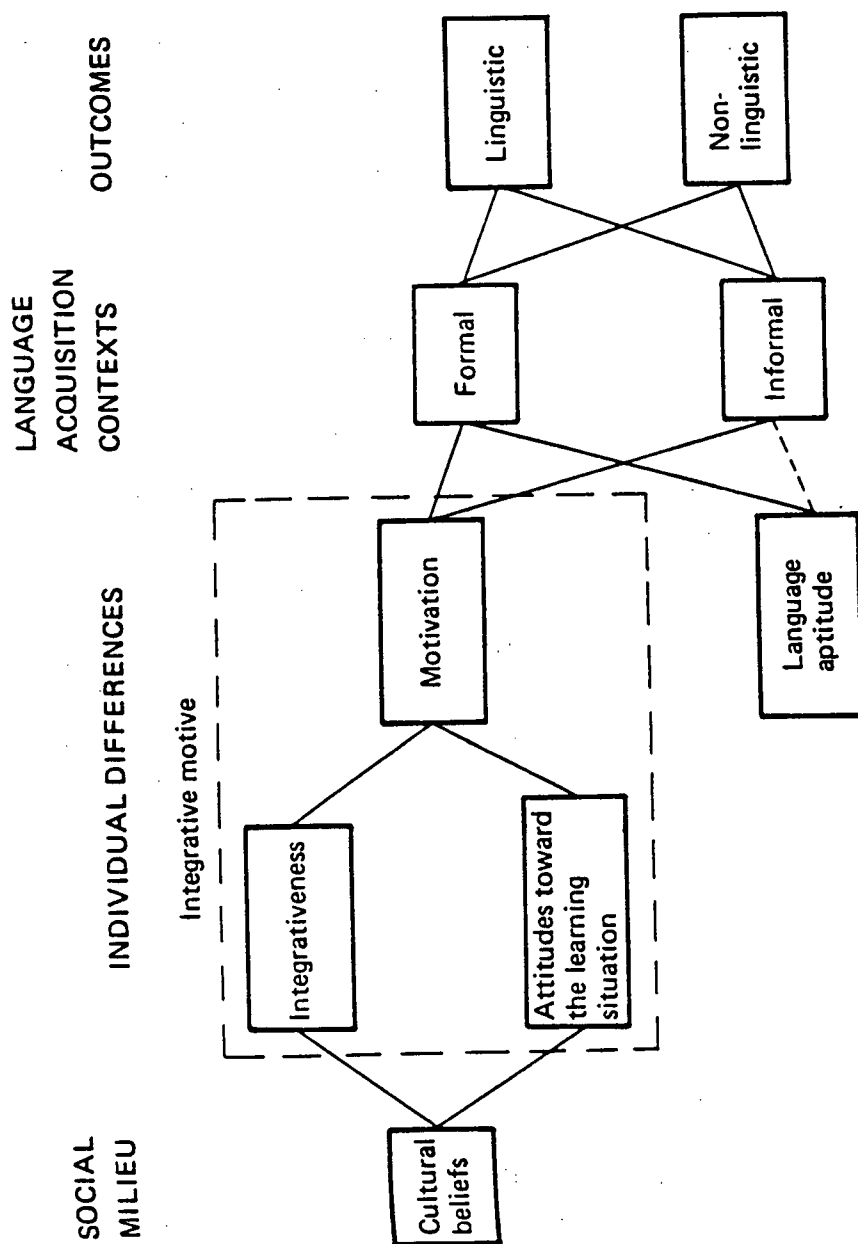


Figure 8.2 Operational formulation of the socio-educational model. (In the *Journal of Language and Social Psychology*.)

APPENDIX B

Appendix A

Instructions and items from the Attitude/Motivation Test Battery

Instructions

The following instructions precede the Likert form items. The items are presented in a random order, and for school children each item is typically followed by the scale as indicated in the example below. Other versions used for university level students use the format as suggested by Adorno *et al.* (1950).

Following are a number of statements with which some people agree and others disagree. There are no right or wrong answers since many people have different opinions. We would like you to indicate your opinion about each statement by circling the alternative below it which best indicates the extent to which you disagree or agree with that statement.

Following is a sample item. Circle the alternative below the statement which best indicates your feeling.

1. Canadian hockey players are better than Russian hockey players.

strongly	moderately	slightly	neutral	slightly	moderately	strongly
disagree	disagree	disagree		agree	agree	agree

In answering this question, you should have circled one of the above alternatives. Some people would circle strongly disagree, others would circle strongly agree, and still others would circle one of the alternatives in between. Which one you circled would indicate your own feelings based on everything you know and have heard. Note, there is no right or wrong answer. All that is important is that you indicate your personal feeling.

Please give your immediate reactions to each of the following items. Don't waste time thinking about each statement. Give your immediate feeling after reading each statement. On the other hand, please do not be careless, as it is important that we obtain your true feelings.

The following instructions precede the items for the scales, Motivational intensity, Desire to learn French, and Orientation index. The scoring key is not shown on the questionnaire when administered, and the items are presented in a random order.

Please answer the following items by circling the letter of the alternative which appears *most* applicable to you. We would urge you to be as accurate as possible since the success of this investigation depends upon it.

Appendix A.1

Attitudes toward French Canadians

1. French Canadians are a very sociable, warm-hearted and creative people.
2. I would like to know more French Canadians.
3. French Canadians add a distinctive flavour to the Canadian culture.
4. English Canadians should make a greater effort to learn the French language.
5. The more I get to know the French Canadians, the more I want to be fluent in their language.
6. Some of our best citizens are of French Canadian descent.
7. The French Canadian heritage is an important part of our Canadian identity.
8. If Canada should lose the French culture of Quebec, it would indeed be a great loss.
9. French Canadians have preserved much of the beauty of the old Canadian folkways.
10. Most French Canadians are so friendly and easy to get along with that Canada is fortunate to have them.

Interest in foreign languages

1. If I were visiting a foreign country I would like to be able to speak the language of the people.
2. Even though Canada is relatively far from countries speaking other languages, it is important for Canadians to learn foreign languages.
3. I wish I could speak another language perfectly.
4. I want to read the literature of a foreign language in the original language rather than a translation.
5. I often wish I could read newspapers and magazines in another language.
6. I would really like to learn a lot of foreign languages.
7. If I planned to stay in another country, I would make a great effort to learn the language even though I could get along in English.
8. I would study a foreign language in school even if it were not required.
9. I enjoy meeting and listening to people who speak other languages.
10. Studying a foreign language is an enjoyable experience.

Attitudes toward European French people

1. The European French are considerate of the feelings of others.
2. I have a favourable attitude towards the European French.
3. The more I learn about the European French, the more I like them.
4. The European French are trustworthy and dependable.
5. I have always admired the European French people.
6. The European French are very friendly and hospitable.
7. The European French are cheerful, agreeable and good humoured.
8. I would like to get to know the European French people better.
9. The European French are a very kind and generous people.
10. For the most part, the European French are sincere and honest.

Attitudes toward learning French

Positively worded items

1. Learning French is really great.
2. I really enjoy learning French.
3. French is an important part of the school programme.
4. I plan to learn as much French as possible.
5. I love learning French.

Negatively worded items

6. I hate French.
7. I would rather spend my time on subjects other than French.
8. Learning French is a waste of time.
9. I think that learning French is dull.
10. When I leave school, I shall give up the study of French entirely because I am not interested in it.

Integrative orientation

1. Studying French can be important to me because it will allow me to be more at ease with fellow Canadians who speak French.
2. Studying French can be important for me because it will allow me to meet and converse with more and varied people.
3. Studying French can be important for me because it will enable me to better understand and appreciate French Canadian art and literature.
4. Studying French can be important for me because I will be able to participate more freely in the activities of other cultural groups.

Instrumental orientation

1. Studying French can be important for me only because I'll need it for my future career.
2. Studying French can be important for me because it will make me a more knowledgeable person.
3. Studying French can be important to me because I think it will someday be useful in getting a good job.
4. Studying French can be important for me because other people will respect me more if I have a knowledge of a foreign language.

French class anxiety

1. It embarrasses me to volunteer answers in our French class.
2. I never feel quite sure of myself when I am speaking in our French class.
3. I always feel that the other students speak French better than I do.
4. I get nervous and confused when I am speaking in my French class.
5. I am afraid the other students will laugh at me when I speak French.

Parental encouragement

1. My parents try to help me with my French.

2. My parents feel that because we live in Canada, I should learn French.
3. My parents feel that I should continue studying French all through school.
4. My parents think I should devote more time to my French studies.
5. My parents really encourage me to study French.
6. My parents show considerable interest in anything to do with my French courses.
7. My parents encourage me to practise my French as much as possible.
8. My parents have stressed the importance French will have for me when I leave school.
9. My parents feel that I should really try to learn French.
10. My parents urge me to seek help from my teacher if I am having problems with my French.

Appendix A.2 Items for the scales using the multiple choice format

Motivational intensity

Scoring

key

1. I actively think about what I have learned in my French class:
 - 3 a) very frequently.
 - 1 b) hardly ever.
 - 2 c) once in awhile.
2. If French were not taught in school, I would:
 - 2 a) pick up French in everyday situations (i.e., read French books and newspapers, try to speak it whenever possible, etc.).
 - 1 b) not bother learning French at all.
 - 3 c) try to obtain lessons in French somewhere else.
3. When I have a problem understanding something we are learning in French class, I:
 - 3 a) immediately ask the teacher for help.
 - 2 b) only seek help just before the exam.
 - 1 c) just forget about it.
4. When it comes to French homework, I:
 - 2 a) put some effort into it, but not as much as I could.
 - 3 b) work very carefully, making sure I understand everything.
 - 1 c) just skim over it.
5. Considering how I study French, I can honestly say that I:
 - 2 a) do just enough work to get along.
 - 1 b) will pass on the basis of sheer luck or intelligence because I do very little work.
 - 3 c) really try to learn French.
6. If my teacher wanted someone to do an extra French assignment, I would:

- 1 a) definitely not volunteer.
 - 3 b) definitely volunteer.
 - 2 c) only do it if the teacher asked me directly.
7. After I get my French assignments back, I:
- 3 a) always rewrite them, correcting my mistakes.
 - 1 b) just throw them in my desk and forget them.
 - 2 c) look them over, but don't bother correcting mistakes.
8. When I am in French class, I:
- 3 a) volunteer answers as much as possible.
 - 2 b) answer only the easier questions.
 - 1 c) never say anything.
9. If there were a local French T.V. station, I would:
- 1 a) never watch it.
 - 2 b) turn it on occasionally.
 - 3 c) try to watch it often.
10. When I hear a French song on the radio, I:
- 2 a) listen to the music, paying attention only to the easy words.
 - 3 b) listen carefully and try to understand all the words.
 - 1 c) change the station.

Desire to learn French

1. During French class, I would like:
- 2 a) to have a combination of French and English spoken.
 - 1 b) to have as much English as possible spoken.
 - 3 c) to have only French spoken.
2. If I had the opportunity to speak French outside of school, I would:
- 1 a) never speak it.
 - 3 b) speak French most of the time, using English only if really necessary.
 - 2 c) speak it occasionally, using English whenever possible.
3. Compared to my other courses, I like French:
- 3 a) the most.
 - 2 b) the same as all the others.
 - 1 c) least of all.
4. If there were a French Club in my school, I would:
- 2 a) attend meetings once in awhile.
 - 3 b) be most interested in joining.
 - 1 c) definitely not join.
5. If it were up to me whether or not to take French, I:

- 3 a) would definitely take it.
 1 b) would drop it.
 2 c) don't know whether I would take it or not.
6. I find studying French:
- 1 a) not interesting at all.
 2 b) no more interesting than most subjects.
 3 c) very interesting.
7. If the opportunity arose and I knew enough French, I would watch French TV programmes
- 2 a) sometimes.
 3 b) as often as possible.
 1 c) never.
8. If I had the opportunity to see a French play, I would:
- 2 a) go only if I had nothing else to do.
 3 b) definitely go.
 1 c) not go.
9. If there were French-speaking families in my neighbourhood, I would:
- 1 a) never speak French with them.
 2 b) speak French with them sometimes.
 3 c) speak French with them as much as possible.
10. If I had the opportunity and knew enough French, I would read French magazines and newspapers:
- 3 a) as often as I could.
 1 b) never.
 2 c) not very often.

Orientation index

1. I am studying French because:
- 1 a) I think it will some day be useful in getting a good job.
 2 b) I think it will help me to better understand French people and way of life.
 2 c) It will allow me to meet and converse with more and varied people.
 1 d) A knowledge of two languages will make me a better-educated person.

Appendix A.3 Semantic differential assessments of my French teacher and my French course

Instructions

The purpose of this part of the questionnaire is to determine your ideas and impressions about your French course and your French teacher. We call these

things concepts. In answering this section, you will be asked to rate these concepts on a number of scales. On the following pages, there is a concept given at the top of the page, and below that a group of scales. You are to rate each concept on each of the scales in order. Following is how you are to use the scales.

If the word at either end of the scale very strongly describes your ideas and impressions about the concept at the top of the page, you would place your check-mark as shown below:

friendly X : ____ : ____ : ____ : ____ : ____ : ____ unfriendly

Or

friendly ____ : ____ : ____ : ____ : ____ : ____ : X unfriendly

If the word at either end of the scale describes somewhat your ideas and impressions about the concept (but not strongly so), you would place your check-mark as follows:

dangerous ____ : X : ____ : ____ : ____ : ____ : ____ safe

Or

dangerous ____ : ____ : ____ : ____ : ____ : X : ____ safe

If the word at either end of the scale only slightly describes your ideas and impressions about the concept, you would place your check-mark as follows:

fast ____ : ____ : X : ____ : ____ : ____ : ____ slow

Or

fast ____ : ____ : ____ : ____ : ____ : X : ____ slow

If the word at either end of the scale doesn't seem to be at all related to your ideas and impressions about the concept, you would place your check-mark as follows:

useful ____ : ____ : ____ : X : ____ : ____ : ____ useless

If you rated the concept snake, your ratings may have been like the following:

Snake

friendly ____ : ____ : ____ : ____ : X : ____ : ____ unfriendly
 dangerous X : ____ : ____ : ____ : ____ : ____ : ____ safe
 fast ____ : ____ : ____ : ____ : ____ : X : ____ slow
 useful ____ : ____ : ____ : X : ____ : ____ : ____ useless

In this example, snake is seen as slightly unfriendly, extremely dangerous, somewhat slow, and neither useful nor useless. There are no right or wrong answers. We want you to indicate your own ideas and impressions. If you have any questions, please ask them now. In answering this part of the questionnaire, work quickly and don't stop to think about each scale. It is your immediate impressions in which we are interested.

My French teacher

efficient ____ : ____ : ____ : ____ : ____ : ____ : ____ inefficient
 insensitive ____ : ____ : ____ : ____ : ____ : ____ : ____ sensitive
 cheerful ____ : ____ : ____ : ____ : ____ : ____ : ____ cheerless
 competent ____ : ____ : ____ : ____ : ____ : ____ : ____ incompetent
 insincere ____ : ____ : ____ : ____ : ____ : ____ : ____ sincere
 unapproachable ____ : ____ : ____ : ____ : ____ : ____ : ____ approachable
 pleasant ____ : ____ : ____ : ____ : ____ : ____ : ____ unpleasant
 trusting ____ : ____ : ____ : ____ : ____ : ____ : ____ suspicious

APPENDIX C

Course Descriptions of the ILC programme

First Semester Courses

English Education 100

This course introduces students to basic concepts of discourse, context, function, and a structure in subject areas, and the relationship of these concepts to teaching and learning within the subject areas. It emphasizes the variability of language and text in response to the demands of the subject specialization, approaches to teaching and learning, in a range of subjects drawn from humanities, sciences, and social sciences, and the response of culturally diverse learners to subject area instruction.

English Education 200

This is a cross-cultural studies course. This course introduces student to the ethnocultural diversity in modern North American society, as revealed through the eyes of its writers, filmmakers, and artists. Students will examine the history of multiculturalism in North America, the many challenges it poses to both immigrants and policy-makers, and discuss the global implications of the North American experience. The course will provide background knowledge of Canadian Society that will help them participate more fully in the learning activities of Arts 500 (Pacific Rim Studies) offered in the 2nd semester.

English Education 300

This course provides students with a background in research, grounded in field experiences, in the Western City region. Students are required to undertake guided research projects and report their findings in oral and written formats.

Second Semester Courses

Arts 400

This course is an introduction to the core political, historical, and geographic factors that develop the Pacific Rim. There is a discussion group weekly, as well as written assignments. This course is integrated with NAU students.

Arts 500

This course is also an integrated course. This is a course on cross-cultural communications. This course is based on readings from various Japanese writers and texts that explore Japanese culture. There will be films and assigned readings and an oral presentation. There is an integrated discussion group that meets on a weekly basis.

APPENDIX D

Description of the Kyoikukikan Programme at NAU

Japanese students studying in the Kyoiku-NAU Academic Exchange Programme are the participants for the case studies in this research project. They are participating in a 25 week integrated language and content programme offered in English at NAU. They are attending four main courses offered in sixty to 90 minute blocks from two to four times weekly. They reside in the Kyoiku-NAU residence on campus with non-Japanese NAU students.

Most of the Japanese in the Kyoiku programme are only fluent in Japanese and are studying English as their second language. They have six years of EFL instruction at the secondary level, and have taken several post-secondary EFL courses offered at Kyoikukikan University in Japan, however, their English level proficiency would not enable them to register in undergraduate course at NAU. The average TOEFL score upon entering the programme is between 400 and 500.

In 2nd semester two Arts courses replace first semester courses 100 and 200. Students who have obtained TOEFL scores of 580 or above go to mainstream courses, students with scores between 550-579 take Arts courses integrated with NAU students whereas students with scores of 550 or below take the same Arts courses with no integration.

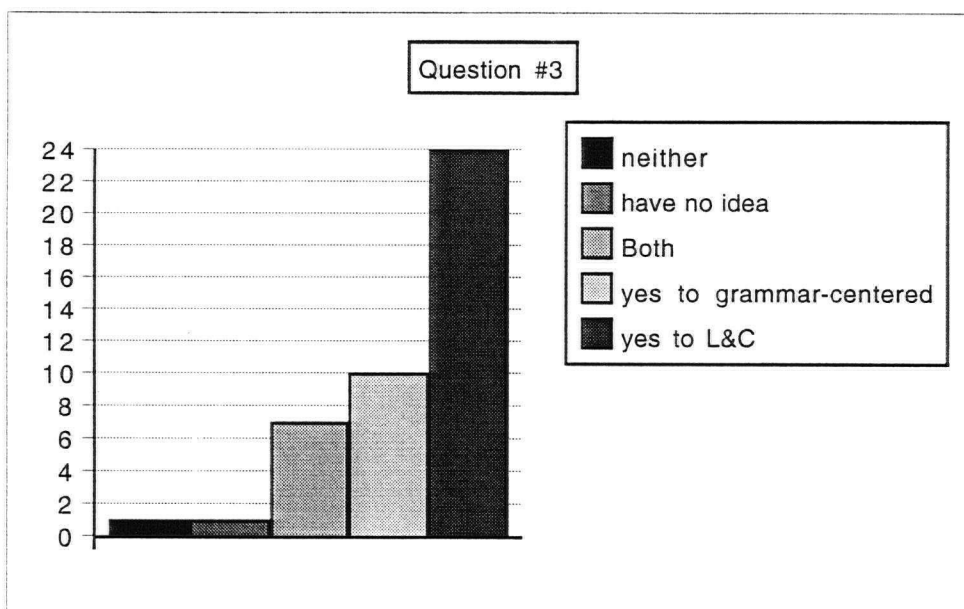
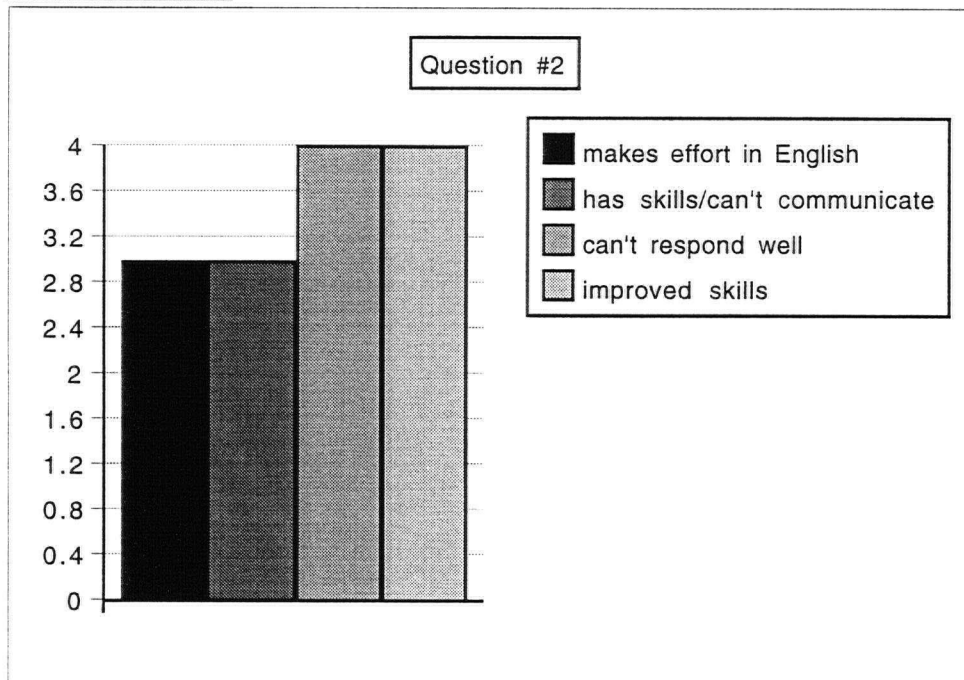
Their academic backgrounds vary; students come from law, economics, social sciences, international relations, literature, and engineering.

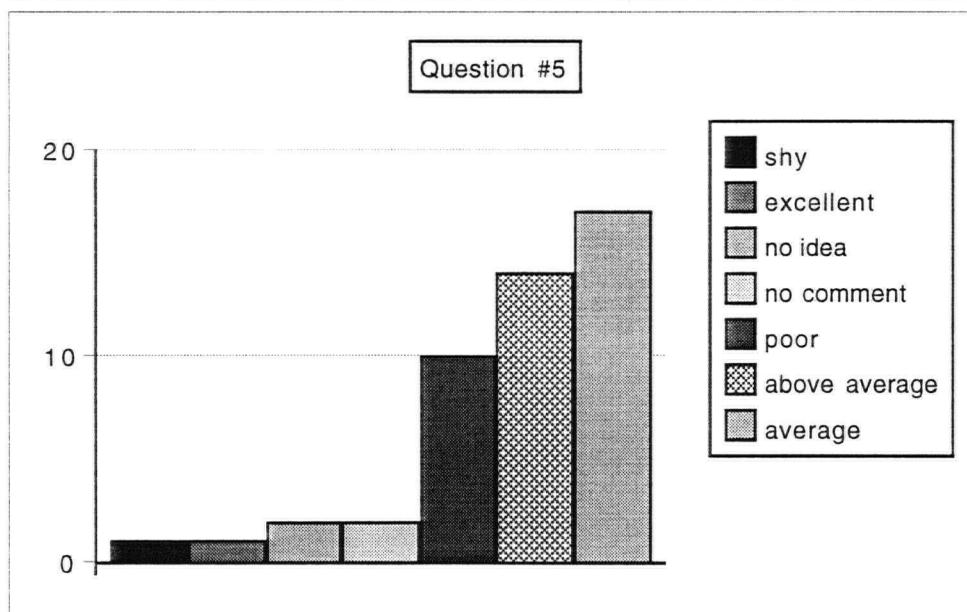
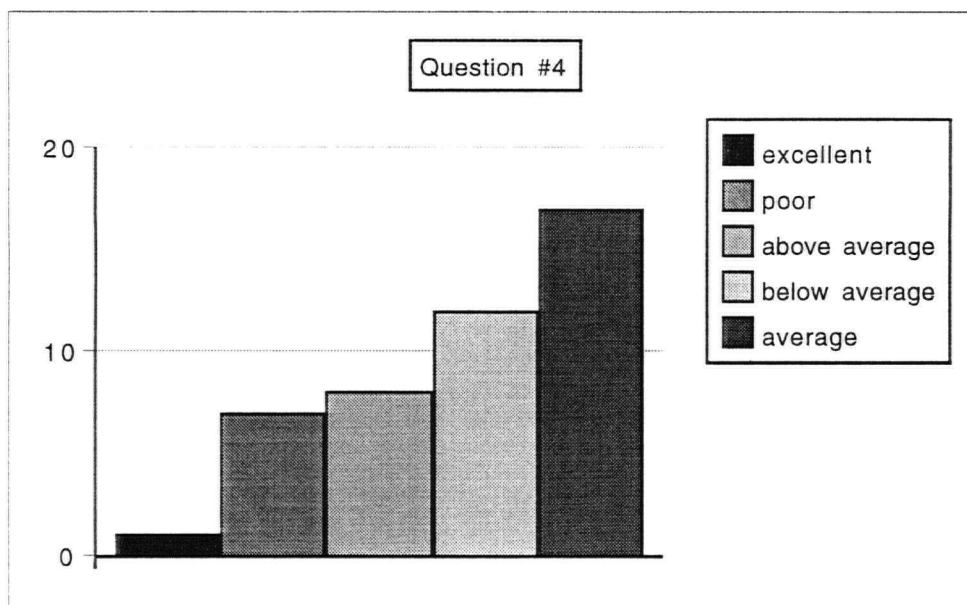
Kyoiku-NAU, although not described in this manner, is a sheltered ILC programme in its third year of existence; it is still in the process of negotiating a standardized curriculum.

3. Is it easier to learn language in a traditional grammar centered class (similar to English language high school courses in Japan) when learning a second language or to learn in a content and language class (such as the NAU-Kyoiku programme) ?
4. In comparison to other students in the programme how do you rate yourself as an English speaker?
5. In comparison to other students in the programme how do you rate yourself as an OVERALL student (NOT JUST AS A LANGUAGE LEARNER BUT in relation to COURSE PERFORMANCE- grades, comprehension of subject taught) ?
6. What qualities, in your own personal view are the most important in order to be a successful language learner?
7. What are the qualities needed to be a successful content learner (content meaning: understand the different information being taught in class and able to apply this knowledge to different tasks: research papers, exams, discussions, etc..)
8. What could you do to improve yourself as a language learner?
9. What could you do to improve yourself as a content learner(learner of subject material) ?
10. What has been the most difficult language learning experience thus far in the Kyoikukikan programme? (in class, with roommates, in mainstream courses, discussion sessions,etc.
11. What has been the most difficult content learning experience thus far in the Kyoikukikan programme? (coursework: papers, organizing of material, exams, etc...)

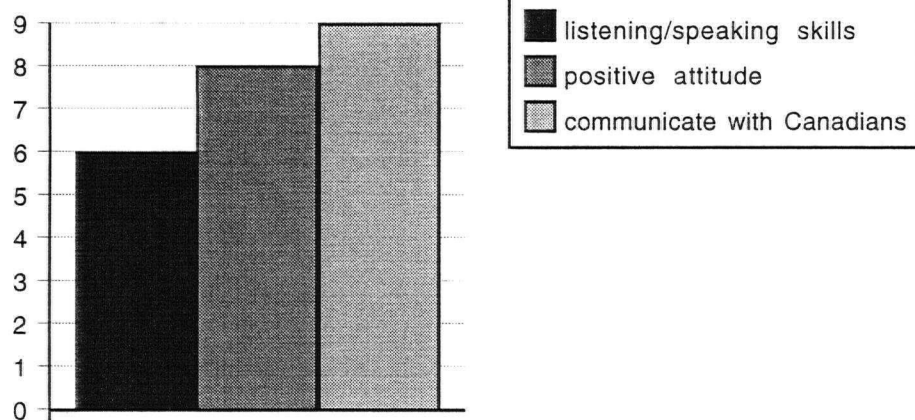
THANK YOU VERY MUCH !!!!!....WHEN YOU HAVE COMPLETED THE QUESTIONNAIRE PLEASE RETURN IT TO THE T.A. MAIL SLOT IN THE MAIN OFFICE OF KYOIKU HOUSE OR GIVE IT TO YOUR INSTRUCTOR.

APPENDIX F

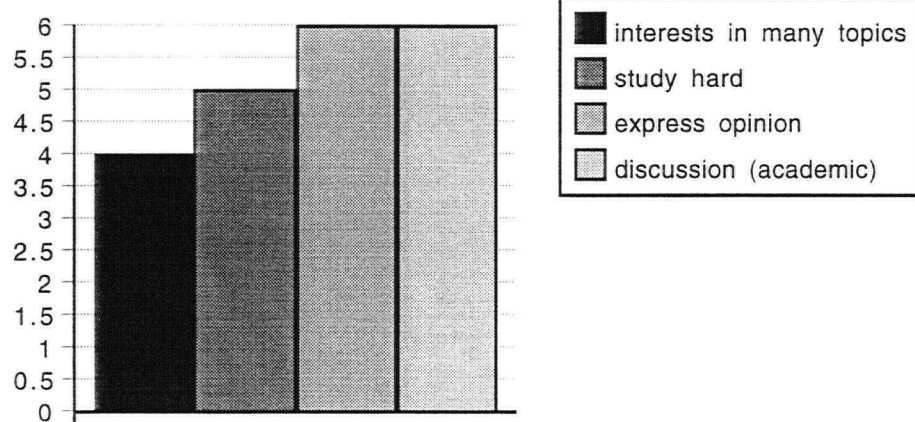
Frequent Responses to Questions #2-#11 on the Language Learning Evaluation Questionnaire:



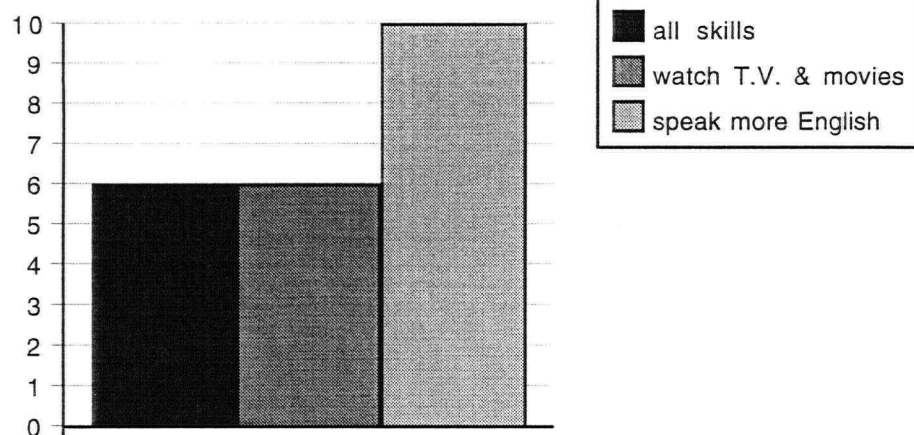
Question #6



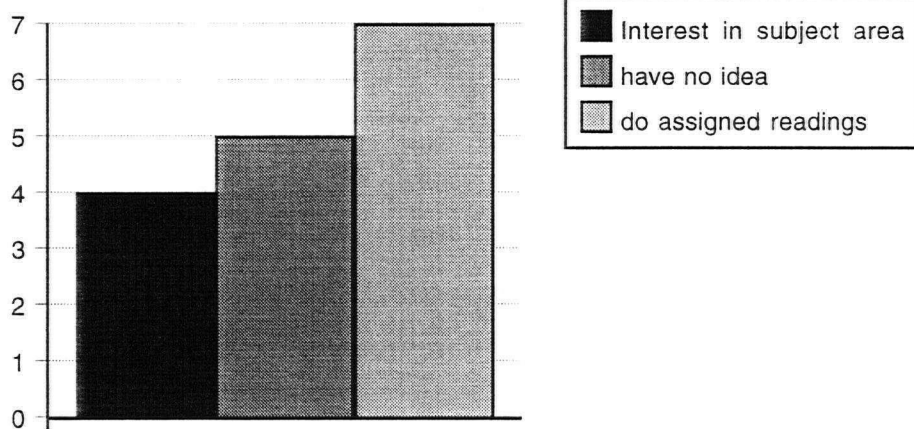
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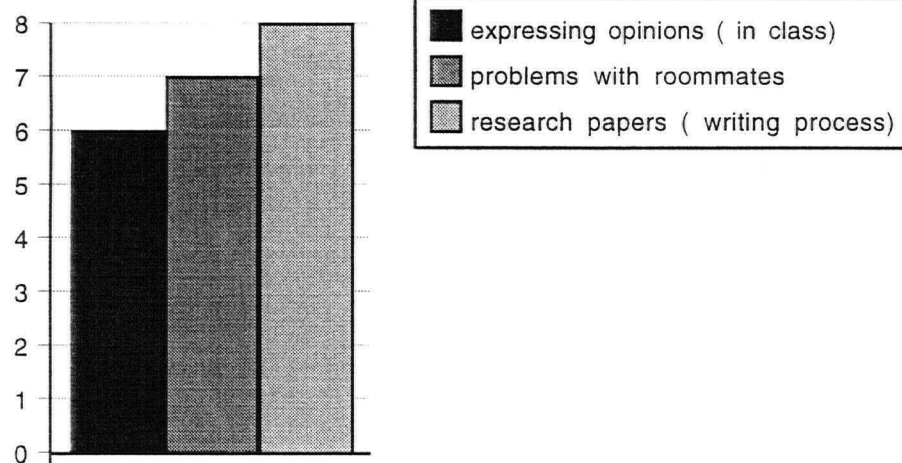
Question #8



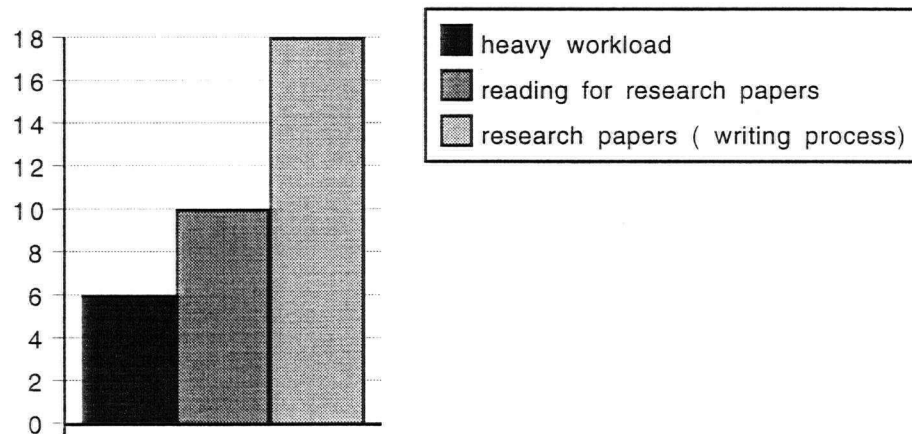
Question #9



Question #10



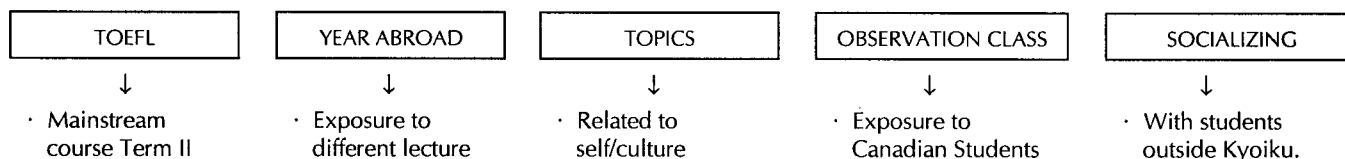
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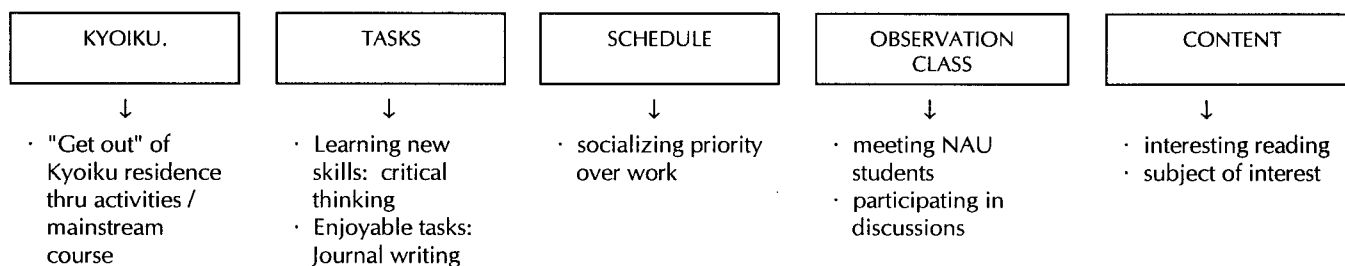
APPENDIX G

MOTIVATION

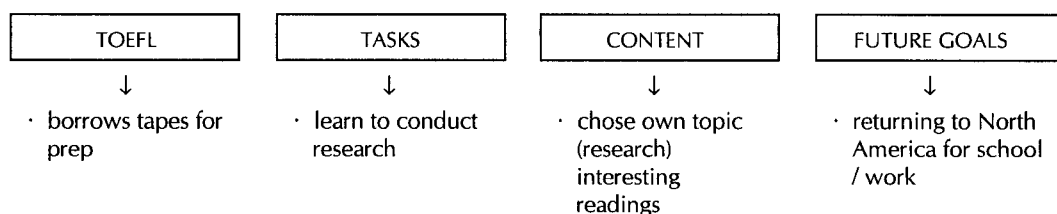
Takeshi: Interview File



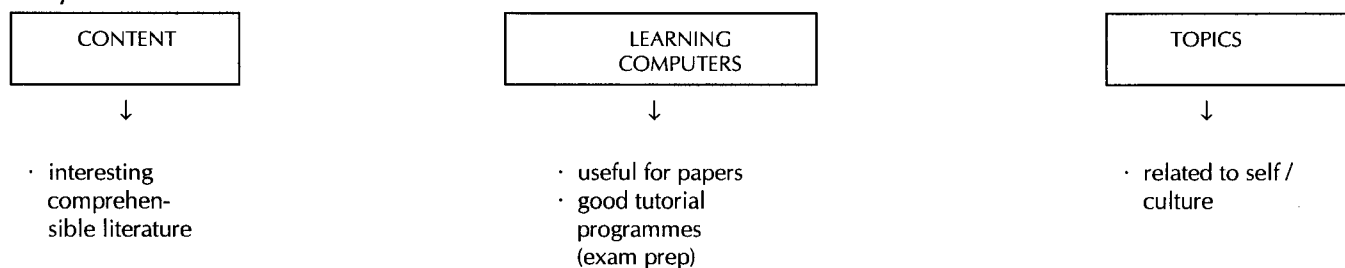
Asahi: Interview File



Chieko: Interview File

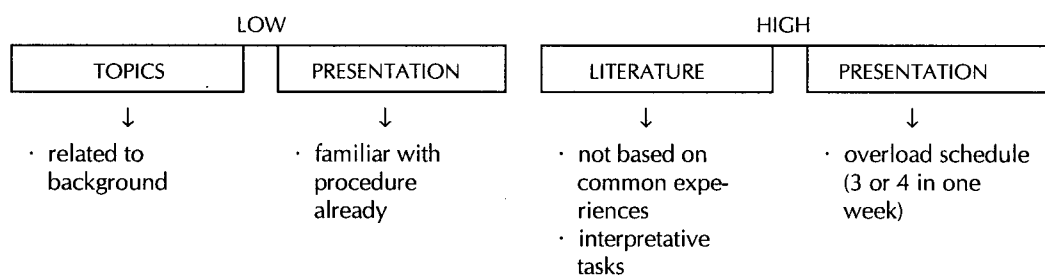


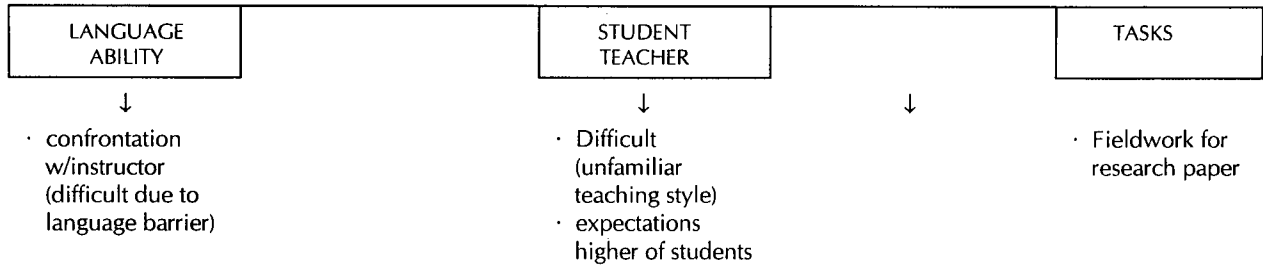
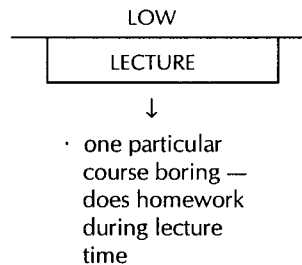
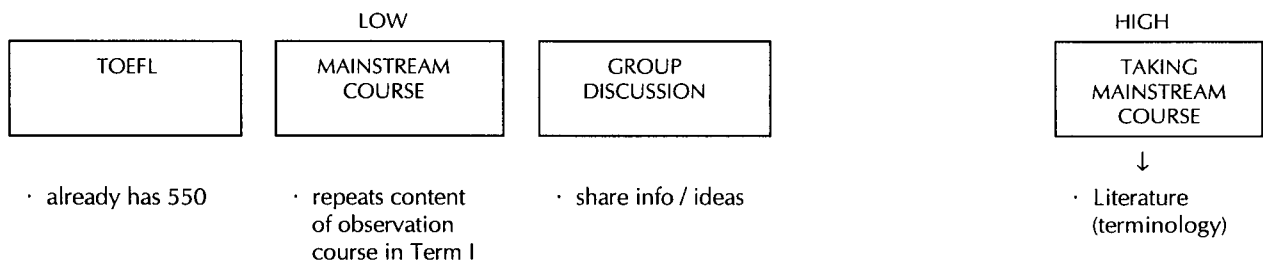
Sayori: Interview File



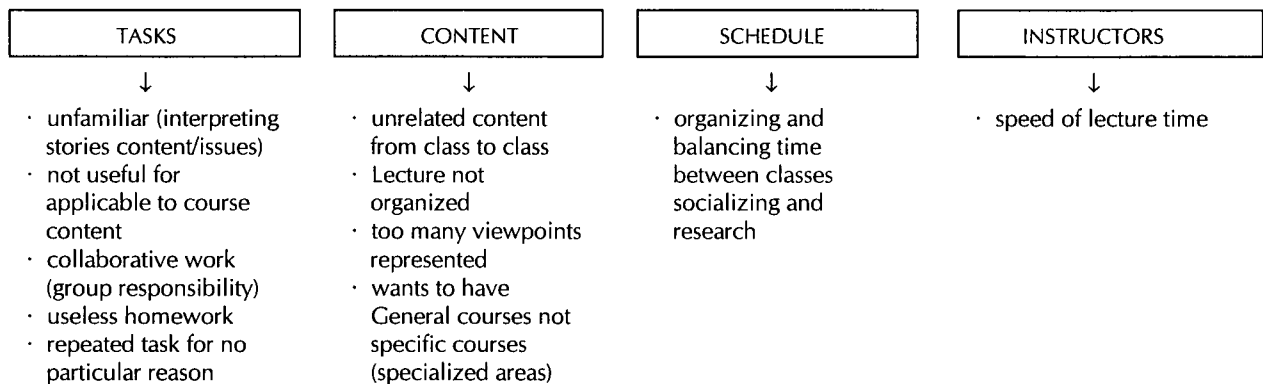
LOW / HIGH RISK TAKING

Takeshi: Interview File

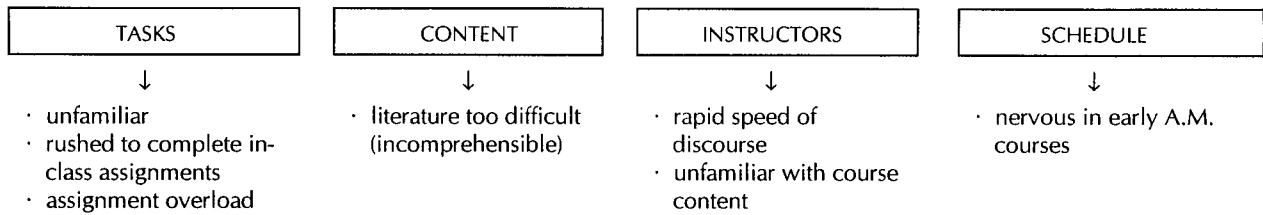


Asahi: Interview File**Chieko: Interview File****Asahi: Interview File**

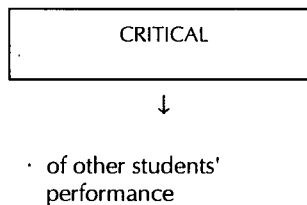
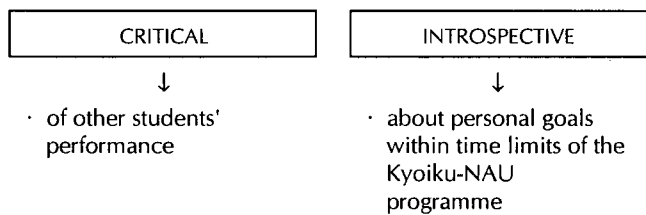
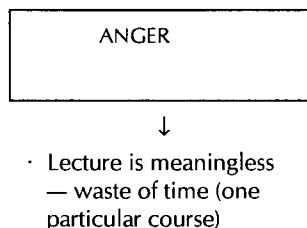
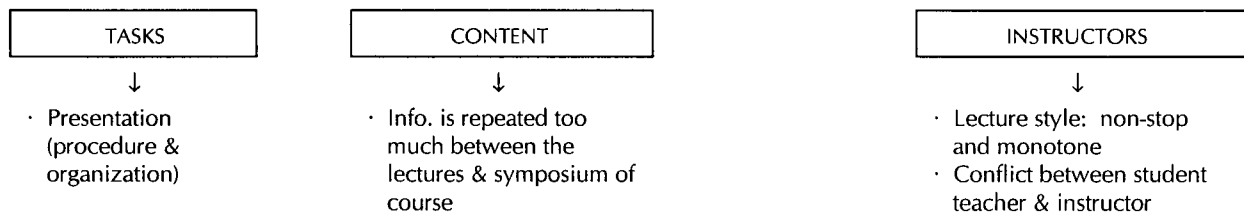
FRUSTRATION

Takeshi: Interview File**Chieko: Interview file**

- None found by researcher

Sayori: Interview File

OTHER

Takeshi: OTHER Interview file**Asahi: Interview file****Chieko: Interview file****Asahi: Interview File**

Sayori: Interview File

SCHEDULE



- too many presentations during one week period

ANXIETY

Takeshi: Interview File

- None found by researcher

Asahi: Interview File

ENGLISH ABILITY

- Perceived as limited by Asahi

Sayori: Interview file

GUILT



- Lack of participation in class
- Coming unprepared to group task (collaborative task)

MOTIVATION

Takeshi: Journal Entries

TOEFL



- Need to increase score to 580 so he can take mainstream courses
- Eager to study for TOEFL, in order to escape from "all-Japanese" classes at Kyoiku
- Not satisfied with recent score

LANGUAGE USE



- Learning 2nd language must be for a specific use / reason (for degree, for job)

TASKS



- Needs deadlines to complete assignments
- Feels that completion of assignments is personal "duty"
- Presentation is a useful assignment, helps build framework for final paper (stresses that its important task)

TRAVEL



- Christmas stay with Canadian friends family spoke only English (best memory)

TOPIC

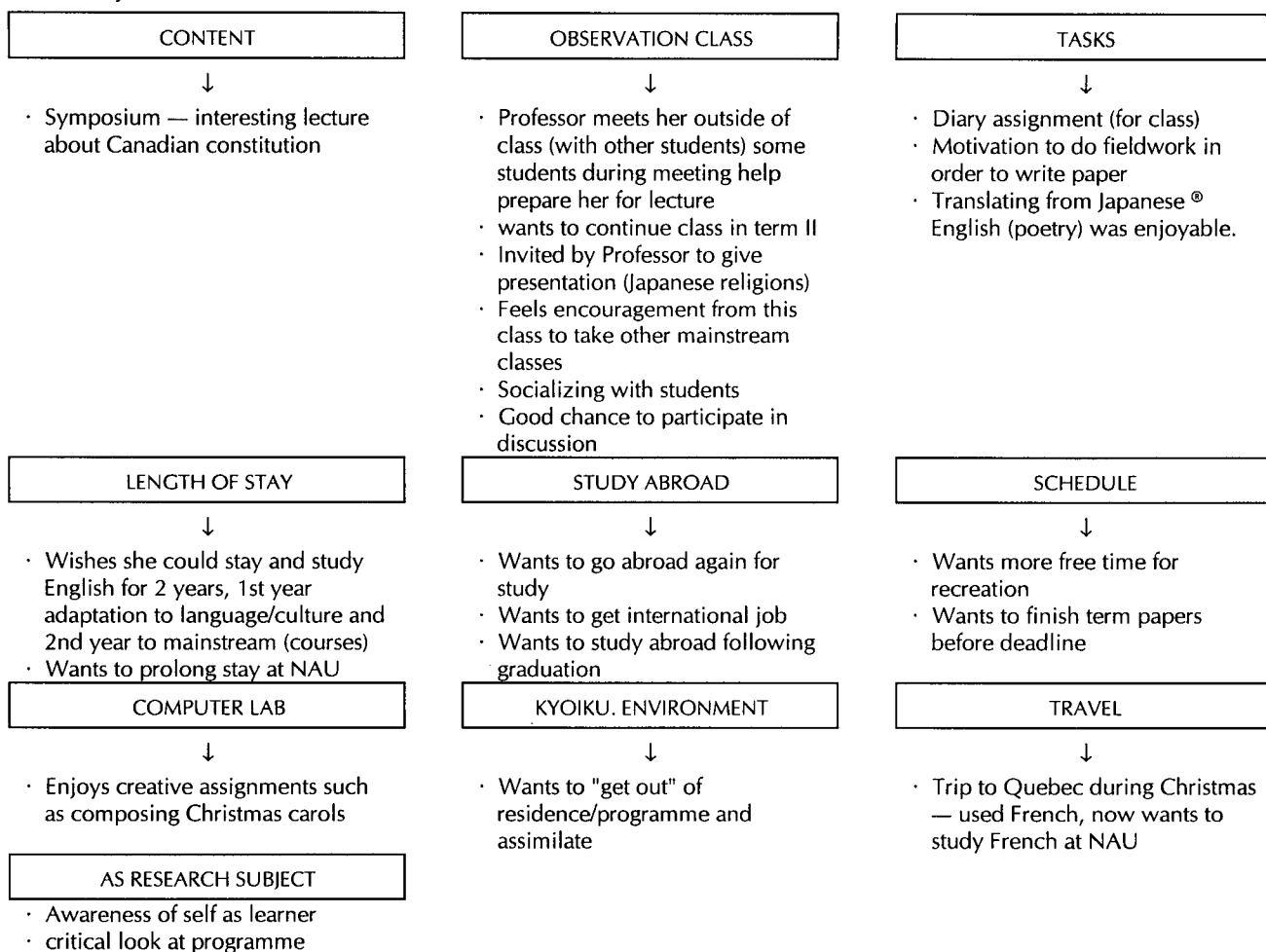
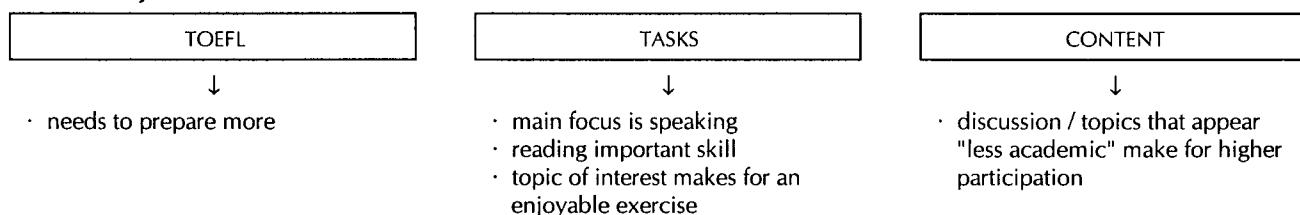
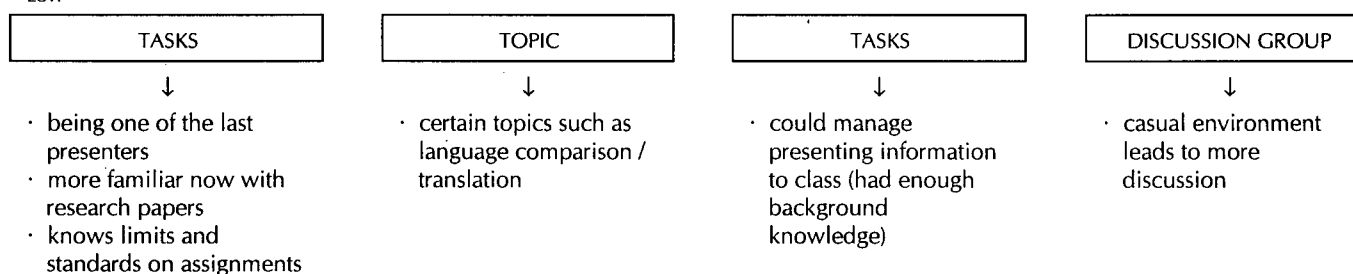


- Topic relevant to personal/group experience (focus on Japanese-North Americans)
- Had prior interest or background in relation to topic

HEALTH CONDITION



- Ability in English depends on mental and physical condition. If feeling "good" then wants to speak English.

Asahi: Journal Entries**Chieko: Journal Entries****Asahi: Journal Entries***Low*

High

LANGUAGE ABILITY



- speak up in front of English-speaking audience

DISCUSSION GROUP



- asked to solve a problem (turn taking)

LANGUAGE ABILITY



- day care — unfamiliar environment

Chieko: Journal Entries*Low*

COURSE



- in one particular course lecture is easy, not "academic" topics, only reading is "academic"

Sayori: Journal Entries

None found by researcher.

FRUSTRATION**Takeshi: Journal Entries**

KYOIKU. ENVIRONMENT



- classes are boring, treated too kindly by staff
- needs to "escape" Japanese environment of Kyoikuumeikan house
- programme is protective, conditions and classes separate Japanese students from "outer" world
- atmosphere of class similar to that of Japan

LANGUAGE USE



- Kyoiku is an environment that is "artificial"

SCHEDULE



- regular classes prevent him from doing thorough research due to hours of Special Collector's Library

INTEGRATED CLASSES



- very few North Americans join discussion group for course
- disproportionate number of Japanese (high) to North Americans (low)

INSTRUCTOR



- disorganized lecture
- no relation between lab and class content

TOEFL

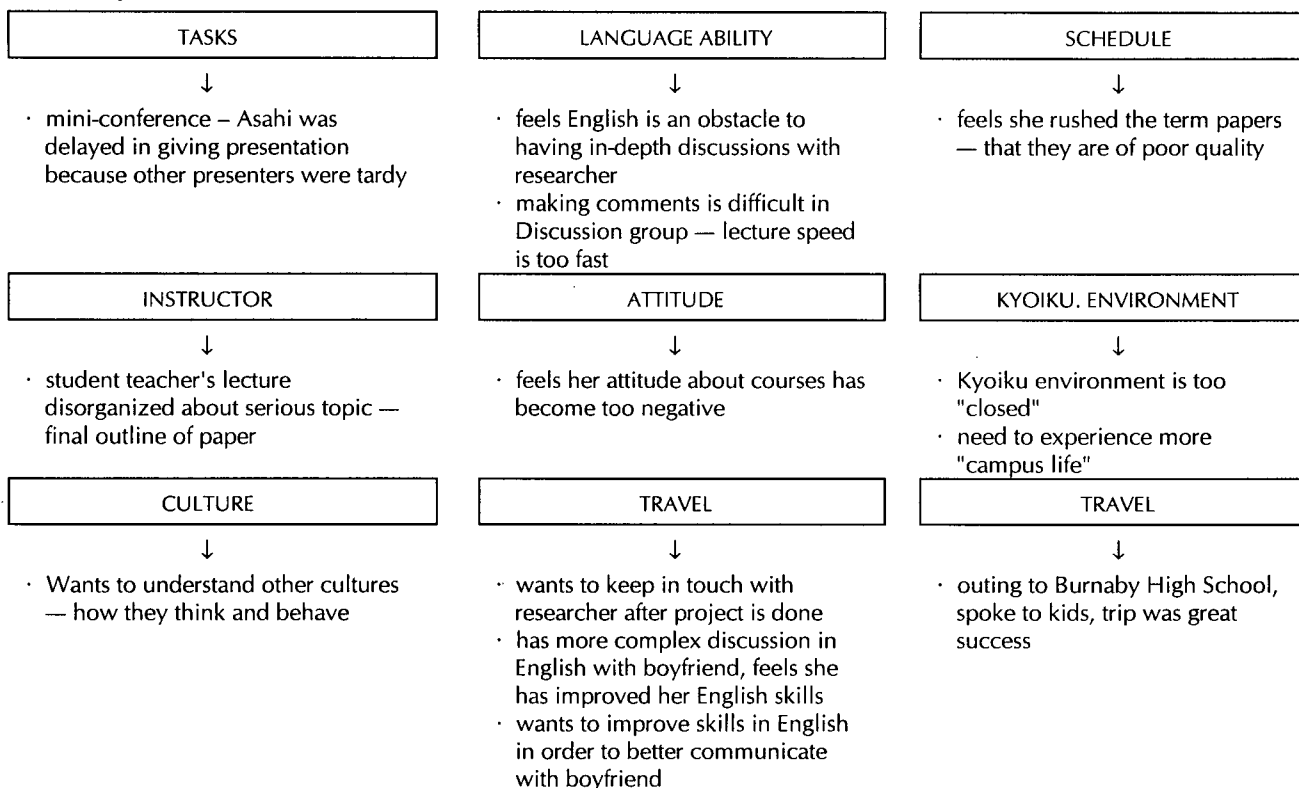
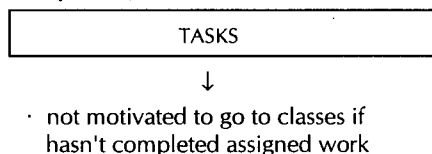
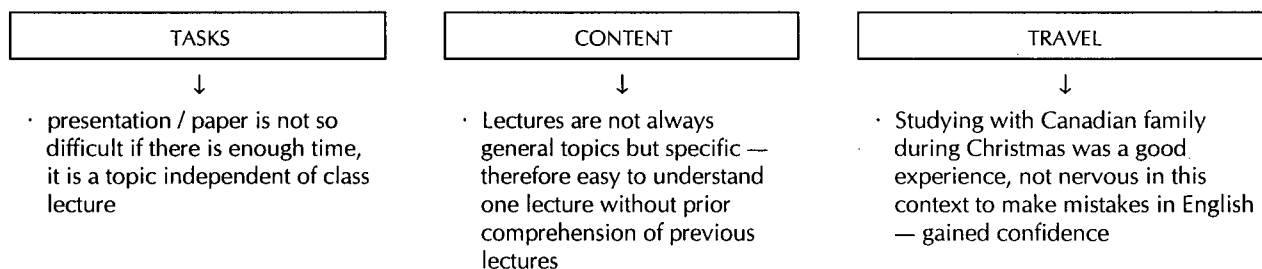


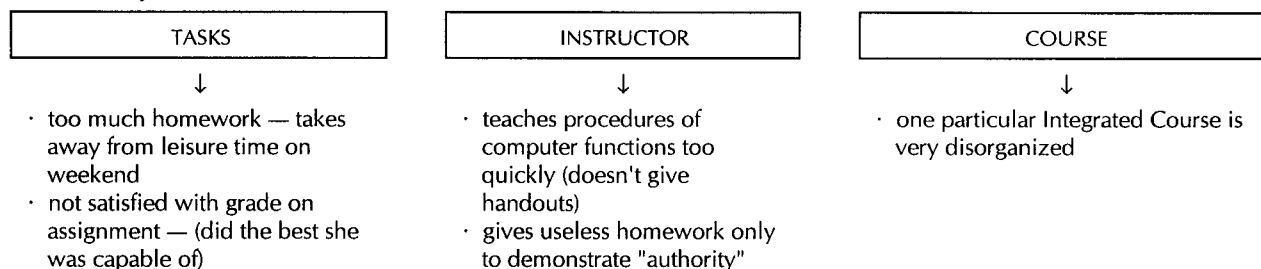
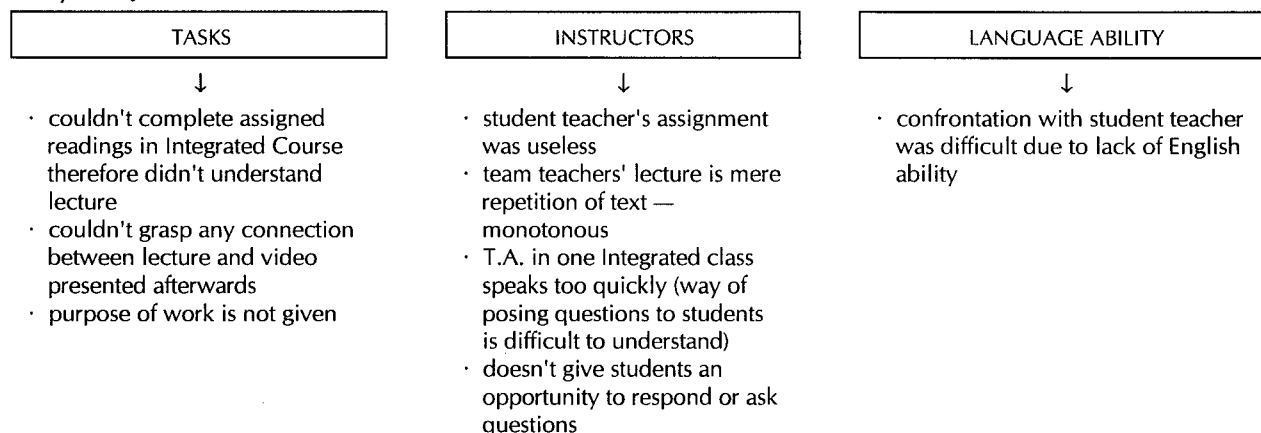
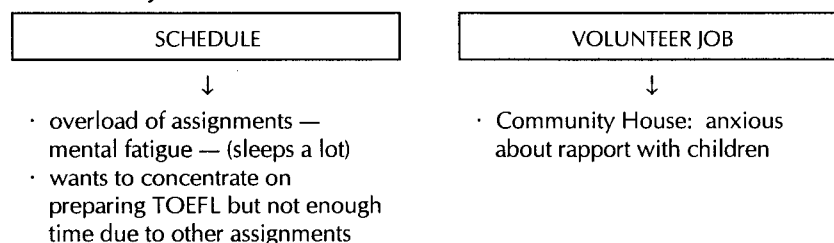
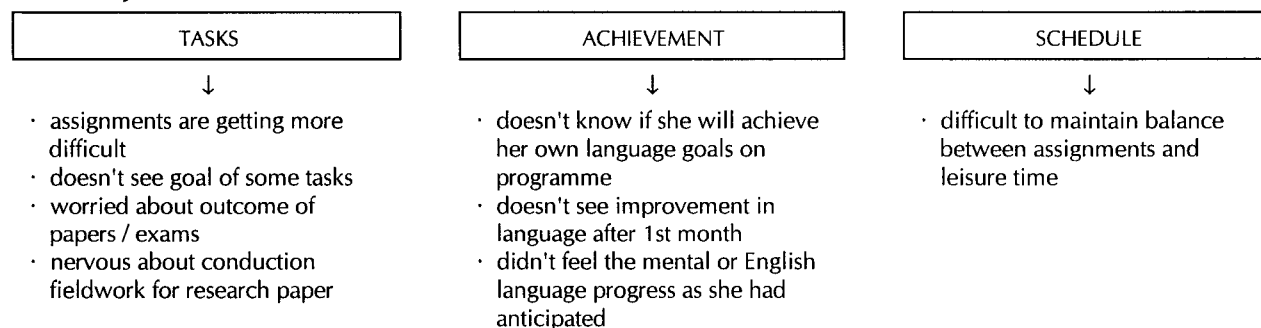
- feels miserable because he can't join friends (high scores) in mainstream classes

CONTENT



- important to have meaningful topics for students — in order to learn language

Asahi: Journal Entries**Sayori: Journal Entries****LOW / HIGH RISK TAKING****Takeshi: Journal Entries***Low*

Chieko: Journal Entries**Sayori: Journal Entries****ANXIETY****Takeshi: Journal Entries****Asahi: Journal Entries**

Chieko: Journal Entries

TASKS



- feels she hasn't studied / prepared enough

Sayori: Journal Entries

INSTRUCTOR



- lectures too quickly
- says task isn't difficult —although students aren't familiar with it
- doesn't make clear purpose of task

SCHEDULE



- needs more time to prepare presentations
- difficult to organize time —feels pressure

OTHER**Takeshi: Journal Entries**

ENVY



- envies students who take regular (mainstream) courses

EXPECTATIONS



- no prescribed expectations of the Kyoiku-NAU programme

Asahi: Journal Entries

ANGER



- teachers didn't follow through with their intentions (spreading out assignments more in term II)

LANGUAGE AWARENESS



- recognizes that her Japanese grammar and communicative style has been influenced / altered by her English

Sayori: Journal Entries

PRESSURE



- needs pressure to be productive

GUILT



- feels guilty about skipping classes
- postponing assignments

Chieko: Journal Entries

AWARENESS



- students who wrote more lengthy essays got higher grades

COMMON AFFECTIVE THEMES FOUND IN JOURNALS AND INTERVIEWS AMONG THE FOUR RESEARCH SUBJECTS

MOTIVATION

TOPICS/CONTENT



- related to background knowledge
- related to self
- applicable to more than one course area
- interesting, comprehensible material

TOEFL



- mainstream courses

OBSERVATION CLASS



- exposure to Canadian students
- participate in discussion / activities

TASKS



- learning new skills such as critical thinking and conducting research

LOW / HIGH RISK TAKING

Low

TOPICS



- familiar topics

TASKS



- assignments not difficult if there's enough time
- familiarity (term II) with research papers and procedures

(No common themes)

High

FRUSTRATION

TASKS



- unfamiliar
- not useful or applicable
- collaborative work
- useless homework
- repeated tasks

INSTRUCTORS



- conflict between student teacher and instructor
- speed of lecture too fast
- non-stop lecture, monotone
- disorganized lecture
- no relation between class and lab

CONTENT



- meaningful topics important
- content repeated too much between course lecture and symposium

