

Perspectives on SLA

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Perspectives on SLA

The authors of this paper, Jasnoor Grewal and Kapil Desai, are both strong advocates of Sociocultural Theory (SCT), and Complex Dynamic Systems (CDST), and believe these elements to be the most significant influences on Second Language Acquisition.

This paper is divided into three parts. Part I of the paper will introduce two second language English users named Ji-Hoon and Emaan. Upon giving some background information about the two speakers, a register analysis and interlanguage analysis will be presented to highlight strengths and areas for improvement for both speakers which will then be followed by an analysis of their individual learner differences. Part I will conclude with a recommended joint three-month tutoring plan for the two students, along with suggested pedagogical approaches to enhance the students' learning.

In Part II, SCT and CDST will be further explored and will be used to define language and the learning process, along with explaining the effects of learner differences on L2 learning process and outcomes. SCT and CDST will be used to explain context, competence, and performance, and how they differ from a classic Chomskyan perspective.

The final part (III) of the paper will involve the authors sharing their own life experiences and how some of these experiences relating to SCT and CDST have had an impact on their lives at the macro, meso, and micro levels. The authors will conclude the paper by sharing how their beliefs have changed over the course of studying LING 512, along with new perspectives that were developed along the LING 512 journey.

Part I: Language Learner Perspectives

A. Learner Context

Basic background details such as age, gender, country of origin, mother tongue(s), additional languages learned/studied, age at start of English learning, etc. are provided below.

Learner one, **Ji-Hoon**: The first interviewee, Ji-Hoon, is from South Korea. His mother tongue is Korean and though he speaks a few words of Mandarin, it is not enough to the extent where he could label himself a multilingual speaker. Ji-Hoon is twenty-five years old and started learning English during his first year of middle school at the age of twelve. Please refer to Appendix B (i) for the full transcription of Ji-Hoon's interview.

Learner two, **Emaan**: The second interviewee, Emaan, is from Iran. Persian is his mother tongue, and he also speaks Turkish and English. He was 31 years old when he started learning English and is now 43. He learned English in school for about three years before coming to Canada in 2012. When he arrived, he began to learn English starting at level two. Please refer to Appendix B (ii) for the full transcription of the interview.

Interviewees' location in terms of the micro level of regular social activity and the meso level of sociocultural institutions and communities

Ji-Hoon is presently situated in Canada and works in a Korean Sushi restaurant where 80-90% of his customers are Korean. Ji-Hoon attends an ESL school, surrounded by fellow L2 English language learners, and also receives brief exposure to other English environments within the community such as government and bank offices. He lives in an apartment with his Korean wife and Korean roommates and reads the Bible in his spare time to not only enhance his English learning, but to also draw upon the experiences relayed in the Bible. In communicating with the interviewer, Ji-Hoon displays good use of adjectives and vocabulary

but struggles to express himself in a fluent manner. A part of this is due to his English level but another reason for this lack of fluency is likely related to his loss of confidence which is related to a lack of English exposure in his life right now. Ji-Hoon also notes to the interviewer some differences that he's noticed between Canadian and Korean culture.

Emaan is currently living in Canada. Besides Persian, he speaks Turkish, which is only 5% similar to Persian according to him, and English, which is very different from his L1. He came to Canada in 2012, and it's been eight years since then till the time of the interview.

The way he communicates with his interviewer is confident, clear, and self-reflective. Cognitively, he appears to be a smart and hardworking learner as he mentions that he was able to learn Turkish way easier when he was younger. Now, when he is learning English, he finds it harder, especially with the pronunciation, and thinks it could be due to his increasing age.

Emaan's communicative abilities at the micro level are that of an effective and engaged speaker. He smiles or laughs, uses different tones, stresses certain parts of sentences, asks the interviewer to repeat himself in the event of losing a question, and so on. He sounds like one who strives to be a perfectionist and wishes to achieve a level of English communication where people not only understand what he may be trying to say, but to also be able to produce accurate English, both verbal and written.

Emaan underscores the role of culture and company when it comes to learning an additional language as such engagement increases understanding among all parties involved. He gives an example of understanding and acknowledging humour, which is a cultural subject per him, and one can only be successful in making the meaning clear if such language

is shared explicitly and socially by building upon the knowledge base of the culture of the place or the people involved.

He also talks about the kindness of Canadians he's met and how they have assured him that he speaks English well. This is an example of how the meso level community views Emaan, and how he thinks of them as amiable.

Role of English in the lives of interviewees, and connections between their experiences and macro level ideological structures

After carefully listening to the two interviews, different macro level values and concepts come to bear on the English language learning experiences of Ji-Hoon and Emaan.

Ji-Hoon first started learning English when he entered middle school in his home country of South Korea, and he has been studying English for thirteen years. In Canada, he has been studying English at an ESL school where the teacher helps Ji-Hoon with his intonation, pronunciation, and other forms of English learning. Ji-Hoon places great importance in maintaining his Korean culture and identity as evidenced by him drawing a comparison between Canada and America. "And the positive thing is, um um, I could keep my own culture, like Korean thing, and then so this, uh, not like Americans." (Turn 14).

Ji-Hoon also notes that this 'English identity' has become adversely affected due to the lack of English environment exposure, be it from his work and his home life. At work, Ji-Hoon works in a Korean Sushi restaurant and needs to speak Korean at all times. At home, Ji-Hoon is surrounded by his Korean wife and roommates and so he can only speak in Korean during those times. In both instances, Ji-Hoon feels that he must 'suppress' his English identity and his bilingual self. "It is impossible to just learning English. But I have to take a

job and then I'm living life with my wife and other people, which means I'm, um, I have to hide myself, and then, um, I could be another person to socialize with them." (Turn 26).

Ultimately, Ji-Hoon feels that he is losing confidence in his English-speaking ability since he isn't being exposed to a strong enough English environment on a consistent basis due to his work and home life. This has caused his English to stagnate. "So that's why I just losing my confidence and I wanted to, and losing my confidence and get, getting the result to um, just um, flatten my english. There's not any, ah, improve." (Turn 26).

Even though Ji-Hoon is in an English-speaking country, his English is still taking a significant backseat to his Korean exposure and subsequent Korean language use. Ji-Hoon also believes that understanding culture is very important in learning another language and that only knowing a language without knowing the culture equates to 'surface learning.' As a result, Ji-Hoon feels that language and culture are intrinsically linked. "I think language like English or Korean, any kind of language, contains their own culture and soul and spirit." (Turn 32).

Emaan is a believer in God which can be concluded from Turn 12. He mentions his apprehensions about wearing a religious symbol to a job interview but then gets affirmed that he can maintain his spiritual or religious beliefs as he decides fit.

Another example of some cultural ways of doing in Canada can be noticed in Turn 14 when Emaan talks about him getting lost at moments when his co-workers joke around. Humor is a cultural concept usually with loose but shared rules within a group. He feels that understanding English well will help him enjoy quality moments with his friends and co-workers and he won't feel like a stranger.

Additionally, in Turn 18, he asserts that it is beneficial when one knows the culture, the people, the way they talk and make fun; culture is a part of language and the knowledge of the same helps in learning the language better. He connects power with knowledge of the

target language. He thinks so as language and cultures assist one to grow in the society and think better or more broadly and inclusively than before as more meaning can be attached to communications, in his opinion.

In Turn 32, Emaan shares his experience of writing emails at work and sending them off to his manager for proofreading. He believes that if he knew English better, he could be more efficient in his work, and could even be a manager himself. This clearly shows how effective and valuable learning English well is for him in the macro level scheme of ideological structures around him.

B. Learner Language Development & Use

Register analyses in terms of context of culture and the context of situation for the interviewees

Learner one, Ji-Hoon: Please refer to Appendix B (i) for the full transcription of the interview.

Field (Effective) - Field (Ineffective/Needs work)

Tenor (Effective) - Tenor (Ineffective/Needs work)

Mode (Effective) - Mode (Ineffective/Needs work)

FIELD 1 - TURN 14

Yeah, there's some cons and pros. And the positive thing is, um um, I could keep my own culture, like Korean thing. And then, so this, uh, not like America. So every culture is, um, there have, they have, there have their own culture, and they keeping it and they enjoying it. That was actually, I surprised that. Then that's not like the western movie. And then, only, um, the pros, the, not really, the negative one, was, um, everything is slow. And then, Internet, at the time, the Internet is so, so slow. And then driving, so slow. And then the government processing is so slow. And the bank. That is actually, the Korean is really fast, Everything, the service. And then now, things are really getting fast, the delivery, and other things are getting fast in Canada, so I'm surprised again. Yeah, that's my experience. It's interesting.

FIELD 2 - TURN 32

Oh, I believe that it is most important thing. Culture, actually, ah, I think, it's totally my think, I think language, like English or Korean, any kind of language, contains their own

culture and soul and spirit. So the language is, I believe the language is developing with their own, um how can I say, own, their lifestyle and their thought and consideration, and ah, so many things it just contains too, the language. So if I, if somebody, ah, if you, ah, want to learn one language, which means one hundred percent meaning with, um, you want to learn their culture. So you don't know the culture? You don't, you just speak their language, but that is not whole language but only, ah, the surface. So, ah, that's my think. Ah, so knowing culture is knowing language, totally this. I think there is not separate each other. We cannot separate.

Please refer to **Appendix A (i)** to access records of register analysis (effective and ineffective field, tenor, and mode) in a tabular form with examples for Ji-Hoon.

Learner two, **Emaan:** Please refer to Appendix B (ii) for the full transcription of the interview.

Field 1: Turns 11-12

Interviewer: Okay. And could you tell me some of your experiences of living in Canada? Anything positive or negative or anything funny that you experienced?

Emaan: Ahh...I... I have a...favourite mm... experience for myself is ahh when I came ahh...to Abbotsford for interview and the day I was going to go for interview I had, I was wearing my jacket mm... which I used to wear in church and I had a cross on the, my jacket. I was going to take it off the cross, it was a small cross on my jacket. (ah ha) I was going to take it off because I heard that people maybe do, don't like it that much or whatever, so, but I said wa no, why you are afraid of having God on you and ah on your jacket and people knows about it? Just leave it there. I left it there and I went for interview and when the boss ah... see my cross, he loves it, so he just say you hire, doesn't matter what you are (laughs), doesn't matter what you know about the work, you hired, so that's very good experience for me, for yeah, so I learned to not afraid to raise my God, yeah, yeah..

Field 2: Turns 13-14

Interviewer: Great story, ahh, so based on your experience learning English, what advice would you give to others who are studying English ?

Emaan: Oh..if you wanna live in English speaking country or whatever, whenever wherever you want to live, you have to learn the language if you wanna leave there,

you **wanna** enjoy to being there, you **have to** learn the language. It's **very important to know**, **ah**, **to speak their language**, **communicate with people**. **Um**, sometimes... when **Canadians**, **they** are speaking to each other, **my coworkers speaking to each other** and **they make fun**, **they joking** they laughing but I lost there. (Right) **Even**, I've been in the school for three years. I am here for eight years **and** I study English. **I try to** learn but still **ah**, **I cannot** catch the funny things **or** when **they just make fun** of something, **I cannot** catch it

Please refer to **Appendix A (ii)** to access records of register analysis (effective and ineffective field, tenor, and mode) in a tabular form with examples for Emaan.

Interlanguage Analyses for interviewees on the use of language at the lexico-grammatical level.

Please refer to **Appendix A (iii)** to access records of interlanguage analysis in a tabular form with examples for **Ji-Hoon**.

Please refer to **Appendix A (iv)** to access records interlanguage analysis in a tabular form with examples for **Emaan**.

Context of culture and context of situation about the speakers' use of English from

- a. a register perspective,**
- b. an interlanguage perspective, and**
- c. effectiveness for the intended communicative purpose.**

The **context of culture** refers to the beliefs, ideas, ideologies, worldviews and value systems that are constructed in language (Kristjánsson, 2020). The Douglas Fir Group refers to this as their 'macro' level (Douglas Fir Group, 2016).

Emaan greatly believes in the macro scheme when it comes to learning a language through knowing its culture and meeting with its people. Culture and language are

indispensable in his view and knowledge of one leads to success in the other. He also connects power with knowledge of the target language (Turn 18, Appendix B(ii)).

The **context of situation** refers to the “non-verbal” environment and conditions, and asserts that cultural understanding will heavily influence the choices we make in terms of Field (what is going on?), Tenor (who is taking part?), and Mode (how is the language being used?) since we are in a setting that’s born by this cultural understanding (Kristjánsson, 2020).

A **register perspective** refers to choices of language based on who we’re talking to, what we’re talking about, and how language is viewed (Kristjánsson, 2020).

In the case of Ji-Hoon, he views English as something that is very important in terms of getting a better job and living better (Turn 22). He also views english, and language learning in general, as a way of truly connecting to the culture. In terms of who Ji-Hoon is talking to and what he’s talking about, Ji-Hoon can only practice his english in his ESL school right now with his teacher and classmates. It is in this environment that Ji-Hoon can practice his english intonation and pronunciation while discussing english topics with his classmates (Turn 10). Ji-Hoon also speaks english for a limited time when dealing with banks, government offices, etc. When at home and at work however, Ji-Hoon only speaks Korean to his wife, roommates, and customers (Turn 26).

On the other hand, for Emaan, referring to Turns 11-14 (Appendix B (ii)), it can be noticed that he stays on the topic and understands the subject of the conversation pretty well (Field). He does struggle in forming correct sentence structures and gets confused when it comes to identifying which part of the sentence conveys the action and which part is receiving the action being done on it- subject, object, and predicate sections (Turn 12). He acknowledges and participates in an effective communication between himself and his interviewer (Tenor), and also uses most modals correctly (Turn 12). While he talks,

properties of spoken English like intonation and other modulation forms are conveniently exercised by him throughout the conversation (Mode).

Interlanguage refers to the knowledge of the L2 in the speaker's mind (Cook, 1999, p.90), and asserts the separateness of a second language learner's system - a system with structurally intermediate status between L1 and L2 (Selinker, 1972).

With this in mind, and in terms of looking for what "stands out" about Ji-Hoon's use of English, an interlanguage perspective is simply an analysis of Ji-Hoon's L2 English, and what "stands out." The first thing that 'stands out' is Ji-Hoon's tendency to 'think out loud' when speaking as evidenced by his numerous "uhm's" and "ahh's." This could be a sign that Ji-Hoon lacks confidence in his speaking ability. Ji-Hoon sometimes makes errors related to reflexive pronouns (Turn 2), not making the 'w' sound when pronouncing words (Turn 10), subject/verb agreement errors (Turn 16), and sometimes mixing up adjectives with nouns such as 'confident/confidence' and interesting/interests (Turn 18). Ji-Hoon will sometimes omit the 'be' verb when using I (Turn 18). Despite these errors however, Ji-Hoon is quite effective at getting his meaning across. The Douglas Fir Group (2016), in terms of gauging effective communication, would also prioritize an L2 language user's ability to choose language and convey meaning depending on the situation over correct grammar. "A learner's competence is evaluated based on their ability to use the language within various registers depending on what is needed instead of how closely their language resembles a 'native' speaker (p. 26)."

On taking a look at the transcript and listening to the interview with learner 2, Emaan, his interlanguage skills are highly overt. It seems like the significance of getting his thoughts across and justifying expression is high. Interlanguage analysis done for Emaan for effective use of nouns- countable and mass, shows that the errors made by him in producing fluent English are actually helping him bridge the gap between his L1 and L2. He demonstrated a

fair knowledge of singular, plural, and mass nouns, but while he found it hard to get his point across at times landed him in positions where he missed using the same accurately (see Appendix A (iv) for full record of Emaan's interlanguage analysis).

Summaries of the interviewees' usage-based language competence in light of the above

In light of the above, Ji-Hoon should be considered a **multi-competent language learner** (Cook, 1999), that can successfully produce the English language, use language within various registers, and ultimately convey the intended meaning to the listener despite some grammatical errors.

Larsen-Freeman (2014), from a CDST perspective, views language as an open system and argues that the developmental process is always changing (p.213). Hence, the idea that making grammatical errors isn't too big of a deal. Cook (1999) also emphasizes the importance of the learners' ability to produce language rather than not successfully reaching the target language (p.185). Larsen-Freeman (2007) also argues that competence is a process with no fixed goal and that there is little reason for a learner to attempt to emulate native-speaker norms (Cook, 2002; Seidlhofer, 2004, cited in Cameron & Larsen-Freeman, 2007, p. 8).

Norton explains, "the way a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (Norton, 2013, p. 4, as cited in Norton, 2015, p.376-377). In other words, Ji-Hoon has invested into learning English because he sees his future being a competent and confident bilingual English and Korean speaker that works in an English environment and possibly has many English speaking friends. This is how Ji-Hoon understands his relationship to the world across time and space, and how he understands his

possibilities for the future. Unfortunately, in his current world, Ji-Hoon must ‘hide’ his bilingual self and only show his “Korean self” in his current environment, be it at work or in his home life. Ji-Hoon notes that “everyone has their own character,” and Ji-Hoon feels obliged to suppress his current “bilingual character,” due to circumstances.

Very similarly, Emaan has demonstrated a keen and successful ability to produce usage-based language competence. Although he is very self-reflective and critical of his competence and has set high goals for himself, he is fully aware of plans to get there and what all areas he should be focusing on. During the entire interview, he effectively expressed himself and understood the interviewer. There were many times when he did not demonstrate complete fluency of English language in terms of pronunciation, sentence structure, and morphology, but these did not prevent him from conveying what he wished to share.

C. Learner Differences

Learner differences considered in the course based on ecosystems of cognition, affect/emotion, motivation, investment, and spirituality

In a set of four experiments conducted (Charles D. Spielberger, 1967, p. 97-121, as cited in Donaldson, 1971, p. 131-132), it was found that only those learners who were aware of the instruction strategies and education they were being given (role of attention), were able to gain from verbal conditioning tasks used in the investigation when assessed on retention of concepts. This learner difference underscores cognition.

Despite currently taking ESL classes, Ji-Hoon notes that he’s losing his English speaking confidence and that his English has flattened (Turn 26). Ji-Hoon doesn’t believe that his English is improving very much in his current environment. Ellis (2019), likely wouldn’t be surprised by Ji-Hoon’s predicament as evidenced by her statement, “cognition is not just ‘in the head;’ it extends well beyond the skull and skin (p.29).”

Ellis also asserts that “Non-classic cognitive science sees cognition as embodied, environmentally embedded, enacted, encultured, and socially distributed (p.29) and also points out that the Douglas Fir Group (2016) recognizes language as “emergent, social, integrated phenomena.” (p.39). In other words, Ji-Hoon cannot rely solely on classroom instruction if he wants to improve his english speaking abilities. Having more consistent exposure to english environments will significantly expedite Ji-Hoon’s english learning.

When it comes to affect/emotion, the positive-broadening understanding stems from Fredrickson’s broaden and build theory (2006, as cited in MacIntyre & Gregersen, 2012, p. 197) which introduces positive emotions to be operative in five different ways on one’s neurobiological and intra-psychological self:

- expansion of one’s attention and thoughtfulness as focus increases in well-being,
- reduction of chronic negative emotions as these will affect less in presence of optimism,
- promotion of perseverance when under stress by altering physiological processes in the body,
- promotion of socialization and building of personal support systems like bonding with friends, and
- growth of positivity as a cyclic process toward a healthy body and mind.

According to MacIntyre & Gregersen, effects of pessimistic emotions raise language anxiety (LA) when a learner is anxious or under tension while he/she uses the target language (2012, p. 198). They also identify that the negative narrowing conceptions disrupt the learning cycle as one tends to isolate, withdraw, give up, or become defensive of efforts targeted to socialize with or guide the learner.

Spiritual understanding can motivate a learner to acknowledge and experience a connection deeper than a superficial one for understanding of self and the world; it also guides one in taking a plunge into the more peaceful, more permanent, more true, and more harmonious ways of being and doing things (here, learning) (Piedmont, 1999, p. 988).

Unfortunately, Ji-Hoon is feeling a little discouraged at the present time since he isn't getting many chances to practice his English very much. Outside of the ESL classroom and reading the Bible, Ji-Hoon spends most of his time speaking Korean with his colleagues at work, and with his wife and friends at home (Turn 26). Ji-Hoon's work at the Korean Sushi restaurant dictates that he communicates with customers in Korean. Ji-Hoon's wife and friends at home also do not understand English. Ji-Hoon's current 'discouraged' attitude can be explained by Stevick's (1999) argument that, "One's 'affect' toward a particular thing or action or situation or experience is how that thing or that action or that situation or that experience fits in with one's needs or purposes, and the resulting effect on one's emotions." (p.44).

In other words, Ji-Hoon is currently feeling discouraged due to a lack of consistent exposure to English environments, but will likely feel a lot better once he gets more English environment exposure since this greater exposure to English environments will allow Ji-Hoon to improve his English, and ultimately, achieve his needs and purposes of living a higher quality life (Turn 26).

Dörnyei (2009) proposed three components of the **L2 Self Motivational System**:

- i. **Ideal L2 Self:** The person the learner would like to become in the future (p. 29).
- ii. **Ought-to L2 Self:** Attributes that the learner believes he/she should possess to achieve positive outcomes and avoid negative outcomes (p. 29).

- iii. **L2 Learning Experience:** Motives related to the learning environment and experiences (p. 29).

Ji-Hoon believes that one needs to practice English in order to become a more confident speaker. Practicing one's intonation and pronunciation, amongst other things, in an L2 English learning environment, can help one achieve these things (Turn 10). Ji-Hoon wants to become a confident and competent English speaker so that it serves his ultimate aim of living a higher quality life, be it in the form of a higher paying job and/or starting his own business. Ji-Hoon also wants to improve his English so that he can communicate more effectively with his future children/child (Turn 22). This all relates to Ji-Hoon's motivation for wanting to learn English, and this motivation can be explained by Dörnyei's (2009) L2 Self Motivational System.

According to Norton, when one invests in a popular target language, social power is exerted and experienced by creation of material goods which would help in obtaining a higher status in the community (Investment) (Norton, 2015, p. 377).

As we can see, Ji-Hoon would like to become a confident English speaker in the future and believes that he must have good intonation and pronunciation (amongst other English-related skills) in order to avoid being stuck in his current low paying job with low career advancement opportunities.

Norton (2015) also stresses that, "If learners 'invest' in the target language, they do so with the understanding that they will acquire a wider range of symbolic resources (language, education, friendship) and material resources (capital goods, real estate, money), which will increase the value of their cultural capital and social power." (p.377). Norton (2015) also talks about the concept of learners acquiring resources in order to eliminate or alleviate power imbalances.

In the case of Ji-Hoon, he is ‘investing’ in English with the understanding that he will be able to get a better job in Canada and ultimately live better due to higher pay (Turn 22). As a way of increasing his education and knowledge about the culture, Ji-Hoon also ‘invests’ time into reading the Bible (Turn 16). This ‘investment’ into reading and studying the bible ties into Dörnyei & Ryan’s (2015) assertion that “there are further important learner variables fostering L2 attainment, most importantly the students’ own active and creative participation in the learning process through the application of individualized learning techniques (p.15). Dörnyei & Ryan’s (2015) argue that these ‘individualized learning techniques’ can help account for Individual Differences (ID).

Ji-Hoon also notes that working at his job, along with living with his wife and other people, has taken away from his identity. Ji-Hoon says the following in Turn 26,

“But then, ah, currently, for, through twelve years living here, so ah, it is impossible to just learning English. But I have to take a job and then I’m living life with my wife and other people, which means I’m, um, I have to hide myself and then, um, I could be another person to socialize with them. Because, um, everybody has, um, their own character, so it is very hard to show my, show myself to others, one hundred percent because of, because of the socializing, and getting a job, and work, and with the businesses, and then to do that in Canada.”

What Ji-Hoon is referring to here is ‘identity’, or as Norton (2015) would label it, an ‘imagined identity’ for Ji-Hoon’s future self. Norton asserts that an imagined community assumes an imagined identity and helps to explain a learner’s investment in the target language (Norton, 2015, p.378).

When taken a look at Emaan’s transcript or listened to his interview, it can be easily identified that he touches on all five ecosystems of interactions in complex and dynamic

senses. Some of the noteworthy beliefs of this learner are transcendence, motivation, and investment which then influence the remaining ones as well. He sounds like a very spiritual individual who takes happiness out of this aspect of his life and values. He seems to be content when he is affirmed for his desire to wear a religious symbol that is close to his heart. Being aware of the global value of English in his life, he is keen to learn English fluently and produce it correctly. From his conversations with the interviewee, it is evident that he wishes to work hard to achieve a goal of producing effective language so he can reclaim his identity or even make a new and better one based on the capital he will gain by knowing the ins and outs of conversations, both spoken and written, which he currently struggles a bit at.

A detailed account of examples, and categorization of the same are given in Table 3 of Interaction of Complex Dynamic (Eco)Systems of affect, cognition, motivation, investment, and transcendence or spirituality, in Appendix A (iii).

Analyses of Interaction of Complex Dynamic (Eco)Systems

Please refer to **Appendix A (v)** to access records and analysis of “Interaction of Complex Dynamic (Eco)Systems” in a tabular form with examples for **Ji-Hoon**.

Please refer to **Appendix A (vi)** to access records and analysis of “Interaction of Complex Dynamic (Eco)Systems” in a tabular form with examples for **Emaan**.

b. Comment on what appear to be the most salient influences coming to bear on the interviewee’s experience and degree of success as a user and learner of English.

Account of Ji-Hoon’s experience and degree of success as a user and learner of English is discussed below.

- Ji-Hoon's most salient influences are his investment, affect, and motivation at the macro level as evidenced by his indirect references to his belief systems, cultural values, religious values, economic values, and political values (Kristjánsson, 2020). Ji-Hoon also has a strong spiritual influence that significantly contributes to his "big picture" macro level perspective.
- From a Transcendence perspective, Ji-Hoon mentions that reading the Bible not only helps him with his English but also helps him increase his cultural perspective on Western society (Turn 16). Ji-Hoon prays every day with the hope of regaining his English speaking confidence and so religious and cultural values are clearly significant factors in Ji-Hoon's life (Turn 26).
- Although motivation, investment, and affect are significant salient influences on Ji-Hoon's learning, we can see how his beliefs at the meso and micro levels have been influenced by his macro level perspective. Ji-Hoon observes how English speakers, unlike Asian speakers, seem so confident when they speak to one another and that he would also like to have that same level of confidence (Turn 10).
- Ji-Hoon has also made a conscious decision to live in Canada not only because he can improve his English, get a higher paying job, and subsequently live in a higher quality life, but because he can also keep his Korean culture and identity. This serves as evidence that both economic and cultural values play an important role in Ji-Hoon's life. Ji-Hoon also notes that Canada is multicultural and also has specific areas/districts which are represented by certain cultures (Turn 11) and so political values are also significant factors in Ji-Hoon's life. Ji-Hoon adds that his desire to study English is derived from his passion (Turn 26), and that each language contains their own culture, soul, and spirit (Turn 32). Ji-Hoon points out that it isn't just enough to learn the language, but rather, understanding the culture as well (Turn 32).

- We can also see how Ji-Hoon's 'macro' perspective has affected his 'affect' at the meso and micro level due to a lack of consistent English environment. Ji-Hoon notes that his current work environment doesn't allow him many opportunities to practice English since the restaurant's customers are Korean (Turn 27). This has ultimately affected his English speaking confidence. Ji-Hoon notes that he has been trying to get a job with a Canadian company for the past twelve years but has been unsuccessful thus far, and thus, having had an adverse effect on his passion (Turn 26).

Account of Emaan's experience and degree of success as a user and learner of English is discussed below.

- Emaan appears to be a confident speaker in general. He thinks before responding and articulates his responses in the best of his language capacity. At a micro, intrapersonal level, he has invested in different English schools to be able to get a better grasp of the language (Turns 8, 18, 24).
- Cognitively, he identifies himself to be a fast and avid language learner, but also admits that learning English hasn't been as easy as other languages he has learned in the past (Turn 24).
- At a micro, interpersonal level, he shares that he has a different style of learning which is by interacting with other students and his teachers than his wife who learns by watching or internalizing (Turn 16). In addition, he believes that people in his social circle have been kind to him as they assure him that he is a great communicator, but he feels that he can do better (Turns 26, 28).
- At a meso level, he underscores the importance of communication with other Canadians who know the language better than he does, or just in general to practice the language (Turn 14). He talks about how he has to send his work to his boss for proofreading before

it can be communicated to his customers and feels motivated that he could be a manager too once his language skills are higher and sharper (Turn 32).

- At a macro level (Turn 18), Emaan emphasises culture and its importance in helping one learn a language. He feels that culture and language are connected, and one can't be a successful learner without understanding the culture, ideologies, and values associated with that language and the people who speak in it.

Contribution of factors such as age, the amount of time spent learning/using English, and contexts of use

Chomsky's hypothesis and the innatist theory suggest that humans develop language as other biological functions (Lightbown & Spada, 2013 p. 20). The Critical Period Hypothesis (CPH) asserts that particular periods of time in life, specifically the age of an individual when a language is learned, play the most important part in determining success of that learner, and that beyond these sensitive times, it becomes nearly impossible to fully acquire that target language (Lightbown & Spada, 2013, p. 22).

However, Flege (as cited in Singleton, 2001, p. 81) argues that young children who learned an L2 early on could still develop an accent influenced by their mother tongue. Additionally, studies done by Moyer (1999) observed that learners who started learning a new language as adults or after the age of twelve, were still able to speak like a native speaker (Singleton, 2001, p.80).

Per Krashen et al. (1979), learning a language at a mature age brings along an initial advantage rate at which it will be learned as they are more developed cognitively (Long, 2005, pp. 288-89); this is to say that adults tend to get on the task of learning faster than do the children who are slow at starting but they usually acquire an L2 more fluently than adults

in the long run. Munoz notes another reason for this could be that adults are more motivated to perform better, hence are more invested in learning a new language than children or young learners as they could be learning under the obligation of school (Muñoz, 2008).

Ji-Hoon began speaking English around the age of twelve during his first year of middle school and has been speaking English for thirteen years. Since he has been living in Canada for twelve years, Ji-Hoon has become familiarized with the Canadian landscape and what career opportunities become available with strong English skills. Ji-Hoon's macro "big picture" perspective is clearly the driving force in terms of his attitude towards English, the unique ways in which he thinks about and studies the language, his investment in English, his motivation for learning English, and his spirituality.

Emaan, who started learning English when he was about 31 years old, still shows impressive commitment and passion. He is 43 years old and produces completely comprehensible output. Whether he would be able to speak like a native speaker or not, can't be determined at the moment but this is not his goal. He aims to understand English and its use in everyday cultural, social, or general conversations, like Canadians who are experts in English, in which he can participate with more confidence. This shows that he is highly motivated and has been investing since he decided to learn English as an additional language, and thrive in Canada by gaining more economic, cultural, and status capitals.

D. Overall Analysis and Discussion

Intersection of the interviewees' (a) "locations", in terms of cultural and educational context(s), past and present, (b) envisioned future location, (c) narrated identity, and (d) indications of agency, with language use/learning

In this section, following the details for individual learners given above and before we contrast the two learners in different areas, SLA literature and concepts on which those distinctions shall be based are discussed first.

Learner's cognitive traits, his/her multilingual worlds, and his/her social interactions play dynamically at a micro or personal level which further influences one's English language learning capacities (DFG, 2016, P. 18). Individual differences in cognition and mental capacities and developed to extents at which they are moved by local environments, communities and cultures among which a learner gets engaged and engages others to practice language and fulfil a purpose from those conversations (DFG, 2016, p. 24). This is the level where language learning begins, and the repetitive verbal, written, as well as gestured information shared decide the course of development of the language and interpersonal communication (DFG, 2016, P. 27).

When it comes to quality of and success in new language learning at a micro level, the attention devoted in harnessing the power of effective communication, as well as capacity to internalize various semiotic resources available through cognitive, social, and emotional well-being, are close predictors (DFG, 2016, P. 28).

A learner uses semiotic media, for example, clues through language shared (internalized and produced), gestural communication, information through pictures, graphics, artifacts, symbols, signs, sound, etc., that play a vital role at micro levels in development of a multilingual and engaged self (DFG, 2016, p. 24).

The meso level of sociocultural institutions and communities, group, society, and culture come into play. Identity of an individual then emerges as the identity of the group that they associate themselves with by being a part of that group and following group norms and skills. Meso level is a highly dynamic level which keeps on changing and so does the learner

in it. One of the attributes of this level of engagement is adaptability (DFG, 2016, p. 37).

Both the learner member, as well as the meso level itself, adapt to the changing environments, needs, and functions to be carried out and meanings to be fulfilled.

Settings that compose a meso level are "... family, school, neighborhood, places of work, places of worship, social organizations like clubs, community sports leagues, political parties, online forums of various kinds..." etc. (DFG, 2016, p. 24).

One's social circumstances at a meso or community level are created as a result of the economy, culture, religion, and politics in that abstract area, influencing the kind of identity one starts living by, and also the way one behaves and interacts in the world, and finally how powerful one feels amidst these circumstances of meso level dynamics (DFG, 2016, p. 24).

The macro level of ideological structures includes systems with broader impacts on a much larger scale than do micro and meso levels of language learning and teaching, but all levels are interconnected and work together. Macro level comprises systems of beliefs, ideologies, cultures, politics, religion, and economy that influence learners as well as educators, differently in different contexts of time and place (DFG, 2016, p. 25).

An individual's personal value systems at micro level, as well as one's social identities at meso levels combine to get influenced by the bigger macro level systems that will provide one with a worldview or ways to deduce meaning through his agency (DFG, 2016, p. 27). At this point the semiotic resources that one internalizes become affordances. Affordances are opportunities and possibilities created at different levels, by the learner himself, or by the environment including educators, in form of "autonomous learning, tailored instruction," technology, conversations, discussions, etc. to raise the learner's potential in language development (DFG, 2016, p. 31).

According to the Douglas Fir Group (2016), “Ideologies are pervasive, enduring, and permeating all levels of social activity. They influence the ways in which individuals view their worlds, guiding how they act within them and how they interpret the actions of others.” (p. 37). This is important in understanding how a learner expects oneself and one’s educators to react when a language is being developed, based on experiences, knowledge, and beliefs both the parties hold about micro, meso, and macro levels of each other, as well as those of their surroundings.

Cicourel (2007) mentions about “ecological validity” which is a sense made of the benefits and opportunities available for a learner, as well as the restrictions that present in the way of one’s growth by the society and larger world during their lives and language learning processes (as cited in DFG, 2016, p. 39).

Per the McAdams’s Theory of Personality (McAdams, 2006, as cited in Muñoz, 2008, p. 12), narrated identity is an amalgamation of personal narratives and how one makes sense of one’s life based on past experiences and future visions. Manners in which the interviewees view themselves, the power of English, and their relationship with and stake in learning English language, has a lot to do with their narrated identities.

And when it comes to internalizing identities in a language learning perspective, it adds more significance to relate perceptions of one’s own self as a globalized citizen to English language’s role and value in the world (Csizér & Dornyei, 2005, as cited in Muñoz, 2008, p. 79). This notion changes how one sees the world and oneself from one part of it, and how one may exhibit a different identity when located in a different part of the world. Adopting and living in multi cultures and using multi languages shall make the concept of identity more dynamic, rather than a fixed personality that does not grow or change.

“Agency refers to people’s ability to make choices, take control, self-regulate... can also enable people to actively resist certain behaviors, practices, or positionings, sometimes leading to oppositional stances and behaviors leading to other identities.” (Duff, 2012, p. 417 as cited in Kristjánsson, 2019, p. 22).

Using the above identified literature, various areas of micro, meso, and macro environments for learning and living with multilingual experiences could be contrasted for the two learners in the following table:

<i>Areas of contrast</i>	<i>Ji-Hoon (Appendix B (i))</i>	<i>Emaan (Appendix B (ii))</i>
“locations”, in terms of cultural and educational context(s), past and present	<ul style="list-style-type: none"> ● He is from South Korea, and speaks Korean and English, along with extremely minimal Mandarin. ● Started learning English when he was around twelve years old. ● Before coming to Canada twelve years ago, he had been studying English in Korean middle school for one year. 	<ul style="list-style-type: none"> ● He is from Iran, and speaks Persian, Turkish, and English. ● Started learning English when he was about 31 or 32 years old. ● Before coming to Canada in 2012, he learned English for 3 years
envisioned future location	<ul style="list-style-type: none"> ● He plans to stay in Canada ● He came to Canada twelve years ago ● He wants to get a job in an English company in Canada so that he can receive higher pay and improve the quality of his life. He will also be able to communicate better with his future children. 	<ul style="list-style-type: none"> ● He plans to stay in Canada ● He came to Canada in 2012 when he was about 35 years old ● He wants to get more familiar with the Canadian culture and social conversations that occur here
narrated identity	<ul style="list-style-type: none"> ● He is now 25 years old. ● He is passionate about learning ● He feels like he has to often “hide himself” in front of his wife and roommates because they do not speak English (turn 26) ● 	<ul style="list-style-type: none"> ● He is now 43 years old ● He is a spiritual individual ● He is not impressed with his expertise in English and thinks it’s “terrible” (turn 24) ● He sets high goals, is very critical of himself and sees himself as greatly responsible of his struggle in the language ● He is a cautious individual

<p>indications of agency</p>	<ul style="list-style-type: none"> ● He believes that he will learn more English if he has more exposure to English environments. ● He believes that knowing culture is knowing language and that the two are interrelated. ● He believes that language is developed through thoughts and considerations, and that language is related to many aspects. 	<ul style="list-style-type: none"> ● He believes that he learns better in school where he can interact with his teachers and classmates ● He asserts that it is of utmost importance for him that he produces correct English, both written and spoken ● He loves to converse and know about the Canadian culture; his motivation being social and professional capital
<p>circumstances and experiences</p>	<ul style="list-style-type: none"> ● Ji-Hoon believes that English speakers are confident because they aren't afraid to make eye-contact. ● Ji-Hoon appreciates the multiculturalism of Canada, and how each ethnic identity seems to have its own neighborhood or area. Preserving his Korean culture is very important. ● He believes that many things in Canada are slow, such as the internet, banking, driving, and government services such as delivery. He notes that things are starting to become faster however. 	<ul style="list-style-type: none"> ● When asked about positive or negative experiences in Canada, he starts by iterating a spiritual one (see turn 12) ● The above story also highlights his fear of wearing a symbol of his faith on him in Canada ● There are times when he can't understand cultural and social elements in conversations, like humour ● He is sure that if he learns to produce English accurately, he can be a manager

A three-month tutoring plan design to help learners further develop their abilities to successfully communicate in English

For **Ji-Hoon**, in designing a tutoring plan with language focus, relevant to his interests and perceived needs, the following suggestions can be considered:

- **Becoming familiar with expressions.** We say ‘pros and cons’, not ‘cons and pros.’
- **Past tense.** Ji-Hoon was trying to describe things that had already happened but was using ‘is’ instead of ‘was.’ For example, “and then, Internet, at the time, the Internet is so, so slow.”

- Using 'that'. For example, instead of saying, "um um", Ji-Hoon can say, "and the positive thing was that I could keep my own culture." "That was surprising."
- Usage of 'be' verbs. Instead of saying, "uh, not like America," say, "and so this isn't/wasn't like America. "The driving, so slow," should be, "The driving was so slow."
- Knowing how to use 'has'. So every culture has their....
- Being careful with pronouns. "They" needs to refer to a group of people. Culture is a singular non-human subject.
- The use of 'the' when referring to non-specific generalities'. "That's not like the Western movie," implies that Ji-Hoon is referring to a specific Western movie.
- Practice the use of 'These' and 'are' in the same sentence. "These services in Korea are really fast."
- Avoid filler words such as um, uh, and ah.
- Avoid excessive use of 'and.' For example, "their lifestyle and their thought and consideration" ((i.e. their lifestyle, thought, and consideration).) "The Internet is so, so slow. And then driving, so slow. And then the government processing is so slow. And the bank."
- Work on improving overall vocabulary and sentence structure. For example, "like Korean thing" needs to be improved.
- 'Be' verb in the plural form using the present continuous (i.e. they are keeping it).
- The adverb 'really.' They are really enjoying it.
- Using 'one' in a sentence needs to be tied to a specific noun.
- Irregular past tense verbs (i.e. think/thought)
- Using the negative such as 'they aren't' or 'I don't think.'
- Objective possessive pronouns such as 'them.'

For **Emaan**, in designing a tutoring plan with language focus, relevant to his interests and perceived needs, the following suggestions can be considered:

- Teachers could make sure that they provide him with ample opportunities to practice English language, both written and spoken (via rich instructional content and opportunities to participate), so he feels comfortable and resourceful enough to be able to envision himself thriving in social situations outside of the classroom, getting motivated, and feeling joyous and proud about the same by achieving success at work, for example (Norton, 2015, p. 389).
- Affect and its four components- feelings, physiological changes, purpose, and expression, are said to determine one's emotion in the moment (MacIntyre & Gregersen, 2012, p. 194). By listening to the speaker, the account shows emotions like confidence, responsibility, reflection, and caution, when he talks with the interviewer. For this dimension, it seems like tutors can help him to be able to focus more on the positives, like his achievements so far, and carry those feelings forward to repeat the optimism in his language learning experiences, both lived and forthcoming.

The (eco)systems of cognition, affect, motivation, and investment occur as indispensable and interrelated components of dynamic interactions with self and the world (Dornyei, 2009, p. 225). These act continuously and in a non-linear fashion by resulting in and emerging from each other.

Even when there are similar Individual Difference (ID) patterns, no two personalities are ever the same, and hence, teachers could make it a point to always keep in mind that learners, their agencies, and the external environment will keep disappointing the one-size-fits-all perspective when it comes to instruction and designing classroom activities (Dornyei, 2009, p. 225, 227).

For **Ji-Hoon**, the Affect ecosystem can be paid the most attention to since Ji-Hoon's confidence and attitude towards English are starting to wane due to his lack of current English exposure. Ji-Hoon can be advised to stay positive and to keep studying the Bible and attending his ESL classes while continuing to apply for other jobs. As he continues to practice and improve his English, he'll increase his chances of landing a job.

For **Emaan**, particular attention can be paid to the Investment ecosystem at a macro level of ideological structures. He seems to be pretty motivated when he talks about where he wants to be and what he wants to become but some lags were noticed between his motivation and investment. Investment can be made by signing up for instructional classes where he can practise both written and spoken English, which also happen to be the areas identified by him as challenging.

Both Ji-Hoon and Emaan can benefit from the following affordances to enhance success and progress in their language learning journey:

Learner-driven feedback: Whereby one conveys to the teacher what kind of feedback one would like. This not only facilitates learners to have a stake in the process but could also increase their motivation, thus, supporting positive affect (Maas, 2017, p.129, cited in Larsen-Freeman, 2018).

Systematic desensitization technique: This is a technique that can be applied in classrooms to tackle LA or Language Anxiety by increasing exposure of students to the stressors that they fear or those that land them into negative narrowing emotions such as withdrawal, saddening, giving up, etc. A key term here is rehearsal. Educators create affordances, walk their students through, or scaffold while they counteract the trigger. The educator can help the student become familiarized with his fear/trigger and keep getting trained until he/she is ready to take off in that area without any intervention from the teacher.

This trigger would eventually have become trivial and wouldn't bother him anymore by not creating that negative reaction for the learner, i.e. the learner would have then become 'desensitized' to the stressor (MacIntyre & Gregersen, 2012, p. 205-207).

Reciprocal teaching: This can be a useful technique where learners learn by increasing the frequency of exposure to a topic as they reiterate or discuss the same with other learners over and over. Practising idioms via this technique for fluency and meaning, can help the learners deepen their understanding (Chandler, July 15 2018, A Middleweb blog, as cited in Larsen-Freeman, 2018).

Deciding targets: Per Cameron & Larsen-Freeman and CDST, helping learners decide on achievable and most needed language goals is key (2007, p. 12). Teachers can also follow the advice when designing instructional plans for their learners.

Teacher-student interactions: Jones (2010) and Moss (2006) endorse instruction where a learner is provided with extensive opportunities to converse and communicate with the teacher (as cited in Derewianka, 2012, p. 144). Such interactions not only help in the development of a relationship of trust between the student and the teacher, they also raise the comfort level between the two, and hence, elevate positive and effective learning experiences.

“Designed-in’ and ‘contingent’ scaffolding” (Gibbons, 2005, as cited in Derewianka, 2012, p. 143): This type of scaffolding was created to give teachers an alternative to a traditional approach of teaching grammar exclusively and out of context. The “designed-in” affordances shall help students to learn from relevant, in-context opportunities that teachers create for them to learn grammar. The “contingent” part refers to bringing in resources as needed or as learners practice with or are exposed to an element of grammar through stories, verbal activities, games, journaling, etc.

Technological support: With a consistent rise and spread of Artificial Intelligence tools, it is not possible to imagine education without digital and technical resources. Learners can use speech-to-text or text-to-speech computer applications so they can hear, repeat, or produce language in an independent manner. Such ideas can improve phonetics, pronunciation, and vocabulary at a significant rate. (Rodney Jones, AsiaTEFL Conference Macau, June 27, 2018, cited in Larsen-Freeman, 2018).

Measures of success throughout the tutoring period and at the end

In the field of SLA, various tools and techniques are deployed to measure the progress of a learner. There are mixed stats on teachers using new methods of assessment and those still sticking to the traditional, objective ones. We hope to see new guidelines being devised and put into use in classrooms based on CDST and SCT frameworks.

- The overall measure of success in L2 Learning, from an SCT perspective, would emphasize a language learner's ability to convey meaning to other English speakers while continuously increasing one's English knowledge through social interaction. For example, use of 'role plays' within the classroom. To help Ji-Hoon with the past simple tense for instance, him and Emaan can engage in a role play conversation to talk about what they did last week. While they are talking, the teacher can write past-present-future on the board with certain verbs under each heading as part of a scaffolding technique. The teacher can also draw a visual timeline above it as a reference. If Ji-Hoon uses an incorrect form of the verb, the teacher can point to the timeline and headings.
 - Arce mentions that many communities believe monolingualism to precede ideal ways of spoken English, and that one who speaks the standard form usually comes from a country with English as the first (or one of the native)

language(s). Many a time it is forgotten that every language, and every speaker of that language shall portray diversity within, via various forms and at varied levels (2016). “As Kumaravadivelu states in the book’s foreword, native-speakerism is the inequality between teachers of English who speak the language as their mother tongue and those who do not” (Arce, 2016, p. 153).

- Ultimately, the L2 learner would be able to make successful language decisions based on the context of situation and context of culture.
- Per Muñoz (2008) the traditional view of native-like proficiency, which was once equated with attainment of language, is fading out as people are now understanding that proficiency gained by a multilingual speaker can’t be measured against that gained by a monolingual speaker of that language (p. 3).
- Assessments are often delivered in form of frightening tests and quizzes that raise language anxiety and don’t really enhance long term learning. Gardner (2010, as cited in Derewianka, 2012, p. 143) talks about the importance of “dynamic” assessment that is given regularly, for chunks of a few concepts or lessons, for a learning that is more focused and result producing, both for students to raise their self-esteem, and for teachers to come up with a better informed instructional tool.

Part II Literature Perspectives – Position Statement

A. An understanding of language and L2 learning process

Language from a ‘complex’ framework, its identification and measurement

Wardhaugh and Fuller (2015) define language as a “system of linguistic communication used by a particular group” and this system includes “spoken, written and signed modes of communications” (p.1). Language is seen as “descriptive” which means it

can't be predicted, is unique and natural, rather than being "prescriptive," where one is prescribed to express in a certain way (Wardhaugh & Fuller, p. 3). Five Graces Group, (2009) consider that language is more than just words, and is influenced by culture, traditions, beliefs, past and present living experiences in a community (as cited in Levine, 2020, p. 16).

This paper most aligns with the Complex Dynamic Systems Theory (CDST), from a Sociocultural Theory (SCT) perspective, which sees language in seven different ways:

1. Language is a non-linear, dynamic system in which various elements, variables, processes interact (Five Graces Group, 2009, as cited in Levine, 2020, p. 16).
2. These variables are interrelated, and any change in one of these shall impact the other or the overall set of systems (de Bot et al., 2007, as cited in Levine, 2020, p. 17).
3. CDST finds language to be "adaptive" which means that ways in which a language user behaves is based on "past interactions, and current and past interactions together" flowing into the future (Five Graces Group, 2009, as cited in Levine, 2020, p. 17)
4. Language and sensitivity go hand in hand per Edward N. Lorenz's "butterfly effect" which argues that a tiny stimulus or input is capable of producing a large response or output owing to the sensitivity of learning conditions and surrounding factors that act upon the language as well as on the learner (1972, as cited in Levine, 2020, p. 17).
5. The ways in which language develops are not exclusively overt, obvious or direct; the processes continue in the background while the learner may or may not express one's progress in traditional assessment occasions (Levine, 2020, p. 17).
6. Although CDST endorses the dynamic and non-linear nature of language development, processes are not completely "random" (Levine, 2020, p. 17). Stages where a learner feels comfortable and where one does not, usually follow a pattern shared by most learners that can be predicted to some extent: "The idea is that a system will be subject to

periods of relative stability or equilibrium, punctuated by (usually relatively) brief phases of disequilibrium, or chaos.” (p. 17).

7. Finally, one of the most important concepts given by Larsen-Freeman (2017) on which CDST appears to be founded is that of “emergence” (as cited in Levine, 2020, p. 18): “Emergence is the spontaneous occurrence of something new that arises from the interaction of the components of the system while interacting with its environment.” This is to explain that learners’ mental abilities, motivations, and needs keep emerging, and are not fixed, which are crucial in driving language learning.

An Alternate Perspective

While CDST and SCT emphasize elements and concepts such as non-linearity, dynamic systems, variables, environmental influence, multi-competent language users, interlanguage, etc., a classic Chomskyan perspective, or general linguistics perspective, emphasizes native speaker competence as the ideal (Chomsky, 2020). Unlike CDST and SCT which assert that the dynamic external environment affects the internal cognitive process in a learner, a classic perspective argues that the presence of a Language Acquisition Device (LAD) within the human mind makes language learning innate by nature, and hence, disregarding the external environment as having any influence on the learner. Ultimately, a classic perspective would view successful competence and performance as a language user’s ability to know all of the target grammar and rules, speak like a native speaker, and apply these elements to any environment.

B. Effects of learner differences on L2 learning process and outcomes

Effects of linguistic [first language/other language] elements on second language learning

Learning a language means learning all the elements of pragmatics (meaning in context of discourse), semantics (literal meaning of phrases and sentences), syntax (phrases and sentences), morphology (words), phonology (phonemes), and phonetics (speech sounds) (Mitchel, Myers, and Marsden, 2013).

A **contrastive analysis** can be used to look at differences in linguistic elements between a learner's L1 and L2, and how the transfer of 'hard to break' old habits from the first language can interfere with the 'hard to acquire' development of the target language as it relates to these linguistic elements (Kristjánsson, 2020).

Since differences in linguistic elements, such as phonological, between L1 and the target language can be predicted to be the main cause of error, a **linguistic contrastive analysis** can be used to predict areas of difficulty and make informed decisions about what should be left to be studied later and what could be preceded with earlier (Kristjánsson, 2020)

Effects of cognition, affect/emotion, and motivation come on an individual L2 learning process and outcomes

An L2 learner's affect towards english language learning is directly related to how english fits in to that specific learner's needs or purposes, and hence dictates the emotions of the learner. The greater the emotion, the greater the increased attention and heightened activation within the short term, and ultimately long term, memory. The individual L2 learner will sustain the learning process over various lengths of time depending on the overall motivation of the learner.

Motivation provides impetus to start L2 learning & the driving force to sustain the learning process (Kristjánsson, 2020). From a cognitive standpoint, increased attention heightens activation in the short term working memory of L2 Learners which ultimately allows for new information to be retained longer for processing (Kristjánsson, 2020).

Dolcos, et al (2020) assert that **affective pull** is what leads to this increased attention due to the connection between cognition and affect, and Ortega (2009) notes that this interconnected relationship could possibly explain the learning styles and strategies adopted by different learners. Stevick (1999) connects affect and emotion together by drawing on one's needs or purposes. He states, "one's 'affect' toward a particular thing or action or situation or experience is how that thing or that action or that situation or that experience fits in with one's needs or purposes, and the resulting effect on one's emotions." (Stevick, 1999, p.44).

Relevancy of investment (as used by Norton) and spiritual elements on L2 learning process and outcomes

An L2 language learner may decide to "invest" in a language to accumulate social power for oneself and for others. Adding a spiritual element to this 'investment' on the learner's part may increase the learner's motivation if the learner is investing in the language to fulfill a higher calling of sorts such as providing meaning to one's existence and/or subverting one's own needs for the benefit of larger groups. (Piedmont, 1999)

One aspect of Norton's (2015) concept of investment is the assumption that learners 'invest' in the target language with the understanding that they will acquire a wider range of symbolic resources (language, education, friendship) and material resources (capital goods, real estate, money), which will increase the value of their cultural capital and social power." (p.377) As it relates to this social power, language learners can claim more powerful identities from which to speak in order to challenge unequal power relations by reframing their relationship to others (p.377).

For example, perhaps a female ESL learner in Iran decides to 'invest' in learning English as a way of seeking gender equity for both herself and for women in Iran.

(Kobayashi, 2002; Pavlenko & Norton, 2007, as cited in Norton, 2015, p.386). In adding a spiritual aspect to this, perhaps the female learner, in this case, sees her investment in the English language as a meaning to her existence in terms of wanting to decrease the power imbalance for all women in Iran. Perhaps the Iranian language learner is standing outside of her immediate sense of time and place and viewing life from a larger, more objective perspective (Piedmont, 1999, p. 988). Without this **spiritual transcendence** however, perhaps the female Iranian learner may not be as motivated to subvert her own needs for the benefit of other women in Iran. (Piedmont, 1999)

Effects of language learning processes and learner differences combined with the (eco)systems

Beebe and Giles's (1984) **Speech Accommodation Theory**, along with Fasol and Preston's (2007) **Psycholinguistic model**, align with SCT in terms of L2 language learners' linguistic forms being influenced by interlocutors.

Speech Accommodation Theory suggests that L2 learner agentively accommodates to or diverges from the linguistic forms used by an interlocutor as a way of either identifying with that interlocutor, or signaling an alternative identity (Lascotte & Tarone, 2019, p.96) while the psycholinguistic model asserts that bilinguals adjust their speech to interlocutors by activating language and linguistic feature choices that ultimately account for a bilingual's exercise of agency in deploying different language varieties in social context (Lascotte & Tarone, 2019, p.96).

SCT theory supports the notion that the external world initiates activity within the human mind. According to Lightbown & Spada (2013), "Sociocultural theorists assume that the cognitive processes begin as an external socially mediated activity and eventually become internalized." (p.120) In other words, these "external socially mediated activities"

are what initiates the increased attention and activation heightening in the cognitive process, along with other elements related to affect, emotional, and motivation.

Norton (2015) also illustrates an example of a student named Henrietta desiring to “join the group of knowledgeable people in the world” (externally socially mediated activity) which ultimately gave birth to her powerful imagined identity that helped structure her investment in the English (Norton, 2015, p.384). SCT also attributes the external ‘transcendent’ world as influencing the internal world as evidenced by Piedmont’s (1999) assertion that a recognition of a transcendent reality provides meaning to one’s existence and answers personal questions that we ask of life (p. 1009).

C. Effects of *context* (i.e. *location*) on L2 learning process and outcomes

Role of context

Context plays a significant role in language learning and learner differences. The way one produces a language is greatly dependent on functions one would like to achieve from its use (Derewianka, 2012, p. 129). When teaching a language, instructors who aid learners to practice it in context, see far more success for students as they get exposure to real life situations simulated in classrooms (p. 130).

Derewianka (2012), through a functional model, explains that language systems have originated from need and occurrence of situations in context, and these situations in time and space interact dynamically with language processes (there isn’t one way, or the prescribed way to languaging) (p. 130). When language is produced, it is always done in necessity or to serve a purpose at different levels of ideological characteristics, social interactions, and personal semiotic resources (DFG, 2016, p. 25).

Role of context and the micro level of learners' L2 language learning experience

The linguistic position of this paper is through Complex Dynamic Systems Theory and Sociocultural Theory. On a micro level, when a learner responds, context drives the type, extent, and quality of that response. Levine explains how a learner maneuvers per the context as one adjusts and adapts to the situation which can only be observed and usually won't present itself in an explicit manner; this is to say that CDST acknowledges context and how learning languages with unique cognition, past experiences, future visions, emotions, and investments will drive the process, its course, its success, and eventually the overall development in a non-linear, dynamic, chaotic yet predictable manners (2020).

Context of classroom settings and naturalistic settings on the processes and outcomes of L2 learning

In a naturalistic setting, the opportunities to internalize and produce a language are plenty and readily available and the learner immerses in the medium of education (Muñoz, 2008, p. 1). However, in classroom settings where instruction and such chances are limited and formal, for example in an English as a Foreign Language classroom, the methods used to teach the language shall differ, and similar will happen with the results of language teaching and learning (p. 1). Muñoz also identifies that younger learners achieve higher proficiency in the target language in a naturalistic environment than adults (2008, p. 4), and when extrapolated for our learners, Ji-Hoon and Emaan, they may require more instructional input and exposure time owing to their age and English learning background .

To explain the above mentioned point further, "The generalization has again been made that the comparatively lower levels of language proficiency in classroom settings are due to starting age, and that they will automatically be improved by lowering the initial age of learning, disregarding the crucial role played by intensity of exposure in language

learning” (Muñoz, 2008, p. 11). Situated understanding demonstrated inside closed contexts like that of a classroom, comes to bear for a learner by originating mostly in the meso-level dynamics and influencing the micro self as one’s emotions are influenced by one’s family, society, school, culture, religion, etc. (DFG, 2016, p. 24-25).

Since the three levels (micro, meso, and macro) shall interact to make sense for the learner and also receive effect of one’s understanding and iteration among these (DFG, 2016, p. 27, 30), learner’s unique emotions can both broaden (positivize) and narrow (negativize) his/her cognitive and social perspectives (MacIntyre & Gregersen, 2012, p. 197).

D. L2 Competence & Performance / Measure of Success in Language Development

Competence and performance, and effects of context

Competence and performance, as understood from an SCT perspective, would prioritize a language learner’s ability to successfully convey meaning to other english speakers dependent on the variable natures of the context of situation and context of culture. In other words, meaning-making would be prioritized over native-language competence which is tied to Chomskyan theory (Chomsky, 2020). Chomsky (2020), has the monolingual native speaker in mind when he talks about competence and performance and would agree with Cook’s (2003a; 4, as cited in Hall, Cheng, and Carlson) position on mono-competence being “a stable and finite state of knowledge, which ‘all human beings attain.” Cook however, believes that mono-competence and multi-competence are different, in that, successful multi-competent speakers do not have to have native speaker competence in terms of L2 language use and knowledge (Cook 1999: 204, as cited in Hall, Cheng, Carlson, p.222). Ultimately, Cook stresses the differences between the multilingual and monolingual mind amongst L2 users rather than L2 deficiency as a nonnative speaker.

As mentioned earlier, SCT asserts that the L2 learners, both monolingual, and multilinguals, are heavily influenced by interlocutors in terms of language activation and linguistic feature choices. Nicoladis and Genesee (1996, as cited in Hall, Cheng, and Carlson) studies revealed that “bilinguals are more sensitive and responsive to their interlocutors than their monolingual counterparts.” (p.221).

Measure of success in L2 learning

The overall measure of success in L2 Learning, from an SCT perspective, would emphasize a language learner’s ability to **convey meaning** to other english speakers while continuously increasing one’s english knowledge through social interaction. In the classroom, through time, less scaffolding would be required by the instructor to bridge the gap between the student’s knowledge and the target knowledge in the **Zone of Proximal Development (ZPD)** (Deulen, 2013, p. 92). Ultimately, the L2 learner would be able to make successful language decisions based on the **context of situation** and **context of culture**.

An alternative view of competence and performance

By contrast, a generative linguistics perspective would emphasize the internal cognitive process as opposed to external world influence as we see in SCT. In short, the inner world would influence the outer world from a general linguistics perspective, while SCT would emphasize the outer world influencing the inner world.

Donaldson (1971) explains competence and performance from this perspective as follows: “Competence will be taken to mean native-language competence plus an active knowledge of the target-language rules which differ from the native language, while

performance will be taken to mean the use of the target language in new and innovative contexts.” (p.124)

E. L2 “Good Theory” criteria

Lightbown & Spada (2013) argue that “a general theory of second language acquisition needs to account for language acquisition by learners with a variety of characteristics in a variety of contexts” when it comes to offering an account of second language developmental progress and final learning outcomes (p. 103). As previously mentioned, SCT and CDST use the dynamic and variable natures of both context of situation and context of culture to explain how successful language learners adapt to these differing varieties of contexts in terms of who is involved, what is going on, how is the language being used, and what beliefs, ideas, ideologies, worldviews and value systems are at play in the given context (Kristjánsson, 2020). CDST asserts that the environment is dynamic in nature while SCT asserts that the environment influences a learner’s internal cognitive process and so it’s only natural that “success” from both of these interrelated perspectives involves language users adapting to changing environments in front of them.

As has been illustrated throughout this paper, the dynamic external environment heavily influences the internal minds of people in exponentially different ways in terms of motivation, affect, emotion, spirituality, cognition, and investment regardless of whether this relates to the world of SLA.

Part III: Authors’ Views

- 1. Language teachers and researchers do not emerge in a vacuum and neither do their views. What part of LING 512 has resonated with you most? How does that connect with your own story?**

Kapil: Along with learner differences, the material related to transcendence and spirituality resonated with me the most. I particularly liked the following quote:

Transcendence is a fundamental capacity of the individual, a source of intrinsic motivation that drives, directs, and selects behaviors. (Piedmont, 1999, p. 988).

For me, I use spirituality and transcendence to think about my short term and long term goals on a daily basis. “Why am I doing what I’m doing?” What is my end goal? My life purpose? My imagined future self? What ‘capital’ do I currently possess in my life that I should be proud about? Although we have learned about ‘learner differences’ as it relates to the world of ESL, I’ve started to apply ‘learner difference’ concepts of cognition, affect, investment, motivation, and transcendence in my life. My future imagined self is that of a successful multi-sport athlete that has a Doctorate degree, and has become a successful investor. The money from my investments would go straight to charities in the local town of which I grew up in. Give back to the town that was so good to me growing up.

Jasnoor: The entire course, LING 512, has been extremely helpful in opening up the world and concepts of Second Language Acquisition for me. I learned how one theory, or one way of thinking when teaching learners of a second language, can’t fetch fruits that are subjective to the learners’ needs. This course made me think beyond teaching ESL and effectively presented how to be a more informed teacher in general, needless to say with a greater focus on TESOL. Lynne Cameron and Diane Larsen-Freeman’s concept of complex systems has made the most sense to me, to my beliefs and values when I teach: “The dynamic nature of element interactions and the openness of a system to the outside lead to non-linearity, which in complex systems theory signifies that the effect is disproportionate to

the cause” (2007, p. 3). Their findings have motivated me to maintain my confidence of walking into classrooms without preconceived notions and of continuing to choose my teaching methods strategically in response to rhythms originating from diversity, complexity, unlikeness, and novel ingenuity.

2. Consider the writing of this Perspectives Paper to be a micro-level interaction in LING 512. What are salient dynamics in your own life experience that come to bear on the views represented in this paper?

a. Respond with reference to the framework presented by the DFG (2016, p. 25)

Kapil: One main theme expressed in this paper is that the environment influences thoughts, or as Lightbown & Spada (2013) say, “Sociocultural theorists assume that the cognitive processes begin as an external socially mediated activity and eventually become internalized.” (p.120).

My life has been living proof that the environment influences thoughts and feelings. When I started out my sales career in 2003, I was surrounded by ultra aggressive competitive colleagues that only cared about money, lifestyle, image, and success. I was surrounded by sharks and became a shark myself. After achieving many of the things that I wanted and after growing tired of sales, I decided to switch careers and head into the ESL world. Upon moving to China and being in a traditional ‘work’ environment, I started to mellow down as a person as my changed environment led to different thoughts and feelings for me internally. In other words, as I started to see what type of person I was becoming in my Sales career (environment influencing my thoughts and feelings), I grew tired upon realizing that I was no longer suitable for sales, and that my desire for peace, harmony, and meaningful relationships had become greater than my desire for wealth (shift in belief systems and cultural values). I started to imagine my future self being a part of a friendly work environment where I would have meaningful relationships, peace, and lots of work-life

balance (imagined future community). As a result, I decided to leave Sales and join the world of ESL (shifts in belief systems and cultural values at the Macro level leading to a change in place of work at the Meso level).

Jasnoor: In this course, for participation at micro levels, both interpersonal and intrapersonal, I made use of various semiotic resources when expressing my thoughts or internalizing the information that emerged through instruction or social interactions in the course (DFG, 2016, p. 25). I also deployed my multilingual repertoires to understand language and learning through different lenses. Every interaction- graphic, visual, textual, verbal, non-verbal, etc. aided me in communicating with my environment- MA TESOL education and content, my practice, my teachers, and my colleagues.

- b. Consider and discuss what influences at higher levels (meso, macro, beyond), past or present, or in imagined future communities, might illuminate your experience and positions towards second language development and outcomes as expressed in this paper.**

Kapil: My imagined future community involves me teaching ESL in a tax free and rent free environment in the middle east where I have great work-life balance, and lots of opportunities to pursue my own interests outside of work. In other words, my life experiences, conversations with other ESL professionals, and due diligence obtained in my **external environment** has influenced my thoughts, feelings, dreams, and goals in my **inner world**. This idea of the environment influencing my internal cognitive process has also come to bear on my understanding of second language development, which is why I gravitate towards SCT. Given that variability exists in the environment, my future imagined self and future imagined community can also be altered. For example, if one year from now, China offers superior ESL adult jobs relative to that of the middle east, then my 'future imagined community' will involve me imagining that I'm in China. This recognition of a dynamic and

variable system at play in the environment having a bearing on my inner world, makes me attracted to CDST from a language development standpoint.

Jasnoor: Elements of sociocultural institutions and communities at a meso level (DFG, 2016, p. 25), shall help me unceasingly nurture my identity through agency, toward my future dreams (Vision: Dörnyei, 2019, para 6) of becoming a better teacher overall, and when I specialize in the field of TESOL. In terms of macro level dynamics of ideological structures, the Douglas Fir Group also throws light on power dynamics (2016, p. 25) which in my case will guide me to live a life of respect, independence, self-sufficiency, accountability, and emotional satisfaction when I gain the capital produced by this investment (Norton, 2015). Nonetheless, my role and vision will also be influenced by meaning of life that's higher than what's usually conceived, and purposes of it must be deeper than the superficial norms mortals adjudicate (Spirituality: Piedmont, 1999, p. 988).

3. Recall your beliefs about language learning at the beginning of the course: What beliefs have been challenged? What beliefs have been confirmed and/or extended? Explain.

Kapil: Before taking this course, I was of the belief that an ideal language learner was hard-working, persevering, open-minded, and diligent. I also had the belief that language was the ability to communicate with another living being via verbal and non verbal forms. I believed that classroom drills such as listening to others speak, learning vocabulary, flash card/word-association, using new words in sentences, learning the associated grammar with the language, pronunciation drills, and role plays, writing, and trial and error via repetition, were all effective pedagogical methods and drills. In these regards, my beliefs have been confirmed.

Where my beliefs have been challenged however, is with regards to the role of the environment. Prior to taking this class, I was of the belief that a classroom should only consist of an “english only” environment and that forcing one out of his or her comfort zone was the best way to learn. After taking this course however, I am now of the opinion that L1’s should be allowed in the classroom in order for bilingual and multilingual speakers to make full use of their semiotic resources (i.e. translanguaging, code-switching, grammaring, etc.) while acknowledging and respecting one’s identity. This class has also made me change my perception of what successful L2 language learning is. Before taking this class, I unknowingly had a Chomskyan view of language learning success in that, “Being able to produce the language in the “correct” manner via speaking and/or writing” was the ultimate sign of success. This ‘correct manner’ that I spoke of, was related to idealized native speaker competence. As I learned from this course however, idealized native speaker competence doesn’t have to be the end goal. Cook’s quote in particular sums it up for me: “The prominence of the native speaker in language teaching has obscured the distinctive nature of the successful L2 user and created an unattainable goal for L2 learners. L2 users should be viewed as multi-competent language users not deficient native speakers (Cook, 1999, p.185).”

Jasnoor: It won’t be possible to give an account of all the beliefs that were either challenged, confirmed, or extended, therefore, to keep the response concise I’ll mention a couple only. The dynamic system of motivation for learning L2 is much broader and more subjective than descriptions by earlier models of motivation, and what I was exposed to. As Gardner and Lambert introduced the terms instrumental motivation (motivation to achieve near and plausible goals) and integrative motivation (motivation to achieve personal and community goals) (1972, as cited in Lightbown & Spada, 2013, p.87), much focus was given to integrative motivation and was thought to be a better and more influential predictor of

what one gets motivated about, and this was one of my beliefs that was challenged. Every learner gets motivated differently but is most comfortable in taking on tasks that appear achievable and purposeful.

A belief which was confirmed was based on understanding from the classical motivational perspective and how it has been tied with the behaviorist perspective of learning where attitudes and behaviors are seen to be the most important illustrators of language learning success. When teachers provide affordances, they may think that students who ‘behave’ in a motivated manner are doing well, whereas such attitudes could be temporary and misleading (Lightbown & Spada, 2013, p.88). Teachers could try and bring unbiased, detailed, and analytical methods to gauge progress, rather than objective and superficial ones that don’t do an accurate job and can result in lower self-esteem for other learners. Teachers handle emotional presents and futures of their students and this must be done responsibly and fact-fully, in my opinion.

4. What are the most important new perspectives that you have developed during LING 512? How might this affect your work as a language educator in the future?

Kapil: The concept of Investment and ‘cultural capital’ in Learner Differences and how it applies to individual learners, are new perspectives that I have developed during LING 512 . This idea or notion that each individual has his or her own identity, imagined future self, unique life experiences, language skills, motives for studying english, etc. makes one truly realize that we are all unique and special within our own right. Norton (2015), makes reference to the fact that learners often invest in a target language with the hope of acquiring a wider range of symbolic resources, but those resources can entail a wide array of different things such as education, friendship, wealth, social power, etc. (p.377). As an aspiring ESL instructor, I have come to realize that teachers must treat each student in the

classroom as a ‘special entity,’ and that all students bring something unique to the class. These unique qualities, motivations, experiences, imagined future selves, hopes, dreams, etc., must be legitimized, respected, and appreciated by the teacher (Norton, 2015). Upon learning about the concept of Investment and cultural capital, I’ve come to realize that one of the worst things that a teacher can do in the classroom is employing a ‘cookie cutter, one-size-fits-all’ approach. As a result, I intend to make a concerted effort to really get to know each and every student in my classrooms when I re-enter the teaching field.

Jasnoor: Many new terminologies intrigued my interest: my favorite one was ‘Interlanguage.’ I thought that this stage was probably the most embarrassing one (at that time I didn’t even know that this is a distinct stage and has a name). In my experience, I’ve seen many being looked down at because of their ‘developing’ expertise—when they don’t know how to pronounce something like the natives do or when their cultural knowledge hasn’t expanded much yet. Today too, not only in language, but in other professional aspects too, most look for a well-established knowledge base and disregard the talents developing in unique ways that could be invaluable assets. I hope that with the introduction of systematicity, complexity, dynamic learning, and other concepts discussed in this course, ESL and classroom teachers like me would find it easier and crucial to embrace, manage, and support developing learners and their interlanguage toward target language aims, taking into account and teaching them through concepts of situation and culture, and providing affordances for them to soar.

Conclusion

SCT and CDST are clearly the two biggest influences relating to SLA in the authors' opinions. The differing and dynamic nature of environments plays a major influence in the internal cognitive process of language learners which ultimately creates different macro, meso, and micro level values amongst them, as was seen with Ji-Hoon and Emaan. It could also be noticed how their unique environments led to learning differences between the two speakers, and how the influences of cognition, affect, emotion, motivation, investment, and spirituality played distinct roles in their learning processes and desires for learning English. All of these factors ultimately led to Ji-Hoon and Emaan being very diverse individuals with particular strengths and weaknesses.

Like language learners, language in itself is influenced by external factors such as culture, traditions, beliefs, past and present living experiences in a community, and the dynamic nature of these elements causes shifts in the power and motivation adjoined with the language. As described earlier, the perspective of this paper is in stark contrast to a classic linguistic perspective that disregards the external environment as an influence, and asserts that an innate Language Acquisition Device (LAD) within the human mind is what leads to innate language learning. Unfortunately, this innatist perspective does not factor in L2 language learners' linguistic forms being influenced by interlocutors, nor does it take into account differences that exist between monolingual and multilingual speakers. Hence, the paper's primary position at the CDST and SCT levels invalidates the end goal of 'idealized native speaker competence and performance.' Conveying meaning, thus, is a much more practical goal for language learners due to the inherent dynamic natures of the context of situation and context of culture and the learner's themselves should require less scaffolding by an instructor within the classroom.

CDST and SCT play a significant role in the lives of Ji-Hoon and Emaan, amongst L2 language learners elsewhere. Additionally, these elements have remarkably influenced the lives of the authors as evidenced by Jasnoor's deployment of her multilingual repertoires to understand language and learning through different lenses, and Kapil's belief that observations and changes in his work environment lead to an internal shift in his macro values, which ultimately affected his meso level and micro level values, interactions, and beliefs.

In terms of further exploring certain areas of SLA, Kapil would like to research more about cognitive non-nativist psycholinguistics and SCT in more depth so that he can further compare and contrast both perspectives, and truly understand the perspectives of those that do not subscribe to SCT. In tying this to his vision of his professional self, Kapil is simply interested in knowing as to what has a greater influence on what. Does the internal world of cognition have a greater influence on the external environment? (as a cognitivist may argue), or is it the external environment that ultimately influences the internal environment?

With an immensely intriguing course like SLA, it was hard for Jasnoor to pick one favourite topic, however she strives to learn more about the pedagogical prospects of CDST. In a classroom, a very well researched approach could be challenging to implement if plans are not devised and pilot programs aren't run. After learning about powerful and rich concepts like interlanguage, agency, identity, systematicity, and so on, she aims to delve into the plausible and operational side of it.

Finally, the authors would like to thank you, the reader, for taking the time to comprehend their perspectives on SLA in LING 512 (Fall 2020).

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Appendices

Appendix A (i)

Register Analysis for learner 1, Ji-Hoon; Table 1

	Overview	Effective*	Ineffective* / Needs Work*
Field 1	<p>The topic: J-Hoon's experiences in Canada</p> <p>(Turns 14)</p>	<p>I could keep my own culture</p> <p>And the positive thing is everything is slow.</p> <p>the government processing is so slow</p> <p>things are really getting fast, the delivery, and other things are getting fast in Canada.</p>	<p>cons and pros</p> <p>like Korean thing.</p> <p>So every culture is, have their own culture</p> <p>they keeping it</p> <p>they enjoying it</p> <p>the western movie</p> <p>the negative one</p> <p>the Internet is so, so slow</p> <p>the Korean is really fast</p>
Field 2	<p>The topic: Culture</p> <p>(Turns 31-32)</p>	<p>the language is developing with their own.</p>	<p>most important thing their lifestyle and their thought and consideration</p>
Tenor	<p>The participants: The Interviewer (Carolyn) and the interviewee (Ji-Hoon)</p>	<p>Yeah, that's my experience. It's interesting.</p> <p>I believe</p> <p>I think</p> <p>I think language, like English or Korean, any kind of language, contains their own culture and soul and spirit.</p> <p>knowing culture is knowing language</p>	<p>I surprised that.</p> <p>I'm surprised again</p> <p>my think</p> <p>I think there is not separate each other</p> <p>We cannot separate.</p>
Mode	<p>The language channel?</p> <p>Face-to-face interview: spoken communication.</p>		<p>um, there have, they have, there totally this um how can I say</p>

Appendix A (ii)

Register Analysis for learner 2, Emaan; Table 1

	Overview	Effective	Ineffective/ Needs Work
Field 1	<p>The topic/subject focus?</p> <p>Personal experience regarding learning English</p> <p>Turns 11-12</p>	<p>Turn 12</p> <ul style="list-style-type: none"> Emaan structures compound sentences effectively, and also self corrects: <p>“...when I came ahh...to Abbotsford for interview and the day I was going to go for interview I had, I was wearing my jacket mm...”</p> <ul style="list-style-type: none"> He uses modals well: <p>“...day I was going to go for interview I had...”</p> <p>“...which I used to wear in church...”</p>	<p>Turn 12</p> <ul style="list-style-type: none"> Emaan uses subject and object sentence structures incorrectly, for example: <p>“I had a cross on the, my jacket. I was going to take it off the cross...”</p> <ul style="list-style-type: none"> He could use more work on placing and using verbs at correct spots in a sentence and in their accurate forms; for example: <p>“...but I said wa no, why you are afraid of having God on you and ah on your jacket and people knows about it?”</p> <p>“...when the boss ah... see my cross, he loves it, so he just say you hire...”</p>
Field 2	<p>The topic/subject focus?</p> <p>Advice for other English learners</p> <p>Turns 13-14</p>	<p>Turn 14</p> <ul style="list-style-type: none"> He showed effective use of the indefinite tense, for example: <p>“...I’ve been in the school for three years.”</p>	<p>Turn 14</p> <ul style="list-style-type: none"> He could benefit from practising pronunciation on a more frequent scale, for example: <p>“...whenever wherever you want to live, you have to learn the language if you wanna leave there...”</p> <ul style="list-style-type: none"> He could also practise using auxiliary verbs like were, are, am, etc. <p>“...my coworkers speaking to each other and they make fun, they joking they laughing but I lost there.”</p>

<p>Tenor</p>	<p>The participants?</p> <p>1) The interviewer, native English speaker</p> <p>2) The interviewee, International student with English as L2</p> <p>3) Coworkers, other Canadians</p>	<p>Turns 1, 3, 5, 7</p> <ul style="list-style-type: none"> In these turns, the interviewer begins with greetings and asking closed ended closed ended questions to gather some objective and crucial information about the interviewee. <p>Turns 2, 4, 6, 8</p> <ul style="list-style-type: none"> Emaan responds in a succinct manner and provides information that's easy to comprehend. <p>Turn 26</p> <ul style="list-style-type: none"> “Uhh... people are too kind to me, so they always think that no, no your English is fine and you are okay, we understand...” 	<p>Turn 14</p> <ul style="list-style-type: none"> He shares that sometimes it is hard for him to understand his coworkers when they joke around. <p>“...when Canadians, they are speaking to each other, my coworkers speaking to each other and they make fun, they joking they laughing but I lost there.”</p> <p>Turn 16</p> <ul style="list-style-type: none"> “Yeah an... you have to find whatever it work very better for you, you know. People are different, they learning differently.”
<p>Mode</p>	<p>The language channel?</p> <p>Spoken English in interview genre</p>	<ul style="list-style-type: none"> He is able to understand the interviewer fully. He is a confident yet modest, self-reflective speaker. He even asks for repetition (Turn 22: “Sorry, say it again please.”), and self corrects (Turn 12: “...and the day I was going to go for interview I had, I was wearing my jacket.”) 	<ul style="list-style-type: none"> He could benefit from practising conversing in English to build on pronunciation, vocabulary, and sentence formation with use of proper parts of speech like verbs, etc. <p>Turn 16: “Yeah an... you have to find whatever it work very better for you, you know.”</p> <p>Turn 18: “If you know the culture you would learn the language bedder an...an... When I came at the beginning, eh they send me to a school which they were more teaching culture than English even...”</p>

Appendix A (iii)

Interlanguage Analysis for Ji-Hoon; Table 2

Interlanguage Analysis for Ji-Hoon			
Usage:	Correct*	Incorrect*	Needed but missing*
Past simple tense	Turn 10: We watched a video.	Turn 10: The middle school, the first time to meet the English as a second language in the school. Turn 14: That was actually, I surprised that. Turn 14: The negative one, was, um, everything is slow. Turn 14: And then, internet, at the time, the internet is so, so, slow. And then driving, so slow. And then the government processing is slow.	Turn 10: It [w]as a movie clip. Turn 10: But the English speakers ah, they[were] totally different at the time.

* Based on what is needed for effective communication in the designated context of culture and context of situation.

Appendix A (iv)

Interlanguage Analysis for Emaan; Table 2

Interlanguage Analysis for Emaan			
	Correct*	Correct*	Needed but missing*
Stage 1 count nouns	T6: "Ah...not...no, not that much, maybe five percent ." T8: "I went to school for almost three years for learning English." T10: "Ahhm... eight years ?" T14: "Even, I've been in the school for three years . I am here for eight years ..." T14: "...I cannot catch the funny things or when they just make fun of something..." T18: "Yeah, that's a ... that's a tough question "	T18: "... its help you to improve an..an.. know so many things in different culture and language ..." T18: "...know so many things in different culture and language and they help you to grow and think maybe way better than before."	T16: "I learn better with [a] teacher and with other students." T18: "...but unfortunately I couldn't continue over there and I went to [an] adult school " T32: "Um.. now [a] big yeah thing in my work... is mm... my lack of English." T32: "For example, I have to write [an]

	<p>T18: “If you know the culture you would learn the language...”</p> <p>T18: “...they send me to a school which they were more teaching culture than English...”</p> <p>T18: “...it has a big role in learning”</p> <p>T18: ... it’s very powerful if you know the other languages...”</p> <p>T24: “...because I learned Turkish very ah fast, fourteen years ago.”</p> <p>T24: “...English is a little hard language maybe because there is so many mm, words...is get from other languages into the English.”</p> <p>T32: “...so always I have to send my email or my questions or mm... whatever I wanna say...”</p> <p>T32: “...but I cannot wr, write correctly, you know that’s a problem.”</p>		<p>email [or emails] everyday to my manager and ah even I have to talk to enGIneers and customers through emails”</p>
<p>stage 2 Mass nouns</p>	<p>T2: “Persian”</p> <p>T4: “I...speak Turkish.”</p> <p>T6: “Ah...not...no, not that much, maybe five percent.”</p> <p>T12: “...because I heard that people maybe do, don’t like it that much or whatever, so”</p> <p>T14: “...to speak their language, communicate with people.”</p> <p>T24: “Okay, I feel my English is terrible”</p> <p>T24: “...because I learned Turkish very ah fast, fourteen years ago.”</p> <p>T26: “Uhh... people are too kind to me, so they always think that no, no your English is fine and you are okay, we understand you totally but I know my English is not that good, yeah.”</p>	<p>T12: “...having God on you and ah on your jacket and people knows about it?”</p> <p>T24: “...English is a little hard language maybe because there is so many mm, words...is get from other languages into the English.”</p> <p>T28: “The people shouldn’t understand me, people should um, I should ah speak English um correctly, you know.”</p> <p>T32: “...so always I have to send my email or my questions or mm... whatever I wanna say to the people, I have to send it to my manager and he is eh... correcting my English and sending to the people.”</p>	
<p>Other with/without</p>	<p>T24: “...English is a little hard language maybe because there is so many mm, words...is get from</p>	<p>T24: “...but for myself as forty-three years old</p>	<p>T24: “...and mm, pronunciation [is], em different than even</p>

<i>prepositions between the quantifier and noun</i>	<p>other languages into the English.”</p> <p>T26: “Uhh... people are too kind to me, so they always think that no, no your English is fine and you are okay, we understand you totally but I know my English is not that good, yeah.”</p>	<p>learner, I think, we can do it, you know.”</p> <p>T24: “...English is a little hard language maybe because there is so many mm, words...is get from other languages into the English.”</p>	<p>writing in like French sometimes word.”</p> <p>T24: “...but for myself as [a] forty-three years old learner, I think, we can do it, you know.”</p> <p>T32: “...it’s [a] very big problem for me right now”</p>
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* Based on what is needed for effective communication in the designated context of culture and context of situation.

Appendix A (v)

Interaction of Complex Dynamic (Eco)Systems for Ji-Hoon; Table 3

Interaction of Complex Dynamic (Eco)Systems (Ji-Hoon)			
	Cognitive / Affective	Motivation / Investment	Spiritual
<p>Higher/Other Reality</p> <p>Transcendent perspective that illuminates macro, meso, micro level(s)</p>		<p>Turn 16: And then I, um, the, reading Bible, ah, it helps me to improve my English a lot so far.</p>	<p>Turn 26: So that’s why I’m praying every day I just get confidence again, and then, um yeah.</p>
<p>Macro level connections that illuminate meso, micro level(s)</p>	<p>Turn 26: Confidence is, was very important to, ah learn English, um, with my own passion.</p> <p>Turn 32: I think language, like English or Korean, any kind of language, contains their own culture and soul and spirit. So the language is, I believe, the language is developing with their own, um, how can I say, own, their lifestyle and their thought and consideration,</p>	<p>Turn 10: And then they have so confidence to speak English each other, so I just [w]ould like that,would like that because, you know, usually Asia is, uh, is very moderate. And then, uh, we just respect, um, others too much. So we don’t really, I don’t think that is really confident to each other but the English speakers, ah, they totally different at the time.</p>	

	<p>and ah, so many things it just contains too, the language. So if I, if somebody, ah, if you, ah, want to learn one language, which means one hundred percent meaning with, um, you want to learn their culture. So you don't know the culture? You don't, you just speak their language, but that is not whole language but only, ah, the surface. So, ah, that's my think. Ah, so knowing culture is knowing language, totally this. I think there is not separate each other. We cannot separate.</p>	<p>Turn 11: And the positive thing is, um, um, I could keep my own culture, like Korean thing.</p> <p>Turn 16: And then I, um, the, reading Bible, ah, it helps me to improve my English a lot so far. Ah, because um, the Bible has um, a lot of knowledge, ah, through the two thousand years. So ah, the Bible, that only one book, has, contains a lot of experience. So that's actually really good material to speak English and learn English too.</p> <p>Turn 22: English is very important. The first of all, I have to, I must live in Canada. And if I want to live better, that better means if I cannot speak English very well, ah, is very hard to get a job here which means, um, living life in Canada is very hard, is getting hard. And so, if I want to do something, ah, my own business or work, so English is totally important to my life.</p>	
<p>Meso level connections that illuminate micro level(s)</p>	<p>Turn 18: Because, um, one of my ability is, um, passion to learn something. Because, um, ah, even small thing or even from the small kids, kindergarten kids, um, I could learn from them. Actually that focus of view, and um, that is actually prospective that,</p>	<p>Turn 10: Ahh, I guess around 13 years (studying english), the, as I remember, the middle, the middle school the first time to meet the English as a second language in the school.</p> <p>Turn 12: Ahh 12 years now (living in Canada).</p>	

	<p>something like that, that is actually my ability.</p> <p>Turn 20: So I think that is quite similar if I just speak english with, to the, ah, to who speak English as a mother tongue. Yeah, then I, ah, that's my idea.</p> <p>Turn 26: So that's why I just losing my confidence and I wanted to, and losing my confidence and get, getting the result to um, just um, flatten my English. There's not any, ah improve so, and I'm getting, losing my focus and. To the English and then my interest too.</p> <p>Turn 26: But, then, ah, for twelve years, I ha, I had a lot of interview, job interview, but um, there's not really easy to get a job as a Canadian company. But then, I don't want to do that, but I prefer to, ah, work in, with um, Korea, ah, society, which means, um, ah, usually my, ah, eighty or ninety percent of my customers are Koreans still.</p> <p>Turn 27: It's very hard for, to, um, take a, um, opportunity to speak English with them because in a sushi restaurant, owners, they don't speak english. Never. So they want to speak Korean. That's why they just um, ah, choose me, and then to buy something from me. And that's difficulty. And, ah, that difficulty makes me, ah, just lose more confident, ah confidence, because um, the situation is</p>	<p>Turn 26: But then, ah, currently, for, through twelve years living here, so, ah, it is impossible to just learning English. But I have to take a job and then I'm living life with my wife and other people, which means I'm, um, I have to hide myself, and then, um, I could be another person to socialize with them. Because, um, everybody has, um, their own character, so it is very hard to show my, show myself to others, one hundred percent because of, because of the socializing, and getting a job, and work, and with the businesses, and then to do that in Canada.</p> <p>Turn 26: So that's why I'm praying every day I just get confidence again, and then, um yeah. Actually, that's my one, one thing. And then, um, I could have many experience about work in Canada.</p> <p>Turn 26: Ah, I wanted to work, um, in the Canadian company, actually, of course, because, um, I want to improve my English.</p>	
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	getting harder and harder to improve my English. And then, you know, ah, I could just lose myself like that.		
Micro level (interpersonal)			
Micro level (intrapersonal)	<p>Turn 10: Since then, I love to learn English, the intonation, and the pronunciation, through the teacher.</p> <p>Turn 18: Uhm, I could say the ability for, to say ability, is un, came from ah, ah, talking. And then, um, actually, to say ability, I could, eh, I'll just have to speak about my, um, interesting.</p>	<p>Turn 10: English teacher, showed us, ah, ah, we watched a video. It [w]as movie clip. And then they have so confidence to speak English each other, so I just [w]ould like that, .</p>	

Appendix A (vi) Table 3

Interaction of Complex Dynamic (Eco)Systems (Emaan)			
	Cognitive / Affective	Motivation / Investment	Spiritual

<p>Higher/Other Reality</p> <p>Transcendent perspective that illuminates macro, meso, micro level(s)</p>	<p>Turn 12: "... I was wearing my jacket mm... which I used to wear in church and I had a cross on the, my jacket. I was going to take it off the cross, it was a small cross on my jacket. I was going to take it off because I heard that people maybe do, don't like it that much or whatever, so, but I said wa no, why you are afraid of having God on you and ah on your jacket and people knows about it?.... so that's very good experience for me, for yeah, so I learned to not afraid to raise my God, yeah, yeah.."</p>	<p>Turn 12: " I left it there and I went for interview and when the boss ah... see my cross, he loves it, so he just say you hire, doesn't matter what you are, doesn't matter what you know about the work, you hired, so that's very good experience for me, for yeah, so I learned to not afraid to raise my God, yeah, yeah.."</p>	<p>Turn 12"... I was wearing my jacket mm... which I used to wear in church and I had a cross on the, my jacket. I was going to take it off the cross, it was a small cross on my jacket. why you are afraid of having God on you and ah on your jacket and people knows about it? Just leave it there. I left it there and I went for interview and when the boss ah... see my cross, he loves it, so he just say you hire, doesn't matter what you are, doesn't matter what you know about the work, you hired..."</p>
<p>Macro level connections that illuminate meso, micro level(s)</p>	<p>Turn 18: "... as I said, um, if you know the culture and you know eh, the people bedder, so you would understand the way they talking or making fun or...culture is part, I think culture is part of your language, you know"</p>		

<p>Meso level connections that illuminate micro level(s)</p>	<p>Turn 14: “Um, sometimes... when Canadians, they are speaking to each other, my coworkers speaking to each other and they make fun, they joking they laughing but I lost there.”</p> <p>Turn 32: “For example, I have to write email everyday to my manager and ah even I have to talk to enGIneers and customers through emails. But because of my English is not that fluent and um my writing is not that strong, so always I have to send my email or my questions or mm... whatever I wanna say to the people, I have to send it to my manager and he is eh... correcting my English...”</p>	<p>Turn 8: “...I went to school for almost thwee years for learning English. When I came to Canada I start learning English and I was ... I started at ah Level 2, in ah adult school...”</p> <p>Turn 14: “ It’s very important to know, ah, to speak their language, communicate with people.”</p> <p>Turn 14: “Even, I’ve been in the school for thwee years. I am here for eight years and I study English. I try to learn but still ah, I cannot catch the funny things or when they just make fun of something, I cannot catch it”</p> <p>Turn 32: “This is, yeah... it’s very big problem for me right now (???) but if I, I know if I knew knew language very well, I, so I could be a manager too”</p>	
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<p>Micro level (interpersonal)</p>	<p>Turn 16: “I learn better with teacher and with other students. For my wife, is not actually the same. She learns more in ah watching movie and TV. Yeah an... you have to find whatever it work very better for you, you know. People are different, they learning differently”</p> <p>Turn 26: “Uhh... people are too kind to me, so they always think that no, no your English is fine and you are okay, we understand you totally but I know my English is not that good, yeah.”</p>	<p>Turn 28: “The people shouldn’t understand me, people should um, I should ah speak English um correctly, you know.”</p>	
<p>Micro level (intrapersonal)</p>	<p>Turn 18: “When I came at the beginning, eh they send me to a school which they were more teaching culture than English even and I found it interesting but unfortunately I couldn’t continue over there and I went to adult school ”</p> <p>Turn 24: “Okay, I feel my English is terrible (laughs). Still, I have, ah... I don’t know, maybe now I am old and I cannot learn that fast as um I used to, because I learned Turkish very ah fast, fourteen years ago.”</p>	<p>Turn 24: “...pronunciation, em different than even writing in like French sometimes word. They all make very difficult but em but for myself as forty-three years old learner, I think, we can do it, you know. I trust it but I have to push myself more to learn and yeah”</p>	

Appendix B (i)
Korean Male Speaker Transcription

Carolyn Kristjansson- Interviewer

Ji- Hoon (Korean Male Speaker) (KM)- Interviewee

Time (Optional)	Turn	Speaker	Transcription of what the Interviewer and Interviewee said...
	1	C	Thank you so much for doing this interview with me. I really appreciate it.
00.04	2	KM	Thank you for inviting.
	3	C	What's your mother tongue?
00.07	4	KM	My mother tongue is, ah, Korean.
	5	C	And do you speak any other languages?
00.13	6	KM	Not much but, um, I could speak Chinese, just a little bit, just 'Hello,' or 'Did you, uhm have breakfast?' something like that. Few words.
	7	C	And English, right?
00.21	8	KM	Yeah.
	9	C	How long have you been speaking English? How long have you been studying English? What can you tell me about your experience?
00.29	10	KM	Ahhh, I guess around 13 years, the, as I remember, the middle, the middle school the first time to meet the English as a second language in the school. Since then I love to learn English, the intonation, and the pronunciation, through the teacher. English teacher, showed us, ah, ah, we watched a video. It [w]as a movie clip. And then they have so confidence to speak English each other, so I just [w]ould like that, would like that because, you know, usually Asian is, uh, is very moderate. And then, uh, we just respect, um, others too much. So we don't really, I don't think that is really confident to each other But the English speakers, ah, they totally different at the time.

	11	C	Interesting. So how long have you been living in Canada?
01:27	12	KM	Ah, 12 years now.
	13	C	Ok. And can you tell me a little bit about your experiences in Canada?
01:34	14	KM	Yeah, there's some cons and pros. And the positive thing is, um, um, I could keep my own culture, like Korean thing. And then, so this, uh, not like America. So every culture is, um, there have, they have, there have own their culture, and they keeping it and they enjoying it. That was actually, I surprised that. Then that's not like the western movie. [laughs]. And then, only, um, the pros, the, not really, the negative one, was, um, everything is slow. And then, Internet, at the time, the Internet is so, so slow [laughs]. And then driving, so slow, [laughs] And then the government processing is so slow. And the bank. That is actually, the Korean is really fast, Everything, the service. And then now, things are really getting fast, the delivery and other things are getting fast in Canada, so I'm so surprised again. Yeah, that's my experience. It's interesting.
	15	C	Based on your experience in learning English, what advice would you give to other people who are learning English?
02:41	16	KM	Asian's estimation, the confidence. Yeah. Usually the Asian, um, people, they looks not really confident because they, uh, the, we don't, uh, contact other's eyes because, um, that is, we think that is rude. So this kind of basic, uh, cultures, according to the cultures. So confident is, um, we have to, only thing that we have to overcome to speak English and learn English. Other thing is, um, which means we have to overcome the culture, not only the confidence. And then I, um, the, reading Bible, ah, it helps me to improve my English a lot so far. Ah, because, um, the Bible has um, lot of knowledge, ah, through the two thousand years. So ah, the Bible, that only one book, has, contains lot of experience. So that's actually really good material to speak English and learn English too.
	17	C	How do you feel about your own ability to, ah, understand and communicate in English?

3:48	18	KM	Mmhum. Uhm, I could say the ability for, to say ability, is, um, um, came from, ah, ah, talking. And then, um, actually, to say ability, I could, ah, I'll have to speak about my, um, interesting. Because, um, if I just interest with, ah, something, I could, um, ah, try to do that a lot, ah, with my, ah, time consumption. So, which means I could do, ah, more, and then I could do better. So that is actually the ability. Because, um, one of my ability is, um, passion to learn something. Because, um, ah, even small thing or even from the small kids, kindergarten kids, um, I could learn from them. Actually that focus of view, and, um, that is actually prospective that, something like that, that is actually my ability.
	19	C	Umhum. So how do you think other speakers of English view your English?
05:00	20	KM	Ahhh K. Um, that is quite a similar feeling that I feel if I just, um, ah, see and listen to other English speakers to try to speak Korean. So, um, if they want to try say something in Korean, um, if they are the Korean learner, then I understand what they want to say. But, um, the emotionally, one hundred percent I cannot get it. But, um, I understand. So I think that is quite similar if I just speak English with, to the, ah, to who speak English as a mother tongue. Yeah, then I, ah, that's my idea.
	21	C	So how important would you say English is for your life and for your work, for your family?
05:52	22	KM	Umhmm. Ah, English is very important. The first of all, I have to, I must live in Canada. And if I want to live better, that better means if I cannot speak English very well, ah, is very hard to get a job here which means, um, living life in Canada is very hard, is getting hard. And so, if I want to do something, ah, my own business or work, so English is totally important to my life. Umhmm. And also, ah, if I, I don't have a baby yet, but if I could have a baby, ah, it would be very sad if my kid just correct my English [laughs] after they just go to school. That will be very sad so I don't want do that. [laughs]
	23	C	So you still have a little while.
06:48	24	KM	Just preparing

	25	C	Way to go, that's awesome. [laughs] Is there anything else you would like me to know, that you want to say, about learning English?
06:58	26	KM	<p>Actually, currently, ah, I feel that I'm losing my confidence. So I said confidence is, was very important to, ah, learn English, um, with my own passion. But then, ah, currently, for, through twelve years living here, so, ah, it is impossible to just learning English. But I have to take a job and then I'm living life with my wife and other people, which means I'm, um, I have to hide myself, and then, um, I could be another person to socialize with them. Because, um, everybody has, um, their own character, so it is very hard to show my, show myself to others, one hundred percent because of, because of the socializing, and getting a job, and work, and with the businesses, and then to do that in Canada. So that's why I just losing my confidence and I wanted to, and losing my confidence and get, getting the result to um, just um, flatten my English. There's not any, ah, improve. So, and I'm getting, losing my focus and, to the English and then my interest too. So that's my, actually, kind, sort of technically I could say that is some slump. Yeah. In Canada, so is, so that's why I'm praying every day I just get confidence again, and then, um, yeah. Actually, that's my one, one thing. And then, um, also I could have many experience about work in Canada. That is I'm little bit different in experience in Korea. Ah, I wanted to work, um, in the Canadian company, actually, of course, because, um, I want to improve my English. But, then, ah, for twelve years, I ha, I had a lot of interview, job interview, but, um, there's not really easy to get a job as a Canadian company. But then, I don't want to do that, but I prefer to, ah, work in, with um, Korean, ah, society, which means, um, ah, usually my, ah, eighty or ninety percent of my customers are Koreans still.</p>
	27	C	Interesting
09:31	28	KM	<p>Yeah, for ten years. Then, which means, um, it's very hard for, to, um, take a, um, opportunity to speak English with them because in sushi restaurant, owners, they don't speak English. Never. [laughs] So they want to speak Korean. That's why they just um, ah, choose me, and then to buy something from me. And that's difficulty. And, ah, that difficulty makes me, ah, just lose more confident, ah, confidence, because, um, the situation is getting harder and harder to improve my English. And then, you know, ah, I could just lose myself like that. Ah hah.</p>

	29	C	Well, you know what I'm hearing? I'm hearing somebody who is bilingual
10:20	30	KM	Mmhum. Mmm.
	31	C	I'm just curious, you've talked about Korean culture and always speaking Korean with your customers, and not much opportunity to speak English and the lack of opportunity kind of impacts your confidence, what can you tell me about culture? How important would you say culture is in learning another language, or in learning English? How important is that?
10:46	32	KM	Oh, I believe that it is most important thing. Culture, actually, ah, I think, it's totally my think, I think language, like English or Korean, any kind of language, contains their own culture and soul and spirit. So the language is, I believe the language is developing with their own, um, how can I say, own, their lifestyle and their thought and consideration, and, ah, so many things it just contains too, the language. So if I, if somebody, ah, if you, ah, want to learn one language, which means one hundred percent meaning with, um, you want to learn their culture. So you don't know the culture? You don't, you just speak their language, but that is not whole language but only, ah, the surface. So, ah, that's my think. Ah, so knowing culture is knowing language, totally this. I think there is not separate each other. We cannot separate.
	33	C	Thank you so much for sharing your insights
12:04	34	KM	Thank you for inviting
	35	C	And your experience. I really appreciate it.

Appendix B (ii)

Persian Male Speaker Transcription

Gwen Klassen (GK)- Interviewer

Emaan (Persian Male Speaker) (E)- Interviewee

Time (Optional)	Turn	Speaker	Transcription of what the Teacher and Interviewee said...
	1	GK	Okay. Thank you so much for agreeing to do this interview with me. What's your mother tongue?
0:11	2	E	Persian
	3	GK	Do you speak any other languages?
0:16	4	E	Ispeak Turkish.
	5	GK	Is that similar to Persian at all?
0:23	6	E	Ah...not...no, not that much, maybe five percent.
	7	GK	And how long have you been studying and speaking English?
0:37	8	E	Oh. I... I think I went to school for almost three years for learning English. When I came to Canada I start learning English and I was ... I started at ah Level 2, in ah adult school (Okay) and I finished hmm... communication twelve. (Okay) And yeah, but still you see I have, I am struggling with English.
	9	GK	Well yeah, it sounds pretty good to me. So, so you mentioned that you started studying when you came to Canada, how long have you been living in Canada?
1:27	10	E	Ah... eight years. I came at two thousand twelve.
	11	GK	Okay. And could you tell me some of your experiences of living in Canada? Anything positive or negative or anything funny that you experienced?

1:46	12	E	Ahh...I... I have a...favourite mm... experience for myself is ahh when I came ahh...to Abbotsford for interview and the day I was going to go for interview I had, I was wearing my jacket mm... which I used to wear in church and I had a cross on the, my jacket. I was going to take it off the cross, it was a small cross on my jacket. (ah ha) I was going to take it off because I heard that people maybe do, don't like it that much or whatever, so, but I said wa no, why you are afraid of having God on you and ah on your jacket and people knows about it? Just leave it there. I left it there and I went for interview and when the boss ah... see my cross, he loves it, so he just say you hire, doesn't matter what you are (laughs), doesn't matter what you know about the work, you hired, so that's very good experience for me, for yeah, so I learned to not afraid to raise my God, yeah, yeah..
	13	GK	Great story, ahh, so based on your experience learning English, what advice would you give to others who are studying English ?
3:25	14	E	Oh..if you wanna live in English speaking country or whatever, whenever wherever you want to live, you have to learn the language if you wanna leave there, you wanna enjoy to being there, you have to learn the language. It's very important to know, ah, to speak their language, communicate with people. Um, sometimes... when Canadians, they are speaking to each other, my coworkers speaking to each other and they make fun, they joking they laughing but I lost there. (Right) Even, I've been in the school for three years. I am here for eight years and I study English. I try to learn but still ah, I cannot catch the funny things or when they just make fun of something, I cannot catch it
	15	GK	Okay, humour is difficult, right?
4:35	16	E	Yes. ah for myself, I mostly learn better inna school, when I'm going to school. (Okay) I learn better with teacher and with other students. For my wife, is not actually the same. She learns more in ah watching movie and TV. Yeah an... you have to find whatever it work very better for you, you know. People are different, they learning differently.
	17	GK	Yeah, okay, great! That's a really good point. So you touched on this a little bit with the...you know the joking and the humour, um, what role do you think culture plays in learning English?

5:27	18	E	Yeah, that's a ... that's a tough question. It's hard to answer for me. It's not tough but because it's, my English is not that strong, it's hard to answer. Because, as I said, um, if you know the culture and you know eh, the people better, so you would understand the way they talking or making fun or...culture is part, I think culture is part of your language, you know (mhm). If you know the culture you would learn the language better an...an... When I came at the beginning, eh they send me to a school which they were more teaching culture than English even (mhm) and I found it interesting but unfortunately I couldn't continue over there and I went to adult school (Okay). Yeah, but I think it very important an it has a big role in learning. An it's very powerful if you know the other languages the.... its help you to improve an..an.. know so many things in different culture and language and they help you to grow and think maybe way better than before.
	19	GK	Thank you, that's great.
	20	E	You're welcome.
	21	GK	Um, okay great...a couple more questions. How do you feel about your ability to understand and to communicate in English?
	22	E	Sorry, say it again please.
	23	GK	So, how do you feel about your ability to understand and also to communicate in English?
7:23	24	E	Okay, I feel my English is terrible (laughs). Still, I have, ah... I don't know, maybe now I am old and I cannot learn that fast as um I used to, because I learned Turkish very ah fast, fourteen years ago. (Okay) But um for English I don't know or maybe English is harder, I am not sure. English is harder, I wanna say that (laughs). Uh, yeah, English is a little hard language maybe because there is so many mm, words...is get from other languages into the English. (Yes) and mm, pronunciation, em different than even writing in like French sometimes word. They all make very difficult but em but for myself as forty-three years old learner, I think, we can do it, you know. I trust it but I have to push myself more to learn and yeah.

	25	GK	Okay, um, how do you, you said you think your, your English is terrible. How do you think other English speakers view your use of English?
8:55	26	E	Uhh... people are too kind to me, so they always think that no, no your English is fine and you are okay, we understand you totally but I know my English is not that good, yeah.
	27	GK	(laughs) Okay, so you don't believe them.
9:14	28	E	Um, you know, ... yeah maybe they understand me or I can explain what I'm trying to say but this is not speaking correct English. The people shouldn't understand me, people should um, I should ah speak English um correctly, you know. (Okay, laughs). Which I don't(laughs).
	29	GK	I think you're doing really well (laughs).
	30	E	Thank you.
	31	GK	Ah, ah how important is, is learning English for your life and your work and your family?
9:51	32	E	Oh, um, tell me about it! (laughs) It's, it's really important. Um.. now big yeah thing in my work... is mm... my lack of English. It's mm... For example, I have to write email everyday to my manager (Yes) and ah even I have to talk to enGIneers and customers through emails (Okay). But because of my English is not that fluent and um my writing is not that strong, so always I have to send my email or my questions or mm... whatever I wanna say to the people, I have to send it to my manager and he is eh... correcting my English (ah okay) and sending to the people. This is, yeah... it's very big problem for me right now (okay) (???) but if I, I know if I knew knew language very well, I, so I could be a manager too (mhm) I'm working, I'm doing the same thing and I'm telling him what I need or what they should tell the customer or enGIneer but I cannot wr, write correctly, you know that's a problem.
	33	GK	Right yeah... Is there anything else you would like to add?
11:31	34	E	Umm, no. Just I know if you practice a lot, you got it.

	35	GK	Okay (laughs) Thank you so much. Really appreciate you taking the time (You're welcome) to share these insights.
	36	E	You're welcome. Thank you.