

## Participant 1 – Pre-sort

[P1 is filling out the pre-interview form].

- 5 P1: I listen to some radios about Mandarin, I think erm, and watch some kind of er...movies and TV programmes in Mandarin so I think it's at least 1 hour per day and then...and then I talks...I talk to students from Mainland China and I think that is really really useful and...
- L: Yes, yes I'm sure
- 10 P1: ...so many daily usage we cannot learn in the class...it is like...I don't know properly per week I would say two hours, two or three hours at least. Maybe we will have some functions or trips or need to do presentation together, so it's really much more in...in a certain amount of period. And er...Mandarin...I would say per week...I don't know...9 hours?
- 15 Lucy : Wow. Cool. So when you talk with your Mainland Chinese friends, do you always talk in Mandarin, or do they sometimes talk in...?
- P1: I always talk in Mandarin...
- 20 L: Do you?
- P1: I always fight with them with the languages. They try to talk to me in Cantonese but I insist in talk...in talking about...talk to them in Mandarin and then a very very strange
- 25 situation is that we both do not change our languages...
- L: Right.
- P1: ...so I speak Mandarin and my friends speak Cantonese often, 'cause that case do not happen very...I mean that situation probably will not happen, unless we both insist, but it's very strange like I speak in Mandarin first every sentences and I [cause him?] [to speak Mandarin?]
- 30 L: It's really good that you all want to use your other language so much.
- 35 P1: I like to use other languages.
- L: I can tell. I can tell you are really a good linguist!
- 40 P1: Really? Oh thank you. I'm so happy about that! And the last one is English...English is the...do we speak too softly?
- L: I think it's OK. I'll take some notes as well. So tell me about English.
- 45 P1: English...oh...
- L: Do you...do you...So in the same way that you speak Mandarin with...with
- P1: Cantonese with...
- 50 L: with your friends...do you have anyone here in Hong Kong who you speak English with?
- P1: Can get what, sorry?
- 55 L: Is there anyone in Hong Kong who you can talk English with on a regular basis?

P1: No. Not good, not good.

L: Right...it's a shame. How about watching television or listening to songs?

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P1: I like to listen to songs, but not as many as Japanese.

L: Japanese...

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P1: Yes, Japanese.

L: Japanese music is really cool.

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P1: Yes, and I...but I like rock music so...like Linkin Park, so quite a lot of musics and erm...and erm...we we go to a school we all use English. Oh yeah! We use English to present...to conduct our presentation. And other students, although we are all from Hong Kong, or from Mainland China, our native language is not English, but in the class, when we do the presentation, and if they are going to comment or response the language must be English.

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Lucy : Hmmm...right OK...

P1: Yes, English. Basically it's the same situation in Hong Kong, so everything is English.

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L: How about in books and so on? Are they also in English?

P1: English.

L: And Cantonese?

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P1: No no. All English.

L: All English. OK.

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P1: Yes, all English. Yeah, and some...I mean sometimes we may refer to Chinese books because it is much more easy to...to read, but basically in my first year I think this is really horrible because when you read the Chinese you got the concepts but at the end you need to write the paper and you have to translate to English and then you've got English book too to learn again...to learn it again...

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L: You have to do it twice, basically...

P1: Yes. That is not the way to do it. In my class, very very few students read the Chinese books first, that is really some cases, because at the end they have to translate.

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L: Right...right...so did you start doing that in your first year? In your first year you read in Chinese and then you translated into English?

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P1: No, because a lot of readings so "which one is that" and then when we need to hand in our term papers and do the exam, do the exam if you write in Chinese no one mark...no one marks the paper, so at the end it is English so now I would read only English books because I think this much more practical...much more useful and er...I think it's like just going straight but it's not just walk in circle and that's too [unintelligible] so quite a lot...because when we go to school we all use English I seldom talk...I mean Hong Kong people do not talk to Hong Kong people in English...

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L: I realise that. So it's a bit weird huh to speak to other Hong Kong people in English? Yeah.

115 P1: ..and so it's only school and music and TV shows and...oh yeah! British Got Talent. British Got Talent. I like that.

L: Yes!

120 P1: And some other TV shows like Hotel Babylon...

L: Right OK, yeah!

125 P1: ...and movies, movies...quite a lot. This one must be er...most, er...this one is the best one compared to others.

L: But sort of accidentally in a way?

P1: I don't know...it is like in Hong Kong we...we learnt English when we was...when we were very young

130 L: Yes...

P1: ...so it is like no one doubted...no one really asked...I mean we just...we just thought it's...we just think English is a daily basis when we go to school so it's like common practice. We just relax and talk to other in daily basis. So this one...I don't know...18 hours per week for the lectures and tutorials, plus songs I would say...two hours per week, one or two hours, no one for songs, and TV show for one, and then...doing homeworks and readings and it's like 3 hours lectures I always use one hours to read the readings...more than one hours, so basically 4 subjects must be 4 hours at least....and we need to read the papers, that's a lot at least four for readings...plus oh my God! How many hours do we read books and read the papers?! I used to read at night, it's like...I don't know...10 hours for a paper...

140 L: Wow!

145 P1: At least...because when you search for the books, and you search for books the language is English and the whole system is English, so that is...that count as the learning process of English?

L: I guess so. Yes. I guess well you're using English aren't you?

150 P1: Yes. So that must be...10 hours for a paper.

L: OK.

155 P1: Including searching for books, reading those books, and then write a paper. And just one paper. And probably we have three or four papers in one semester.

L: Wow, wow.

160 P1: This is per week! [Looking at the form].

L: Hmmm. I think though...this gives you an idea...I mean...how many weeks in a semester?

165 P1: How many weeks? Er...let me think about it?

L: 10?

170 P1: Oh er...one semester must be more than 10 weeks. Normally...let me calculate it.

L: OK.

175 P1: Er...September, October, November, December...a half of December...2, 4, 8, 10...I think 12.

L: OK. So let's say you have 4 papers per semester...

P1: Yes.

180 L: So that's 3 weeks per paper. So then that's about...3 hours per week? 4 hours per week maybe?

P1: I study politics! I don't know the kind of numbers!

185 L: Don't worry!

P1: 12...I cannot function! 12 weeks. Not a really big number when you need to calculate it. This way?

190 L: Yeah.

P1: [whispering numbers.]

L: OK. So let's say 4.

195 P1: OK. Four. And er...this number does not include the time I spend in the English Learning Oasis.

L: OK. OK. And that's a lot of hours! Because I saw how many hours you....

200 P1: I don't know...I have no idea how many hours I've been there!

L: It's about....I need to calculate on my phone. OK. Here, will you just write for me your major?

205 P1: Oh sure, yeah.

L: OK...about 20 hours since...from January to April about 20 hours.

210 P1: You mean per month? Per week?

L: Altogether, over that time. But that's still a lot!

P1: Really?

215 L: Yes, compared to other people.

P1: I'm so happy about it!

220 L: You are one of the 10 most frequent users of the English Language Oasis.

P1: I'm so happy about it!

225 L: Over 4 months. That's about 5 hours a month. About an hour a week. One and a half I would say.

P1: So we need to add them together. 29.5. Oh, make it 30. Because any way we saw something somewhere.

230 L: Sure. Sure.

P1: Quite a lot!

235 L: OK, that's really interesting. So you've just told me about the English Language Oasis. So you go there as part of your pronunciation class. OK.

P1: Yes.

240 L: So tell me, what do you do normally, when you're in there? You use the pronunciation software?

P1: What do I do is like practising for things that the teacher taught in the courses.

245 L: Oh! OK.

P1: So basically like, ee, ay, ooh, ah, something like that. And I practise those international alphabet, the English one, for sure, so I click the software, they show how to pronounce it.

250 L: Mm.

P1: And I follow those images and movies, they got the movies and sounds, and in the movies showing the people...showing the instructor to pronounce it...so I try to...try to meet it...meet?

255 L: Imitate?

260 P1: I try to imitate! Oh I just cannot get that word! I try to imitate them, and try to pronounce it. That is most of my time in the English Learning Oasis. And I er...when I have presentations I...write down the scripts and then check the international al...the English alphabet, and then go to English Learning Oasis to practise and try to make the sounds correct...

L: Mmmm...OK.

265 P1: ...and that is...that is most of things I'm doing.

L: So why are you wanting to improve your pronunciation so much?

270 P1: Coz it is so shameful to speak wrongly! And you mean...I mean it is not good, not good! It is not good...and then...

L: Who says it's not good? You think it's not good?

275 P1: I think it is not good and other listeners...listeners may suffer, I mean listeners may suffer try to guess what we are talking about and try to...try to...try to control [them] not to laugh when we say something like wrongly...

L: OK. Have you had that experience?

280 P1: Yeah, sure.

L: Have you?

285 P1: Yeah, sure. Yeah, sure. I just like...I cannot remember now coz like when I try to speak one word and then I pronounce it wrongly, and that words becomes totally another words and that words may [mix up?] and that is not good. Really not good.

L: OK. So you feel inside you, you really want to improve your communication.

290 P1: Yes. Yeah sure. And er...I always think it's like I mean the listeners it's really hard to listen and when you're not comfortable. I experienced it when I learned Mandarin and it is like I really [seized that] I'm not going to learn the Cantonese type of Mandarin that is because I heard some Sìchuān mandarin. Do you know where is Sìchuān

295 L: In China close to...in the south?

P1: In the...it's in the like...centre.

L: Right. OK.

300 P1: I mean, I can listen, I can understand the Mandarin but that is hard to experience and it is really horrible. You are going to...you are going to twist your own pronunciation to suit...down to listen. I don't want to do this to others. I try to make it better. I know I may not be perfect, but at least better for others to listen.

305 L: Mmmm....mmmmm....OK. That's really interesting. So do you feel the same about Japanese as well, and your other languages, like...is pronunciation really hard?

310 P1: Not really. Like...er...Like French and German I don't really care about it because we just make fun [often do it] with our friends and Japanese I will er...I can...it is more important than these two.

L: OK.

315 P1: I try to sing songs, so, erm but I know that song pronunciations I cannot get it right like 'k-a' and 'g-a',

L: KA and GA...

320 P1: ...and ten-ten, I cannot...I cannot pronounce these two. I know it but I cannot fix it.

L: OK.

325 P1: [] I know this word but...

L: When you're learning Japanese and you're listening to songs, tell me how you do it.

P1: Er...I listen to songs, I really like that song, it is like...

330 L: Which group do you like?

P1: X Japan! do you know that?

L: No, sorry.

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P1: When did you stay in Japan?

L: Actually, from...I was first there in 199...1995 to 1997, and then 1999 to 2005.

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P1: Oh.

L: Actually I go back regularly, so I'm going back in one week's time I'm going to Japan.

P1: You just missed a great band!

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L: OK I'll look out for them. What's it called – Extra Pain?

P Yes. X Japan.

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L: OK.

P1: They are really good. Coz they disband for a long long long long time. 1997 – 2008 so this period...

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L: They've just started up again?

P1: Yeah, they've started up again. They...I mean they are a lot of, I will say – quirky? language. Yeah. They, reunion, they reunited in 2008, so

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L: So tell me how you learn from their songs.

P1: Oh, I like their songs so I listen over and over again and at some point I can...I can grasp some pronunciation and sentence like er, I don't know how to do it like [P sings using 'da da da da da' instead of words] so first you've got the rhythm and then some  
365 pronunciations you...I can try to imitate like more [sings in Japanese words] so first, in my first experience you've got 3 right out of 10, and then I really like their music so I look for the lyrics and I saw some writings and I saw the Chinese characters, and I saw the translation one, and then I saw the English...the English pinyin...how do you say....English...

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L: Alphabet

P1: Yes, English alphabet, so romaji

L: Romaji

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P1: Roman word or romaji?

L: Romaji.

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P1: So I saw the romaji so I can have a really good idea about how to sing their songs and maybe this is 50% of, 100% to sing that song. And then, again at some point I can really really favourite song I can write down those characters. Oh yeah that is because I took the course of Japanese, because before that I know some of the Japanese wordings of the song

385 I really like, and the song I really like is called 'Red' and I don't need to learn, I know that is red because that is a Chinese character and then I look for that and I find out that is called...this one...it is not Chinese it is Japanese sound so I got this and then I [] lyrics so I got the Japanese...and then before going to the class I know them...this song and Japanese class I learned all the hiragana and katakana, and just re-group those things into a language learning...how do you say this...language learning...[notes?]. something like that...

390 L: That's really interesting. Thank you for explaining that to me.

P1: Another thing is like...er...I think I cannot do it by myself, only by myself, because I communicate with my friends. Some of my friends can speak Japanese because they  
395 learned Japanese for a long time and er...they can teach me – 'do you like this song?' And 'I like this song too', so we got more information.

L: OK. OK. So you learned from each other, actually?

400 P1: Yes.

L: Very interesting. Thank you. We have to move on because time is going. So I've got something else I need you to do, OK, so this is really great, thank you. What I need you to do now I have some cards and I want you to think about...I want you to think about the ways  
405 that you have changed, if possible, since studying I've said studying English here but actually I want you to think about all of those languages you study when you're not in the classroom OK? So when you're learning Japanese with your friends and through songs, and Mandarin watching television and when you're learning English in the way that it is you do...I want you to try and think about the ways that you've changed, and I'd like you to sort these  
410 cards into three piles first of all, OK. So most like me, sort of like me and least like me. OK there are 52 of them.

P1: OK.

415 L: for this part I'm going to sit here while you do it and if you have any questions about the cards please ask me, OK?

P1: This is outside the classroom, right?

420 L: Yeah, so not in the classroom. So think about

P1: Because I always think about this when I am in the classroom.

L: OK so don't think about when you're in the classroom, think about when you're not in the  
425 classroom, if it's possible to make that difference in your mind. Do you think it's possible?

P1: Yeah, yeah. Sure.

L: OK there we go. That's the first thing. And then after that I'll explain the next stage, OK?

430 P1: OK.

### **Participant 1 – Post-sort**

435 L: Excellent. When you were doing this, was there anything that you felt was a bit strange or a bit weird? Was there anything that didn't really make sense to you?

P1: Not really, not make sense to me.



440 L: OK. OK. So, these are what I think are some of the outcomes of learning without a teacher, I think.

P1: Yes.

445 L: I think these are the results of this kind of language learning. Was there anything for you that was particularly kind of...that you learned about yourself when you were doing this? Anything that was particularly surprising for you? You read it and you thought "oh yeah, that is me!!".

450 P1: Yeah, I think this one, I feel more relaxed about learning English [#35, +5]

L: OK

P1: I think this is me.

455 L: And other languages too in your case, right? Japanese and Mandarin?

P1: And I enjoy English more because I can learn it in ways that interest me [#36 I enjoy learning English more because I can learn in ways that interest me (+5). I can pick up the songs I like, I can search for lyrics, because those materials are on the Web, and I think it's like ... just take Japanese as an example, when I take the course, they still teach me the Japanese characters, and I thought oh come on! So many words I need to remember ...

460 L: Right. Right.

465 P1: And when I see this song I like I feel Oh! I must understand it. I must check the dictionary and I... it is really simple, it is like I just open the web, go to Google, Japanese dictionary, and I click it and I copy the words to a Japanese dictionary and that really, and I remember it well.

470 L: OK.

P1: In the later courses I'm not going to copy it I'm going to open the typing method and try to type it.

475 L: OK. OK.

P1: That is the song I like.

480 L: Right. So that's what really motivates you?

P1: Yes.

L: It's being able to do the things that you find interesting.

485 P1: Yes, and compared to the materials used in the class it's like...in the Japanese class they they make some verbs, some do you remember...how to remember....I feel I need to remember something irrelevant to me. It's like something, like the colours. A lot of colours And even if I try to remember it I forget it very soon. It's like I mentioned the song called 'Red' in Japanese. I do not need to remember it at all, I can just...

490 L: It's just there.

495 P1: Yes. Yes. But the problem I feel is like, I just like the red colour, I can remember the colour of red. And the yellow, blue, and maybe a little more. Because all the colours...I can't remember all the colours.

L: Does that matter?

500 P1: I think if in this stage that is enough, and maybe maybe I meet Japanese people and make Japanese friends later on I will because the need to communicate, and I may learn more, and I may...because when I...when I got a person to communicate with I got a purpose to learn because I need tell a Japanese friend which colour I like so I remember more.

505 L: OK. OK.

P1: Yes. This is my feeling.

510 L: That's really interesting. So people are a very important factor for you? Communicating with people?

515 P1: Yes, communicating with people. I mean the usage of the language. Like, I want to know what the character of animation is talking about, so I try to...I try to listen again and again, so it is like I need to understand and I think people is the best, and then the TV shows or other things are not as good as the people, because people is the ultimate goal of language.

520 L: Yes, yes. OK. Great. So just one more question. Here you put this one sort of in this middle pile, but then you put this one here, can you tell me why you put this one here [#45, I have stronger opinions about which activities are good for me. (0))?

P1: I didn't think much about it.

525 L: Oh OK. It doesn't matter if ...

530 P1: This one is like erm...I mean, here this is very interesting, and in the classroom it's really not interesting. but here it is like I don't know which one is great, for example, I learn more relevant language like we don't speak like songs in daily life, and we don't speak like characters in the animation, and and sometimes I'm confusing and I am learning this is really good for me.

L: Right...I see.

535 P1: And then because we don't have a professional instructor so we will learn the wrong things. And just like Japanese GA and KA I know I cannot pronounce this correct, and there's no er...no professionals to tell us, or tell me some of my friends can pronounce it because they can pronounce it,

540 L: OK.

P1: I mean if there's a professional linguistics to teach us, to teach me how to pronounce and that's may be better.

545 L: OK. OK. That's really interesting. So where would you say you mid-point is then? Here, this is most like you and this is most like you, where is the middle point where it changes from being most to being least?

P1: Er...I think the middle point er...I don't have much feeling about the middle point. And I have a strong feeling about these two points, not really strong feeling about this point.

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L: So is that this point, where does it shift from being most to...if you had to say this is the middle place, from here it's most and from here it's least, where would that be? Would it be here in the middle or would it be actually somewhere else?

555 P1: Oh...I would say...say here.

L: Between 7 and 6?

P1: Yes, between 7 and 6.

560

L: OK. Alright. Fabulous. Thank you P1..

P1: Yeah, yeah. You're welcome. This is very meaningful.

565 L: Really?

P1: Yes. I don't know my pattern of learning languages and this interview helped me to understand myself.

570 L: Really? Really? Oh good, I'm glad it's interesting for you.

P1: Yeah! Thank you for you too! Yes, really. I don't know why I do these thing but now I know. Because it is relaxing, this is interesting.

575 L: So do you think it has helped you learn about you, as a learner, do you think?

P1: Yes.

L: Has it? Has it? Oh I'm very glad about that. I'm going to take a photo of this...

#### Participant 4

Lucy: OK, so you learn English Ricky, through the self-access centre.

P: Yes.

L: Can you just tell me a little bit about what you were doing in the self-access centre, and how you use this centre to help you learn English?

P4: First I used a material call VELA. VELA is a software and that depend on how you are going to learn. And then I first used the software, and then to planning, about 3 to 4 times about the planning, coz I have to schedule when, how long I have to study, and which material, which kinds of materials I have to use.

Lucy: OK.

P4: And VELA, the software suggest, we need to use ... to have 3 different stage to learning. First is the focus practice, transfer practice and general practice. Focus practise that means you learn the things that you don't know, through the basics. For example, you learn definition from the books, then the second stage is transfer task. You use the definition to apply in a practical way. For example you use the definition and online material, for example like online video, something like that. And the last part is the general practice that mean you use what you have learned and enjoy the learning.

Lucy: Oh! OK. So you mean like watching a movie, or something like that?

P4: Yes.

Lucy: OK, that's really interesting. So tell me what you did.

P4: Oh right. OK. First of all I am focused on the linking part of the pronunciation.

L: OK.

P4: Because I know that English have many kinds of categories and I know that I want to improve my pronunciation. But pronunciation have many different parts like sentence stress, like re-form so I want to learn linking part because this is more easy. I think if I can master the technique to use the linking part then hopefully I can sound like...a foreign speaker...it's not easy I have to practise.

L: Sure. Yeah.

P4: And then I start to plan. So I choose the book, the book in the SAC, and I found the definition. First, I do the focusing practise then I find the definition. I know that's so many kinds of definition so I just ... I only choose the part that I know is easy to use in a normal situation.

Lucy: Right.

P4: Then, OK. Then I think the book is not enough then I go and start to find out in the material because I remember some of the definition I have learned before, not here in this book. So I find in an area. Then I [drop down locks?] for the book. Then I do the exercise. Sample exercise. Until I understand the definition. And during this time I find some difficulty because linking part may be to another categories like weak form so I also find others definition or some other weak form. And I also find that this is useful to use the IPA symbol

to help me to find out the specific pronunciation. How two words combine together. Because you can't see with the alphabet. But you can see how change during the....how change with the IPA symbol.

Lucy: Yes, because the spelling of English words can be really different, can't it? Compared to how we actually pronounce them.

P4: And then, OK, then I do the general practice. I use the material that is suggested in the VELA. I choose the BBC online material which is the audio. Audio online material. And then I transcribe the audio in the website.

Lucy: So it has the audio, and the transcript is there as well?

P4: Yeah,

L: OK!

P4: At first I...before I listen I choose to transcr ... highlight transcript. Highlight just specific parts that actually that happened the linking part, and then I start to listen the audio and focus on the parts that...the prediction that is true or not. I find that most of them is true but outside the highlighted area they have another area that I haven't highlighted and find that then I highlight it again. Then finally, listen...if I really can't hear the specific part then I take the audio to the specific area to listen more than three times to figure out how it happen until I understand.

Lucy: OK. That's very systematic.

P4: And finally I find that audio is quite fast and not easy to trace back the specific areas so I [] my advisor suggest recently for myself is that I try to recognise the audio in the computer ... choose some software and maybe [unintelligible] so that I play it and listen. And I also ...

Lucy: Wow. So you do that yourself?

P4: [unintelligible] I will. That's my planning.

L: Oh right, OK.

P4: I collect all the linking part in a list. So that I can easy to remember. For example, some ... some ... I find that because we are ... first language is not English and then we are not easy to remember ... in normal conversation we seldom communicate with the native English speaker, so it's not easy to know which parts of words are for linking. So I call up on other sentences in the list ... my own list, and then we write ... we have the definition of them.

L: Mmmm.

P4: For the last part, last part is focusing practice [unintelligible] ...

L: General?

P4: ... the general practice, and then I start ... using the original materials, which is an audio news, because I can enjoy listening to the news ...

L: So this is news on the website again? The same one? The BBC?

P4: No, new one.

L: Oh OK.

P4: Because I'm using the update.

L: Right, right, sure. So it's up to date news?

P4: It's not up to date because the online material collects the news they choose it ... they choose for people to learn.

L: Right, OK. I see. So it's been selected to go on the website, OK. Right. So that's your enjoyment. That's what you do to enjoy?

P4: Because I enjoy that I always learn something and which is something new for me. I have heard about this [unintelligible] for many years but I haven't learnt by myself but I haven't seen any need to learn so now I can understand.

L: Right.

P4: At least I can understand ... I know I can't speak like a native English speaker but I understand that. When I listen to you I can understand ... I can capture ... I found that this is useful because when I watch a movie which is called 'Lost' and then I will sometimes ... although the subtitle is Cantonese [unintelligible], and I listen to the characters that is speaking, and then found this part where there's using the linking I will focus on the specific part. And play it again and again to listen and study.

L: OK. Really cool. I think that's your computer engineer's mind working. [laughing] Yeah. Excellent. That's really interesting.

P4: The difficult is that maybe my foundation is not good. And then ...

L: Your foundation?

P4: Yeah foundation. English foundation.

L: Ahhh!

P4: My grammar is not good. And then ...although I can speak and listen is OK, I think when I speak maybe my grammar also have some problem. So next time I maybe focus on grammar.

L: Right. OK. OK. That's really good that you can think about your learning and plan in that way. I don't notice huge problems with your grammar but erm yeah ... I taught in Japan for nine years and so for me Hong Kong students' English is so much better than Japanese students' English.

P4: Oh yeah!

L: So I really notice ... I really think Hong Kong students speak great English! Generally speaking.

P4: I really wonder that I can speak like a native English speaker. Yeah.

L: I'm sure ... if you keep up ... you know this thinking ... you know sort of analysing and being so methodical about how you study – I'm sure you can! Yes I'm sure you can!

P4: I have a story about my life and learning English – can I tell you?

L: Sure! I'd love to hear. Yeah.

P4: First, I learn when I was in [China?] when I live with my grandma and she's illiterate? Is it?

L: Illiterate. Right. Wow.

P4: So providing all the subjects all the ... primary school for me is an empty feeling that I haven't learned anything.

L: Really?

P4: Yes. Especially English.

L: Wow.

P4: How always pass and fail the levels and I found in that moment I noticed that English is important. And in secondary school this situation keep on going on and then for secondary school to A level I don't think this is a problem I just only want to pass but ... seldom pass. And then until fortunately an English teacher teach ... taught my class and then she is an Australian and she ask me a question: "What's the weather today? What is the weather today?" It's a simple question.

L: Mm.

P4: And at that moment, I cannot answer her question because I don't know I have to answer that today is sunny because it depends on that I only see the books with how today is hot, today is not hot, I haven't filled out [unintelligible] because I haven't made choice but I don't know some meanings ... the meaning of the weather. Actually I see ... I find my problem.

L: So you didn't actually know what 'sunny' meant?

P4: I don't know how I have to answer her.

L: Right. Right.

P4: And I have problem about that. And then she ... and then I start to work hard because everyone is certain age when they have fights for their future, start to have thinking about how to learn for their study. But I think that was always late for me. That year I cried very hard on my state in English and yes ... because in Hong Kong we have public exam in Form 4 and Form 5, but Form 4, Form 4 and Form 5 we have to do public exam so we have to be test on lots of English for exam paper. Even I know that and my English is poor but I have no way to learn in English because I do not know how to learn and I really frustrated ... I find that I'm poor in English and I don't know how to learn until ... until here in university because I don't know English has many kinds of thing. Many kinds of category, for example last year the first semester and I have to study the tense about the present perfect tense and start to find out definition in the SAC. I find a book have many kinds of tense and most of them I don't know ... I haven't learnt before ...

L: OK.

P4: ... and I believe that most of them, like my classmates have already learnt it. So in Form 4 I haven't learned, I still haven't learned anything. And then in Form 5 I noticed the [unintelligible] about the [unintelligible] English because I have to promote ... if I want to study in university I have to promote in Form 6 OK. So and then English teachers start to ask who want to study English and then who can find her. I think that I should have to do so because there is some kind of student who is good in other subject and English she is better than me ... so she is inviting him rather than me and that under that pressure I didn't have to fail. The English teacher after school I study with her and I was the second one to join him. I ... my intention is I go to learn this for myself, not for the others. But ... and then I can see that ... and now I start to learn. Give us some vocabulary and then analyse. Five a day. And then I found half a month that didn't withdraw he don't like to learn English and I keep track of my learning and then I start to find ... keep on find, connect the teacher to learn she's so busy and don't want to er ... so sorry for me and [unintelligible] I found that the only possible way for me to learn English is learning vocabulary and then finally I collect more than 200 vocabulary a month.

L: Wow!

P4: The power ... secondary school is quite frustrated because in Form 4 I tried so hard to learn English and then English tutorial teacher outside school tell me that we have no hope to learn ...

L: Oh P4! No!

P4: Yeah. And then, well quite frustrated, and so that year I didn't learn anything. But Form 5 no matter how I work hard the truth that for one year I did not learn more than 10 years so ... In English public exam I also fail. Maybe I fail all the paper other than listening because we can practise a lot of the paper.

L: Right.

P4: So I study and I repeat in Form 5 so I ... because the last ... is also not good ... is not good the situation is not good. Also I have to work on other subject. So in second year I only pass on, all exam I only pass on English and four other categories. OK but I can only and this is not chance and the government says if you cannot pass both Chinese and English you cannot move from second to another exam. I refer in both Chinese and English so that year I told myself that I have to give up all the things except the language so I remember that how I [practise?] and I [unintelligible] try to read the newspaper ...

L: OK.

P4: And I read South Morning China Post. And then find the words. I find the vocabulary every day. How ... I can remember two things. One is that I highlighted that. Every page I can remember the highlighted words which page. And some of the words is too difficult and dictionary cannot find them, already.

L: Wow. So they weren't in the dictionary?

P4: And I find that and I can't do that. ] I'm still frustrated because I find that even in sentence I can understand more than 10 or 8 words, but I can catch the meaning. But the others didn't. I think other than me their vocabulary is not good. But they can understand. But I can't. I don't know if I already improve my vocabulary, so ... My language is truly not good and then because I have to take Form 5 exam again.



L: OK.

P4: And that year I passed [that year]. Lucky. Before Chinese language.

L: Great.

P4: Yes, I thought in Form 7 I have to work on the other section again I found it's not ... I cannot focus too much on English. I also find this is unfair that many medical student in some famous school they need not to practice so much English because their foundation is quite good they only need to do the exam paper. But the exam paper for me is quite difficult. I can't ... I can't ... I can't do ... I can't finish it. It's quite difficult for me.

L: Right. Right.

P4: For them they can only focus on the other subject but for me I have to focus on all subject. Or fail. I fail again for my English and then how I come to this university is because I have associated with this university and I know I ... for this path went on to check on other English ... you have to pass in the English subject in the associated and then you can come here. So I was a special case that I was a [] entry student. I'm a entry student allow me to come to this university, yes. Until I come to this university, I found that in second year, yeah just been last summer, I found that learning English I can't learn English from an exam paper because those exam paper is exam. You practise the exam paper there's no skill. The important part is your foundation. And then – wow – I start to open my mind. Wow I have to learn! From basic.

L: OK.

P4: And then SAC is good place for me to study because I can ... if I want to improve my English I understand that important point is bit by bit ... learning category, different parts. Grammar. Because I only have a picture of the praying in English. And then I believe that I'm poor in that area and I don't know why I'm poor but now I find the problem is that if I can't improve my grammar then many [] sentence structure, the tense, er ... the prose.

L: So you come upon them?

P4: In this year.

L: That's really cool, P4. A really great story.

P4: Yeah. But why I can speak. Many paper I can pass listening and all ... but why I can do so is because I found a good teacher in Form 6.

L: OK.

P4: She helped me a lot. I think my patience and skill can cover my poorness about my language. For example, in my presentation my pronunciation is not good if I have [] I can handle the [] and this is the skills that I learn from a teacher. High schools teacher. Yeah, she saved me a lot.

L: Yes, that's cool.

P4: Yeah, trained me about a ... yeah I can remember I used two week ... I mean two month for training my speaking because there are a period for her to teach us before the examination. Yes.

L: Mmmm.

P4: And I say that before always frustrated and I feel unhappy in English but now I can start to fight for it and I have a lot [] ...

L: That's so cool.

P4: Before that woman I always cry for my progress. Great stuff. Great stuff.

L: I think now though you're in a really good way. I think you're going in the right direction.

P4: But the most important thing is that for this module I [unintelligible] you have to hand it in September and that is some sort of motivation. So yeah, maybe strong I could focus on studying.

L: That's really really interesting. I think you might find that this is an interesting activity that I'm going to ask you to do now.

**Participant 5**  
**Pre-sort interview**

L: OK! I'm recording now.

P5: I just want to apologise because maybe sometimes my English is not so fluent. You know what I mean?

5

L: I don't know at all what you mean!!

P5: No no no. Compared with my secondary school class something like that, my English is not very good at all.

10

L: Really?

P5: Yes, because I studied at International School ...

15

L: Ah did you?! OK!

P5: And then I was very good at math, and you know I keep ... and actually I entered university one year earlier ...

20

L: Wow.

P5: ... the result of public exam, and my language is really not my strength.

25

L: OK. [laughing] Put it this way, your English is MUCH better than my Cantonese! So ... [laughing]. So erm ... wow! Mandarin, English, German and French!

P5: I'm not too clear about what is definition of 'learning on your own without the direct support of a teacher'.

30

L: That's because I don't have a definition because I want YOU to decide it.

P5: Yeah, because you know actually these four languages I learned from a teacher. Of course. You know. I learned from taking a course.

35

L: I realise that ...

P5: And, you know, when you say "Without ..." without what? "Without the direct support of a teacher" you know, it's not that sensible because without a teacher I won't have chances to take this language.

40

L: OK. What I mean by this ... and I don't mean that you've learned the whole language from scratch, I just mean that, in a sense you have experience of using something like a self-access centre, or you learn at home, or when you're visiting your sister in France you just learn from the world around you ...

45

P5: I see! I see! I see! Ah right! Maybe I can add English then.

50

L: I don't mean learning from scratch, I just mean in general you've had some experience of learning in that way. OK, so tell me about those experiences then. With French, German and English.

**Participant 5**  
**Pre-sort interview**

- 55 P5: OK, first of all English. I have learned English since I was born. You know, I'm now 18 years old ...
- L: OK. So let me ask ... you say since you were born, so, at home, did your parents speak English with you?
- 60 P5: Yeah, they did. They did. For a little bit. My parents education level is not that high but since I go to a kindergarten we use English, you know, every day. And you know for German I only learned it when I was 16, two years ago ...
- 65 L: OK.
- P5: And why did I learn it? It's because you know, I joined an exchange programme to Germany, and it ... we do need that for one year but I only
- 70 continue the programme for half a year because you know the maths department in this university told me that they are willing to accept me even though I skipped the exam.
- L: Ah right!
- 75 P5: I end the programme.
- L: OK. So you lived in Germany for six months?
- 80 P5: Six months, yeah. In OK ... Oberbayern. In Bavaria. In English right, the name of the province. And I was there ... you know like what I did in Hong Kong I go to the secondary school, I learn, I study. Originally I planned to apply for university over there but of course the scholarship in UST is much higher and that's why I come back!
- 85 L: Sure! [laughing]
- P5: And that's why I come back! You know because Hong Kong always has a lot of resources.
- 90 L: Right.
- P5: Putting on the university. And for French I just learned since the beginning of this year I think. Because I have met Mark, and Mark teach us
- 95 French here. And that's why I took a course from him and I learned about a ... few months. Intensive course. Each week, three to four hours.
- L: Right. Right. That's pretty impressive!
- 100 P5: Yeah.
- L: So then ... you've given here ... so this is February 2009?
- P5: 2009, yeah.
- 105 L: Right. For 3 hours a week. So this is for French?
- P5: This is for French only. I can't remember the time exactly. Because you know I leave there and then I [unintelligible]

**Participant 5**  
**Pre-sort interview**

110

L: So it's quite different each day? So tell me how you've been learning French on your own without the direct support of Mark. I understand that you took Mark's class, but what did you do in addition?

115

P5: Checking out the dictionary. Searching on the Internet. Because for different languages, as you know, there are so plenty wonderful of resources on the Internet.

120

L: Yes, it's very good the Internet.

P5: Yes. And then you can get a lot of information and resources from the BBC.com or from other websites. And I even you know, actually this is quite funny, the online dictionary I use for French is actually a German website, because as you know I didn't ...

125

L: You use a German website to learn French?

130

P5: Yes, to translate the French. Because, you know, that [] is wonderful, it provide excellent pronunciation, which couldn't be found in other websites for French or my dictionary there are usually without pronunciation. And you know the intonation of French is very different from English. And when you learn it you really need to know and understand how the sounds are crashing together, something like that!

135

L: Yes.

P5: And that's why I use a German website to learn French pronunciation.

140

L: [laughing] I'm not sure I still understand why exactly you're using the German one! Is it so ... is it because the ... is it because it's easier for you to switch from the German sounds to the French sounds?

P5: Yeah. Yeah.

145

L: OK!

P5: You could say that.

150

L: OK. So you think there's more similarity between the German sound and French than English?

P5: Yes, because of the reality, you know. Because on the Internet I couldn't find any English websites better than that German one.

155

L: I see! I see!

P5: And I'm comfortable with that.

160

L: OK. That's very interesting. So this learning that you've been doing in French, is it here, in the self-access centre, or is it mostly in your home?

P5: In truth I live on campus ...

L: Oh do you? OK.

**Participant 5**  
**Pre-sort interview**

165

P5: ... and I come here every day. At home you know I only spend one or two days per month staying at home and so ... I don't learn French at home.

170

L: OK. Excellent. So, let me just check that I have everything ... which is your ...Pure Mathematics OK. And you're in the first year. So it's only recently then that you've returned from Germany, in fact?

175

P5: I returned last ... no ... I returned ... yeah last year, January or February.

L: OK. Right.

180

P5: Yeah, and then I spend over half a year in Hong Kong to catch up the high school curriculum because ... you know ... the semester usually start on September ... in September, right?

L: Yeah.

185

P5: And then I end the programme it was 2008 February, and then I also spend half an hour in my original secondary school in Hong Kong ...

L: OK.

190

P5: Yeah. And then after that I come here.

195

L: Alright. That's very clear. So ... so before I ask you to do the next thing, I'd just like to know from you briefly, when you're learning French ... and you're not ... and you're not in Mark's class, you're learning it without the direct support of a teacher ... what do you think are the outcomes for you, of learning in that way?

P5: What are the outcomes?

200

L: Do you think there are any particular benefits of learning in that style?

205

P5: Er ... I think there are both benefit and deficit. The benefit or advantages is that you can learn it any time and where you like and usually, when you learn from a teacher, when you write or speak something wrong, and then they directly correct you.

L: Mmm.

210

P5: And sometimes when it happens too frequently, it can damage your self-confidence.

L: Mmm.

215

P5: That's what I experienced when I learned German, in Germany.

L: Mmm.

**Participant 5**  
**Pre-sort interview**

220 P5: Because all my friends around me are native speaker. And every time I work, or wrote something wrong, and then they are not teasing at me but you know my confidence ... I didn't feel that good.

L: OK. Sure.

225 P5: And when I learned French you know, I learned it in the self-access centre because Mark didn't have much time to supervise that ...

L: OK.

230 P5: And you can learn more freely, and then you can read, you can use any kind of resources you like. I mean those are the biggest advantages. Actually, motivation and your interest for keep learning French would be larger at the beginning I think.

235 L: Mmm. OK. Why is that, do you think?

240 P5: Because you know, er ... as a natural you can learn in any way you want. You can use all different kind of resources but actually compare with when you learn from a teacher they assign you a lot of homework, they will tell you to learn in a particular way. Take care of your grammar and vocabulary step by step and if you put your motivation or your interest for keep learning the language. Yeah that's the advantage that I can really think of. But the disadvantage is the ... OK, actually, you know the advantage I mention is a double-edged sword ...

245 L: Mmm.

P5: You know, because you know, without a teacher you won't know where your progress is.

250 L: OK.

255 P5: And you know, sometime you get lost because you know when you ... of course as I mentioned you know I search on the Internet to look for resources ...

L: Mmm.

P5: ... and different media resources to learn French ...

260 L: Mmm.

P5: ... but sometimes the level is too advanced for me.

265 L: Mmm.

P5: You know you couldn't understand even a word and, and sometimes you get lost. Sometimes you also get discouraged ...

270 L: Yeah.

P5: ... I would say, yah, that's the advantages but at the same time it can be disadvantage.

**Participant 5**  
**Pre-sort interview**

275 L: OK. Yeah. That makes sense. OK. Before you went to Germany did you have any classes in German? Did you ... ?

P5: Yeah. I learned in the Goethe Institute.

280 L: Wow.

P5: Yeah it's very famous name.

L: OK so it was an intensive course, was it?

285 P5: Yeah, something like that. Actually before going to Germany I had already learned German for one year ...

L: Oh right ... OK. So you had a good basis ...

290 P5: Yeah yeah and usually you have to (call for help?).

L: Which is always the most important thing, yeah. OK right, so. What I'm going to ask you to do now, and I think half an hour should just do it ... I'll just turn this off.

295

**Post sort**

L: 2, 3, 4, 6, 7, yeah, perfect! Lovely!

300 P5: So was there anything in particular that, kind of, you were thinking, as you did this? Anything that came out at you?

P5: Some of the statements were really hard to distinguish.

305 L: Oh OK.

P5: Some of them I'm sure that they're quite similar ...

L: Show me which ones you mean.

310

P5: Er ... maybe these two, these are quite similar.

L: Organising learning time ... yes.

315 P5: Right, yeah. Because I'm more self-disciplined ... yeah. This one is also related to self-discipline ...

L: Right.

320 P5: But also there are ... OK this one ... and there are others. I am better at identifying the strengths and weaknesses of the English of others. I remember there is one statement ... is that this one? I am better at identifying ... this is also another statement beginning with 'I am better at identifying blah, blah, blah' ...

325

L: Is there?



**Participant 5**  
**Pre-sort interview**

- 330 P5: It's alright. Yeah. But you know, I'm not sure but you know my feeling is that you know when I sort them some of the statement actually are there to check whether my answer is consistent or not.
- L: Ah OK! Right, yes. I guess there is an element of that involved! Is there anything that you ... that sort of surprised yourself to ... where you put it?
- 335 P5: Not really, no.
- L: No. Did you learn anything about yourself do you think, doing this, or was it all ...
- 340 P5: No, no, no. The way that I sort it I thought actually it is consistent with what I thought. That means with what is on my mind.
- L: Right, OK. So you feel more likely to have a successful life? [#41 I feel more likely to have a successful life (+5)].
- 345 P5: Yeah right. It's with all different kinds of language. I'm not sure but if you are specifically talking about English you know ...
- L: No, I'm not.
- 350 P5: I'm not thinking about English at all because you know FE, FE secondary school students in Hong Kong speak quite fluently ...
- L: Sure.
- 355 P5: But you know, knowing German and French, they will equip me better, much better in the future.
- L: What about though, not just knowing them, what about having learned them without the direct support of a teacher? Do you think that will lead to that outcome?
- 360 P5: Yeah, right. Right. Because you know before I think without the direct of a teacher you can study the language in a much faster pace, or you know, I can study much more confidently and that's why I'm successful like this. Yeah.
- 365 L: OK. OK. And then down this end. OK. Didn't make you a bit more lazy! [laughing] [#25 Learning without the support of a teacher makes me a bit more lazy (-5)]
- 370 P5: Yeah, that's true.
- L: OK. And you didn't feel you need a teacher's reassurance.
- 375 P5: Yeah, yeah, yeah, yeah, yeah.
- L: You put this here. I feel frustrated asking other learners for help when I'm learning English because I don't know if they're correct [#33, -4). Does that mean you do learn with other people?
- 380 P5: Yup, yup, yup.

**Participant 5**  
**Pre-sort interview**

385 L: Explain to me how you do that.

P5: How I do that? You know, for example when I learn French, there was a class mate learning much better ... you know he spent much more effort than I did.

390 L: OK.

P5: And I don't know why but I always find him in the library and we would study together and if I encountered any difficulties then I ask him immediately.

395 L: Ah, OK!

400 P5: But you know, sometimes, most of the time the questions I raised actually both of us don't know the answer but ... anyway you know it was kind of fun and also it make your motivation stronger to learn more. You know ... because when we saw that, OK, even you know my best classmate don't know the answer to this question and then you automatically find the teacher and ask him – OK what is the answer?!

405 L: OK. [laughing]

P5: [laughing] Even he didn't know that and I didn't need to know that.

410 L: OK. Very interesting. Well thank you so much P5. That's been very very interesting for me and I hope it was a little bit interesting for you at least.

P5: Yup! Sure.

415

Participant 6

**Pre-sort**

L: So Participant 6. You said here 'EL', that's English language?

P6: Mmm. Yeah.

5 L: OK. So that means [name of degree course], can you explain to me what that means exactly?

P6: That's a Bachelor of Education in English.

10 L: So English language is your specialism ... or?

P6: English is the major.

15 L: So does this mean that your ... when you finish you'll be qualified to teach English?

P6: Uh huh.

20 L: Right. Right. OK. I got it. OK. Lovely. And erm ... OK. So your first language is Cantonese?

P6: Mmm.

25 L: Tell me about your experiences learning English, Putonghua and French a little bit. I'm guessing you studied English in school?

P6: Yes.

30 L: From quite a young age?

P6: Yes. English erm .. sometimes I ... because there's the helpdesk and then maybe once ... one time or two times a month I wrote the helpdesk here. For thirty minutes each time. And then I can talk with the ETAs ... ETAs?

35 L: OK. Yes, English Teaching Assistants. Yes?

P6: So I practise my English there.

40 L: OK. So you book the helpdesk times to go along and speak?

P6: Yes, just to have a chat.

L: OK.

45 P6: Also I took a course, the IELTS course,

L: Right.

50 P6: because I am planning to take the IELTS test, maybe next year or ...

L: Are you? So is that with a view to studying abroad eventually? Do you want to go overseas to study?

Participant 6

**Pre-sort**

- 55 P6: Yes, because there's an immersion programme, at this university.  
L: Oh! Is there?  
P6: Yes.
- 60 L: Ahh!  
P6: There are four countries to choose from, UK, and then Australia, Canada and USA.
- 65 L: Oh wow! That's fabulous! I didn't realise they do that kind of immersion programme here. Which is why you wanted to talk about British universities?  
P6: Mmm.
- 70 L: Right! [laughing] OK.  
P6: I also learn English from reading the e-newspaper.  
L: Ah! OK.
- 75 P6: I don't need to buy the newspaper. It's just some articles.  
L: Which newspapers do you read?
- 80 P6: South China Morning Post.  
L: Oh OK. That's excellent!
- 85 P6: I choose sometimes two to three articles and one of them will be local news and other one about ... global issues like the war in Sri Lanka. Oh BBC learningenglish.com is the website I usually go there ...  
L: Oh that's a great website.
- 90 P6: They have six minutes listening so [unintelligible] accommodates for me to practise English.  
L: OK that's super, yeah. How did you come to do those different things. So I understand the helpdesk is here and you want to practise your English, so that's easy to understand. But why did you start, for example, erm ... reading the South China Morning Post online, and listening to the BBC six-minute news, is that something you just found yourself, or did somebody recommend it for you, or ...? Tell me about how you started.
- 95
- 100 P6: OK. About reading the South China Morning Post.  
L: Yes.
- 105 P6: Actually I had started this habit from ... ever since I was in Form 6 ... it was two years ago, and at that time I bought a newspaper and ... and then do reading - reading aloud and also reading the newspaper.

Participant 6

**Pre-sort**

L: Wow! So you read aloud?! Just to yourself?

110 P6: Yes.

L: OK.

115 P6: Just half an hour and look at pictures a lot.  
L: Wow.

P6: And then after entering this university I found that there's a free  
[unintelligible] [there're some free newspapers for  
120 students to take] also in this place so that I continue to do this.

L: So you do that in your home, do you?

125 P6: Yes.  
L: Do you still read aloud?

P6: Yes. I print the article and keep in the file and then have like some words,  
like vocabulary.  
130 L: OK. Excellent. So why do you do that?

P6: I just think that I have to grab the different opportunities to practise my  
English because ... I think English can't be just a subject but is used to  
135 communicate and in different countries because English is a common  
language.

L: Mmmm.

140 P6: Also, I like English, and someday I will be an English teacher, so ... I think  
I have to equip myself with the English language.

L: OK. Right. Excellent. And how about the BBC website?

145 P6: Erm ... this semester ... because we have the course called 'Access  
English' so in the semester [unintelligible]

L: So what does 'SS' stand for?

150 P6: Access ... Access English.

L: SS English?

P6: Access. So ...  
155 L: Like ... [writing] SS?

P6: Access.

**Pre-sort**

- 160 L: Oh ACCESS! Oh OK. Right. [laughing] OK.
- P6: The teacher suggest us this website. It's very useful. Then I ... since I like always click to that website [unintelligible] I think the website is very good for learning English because when I listen to the audio there's a script ...
- 165 L: Oh OK! So you can listen and you can also read the words at the same time?
- P6: I listen to the audio for three times. The first time I just listen to it but not refer to the script. The second time I listen and refer the script, and the third time I just listen. And I can practise listening to different vocabulary and how to pronounce the words.
- 170 L: OK. OK. That's excellent.
- 175 P6: And also less than half an hour.
- L: Yes, yes, that's really ... that's nice and short.
- 180 P6: Using the [bbclearningenglish.com](http://bbclearningenglish.com) is just [unintelligible].
- L: And do you do that every day?
- P6: Not every day. But two to three times per week.
- 185 L: OK. And do you feel it helps you? Do you feel ...?
- P6: Mmm hmmm. After listening like several times you find that 'Ah I know this word' you feel very happy when you hear this word next time.
- 190 L: OK. Right. Excellent! Oh that's really good. So how about Putonghua.
- P6: Mmm. Putonghua.
- 195 L: How long have you been learning Putonghua?
- P6: From nine years.
- L: OK. The same amount of time as English, or slightly shorter?
- 200 P6: Oh shorter. Er ... learning Putonghua. I actually took a class here to correct my pronunciation ... and then I've got the helpdesk ...
- L: OK.
- 205 P6: And then after having the class here I have some notes and sometimes I will take them out to practise because there's some pingyin ... do you know?
- L: Yes. Yes.
- 210 P6: ... and I have to practise ... and then keep reading and reading.

Participant 6

**Pre-sort**

L: OK.

215 P6: I remember one thing about English!

L: Yes.

220 P6: I bought two books before ... I bought two books written in English and the topic is ... the name of the book is 'Time to talk English'

L: OK.

225 P6: Or talk English ... learning how to express the sentences in daily life.

L: OK! So you use that on your own, do you?

P6: Every morning.

230 L: Do you??! Wow that's VERY disciplined!

P6: That's one more thing about English.

235 L: OK. Why do you like that book. Or why do you do it every morning?

P6: Each book's are 15-16 topics and each topic contains five parts.

L: OK.

240 P6: And ...

L: So what are those five parts? Like listening? Vocabulary?

245 P6: That is about the conversation, a short conversation in each part, and the [unintelligible] and then there also some explanation about the verbs.

L: In Cantonese?

250 P6: Yeah ... no!! No! In English. English.

L: In English. OK.

P6: Some words the meaning [unintelligible]

255 L: Ah.

P6: You can learn listening to the tape but I don't know when you can use these centre's tapes.

260 L: OK.

P6: I think there's also some books that I bought. I can show you.

**Pre-sort**

265 L: OK OK. That will be interesting. So can you tell me about ... so is there anything else that you do with Putonghua? So you said that you do the ... you look at the notes and things you get from the helpdesk.

P6: Yeah yeah. And sometimes we watch the Putonghua news.

270 L: Right. OK.

P6: But of course it's quite difficult to listen all the words ...

275 L: Right.

P6: Putonghua is their first language and so they speak it quite fast.

L: Right.

280 P6: There is also can helps you to practise listening and help you pronounce the correct sounds.

285 L: Yes, I'm sure. I can see that would be really helpful. Yeah, yeah. OK. And how about French?

P6: French. Oh! [laughing]. I learned French in [unintelligible] [Arthur  
Samy Language Learning Centre] I also took a course. And  
some ETAs talks French. [unintelligible] normally I ... because I ETA is my  
friend and so I can ask them questions I can chat. Yeah because it's very  
290 difficult in French.

L: Yes, French is difficult ... yeah very difficult. So do you also ... when you meet them do you also ask them about English as well.

295 P6: Uh huh.

L: Do you speak to them in English?

300 P6: Yup.

L: OK. OK.

P6: Is this another way?

305 L: I guess it is! Yeah! Do you think it is?

P6: When I read the newspaper and I don't know this word or some slang words I ask them ... I cannot search that words in the Cambridge Online Dictionary and then I ask them and they explain to me.

310 L: OK. Because there's so much slang in English it can be really hard to keep track of. Yeah.

315 P6: I teach three ETAs Cantonese.



Participant 6

**Pre-sort**

L: Oh do you?! Oh lovely!

P6: We speak Cantonese and also English.

320 L: Oh that's really good! What a nice system! Do you enjoy teaching like that?

P6: Mmmm.

325 L: I'm sure they really appreciate it. Because it must help them with their lives in Hong Kong – of that I'm sure.

P6: 'Thank you' they can say ...

330 L: Yes, what is 'thank you' in Cantonese coz I don't know?!

P6: Two ways. Erm ... the first one is \mh\goi\.

L: \mh\goi\

335 P6: When someone helps you you can say \mh\goi\.

L: OK.

340 P6: Another one is \do\jeh\, \do\jeh\

L: \do\jeh\

P6: \do\jeh\

345 L: \do\jeh\

P6: And if someone gives you a present you can say \do\jeh\.

L: Oh can I?! OK.

350 P6: If you please remember \mh\goi\ that's the really common one.

L: Oh is it? OK. Alright! [laughing] \mh\goi\

355 P6: Yay!!!!!! Very good!!!! [laughing]

360 L: [laughing] OK great. Right. So thinking about these ways that you learn outside the classroom. Do you have any thoughts about the ways that that helps you develop? Any sort of benefits that that gives you? Any ... do you feel that ...

P6: Do you mean benefits from learning a language?

365 L: Learning in this way ... sort of outside the classroom. When you're here in the centre, for example. Learning English or when you're doing your BBC watching. And your South China Morning Post reading. Erm ... do you feel that there are any particular sort of results or outcomes of that which aren't necessarily related to language itself?

**Pre-sort**

370 P6: Erm ... it becomes one of my habits to do it every day

L: Right.

375 P6: Actually I just spend an hour or less than an hour to do it otherwise I think I will waste my time to watch TV or sleep ... so I choose to learn language.

L: OK.

380 P6: Just like extra time ...

L: Right.

385 P6: And then after maybe for myself ... I have to ... endure every day or every ... just three to four times each week. It's a discipline. You don't need someone to push you to force you to you, you just do it yourself and then you can er use that way, use the sentence in an essay or even just communicate... it makes you delighted. I also have to [unintelligible].

L: Mmmm. OK.

390

P6: Yeah to check the word.

L: Oh right. That's a very good idea yeah. So when you hear... if you're talking to the ETAs and you hear something you just write it down?

395

P6: Mmm hmm. Yes.

400 L: OK OK. That's really excellent. You have some good habits. Yeah. OK right let's move on because we don't have a lot of time. Right there are 52 cards here. That's a lot of cards I know. And there are statements on here and I want you to think about the ways that you think you've developed since you started studying English or Putonghua or French. Without the direct support of a teacher. And I'd like ...as I say thinking about the ways you've developed, I'd like you sort them into three piles. This activity has two stages and this is the first stage. To divide them into three piles: least like me; sort of like me; and most like me. OK. And then after that I'm going to ask you to divide them more. Into a wider range. But to start with just these three piles. So for this section I'll stay here. So that if you have any questions you can ask me. If you have any questions about what's on the cards. But just take your time. Just read them. And then just put them into one of these three piles.

410

P6: OK. So ...

**Post-sort**

415

L: OK I'm going to write down all the numbers, and while I'm doing that would you like to tell me about it?

P6: OK. Er ... which side?

420

L: Whichever. You choose.

Participant 6

**Pre-sort**

P6: This end.

425 L: OK I'll come up that end.

P6: This one. 29, 12 ...

430 L: If you don't mind, just explain ... not every one of them because that would take too long, but just both ends if you don't mind. Maybe ... maybe the 5 at both ends.

P6: I think it reflects in my confidence in my English .....to learn English.

435 L: OK.

P6:

440 L: So this one, I can explain better why I learn English in the ways that I do [#12 (+5)]. Erm ... do you mean, for example, when you were telling me earlier?

P6: Mmmm. Mmmm hmmm.

445 L: Yeah. OK.

P6: Because I have different ways to learn English and I [unintelligible] strange differences.

450 L: Oh right. Because you've tried different things do you mean?

P6: Uh huh. Uh huh. Learning by myself makes me relaxed in my feeling.

455 L: OK. OK. You feel more relaxed than you do in the classroom? So ...

P6: Mmmm.

L: Yes.

460 P6: Because I know my strange [unintelligible] I understand myself.

L: Right. OK so for you these two are very much connected. In your mind.

P6: Oh huh.

465 L: OK. It's interesting for me that you put this one here.

P6: Mmmm.

470 L: Number 10. [I understand better when a way of learning is working for me (-2)].

P6: Mmmm. I find that the words on some cards are quite similar.

**Pre-sort**

475 L: Right. OK. Yes. So which one do you think that's similar to?

P6: I think that one.

480 L: Right OK. Number 12? [I can explain better why I learn English in the ways that I do(+5)].

P6: And probably because I am not pushed by my teacher so if I really want to improve my English I have to be self-disciplined.

485 L: Right, OK. OK. So these are still quite strong for you are they?

P6: Yes.

490 L: OK. OK. How about the other end now? How about over that side?

P6: Oh OK. From this column or ...

L: Yes.

495 P6: Erm ... is it some reflection in some way maybe ... like the teacher tells me which exercises I should improve ... reflecting on ... [#31 Reflecting on my learning makes me feel bored (-5)]

500 L :What do you think it means?

P6: I think it means erm like [unintelligible] learn English dot com and [unintelligible] the teacher will give me some suggestions. This is reflection.

505 L: I think it's more not the teacher telling you what the suggestions are but you thinking about your own learning. And you thinking you know about these things like why you are ... why you're strong at something and weak at others, and what you can do to improve ...

510 P6: I don't feel bored. Because I am active.

L: OK so those are sort of opposite. Number 2 [I'm more active about learning English (+4)] and number 31 [Reflecting on my learning makes me feel bored (-5)]? Yeah.

515 P6: Because I have different ways to learn English so I don't feel difficult to try and [unintelligible].

L: Ahh. Right. OK. OK.

520 P6: Here ... is also ... I feel frustrated ... I think that learning English by myself is more flexible to my schedule

L: Ahh right.

525 P6: And er ... like also like [unintelligible] my house I don't know if I pronounce the words correctly. And sometimes .....

Participant 6

**Pre-sort**

L: Ahh right OK.

530 P6: Sometimes I feel frustrated.

L: So you think sometimes it would be nice to have a little bit of feedback?  
Right. Yes.

535 P6: That one, I think asking about language ...I think that English is good but I  
cannot make 100% [unintelligible] feedback is unsure if it's correct.

L: OK. Do you do that very often? Do you work with other students very often  
and help each other or ...

540

P6: For the Access English class, because we have to finish the essay and  
then there are four drafts and teacher mostly asks us to give suggestions to a  
partner. It just depends on which partner you have because I may read  
through theirs and they don't give me a very positive suggestion but  
545 somebody will give a [unintelligible] after reading your essay. And also the  
teacher just give his or her opinion then you have in a draft three or maybe  
last one.

L: I see. So you don't get much feedback on your writing before that point?  
550 From the teacher? But you do from other students? Right. But you're not sure  
if that's actually OK or not.

P6: Mmmm. I don't know which part should I correct because the teacher asks  
us to give [unintelligible] drafts so you can't just delete a sentence you have to  
555 just make a simple correction. But I think if I just have to have other  
...classmates.....opinions I can't make a good correction essay. Because I  
write an essay because I think it's good! [unintelligible]

L: Right. Sure. Yes. OK. OK. So ... so this is a bit more like you then, you  
560 think this is a bit more like you. So for you, where is the sort of middle point?  
Where it turns from being less like you to being more like you? Here? Or?

P6: Here. Yes.

565 L: OK. So from here down? Here is sort of like the middle point. OK. OK.  
Alright. So 34 ... and then those two, OK. Right. OK. That's really helpful, P6.  
Thank you so much! I hope it is a little bit interesting for you.

## Participant 7&8

L: So, what I'm interested in is this part here. I want you to tell me a little bit more. So when you're learning English and Cantonese outside the classroom, can you tell me what you do? Can you tell me how you learn, when you're not in the class. So do you come here?

P7: Yes.

L: And what do you do here?

P7: Have class here.

L: OK.

P7: With ETA and GTA. And the helpdesk. And use computer.

L: And what do you do on the computer?

P7: I listen and maybe write something.

L: OK. So do you practise a particular skill? Do you use it to practise pronunciation or listening or ...

P7: Pronunciation.

L: Right. OK. So you use software?

P7: Sometimes I use.

L: OK. Is it good? Do you enjoy it?

P7: Yes.

L: Mmm. OK. And tell me about the help desk. What kind of things ... ?

P7: Helpdesk. Er maybe just check and help me do some ... help me ... gives me ... pronunciation and ... advice my homework.

L: Oh right OK! That's a very useful service then! [laughing] Do you watch movies?

P7: Here? No. In my room.

L: In English?

P7: Yes.

L: Do you?

P7: Yes.

L: Oh wow!

P8: I watch much movies!

L: With subtitles?

P7: Yes.

L: OK.

P7: Two languages. Chinese and English.

L: So the sound is in English?

P7: Yes.

L: And the subtitles are in Chinese?

P7: Chinese and English.

L: Oh and English as well! Right! OK. So when you're watching those movies, do you think about the English? Or do you just read the Chinese?

P7: Er ... sometimes I write some sentences in my ... in my book.

L: Do you? Right. Excellent! Mmm. How about ... do you listen to songs in English?

P7: Yes. We have the project is [Clear Gap] it is help understand and teach some word and pronunciation.

L: Oh OK. And that's an activity? Or that's the name of a book?

P7: It's a ... class.

L: Oh right. OK. So it's a class to help you learn English through songs.

P7: Yes! Right, OK. Cool. Yes that must be interesting. Yeah. Mmmm.

L: OK. Your turn.

P8: Almost same, but I have use the computer here because I will take an IELTS test so I can come and use ...

L: Oh right OK.

P8: So I use the materials and books

L: There's a lot of IELTS stuff, isn't there, here?

P8: I should come here and use it ...

L: You should? So you don't at the moment? Much?

P8: I think yes. I have transfer

L: So do you come here now, already? Do you study here?

P8: You mean the CAT?

L: I mean anything.

P8: Anything. I use the helpdesk and the class here. I really like the class.

L: Right. OK.

P8: Last semester, Natalie [unintelligible] but I really like the class here.

L: Tell me what it is that you like about the classes here.

P8: It's no stress, very happy. The TAs and we are all of the same age so ... very happy.

L: Oh that's nice. OK so it's enjoyable and fun. Do you have to take those classes?

P8: No. Not have to. Just ... if you like.

L: OK. So it's totally voluntary? Oh that's good.

P8: All of us take every class [unintelligible]

L: OK. So tell me what those classes are. What have you taken? You did the songs one?

P8: Yeah I played the game. And also [unintelligible]. And er ... on Sundays it's Foundation and [] I have been to that several times. Teacher cannot stand us because we always take the same class! [laughing]

L: Oh I see!

P8: We think it's different but almost same, but teacher try to change the content.

L: OK. So they choose different songs and everything.

P8: Unintelligible.

L: So you're ... you're class freaks?! You really like the classes, that's what I mean?

P8: Yeah, and our schedule is very casual.

L: Oh is it?

P8: Yeah we don't have too many class ...

L: Why is that then?

P8: Because of our module ...

L: Yeah.

P8: And we ... our class is English so we can use our time to improve our English ...

L: OK.

P8: So we use all kinds of ... we really like this class and the helpdesk so we like to come here.

L: Mmm. OK.



P8: The helpdesk is really helpful.

L: Right. So you go to the helpdesk to practise speaking? Or what do you do there?

P8: We usually have homework and we can go and they help us with our presentation.

L: Oh that's good.

P8: Usually they have nothing. Maybe sometimes they will help correct our pronunciation and sometimes just chat.

L: Right, right. Oh that's nice.

P8: Also useful.

L: Yes. Very useful. No I agree, yeah. Extremely useful. What kind of subjects do you chat about? Music? Or ...?

P8: It depends on the teacher.

L: OK! [laughing]

P8: [laughing] some of them really talkative. So if they're not talkative I will speak ... I will say more.

L: Sure. So P7 was saying about - you watch movies in your room, and so on. What do you do P8? Do you do anything in your room?

P8: Read and series? American dramas.

L: Series yes.

P8: It take a long time!

L: But that's actually really good for developing your English.

P8: Yeah, yeah, yeah. I think it's good. To train myself about listening and speaking.

L: Yes. .

P8: All the speaking is different.

L: What series do you like, in particular?

P8: Like? It's very ... too many.

L :So which is your favourite? Do you have a favourite, or not?

P8: Don't know. I guess rather famous. I didn't watch it. Too long.

L: Right. Yes, they are very long.

P8: And Friends is too long ... on for a year. And I really want to finish it. In one year.

L: Do you do the same thing? Do you look at the subtitles and ... ?

P8: I read them the first time I ... yeah ... I shou ... yeah usually look at the subtitles ... but also we can hear. But if they speak too fast and sometimes we can hear all the speaking and sometimes not. Just ... look at ... not look at all the times the subtitles but sometimes. Some days I find I can watch it and sometimes we don't need subtitles and I really need learn some new words from the drama ... or speaking. Sometimes I can hear ... I don't know the word I just know the song and I ask the teacher a question whenever I saw them.

L: OK that's good. Yeah.

P8: Usually I hear that song in a movie or drama so ... happy!

L: Oh that's really good. Excellent. Let's move on because times' running out. I have here two sets of cards and I would like you to sort them ... so that there are three piles. There are actually two stages for this activity. This is the first stage. So first, sort them into three piles, thinking about ways you have developed since studying English outside the classroom. So, for example, here in the centre, taking the classes that you do here with the ETAs, or using movies in your room, thinking about that, thinking about the ways you've developed. And sort the cards into 'least like me', 'sort of like me' and 'most like me'. OK? So just three piles. [P8 explains to P7 in Chinese]. If you have a question, I'll stay here for this part. If you have a question about these cards please ask me.

## Participant 9

### Pre-sort interview

L: So what I'm particularly interested in P9 is this part here, about the languages that you're learning on your own without the support of a teacher. So can you tell me a little bit about your experiences? What kind of things do you do, and so on.

5

P9: Actually, like English, a lot of part how I learn English is on my own.

L: OK so maybe start with that. Tell me about that first.

10 P9: The way I can speak English with foreigners, although not that fluently, I would often go to a coffee house owned by an American couple in my hometown, quite near my home

L: And this is in Hong Kong?

15

P9: Mainland China. My hometown. It's like before I go to high school. A long time ago. So I would just go there and talk to a student ... because there were lots of students who would go to the coffee house and talk to foreigners coz there are lots of foreigners there. So it was improve my English in this way, just talk to them, and sometimes you'll learn a lot of interesting things from them like culture stuff, and different people different experience. And also we learn from other people how they learn English.

20

L: Oh that's interesting.

25

P9: Yeah yeah yeah. I think it was during this summer, that I often go to the coffee house that my English improve a lot.

L: So you can actually pinpoint one summer?

30

P9: Just that summer.

L: Wow that's amazing.

35

P9: Yeah, and this is the summer that I graduate from like secondary school and then go to high school, so my time was quite free and I would go there a lot often, and talk to them like friends, and also like this my personality changed a little bit become like more outgoing, open, and know how to start conversations and how to keep them on and how to ... socialise.

40

L: OK that's very interesting. Are they things that you learned do you think because people told you or because you just watched how people were interacting with each other.

45

P9: When you meet someone you say you may be like "Hello, how are you?" they say like "Yo! Hey!" it's very interesting.

L: So you just picked up from conversations going on around you?

50

P9: Yeah, just picked up. And some things that I haven't learned in my school, when you say, "erm...blah blah blah" these kinds of phrases we don't learn from books.

L: So casual slang

## Participant 9

### Pre-sort interview

55

P9: Yes, casual slang.

L: OK. So this coffee shop sounds really like an amazing place. It was run by an American couple but lots of other foreigners went there?

60

P9: Yeah yeah yeah. They often asked their friends to come to the coffee house, every night there's one foreigners, like their friends, coz it was near the university and so lots of university students just go there and ... oh that coffee house was really famous people from far away go to the coffee house just to talk in English.

65

L: And does everyone talk in English there?

70

P9: Yeah of course talking English. Yeah yeah. Just buy a cup of coffee or tea and just sit there the whole night. And they had activities as well like Christmas they had Christmas party or just like I mean invite people to come, and then they make cookies themselves. They make it just like an American coffee house so foreigners like to go there, it's almost like back home.

75

L: How amazing. So even if you were there with other native speaking Chinese people, and there aren't any foreigners in your group, you'd speak English?

80

P9: Yeah yeah yeah.

L: Really? Wow.

85

P9: That's kind of rare in China I would say. At least like my home town it's kind of rare.

L: I think it's rare in HK actually.

90

P9: In HK there are so many foreigners ... In China English is still not there like ... everyone uses ...

L: Of course, yes. Yes no.

95

P9: So that one is very very useful. Coz in each university they have English corner to practice English, but in fact the place is not that nice. It's sometimes the outside, the door appears dark, so people don't really like understand, so people don't like to go there. And it's just owned by particular university, not people from all over the city go there. So it's not that popular. I know but I just don't want to go there. But this coffee house is really a nice place, air conditioning, nice seats ...

100

L: It sounds very cool.

P9: Yeah, very cool. Yeah yeah.

105

L: Were they English teachers, the couple, the American couple who owned it?

P9: Actually that coffee house also like offered English courses ...

## Participant 9

### Pre-sort interview

110 L: OK

P9: [unintelligible] communicate, and sometimes you can see children go there to study. I don't know this part at all, I know those courses but I don't ... they are not teachers they are just ... businessman? Just go there and ... they are really nice, funny humorous person.

L: OK. That's really interesting. So erm ... that was when you were in your home town. When did you come to HK? When you came here to [university name]?

120 P9: Two years ago, that was 2007.

L: So how many years were you visiting the coffee shop?

125 P9: Three, four ... around four years. After high school I don't have that much time. And I do feel that my communicative skills are getting like worse. So I just force myself, OK you should go there at least once a month like to catch up ...

130 L: So you actually made yourself?

P9: Yeah yeah yeah, I never have time I just go there. And sometimes I do feel low when I talking with others in English and I cannot find the right words because a long time not use it, so I really need to go there and just talk English.

L: So that was when you had that big block of time. Was that the first time you started going, or had you been going before and then you had this big block of time and then you, you know, carried on?

140 P9: Once before, like the summer that I know this coffee house.

L: Right.

145 P9: As I know from my friend, my mother, it was just nearby.

L: So after that, when you were so busy at high school, did you carry on with English? In other ways?

150 P9: In other ways. That is like by myself? Through other materials. Actually I also learned from other learners in the coffee house how they learn English sometimes.

L: You mentioned that. Tell me about that.

155 P9: Some really like good speaker, say they learn from BBC ... not BBC, VOA English. All the books in English and you can buy the book and MP3. So VOA. Also watch Friends. Yeah.

160 L: This is brilliant.

## Participant 9

### Pre-sort interview

- 165 P9: So VOA, after that I just bought VOA English, also crazy English, doesn't matter like books, magazines and stuff, and I buy those books listen to it and try to rephrase it, and recite and all those things. And I also buy vocabulary books for the standard exams, but those vocabulary books are quite organised, help you to memorise, so after the summer I just buy XX English magazine and I just arrange for some really nice English stuff. Not too much communication I would say, but just reading, writing, and reciting these things.
- 170 L: OK. Right. So studying on your own but in a more traditional concentrated way.
- P9: Traditional way, yes.
- 175 L: So was there anything else you learned from the other learners in the coffee shop?
- P9: Yes, watch Friends.
- 180 L: OK.
- P9: There was one person I remember. His...Her English was really good. Like American accent. Really ...
- 185 L: Like yours?
- P9: Oh! At first I was not like that! I said 'how do you get such a nice accent?' – and she said OK watch Friends. All Friends in two months and then you will have such accent. Well I said is it true?? It sounds really like magic. And I tried it and I would say one month and I watch a lot a lot of Friends, and my accent just really like that.
- 190 L: Wow that was incredible!
- 195 P9: Yeah yeah yeah. It was really amazing.
- L: I think though you must pick up on accents I think quite well.
- 200 P9: Yeah, yeah. I think that was the first year I came to HK. That was when I come a bit late. [] Then I go back home and I watch Friends a lot, when I come back they said "Your accent has changed."
- Laughing.
- 205 L: How did you get Friends? I mean to watch Friends all month you must have had the whole series? Like twenty ...
- L: Did you??
- 210 P9: I bought it. I bought it. It's not expensive though. I mean in China those materials are not that expensive.
- L: Right.

## Participant 9

### Pre-sort interview

215 P9: I mean I bought the computer version. It's actually software. It's really good, like you can watch Friends, and it's a software, You can watch it with the subtitle, and with the English subtitle.

L: Right. Like a DVD, but it's actually software?

220 P9: It's software. I think it's MP ... it's just software. You can play it on the computer. And you have Friends, Heroes, Prison Break. But I mean, Friends, maybe I can try this.

225 Laughing.

L: Maybe you can expand your vocabulary to be ... criminal justice vocabulary! Right, that's really interesting. How about Cantonese and Spanish?

230 P9: Erm ... Cantonese is mainly through talking with local students.

L: Right.

235 P9: At first I bought a Cantonese book. So I learned very basic stuff about Cantonese like how they make tones, and really basic stuff, and then using that basic stuff I can kind of talk to the local students and ask them to tell me where I say something wrong ... yeah, just try to talk with them, that's really the way I learn Cantonese.

240 L: So when you came you had no Cantonese?

P9: No.

245 L: Wow. OK.

P9: At first I could not ... I wasn't saying anything, and then just by talking with local students, and like ask them, constantly asking, after the first semester I suddenly realised I could understand them. I can understand them. And then later I can understand their speak. Oh but I do know a way to learn Cantonese like probably better than what I do, is, for many people I know they watch Cantonese erm TV series, they have the subtitle and they have the Cantonese. That's really ... yeah they all say they pick up the Cantonese in this way. Thing is I don't have time for watching those long TV series.

255 L: Yes.

P9: So I don't think that works for me. But that's really helpful.

260 L: Because you can read the Chinese?

P9: Chinese, and then you can listen. Just like watching Friends. Something like watching Friends. So I just talk to friends.

265 L: OK. How about Spanish?

P9: Oh Spanish. I wouldn't say I've learned Spanish that well so far. It's the traditional way of learning. Erm, I try to find time to learn Spanish, so I read the

## Participant 9

### Pre-sort interview

270 book, get a test, and then I listen. When I do say gym, when I walk, I just use the very limited time to learn Spanish.

L: OK so you're mostly listening.

275 P9: Listening. and read books.

L: So you're listening to ... is like a

P9: Textbook.

280 L: Textbook.

P9: Yeah yeah yeah. They have conversations. Just like a textbook. So, yes Spanish is almost like that.

285 L: Excellent. OK. Very interesting. You said, when we were talking about the coffee shop and so on, you said that you felt a little bit maybe your personality changed ... . Is there anything else that's ... because what I'm really interested in and what I'm investigating here is what I'm calling the non-linguistic outcomes of learning on your own without the direct support of a  
290 teacher. So is there anything else ... are there any other ways you feel you particularly developed and changed?

P9: Can I say that knowledge, like horizons changed a little bit? Er like at the time in the coffee house I saw many people coming, they're from all over the  
295 world, sometimes just travelling around, sometimes just erm... let's see, like some trip, like big trip, I guess that's still travelling around, so I hear their stories and I think 'wow that's amazing, I would like to do that'. Like I don't know that such people can live in such a way. So my world at first was quite like small in China, mainly [name of area] and then suddenly it was almost all  
300 the world. And sometimes they would perform their music, like say a guitar, or like a drum, or while I was looking so moving, like oh my god this is the world. There is such things in the world. Yeah, become more open.

L: That's really fascinating. Thank you for sharing all that with me. Let's move  
305 on.

### Post sort interview

P9: Er this is more similar but can still be hobby for me ... find ... new  
310 strategies ... find new materials, explain why you use the materials. They are quite similar.

L: Right, they are quite similar. Yes. So overall, how would you kind of  
315 describe your pattern?

P9: How describe the pattern? I think this is true life. I've put it at the front ... I think these [#39 I am more self-disciplined (+5); #50 I am more committed to achieving my goals (+5)] drive me to learn, I think I'm more self-disciplined and more committed to achieve my goal and more find time to learn [#23 I'm more likely to make time to learn (+4)] . It's not just English it's all the other  
320 languages if I want to learn well on my own actually I'm self-disciplined [#39 I am more self-disciplined (+5)]. Like trying to find time to learn. It's a ... how



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### Pre-sort interview

- people can learn to communicate well. And then yeah the opposite is I feel like giving up [#28 Sometimes I feel like giving up learning English (-5)].
- 325 L: Right. Right. So that's not you at all. So all of those ones are down here. OK so you feel you're very ... erm ...
- 330 P9: Like teachers, they may help me, because they're more experienced, but er I feel if I learn on my own I can choose the time that I can learn. I can make more use of my time more effectively and teachers they are very helpful in correcting my mistakes but sometimes they don't teach the thing that I want to learn because they can just see the needs of other people, so that's the thing that I find not that useful, but they are really good at like correcting my
- 335 mistakes.
- L: OK. OK. Right, right. Where are the ones which talk about learning from other people and so on. Where did you put ...?
- 340 P9: Oh, like this? I think what I want put like most like me [unintelligible] less like me. Coz what I'm studying is ... I need to rely on other people to help me learn, or something like that but actually I kind of more independently learn, but those people tell me something but it's just a hint, it's not developed by erm... but for me I wish to develop that kind of way to suit me, it's not like they
- 345 help me quite a lot, it's just they say 'OK maybe you can try this' and I'll try and 'oh that was really good'.
- L: OK. So you take on board suggestions but then you ... then you kind of ... do it yourself. Yeah. So for example, this one, "I am better at learning on my own without a helper [#18 (0)]", that's sort of, more in the middle – because it's
- 350 a bit of both, perhaps?
- P9: Mmmm ...
- 355 L: ...Mmmm. OK very interesting. I'm going to write all these numbers down. Erm ... Where would you say your mid point is? So '8' is in the middle, but this might not be your mid-point. Where would you say is your mid-point?
- 360 P9: Somewhere over here. Between six and seven.
- L: Between six and seven? OK. Do you feel you learned anything about yourself doing this? Or did it make you think about things that you haven't thought about before?
- 365 P9: I'm very [unintelligible] my own. OK yeah. What I learn is nothing's hard to learn, so as long as you make clear effort or you have a clear interest in it.
- L: Mmmm. Yeah. U huh.
- 370 P9: Coz in very short time I need to prepare for an English test or TOEFL, then in two months, or in one month I think, really really clever at preparing TOEFL test and then I got a really good grade.
- 375 L: Right. So you just had to make that effort and it went OK?

## Participant 9

### Pre-sort interview

P9: Yeah. Really committed, and yeah ...

380 L: Erm ... obviously you're studying bio-chemistry, which is obviously quite different to languages, but you're ... you have learned and are still learning three languages, erm, do you think that your language learning is different somehow in quality, or ...

385 P9: Type ...

L: from ... Yeah.

P9: I think so. Yes, I think this is more a cultural stuff, more like art kind of discipline, and art kind of area, and mine is science.

390 L: Right. OK. So this is more to ...

P9: I think my personal interest, and it's my interest. It's different from my major. So it was kind of my personal interest and personal characteristic. I like learning culture stuff.

395 L: OK.

P9: I like humanities.

400 L: Right. Do you think HOW you learn is different? If you're setting out to learn something for you in bio-chemistry, do you do it differently do you think? To how you set about learning language?

405 P9: Yes. Well I should also be self-disciplined and committed. I do my [best?] for everything I think.

L: OK.

410 P9: Other than that. Yes, it may [unintelligible] communication with other people. Less shame. And there's less erm ... like learning a language is really relaxed, you sometimes just watch Friends, you can learn, and go to like travel to that country to learn language is really relaxed, but a lot of science isn't natural and is not that relaxed. 6.43

415 L: Right, OK. A bit more stressful ... OK, what was I going to ask you then. Obviously HK is not your home country exactly, erm, have you travelled though, to ...?

420 P9: Yeah, I've travelled. I really like travelling.

L: Do you? So where have you travelled?

P9: Yeah, I travelled to America. I had the first ... last summer for 'Work and Travel in America', is a programme. You work there and then travel.

425 L: Ah! Excellent. So were you there for ...?

L: Ah! Excellent. So were you there for ...?

P9: The summer, so three weeks.

430

## Participant 9

### Pre-sort interview

L: Which part of the States?

435 P9: I stayed in New Jersey, erm, yeah. The east coast, erm, I travel the East Coast, so New York City, Washington DC, Miami, Philadelphia and also fly to the West Coast. LA? Yes, those places too.

L: Wow great. That sounds like a super opportunity.

440 P9: Yes it was really interesting.

L: And what were you doing, when you were working?

P9: Oh, I was a life guard in a water park.

445 L: Oh great! Oh excellent. So you're a good swimmer as well?

P9: Yes, so. We all had training for a life guard.

450 L: OK. Excellent.

P9: I'm kind of open, outgoing person, so working in an amusement park I was interacting with the guests. Really interesting.

455 L: So you enjoyed that?

P9: Yeah yeah yeah.

L: Have you been to Spain? Or a Spanish-speaking country?

460 P9: No, no.

L: No?

465 P9: I choose to learn Spanish just because I want to go to those countries for travel, for like future trips. South America. I really want to go there. So.

L: OK.

470 P9: I learn Spanish.

L: That's a good motivation.

475 P9: Yeah yeah yeah. And I've been to some south-east countries. Like, erm, Thailand, Vietnam, Cambodia, Laos, yeah ...

L: Lots.

P9: Yeah, and I've travelled a lot in mainland China.

480 L: Have you?

P9: Yeah yeah yeah. China's a nice place to travel.

## Participant 9

### Pre-sort interview

485 L: Yes, I'm sure it's a lovely place to travel. I have been to China, but I haven't done a lot of travelling around China. I definitely need to do more ... so ...

P9: Yeah, China's really nice. I really want to do more travelling one day.

490 L: I'm sure you will. OK. Alright P9. Is there anything else you want to say, or any questions that you have, or...?

P9: Er ... this study's very interesting! I would say.

495 L: Oh that's nice to know. Thank you.

P9: If you really have the paper like written, can I have a look or something?

L: Sure, yes! You mean when I've finished?

500 P9: Yes, of course. Yes, I want to know how people study English. It's quite interesting.

505 L: And what I'll do as well. Probably it will be about September time I expect. I'll send you either a transcript or a summary of the interview, just to ... so you can agree that that is what we discussed. And also, some information about this [points to cards] – I hope.

P9: Oh and this is also interesting. This kind of ...

510 L: I'm glad it was an interesting experience for you. And thank you very much for your time. Coz I know it's quite ... I know time is precious and it's quite a time-intensive activity.

515 P9: It's fine, it's fine. It's really interesting.

L: OK thank you.

P9: You're welcome.

520 L: OK that's all. I love your mug as well.

P9: Oh yeah! That's some of the pictures I took in America.

525 L: Oh wow! Oh that's so cool – can I have a look?

P9: Sure.

L: Oh great. It looks like you had such a great time.

530 P9: Yeah.

L: Brilliant.

535 P9: Thank you.

L: Do you have many foreign friends here?

## Participant 9

### Pre-sort interview

540 P9: Oh yeah yeah yeah. I have many like exchange friends or international friends. I'm kind of different from other mainland students. They like study ... I study ... they socialise always with mainland students and yeah yeah yeah, I'm more open to foreigners, international students. A lot of cultural stuff is still different but I'm more willing to talk with them. Spend time like ...

545 L: OK.

P9: ...Understanding them. But other mainland students they just find it hard to ... or they're not confident about their English first of all ...they're not confident in English, er then they just give up ...

550 L: I'm sure that's the main obstacle, because if you're not confident about your language then it's so much harder, isn't it, to break into a kind of different cultural world. Do you give other mainland students kind of tips and suggestions about language as you ... as you had when you were in the coffee shop or ...

555 P9: Oh yeah. I think I tell them to watch a lot of Friends!

Laughing.

560 L: And do they react to you any differently because your English is so good? Does it kind of mark you out as being different?

P9: In the coffee shop or ...

565 L: No. Here. Now.

570 P9: Yeah, coz I have more foreign friends so I'm kind of rather different from other mainland students coz they're like 'oh yeah you're good at English', stuff like that. And like in my language class I do stand out in my language class and with presentations, stuff like that. It gives me kind of an advantage. And also I'm learning biochemistry it's also taught in English, and all through English, so I ask him q ... oh yeah yeah this one, I ask the Professor questions ... mainland students still ask in Mandarin, because many professors from Mainland, so they just still communicate in Mandarin... but I  
575 try to use English too because in the future I still need to maybe go abroad, use English to ask or ... so I try to practise my English in biochemistry.

580 L: Yes sure, because if you go overseas to work or something then you'll have to use that. You're going to need that vocabulary and so on.

P9: Yeah. All the chemical stuff, chemistry stuff, all English, so I still need to know that part. How to name [unintelligible] and stuff like that.

585 L: Does it erm ... does it make life difficult for you? When you sort of insist on using English in the class?

P9: Not really, no.

590 L: No.

## Participant 9

### Pre-sort interview

595 P9: But I'll say erm when I learn the Chinese chemistry or biochemistry, or English part, like comparing these two, ... I respond better to the Chinese version. Yeah. Sometimes in the Chinese test I really work and then I can memorise all of them, but English I need a little bit more slowly, because I'm still more sensitive to Chinese characters.

L: Yes of course.

600 P9: So I remember it better.  
L: OK.

P9: That's one thing that I use English not that kind of effectively in learning.

605 L: Right. Possibly because your way of learning in English has been a very communicative one, and not so specialised.

610 P9: Coz learning styles I'm still like new to me, all this, so in the past all in Chinese, so learning in Chinese is more ... I respond better.  
L: Mmmm. Brilliant. Thank you.

615

620

## Participant 10

### Pre-sort interview

L: What I'm particularly interested in are these experiences. So how you've been learning English and Cantonese ... erm ... without the direct support of a teacher. So can you explain to me what you do and how you learn language like that?

5

P10: Er ... so may I focus on this semester with my experiences ...

L: Sure yes.

10 P10: So after last semester I [unintelligible] class and then I felt quite depressed and this semester I hope I can make some changes. So first thing is speaking. Speaking I think er ... I learned a lot from the toastmaster club ...

L: Toastmaster club?

15

P10: Toastmaster club and I try to go to regular meeting, regular meeting, and I try to go as many time as possible.

L: OK. So what happens in the toastmaster club.

20

P10: Actually, toastmaster club, there are several sessions er ... one is prepare a speech that is to prepare before the regular meeting and perform in the meeting and which lasts five to seven minutes ...

25 L: So you have to give a speech?

P10: I've given three speeches.

30 L: OK. So what kind of speeches are they? Are they kind of after dinner style speeches ...

P10: Maybe [unintelligible] it contains more freedom and on [] very successful speeches are always embedded with emotion.

35 L: OK. OK.

40 P10: [] audience ... and maybe it's a little different from the regular business ... business speech. A good presentation is always quite formal but it's a very good way to help us to er ... have the feeling ... it has the feeling of the stage ... how to be more confident and ...

L: Mmmm.

45 P10: ... and just shows eye contact and very good improvement at this point.

L: OK. So is there a teacher who looks after the club or is it just a group of students?

50 P10: It's a ... group of students and sometimes we invite a guest.

L: Oh OK. That's nice.

P10: Because it's an international organisation and in Hong Kong we can always find some very distinguished speakers [] even make a speech.

## Participant 10

### Pre-sort interview

55

L: Lovely! That sounds like a very useful thing to do ... yeah.

60

P10: And I really cherish this opportunity to join toastmaster club. And try to give more speeches and another association is Table Topic and that is one [] and then the table topic master [] a word or sen ...ask him a question or give a sentence and he or she has to give a two minute speech immediately.

L: Wow! That's tough!

65

P10: That's tough! Yeah. That's quite tough!

L: That would be really hard for a native speaker I think.

70

P10: Yes. Another way for us to have improvement. It's very good for us it's quite challenging.

L: Yes. I can imagine. OK, so you have the Toastmaster Club ...

75

P10: Toastmaster Club ...

L: And what other things do you do?

80

P10: Speaking I think basically is mainly on Toastmaster Club. Another thing is English conversation group held by language centre. Mr Hopkins send us email and then

L: OK excellent.

85

P10: That is English conversation group is Mr Hopkins send us email and then there are 40 ... maybe forty students join this English conversation group ...

L: Forty?

90

P10: Forty students. In total.

L: Wow.

95

P10: Forty students join because it's a very good chance to develop the oral English and there's a website ... there's a website I don't know if it's natural for me to show it ...

L: You can do, if you want! Sure!

100

P10: OK. [P10 shows L on computer] Activities ... and there's English conversation group.

L: Ahh right.

105

P10: At the beginning of this semester we get together and we ... Mr Hopkins separate us ... divide us into several groups and there are six to seven members in my group. It's a little larger ... because later there are also some students who are [unintelligible] generally speaking it's four or five students and then the teacher's give us some topics. And every week there will be one



## Participant 10

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110 conversation which last one and half hours maybe, something like that. For example, and this is the first week [P10 shows L on computer] and they give us the situations and ... for example ... [unintelligible] assuming that we are the people who are giving the [unintelligible].

115 L: Yes. Yes. And

P10: [unintelligible] applicant for example

L: ... so you [unintelligible] the situation

120 P10: And then we call ...maybe there are some ideas and then we through this talk, this negotiation, which ...just like the business simulation I think and also I've done simulation in the language course and after this conversation I'm more used to this style and ...

125 L: Sure. Sure.

P10: And it feel more convenient in the business simulation. And afterwards ... and there'll be one student who hand in the report and the teacher will give us the feedback.

130 L: Oh! OK. Excellent.

P10: And in addition. [unintelligible] speaking and writing. Yes, I focus on writing! And I ask Mr Hopkins for help.

135 L: OK.

P10: And I have a lot of appointments with him this semester.

140 L: Right ...

P10: For example, for example, under his guide and I search the Internet and I wrote writing which is about privatisation and he helped me ... guided me how to find the materials and he also helped me to expand some knowledge, for example British Railtrack privatisation and he ask me what can be privatised? What is not appropriate to be privatised, For example, [unintelligible] if it's privatised as well!

150 L: Sure. Sure. OK. For example [unintelligible]

P10: And I write a conversation and sometimes after the Toastmaster's speech and I sometimes hand in my share of the script with Mr Hopkins and he help me. For example one of my problem is that sometimes I make the ideas too IMPLICIT ...

155 L: Right.

P10: ...and this make too confused. And then he help me to analyse the main points and this has very good effect.

160 L: Mmmm.

## Participant 10

### Pre-sort interview

165 P10: So I think that through conversation with I also email and he replies to me, I think he is quite generous and er ...another thing is the portfolio. Portfolio. It's a really good system in UST so ...

L: So explain to me what it is.

170 P10: Oh OK. [P10 shows L on computer]. E portfolio is something like this.

L: OK, this is what you mentioned in your email I think? Was it?

175 P10: Ah yes! This is portfolio and er ... just like what I do and I sign in as a student and this is my portfolio and actually last semester I took one course and I started to use this portfolio.

L: OK.

180 P10: A passed this semester. So generally it's something like this!

L: Oh wonderful.

P10: Profile. Profile? This one? It's like this.

185 L: Ahhh. OK.

190 P10: I use last semester. So what you need use English. And analyse the needs and how important they are. And specific learning objectives like this. And ... choose some materials. And last semester I started [unintelligible] and choose learning strategies and how you divided progress.

L: OK.

195 P10: The system is useful for us to clarify or make more clear objectives or targets and to run an effective and efficient effort.

L: Oh that sounds very good. OK. Lovely!

200 P10: Another standard. Sorry I feedback. So this is my sharing. Just upload some useful links and then share with others for [unintelligible] and this is all the things I share with Mark Hopkins or feedback in language courses.

L: Excellent.

205 P10: And you can trace online my experience or my development or ... the things I can improve.

L: Excellent. That's really interesting. Thank you for showing me that.

210 P10: So this is a very good system. Well designed and thoughtful.

L: Yes, I can see. Thank you. You'd better log out so you don't ...

215 P10: Basically language is a tool for science and engineering students ...

L: Yes.

## Participant 10

### Pre-sort interview

220 P10: Required ... are required to use it and er ... under this system I use it because I think it's very important. Maybe someone don't use it but I think it's ...

225 L: No it's good. OK. So you told me about the ways that you learn English now, without the support of a teacher, did you do anything before you came to Hong Kong?

P10: Before I came to Hong Kong? Erm ....?

230 L: Your English learning then was it a sort of a traditional classroom English learning?

P10: Frankly speaking, my father was an English teacher ...

L: Ahhhh! Right!

235 P10: ... maybe he help me with some pronunciation when I was a child but ... I always make him feel ... maybe ... disappointed? I don't know ... although he's quite optimistic now I think he thinks my English is quite OK but what he felt when I was a child ...

240 L: OK. OK.

245 P10: ... and afterwards I went for example to the primary school and learnt little English and junior school, senior school, and we did a lot of things about grammar and because of problems which is about college entry examination I think is not a good education at all because we spoke a little bit. Listen a little. We only know how to solve just like, for example, the tense of grammar and reading just find multiple choice and read the passage, we know all the words and it just ... and learn some so called skills to make high score and ...

250 L: Mmmm.

255 P10: It was quite ineffective and afterwards ... before I come to UST I went to a class, a small class, which is just like [unintelligible] students and a teacher, an American teacher, organised by someone. Maybe by ... it's not a very formal class.

L: OK. So like a private language school.

260 P10: Private language scho ... it's even not a school.

L: OK.

265 P10: It's just a class. And in China, in Mainland, this kind of classes ... this kind of class are quite common over there.

L: So you just get together somewhere?

P10: Get together, yes. And hire a teacher.

270 L: Ohhh! OK.

## Participant 10

### Pre-sort interview

P10: Someone hire teacher and make profit!

L: Right right right. Sure!

275

P10: And I learn more about speaking English.

L: Did you speak at home with your father? Did you speak very much?

280

P10: Ohhhh. I'm very sorry but I didn't speak much. English with my father!

L: It can be very hard to do that I think. If you're ... especially if you were used to comm. ... you know always you communicate in Mandarin and suddenly to switch to English can be a bit strange, can't it?

285

P10: Strange ... yes but maybe this summer when I go back home I may challenge to speak some English.

L: Right.

290

P10: I just felt too terrible before!

L :Right. Right. Yeah.

295

P10: And I also learnt for example, there are another class called ... this is organised by New Oriental ... it's organisation of China English and it is so called vocabulary training and tell us some prefix and suffix to memorise vocabulary.

300

L: So that's sorry ... what? That's a book? Or?

P10: The teacher ... the teacher taught ... there's a class ...

L: Oh I see! In this group?

305

P10: This is another organisation.

L: Oh right!

310

P10: It's a Chinese teacher who tell us the prefix or the suffix of the word. For example "ex~" "ex~" always mean "out", "expose" or something like that.

L: Right.

315

P10: So I've experienced so many methods in learning English. But er ...

L: [laughing]

320

P10: ... after I came to UST I thought it's too challenging ... I still ... although I've made some effort now since I'm studying Hong Kong I should find a more efficient effective way.

L: Right. Right. So do you think you've found that way?

## Participant 10

### Pre-sort interview

325 P10: I think that there are ... especially this semester I got B+ and B+ is relatively ... is quite OK actually.

L: Yes, definitely I would say. Excellent. Good OK.

330 P10: How about Cantonese. When you learn Cantonese, what do you do?

P10: Cantonese. Oh Cantonese is an interesting thing! Actually last semester and UST prepared a Cantonese course to us and it's free of charge ...

335 L: OK.

P10: ... but the problem is it had no credit.

L: Oh right.

340 P10: So we didn't take it so seriously. And plus had to be popular [unintelligible] and we had a lot of other courses and always very somehow exhausted.

345 L: Yes, I'm sure.

P10: But teacher was very good and at least I try attended all the classes and teacher helped me a lot with my Cantonese pronunciation. I speak Mandarin ...

350 L: Yes.

P10: ... and this semester I ... the very dramatic thing is that I attend a club. And the club most of it is they are local students. And sometimes maybe we  
355 have especially in the general meeting, and all the things are discussed by Cantonese, and I ... I have lot of times, for example, I ask local students who sit next to me, asking for example, sometimes I don't know what they're speaking and I ask them what the meaning of this word, what the meaning of this sentence. Another thing is. About ... April. In April. Before the beginning to  
360 the mid-April I watched the TV series and acted by the Hong Kong stars and played in Cantonese and I kept on watching them although my Cantonese now is still far from satisfactory and I think the situation is much better than before.

365 L: OK. So you can get by with a little bit of ...yeah.

P10: Using video I always come to SAC and for example [unintelligible] the facility I think is quite good and ... I watch this kind of things

370 L: Yes ... yes. So you watch the Cantonese television on the computer?

P10: Yes, yes.

L: OK. OK. Excellent. Great. That's very useful P10. Thank you. Right. Now  
375 I've got these cards that I'd like you to sort for me. The first task ... this activity is in two stages. The first stage ... there are 52 cards here ... I would like you to think about the ways you've developed since you've started studying English outside the classroom. So maybe think about your Toastmasters'

## Participant 10

### Pre-sort interview

380 Club, and the other things you were telling me about as well – your self-work  
and so on. And I'd like you to divide them into three piles. I'd like you to divide  
them into **least like me**; **sort of like me** and **most like me**. Thinking about the  
ways you've developed since studying English, OK. So ... for this part of the  
activity I'll stay here. And if you have any questions about these, please ask  
me. OK?

385

### Post interview

P10: OK erm ... I think I [unintelligible] communication with advisor and who  
guided me for my independent learning and also there are some factors  
390 existing in this language course this semester. So, it's a comprehensive task!

L: Sure [laughing].

P10: So firstly, I'm more active about learning English [#2 (+5)] because I think  
395 I really found happiness with communicating with others and to find resources  
that I like and to make further improvements.

L: Mmmm.

400 P10: So I think I'm more pro-active.

L: OK. And you joined the Toastmasters' Club and so on, right?

P10: I think learning English this semester I feel much happier than before.  
405

L: Oh OK! Well that's really good P10! Yeah. Good.

P10: And I can describe better how I will learn in the future [#13 (+5)]. And  
actually these two days I think about how I learn language for example  
410 especially in the summer and I have made a plan about it.

L: Mmmm.

P10: For example, the pronunciation and [unintelligible] make good use of for  
415 example the resources or I can find a need or ... something like that and reach  
the maximum utility just like a [unintelligible].

L: OK. OK. Good.

420 P10: And erm ... these sort of things I think I have stronger opinions about  
which activities are good for me I think because since I benefited a lot from  
these activities [445 I have stronger opinions about which activities are good  
for me (+4)].

425 L: Yes.

P10: I have a better understanding of the activities and er ...

L: OK.

430

P10: I also have tried to find a knowledge ... and how I can get value from  
these activities.

## Participant 10

### Pre-sort interview

- 435 L: Right.
- P10: Decisions about whether feedback is useful for me [#6 I can make more effective decisions about whether feedback is useful for me (+4)]. I think er ... for example, after each presentation or each speech or something else I will have my feeling and they may also have their feelings and for example, in
- 440 Toastmasters' Club, although there are specific error, everybody has a sheet and they make fill in the blanks and after the speech I can receive a lot of notes about if I asserted my performance and maybe sometimes the contradictory ideas and I think after a while [] on my speeches for presentations and I ... do definitely deal with some contradictory ideas I might
- 445 find a way of [] and I know how to do it in the future.
- L: OK. OK. Excellent.
- P10: And I use more varied strategies when I learn English [#7 (+4)]. I think
- 450 this semester I use much more strategies than last semester.
- L :Right. Right. OK.
- P10: I didn't know Mr Hopkins until the beginning of this semester.
- 455 L: OK great. How about now this end. Tell me more about this end.
- P10: I feel frustrated asking other learners for help when learning English because I don't know if they are correct [#33 (-5)]. Because I think they are ...
- 460 I won't feel frustrated ... Let me see - how to explain it?! Sorry just wait a moment.
- L: That's fine. Take your time.
- 465 P10: I make error. So let's explain this one first.
- L: Sure.
- P10: I just forget! Sorry. Er ... Reflecting on my learning makes me feel bored [#31 (-5)]. Reflecting on my learning I think doesn't make me bored because reflection ... does it mean the effect or ...?
- 470 L: It means thinking about your own learning. About what works well ... and what doesn't work well.
- 475 P10: What works well ... oh yes!
- L: What you need to do ... you know thinking ... thinking ...
- 480 P10: Oh myself myself. Reflect. By myself reflect. Oh eh? I have no problem! No problem! Reflecting on my learning makes me feel ... I don't feel because personally I must [unintelligible] relax thinking ...
- L: Right.
- 485 P10: ... and think about my ... maybe a problem is sometime I think too much!

## Participant 10

### Pre-sort interview

L: Mmmm.

490 P10: At least I think reflecting ... I always think of for example the speech and how I ... what I said and what mistake I had or the speech ... how I can improve. How I can improve about the writing. How to improve the process and to be more efficient or even time saving – efficient, and how to make it more smooth.

495 L: OK. Excellent.

P10: So I won't feel bored. And [silence]

500 L: Don't worry if you can't really explain because it doesn't matter too much.

P10: ... asking other learners for help I feel frustrated asking other learners for help when learning English because I don't know if they are correct [#33 (-5)]. ... I don't know why I lost my [unintelligible] I think asking for help thing is I  
505 [unintelligible] to some extent I succeeded and so I think I relatively have found some strategies on matters which is quite specific for me. For example, I like to [unintelligible] Toastmasters' again. Because some of my friends join this club and some still [unintelligible] help me to relax [unintelligible] help me to have communication with other people but my [unintelligible] is that  
510 Toastmaster is a place which can save me and help me to survive the speaking! Help me to survive the English course!

L: OK. OK.

515 P10: So ... I know ... I don't know others needs and my needs and sometimes I think maybe we should relax and they are right but I think more important thing is that Toastmasters' help me with my English and my speaking. So I don't agree.

520 L: OK.

P10: [unintelligible] [#18 I am better at learning on my own without a helper (-4)]. I think helper is quite important because er ... sometime I do my writing if I write one page, one page, one page and if I choose the wrong word at the  
525 beginning I do [unintelligible] disaster in the end and maybe it will waste me a lot of time and I think however ... maybe I didn't mean however always have to pay attention always have to focus on me [unintelligible]

L: OK.  
530

P10: Learning without the encouragement of a teacher makes me a bit more lazy [#25 (-4)]. Erm ... encouragement of a teacher ... I think I will explain in this way, last semester I got C+ but I didn't give up.

535 L: Right.

P10: Sometime I can't tell the exact reason ... but ... last semester I took the course ... this semester is full of business students so it's more competitive but I didn't give up.  
540



## Participant 10

### Pre-sort interview

L: OK. I'm glad you didn't!

545 P10: And ... [#9] I'm more likely to ask others to help me with my English (-4)  
... well I think that had a lot of communication with others so perhaps it's not  
quite necessary to ask more.

L: Oh right! OK. Right.

550 P10: I have found different resources and also there are some opportunities  
around corner for example there's actually another activity made by another  
language teacher which is about the pronunciation and which lasts 3 months  
...

555 L: Right.

P10: ... and er because I joined Toastmasters for a reading and it was  
introduced and I ... yesterday and tomorrow I attend two workshops and so I  
think ... just received a lot of [] it's terrible shock because there are a lot of  
opportunities around corner so maybe I might ... my understanding of 'least  
560 like me' or I just ...

L: Yes. So you don't feel the need to ask people, that's what you mean?

565 P10: Yes, it's achievable. Easily achievable.

L: OK, well that's REALLY interesting P10. Thank you for explaining those.  
Erm ... if you had to tell me the mid-point, for you, where is your mid-point.  
Because admittedly here 8 is technically the mid-point, but it might not be  
YOUR midpoint. Your midpoint might be somewhere else. So where is your  
570 midpoint?

P10: Oh, midpoint? That is sometimes, or maybe 50% like me? Well, let me  
see ... it seems that this line. It seems like this line.

575 L: OK so the mid point is sort of ...

P10: 7.

580 L: Here? Right. OK.

P10: Yes.

L: OK. Super.

585 P10: Yes. I think so.

L: OK great. Alright lovely. Well that's really, really helpful. Thank you so much  
because you've done this so carefully and you've put so much thought into it.  
Thank you so much.

590 P10: It's my pleasure. And I don't know if I help or not but I try my best. Maybe  
sometimes my intuition would have some errors or maybe ...

## **Participant 10**

### **Pre-sort interview**

595 L: What I'm interested in is your reaction to these statements so then I think there aren't errors. What ... did you think it was interesting, or not really?

P10: Interesting? I think it's very interesting. I would enjoy this experience and ...

600 L: Great. Thank you very much P10.

P10: I'm really interested in it and also learned something from it. It also stimulate a lot about me to think about my situation. I think about these problems and whether I do so and whether I can improve it.

605 L: That's great. Thank you very much for giving me so much time today.

## Participant 11

### Pre sort

L: OK. So what I'm really interested in is hearing more about this experience.

P11: Yes.

- 5 L: So you obviously have lots of experience learning Japanese and English outside the classroom. Can you tell me about that? For both languages?

P11: Oh yeah. When I came to Japan I could not say any Japanese.

- 10 L: Wow. So when you came to Japan, when was it? 2002?

P11: 2002. And so I study in Japanese school and then I...maybe two months later I found a part-time job near my Japanese school. Then I...because I cannot speaking much ... I cannot speaking much Chinese could not speak  
15 but Japanese people are very kind and the customers always ask me 'Where are you from?' or 'How old are you?' so I can make to answer a little a little a little, so I try to study because I have much time to study at home so I study at home and then I use it to...in my part-time job, so my English...I mean my Japanese improve a lot.

20 L: That's really amazing.

P11: In Japanese study I think talking with customer is the best way to study Japanese here.

- 25 L: Right...right....so do you mind me asking? In 2002, how old were you when you came here.

P11: Yes, I was 18. [currently 25/26]

30 L: OK. Wow.

P11: When I graduated from high school I came to Japan.

- 35 L: Right. OK. So was it your choice to come to Japan?

P11: Yeah, I think...firstly my home town...there are many people in my home town who go abroad to study or to work to a foreign country, so I think it's a good...it's important for you to go outside and experience many things.  
40 Foreign culture or many more things about society. So we cannot see just small things ...like inside ...so I want to change myself. Yes. When I study in China I make myself independent, I just maybe go back home just once a month. So I think I can live by myself already in China.

45 L: Right.

P11: So I decided to come to Japan.

- 50 L: Wow. Amazing. So when you were at university in China you used to go home once a month.

P11: Yeah, I live in school. Yeah so ...

L: Right. And what did you study? In China?

## Participant 11

### Pre sort

55

P11: Yeah, I study like secretary [pronounced like secret-ary]

L: OK. So secretarial ...

60

P11: Secretary [pronounced correctly].

L: OK! Right. Excellent. I did that! When I ... actually after I graduated and I went to secretarial school and I learned how to type and how to take shorthand. [laughing]

65

P11: Did you work for that? Before?

L: Yes. I did. Yes, I was a secretary.

70

P11: Maybe useful to have a job.

L: Yes, it was really useful and I learned lots of things from doing that. So yeah ... so your experiences when you were studying made you think you could be independent and you could live on your own? Outside China?

75

P11: Yeah, I think when I was a job I just tried to study a method not just forced by a teacher ...

L: Right.

80

P11: I try to study specifically because I think ... in my home town I have a big goal I want ... I see my parents work hard so I want to study hard and have a good job to make my parents more happy in their life ...

85

L: Right.

P11: So I just try to study hard and study by myself. Yeah.

90

L: Right, OK. So even when you were at school in China you studied on your own? Very independently?

P11: Yeah.

95

L: Right. So now, what do your parents think?

P11: Now, my parents are also in Japan ... no no no in China ...

L: ... in China ...

100

P11: ... and I live with my boyfriend so maybe he was ... now I have been in Japan for some years so I have ... I am my parents don't live together ...

L: Right. But do they worry about you or are they happy?

105

P11: Yeah, they don't worry about me! [laughing]. They think because of my characteristics ... they know my characteristics make me independent so they think I can do by myself.

## Participant 11

### Pre sort

110 L: OK. OK. Very interesting. So ... so then you came to Japan and you got your part-time job and started learning by speaking to customers, what about writing?

P11: Writing. Yeah. Actually I am bad at writing including my Chinese.

115 L: Really?

120 P11: When I was in junior high school I hate writing and sometimes I cannot adjust to do it maybe so so. I hate writing. But in Japanese in school we don't have much writing.

L: Oh right.

P11: But I pass like Japanese exam ... first ... first ...

125 L: Level.

P11: Level yeah, by the next year.

130 L: Wow.

135 P11: Yeah so my writing is now so-so. Now in this school sometimes we have to write report in the end of the semester but maybe it will [unintelligible] and now in English I study in first year and my teacher taught us about how to write essay, like first paragraph and almost four paragraphs and introduction and body paragraph and 3 reasons and in conclusion and I think it's a good way to match the good English writing.

L: Mmmm.

140 P11: So I ... for note I like to write in English because it's easy to state my opinion. In China we have new time of writing to state opinion to agree or not agree but we also have some sort of po-em, po-em?

145 L: Poem.

P11: Poem. We have to make some sort of emotion. I hate that sort of learning impressions is not true ... make very beautiful ... use many attractive to impress or to who something. You have to use more objective ... so I hate that kind of thing.

150 L :Right.

P11: I want to show my opinion in actually so this is very tired.

155 L: So it's easier to write in English?

P11: Yes, I think it's a good way to show your opinion directly.

160 L: Mmm. That's really interesting. Yeah. So you ... so you are learning to speak Japanese too in your part-time job ...

P11: Yeah.

## Participant 11

### Pre sort

- 165 L: Did you just learn to speak through your part-time job or did you do other things as well?
- P11: Yeah I studied because I think the vocabulary is important for me. If we misunderstand a customer because we don't know a word we can't understand and we cannot answer ...
- 170 L: Mmm.
- P11: So we try to learn vocabulary from like reading ...
- 175 L: Mmmm.
- P11: Yeah I learn from the TV or from the newspaper ...
- L: Oh OK.
- 180 P11: I like books.
- L: Right.
- 185 P11: If I go to a bookshop I always buy many books.
- L: OK.
- P11: So I have many ... like many kinds of Japanese book so I can study.
- 190 L: So are they books for studying or are they kind of novels or ... fiction?
- P11: Not novels ... yeah not novels. For study.
- 195 L: Books for studying.
- P11: Yeah I ... maybe I don't read so much novels.
- L: So you buy textbooks ... ?
- 200 P11: Reference ...
- L: Reference books? OK. And then you learn the Japanese words?
- 205 P11: Yeah yeah.
- L: OK.
- P11: We have ... Japanese make textbook or reference books they have many like vocabularies. I have a book ... I use a book to prepare for my exam and I have many many [] so my boyfriend saw my books he just surprised ... all books are my books.
- L: Really? Books everywhere?
- 215

## Participant 11

### Pre sort

P11: Yes I like to take notes in books so I go to buy books much too ... sometimes easy to borrow books from library but from library I cannot take notes in books so ...

220 L: So you actually like to write IN the book?

P11: Yeah yeah yeah. Because that's easy to remember. If you just read then maybe you forgot easy.

225 L: OK. That's really interesting. OK. So, do you mind me asking? Is your boyfriend Japanese or ...?

P11: He's ... Chinese.

230 L: He's Chinese. OK. So when you're together ... do you speak ... ?

P11: We speak Chinese! [laughing]

235 L: Right. And did he come with you to Japan or did you just meet?

P11: Yeah we just meet ... met in Japan. Some our friends introduced us to each other ...

240 L: Really? And is his Japanese good? As good as yours?

P11: Maybe not so good!

L: OK. OK.

245 P11: Yeah, he's been Japan for 4 years, but he doesn't like study so ... [laughing]

L: [laughing]. OK very interesting! So now tell me about English.

250 P11: I liked English from junior high school. I always taught ... in the first year, junior high school first year I don't ... maybe I don't show so much good ... like good grade in English. but after my second year my English just go to improve ...

255 L: Really?

P11: I was also surprised by that. I don't know why I can improve so much, I don't know. But then I went to ... came to Japan and then after I graduate from Japanese school I went to a technical college ...

260

L: OK. So when you came to Japan, you went to school?

P11: Japanese school. Yes.

265 L: Japanese school. High school?

P11: No just Japanese school. Like ...

## Participant 11

### Pre sort

- 270 L: Oh! Right! For Japanese language!! Oh OK. And then you went to a technical college?
- P11: Yes, for two years. And then I went to again another technical college ... [laughing]
- 275 L: Really? [laughing]
- P11: Yeah. But also I don't want to go to college ... university ... so I don't have money so I have to save the money to pay for the fee so I just for two year and then I went to another technical college. I study international business and trade so I study that in my technical college I came to KUIS.
- 280 L: So ... sorry I'm just really fascinated by your story!
- P11: Yeah.
- 285 L: So you ... you went to a technical college? How did you pay for that? By working?
- P11: Yeah.
- 290 L: So you worked in the evenings? And went to school in the day?
- P11: Yeah I ... in Japanese language school just in afternoon so in morning we can go to like part-time job ...
- 295 L: Right.
- P11: And then I went to part-time job again in the evening.
- 300 L: Right.
- P11: ... so ... it's not OK by the law. It's illegal. But it's money for me. It's expensive for us to live in Japan and we have to pay for our living and to pay for school fee.
- 305 L: Sure. It's really expensive!
- P11: Yeah. So we always look for [] or money to pay for it.
- 310 L: OK. So TWICE you went to technical college and you were working to pay for it. And then you went to another technical college and you were working. To pay for it?
- P11: Yes. I got a scholarship from the second college ...
- 315 L: Right.
- P11: Second technical college.
- 320 L: Right. And what did you study? At those two?
- P11: Trade.



## Participant 11

### Pre sort

- 325 L: Trade. Right. At both of them?
- P11: No the first one is Japanese and English. The first one is to do two part time jobs so I didn't take much time to study. So I was in second technical college I couldn't afford to have job but I think my English is not so high and I'm college is much university so it's difficult for us to find a good job. So I think  
330 I have to study more to get a good job in Japan. So now I decided to come to KUIS.
- L: And are you still working, as well?
- 335 P11: Now I didn't work too much because I think I have to ... if you study and you work maybe you cannot do both well. It's just to make a little balance you cannot achieve both. If you want to study you cannot do much work to get too much money but if you want to work hard and get too much money you cannot study well. I know that. So now I just ... because I know I have never had a  
340 chance to graduate from university again so now I have taken the chance to studying here I have to study hard I think I don't have a chance for later.
- L: Right.
- 345 P11: Yeah, so I just to concentrate on study now. Yeah and my boyfriend he agree ... he support me because he doesn't like study because he think if I study I can do my best and concentrate on it. Yeah.
- L: And one day you can support him! [laughing]
- 350 P11: [laughing] Maybe!
- L: So sorry, we got sidetracked.
- 355 P11: Sorry!!
- L: No no, it's my fault because I'm so interested in hearing about your experiences. Let's go back to English. So you told me you studied English at high school and you did really well, unexpectedly well, and then you didn't  
360 really study again until you came here to technical college.
- P11: Yeah ... we have so many teachers and we have English class in technical college but we don't pay attention when we study ... maybe just come to school ... so not so much interesting in the study. Just because we  
365 work hard and we got tired and always sleepy ...
- L: Sure.
- P11: I want to study but I cannot because I'm tired so not study so much.
- 370 L: OK. Sure.
- P11: And then I came to here I think in the first year my English improved a lot because I take much time on studying ...  
375

## Participant 11

### Pre sort

L: OK. So I know you have your English class, but tell me what you do apart from your class? Are you cold by the way?

380 P11: Ah maybe. Sorry!

L: OK.

P11: Thank you.

385 L: So ... tell me what you do apart from the class to study.

390 P11: Yeah, I think that gradually ... my first year I don't know how to ...I think this school have like a good SALC. It's very good for us to study by ourselves. Outside of the class. So I use SALC like in particular way ... by myself.

L: OK. So tell me what you do.

395 P11: Mmm last year I came to SALC often and then I not taking too much time on speaking with teachers. We have ... we did speaking journals and so we speak with teachers. And also often the teachers can't make enough time so I chose to study ... I want to improve my listening.

L: Right.

400 P11: Yeah. I borrow the CNN magazine ...

L: OK.

405 P11: ... from SALC. And then I put the materials from the CD into my MP3 ...

L: OK.

410 P11: ... and then I listen on the train. Because I took maybe two hours on the train everyday so I use the time to improve my listening.

L: Right.

P11: Yeah.

415 L: A good use of time.

P11: Yeah. I think it is. Coz sometimes when I'm with so when I listen to the news I

420 L: OK.

425 P11: Yeah. But at first I can't understand the news but I just listen to get familiar with the news and now I continue with listening. I use my iPod to get free news from the Internet. There are many kinds of news from there ...

L: Yes. Through an RSS feed?

P11: Yes. And now I've written ... we have writing twice a week we [] and now our class we use a textbook and then outside we have homework from the like

## Participant 11

### Pre sort

- 430 response from the textbook and always ... the teacher always ask us too much it might be at least 100 words but I try to write as much as I can.
- L: OK.
- 435 P11: Yeah. Because I think it's good chance to practise my writing.
- L: OK. So you're writing about the book? That you've read?
- P11: Yeah response to a text to give our opinion. My opinion about the story.
- 440 L: OK. Wow. Very interesting. You do so many things to help your English and your Japanese!
- P11: Yeah. In this year ... er last month at the end of May I take ... I took
- 445 TOEFL ...
- L: Did you? OK.
- P11: It was my first time to take the exam so I didn't think I did well in the test.
- 450 L: Have you had the results?
- P11: No.
- 455 L: Not yet?
- P11: Maybe one week later.
- L: OK.
- 460 P11: I don't think it's OK for me. But I just want to change myself. It is difficult.
- L: It is. Yes. And I think with TOEFL the more time you take it the more you get used to the test and then the better your score will be.
- 465 P11: Right. In the month I took one and a half month to study for the TOEFL. I take MUCH time. Every day to study TOEFL: listening, writing, reading and speaking I go to practise with one of the teachers. Do you know Emily?
- 470 L: Emily. Actually I don't know Emily, no.
- P11: Last night I practised speaking with her. So that business books and TOEFL speaking and she give me many advice about that. Because time is limited so I always cannot finish on time ...
- 475 L: Right.
- P11: ... so she gave me advice about that.
- 480 L: That's good.
- P11: Yeah.

## Participant 11

### Pre sort

485 L: That's really helpful!

P11: Yeah.

490 L: Oh. Fingers crossed for you. OK that was really interesting. Thank you very much for telling me that. Right now we're going to do ... I'm going to ask you to do something a little bit different.

P11: OK.

495 L: And I have these cards here which ... there are 52 of them [laughing] and they are ... what I'm particularly interested in are what are the results or the outcomes of learning without the direct support of a teacher are. And I'm thinking not so much about the language outcomes, but the others things apart from the language.

500 P11: Yes.

505 L: So ... so ... what I would like you to do first. There are two stages to this activity. The first one is I would like you to read these and I would like you to think about the ways you have developed since studying English, or in your case, Japanese, outside the classroom without the direct support of a teacher ... so ... so think about the ways you have developed. And then divide the cards into 'most like me'; 'sort of like me'; and 'least like me'. OK? So to start with, just three piles. And then the next stage is to divide them more, but I can explain that later. So ... while you're doing this I'll sit here because if you have  
510 some questions you can ask me. And then the next stage you can just focus on your own.

P11: OK.

515 L: I'll turn this off.

### Post sort interview

520 L: OK.

P11: Yeah I think ... do I need to say about these?

525 L: No you don't. Actually I'm going to write down these numbers so ... while I'm writing them down I'd like you to ... perhaps you can tell me why you put just the end ones where you did. Why you put these here and why you put these here.

530 P11: Yeah. I think that I am most self-dis-ci [#39 I am more self-disciplined (+5)]

L: Disciplined.

535 P11: Disciplined. I think if you want to do something if you cannot control yourself you cannot do anything.

L: OK.

## Participant 11

### Pre sort

540 P11: Yeah. And you're ... if you want to study English you have to be more self-controlled then you can study more specifically. And, for example if you have some trouble and you're disappointed in your study, but if you are self-control you can more ... get more ... encourage yourself to study more.

L: Right.  
545

P11: I think it's important.

L: So do you feel that since studying English and Japanese ... well since learning English and Japanese that has made you more disciplined, do you think?  
550

P11: Yeah. I think so. For example, in the morning, I live quite near from here - two stations I can get up late to go to school but I was always get up earlier to go to school and then study in the school, because I think I have to study more positively.  
555

L: (pointing out wrong numbers of cards in the card sort) Actually I've just noticed this should be 6 – 2, 4, 6 and this is 7; 2, 4, 6, 7; 2, 4, 6, OK so one more here.  
560

P11: Sorry ...

L: That's OK.

565 P11: So here is too much?

L: Yes. So this need to be six cards here. So take your time, because it might not be this one, it might be another one you want to change. So take your time and then ...  
570

P11: Sorry.

L: ... no no! It's fine. Don't worry – coz it's really confusing.

575 P11: I find some of them a little similar.

L: Yes, yes. Exactly. I know it's really confusing. But take your time and choose which ones you want to move around, OK?

580 P11: Sorry.

L: No, no. Please don't apologise. [Lucy turns off voice recorder].

### Post sort 2

585 L: Right. I think this is the same right? So ...

P11: Yeah.

590 L: So you were saying that the fact you get up earlier and you come and you study ...

## Participant 11

### Pre sort

P11: In the morning?

595 L: Yeah. Yeah.

P11: I think if some people get lazy they can watch ... like study positively ...

L: OK.

600

P11: Sometimes just choose ourself to much study. But with self-control you can make yourself to study. Even if you haven't or you have trouble or difficulty.

605 L: Right. Yeah. So that's why this one's also here, is it [#2 I'm more active about learning English (+5)]? Because you think they're sort of ...? Maybe you think if you're more self-disciplined then you're more active?

P11: Yeah. I think so.

610

L: OK. Tell me about this one.

P11: This one?

615 L: Number 38 [My learning is more effective because I am not pushed by my teacher (+4)].

P11: Mmm. I think a teacher just give us a guide to study something but more time we have to study by ourself. Mmm. Just give us some points what we can study or just give us like guide so we have to study by myself most of the time. Because it's limited ... the time is limited in the class. 90 minutes. So much of the time is by ourself to study.

620

L: Right. Right. So what do you mean by 'more effective' [referring to words on card].

625

P11: Ah. Maybe many students make [] like positive, positive motivation to study something. Japanese study English or others so they just want to force down the teacher. The teacher ask me to do something in a group they don't know what they want to do. Maybe some people doesn't know what they will need to study in English when they, for example, [] for speaking and writing they don't know what they want to know so they just ask by the teacher to study something. And only, for example I'm not, my speaking is [] so I want to improve this kind of thing so I try to study [] important thing.

630

635

L: OK. So what you mean is, that because you can ... when you study outside the classroom you can decide what you want to study and you can really focus on your needs?

640 P11: Yes. In class we always do group activities. Sometimes we have a chance to speak English but I think most of the time I always take part in class activities but some Japanese students don't ... doesn't ... maybe sometimes they feel shy or sometimes they don't want to make mistake so they don't want to speak out but I try to er ... speak out so sometimes some people will

## Participant 11

### Pre sort

645 think 'Oh she soon will be too positive' but I'm not afraid of it because I want to use the chance to speak much English.

L: Sure, yeah, OK. That's interesting. How about this end? Let's swap places because why you're talking ... tell me about this end.

650

P11: [#30 I feel unsupported when learning English without the direct support of a teacher (-5)] I don't think ... teacher can support us I don't think because people have to be independent in the school or in the future and they have to ... we have to study how to be independent by ourself not by the teacher.

655

When we are students, we are maybe sometimes support by our parents but our parents cannot support our life for our long life and our teacher is also not ... maybe sometimes he ... the teacher can support us sometimes in [] in study in college but after that we have to be independent after that so ... maybe during our life we have to study to be independent.

660

L: Right. Right. And you've done that a lot in your life, haven't you? With moving to Japan and so on! Yeah. OK. And how about these?

Long silence

665

L: Actually tell me about this one [#41 I feel more likely to have a successful life (-3)].

P11: This?

670

L: Yes.

P11: I feel more likely to have a successful life. I think er ... it's something I always think that if we try hard you can get without in a picture and sometimes if you can't achieve that it's not [] but sometimes if you don't try best but you feel that is my fault, my fault. But if you try best I don't feel regret because I try my best.

675

L: OK.

680

P11: Yeah. So successful for life I don't ... maybe it's not so important I think ... I think important is what you learn and what you feel. For some people successful life is important but for some the meaning of successful is different so ...

685

L: OK.

P11: ... something is important, successful, for some people but maybe not successful for other people ...

690

L: OK.

P11: ... same thing is different for different people so I think in the future maybe I just want to try my best to happy here.

695

L: So for you, here, successful... you're interpreting it as being something material?

## Participant 11

### Pre sort

- 700 P11: Material?
- L: Like money, or something like that? And you think it's more important to learn and think about your emotions and be happy in your life.
- 705 P11: Yeah. Money is not only thing.
- L: OK.
- 710 P11: I have known that. But in Japan, sometimes because if we don't have money we cannot live in Japan so we have to face the truth in order to work hard and get the money.
- L: Mmmm.
- 715 P11: ... but it's not the whole thing.
- L: OK. Great. Is there anything else that you want to say about any of these? It's fine if you don't.
- 720 P11: I think study in the time is important. As we learned in the first year in the First Steps Module.
- L: Right. Time management. OK.
- 725 P11: I are ... it's the first time to ... I think time is important for me ... we always say time is not enough for us so it's not enough but everything is how you are managing time effectively, coz some people have the same time but some people are wasting their time so the important thing is to manage it in your way so in that part I try my best to figure out my time sheet and I figure out I have much of missed time to study so I try to use it in a positive way.
- 730 L: Right. Which is why you listen on the train, and things like that?!
- P11: Yeah.
- 735 L: OK. So did you put time ones here?
- P11: Yeah.
- 740 L: So this one. [#23] I'm more likely to make time to learn (+2). Yeah. OK. That's really interesting. So can you tell me where your mid-point is? So, looking at this, kind of logically it seems that this is the mid-point, but as I said to you, you had lots in the 'most like me' pile, so where was your sort of middle point, actually?
- 745 P11: Ah!
- L: Where does it become more 'least like you' than more 'most like you'?
- 750 P11: Erm ... ah! I think this one. At first I just know this one and then I go over here ...
- L: OK. So here? Between 6 & 7?



**Participant 11**

**Pre sort**

- 755 P11: Yeah.
- L: OK. Alright. Thank you. What did you think about doing this?
- P11: Ah I think it made me think more about my learning in English.
- 760 L: Ah. So what did it make you think?
- P11: Like ... I just think about the most important thing.
- 765 L: So did it help you understand yourself a little bit? As a learner? Do you think?
- P11: Yeah. Like it's like more important, less important.
- 770 L: Good! I'm glad it was useful for you too.

## **Participant 12**

### **Pre-sort interview**

L: OK. Right so Participant 12.

P12: Yes. [laughing]

L: [laughing]. So this is what I'm particularly interested in talking about. Your experiences studying English or learning English without the direct support of a teacher.

P12: Oh I see!

L: Can you tell me about it? Like, what do you do? And how do you do it?

P12: Mmmm ... usually I do shadowing as a learning English. Because I heard from Satoko that shadowing is very useful for my English speaking and grammar or kind of ... and also listening. So I think I have to try it. So I keep continuing. To shadowing.

L: Oh that's really interesting! So what do you do when you're shadowing? Do you use materials in the SALC or ....?

P12: Mm mm mm.

L: You do? What do you use?

P12: I use ... I want to learn the British English so I use BBC World News ... news books ... with MD or CD. And I use the ... I use ... do you know [unintelligible]

L: Yes, I do.

P12: With MD. Do you know [unintelligible].

L: Yes! They're great.

P12: Yeah I think so. I read the books and listening the MD and with shadowing.

L: OK.

P12: It's very fun.

L: Yes, I'm sure it is. Yeah. That's really good. And did you say you do this as part of your Sophomore Module? Or you just do this on your own ... because you want to?

P12: Yes yes. Coz I took Sophomore Writing Module ...

L: OK.

P12: So ...

L: Right.

P12: It's just for fun.

L: OK. OK. That's good. So erm ... so do you do anything else? On your own?

P12: And erm ...

L: Do you always use the SALC? Or do you ... ?

P12: Yes, I go to SALC every day.

L: Do you?! Wow!!

P12: Yes, I love SALC.

L: What do you do in the SALC every day? Do you go with your friends? Or do you ... ?

P12: Actually my friend does not so like ... like? SALC. So I go to SALC alone.

L: OK.

P12: And I use the computer.

L: OK.

P12: And ah! I use Speaking booth and multi-purpose room

L: Ah OK!

P12: And then I do shadowing, or watching movies.

L: Ah!

P12: And do homework and ... and watching BBC News.

L: OK. OK wow. So you do all those things in the SALC?

P12: Yes.

L: Right! OK!

P12: SALC is very great!

L: Mmmm. That's really cool. Yeah. What about when you're at home? Do you do any learning English at home?

P12: Mmmm. In home I also shadowing and watching movies and singing English song [lauging]

L: [laughing] Do you sing English songs by Japanese singers or by ... ?

P12: Oh by ... English singers.

L: So who do you like? What music do you like to listen to?

P12: Do you know The Click Five? Click Five and Radiohead.

L: I know Radiohead. Yes. Click Fight? Did you say?

P12: Click Five. Click Five is maybe ... American. So ...

L: Ah OK.

P12: So ... I like them.

L: Radiohead I really like too.

P12: Yeah, cool. They are really cool.

L: So you just sing along? So you listen to the song and then you sing along?

P12: I sing along with reading the lyrics. On my iPod.

L: Right. OK.

P12: I listen podcast. Do you know this?

L: Yes I do!

P12: I open this and I access to BBC News website and there are many podcasts so I listen grammar podcast or just BBC News podcast.

L: So this is the BBC site for language learning. For English learning?

P12: Yes. Yes.

L: That's a very good site isn't it?

P12: Very useful.

L: So you use lots of BBC News things?

P12: Mmmm.

L: Ah. Ah. That's really good.

P12: I sometimes ... the grammar worksheet in the SALC ...

L: Mmmm.

P12: I make copies and bring my home back ...and then do them.

L: Right. So you take them home and then do them at home? Right. OK. That's very interesting.

P12: Mmmm.

L: When you were at school.

P12: School?

L: Yes, before university. When you were at junior high school and high school, did you learn English on your own in any way or were you just ... were you just learning English in the classroom with your teacher?

P12: Ermmmm. Please wait a minute. Erm.... when I was a high school student ....erm ..... maybe just ... just with direction from teacher coz I didn't know about the shadowing or how to learn English ...

L :Right.

P12: ... interesting. Or just do it with teacher.

L: Right.

P12: So it's not so fun.

L: OK. So did you like English then?

P12: Er ... .. yes? Mmm.

L: You've always liked ...English.

P12: Mmmm.

L: What makes you like English?

P12: Because when I was a junior high school student, the teacher ... English teacher is very fun.

L: Hmmm.

P12: Her class is very interesting.

L: Oh OK.

P12: So I was interested in English.

L: Oh OK. Was she Japanese or was she a foreign teacher?

P12: Japanese.

L: OK. Oh that's really nice. So because of that teacher you found you liked English and you ... right.

P12: Yes. And my aunt likes English also. And she often goes to abroad.

L: Does she?

P12: Yeah. She said she ... huh? She said English is very useful to speak ... foreigners.

L: Not just in the UK or America, right? But other countries too.

P12: Yes yes. Like Chinese or Korean. They can speak English so ... she says English is very useful so I'm also interested in it.

L: Right. Right. Excellent. So maybe one day she will take you! Will she? [laughing]

P12: I hope so! [laughing]

L: When she goes abroad! [laughing]. OK so thinking about taking the Modules and thinking about doing the shadowing and singing to songs and ... using the Internet at home. What do you think are the ... outcomes? For you.

P12: Outcome?

L: Mmmm. What do you think are the results? Do you think there's any kind of benefit or result for you? Of learning English in this way in particular?

P12: I think shadowing is really useful because before starting shadowing I can't speak English more ... less ... slowly ... so before doing shadowing I can't speak more faster. Before ...

L: Ah! OK. So your English has got quicker?

P12: Yes.

L: Right.

P12: I think so. I hope so!

L: Right.

P12: Er ... what progress of ... er ... [pause] it is difficult for me.

L: So you can find your progress, is that what you mean?

P12: I see.

L: You said 'progress' – what do you mean?

P12: Prog ... improve my English skill. That's difficult to realise how ... how? How much my English skill improve.

L: Yes. It's hard to tell for yourself. Isn't it?

P12: Yes.

L: So you think learning in these ways is helping you progress.

P12: Yes.

L: But you're not sure?

P12: Yeah!

L: Mmmm. That's really interesting. OK. So what I'm particularly interested in researching for my study is the ... is the kind of the outcomes or results of learning without the direct support of a teacher, but thinking not so much about the language improvements, or results, but thinking about things that are not directly about the language. The other ways that you might have some outcomes as well. I've got ... on these cards I've got 52 statements, and ... they're quite short. They're not very long. This activity is in two stages, OK? First, I would like you to read the statement and I would like you to think about the ways you've developed since studying or learning English outside the classroom, without the direct support of a

teacher. So think, for example, about the ways you've developed since you started doing the Modules, or since you started shadowing, or since you started using the Internet at home. And then I want you to divide these cards into three piles. They don't have to be equal. They can be any number. And first least like you, and then sort of like you, and then most like you.

P12: OK.

L: And then after this I'm going to ask you to divide them more. But first just three piles. For this part I'm going to stay here and please ask me if you have any questions or if there's something you don't understand ,OK?

P12: OK, thank you.

L: I'll turn this off ...

### **Post sort interview**

L: ... time when you can think about it. While you're thinking and talking I'm going to write down these numbers. OK? So which end do you want to start at? This end or that end?

P12: Er ... this. This.

L: OK. So I'm more self-disciplined [#39 (-5)] and the ... so this is least like you. So you're not so self-disciplined. You're ... yes. And you disagree with 'I am better at finding out the strengths and weaknesses of my English [#19 (-5)]'. So tell me about these. Why did you put these here.

P12: Because I feel ... lazy about learning English.

L: Oh OK.

P12: I decide I ... I am going to learn vocabulary ... ten vocabularies each day.

L: Yes.

P12: But I tend to give up.

L: Do you? OK.

P12: So I don't think I really am self-disciplined so ...

L: Do you think you're self-disciplined in other ways?

P12: Other ways?

L: Mmmm. In your life generally? Or is it just for English and language learning that you're not self-disciplined or is it just generally in your life?

P12: Yes, generally.

L :Is it?

P12: You said the time I woke up ... I can't wake up in the morning!

L: OK. How about going to bed? Do you go to bed at the same time every day?

P12: [laughing]

L: No?

P12: But I want to do it ...

L: I know.

P12: But I couldn't!

L: I know. I'm exactly the same way! [laughing]

P12: Yeah. Recently I often ... I woke up late so it's really hard to arrive on time.

L: Right. OK. OK. So ... you feel that this is not so much you.

P12: Yes.

L: Tell me about this one. Number 19. I am better at finding out the strengths and weaknesses of my English (-5). Why did you put that one this end?

P12: Because ... I think this is difficult for me to know about my strengths or weakness. Not just about English ...

L: OK.

P12: Especially ... weakness ... mmmm .... it's difficult to find. I don't know how I can find my strengths and weakness of my ... especially my English.

L: Mmmm. Right. OK. That's interesting. Mmmm. How about these ones here? 43 (-4) [Learning at my own pace means I'm learning more successfully], 11 (-4) [I am more able to choose good strategies to help me learn], and 16 (-4) [I can organise my learning time more effectively].

P12: Mmmm. So ... I ... I'm not so good at making a plan. Or organise. And especially time. so I can't manage time effectively. So I think it's really my bad point. So if I learn at my own pace maybe it's too slowly. Or too ... mmm ... too slow ...

L: OK. You think you need something or someone to push you?

P12: Yes yes.

L: OK.

P12: I think I need.

L: So, in your mind, number 43 and number 16, are they kind of connected?

P12: Mmmm. Yes, yes.

L: Because you feel you can't organise your time effectively you feel that therefore learning at your own pace means your learning is not so successful?

P12: Mmm.



L: OK. OK. That's very interesting.

P12: So I ought to manage my time more effectively. Really.

L: Right. OK. And here you also put this one – I have a better understanding of how I learn best [#24 (-3)].

P12: Mmm soooo ... eh to ... I often worry about how ... whether I can learn English effectively or not. So ... I think I really ought to which is best way to learn English for me. So ... I'm not sure it's difficult to find the best way to study English.

L: Right. Right. So you feel at the moment that you haven't necessarily found that way. Yet?

P12: Yes.

L: Mmm. OK. That's very interesting. Let's go to this end now and tell me about this end. I'll come round here. So tell me about these two [#5 I try harder to find opportunities to use English (+5); #25 Learning without the encouragement of a teacher makes me a bit more lazy (+5)]. These are quite different!

P12: Mmmm. So I ... when I arrived at KUIS I think there are many opportunities to use English.

L: Mmmm.

P12: So ... mmmm 'I try harder'? Not only in the university but at home I always try to find opportunities to use English.

L: OK.

P12: But of course in the university, for example, I often go to SALC and ELI and I use English every time. So I think I have to actually use English as much as I can ...

L: OK.

P12: ...so I always looking for opportunities.

L: OK. And you try to make the most of those opportunities? Yeah. Yeah. OK.

P12: Mmmm.

L: OK.

P12: And second is 'learning without the ...' I think it's ... this is connected tooooooo ... maybe these.

L: OK. Number 44 (+2) [I can explain better why I choose the materials I use] and number ... I am more self-disciplined [#39, (-5)]. OK.

P12: 'Learning without the encouragement of a tea' [#25 Learning without the encouragement of a teacher makes me a bit more lazy, (+5)] ... yes so. Maybe ... hmmm ... when I learn English without anything, any encouragement of a teacher, maybe I can't be ... a little lazy.

L: Right yeah. So again you need someone or something to give you that push.

P12: Yes. I think.

L: OK. And how about this line here?

P12: First one [#37 I enjoy learning English more because I can learn at a level that suits me (+4))] is ... in my English class, Sophomore class is very ... very suitable for me because there are same level of English. So I can speak English more ... mmmm ... how can I say? So, if I speak English, if there very high level people who can speak very well, I hesitate to speak.

L: OK.

P12: Because ... because I take care about my mistake. But in case there are many same level peoples so I don't mind my mistake. Not so much. So I think it's very good environment for me.

L: OK. OK. And then number 37 you put there. OK. So how about 31 [Reflecting on my learning makes me feel bored (+4)]?

P12: Reflecting on my ... reflecting ... may ... I think First Steps Module has many opportunities to reflect. But I thought it's really hard ...

L: Mmmm.

P12: ... because I think it's not so ... not so good for me to reflect.

L: OK.

P12: Because ... because it's hard.

L: Right. So because it's hard, you don't like to do it?

P12: Yes, yes. Reflecting means kind of review? Review what I do?

L: Yes, it can include review. But I suppose more than anything it means think ... thinking about your learning. Thinking about what was good, what was bad. Thinking about how you can improve. And so on.

P12: I see.

L: And so that's ... you feel it's boring? Yeah.

P12: I think it's good. But it's hard. And boring for me.

L: OK. Right. And so do you think this one is connected to ...

P12: To this?

L: Yes, to that one? And maybe, do you think it's connected to 'I am more self-disciplined' [#39, (-5)] at the bottom? Do you think?

P12: Yeah.

L: So when we were talking about self-disciplined before, you said you wished you could wake up early. Do you feel like that with this one, or not? Do you feel like you wish you could reflect or not?

P12: Mmmmmmmmm ...? I think it is ...

L :Do you just think there's no point in doing that?

P12: Mmmmmmmmm ...?

L: So is it something that you don't like doing but you wished you did? Or you don't like doing it and you don't see that there's any point?

P12: Yeah ... no? I can't find any point.

L: Right. So that's why it's boring for you?

P12: Mmm.

L: Yeah. OK very interesting. Yeah. And tell me about number 36 [I enjoy learning English more because I can learn in ways that interest me (+4)].

P12: 'I enjoy' ... ah! So now actually I enjoy learning English because I think shadowing is very suitable way for me, because it's very fun. Don't know why, but it just is.

L: Mmmm.

P12: So I could find the way.

L: OK. So you like shadowing. So that really suits you?

P12: Yes.

L: Yeah. So do you think that's connected to that one a little bit?

P12: Ah yes yes. I think so.

L: Number 8? [I'm more likely to use the type of resources (books, DVDs, online materials, etc.) which match my learning style (+3)].

P12: Mmmm. I could find a shadowing is suitable.

L :Right.

P12: But I want to find more resources ... for me.

L: Mmmm.

P12: But I don't know how to find.

L: Mmm right OK. Yes. Have you asked Satoko?

P12: Ask Satoko?

L: Yeah.

P12: Satoko.

L: How about number 23 [I'm more likely to make time to learn (+3)]? I think it's interesting you put this one here and then you put ... er ... this one, number 16, I can organise my learning time more effectively (-4), here, and then you put I'm more likely to make time to learn (+3) here.

P12: This mean ... I want to spend studying ... I want to spend time studying English more?

L: Yes. Yes. And it means also that you FIND time. I think ... I mean also it can mean whatever you want it to mean. So tell me what you thought this means. Tell me your interpretation of this.

P12: I want to ... I want to spend more time studying.

L: OK. So at the moment you don't spend so much time but you want to spend more time? OK. That's really fascinating. Is there anything else that you want to say about this? Or ... that made you think?

P12: Mmmmmmmmmmm. I already said about the time management, kind of this. And ... other thing? Mmmmm?

L :So time's important for you? Yes?

P12: I think so. And er ... how to find good material. Materials **to ka** how to suitable resources.

L: Right. Right. OK. That's very interesting. Where for you is the mid-point? So I said to you those three that you have they might move. So where for you is your mid-point, here? Where does it become most and where does it become least?

P12: Mmmm. Eh?

L: Can you show me? Where along here is your mid-point?

P12: Ah mid-point! Mmmmm. Maybe here.

L: OK. So those three that you had, that were **sort of like you**. Where did they end up?

P12: End up?

L: Yeah, you had three cards that were **sort of like you** ... oh those! OK. OK. Right. OK.

P12: Maybe these are ... to ... these are er ... like ...

L: On the least side.

P12: Yes.

L: And these are on the most side.

P12: Yes.

L: OK. So then your mid-point I guess is between 7 & 8 there.

P12: Ah sorry!

L: No no no! It's fine.

P12: I made a mistake.

L: No you didn't make a mistake at all! No! But I think it's not always clear. And maybe it's not exact either. But I think it's interesting just to think. OK. Thank you. Did you learn anything about yourself doing this?

P12: Yeah. I learned my needs.

L: Did you? So what are your needs then?

P12: I had to management. Myself.

L :Right OK. Fabulous.

## **Participant 13**

### **Pre-sort interview**

L: Right, P13. So what I'm really interested in finding out about is this: your experiences of learning without the direct support of a teacher. So can you start by telling me about these experiences? What ... how do you ...

P13: I have a lot of homework ...

L: OK.

P13: Indonesian and English ...

L: OK.

P13: ... so I will do homework at home ...

L: OK.

P13: I also watch DVD of English.

L: Oh do you?

P13: In SALC. I like watch movie and I can enjoy.

L: OK.

P13: To learn English.

L: That's really good.

P13: Also I'm reading a book. Sherlock Holmes ...

L: Wow that's really ...

P13: ... it's difficult for me.

L: Right.

P13: I use dictionary. I study English with book.

L: So is that a book that you found in the SALC, or is that a book that you've bought?

P13: I found at SALC.

L: OK. OK.

P13: And I borrowed the book. And er ... when I am free I read the book.

L: Wow that's very good. Very committed. [laughing]. When you're watching movies, do you do anything? Do you just watch or do you ... use the subtitles somehow or ...?

P13: Subtitles? I'm not very good at listening English. So hard for me.

L: Right.

P13: So fast to speak English in movies.

L: Right. Yes.

P13: I like to watch Disney movies.

L: Ah OK!

P13: Disney is much easier than some drama.

L: Yes.

P13: So with dictionary. I often use dictionary.

L: OK.

P13: Yesterday I watched DVD in SALC. The Lion King! [laughing]

L: Ah! [laughing]. Sure. Yeah. Oh that's really good. So you're taking the Sophomore Module as well – are you? You're taking it now?

P13: Yes.

L: So which Sophomore Module are you doing?

P13: Reading?

L: Reading one. OK. So that's why you're reading the Sherlock Holmes book?

P13: Yes ... it is difficult.

L: And before the Sophomore Module you did the ... ? Learning How to Learn?

P13: How to Learn? Huh?

L: Which Module did you do last year?

P13: Last year? Ah the First Step Module?

L: OK.

P13: Maybe speaking and listening?

L: In the First Steps Module?

P13: Yes.

L: OK.

P13: I wanted to improve speaking and listening.

L: OK. Right. Excellent.

P13: So I chose reading.

L: That's interesting. Why did you move from speaking and listening to reading?

P13: Er why? Mmm. Mmmm. Oh Sophomore ... Sophomore student, I have a media English class so I often read newspaper. It is homework to read newspaper.

L: Mmmm.

P13: So I have a chance to read newspaper and magazines in English. I'm not good at reading ...

L: Oh OK. You wanted to improve your reading?

P13: I find it difficult for me to read newspaper. Difficult words.

L: Sure.

P13: and sentences.

L: And so you did the First Steps Module. Did you do the Learning How to Learn Module? The second one in the first year?

P13: Ah yes. Learning?

L: So this is your third Module? Sophomore is your third one ...?

P13: Yes.

L: ... or your second one?

P13: Second.

L: OK. So you did the First Steps Module.

P13: First Steps Module.

L: And then the Sophomore Module.

P13: Sophomore Module?

L: OK. Because there's actually another Module for Freshman called Learning How to Learn.

P13: Ah.

L: But ... if you did the First Steps Module in the second semester then you can't take the Learning How to Learn Module.

P13: Ah.

L: So I just wanted to understand how many modules you had done.

P13: Ah!!

L: So the Sophomore is your second module?



P13: Yes.

L: Good. OK. Great. So tell me now about Indonesian. How do you learn Indonesian?

P13: I often go to MULC. MULC?

L: Oh do you?

P13: To talk with native teacher.

L: Oh right! So tell me about that.

P13: OK. The teacher's name's [unintelligible] always in his office in MULC. So I call him. [unintelligible]. I talk with him.

L: OK.

P13: He can speak also Japanese so ...

L :Right.

P13: So it is easy to understand.

L: Sure.

P13: He can explain the meaning of Indonesian.

L: Right.

P13: Sometimes I email. I have a friend in Indonesia.

L: Oh do you?!

P13: [unintelligible] ... so I contact with her.

L: Right OK. So that's really nice. So you send each other emails?

P13: Emails. It was yesterday.

L: Ah excellent.

P13: I sent email.

L: How do you know your friend in Indonesia?

P13: Ah! In spring vacation, this spring vacation I went to Indonesia ...

L: Ah!

P13: I stayed with Indonesian.

L: Oh did you?! Right!

P13: It was homestay. I have a host family.

L: OK.

P13: And tutor ... peer tutor ... my best friend ... I can make best friend.

L: Oh really. So your peer tutor and your best friend is the same person?

P13: Yes. Same person.

L: And is that someone in your host family? Part of your host family?

P13: Ah yes. Ah not host family.

L: OK. So you have your host family and your ...

P13: Peer tutor, yes yes. It was good. Same age. I can enjoy talking with her.

L: OK. So tell me about the peer tutor relationship. How did that work?

P13: How? We went to Indonesia ... I went to Indonesia with Indonesian class ...

L: OK.

P13: ... all student and one people ... one Indonesian ... One Japanese student one Indonesian student and ...

L :So you're sort of matched?

P13: Yes. And we study Indonesian together and when I can't understand Indonesian sentences she explain in Indonesian.

L: OK.

P13: [unintelligible] I went to shopping with her ... I went shopping with her ...

L :Lovely.

P13: Yes and we went many places and she explain ... sightseeing?!

L: OK. Very cool. So is there ... when you email your friend do you always email in Indonesian?

P13: Yes.

L: Can she understand Japanese ...?

P13: Ah ...

L: ... or he? She or he?

P13: Ah! She. She can't understand Japanese.

L: OK. So it HAS to be in Indonesian? OK.

P13: And she also can speak English. So sometimes when I can't understand Indonesian she can explain in English.

L :Right. OK.

P13: Good practice for me.

L: Yes. OK that's excellent. So you had this peer tutor. Was that in school? Did you meet in school? Or did you meet outside school?

P13: In school. At school?

L :OK. So your peer tutor was helping you in class? Or did you meet in ... somewhere else and have some discussion? Or both?

P13: Both? Yes.

L: OK. OK. But also you attended classes, right? At school? In Indonesia?

P13: Indonesian school. The teacher ... Indonesian teacher ... when I finish ... the class is finished ... I studied with the peer tutor.

L :Right OK.

P13: So I can ask what I can't understand.

L: OK. Excellent. Oh that sounds like a very good system! How long were you in Indonesia? Altogether?

P13:Only one month.

L: One month. OK. Did it go very quickly? Or did it feel like a long time?

P13: Quickly.

L: Quickly. Right.

P13: I want to go to Indonesia again.

L: Right. Yes. I'm sure. Yes that sounds like a great experience. Yes. Excellent. Is there any other ways that you study English or Indonesian on your own?

P13: Erm ... email and book. I can watch drama! Indonesian drama at MULC.

L: Oh right, OK. That's good.

P13: And er ... English ... I use SALC. I often use SALC.

L: OK.

P13: And when I want to search something I use Yahoo. Yahoo in English.

L: Oh do you?! Really?!

P13: Yes at first it was difficult for me but now ...

L: That's a really good idea.

P13: Yes.

L: So even if you want to know something for your Japanese class, or it's nothing to do with English, you use Yahoo in English?

P13: Yes.

L: Wow!! Wow!!

P13: There are so many difficult words.

L: Sure. Yes. It must be quite hard. But a very good way to practise your English!

P13: Popular? Popular English? Not so formal. Informal.

L: Yes. Yes.

P13: And er I like to talk with native teachers.

L :OK.

P13: And so I often try to talk with native teacher in SALC.

L: Do you? Right. That's good. Yes.

P13: Ah! I live in dormitory.

L: U huh. OK.

P13: University dormitory.

L: Oh do you?

P13: KUIS. There is some friends from US and other countries.

L: OK. Right.

P13: Mmmm. So I often talk with her.

L: Oh that's good. So you have some conversations in English?

P13: Yes. Homework to homework ...

L: Oh that's nice. Yes. Excellent.

P13: And at night when we are doing homework if I can't understand the English ... help me...[laughing]

L: [laughing] ... very good resources.

P13: I enjoy very good times with her.

L: Oh OK. So you have a lot of friendships with people who speak English? Are there any people in your dorm who speak ... any native Indonesian students, or not?

P13: Indonesian students now is no.

L: No. Right.

P13: From New York or somewhere ...

L: OK. So from America. But not Indonesia. OK. OK. Excellent. Well that's really helpful for me thank you. For telling me all that. When you're talking with your friends in English and you're talking with your friend in Indonesian and you're e-mailing her and you're doing all these things, what do you think are the results or the benefits for you?

P13: Mmmm.

L: Have you thought about it before?

P13: I can improve English and Indonesian.

L: OK.

P13: Maybe I can use words. I can use the words.

L: Right. You can use them very naturally?

P13: Yes. Mmmm. When I was in junior high school and high school I have felt so embarrassed to speak English with native speakers ...

L: Oh really?

P13: Now, since I entered this university, I like to speak ...

L: That's interesting. So what changed, do you think?

P13: Mmmm – my mind? Uh?

L: So you said when you were at junior high school and senior high school you were very embarrassed but now you're not, so what changed to make that ... to make you less ... to make you more happy to ...

P13: Mmmm. When I was in junior high school and high school, there were so few native speakers around me ...

L: OK.

P13: ... so I didn't have chance to speak and talk with them.

L: Right. Sure.

P13: I embarrassed.

L: Right. I see.

P13: And I don't have confidence.

L: OK.

P13: But now I can listen but also say so I enjoy.

L: That's really good. So you feel more confident?

P13: Yes.

L: Is that because you see more native speakers around you? Or is it because you feel your English is better? Or is it because you ... think ... speaking English is just easier for you or more natural for you? What do you think made you more confident?

P13: Confident. Mmmm. But I speak or I talk to someone maybe ...

L: Yes.

P13: ... native teacher or friends can understand what I want to say ...

L: OK.

P13: ... maybe .... ah ... mmm ...

L: You can express yourself better?

P13: Yes, I think so. Maybe improved my English skill. But I don't have much confidence now. So I need to ... I have to practice more to speak English and reading or writing.

L: But you're more confident that you used to be?

P13: Yes. Maybe I can ... ah I improve in English.

L: Right. Right. I'm sure you can. I'm sure.

P13: I want to improve more.

L: OK. Sure. Alright well that's really helpful. Thank you. I'll turn this off for the time being ...

### **Post sort**

L: OK. So let's start at this end. Tell me why you put these here. #22 [When I feel myself getting stressed about my learning I know better what to do about it (-5)] and #13 [I can describe better how I will learn in the future (-5)].

P13: Mmm. When I feel myself getting stressed about my learning I know better ... ah! I don't know better what to do about it.

L: OK. OK.

P13: Erm ... I don't often feel stressed ...

L: You don't?

P13: Mmm ... stress to learn English.

L: OK. You don't or you do?

P13: Don't.

L: Don't.

P13: Yes. Don't. But if I feel getting stressed ...

L: Yes ...

P13: Maybe I don't know how to improve ... how to release.

L: Right. OK.

P13: Maybe I will be confused. Maybe.

L: Mmmm. But it's not something that happens a lot, for you?

P13: Yes. I can't describe better how I will learn in the future. Mmmm. I like to English ... I like to study English but I think only now, right now, so I never think about future.

L: Right. OK.

P13: Maybe now ... I like ... I enjoyed ... I enjoying English. Just now. [laughing]

L: So you're not thinking at all about what's happening in the future. You're just thinking about now, this minute?

P13: Yes.

L: Right. Right. OK. Interesting. How about these?

P13: [#40 I have a better understanding of myself as a learner (-4)]. Mmm ... I like to study English and Indonesian, but ... ah! I'm lack of understanding of myself as a learner.

L: Mmm. So you don't think you have a good idea about how you learn or ... right.

P13: I study only enjoyable for me. Listening music or watching DVD. Sometimes I do homework ... er homework ... but it's not so interesting.

L: Mmmm.

P13 Just ... writing or reading ...

L: Mmmm.

P13: I don't know it is important for me.

L: OK. OK. So you know what you enjoy ...

P13: Enjoy ...

L: ... but you don't know if that's good for you ...

P13: Yes ...

L: ... is that right?

P13: I wouldn't include by reading homework ... homework ... mmm ... but I think, in truth, English is more important.

L: Mmmm. That's interesting. So ... for you ... erm ... so you don't think that knowing what you enjoy means that you have a better understanding of yourself as a learner.

P13: Yes.

L: So does that mean you don't think enjoyable learning is effective learning?

P13: Yes.

L: You don't?

P13 Ah!

L: Or you do? So enjoying your learning means that your learning is good learning?

P13: Yes.

L: OK. So then if you know what you enjoy ... why do you feel you don't have a good understanding of yourself as a learner? What's ... what's missing?

P13: Missing?

L: Mmm. So you said you know what you enjoy, right? You can choose enjoyable activities. So what's missing from your understanding of yourself as a learner then?

P13: Ah! Mmmm. Eh?! Missing. How to learn?

L: What I ... I find this really interesting. There isn't a right answer, I'm just really wanting to understand your thoughts. But you said you know what you enjoy. Right?

P13: Yes.

L: So you like listening to songs. You like watching movies.

P13: Yes.

L: But then this one, 'I have a better understanding of myself as a learner' you've put really low down. Here. As being 'least like you'. So what I'm trying to understand is, you say you ... you know what you enjoy, but then also you don't feel you have ... your understanding of yourself as a learner ... is very good. So, so, why?

P13: Ah! Ah!

L: What ...? You know what you enjoy. So what else is it that ... that would give you a good understanding of yourself as a learner that you don't feel that you have developed?

P13: Ah! Only ... I study only enjoyable studies ...

L: Yes.



P13: So. It's better to do homework.

L: OK.

P13: I am not professional. Teacher is professional. So ... it is ... homework is important so teacher gives me homework ...

L: Mmm.

P13: ... but I don't like to do homework.

L: OK.

P13: Maybe I'm not good learner!

L: So then, doing the things you enjoy doing, you think that's not good learning? Or you think it is?

P13: Ah! Enjoyable learning ...?

L: The activities you enjoy doing. Do you believe that they are not good for you – because they are enjoyable. Do you feel that it's not helping your learning because they are enjoyable.

P13: Yes.

L: OK. So ... you think, tell me if I'm right ... you think when you choose ... when you choose activities you enjoy, it's not good for you as a learner?

P13: Er ... it's good for me.

L: OK. OK. But you also feel you need to do things which the teacher tells you to do? To be .. what? To be successful?

P13: Mmmm. Hah! Difficult ... Maybe this one ... should move?

L: Oh! OK. I'm not saying you need to move it. I'm just trying to understand why you put it here.

P13: Ah! OK.

L: So if you want to put it here, that's fine. If you want to move it, that's also fine. It's completely up to you. Would you like to move it? Or do you feel that this needs to be here?

P13: Mmmm. Move. Maybe er ...

L: Take your time! I'll turn this off again. [Lucy turns off voice recorder].

## **Post sort 2**

L: OK. So you've moved 39 here to number 3.

P13: Yes.

L: OK.

P13: So how about this one? #24 [I have a better understanding of how I learn best (-4)]? So now you've moved because before I thought that there was actually a connection between ... where was the one?

P13: Oh! This one [#40 I have a better understanding of myself as a learner]?

L: This one [#40 I have a better understanding of myself as a learner]. I actually thought that there was sort of a connection between this one [#40 I have a better understanding of myself as a learner] and this one [#24 I have a better understanding of how I learn best.].

P13: Oh connection, ah!

L: Do you think so?

P13: Ah! Yes.

L: So does this one stay here, do you think?

P13: "I have a better understanding of how I learn best." Ah I know enjoyable study ...

L: Is how you learn best?

P13: So need move ...

L: OK. OK. So ... go ahead!

P13: Sorry!

L: It's fine! No! [laughing]. And you might want to move others. It might not be a direct swap. So ... so again, take your time. [Lucy turns off voice recorder].

### **Post sort 3**

P13: Does this mean English?

L: Yes.

P13: Erm ... ah! Maybe I mistake this. I think I have know about this pair.

L: Oh! OK. Yes. That's ... they're similar spelling words, aren't they?

P13: Yes!

L: If you have more of a desire it means you WANT to ...

P13: Ah! WANT to ...

L: You WANT to more ...

P13: I'm active to studying ...

L: OK. Do you want to move that one?

P13: Yes! Sorry!!! [laughing]

L: It's OK. Take your time. [laughing] [Lucy turns off voice recorder]

#### **Post sort 4**

L: I'm just happy that you're happy to move them around. OK. 29, 26, 49 and 23. OK so tell me about this one [#23 I'm more likely to make time to learn (-3)].

P13: This one?

L: Yes.

P13: Ah! I'm more likely to make time to learn. Mmmm. I go to Flamenco club ...

L: Ahh ...

P13: [unintelligible]

L: Sure. Yes.

P13: Three times.

L: Really?!

P13: Three times per week.

L: Really? Wow!

P13: But summer vacation ...

L: Yes.

P13: ... five times per week.

L: Ahhhhh! That's a HUGE commitment!

P13: So ... I don't have much time to study.

L: Right.

P13: Homework. About my self. I study myself.

L: Mmmm. So it's amazing you manage to fit in any ... any study I think.

P13: I have to cook by myself.

L: Right. Because you're in a dorm. Yes.

P13: And cleaning. So busy at home. Mmm. So. I want time. To learn.

L: Right. OK. So you want to have the time but it's hard to make time.

P13: Yes. Very hard.

L: Sure. OK. Right. Excellent. That's very interesting. Let's move up this end now. Tell me about these here.

P13: OK. This one. [#5] I try harder to find opportunities to use English (+5) ...

L: Yes.

P13: Much. Home.

L: Right. So is this one connected to this one? Do you try to find opportunities even though it's hard to make time?

P13: Yes.

L: OK.

P13: At night I work my friend. In dorm.

L: Right.

P13: So there's a friend in my dorm.

L: Right. So you find those opportunities to use English through talking to your dorm friends?

P13: Yes.

L: OK. And this one?

P13: Ah! [#2] I'm more active at learning English (+5). And so I think anxiety to learn English. I like to go SALC ...

L: OK.

P13: So maybe every day I go to SALC and ...

L: Everyday? Wow.

P13: ... and reading book or watching DVD or using Internet in English.

L: Right. OK. Good. And how about these here?

P13: [#43] Learning at my own pace means I'm learning more successfully. Mmm. I think I learn at my own pace ...

L: Mmmm.

P13: ... When I feel I want to study, and then I will study. And I'm hungry I will eat. Like that.

L: OK.

P13: So I think more successful.

L: OK. Good.

P13: Next?

L: Yup!

P13: [#17 I am better at finding good people to learn with]. There are new people ... mmm ... to learn with ... in my dorm ... SALC ...

L: Mmm hmmm.

P13: Yellow sofa. I often go to yellow sofa to find native teacher.

L: OK ... and you go to the MULC as well you said ... right? To find your ... I know that's not English, but it's Indonesian.

P13: Internet. I will ... I search ... friends ...

L: Ah!

P13: ...in different country ..... and contact them.

L: OK. So you use the Internet to help you find ...

P13: Yes.

L: Not pen-friends but ... you email?

P13: Yes.

L: OK!

P13: Contact.

L: Oh that's cool! So how do you find those friends? Using Facebook, or ...?

P13: Myspace?

L: Ah!

P13: I use MySpace. I put country in – Australia, and age is 18 or 19 then female or male and many friends are. I want to contact with her.

L: Ah! OK! And is that successful? Do you get lots of responses? Or do lots of people say I don't want contact with you?

P13: Sometimes ... but I have a ... I have many friends on Internet.

L: OK. Well that's really cool.

P13: We can learn many things about their country.

L: Sure. Sure. So how did you get that idea? Is it something that you decided to do for yourself or did somebody suggest that's a cool way to find friends?

P13: When I'm high school my friends introduce about it ...

L: OK.

P13: And I started.

L: Right OK. Very interesting. So would that ... is that connected to this one [#8 I'm more likely to use the type of resources (books, DVDs, online materials, etc. which match my learning style (+4))]? Or ... ?

P13: Yes! I like to read the books ...

L: Mmmm. And also is it connected to this one? Is #17 [I'm better at finding good people to learn with (-+4)] connected to #18 [I am better at learning on my own without a helper (+3)], or not?

P13: Yes, I put around here.

L: Mmmm. OK. Very interesting. Thank you very much!

P13: Thank you very much! I'm so sorry!

L: No. Please don't worry. It's good for you to think about it and make sure that you're really clear about what you want to say. So this is really useful information for me. Thank you so much!

P13: Thank you.

L: Did you learn anything about yourself, doing this?

P13: Doing this?

L: Did anything you ... did you learn anything about you? Was anything surprising, or ... ? I want to think about this degree, here.

L: OK.

P13: How to do this ...

L: Right. How to feel less stressful.

P13: I think about this. Around here. I'm interested in that thing.

L: OK. So it's made you think more about these things that you might want to change in yourself? OK. That's really interesting. Thank you!

## Participant 14

### Pre-sort interview

L: So thank you P14. What I'm really interested in talking to you about and finding out about today is these experiences here. About learning on your own without the direct support of a teacher. So would you mind telling me what you do and how you do it?

P14: Oh so first of all I always carry my notebook like this [P14 shows L notebook]. So my house is very far ...

L: Is it?

P14: from here ...

L: So you take the train.

P14: Yeah so on the train I always read and study.

L: Wow. So this is English one side and Japanese the other side.

P14: So one of my teachers told me this style is the best way to remember the word ... at first Japanese and then English. This style is good.

L: OK. You like this? This works for you?

P14: Yeah. Yeah.

L: Good. How do you choose these words?

P14: Ahhhh sooooo I read some books or manga ... I always read manga!

L: OK. In English or Japanese?

P14: In English.

L: Do you? Really? Wow!

P14: This is ... very famous in Japan [P14 shows L manga book in English – *Dr Slump* Vol 6] and sometimes I read this and sometimes I find unknown words so I choose that word ...

L: Right.

P14: ... and I write in this book.

L: OK. OK. So do you read this for pleasure, or to study?

P14: Both.

L: Both. OK.

P14: I like manga but I also like English ...

L: Right.

P14: So this will be mixed.

L: Yes.

P14: This is good.

L: That's very cool. Have you read this one in Japanese ... or just in English?

P14: Yes, but not all. So ... maybe this is 6, I have read up to 3 maybe ...

L :In Japanese?

P14: Mmmm. And this was broadcasted on TV.

L: Oh right. So it was an animation?

P14: Yeah.

L: OK. OK. So have you read all 6 volumes in English?

P14: Yes.

L: Have you?! Wow!!

P14: Yeah.

L: And is the language in here, is it kind of slang and ...?

P14: Yeah yeah yeah.

L: Right. So that's interesting.

P14: So ... bumpkin?

L: Sorry ...bumpkin?

P14: Bumpkin. Bumpkin.

L: Like 'country bumpkin'?

P14: Yeah so ...

L: Someone who's not very ... sophisticated?

P14: Yeah, not so .... yeah!

L: Yeah.

P14: So this was often see.

L: Oh that's interesting.

P14: Mmmm. [Looking at book]. So she is main character and she is robot. And he ... hmmm? He made her.



L: Oh! OK. Wow. It's very interesting. Yeah. I'm sure you get lots of interesting vocabulary. So you do this now just because you're interested – because you want to?

P14: To increase my vocabulary. So ... I read various books.

L: OK. OK. What other books do you read? Do you read anything other than manga? Or do you read just manga.

P14: Yes. Recently I read about Obama.

L: Oh! OK.

P14: Short books.

L: Right. His autobiography? Or?

P14: Yeah, biographies. This book was before he became President, so ...

L: Yeah.

P14: So .... from he born to ... maybe ... 2004?

L :OK. Right. Right. OK. Did he write it? Was it his AUTObiography? Or did someone else write it?

P14: Yes someone write ... wrote it.

L: OK! But that was also in English? Obviously?

P14: Yeah. In the SALC?

L: Oh OK!

P14: This is also from SALC?

L: Oh OK. So you borrow lots of things from the SALC to help you with your learning?

P14: Yeah.

L: Mmmm. OK Cool. So you read manga and you read other books. Is there anything else that you do?

P14: I list ... listening music.

L: Oh right.

P14: So I like foreign music – especially UK and US.

L: OK. Right. Excellent. And how do you use that? Do you actually use that to help you learn or do you just listen to it and enjoy it?

P14: Ah so. How can I say? So I always listen for fun? But I thought this is not good for me so ...

L: Really?

P14: Yes. So just listen is not good ... I ... do you know Muse?

L: No.

P14: They are UK ... UK ...

L: Are they? I should know! [laughing]

P14: [laughing]

L: Maybe I'm too old! [laughing]

P14: I thought 'What are the subject?'. Music title. So mmmm ... how can I say ... I found the music title ...

L: Mmmm.

P14: So this word was assassin ... assassin.

L: Right. Yup.

P14: But I couldn't understand the meaning.

L: OK.

P14: So I looked up. The word. I wrote.

L: OK. So generally you listen just for pleasure but sometimes you pick up on vocabulary that you don't know?

P14: Yes. If I spend in day ... so maybe I can't meet 'assassin'.

L: Right. Yes. That's true. Yeah. It's quite an unusual word, isn't it?

P14: It's maybe necessary for me to ... to ... remember ...

L: Yeah.

P14: ... these words ...

L: Right. Well it's an interesting word. Cool. So you're in your third year now? And ... before in the second year you took the SALC modules, is that right?

P14: Mmm. Yes.

L: Tell me about that experience.

P14: Ahhhh! So first ... first year was very busy. And so ...

L: Did you do ... you did the First Steps Module?

P14: Yes. First Steps Module. But, erm ... half ... first term and second term I took just once. In first semester.

L: Right. You did the First Steps Module but you didn't do the Learning How to Learn Module?

P14: Yeah.

L: Mmm.

P14: So I felt Module was one of ... **ah noh**... I couldn't manage to schedule how ... that kind of [unintelligible] so first year was not so ... I was not interested in the Module so ...

L: Mmmm.

P14: Everyone took Module so I took.

L: So you didn't really want to take it?

P14: Yeah. [laughing]

L: But because everyone else was, you did?

P14: Yes.

L: OK.

P14: But second year I thought I have to study more concentrate ...

L: OK.

P14: Yeah. So ... yeah so I took again **deshou**?

L: The Sophomore Module?

P14: Yes, Sophomore Module. So and because of this [unintelligible] I realised Module er... grow me?

L: Helped you develop?

P14: Yes. Module helps me. If I forget the goal ... but Module remind me that goal.

L: Right. OK. That's interesting.

P14: So Module has ... I have to set the two goals, you know? Big goal and small goal?

L: OK.

P14: And everyone often forget steps. So how can we do ... how can we study? But because of this Module er ... we can ... I can manage to ... my study per week. Here.

L: OK.

P14: Can you understand?

L: Yes, I can. That's interesting. So which Sophomore Module did you do? Because there are several, right?

P14: Ah yeah! Maybe ... writing? Writing?

L: Writing, OK.

P14: Writing? Maybe one year Writing? Huh? ... Yeah maybe. Writing and Media?

L: Right. Oh so you did two?!

P14: Yeah.

L: Did you?! Wow!!

P14: Yes I did one year.

L: Wow. So you did one in the first semester and one in the second semester?

P14: Yeah.

L: Wow!!

P14: I realised Module is good!

L: Right OK. So you started off in the first year not really liking it but then you realised it was useful?

P14: Yeah.

L: Oh that's really interesting. So in the first year when you didn't really like it very much and you took it just because everyone else was, did you give up? Or did you finish it?

P14: Ahhhh. I did ... all.

L: 8 weeks? Even though you weren't really into it? Ahh.

P14: Because friends did.

L: Right. OK.

P14: Together.

L: And did everyone feel the same as you?

P14: Yeah.

L: But you kept going?

P14: It's just boring! [laughing]

L: Really! Ah! But you kept each going?

P14: Yes!

L: Ah! Interesting.

P14: Maybe first year Module has ... had same contents every week ...

L: Yes. Right.

P14: But Sophomore Module was ... we can manage freely ... soooo this is the difference.

L: OK. And the Sophomore Module it's YOUR plan, right?

P14: Yeah.

L: So you can choose ...? Yeah. Yeah. Really interesting. Erm. Thinking about the study that you're doing now with your manga, and listening to songs and everything. And thinking about your experiences with the Modules and so on, what do you think for you was the sort of outcome, or the benefit of studying like this. When you're not being told exactly what to do in a classroom by a teacher. What do you think you get from that process?

P14: From classroom?

L: Not from the classroom, from studying on your own, or with your friends. When you're doing your vocabulary like this, I mean you were doing the Modules. I mean with the Modules I know you were working with Jo as your advisor, but she wasn't ... it wasn't in the classroom, right? You were basically working on your own. Yeah.

P14: Oh ... maybe ... benefit? Oh maybe I can do where ... huh? Everywhere and every time I can study and this is benefit.

L: So it doesn't matter if you're on the train or ...

P14: Yeah.

L: ... wherever.

P14: Even if I slept over ... if I can do I want to do. I can do.

L: Right. OK. So why is that a benefit?

P14: Benefit. Sooooo ... benefit? Benefit? [laughing]

L: Maybe let me think ... let me phrase the question in another way. What do you think are the results for you, or the outcomes? Do you think there's any particular result of studying like this?

P14: Ohhhhh! [pause] A result?

L: What do you think you gain?

P14: Oh maybe ... so this is the answer ...so ... I increased my vocabulary.

L: OK.

P14: Is this an answer?

L: Sure! You tell me! Is it? I don't know! [laughing]

P14: [laughing]

L: I think you're the only one who can tell me if it's the answer!

P14: Yeah so maybe if I don't make this book ... ahh ... just I see these words and I forget.

L: Right.

P14: So because of this a lot of words will be mine!

L: Right. Sure. Sure. OK.

P14: Manga ... is also helping increase my vocabulary.

L: Mmmm. Mmmm.

P14: Yeah.

L: Mmmm. OK. Cool. That's really interesting. So you're an English major and you're in your third year. What do you see yourself doing in your future? What do you want to do when you finish university?

P14: Actually, I want to be a translator.

L: Oh do you?!

P14: This is hope. Maybe I will give up.

L: Really?! Don't give up!! Why do you think you'll give up?

P14: So ... I have to study more! So ... and maybe translator have to er ... maybe ... have to be er ... if I want to be a translator maybe I must not ... maybe I should not be like this.  
[laughing]

L: [laughing] Like what?

P14: Like ... so ... I can't come up with the words. And how can I say?

L: Oh I see! Yeah, OK.

P14: Feel ... upset.

L: Sort of tongue tied? You can't think of the right words so you have to be more fluent.

P14: Yeah.

L: But then there's time for you to develop that fluency, I think. Yeah.

P14: Until now ... maybe it's too late.

L: Ah.

P14: If I worked or study from first year of high school student year, so I could be a ...  
[laughing]

L: [laughing] I understand what you're saying but I don't think you should give up. I think you should try hard. I don't think it's too late.

P14: And now I want to get a job deal with English. So if I can do ... if I can deal with English I want to get a job ... any job.

L: OK. OK. As long as you can use English. Yeah.

P14: And now, I want to be ...don't laugh ... so I want to join Google [laughing].

L: Do you?!! Wow! No, I'm not laughing. I think that would be very cool. I'm sure it's a great organisation to work for. Very progressive.

P14: Yeah.

L: And very exciting. I'm sure.

P14: Yeah. Yes.

L: Mmmm. Are you good at using computers?

P14: Yeah. Not so professional, but I like.

L: Yes. I'm sure that's enough! Excellent. That's very interesting P14. I'll turn this off now.

### **Post sort interview**

L: ... why you put the ones you put where you did. You don't have to do ALL of it, but ...

P14: Ah here?

L: ... if you could maybe explain these this end and these this end that would be helpful. Why don't you start this end as I'm writing here. That's good.

P14: Er maybe first of all I don't feel er ... huh? Er ...

L: This one? 25? [Learning without the encouragement of a teacher makes me a bit more lazy (-5)]

P14: Yeah. 25. So I don't feel erm ... ah ... I'm meeting with my teacher ... I don't feel ... I don't meet with my teacher I don't think, I really lazy.

L: OK. So you don't need a teacher to be pushing you? You're quite happy to work ...?

P14: But of course feedback of Module is ... erm ... good for me?

L: Right. Sure, yes. But obviously now when you're you know, doing your manga ... studying for you, I guess you don't have any feedback, right?

P14: Yes.

L: So that's all sort of self-driven? Self-motivated?

P14: Yeah.

L: Yeah.

P14: Erm ... so I don't feel ... my life will be successful. [#41 I feel I'm more likely to have a successful life (-4)].

L: Right.

P14: So this period is time to decide my job.

L: Right. OK.

P14: So I have no confidence. So I decide.

L: OK. Alright. That's interesting. These two these are connected I presume are they? Number 30 [I feel unsupported when learning English without the direct support of a teacher (-5)] and number 25 [Learning without the encouragement of a teacher makes me a bit more lazy (-5)] for you?

P14: Yeah. Mmmm.

L: Yeah.

P14: So I think the most er ... most important er ... thing ... person? Is not teacher ... so I think my passion is best. The most important thing.

L: Mmmm.

P14: So even if I have not a teacher, I don't feel unsupported.

L: So would you say you have a strong passion?

P14: Kind of! [laughing]

L: [laughing] OK!

P14: I have a passion that I want to study English! [laughing]

L: Right. Right. Yeah. [laughing]

P14: Yeah. [laughing]

L: OK. That sounds like a good passion! [laughing]. Tell me about this one – number 33 [I feel frustrated asking other learners for help when I'm learning English because I don't know if they are correct (-4)].

P14: Ah! So ... maybe it's good way to share our problem with learners even if they are not sure. Because I learned ... one of the class I took last year? Even if the person who are not good at English language so but asking them is good for you and them. So I learned that. So I didn't think so.

L: OK that's good. You say you learned that. Did you learn it because you had to do that in the class or because ... or because the teacher said to you this is a good thing?

P14: Yeah!

L: Right.



P14: And from textbook.

L: Right.

P14: Maybe during the discussion we can improve our English or problem.

L: Right.

P14: That's why this is useful for us.

L: OK. So you had to work with other learners in the class?

P14: Erm ... IF we have to.

L: Right OK. So you didn't have to, but IF you had to ...

P14: Yeah.

L: OK. And now, when you're studying you know, with your manga, and all that sort of thing, do you work with anyone else, or do you always do it on your own?

P14: Ah, on your own. I? On I own??

L: On my own!

P14: On my own! Ah! Yeah! [laughing]

L: [laughing]. Right OK. Yes. And tell me about this one. [#47 I'm more likely to review what I've learned (-4)]

P14: Yeah. Review is more ... review. So ... Mmmm in this learning style, sometimes it's difficult to review.

L: OK.

P14: And evaluate.

L: Ah! OK. But you said to me often on the train you look at your vocabulary and so on?

P14: Yeah.

L: Is that not reviewing?

P14: Er ... ah review. Review. Maybe I thought this is study. Mmmm.

L: How do you mean?

P14: Review. Review means ... so ... how did I learn or something? This is evaluate?

L: Yes ... well for me I would say that's evaluate. I would say reviewing is going back over what you've learned and looking at it again, and remembering ...

P14: Ah!

L: I suppose there could be an element of evaluate in there as well. So if this said 'evaluate' ... then you think it's not like you, right?

P14: Yeah.

L: Right.

P14: Yes.

L: OK. OK. Good. How about up here?

P14: Ah maybe ... I will be good at speaking English more ... in the future. [#21 I believe I will be more likely to use English well in the future].

L: OK. So this one?

P14: Yeah. 21. Ah ... yes ... this is my goal. To become like you! [laughing] Native speaker!

L: [laughing] Well we're communicating very well today!

P14: So I like communication. So this high is also like this. So maybe two years ago I was asked by a foreigner in a train ... he was a black ... and I was a little bit afraid of him. And I realised he could speak English. So we were talking five minutes or so, but when ... at that time ... I felt scare ... scary ... so I didn't want to speaking more with him. But now, so this experience was good for me I think. So I just speak with him or another person. So this is good opportunity to speak in English.

L: So in what way did you think that was a good experience for you?

P14: So maybe if I speak with foreigners in the SALC or in the university they're cultivate ... so ...

L: They speak slowly? And ... yeah yeah.

P14: Erm maybe they knows how to improve their students.

L: Right.

P14: So maybe er ... this is very good. For us.

L: Yes, sure.

P14: But maybe not professional is also good for me, I think. Because er they give us maybe new words or new expression and slang.

L: Sure.

P14: Daily conversation is good.

L: And it's REAL conversation, right? Yeah.

P14: Yeah.

L: Or real communication.

P14: You can communicate easily. So that's why I think these meeting is good for me.

L: Right. OK. That's interesting. Yeah. Thank you.

P14: Actually this meeting is also real opportunities to speak English.

L: OK yes that's true! Yeah. So yes. You took this opportunity right? OK. How about this line? 29 [I have more courage to try different things when I learn English], 23 [I'm more likely to make time to learn], and 51 [I'm more likely to learn from language mistakes or errors I'm making].

P14: OK, 29 is er ... I think I talk questions now ... but sometimes I couldn't ... can't understand some sentences like some structure something ... but I will take long time until I thought. Until I understand. Because if I need similar sentences next time maybe I can ... I can er ... answer.

L: OK.

P14: Mmmm. The questions.

L: OK.

P14: So even I make differences I will ... I will ... struggle?

L: Struggle.

P14: Struggle!

L: You'll have a go?

P14: Yeah. Or ... 23? Er so maybe ... recently often I will take time to learn, English.

L: OK.

P14: Because maybe I want to take higher score on TOEIC.

L: Right.

P14: So to get higher score I will take time to ...

L: OK.

P14: And 51 is er ... so if I made a mistake maybe I have to improve my skill ...

L: Right.

P14: ... like similar to this.

L: Number 10 [unclear]?

P14: Yes.

L: Right. OK. OK. So because you try different things, you're perhaps more likely to make a mistake. But, anyway, you try?

P14: Yes.

L: OK. So ... you've become more brave?

P14: Maybe.

L: OK. Good. That's really interesting P14. Thank you. What about this one? I'm better at choosing a place to learn [#48]. Tell me about that one.

P14: Ahhh! So maybe this is ... so ... I always studying at fast food store

L: Ahhh. Right.

P14: Like McDonald, or Mos Burger.

L: Why do you ... ? Do you know?

P14: Why do ... I don't like too much calm calm? place.

L: Yes. So like a library or something is too quiet.

P14: Yes, library is too cal ... too quiet. So McDonald or Mos Burger is er ... they turn on music.

L: Right. OK. So there's just enough background noise for you?

P14: Yeah. Pop and listening ... music.

L: Right OK. Yes. That's lovely. Is there anything else you want to say. Or do you have any questions or anything?

P14: Er so this is ... this means ...

L: Self-disciplined.

P14: I can ... self-improvement?

L Yeah ... sort of. If you're self-disciplined it means you're strict with yourself.

P14: Ahhhhhhhhhh.

L: That means like, you know, if you say 'Right, I'm going to get up at 5 o'clock in the morning and study English for an hour' then you will do.

P14: Ahhhhhh. Mmmm hmmm. I see.

L: OK. Where would you say your mid-point is? Here?

P14: Mid-point?

L Yeah, where would you say is the middle, for you? Where does it change from sort of being *most like you* to being *least like you*?

P14: Ahhh. From here?

L: OK. So from ...

P14: Seven?

L: Seven. OK. But you said sort of in a shape, right?

P14: Ah yeah but ...

L: Generally that end point? OK. Great. Lovely. That's really helpful P14. Thank you so much. I'll turn that off.

## **Participant 15**

### **Pre-sort interview**

L: OK. Participant 15. This is what I'm really interested in learning about from you. Your experiences learning English, and Spanish actually, without the direct support of a teacher. Can you tell me what you do and ...?

P15: OK. Since I was taught, in the first grade of junior high, I study listening to English songs, and also American songs. And er ...

L: What made you start listening to English songs then, can you remember?

P15: I can't really remember, actually.

L: OK. So it wasn't like there was an artist you really really liked, or anything like that.

P15: No. Maybe because of Costco in Makuhari.

L: Oh!

P15: When I was there I saw some CDs and they were really cheap, so ... I think ... yeah ... I got some of these and that's why I started listening to music really.

L: Right, OK. Interesting. So your home town is near to here?

P15: Near here yes. At first I couldn't really understand what singers are singing ...

L: Mmmm.

P15: But I started writing down the lyrics in katakana ...

L: Wow.

P15: Although I couldn't understand ...

L: OK. So you were just listening and then trying to write down in katakana? OK.

P15: And like ... I was taking the same education as others, and ... but I was really interested in English because I liked music. So. What else?

L: So did that have any impact on studying in school? Did it make you more ... more

P15: Motivated?

L: Yeah.

P15: Yes.

L: OK.

P15: But at first I couldn't pronounce ... I was not good at like pronouncing ...

L: Right.

P15: ... English, so but I liked singing so I was always imitating the sounds.

L: Yeah.

P15: And eventually I improved my pronunciation.

L: OK. So just through listening and mimicking the songs? You improved ...?

P15: Yeah.

L: Wow!! That's super! That's really fabulous.

P15: So ... like ... I think sometimes ... I'm nervous! Sometimes people ask me 'where are you from' when I'm speaking English quickly because my accent is not ... you know ... it doesn't really sound like Japanese ...

L: No, it doesn't at all. You've got a very nice accent.

P15: But actually I went to study abroad.

L: Really? Wow. That's amazing.

P15: And er .. when I went to high school my high school was ... how do you say? Sister school? With Ja ... no! Australian school.

L: Oh really? OK.

P15: So like I had some opportunities to meet students from Australia.

L: OK.

P15: And like I have never ... I don't have any friend from other countries before I entered high school, but since my high school was sister school I made some friends from Australia and the friends and I started talking in email first, coz I couldn't really SPEAK English, so ...

L: But you could write?

P15: Yeah, I could write. Because you know Japanese education is different.

L: Yeah.

P15: We first learn like grammar, grammatical things, and how to ... how to read ...

L: Yes.

P15: So ... I'm nervous! [laughing]

L: Don't be nervous. [laughing] I'm just like you! I'm just a student and I'm trying to do my project and you're helping me.

P15: So when was 15 I was in first grade of high school I went to ... actually I went to the UK for the first time ...

L :OK.

P15: Only for two weeks ...

L: That was your first time abroad?

P15: Yes ... ah! No! I went to Saipan.

L: OK.

P15: But I ... I think I was really brave, although I couldn't speak English at all ...

L: Mmmm.

P15: So when I went to ... when I was staying in host families house I was always nervous ...

L: OK.

P15: Like now! I was always really nervous when I was ... when I had to say 'hi!' to host family.

L: Right right sure. I can understand that. Because I feel similar in Japanese to be honest. Yeah.

P15: So ... I don't know.

L: So let me just get it clear. So your school was your senior high school or junior high school was sister school of the Australian high school?

P15: Oh. High school!

L: High school. Is that junior high school or senior high school?

P15: Senior high school.

L: Senior high school, OK. So did you go to the UK before that, or it was when you were at that school you went to the UK? After?

P15: Mmmm? Sorry?

L: When did you go to the UK? When you were at that school?

P15: Yes.

L: OK. Why didn't you go to Australia? Why did you go to the UK?

P15: Ah I did!

L: Oh you did? OK.

P15: After ...

L: After you went to the UK. OK. So the trip to the UK, was it something you arranged, or something the school arranged?

P15: Oh school arranged.



L: So was it lots of people from your school who went together?

P15: About 20 people?

L: OK. Where was it that you went in the UK?

P15: Where was it?

L: Which ... which town? Which city?

P15: Margate ...

L: Margate! Wow. [laughing]

P15: [unintelligible]

L: Yes, yes.

P15: Where? Yes.

L: Canterbury did you go? Maybe?

P15: There was something university. Oxford!

L: Oxford. Wow. Lovely. Yes.

P15: So, OK. First, when I'm there I just can't speak English at all. So I was kind of shocked.

L: Right.

P15: About myself.

L: Because you had been learning English for so long?

P15: Yes. For like three years, before that.

L: Mmmm. Mmmm.

P15: But I met some people from Europe, like Italy, Spain, those countries, and there ... I made friends.

L: OK.

P15: And they couldn't speak English either, and so I felt really comfortable ...

L: OK.

P15: ... talking to them.

L: Yes. Because you were both learning?

P15: Yes. And maybe that motivated me to study English more.

L: Oh OK.

P15: Since then I started practising in speaking English. And yeah ... after that I went to Australia and I couldn't speak English well, either. At that time.

L: How long were you in Australia?

P15: Two weeks.

L: And again did you stay with a host family, again?

P15: [nods]

L: OK. But

P15: But there was a Japanese ... like maybe she was a university student from Japan, so like I was always ... you know ... when I tried to speak English in the host family she first spoke ... do you know what I mean?

L: So she would speak in English for you?

P15: Yes. So that is bad for me. And I felt like ... not jealous ... but I felt like I don't like this.

L: Right. OK. So you were both staying with the same host family?

P15: Yes.

L: And then when you tried to say something, she would kind of speak? On your behalf? Right.

P15: And she was older so ... she was about 20 years old.

L: Oh wow. Right. So you couldn't say to her 'Don't say that! I want to speak!'?

P15: I couldn't.

L: Yeah. Yeah.

P15: I was just smiling ...

L: OK.

P15: But that was OK, because I couldn't speak anyway! [laughing]. Mmmm. OK. Experience.

L: But now you can speak – really well. So what happened?

P15: Then?

L: Between then and now.

P15: Ah! So like seriously I started learning how to pronounce and I was trying to speak to my friends from other countries more. I think more than before.

L: Mmmm.

P15: Actually that's it. I was just always always always speaking to my friends from Australia, and some other countries.

L: OK. So you said you were always speaking to them. How did you communicate?

P15: Oh in email.

L: OK right. But again that was writing. Not speaking.

P15: But sometimes I was calling to my Australian friends. He could speak Japanese so ...

L: Ahhh. Right.

P15: Yeah. I think before I came to this university I couldn't speak like I do now.

L: Mmmm.

P15: And my score of KEPT ... you know KEPT, right?

L: Yes, yes, yes.

P15: ... was worse. I mean ... yup! Worse.

L: Really?

P15: And I was really surprised when I joined this university because other people were speaking English really fluently.

L: Mmmm.

P15: Besides, they went to ... they studied abroad before. When they were in high school. So I felt kind of like ... weird. Being in the same class with them.

L: OK.

P15: And ...

L: Is that because they all spoke English really well?

P15: Yes.

L: Right. OK.

P15: And I couldn't understand what they were saying.

L: So how did that make you feel?

P15: I was just feeling 'Wow!' They speak English really ... I was. I don't know. I was not envy at all. I was not jealous at all. Because, you know, I was thinking like I have never studied ...

L: Right.

P15: ... and the experience is different. But I don't know.

L: You weren't envious and you weren't jealous. But did it make you want to be like them?

P15: Yes. I mean. No.

L: No.

P15: Because I was in the advanced class ...

L: Yes.

P15: ... although my score was not that good ...

L: Right.

P15: ... so my friends and I were always speaking in English, even outside the class, so in the first ... like [] months since I joined this university, we didn't, you know, no more speaking Japanese. So that was really good for me.

L: Right. OK. So having that English environment around you really made a big difference?

P15: Yes. And many people from my class studied abroad before. So ... yeah. It was funny like some day ... one day we spoke in Japanese and we were really surprised and felt weird.

L: Right.

P15: Because we speak English every day.

L: Ah. Interesting.

P15: [unintelligible]

L: No no. This is really interesting. So when you were ... I'm just trying to understand your experiences really. When you were with your classmates and their ... initially their English was better than yours. Did you soon catch up? Did you feel your English improving?

P15: Not really actually. But in the second year er ... I took KEPT and my ... I don't know about the score but mine was like ... oh wait! If it's 100% in the first year mine was like ... my score was more like 50%, but then I got improved so much in the second year and then I got about 80% ...

L: OK.

P15: ... and I was really surprised by ...

L: Mmmm.

P15: So ...

L: So did that KEPT score ... did that have a big impact on how you ...

P15: How I improved?

L: Yes ... well how you improved and how you ...

P15: Felt?

L: Yeah.

P15: I don't know ... I was just like 'Wow!'. But I think it's ... because I was in advanced class and my teacher, all teachers were kind of strict, and like they have a passion teaching English to us. So I think that worked really.

L: Right.

P15: Me and my friends really liked teachers, so ... like ... er ... we study so hard for them ...

L: Mmmm.

P15: Because you know, we wanted to make them smile.

L: Right. Sure.

P15: Yeah. Our thoughts were really simple.

L: Who was your Freshman teacher, can I ask?

P15: Like ... Gene?

L: Gene. Right.

P15: And Nicky? Writing class.

L: Yes. Yes.

P15: Who else? I forgot! Actually!

L: OK.

P15: Gene was the most strict. I mean teacher.

L: Right. Right.

P15: He was always acting cool to us. So first we thought he was ... I don't know ... moody man? So we were kind of like ... so we were like 'Oh we have presentation we have to work hard not to make him angry!'.

L: OK. Sure. So then ... in your first year. In your Freshman Year, did you take the SALC Module? Did you take the First Steps Module?

P15: Yes.

L: OK. And ...

P15: Oh so Scott was my advisor. And I took the second one too.

L: OK. So you took ... did you take two in the first year? Did you take First Steps and Learning How to Learn?

P15: Yes.

L: OK. So why did you take those?

P15: Because I heard, we can get one credit.

L: OK.

P15: So, the reason was simple.

L: Right.

P15: I took it. Module was interesting because I only knew one way to study English - like listening to music ... oh two ways –and talking to my friends – but Module introduced me some ways like you can study from reading, listening, writing?

L: Mmmm. Mmmmm.

P15: So I tried all ways to study English. Like it said. And I don't know ... actually compared to second module, first one was more fun.

L: Really? Right.

P15: Because you know, we just follow the ways, and we just take handouts.

L: Yes.

P15: Each week. So ... first one. The second one was ... it was fun but you know I have to find the ... my own way to study English so I was always doing the same thing ...

L: OK. Which was what?

P15: Which was ... I forgot ... dictating?

L: OK.

P15: Like ... without subtitle.

L: OK. From a movie?

P15: Yes. Yes.

L: But ... in a sense you already had your own ways of studying English right? Coz you listened to songs and you ... spoke with your friends. So why did you decide to do the dictation activity?

P15: Ah. Why? Because maybe my friend introduce me the way. To study!

L: OK.

P15: And ... I don't know ... maybe the ways I study English is always the simple way! Because I had DVD maybe?!

L: Right. OK. So just because it was practical?

P15: Yes. It was easy to do.

L: OK. OK. Great. That was really interesting. It's taken a lot of time. Sorry. But just quickly tell me about Spanish.

P15: Spanish?!

L: Yeah. Why are you studying Spanish and how are you studying Spanish?

P15: OK Coz I like reggaetón.

L: Megaton?

P15: Reggaetón. It's a genre of Spanish music.

L: OK.

P15: Like ... [sings a little]

L: OK! Sounds familiar! So it's like modern music?

P15: Yes. Like you know Daddy Yankee? Do you know?

L: No ...

P15: It's OK. And since I like music, maybe some years ago I started listening to all kinds of music so ... I listen to like French songs, Spanish songs, like Chinese songs ...

L: OK.

P15: But I liked reggaetón the best.

L: OK.

P15: Besides English songs.

L: Right.

P15: And so ... when I heard Spanish kids talking Spanish I was really surprised ...

L: What around? Here?

P15: In the US. Maybe?

L: When you were in the US?

P15: Actually, my mum lives in San Diego.

L: Right. OK.

P15: She got married.

L: Ahhhh!. OK. Right. So you go to the United States – quite often?

P15: Erm ... not really ...

L: Sometimes.

P15: Sometimes. OK. And there are lots of people in San Diego of ... how can I say?

L: Hispanic.

P15: Yeah. Like Latino. Or ... I don't know ...

L: Right.

P15: They are mixed, right?

L: But lots of Spanish speakers?

P15: Yes. So I sometimes thought Spanish is cute!

L: OK.

P15: And I like the sound. So I started ... yeah. So there were two reasons why I started learning Spanish.

L: OK.

P15: And now ... so now I just ... actually I take a Spanish class only once a week. So I'm not really serious about it!

L: OK. And do you carry on like listening to the music and stuff? Are you trying to understand through the music?

P15: Yes.

L: OK.

P15: And er ... of course I listen to CD from text. Coz ... you know it explain about basic things?

L: OK. So that's your class book?

P15: Yes.

L: Right.

P15: But I don't really try to study, because I don't like studying.

L: OK. So you just like speaking to people and [] too?

P15: I think that's the best way for me. And er ...

L: So when you go and see your mum, do you have opportunities to speak a little bit of Spanish?

P15: I think so. Because when I'm there, every time I saw Spanish people and like Spanish restaurants and stores, I can speak Spanish so ... even if I was ... if I wanted to communicate with them, they speak in Spanish but I can't. So I feel a little bit like ... how can I say? Not satisfied with myself?



L: Right. Yes.

P15: So ... now I'm trying to learn Spanish.

L: Cool.

P15: So that ... you know ... my world will expand.

L: Wow. Very interesting. Can I ask, how long has your mum been living in America? For a long time?

P15: No, actually ... a year?

L: Oh OK.

P15: She moved there in 2007.

L: Right. OK.

P15: 2008.

L: So it's ... the fact that your mum now lives in America hasn't had a really big impact on your kind of English language learning?

P15: Maybe. Coz I ... you know ... I can't see them often so ... I'm sure I'm seeing them this summer again ...

L: Oh that's nice.

P15: ... but since ... how can I say my step-family?

L: Yeah.

P15: They don't know Japanese so ... I think like every time I talk to myself like 'You have to study English more, otherwise you can't communicate with them'.

L: Oh OK. So do you have step brothers and sisters then?

P15: Yes.

L: And are they your age, or quite young?

P15: Younger one ... I have younger brother 12 years old, and I have step-cousin ...

L: Right OK.

P15: ... he is the same age.

L: OK. OK. So that's nice. So you can communicate easily. OK. That's really interesting P15. Thank you so much. Erm ... just one more question. When you're ... over all this time you've been learning English and Spanish and so let's think - probably the main ways for you have been through music it seems. Like that's been a really big motivation for you and also through speaking to your friends and so on. Do you think there have been any particular kind

of outcomes? In terms of that kind of learning? Do you think it's had any big impact on you in any way?

P15: I think so. Coz ... I don't know. Impact? I think yes. Coz [] not in this school, but in my ... like every time in my ... how can I say? Japanese people tend to be afraid of like foreign people from foreign countries, but actually ... you know people tend to have stereotypes of those people. But I don't really have the stereotype. So some people say like 'oh it's just like foreign people' but I sometimes feel really weird this opinion. And I tell them like 'We just ... we all speak ... we speak different languages and they just look different to us but we are all the same.' I tell them. And ... I think that's the biggest ... how can I say? Change? In my life? Because. Yeah. I was also thinking in that way. Like I had a stereotype when I was in junior high, coz I didn't know people from foreign countries. Now I have a lot of friends from those countries, so ...

L: And family too?

P15: ... yes, so my ... my way of like ... I don't know my image? Of like people from other countries has changed a lot.

L: OK OK. Coz this is why you're talking about your world broadening as well now through Spanish too.

P15: Yes.

L: OK. That's really interesting. Thank you. I'm going to turn this off now.

### **Post sort interview**

L: ... won't keep you much longer but just briefly, I'd just like you to explain to me the sort of ends. So don't worry about the big bit in the middle. But why did you put these here and why did you put those there?

[#41 I feel more likely to have a successful life (+5)].

[#42 I feel more able to continue learning English after I leave university (+5)].

P15: Because I have a strong ambition in my future. To study English in my future.

L: Do you? Do you mean ... you want to study English more in the future or ... your ambition for the future has motivated you to study English?

P15: Ah, no. As I told you I haven't studied abroad before ...

L: Yes.

P15: ... but you know ... it's so ... I can still study abroad after I've worked some years ...

L: Sure. Sure. So that's your ambition?

P15: Yeah. I want to work for longer, in the company. In the bank. And if I ... yeah ... you know, great banker, I can study abroad. So ... I want to keep studying English.

L: Ah. OK!

P15: I will go somewhere and learn about ... you know maybe business or something?

L: OK. Like an MBA or something like that?

P15: Maybe ... in English.

L: Cool. So tell me how these relate to that then?

P15: OK. So the first two [unintelligible] I feel more likely to have a successful life [#41] because I have successful life!

L: OK.

P15: And I feel more able to continue learning English after I leave university [#42] coz er like I told you I have my step-family and friends from other countries so I want to keep studying English and some day maybe in my step-family I can communicate without ... no problem. Because sometimes we have a misunderstanding.

L: Right OK.

P15: I don't like it.

L: Right. Sure. Yeah.

P15: And I have more of a desire to learn English [#1 (+4)]. Ah! This is for my future.

L: OK.

P15: And I can describe better how I will learn in the future [#13 (+4)] because now I can imagine how I will study in the future. Like studying abroad.

L: OK.

P15: After I've worked for some years.

L: Mmmm.

P15: I know what I'm trying to achieve in my language learning [#15 (+4)] so not only English I wanna to speak in other languages.

L: Mmmm.

P15: Spanish, and other languages. Like Chinese.

L: OK.

P15: Yeah. I like er ... studying other languages so maybe after .... first I want to master English but after that I want to start learning like other languages.

L: So is that part of your ambition or is that just because you're interested? Is that part of your career ambition?

P15: Both.

L: OK.

P15: OK. I feel more relaxed about learning English [#35 (+3)]. Actually I put ... I can't organise my time ...

L: Right. This one. Number sixteen [I can organise my learning time more effectively]. (-4) . Because I like learning English in my pace.

L: Right. Right.

P15: And that's why I put this card ... [unintelligible]

L: [unintelligible] 15 and 16 are sort of connected for you in that sense.

P15: Yes.

L: OK.

P15: I don't like to be pushed.

L: OK.

P15: About learning English.

L: OK. So is that also connected to this one? 38? [My learning is more effective because I am not pushed by my teacher] (+3).

P15: Yes! So ... maybe when I'm pushed by teacher, maybe my English will be like, conversational. Like some people will study really hard, but ... mmmm. I don't know ... for example some people study REALLY hard, like academic work, but I ... sometimes those people might be bad ... like making friends. So maybe now, I don't need to you know, rush about studying English.

L: OK.

P15: So, if I really need a ... in future if I really need English then I will start ...

L: Right.

P15: ... like difficult stuff in English!

L: Right OK. Yeah good.

P15: So maybe ... in future I will work in other countries so that's why I put 21 [I believe I will be more likely to use English well in the future] here (+3).

L: Right. Right.

P15: I'm more likely to learn from language mistakes or errors I'm making [#51] (+3). Yes. Coz since I talk to my friends from other countries, they're native speakers ...

L: Ahh!

P15: ... so sometimes they like correct my English. Or I try to learn from my mistakes and errors every time.

L: OK.

P15: So that I can improve my English.

L: Right. OK. So is that one related to 34 [I am less worried about making mistakes in front of other people] (+2)?

P15: Yes! Coz ah! Many teachers say ... like Japanese teachers who can speak really good English, they told me, they all tell me like 'you need to worry about your English because you're Japanese' and 'you're not native speaker' so like ... it's not ... it's like ... it's not about being able to speak incorrect English?

L: Right. Incorrectly. Yeah. Yeah.

P15: As long as you can, you know, make yourself understood.

L: OK. OK. So they make you feel better about making mistakes? Yeah. Yeah.

P15: And, you know. People learn Japanese so!

L: Sure. Sure. That's really interesting. How about this end? You've told me about number 16? Tell me about these two.

P15: 28? Sometimes I feel like giving up learning English (-5). Oh coz simply I like English so ... I just like learning languages, so ...

L: OK. So you don't feel like giving up.

P15: Yeah.

L: Yeah. Yeah.

P15: I mean – no?

L: Yeah! [laughing]

P15: [laughing] It's simply my hobby I think.

L: Mmmm.

P15: 32 ... I get frustrated learning on my own as I need a teacher to tell me if I'm learning well. (-5). Hmmm. Ah! I don't get frustrated.

L: Right. So maybe this one is a little bit connected to this pushed one? [#38 My learning is more effective because I am not pushed by my teacher (+3)].

P15: Mm hmm. Ah!

L: So you're actually quite happy not to have the teacher there? Telling you, or encouraging you? Right? You get a lot of ...

P15: Yeah coz I already have like ... my ways and ambition to study English. So ...

L: Yes. So that's enough. That motivation and those reasons. Is enough?

P15: Yes. But of course I need teachers ...

L: Yes of course!

P15: ... for learning academic thing.

L: Yes of course.

P15: So. But I know, in the real life like I'm naturally studying English, from like listening to songs and talking with my friends on the phone. So ... yeah! It's less important ...

L: OK. OK.

P15: And er ... this? Oh I didn't do this one!

L: Yes.

P15: I think more carefully about what I want to learn [#26] (-4). I don't think so because like ... I'm really a moody person ... so ...

L: Moody?

P15: Moody. So ... I'm really quiet things. Like sometimes I feel like 'Oh I'll study Spanish!'.

L :Right.

P15: And I'll start listening to Spanish songs.

L: So you're ... spontaneous!

P15: Yes!

L: OK.

P15: I am! 30. I feel unsupported when learning English without the direct support of a teacher (-4). Oh I don't think so!

L: So is that connected ... this is connected to this one perhaps a little bit? 32? [I get frustrated learning on my own as I need a teacher to tell me if I'm learning well (-5)].

P15: Mmmm. I think I just like learning ... how do you say? At my own pace? In my own pace

L: So you're not more self-disciplined? You're just ...?

P15: ah ah [no].

L: Yeah.

P15: I am more committed to achieving my goals [#50 (-3)]. And I ... I put ... which one? Maybe this ... coz ... I thought I'm more good at making time but I actually feel I have to study more ...

L: Right.

P15: [unintelligible] like studying, this time.

L: OK.

P15: I ... yeah ... even though I'm thinking I will achieve my goal, I can't ... you know ... wake up in the morning, I can't make time for studying.

L: So this one, for you, is connected to being more self-disciplined. Even though actually it sounds as if you have really clear goals, and you're really ambitious. But in your mind, this is about self-discipline and time management and so on? OK.

P15: Sometimes I admit I'm lazy. [laughing]

L: OK.

P15: But maybe I like it that way.

L: Right. Right.

P15: More relaxed.

L: So that also connects to I'm more likely to make time to learn [#23 (-3)], right?

P15: Yes.

L: Tell me, it's the last one, tell me about this one – 33 [I feel frustrated asking other learners for help when I'm learning English because I don't know if they are correct (-3)].

P15: I'm sure some things that I feel that way I ask my friends about or to make sure with my English is right, but I know Japanese ... like Japanese friends they don't have perfect English so sometimes I ask my Japanese friends about English but I also ask my friends from America or UK or something – English countries ...

L: OK.

P15: Yeah. So I put 33 there.

L: So you are happy to ask others to help?

P15: Yeah. Sometimes no.

L: Right, right yeah. That's really helpful. Thank you so much. Is there anything you want to say? Do you think I missed anything? Is there anything that you would replace?

P15: Er ... maybe no. But I want to say sometimes people say I'm good at like expressing myself, my feeling, and maybe because I learn English from songs ... like ... I don't know. I think I ... I can't speak when I'm nervous!

L: Don't be nervous!

P15: Like, I don't know. I really like expression. My feeling in like other ways ... you know ... I'm like following the same rule as other students do ...

L: OK.

P15: I enjoy relax pop songs because ... you know [PBO] PBO makes songs to express their feelings in their way right? I like trying to understand what they express in their songs. Also I can ... I can ... also I can find different ways to express my feeling in English.

L: OK.

P15: I always like imitate ... like imitate the lyrics.

L: Right. Yes. OK. Very interesting. Thank you. Just one more question. Where would you put your mid-point here?

P15: Mid-point?

L: Yes, where for you is your mid-point?

P15: Oh which one do you mean?

L: Which line is sort of roughly the middle for you? Where does it go from being most like you to least like you?

P15: Maybe here ...

L: OK. OK. Great. Brilliant! Thank you very much. Did you learn anything about you?

P15: Yes!

L: What did you learn?

P15: Actually I have a stronger mission.

L: Oh OK! So you can really feel your ... ambition?

P15: Yeah.



## Participant 16

### Pre-sort interview

L: Don't be nervous! So P16. Let me check that's working. Yes it is. So what I'm really interested in is asking you about this: the ... your language learning that you do outside the classroom. Not with the direct support of a teacher.

P16: U huh.

L: So you're studying English. You're learning English? Tell me about how you learn English when you're not in a class.

P16: Actually, I was studying IELTS last year ...

L: Right! So that means you're thinking of going to study abroad?

P16: Yes I was planning to ... but I decide not to go. So I was studying IELTS so I have to ... I HAD to study outside the class it was kind of self-studying because my friends ... everyone going to take TOEFL not IELTS.

L: Mmmm.

P16: So I need to do it by myself. So I study in the multi-purpose room like some area ... some study area ...

L :In the SALC?

P16: Yes, in the SALC. So I did some practice test or something ...

L: Right.

P16: And for speaking test I practice with teacher ...

L: In the practice area?

P16: No ... I just their help to practice with me ...

L: Oh OK. On the yellow sofas? Or just whoever you saw around?

P16: After school and things.

L: OK. Excellent. So did you find that an enjoyable or interesting process ... or ...?

P16: Yeah. Coz I was making a notebook ... a vocabulary notebook.

L: Mmmm.

P16: The IELTS vocabulary is kind of general English. It's not like ... it's connected to academic English but sometimes it's not.

L: Yeah.

P16: So it was really difficult to remember. But I really liked it because it's really helpful to [unintelligible] or something.

L: OK. Interesting. Yeah. Yeah. So ... so then you also did the module too?

P16: Yes.

L: So you did the First Steps Module?

P16: Yes.

L: And Learning How to Learn? Or not?

P16: No.

L: And now are you doing the Sophomore Module?

P16: No.

L: So it was just the First Steps Module?

P16: Yes.

L: OK so tell me about that experience.

P16: OK. The ... I took it during the second semester because I couldn't take it during the first semester ...

L: OK.

P16: ... so I decided to take to get some 'A' class! [laughing]

L: [laughing] So you wanted a boost to your grade?

P16: Yeah.

L: Yeah.

P16: And then ... so ... it was actually didn't mean because I already know how to use SALC ...

L: OK.

P16: So First Steps Module is fun but it doesn't ... it didn't really help my study.

L: Right. OK. That's interesting. So how did you already know how to use the SALC? Just because you'd been using it a lot?

P16: Yeah.

L OK. OK. So what things had you been doing in the SALC before you did the First Steps Module? Was that your IELTS practice?

P16: Er ... IELTS practice.

L: OK. And anything else?

P16: And then I was ... I tried to sit on the sofa and talk to teacher ... it was very fun! And I booked practice centre and talking with the [unintelligible] about English.

L: OK.

P16: And I often go to writing centre, to check my essay.

L: OK. OK. So that's good. Mmm.

P16: And then I sometimes listen to CD ...

L: Mmmm. OK.

P16: Movies ...

L: OK so you do you lots?!

P16: Yeah.

L: So your English is pretty good ... so I imagine you didn't just learn English at school?

P16: Mmm.

L: Right. Did you ... have you studied abroad? Or have you ... ?

P16: [unintelligible] I was in America but it's just two weeks and a half and then I decide ... I went England this summer.

L Did you?

P16: Spring holiday it was [laughing].

L: Oh OK. [laughing] Where did you go, in England?

P16: York.

L: Oh lovely!

P16: I like there so I would like to go back.

L: And was that an exchange programme? Or how come you went to York?

P16: I wanted to go there as an exchange student but ... even if it's exchange student it's really like expensive ...

L: Yes.

P16: So ... I don't think I can go ...

L: Right.

P16: So maybe I will take some tests to ... I want to work at Japanese embassy in other countries so ... I will take the test and ...

L: Ahhh! Oh wow! That's a great ambition!

P16: Yeah.

L: So when you went to York in the spring vacation, how did you go? You went with ... your friends or your family or ...?

P16: I went by myself.

L: Really?! Wow!!

P16: About 2 months.

L: Two months?! Wow. So tell me ... how did you arrange that?

P16: I just wanted to study English.

L: So you went to a language school? In York?

P16: In York, and I booked it by myself.

L: Wow! Great!

P16: And I booked a flight to go there.

L :OK.

P16: It was like ... it was ... everything was ... felt like weird for me.

L: Yeah!

P16: So I was really excited!

L: Yes, I'm sure! That was a really brave thing to do. Yeah. So were you living with a host family in York?

P16: Yeah.

L: How was that?

P16: Actually I had three host family.

L Wow really. So wow. Were the first two not very successful ... or ...?

P16: The very first family was really nice but it was ... my real host family went to a holiday so I have to like move the very first host family for just one day ... one night. And then I went back the real host family but they's not nice. Because there's a lot of policemen on the wall.

L: Policemen?

P16: Yeah it was really scary. So I didn't like it.

L: What do you mean policemen on the wall? Like photos of police officers?

P16: Yeah and figures. Dolls. Yeah. Everyone's like a [unintelligible] policeman.

L: Wow. So you asked to move?

P16: Yeah.

L: And so the third family – were they?

P16: It's really nice.

L: OK.

P16: They were greek is my host family.

L: Really? Oh lovely! Cool. Yeah. So ... erm ... when you were in England I'm guessing you spoke English with your host family all the time. Did you find it easy to kind of pick up English just from seeing it around you and listening to it everywhere and ...?

P16: At the first time I was confused, because Yorkshire people speak a bit like differently.

L: Mmmm. Mmmm. They do.

P16: So I was really surprised. They said like 'loonch' or something. Like.

L: 'Loonch' yeah!

P16: So I was really surprised and I didn't understand what they said.

L: OK.

P16: But ... yeah ... I got used to it.

L: Right. Good.

P16: It was really funny.

L: Mmmm. So tell me – you said that you were studying IELTS and you were thinking of studying abroad but now you changed your mind, so what made you change your mind?

P16: Ahhh! The ... maybe my mum entered the hospital ...

L: Ahh. OK.

P16: ...and to go like cost too much. And then like my mum actually doesn't want me to go coz it's one year too long ...

L: Sure.

P16: And not adult yet ... I'm just 19, so ...

L: OK. Right.

P16: It can't be helped!

L: OK. Interesting. Is there anything else you want to tell me about learning English outside the classroom? Any other interesting experiences that you've had with English or ...

P16: When I entered this university, it's just like English is America. My thought.

L: Ah! OK!

P16: But now I'm really into British English!

L: Ah! [laughing] I'm happy to do that.

P16: [laughing] American English and British English it's a bit different, so I'd like to find some differences. So I try to do that.

L: OK. What made you become interested in British English?

P16: Oh. Last year, my Freshman teacher is ... was from England.

L: Oh right! Who was that?

P16: Kamsin.

L: Ah right yes!

P16: And then when I didn't have class, I sit ... I told you that I tried to sit on the sofa, and then there's a lot of ... Tuesday lunchtime there was a few of British teachers.

L: Oh right!

P16: It was really fun!!

L: Right. Sure yes. You said you TRIED to sit on the sofa. Why did you use the word 'try'? It sounds like it was difficult or it was ...?

P16: Yeah. The first time was really difficult for me. I was ... my classmate was really really speak good English and I was really nervous. So I wanted to ... so I was really irritated because my English is not good so ... I wanted to improve more than then so the first time was really difficult for me to sit down.

L: OK. So the first time you had to really try. But then after that? It got easier?

P16: Yes.

L: Right. OK. OK. Good. So before you came to this university, did you speak good English?

P16: I don't think so. My high school is kind of focused on English ...

L: Oh right.

P16: ... but my course was called 'intercultural courses' ...

L: Mmmm.

P16: So actually I studied English and social ... society as well so it's not like really English.

L: So it had more of a cultural emphasis than language emphasis. Mmm. OK. Great. OK. Right. One more question that I have. When you sort of learn without being in a classroom, so I suppose thinking about your experiences learning IELTS, studying for IELTS and sitting

on the yellow sofas, and doing the Module and speaking with your host families, and so on, do you think there's any particular kind of outcome for you? Of learning English in that way?

P16: [laughing] Outcome?

L: Yes. What do you think is the ... do you think there's any impact on you?

P16: Maybe ... I was very shy to ask question.

L: OK.

P16: To teacher or host mum. Because I didn't want to be ... not speak English, but I ... I was in ... when I sit on the sofa or in England I just need to ... like if I didn't understand I just need to ask them, coz there's no Japanese!

L: Right. Right.

P16: So I could do.

L: So you got more confidence?

P16: Yes. I became to be able to ask questions more.

L: Right. Right. That's great! Good. Lovely. Right. So I'll turn this off now.

### **Post-sort interview**

L: So I'm going to write down the numbers here, and while I'm doing that, I don't want you to explain all of them – don't worry! But what I would like you to do is explain the ends for me.

P16: OK.

L: So why did you put these here and these here?

P16: OK. So ... I don't feel more likely to have a successful life [#41], (-5).

L: OK.

P16: Because I can maybe talk English but English is just tool.

L: OK.

P16: Maybe Japanese says that ... so just thinking about learning English is good thing but I don't know my future because the future jobs is kind of limited so ... maybe I need to learn English + something.

L: Right. OK. OK.

P16: So ... that's least like me.

L: OK.

P16: And then ... Learning without the encouragement of a teacher makes me a bit more lazy [#25] (-4).

L: Mmmm.

P16: I felt that last summer vacation.

L: Oh you did?!

P16: Yes. Because I came here during summer, and then no teachers, and I just came here doing nothing.

L: OK. But then you've put this as least like you.

P16: That was my last summer. But now I don't feel.

L: Oh I see. Right. So what changed then?

P16: Erm ... maybe ... I didn't know the first time how to study by myself ...

L: Mmmm.

P16: But like through the year maybe I notice how ... what to do.

L: Right. OK.

P16: Now I'm not lazy ... about my self-study.

L: OK. Interesting. Yeah. Tell me about this one. Number 33. [I feel frustrated asking other learners for help when I'm learning English because I don't know if they are correct] (-5)

P16: Ah! OK.

L: Do you learn with other people?

P16: Yeah ... I have a good study buddy I think.

L: Oh do you? Who's that ... or rather ... you know tell me about that person.

P16: She's really into American English.

L: Ah! OK. So you're into British English and she's into American English.

P16: Right.

L: So interesting to find the differences.

P16: Mmmm.

L: Right.

P16: She goes to America during the school holiday, like me. Certainly she's good at grammar ...

L: OK.

P16: So I always ask her about that. I just ask her – no one else.



L: OK.

P16: So when I need to ask someone like if there's not my friend ... but I don't feel I'm gonna ask because they ask me about that so I don't really like it.

L: So the only person that you talk to is her – about your English.

P16: Mmmm.

L: OK. How did you get to work with her? Is she a friend from your class or ...?

P16: Yeah, last year we were in the same class.

L: Right.

P16: And then I especially like writing class I always ask her about my writing and then she is also ... like came SALC with me, hanging out with me so ...

L: OK. OK. Cool. Mmmm. So you put this one here. And then you put this one here. But then you put I am better at learning on my own without a helper [#18](-4) also as *least like you*. So you don't need a teacher to encourage you so much but you don't feel that you're very good at learning on your own without a helper?

P16: Mmmm because ... oh God! It's difficult! Sometimes I really need helper ...

L: Yes.

P16: I really want to ask something, there's no a teacher or my friend, I really struggle with it.

L: Do you? Right, OK. Yeah. OK. And how about this one? I feel more relaxed about learning English [#35] (-4)?

P16: I don't feel. Because I can't ... if I make mistake, when I make mistake, I'm just so stressed and then ... when I [unintelligible] I really concentrate on that so I don't relax when I'm learning English.

L: Right. OK. And tell me about some of them in this line. So this one [#30 I feel unsupported when learning English without the direct support of a teacher (-3)] you do feel a little bit unsupported?

P16: Mmmm.

L: So it doesn't make you learn if you don't have a teacher around but you feel a bit ... lost?

P16: A bit. Like especially in the long holiday.

L: Right.

P16: But I can't make a contact with teacher ... so ...

L: Right OK. So does this make a difference WHEN? When you're learning? So as you said in the long holiday you feel unsupported, but if it's during the semester you don't?

P16: I don't really feel unsupported ...

L: Mmmm.

P16: Coz I know that someone's here.

L: Right. Yes. Great.

P16: [#3 It's easier for me to find suitable books and worksheets to help me learn (-3). This is kind of my problem ... was kind of my problem, because in SALC there's too many things, so I didn't manage to choose one or two things. So I always ask to learning advisor.

L: So it's ... not so easy for you to find suitable things?

P16: No.

L: Yeah. Too much choice.

P16: Mmmm.

L: Right. OK. And this one? Number 40 [I have a better understanding of myself as a learner (-3)].

P16: I have a better understanding of myself as a learner. I'm not sure I've got a better understanding ...

L: OK.

P16: Coz like er ... my friends has another [unintelligible] and then ... but I'm not sure like ... I'm learning [laughing]. Because my friend more study harder and harder so ... maybe she's learner but I'm not! [laughing]

L: [laughing] Oh. OK. And number 20? [I am better at identifying the strengths and weaknesses of the English of others] (-3).

P16: Number 20 erm ... I don't know. I'm not sure what's ... what I'm good at.

L: Right.

P16: So ... it's really like difficult to find ... what point do I need to improve?

L: OK. This is about other people though.

P16: So ... so I can't think of my thing so it's more hard what they are.

L: Right, OK. So you can't think about other people?

P16: No.

L: Right. OK. Excellent. What about this end? I'll come up here.

P16: OK. [#1 I have more of a desire to learn English (+5).] I have more desire to learn English ...

L: Mmmm.

P16: Because I've got dream. So that job really need English so ... I really want to learn English.

L: Mmmm.

P16: And erm ... about finding good people to learn with [#17 I am better at finding good people to learn with (+5)]. I sometimes meet ... I have good study buddy ...

L: Yes.

P16: So, I think I'm gonna [unintelligible].

L: Right. Good.

P16: When I feel myself getting stressed about my learning I know better what to do about it [#22] (+4). Because I listen to a music, talking to friends about nothing. I sleep a lot! [laughing]

L: Mmmm.

P16: So I know what to do.

L :OK. I'm sure that's useful.

P16: OK and then number 36 [I enjoy learning English more because I can learn in ways that interest me] (+4) I really enjoy BBC learning English.

L: Oh OK.

P16: It's really interesting.

L: OK. The website?

P16: Yeah.

L: OK. So how did you come across that website?

P16: Er ... I always watch the BBC at home, and then I got ... I just turn up the BBC on the Internet.

L: OK.

P16: I just searched it. And then I found [] which is for study, and then I went there and then I found some useful ...

L: OK. OK. Right that's cool. So is that why you put this one here? [#4 It's easier for me to find suitable computer programmes or internet websites to help me learn (+3)]

P16: Yes.

L: Right. Yeah. Number 4.

P16: Searching on the Internet is really easy for me. Just Google, or ... [laughing]

L: Sure. Yes. So do you always do that in English?

P16: Yeah.

L: Right.

P16: I like to pick DVDs and online materials [#8] I'm more likely to use the type of resources (books, DVDs, online materials, etc.) which match my learning style (+3) so ...

L: So are these three related for you? 46 [I'm more likely to develop new ways to use resources for learning English (+3)], 8 and 4?

P16: Mmmm. I think so.

L: OK. So tell me how you've developed new ways.

P16: So the new ways is sort of finding BBC ...

L: Right.

P16: ... and maybe ... I always ask someone to pick a good book to learn English or something and I just choose from that information.

L: Mmmm hmmm.

P16: So it's kind of [unintelligible].

L: Right. Yes. And so tell me about 21 [I believe I will be more likely to use English well in the future (+4)].

P16: If I ... so I need to study. I want to study for ... to get job. So ... as I study maybe I can use English well, I think.

L :OK.

P16: And then ... like ... to go to abroad so ...

L: Mmmm. So tell me ... did you tell me what job it is you want?

P16: Oh it's kind of receptionist in Japanese embassy in other countries.

L: Oh!! That's right. Yes. Yes. Yes. I'm sure that's a very cool thing to do!

P16: So are these two connected for you a little bit? 21 and 42 [I feel more able to continue learning English after I leave university (+3)]? Or not?

P16: It's maybe connected, I think.

L: So tell me about this one.

P16: So if I go abroad, maybe I want to study English more, and I need to study English more.

L: Mmmm.

P16: So, I think ... whatever.

L: OK. Good. That's really useful P16, thank you. For you, where's your mid-point?

P16: Mid-point?

L Mmmm. Where's the middle for you, where it becomes ... sort of ... so where it changes from being most like you to least like you?

P16: Mmmmm. I think ... Here.

L: OK. Great. And is there anything ...? If you had the chance to write your own one – is there anything that you would write, that's not here?

P16: No, I don't think of one.

L: OK. OK. Great. Thank you. Did you learn anything about yourself doing this?

P16: Yeah yeah yeah. That I'm really struggling with a helper or teacher. I really sometime need teacher or some helper.

L: Right.

P16: I think I can learn by myself ...

L: Right.

P16: So it's kind of ...

L: But learning by yourself doesn't mean you have to do it alone, right? You can still have support and you can still have help. And you can still be an independent learner but you can still have that support.

P16: Yeah.

L: OK, that's brilliant. Thank you for your time – very much.

## **Participant 17**

### **Pre-sort interview**

- 5 L: ... so this is really interesting! P17. So since 12 years old ... how old are you now, can I ask?
- P17: I'm 20. 21 in September.
- 10 L: OK. So which language have you been learning since you were 12 years old without the direct support of a teacher?
- P17: English and French.
- 15 L: OK. So also you learn English without the direct support of a teacher too?
- P17: Yes.
- 20 L: OK. We'll put English there too. OK. Wow. That's really interesting. So this is what I'm really interested in talking to you about – your experiences learning without the direct support of a teacher.
- P17: OK.
- 25 L: Tell me. About these.
- P17: About these?!
- L: What do you do and how do you do it?
- 30 P17: OK.
- L: But tell me from when you were 12 years old.
- 35 P17: OK. Actually English, I started learning it since I was 7 years old because I used to live overseas.
- L: Oh did you?!
- 40 P17: I used to live in Singapore. My parents put me into a British English school.
- L: Did they?! Oh right. So were you born in Singapore?
- P17: I was born in Japan.
- 45 L: OK.
- P17: I was brought up in Singapore.
- 50 L: OK. So from what age did you live in Singapore.
- P17: About 6 or 7 I think.
- L: OK. So you HAD been to school in Japan?
- 55

P17: After I returned I ....

L: But before you went? Did you go to school in Japan?

60 P17: I think I did yes. Kindergarten?

L: OK.

P17: But just that. I don't remember!

65 L: OK.

P17: I was too small.

70 L: OK. But then you went to Singapore?

P17: Yes. And studied there. And came back when I was second year in junior high.

L: OK. So that was when you were about 14?

75 P17: Yes. 14 or something.

L: OK. So when you went to Singapore, immediately you went to a British school?

80 P17: Yes. My parents just put me in the school. I didn't know anything, like what was going on. They just said 'You have to go to this school'. And I was like 'OK'.

L: Wow. So how was that? Can you remember?

85 P17: I think it wasn't that shocking to me. Like my teacher ... my first teacher was Indian and I'd never met with someone Indian before because in Japan it's not familiar.

L: Sure.

90 P17: So I think ... I was surprised but not shocked. I didn't understand what the teachers were talking about when they were explaining things to me. And I had difficulty adapting to the school because everything was different ...

L: Right.

95 P17: ... the lifestyle. But gradually I got used to it and then ... I don't know why but somehow my mother tongue changed to English while I was there.

L: Did it?

100 P17: Because I only used English while I was living there.

L: Even with your parents?

105 P17: Yeah. Because they speak English too and they wanted me to study English completely. So I had to use English.

L: Right. That's really interesting. So when you first went to school were you ... did you have English lessons or did you just have to cope?

110

P17: I had to cope with English. I was put into an ESL class ...

L: You were? Right.

115 P17: And after two years or something I changed to mainstream.

L: Right.

P17: So native speakers.

120

L: Right.

P17: And I had to learn together with the other native speakers.

125 L :OK. Did you ... do you remember feeling really lost or anything? Or was it just OK?

P17: I think I was OK because there were some Asians together with me. Like Korean people and Chinese people.

130 L :OK.

P17: But erm ... after I returned to Japan I felt lost ...

L: Did you?

135

P17: ... because my identity was kind of formed in Singapore and I was used to the English speaking ... how can I say? English speaking classes and lifestyle ...

L: Right.

140

P17: But in Japan that doesn't happen. But now my mother tongue has changed back to Japanese again.

L: OK.

145

P17: Yeah.

L: So when did that happen?

150 P17: During high school I think. My school they ... I used to go to the English course there but er ... they never taught me like this ... like [name of university]; they taught me all in Japanese and the teachers were all Japanese so ...

L: OK.

155

P17: Yeah I used Japanese while I was there.

L :OK. And was it hard for you to get back into speaking Japanese?

160 P17: It was! Because I couldn't write Japanese when I came back. Now I can write.

L: OK.

P17: And so ... it feels weird because I have these two identities inside me ...

165



L: OK. So do you still feel as if you have those identities?

P17: Sometimes when I'm speaking with my Japanese friends I feel it's kind of different they way they think. Yeah. Like they tell me that I'm more aggressive.

170

L: OK.

P17: I don't know quite what point they're talking about but yeah ...

175

L: So how do you think they think differently? Can you give me an example?

P17: Oh like I think the ordinary Japanese people they tend to be ... how can I say? They tend to hide their opinions. They don't like speaking out so loud. Beca ... yeah.

180

L: But you're different?

P17: Yeah. I want to tell my opinion like ... ah they say like Japanese grey ... if you describe in colour the opinion like Americans they say white or black but Japanese it's grey ...

185

L: Mmmm. And so do you feel you have a grey identity and a black and white identity?

P17: Yeah. I do. It's weird. It's hard to explain. I don't know. It's kind of confusing inside me.

L :Is it?

190

P17: Yes. But I don't know which one's me. I mean ...

L: OK.

195

P17: ... it's just so confusing. It's like I have a switch and when I'm speaking in Japanese I've got the Japanese identity switch on ...

L :OK.

200

P17: ... and when I'm speaking in English I have my English speaking [laughing] switch on ...

L: OK. So how do you cope with that?

205

P17: I don't know. My brain just switches but ... erm ... it's kind of hard for me to switch into English mode after like summer vacation. Coz I'm using Japanese all the time with my friends ...

L: Mmmm. OK.

210

P17: I'm sorry for my ...

L: No it's really fascinating. I think it's really interesting. So, talking then about how you learned English. Do you consider that you LEARNED English, or do you feel that you just kind of like ... got English?

215

P17: Er ....ah!!! Both I think. Because my parents they had me ... how can I say? Tutors, at home. Private tutors.

220

L: Before you went to Singapore or after?

P17: After I went there. Er ... they noticed that I was having difficulty speaking in English at first, coz they ... they didn't know that ... I don't think they were thinking about ... so much about having difficulty ...

225

L: I see.

P17: ... getting into English speaking schools because ...

230

L: So you had tutors when you were in Singapore?

P17: Yes.

L: Right. Right. OK.

235

P17: But after I returned to Japanese I never had anything like that except for cram schools.

L: Right.

240

P17: But they taught me in Japanese so ... I don't think I've learned so much from them because it was all writing not speaking.

L: Right.

245

P17: So the speaking part I had to do it myself.

L: Could you tell me about that?

P17: OK. Erm ... I tried not to forget how to speak in English.

250

L: So what ... sorry what stage is this? When you got back from Singapore?

P17: Yes. After I started learning in Japan.

255

L: Right.

P17: My school was a Japanese school. I had to study English by myself ...

L: OK.

260

P17: ... if I wanted to speak because they teachers in the school didn't want to teach us how to speak.

L: Mmm.

265

P17: So I kept on talking with my brother. I have a brother too.

L: OK.

270

P17: He speaks in English too.

L: OK. So he had also been to school ...?

275

P17: Yes, he went to the same school so we spoke together in English. Trying to remember how we used to do it.

L :Right. OK. So did you just ... talking with your brother did you just use English to TALK?  
Or did you give yourselves activities to do in English?

280 P17: Oh activities? Erm ... we had like a time when we were trying to ... what were we  
doing? I think we were reading books together one by one.

L: Reading aloud?

285 P17: I don't remember what book I was reading ... but yeah.

L: Yeah.

290 P17: Yeah we did that and tried to study the pronunciations of new vocabularies by  
ourselves.

L: OK.

295 P17: Because erm my parents wanted us to take the English test ... Eiken test?

L: Yes.

P17: And we had to study that by ourselves so ... we did essay writing together ...

300 L: So you really supported each other?

P17: Because ...

305 L: Keeping up your own [unintelligible]

P17: Yeah.

310 L: Right. OK. And so did you do anything else apart from talk to your brother – or talk with  
your brother?

P17: I think I talked with some of my other returnee friends.

L: OK.

315 P17: One of my friends she came back from Russia ...

L: Mmmm.

320 P17: ... and she also spoke English so we spoke in English together ...

L: Mmmm.

P17: ... when we were together.

325 L: So she was at the same school as you?

P17: She went to an American school in Russia.

330 L: OK, but when you ...

P17: Oh after ... yes, yes ....

L: came back to Japan you were at the same school?

335 P17: ... yes we went to the same school. We were in the same class.

L: OK. Did you speak English together in the class?

340 P17: Yeah but ... we did at first because I wasn't thinking about the other people listening to us. And then later on I ... kind of recognised that it's hard to keep on speaking in English because the other people they all look at us. They're like 'What are they doing?' [laughing]

L: [laughing]

345 P17: ... because they know that we're Japanese ...

L: Yes.

350 P17: ... and I don't know what they were thinking. Maybe they thought we were showing off.

L: OK.

P17: Yeah, so erm ...after a while we started talking when we were in private.

355 L: OK. Right. Oh that's so interesting. Anything else that you did to keep up your English?

P17: Oh English. I think that's all.

360 L: Right. OK. So tell me about Arabic and French. Are you cold by the way?

P17: Yeah kind of.

L: Or are you fine?

365 P17: I'm fine.

L: Maybe I'll turn one degree up.

370 P17: OK. Yeah French ...

L: So how about French and Arabic?

P17: I was studying French together with English while I was in Singapore.

375 L: Were you? Ah ...

P17: Yeah. But after I came back here there's no French classes in Japanese school.

380 L: Right. So sorry you studied Arabic AND French in Singapore?

P17: Oh just French. And Arabic I started it after entering [name of university].

L: I see! Right OK. So the French you studied in Singapore, with English.

385 P17: Yes.

L: So you actually had French classes in school?

P17: Yes. I did.

390

L: OK. Coz it was a British school I suppose, so yeah! [laughing]

P17: [laughing]

395

L: And so ... so because there were no classes when you came back you continued by yourself?

P17: Yeah. By myself. I bought text books and ...

400

L: Did you? Wow.

P17: Yeah. They had the listening CDs together so ... yeah I tried to keep on studying by myself because I thought like ... it was kind of ... how can I say? I don't think other ... when I was a junior high student erm ... none of the other students learned French.

405

L: Right.

P17: They all learned English but they didn't learn French. So I thought it was cool to speak in French!

410

L: Yeah!

P17: And study French! [laughing]

415

L: Yeah.

P17: So I tried to keep on studying French.

L: Did you have any opportunities to speak?

420

P17: No I didn't! [laughing] . After I entered here, this university, I took a French class ...

L: OK.

425

P17: ...during summer. I had no opportunity to speak ... to use it. But yeah ... I've been studying it by myself.

L: OK. So your study of French was just the textbooks?

430

P17: Textbooks yes ... I can't speak at all! [laughing]

L: I'm sure you can! [laughing] OK. So tell me about Arabic. How do you come to learn Arabic without the support of a teacher?

435

P17: I started learning it last year. In the summer. I took a class that was for one week.

L: That's pretty short!

P17: Yeah. They taught me how to write.

440

L: OK.

P17: In alphabets? The characters in Arabic. And I just learned that and how to say 'Hello', easy conversation ...

445

L: OK.

P17: ... but I wanted to keep up with ... how can I say? I wanted to keep on studying so that I could use it when I have the opportunity because I have interest in Saudia Arabia and Iran and those kinds of regions ...

450

L: OK.

P17: ... I want to go there in future so ...

455

L: OK.

P17: ... I thought it's better to study it and ... I couldn't take the earlier class that was at [name of university] because erm ... they offered that with my other classes, and so I had to study it by myself.

460

L: Mmmmm.

P17: And I'm trying to learn how to write ... and read. But it's difficult!

465

L: It's really difficult, isn't it?

P17: Yes, because they write it this way. Right to left.

470

L: Yes.

P17: Instead of ...

L: But isn't that the same as Japanese?

475

P17: Oh with writing though.

L: I suppose that's down.

480

P17: Yeah, it's down.

L: And it's that way. But this is that way.

P17: Yeah, it's kind of hard to ... because they're all connected and they have the lines and the dots ...

485

L: OK. Sure.

P17: I sometimes can't understand what's like ... what's – can I say separate?

490

L: Yes. I think I'd have the same problem! [laughing]

P17: [laughing]

495

L: How do you learn?

P17: Er ... I have a textbook which I used during summer. And I didn't finish it so I was learning it over the summer so ... I'm trying to complete it now.

500 L: OK.

P17: But I haven't done the speaking part.

L: OK.

505

P17: Just writing and reading. That's all.

L: Right. OK. So with English you sort of ... you're learning outside class. With your English it was sort of a case of keeping up your speaking with your brother primarily, and with other

510

friends, but with Arabic and French it's been a focus on the writing and reading and less on the speaking aspect?

P17: Yes. Because there's no one around me who could use Arabic.

515 L: Yeah. Yeah.

P17: And it's hard to speak by myself! Because I don't know if it's right or wrong!

L: Sure.

520

P17: Yeah.

L: Yes. Mmmm. And what you were saying about how you feel you have a Japanese identity and an English identity. Do you have a French identity and an Arabic identity?

525

P17: No! [laughing] Not at all!!

L: [laughing]. Because you're not good enough at the language?

530 P17: Yeah.

L: Mmmm.

P17: And I feel that the culture is completely different. So ... yeah.

535

L: But isn't English culture ... or isn't Western cult ... or American/British culture completely different to Japanese?

P17: Yeah. It's different, but the place I grew up was Asia and there's this Singaporean culture and I had Singaporean friends around me and ...

540

L: Right.

P17: Yeah.

545

L: So the mix of English and Asia was much ...

P17: Yes, it was more familiar to me. Yeah. I don't think I came back to Japan while I was staying there.

550

L: Right.

P17: I don't remember ... I THINK I just came back here two times or something.

555 L: OK.

P17: Yeah. So I was completely in the Singaporean society.

L: Right.

560

P17: So ... I got culture shock after I came back to Japan because every one was speaking in Japanese ...

L: Right.

565

P17: And I was like 'Ahhhh!'. [laughing]

L: [laughing] So how did you deal with that?

570

P17: Well I didn't like going outside at first ...

L: OK.

P17: So I stayed at home! [laughing]

575

L: [laughing] Right.

P17: I just talked with my family. This wasn't really nice but I didn't like going to school ...

580

L: Mmmm.

P17: So I don't think I was going there like now. Like now I come here every day ...

L: Yes.

585

P17: ... I have to. But like when I was a junior high school or high school student I skipped school sometimes ...

L: Did you?

590

P17: Yes because I felt difficulty studying the kanji characters.

L: Right.

595

P17: I couldn't understand what the teachers were telling me at first. Yeah. I'm used to it now. I'm much more Japanese!

L: Right.

600

P17: Than Singaporean right now.

L: Do you think if you went back to Singapore you'd become more Singaporean again?

P17: Ah! I don't know. I haven't been there for five years now.

605



L: Right. Have you returned since you came back?

P17: Yeah, just once or twice I think. Yeah twice. Because my father kept on living there until I was high school student.

610

L: Right. OK.

P17: So I went there to meet him.

615

L: OK. So originally you came back just with your mum?

P17: Yeah.

L: Right. OK!

620

P17: It's a weird background! [laughing]

L: But really fascinating! Yeah! What do you consider yourself doing in the future? After you graduate?

625

P17: Oh! Well I used to think like I wanted to work in a foreign company, but now I'm thinking of working in the foreign affairs department in the Japanese government.

L: Oh OK. Wow.

630

P17: If I can but ... the exams .. the entry exams are really hard ...

L: I'm sure it is!

635

P17: Yeah, so. If I fail the task then I'm thinking of going to ... how can I say? What's the name? Er ... how can I say? Graduate school?

L: OK yes.

640

P17: Yeah, graduate school.

L: In Japan, or overseas?

P17: Overseas. In US or somewhere.

645

L: Mmmm.

P17: Yes.

650

L: OK great.

P17: I'm not decided yet.

L: OK. OK. So one last question before we move on to the next stage.

655

P17: OK.

L: Thinking about these experiences here. Learning these languages not in the classroom – so speaking English with your brother, or learning French and Arabic, using your books and so on, what do you think are the outcomes of that process for you?

660

P17: Outcomes?

L: Yes.

665

P17: What does 'outcomes' mean?

L: What do you think ... do you think there are any results?

670

P17: Ah! I think my TOEIC score has actually increased.

L: Has it?

P17: Yeah.

675

L OK.

P17: By 100 points. I have 925 points.

680

L: Wow! That's great!

P17: Yeah.

L: So that's come from how? From studying English?

685

P17: Yes. From studying English. Erm ... I like reading books so I think I ... my teacher told me that I don't have enough vocabulary skills. So erm I tried to improve that by reading books and newspapers in English.

690

L: Right. So you do that at home or ...?

P17: Yes at home and using SALC and ...

L: OK. What type of books do you read?

695

P17: Oh I read non-fiction.

L: Right.

700

P17: I like reading all sorts of books. Yeah. I like reading science fiction ... not science fiction. Er ... books about biology ...

L: Mmmm?! Interesting! OK. So because of that your TOEIC score has increased?

705

P17: I hope so! Yes I think so.

L: And anything else.

P17: I have the textbooks for studying English. Like how to write better essays or something like that. So I write essays and then ...

710

L: On your own .. or like?

P17: Yes on my own.

715

L: ... not because you have to?

P17: Yes. Just on my own. And I used to use the POWC [Peer Online Writing Centre].

720 L: Right.

P17: For checking.

L: So you used to ... as well as working there you used to submit ... writing?

725 P17: Yeah.

L: Oh OK OK.

730 P17: Yeah and I have my friends to give me feedback.

L: Oh wow. That's pretty committed!

P17: Yeah. My friend likes doing that too.

735 L: Right. So you support each other?

P17: Yeah.

740 L: OK.

P17: She's in the same department.

L: OK.

745 P17: Yeah same grade.

L: Excellent. Any other results or any other ... outcomes?

750 P17: I think that's all. Yeah.

L: OK. That's really helpful. Thank you. So what I'm thinking about for my research is the ... what I'm calling the non-linguistic outcomes ...

755 P17: Non-linguistic?

L: Yes ... I'll turn this off now.

P17: OK.

760 **Post sort interview**

L: I'm recording again. So erm ...

765 P17: Maybe I'll move my things.

L: Oh OK. That's fine. You don't have to. My eyes are getting worse so I need to stand anyway! [laughing] I'm getting older you see so my eyes are getting worse!

770 P17: [laughing]

L: So, which end do you want to start with?

P17: Ah! This end?

775

L: OK. So most like you end? You talk. I am listening while I'm writing.

P17: Ah, you want me to explain why I chose ... ?

780

L: Yeah. That would be good. So I feel more able to continue learning English after I leave university [#42 (+5)]. Tell me about that one.

P17: OK. Erm ... erm ... I feel I'm like that because I want to have a job which uses English.

785

L: OK.

P17: And other languages that I'm studying now – Korean and Chinese and French and Arabic. Any of the languages are fine! I just want to be in a society which ... which doesn't have the Japanese culture.

790

L: OK. I think this is my next participant ... sorry! [Lucy discusses with next participant]. OK so you don't want to be in a Japanese society?

P17: [laughing]

795

L: OK. It's really interesting.

P17: Yeah because I want to stay in touch with other cultures because they're really interesting. To study and that and ... erm ... it's really ... how can I say? I feel like my life is more interesting when I'm in touch with people from different countries, because they have a different world from mine and it's interesting to study about them.

800

L: OK.

805

P17: Like I don't know ... I get bored when I'm in one place all the time.

L: Right.

P17: Yeah, I like ... how can I say? I like moving to other places all the time. Like my parents, they don't like living in one place all the time. So we've been moving house ... three years.

810

L: Every three years! Wow!

815

P17: Yeah they keep on saying that they will never ever move again. Every time! [laughing]

L: [laughing] But they do?

P17: Yeah!

820

L: So your family is a family that likes change and likes different environments?

P17: So that is why I feel like continuing to learn English and those languages after graduating.

825

L: OK. OK.

830 P17: I enjoy learning English more because I can learn in ways [that interest me #36 (+5)].  
Yeah. Erm ... I like learning English in the ways that I like erm ... I think it's just my  
personality! [laughing].

L: Mmmm.

835 P17: Like even when I'm studying Japanese I don't like the teachers telling me what to do.

L: Right.

P17: I'd rather find a way to do it myself.

840 L: Right. OK.

845 P17: So in English ... that's the same I think. When the teacher says something ... no no,  
when the teachers mean something in the way that I like then I just stick to that. But if I don't  
like it then I start doing different things [laughing].

L: Right. OK. So you can ... you can sort of focus and concentrate more if you're left to your  
own devices?

850 P17: Yes, I feel more relaxed.

L: Right.

P17: And I don't find it boring, or I don't feel pressure.

855 L: OK.

P17: So I like learning in ways ... in MY ways.

860 L: OK. Interesting. How about the next column?

P17: Oh the next column? Oh. This one? About using resources [#8 I'm more likely to use  
the type of resources (books, DVDs, online materials, etc.) which match my learning style  
(+4)]. Er ... I like reading books, even when I'm not studying ...

865 L: Right.

P17: ... so I just do it in my daily ... daily life.

870 L: OK. OK.

P17: And DVDs too. I like watching movies a lot.

L: Right.

875 P17: So when I'm with my dad he goes to other countries sometimes for his work ...

L: Mmmm.

880 P17: ... and I get him to buy me books and DVDs.

L: OK. So even if they're not in Japanese they're a part of your life.

P17: Yes, I just like doing it. I don't feel that I'm studying it. I just feel it's natural for me to do that. So like I sometimes watch DVDs in Chinese ...

885

L: Mmmm.

P17: I don't completely understand what they're saying, but I feel like my motivation is rising ...

890

L: Right.

P17: ... and I like doing it.

895

L: So watching them actually increases your motivation?

P17: Yeah.

L: Because you want to know what's going on?

900

P17: Yeah! I want to understand what they're saying. If it's in Chinese I want to understand what they're saying in Chinese. I don't want the Japanese subtitles helping me.

L: Right. Right. So when you say you're more likely to use those things which match your learning style, your learning style is actually just what comes naturally anyway in your life?

905

P17: Yeah.

L: Right. OK. Great.

910

P17: Oh! [#34 I am less worried about making mistakes in front of other people (+4)]. Ah! How can I say it? At first I used to think that making mistakes in front of people is kind of embarrassing.

915

L: Mmmm.

P17: But now I don't feel so.

L: OK.

920

P17: Because I kind of realised ... I kind of learned that I can learn from the mistakes ...

L: Mmmm.

925

P17: ... so it's better to be more ... open? About a question?

L: Mmmm.

P17: When I'm studying. So that when I make mistakes the other people can like tell me.

930

L: OK.

P17: Like ... 'You don't say it that way'.

935

L: OK.

P17: So I think it's important to ... not make mistakes but ... how can I say? Be more open. But I'm trying to achieve some other languages because if I don't use it then I feel like I'm losing the opportunity to use it.

940

L: OK. You said you used to be worried – what changed? For you? Do you think?

P17: Oh! Like at first when I used to feel embarrassed I felt that way because I didn't want the other people laughing at me.

945

L: Right. OK.

P17: Saying 'Oh, you're wrong!'. I never liked that. But now ... erm ...

950

L: So you stopped minding?

P17: Yes, I stopped minding. I thought that's me [laughing].

L: Right. OK.

955

P17: I still feel embarrassed sometimes, but I think it's kind of ... how can I say? That happens sometimes in life. I'm trying to stop thinking about other people and just think about achieving my goal and ...

960

L: Yes. Yes. OK. What about number 50? [I am more committed to achieving my goals (+4)].

P17: Yeah. Ah. I feel like when I'm studying I always want to have a goal. So like my goal right now is to get the Chinese exam. I want to ... I want to ... how can I say? I want to apply for it and I want to pass the test. So I like having goals like that to keep on ... keep on ...  
965 how can I say? Keep on activating? No, keep on motivating ... [laughing] keep on having something that motivates me ...

L: OK.

970

P17: ... so that I can improve more.

L: OK. So it's that sort of push ... ?

975

P17: Yeah. I like to have those kinds of pressures. Instead of teachers telling me 'You have to do this'. I don't like that.

L: OK. Right. So you'd rather have something that you decide is YOUR goal. And you work towards it. Rather than you having ...

980

P17: Yeah.

L: So are those pressure always tests and things or ... or could it be something else?

P17: Ah sometimes it's things like ... erm ... what I want to do in future.

985

L: OK.

P17: So er ... ah ... my ... [laughing] my goal after I graduate I said before is to enter the foreign affairs department.

990

L: Yes.

P17: Yeah so that's kind of making me improve my English.

995 L :OK.

P17: My vocabulary.

L: Mmmm.

1000

P17: I'm really terrible with my vocabulary so ... yeah. I study because I want to achieve something for my future.

L: OK.

1005

P17: Yeah so it's not for like school grades or something.

L: Right. Right. Right. OK.

1010

P17: Yeah.

L: OK. How about this column then?

1015

P17: OK. I have more of a desire to learn English [#1] (+3). Ah! English! Yeah, I like studying but also I like studying at my own pace.

L: Right.

1020

P17: So ... sometimes I feel like ... when I feel like studying different things like ... erm ... not language but culture ... I sometimes stop studying. So I don't think I'm that ... how can I say? Motivated? To study English sometimes.

L: OK.

1025

P17: Because sometimes I want to study something else. Like now I'm studying Chinese, Korean, I have three languages to study [laughing]

L: [laughing]

1030

P17: ... so sometimes I get too tired!

L: I'm not surprised! [laughing]. So are you saying ...? It sounds like ... from that explanation it sounds like you feel you're ... you don't have more of a desire to learn English?

1035

P17: Yeah.

L: So is this for you ... is this down here a little way. Are you saying this is more towards least like you?

1040

P17: Yea ... mmmm ... it depends on my feeling. Sometimes I feel like that now.

L: OK.

1045

P17: But like last week I just concentrated on studying English. So it depends on the week or the day!



L: OK. So this one fluctuates?

1050 P17: Yeah.

L: Right. OK.

P17: About the next one ... [#24 I have a better understanding of how I learn best (+3)]. Yeah sometimes like ... erm ... I feel I'm doing something wrong when I'm studying ...

1055 L: Mmmm.

P17: ... I get worried, so that's why I put it in this column.

1060 L: OK.

P17: Yeah and the next one. I feel more relaxed about learning English [#35 (+3)]. Ah! Sometimes I don't feel relaxed.

1065 L: OK.

P17: When it's times like ... er ... when I can't understand what the other person is saying. Like I understand ... how can I say it basically? Like they use something ... some words like professionals use, I don't get what they're saying, sometimes I get frustrated.

1070 L: Right. OK. So sometimes you don't feel very relaxed?

P17: Yeah. Especially when someone's talking about biological things.

1075 L: Right.

P17: I like studying about biology in English but sometimes it's stressing because I don't have enough vocab.

1080 L: OK.

P17: It's easier for me to find suitable computer programmes or Internet websites to help me learn [#4 (+3)]. Mmm. OK. I don't use computers to study that often ...

1085 L: Yes.

P17: ... but I use it when I'm writing essays.

L: OK.

1090 P17: So I've put it here.

L: So do you think this because of your POWC [Peer Online Writing Centre] work that this is ... here?

1095 P17: Yes. POWC [Peer Online Writing Centre] work and ... I write essays for my classes, my English classes at school and I also do it for my self-study ...

L: Right.

1100

P17: Yeah. I want to keep on improving ... how can I say it? I want to keep on improving writing better essays.

L: Right. Right. So you find programmes ... or you use the computer to help you in that way?

P17: Yeah. Yeah.

L: Great. How about this end? We'll have to go a bit quicker.

P17: OK. Reflecting on my learning makes me feel bored [#31 (-5)]. Oh! [laughing] I never feel this way. But sometimes ... well there's times when I feel bored but I have things to make me keep on studying so I put it here.

L: OK.

P17: Sometimes I feel like [giving up learning English #28 (-5)]. Oh no! I want to keep on improving ...

L: OK.

P17: ... so yeah, I never feel like giving up.

L: OK. These are very strongly least like you are they?

P17: Yeah. 33 I feel frustrated [asking other learners for help when I'm learning English because I don't know if they are correct (-4)]. Ah no! I don't feel frustrated. Well sometimes I do when I don't trust the teacher, but I rarely meet someone like that.

L: So the point here is 'I feel frustrated asking OTHER LEARNERS for help'.

P17: Other learners. Oh! It's ... I think it's good for myself to hear what the other learners are doing. Because erm I can learn new ways to study. And so I think it's good for me.

L: So in what situation do you hear what other learners are doing?

P17: Ah. As I said I have a friend ...

L: Right.

P17: ...who gives each other feedback. So ...

L: OK.

P17: ... I like doing that.

L: Right. OK. That makes sense. Yes.

P17: Ah! [#20 I am better at identifying the strengths and weaknesses of the English of others (-4)]. I'm not good at identifying other peoples' ... when I'm speaking I sometimes find it hard to ... how can I say? Remember the phrases I want to use when I'm talking.

L: OK.

P17: So like when I'm listening to other people talking ... erm ... I don't know.

L: So you're not focusing on them so much?

P17: Yes. I'm just trying to understand what they're trying to say.

1160 L: I see. OK.

P17: So I don't care about ... but oh! OK. About the writing part I used to work in the POWC [Peer Online Writing Centre] so I think I'm more careful about that.

1165 L: OK. So if this was about writing, would this have been higher up?

P17: Yes, I think so. Well, OK. I can explain better [why I learn English in the ways that I do #12 (-4)]. Ah! It's hard. For me to explain ... er ... why ... [laughing]

1170 L: [laughing]

P17: Yeah! I just do ...

L: You just do.

1175 P17: Yeah I just like doing it.

L: OK. So just quickly, these three [#30 I feel unsupported when learning English without the direct support of a teacher (-3)]; seem quite similar. Because they're all about not needing a teacher or ...

1180 P17: Yeah.

L: So you feel that ... that ... I mean you already said that your ... the need you have for a teacher is not so strong perhaps?

1185 P17: Yeah. I think so. Because I've been learning in most of other languages by myself since after I returned to Japan.

1190 L: Right.

P17: Like I mentioned I have my own way. I don't know is it effective! [laughing] but I like doing it at my own pace so ... I sometimes feel like getting advice from teachers and professionals but that's times when I feel like I really need help. When I really don't understand.

1195 L: So you want to ask for that. Rather than just be given it?

1200 P17: Yeah. Yeah.

L: OK.

P17: But mostly I can do it by myself.

1205 L: OK.

P17: I enjoy doing it by myself.

L: Right. OK.

1210

P17: Like I like making notebooks.

L: Right.

1215 P17: So I carry it around.

L :OK. OK. Excellent. This one is here. I can organise my learning time more effectively [#16 (-3)].

1220 P17: [laughing]

L: Is that not much like you?

1225 P17: Yeah! I'm really not good at organising my time! OK. Especially my schedule! I always forget what to do.

L: OK.

1230 P17: And then ask later on! I got many things to do this week too. I've got to be organised by I always tend to leave it to the end.

1235 L: I can relate to that too coz I'm exactly the same! OK. So which point for you is the middle? Where does it kind of ... ? Coz you were talking about these and it seemed as if some of these are more towards the least than most, so where for you is the point where it sort of changes from the most like you to the least like you?

P17: Mmmm. Maybe this ....

1240 L: Number 7 here?

P17: Yeah number seven.

1245 L: OK great. And is there anything you would add? If I gave you a blank card is there anything you would add about the ways you've developed learning without the support of a teacher?

1250 P17: Erm ... I would add ... something like ... ah! Maybe I've said already ... I mean I've mentioned already but I really like reading books, so reading book and articles really helped me improve studying vocabs.

L: OK. So using that is a really effective way for you? Yeah. OK. Excellent. That was really interesting P17, thank you!

1255 P17: Thank you.

L: Did you learn anything about yourself doing this?

P17: Yeah! I did! Yeah!

1260 L: What did you learn?

P17: I never really thought about this part ... like what's **more like me** or what's **least like me** so I think it was really good to analyse myself. What's more like me. Yeah.

1265 L: OK. OK. Good. Let me turn that off.

## **Participant 18**

### **Pre-sort interview**

L: OK so Participant 18.

P18: Yes.

L: Right. So here ...

P18: Yes.

L: I said 'which language are you learning on your own without the direct support of a teacher.' Are you learning English at all outside the classroom? Do you do things ... so for example you took the Module last year.

P18: Ah yes yes.

L: And you had a learning advisor but actually it wasn't the classroom.

P18: No.

L: So do you do something similar? Now?

P18: Yes, three times a week I make a reservation in the Practice Centre ...

L: Oh do you!

P18: ... and talk with native speaker.

L: Oh OK. Well that's really good practice then I imagine. OK good. So then here actually we can put 'English' because I want to know which languages you learn on your own without the direct support of a teacher.

P18: Ah! OK.

L: And I think you do at the Practice Centre, right?

P18: I thought that it is in the school so ...

L: Right. Mmmm. That's true. But still it's not a classroom and you are choosing to go and have that time with the teacher.

P18: Yeah OK. I see.

L: Is there anything else that you do to help you learn English?

P18: Next week I have a TOEIC test, and I have studied hard to take a score 650 over ...

L: Right. OK. Good luck!

P18: If I have a bad score I can't graduate the school.

L: Oh really?

P18: It's the rule of my department.

L: Oh! OK.

P18: Yeah.

L: So is it hard to get that score?

P18: Yeah, but if they're not rules like that, students not have any goals.

L: Right. Right.

P18: Then it's good.

L: OK good. Yeah. So you study for the TOEIC and you use the Practice Centre ...

P18: Yes.

L: ... what kind of things do you talk about when you go to the Practice Centre?

P18: Mmmm. The one teacher I talk with Chris, and we talk about Disney.

L: Ah!

P18: I work in Disney Sea.

L: Oh do you? Right!

P18: Yeah, and she likes Disney too, and we talked about it.

L: OK. ... Which Chris? Chris ... Stillwell?

P18: Stillwell, yes.

L: Right OK.

P18: Oh yeah and he have a class in this summer vacation.

L: Mmmm.

P18: And I wanted to take it because it is round about Disney World and I love it, but it is only a third or fourth year student can take so I can't ... couldn't take it ...

L: Ahhh ...

P18: ... and I asked him about it for the KUIS he said 'Oh let's talk in Practice Centre' and he give me a task and I hand in and he give me a mark.

L: Oh! OK! I see!

P18: Very nice.

L: Yeah, excellent. Very good.

P18: Can I talk?

L: Yes, please.

P18: And second I also talk with Chris Wyle. And we talked about the country. He loves travelling. And also I went to the Australia and Taiwan before ...

L: OK.

P18: ... and next summer vacation I'll go to Canada!

L: Oh right! Really? Wow!

P18: We talked about it.

L: OK. So how did you come to go to Canada?

P18: Mmmm?

L: Did you arrange it or is it part of an exchange programme?

P18: Just through the volunteer work.

L: Really?!

P18: Yes, I'm very ... think ... thought about going to the international school in Canada or just to do the volunteer work so I asked some teacher which is good to put into to improve my English skill so they answer ... their answer is to go to do the volunteer work with local people. Because international school have a lot of Japanese people so maybe I talk with them in Eng ... in Japanese ...

L: Yes.

P18: So I've decided to do volunteer work.

L: Wow! So did you arrange it? By yourself?

P18: Yeah.

L: Very impressive!

P18: For four weeks.

L: Right. OK. So what kind of volunteer work?

P18: Animal care.

L: Oh lovely!

P18: Yeah maybe cats. I will care of cats, because there are many cats that are abused by humans.

L: Right. OK. So ... so it's in a vet? A vets?

P18: Vets? Sorry?

L: A vet is an animal doctor.

P18: No animal care centre?

L: Right. OK.

P18: I just clean up the cage.

L: Right. Right. OK.

P18: I want to do the homestay and other programme is just to do the volunteer work in ... stay in hotel or dormitory so I decided to go to Canada.

L: Because you can have a homestay as well?

P18: Yeah.

L: Right! OK.

P18: I want to speak with ... talk with local people?

L: Yes. No I understand. That's really excellent. Yeah. Do you have a cat?

P18: Yeah. I'm from Yamagata.

L: Are you? OK.

P18: So now I'm living near the school alone. But before coming the school I have ..

L: You had a cat. OK! Right excellent.

P18: Yes. And thirdly I talk with Tanya. And I think she is very kind.

L: Is she? Oh!

P18: And also we talked about the business English. I wanted to welcome my guest in my part-time jobs ... there are many foreigner ...

L: Are there?

P18: Because I'm working in hotel.

L: Ah! Are you?!

P18: And so many shops and some guest can't speak Japanese so we should explain in English.

L: OK. OK.

P18: And she have a Business English course and she advise me how can I say in that situation in my part-time job.

L: Right!

P18: Actually I can get the conversation with native people ...



L: Really?

P18: She give me advice. I can get it in my part-time job. I am very happy!

L: Oh OK that's good. So you were able to use what you learned?

P18: Yeah.

L: Right OK. Oh that's fabulous. So where's your hotel?

P18: Hotel MiraCosta

L: Is that in Disneyland? DisneySea!

P18: DisneySea!

L: OK! OK! Right. OK. And so what do you do in the hotel?

P18: Just ...I sell the souvenir and some guests ... some foreigner liked what is the souvenir. They don't know so I explain.

L: OK.

P18: But I am very upset to speak English.

L: Really?

P18: Because their English is very fast so something I can't understand.

L: OK. I'm sure with more practice you will get better.

P18: Yeah.

L: Mmm. Are your guests in the hotel usually from the UK or from America or ...?

P18: Maybe almost ... almost all people are Chinese.

L: Are they? Right.

P18: Asian people.

L: Right. But they still want to speak in English?

P18: English or a little Japanese.

L: Right. Right. OK. That's interesting.

P18: And sometimes I talk with Jenifer and Eric. They are my first years teacher – reading and EAC.

L: Oh OK!

P18: Eric is very kind I think.

L: Mmmm.

P18: I think if I couldn't take a reservation but he talked with me. So I'm happy.

L: Right. Oh that's nice.

P18: And also Jennifer is from Canada so I can get some information about Canada from her.

L: Oh that's handy! Yes. Excellent. So all of these things I think you're learning on your own, without the direct support of a teacher? Talking in the Practice Centre, and using English in your part-time job, and all of those things. Yes. Tell me about doing the Module last year. Is it ... was it the First Steps Module ...?

P18: Yes.

L: OK. And was that difficult?

P18: Not difficult but it takes a little time. So sometimes SALC is full of people so I can't find out the ... find out some ... good item.

L: Right. Yes. And are you doing the Module this year?

P18: No. I wanted to do that but I noticed that I have a lot of task in this year.

L: Right. Sure. Yes.

P18: I have to take the score of TOEIC. Yeah.

L: Yeah I'm sure. Yeah. So when you're at home do you have to spend all your time doing homework? Or do you do things for yourself to help you learn English like ... do you ... I don't know ... do you use the Internet or ...? Do anything like that?

P18: Oh! Yes. Of course I study about TOEIC to the textbook.

L: OK so you use a textbook for TOEIC. Right.

P18: Yes. And also in this semester I can take the ... I have a class of the Internet ...

L: Mmmm.

P18: ... in this Kanda ... in Kanda's class.

L: Oh do you?

P18: Yes. It's about the TOEIC and I can hear listening and write down in typing.

L: OK. Oh that sounds useful.

P18: Yeah. Useful.

L: Mmmm. So in your ... you said you live alone here. In a dormitory?

P18: No. Apartment.

L: Apartment. OK. OK. And do you have Internet in your apartment?

P18: No ...

L: No it's quite expensive isn't it?

P18: Yeah.

L: So does that mean you use the facilities at Kanda a lot? Do you study here a lot? Do you use the library and the SALC and ...?

P18: Yeah after the school I use ... I also ... huh? I sometimes go to library and keep studying.

L: Do you? Right. Oh that's very good.

P18: And in the weekend I have no time because in weekend I have a part-time job.

L: Sure. Yes. And you work both Saturday and Sunday?

P18: Yes.

L: Wow.

P18: [unintelligible] the weekend.

L: Right. So not in the evenings?

P18: Yes.

L: Right. OK. So you have a busy life?! [laughing]

P18: [laughing] Yes, but I'm enjoying to work in DisneySea.

L: I'm sure you are, yes! Why did you choose DisneySea?

P18: Because that salary is very expensive.

L: Is it? Oh!

P18: And I can wear very cute costume.

L: Ah! OK! Right. Oh that's good.

P18: But I can't dye my hair.

L: Yes, I know. You have to have black hair, right?

P18: I want to dye because I graduate the high school so ...

L: Yes.

P18: Everybody dye their hair.

L: Right. OK. But you can't! [laughing]

P18: I can't!

L: OK! When you came from Yamagata, and you went to school in Yamagata right? Did you have a lot of English? Did you have lots of opportunities to use English in your school in Yamagata?

P18: Yeah. I ... my school has a ... not international school but I can take English course.

L: OK.

P18: They have more English course than other student. For example, we have native teacher in the school, and we can talk each other.

L: Right.

P18: And there are programme for going abroad to Australia ...

L: So that's how come you went to Australia?

P18: Yeah.

L: Ah right! OK.

P18: So I went to Australia.

L: Right! So that was with your school?

P18: Yeah.

L: And did you have a homestay?

P18: Yes, but it's only 3 days.

L: Ah!

P18: It's too short!

L: Right, OK. It's pretty short. Where were you in Australia?

P18: In Cairns.

L: Cairns. OK.

P18: Yeah I went to zoo and hold koala! It's very cute.

L: Lovely, yeah! Oh super. And when you go to Canada, how long are you going to be in Canada? Four ... ?

P18: For four weeks.

L: Oh that's a lot longer!

P18: Yeah I'm happy!

L: Mmmm.

P18: If I don't take the English course in my high school, maybe I didn't come to Kanda ...

L: Oh really?

P18: I'm also in ...I was not interested in English.

L: Oh OK! So taking your course at high school made you interested in English?

P18: Yeah.

L: Oh OK!

P18: In high school, my friends are very interested in English and also I like the movie like Harry Potter or Pirates of the Caribbean, so I want to listen ... I want to understand what the actors say ...

L: Yes.

P18: ... so yeah. I'm interested.

L: I see! So that made you interested?

P18: Yeah.

L: So that ... watching those movies made you want to learn more in school?

P18: Yes.

L: And that made you want to come to Kanda?

P18: Yes.

L: Right. OK! So ... so you said your friends were really interested in English?

P18: Yeah.

L: So did they help you become interested?

P18: Yes. She's m ... she's also in Kanda student.

L: Oh really! Oh how nice! It's one friend? Your best friend?

P18: Yes.

L: So how did you get interested in English? She was interested in English?

P18: Yeah. Already she was interested.

L: Right! And so she made you interested in English?

P18: Yes. Also she will go to Canada in Vancouver from next semester ...

L: Oh will she?

P18: But she will do international student.

L: Oh OK! So ... so tell me about the connection between your best friend and watching movies and ... your English classes in high school?

P18: OK.

L: How did one influence the other?

P18: First, I met her. And I and she like the Pirates of the Caribbean the movie ...and we ...they ... talked about it very much. And already she decide to enter the English course ...

L: OK.

P18: ... in my high school.

L: Right. So you could choose to enter the English course?

P18: Yeah.

L: But you didn't want to at that time?

P18: Yeah. But I asked and asked her and also asked my parents ...

L: Yes.

P18: And parents said if you graduate the high school or university it's natural to speak basic English. It's a rule. So if you want to learn English you can improve more and more like native speaker.

L: OK. OK.

P18: Yeah, so I entered the English course of my school.

L: Right. OK.

P18: And also the programme to going ... to go to Australia is ... yeah I enjoy taking.

L: So that's JUST if you do the English course?

P18: Yes.

L: Oh I see! OK. OK. So did you and your friend used to watch Pirates of the Caribbean together? Or just talk about it?

P18: Oh yes I watch. Yeah.

L: OK. So did you watch it in English or in Japanese?

P18: In English.

L: In English?! Really?!

P18: But the ... how do you say that?

L: Subtitles?

P18: Yeah, subtitle is Japanese!

L: OK. OK. Yes. And so do you watch movies here, together? In the SALC?

P18: No.

L: OK.

P18: She is English department and I heard that English department students have a lot of homework, so she is busy.

L: Right. So you don't see each other much?

P18: No. But sometimes I meet her and hanging around.

L: OK. Yes. That's very interesting. So because she was coming here you also wanted to come here?

P18: Yeah.

L: Right! OK!

P18: And she ... she's ... I was affected by her very much because at first I'm not interested in going Kanda, and because this school is very private university.

L: Yes.

P18: So the fee is very expensive.

L: Yes.

P18: So my parents are not agree to enter this university.

L: Right. OK. So how did you persuade them?

P18: Mmmm. If I ... and if possible I wanted to enter the public university ...

L: Mmmm.

P18: ... but I fail ... fail?

L: OK.

P18: And I already take ... took the exam of this.

L: Right.

P18: So I shoul ... I had to come to Kanda.

L: OK. Because you failed the other entrance examination so you had to come here?

P18: Yes. After the thing she is already decided to enter Kanda.

L: Right. OK. So you knew that she would be here. So ...

P18: Yeah.

L: Right! Very interesting! Are you pleased you came here?

P18: Yes. But I wrote it but only 20% ... [P18 filled out questionnaire to show only 20% of courses are taught through English].

L: Oh OK.

P18: Because I was surprised to ... there are not so many English class. In ... can I keep talking?

L: Yes please. Yes. Yes.

P18: OK in Freshman I have EIC writing and reading class – it is in English and I satisfied with the class last week but in this year I have only EIC and maybe English class.

L: OK.

P18: And it is one ... one class in a year? In a day? So it's very ... I'm not satisfied the class.

L: Right.

P18: And also ... is it possible – not only here speak ... I want to speak only English in the school.

L: Oh OK! So you would like it to be English only everywhere?

P18: Yeah. Yeah. Some student are not so ... er not wanted to improve their English skill because they satisfied to just enjoying the university.

L: Right.

P18: And they ... hard to ... um the money to do the part-time job and not to do the homework. I don't like it.

L: So you're not satisfied just having entered the university? You want to work hard and improve your English?

P18: Yeah. Some friend are not so ... what should I say for them ...?

L: OK. So you feel uncomfortable with that situation? Mmmm.

P18: And also the English class is very [unintelligible] not so much ... I have a ... I have the EIC and maybe English class I have a Japanese class.

L: OK.

P18: I hate it! I'm interested the subject but I want to take the class by native speaker.

L: Right. Right. So is that why you come here and use the Practice Centre so much?



P18: Yeah.

L: And make the most of those opportunities?

P18: Yeah. Why I learn the subject in Japanese I don't know!

L: Mmmm. Mmmm. I don't know either.

P18: Because it's an international school!

L: So do you ask anybody these questions?

P18: No ... but my department said that you should learn also Japanese and learn international things.

L: Mmmm.

P18: But I'm not sure. And I was surprised to ... the system of this.

L: Right. Right.

P18: One of my friends, she is from America ...

L: Mmmm.

P18: She live in America for a long time and came the university also not comfortable to take the class ... we take a lot of Japanese class. How improve his English skill he said?

L: Mmmm. Right. OK. It must be frustrating.

P18: Yeah. And sometimes I was ... just entering the university at month he decided to quit the school but the parents stopped the things.

L: Right. OK. Yes.

P18: In the pamphlet of Kanda it very appealed to how English you can improve in here but actually I'm not sure ... there are a lot of Japanese class, isn't it?!

L: Mmmm. So it would be better if there was much more English only classes?

P18: Yeah.

L: I can understand it's frustrating but therefore I think it's good that you come here and you use the SALC, and you make the most of the facilities that you can that are in English.

P18: Yes. I wanted to come here for many times however there are a lot of [unintelligible] so I can't sit in yellow sofa and take the Practice Centre ... to reservation the Practice Centre.

L: Right. But if you sign up you can? You said you come three times a week?

P18: Yeah.

L So that's pretty good!

P18: If possible I wanted to take more and more.

L: Right. Right. Yes. So it's good you're using these chances.

P18: And also Kanda has not so good er ... good system of the ... exchange student?

L: Oh really?!

P18: If I ... I talked I wanted to go abroad for one wee ... one year, but I have to pay a lot of money.

L: Right ....

P18: For school. Kanda in other ...

L: You have to pay for the other school as well?!

P18: Yeah.

L: Ah!! Right.

P18: In addition ... I have ... or I already have a lot of money ... er fee! For school.

L: Yes. Yes.

P18: So I decided to the ... going just to volunteer work only in my vacation.

L: Right. OK.

P18: I wanted to take already a credit ... and at 4<sup>th</sup> grade I want to go abroad for a long time!

L: Right. Yes.

P18: Yes!

L: Well I hope you can.

P18: Yeah.

L: And I think it's great you've arranged to have your four weeks in Canada and that you've done that on your own because I think that really shows your determination!

P18: Yeah! Thank you.

L: OK. Alright. We'd better get a move on.

P18: Sorry.

L: No! No! It's really ...

### **Post sort interview 1**

L: What I'm going to do is I'm going to write down all the numbers so I know which one you've put where but what I'd like you to do is tell me about the ends. Why did you put these here and why did you put these here?

P18: OK.

L: Is that OK?

P18: Yeah.

L: So you decide – which end do you want to start?

P18: Mmmm.

L: Do you have time by the way? Because it's five o'clock now? Do you have a few more minutes?

P18: Yes, I have time. How about you – do you have time?

L: Yes! I'm fine, thank you!

P18: Er ... most like me is number 5 [#5 I try harder to find opportunities to use English (+5)]. Yeah. I took that reservation ... pick the reservation of the ... yeah ... so ...

L: The Practice Centre?

P18: Yeah Practice Centre. And I already talked about that my friends were fascinated to ... who live in America for a long time. Actually he's my boyfriend!

L :Oh is he?! OK!

P18: And we talk in English in the phone.

L: Oh right! OK! Cool!

P18: It's good for me. But he's native ... like native speaker and I'm not so ... I sometimes confused what he says.

L: Right, OK. But that's good practice! Yeah. Excellent!

P18: Yeah. It's funny – but it's OK!

L: Right.

P18: Shall I explain this?

L: If you don't mind.

P18: Learning without the encouragement of a teacher makes me a bit more lazy [#25 (+5)]. Yes of course! If I have not homework, I wanted to watch movie or to sleep.

L: Yes.

P18: Yeah. And if possible I want to take more homework in English.

L: Right. OK. Yeah.

P18:I have to write the letters in Japanese, other Japanese subjects ...

L: Right.

P18: I hate it!

L: So you like to be given work in English?

P18: In English.

L: Yeah. OK.

P18: Next 32? [I get frustrated learning on my own as I need a teacher to tell me if I'm learning well (+4)]. I want the teacher give me advice ...

L: Yes.

P18: Because I don't know the way I should improve my English skill.

L: Right. Right.

P18: [#9 I'm more likely to ask others to help me with my English (+4).] Yeah yeah. It is similar to 32 I think.

L: Mmmm. Which one? Number 9?

P18: Number 9. But I managed ...manage to ask some ... if I have a question I try to ask the native speaker.

L: Right. Right. OK.

P18: Yeah. But this is my ... like my boyfriend.

L: Oh OK! So he really helps you? Learn English.

P18: Yes. Actually I have a test ... I talk ... I already talk about I go to Canada in this summer vacation ... and I have to take an exam.

L: Oh do you?!

P18: I have to talk with native speaker. Ah the officer of Canada.

L: Oh OK.

P18: It is [unintelligible] me that the [] centre and I have to talk in English. So ...

L: Oh OK.

P18: So it's Saturday. Next Saturday.

L: Oh is it?!

P18: But I have to have some practice ...

L: Yes. You 'll have to have lots of practice before then!

P18: First time to speak in phone.

L: Is it? Yes, because that's quite hard, isn't it? Yes.

P18: I'm afraid of it!

L: I'm sure you'll be fine!

P18: I don't know.

L: OK. I'd like you to explain these as well. Actually I just noticed you're meant to have 4 in this column, and you've got five. One, two, three, four, five. And then two, four, six. This is fine.

P18: Yeah.

L: Two, four, six, seven. That's fine. Two, four, six, eight, - that's fine. Two, four, six, seven. Two, four, five. So you need to move one up each time.

P18: Oh!!! Erm ...

L: So if you don't mind. Take your time. Because obviously you don't just want to move it. You'll have to move some of them up.

P18: OK.

L: So take your time and then ...

## **Post sort interview 2**

L: OK. [Lucy counts and checks card layout again]. Yes! Perfect! OK. Yes. So tell me about this column.

P18: For each there sentence?

L: Yes. If you can.

P18: Yeah. I want to have a good life ... like successful life ... [#41 I feel more likely to have a successful life (+3).]

L: So do you think how you've been learning English makes that more likely?

P18: Yes. I want to use the English in my office if possible, so I have to improve my English to communicate with native speakers.

L: Right. OK. OK. So you want to ... What kind of office do you want to work in? Do you know?

P18: Mmmm. I hope that I want to work in the airport.

L: Oh OK! Mmmm.

P18: But I'm not sure.

L: OK. OK.

P18: This. [#30 I feel unsupported when learning English without the direct support of a teacher (+3)]. This is my feeling because now I feel unsupported here.

L: Do you?

P18: I think there are not so much direct support in Kanda. Maybe I already talk.

L: Yes. Yes. You did.

P18: Mmmm. This mean some of my friends are interested to improving their English skill so we talk about how to ... the way to improve English skill.

L: Right OK! So that's 46 [I'm more likely to develop new ways to use resources for learning English (+3)] or 36 [I enjoy learning English more because I can learn in ways that interest me (+3)] or both?

P18: Yeah both.

L: Right! OK.

P18: Yeah. Not only the boyfriend. I ... My friend we go to the movie with my friend ...

L: OK great! Right. Is that the friend you were at school with, or another friend?

P18: Another friend.

L: OK. OK. So you use the SALC and find new ways that you enjoy?

P18: Right.

L: OK. How about this end?

P18: OK.

L: Sorry ... maybe up to here? So number 3 [It's easier for me to find suitable books and worksheets to help me learn (-5)] and number 40 [I have a better understanding of myself as a learner (-5)]?

P18: OK. Mmmm. Actually I'm not too sure what should I be doing with my English skill. I'm weak at speaking, reading, writing and listening so I don't know what I should do.

L: Right. OK. Is this 40 you're talking about or 3?

P18: Both.

L: Both of them together. OK.

P18: Mmmm. Mmmm. Yeah I don't know how to improve my English skill.

L: OK. So do you think because you don't understand yourself as a learner very well, it's difficult for you to find good materials?

P18: Yeah.

L: Right. OK.

P18: Last year there was writing ... writing course. I have to some essay.

L: Mmmm.

P18: But after that in the class I'm not sure of writing skill pick up [unintelligible].

L: Right. OK.

P18: So I can't find out the [unintelligible] before entering university and the finishing the high school. So I'm not sure.

L: OK. I understand. How about these? 18 [I am better at learning on my own without a helper (-4)] 24 [I have a better understanding of how I learn best (-4)] and 22 [When I feel myself getting stressed about my learning I know better what do to about it (-4)]?

P18: I want to a friend feel like me. Yeah. If I don't a friend like feel me I'm not so study very hard.

L: Right. Is this this one?

P18: This one.

L: OK.

P18: I need helper help me like friends?

L: It can be anyone yes – a friend or a teacher or ...

P18: I need more helper.

L: Right. OK.

P18: It is connect here.

L: Right. OK. To those at that end 52.

P18: Mmmm. Sometimes I feel stressed because I don't know the way of the improve English skill so ... my boyfriend said me ... I can speak English well. But I don't think so. I need to be a good English learner more and more.

L: Mmmm.

P18: So ... I am stressed.

L: Right. OK. So you feel stressed and you're not really sure how to cope with that? OK. And these ones?

P18: Mmmm. 49 sentence is [I'm better at knowing how to get myself in the mood to learn (-3)] ... mmmm ... yeah ... I don't feel to study hard when my class have a lot of students who forgot the homework.

L: Right. OK.

P18: And not do the jobs. I was ... I ... I don't understand. I can't understand the meaning to enter into university.

L: Right. OK. OK. Yeah.

P18: Mmmm. Ah yeah. I'm afraid of making mistakes.

L: OK. Talking to your boyfriend? On the phone? Are you afraid?

P18: I'm afraid.

L: Oh. OK. And this one? 14 [I can analyse my English needs better (-3)]? Is that connected to number 40?

P18: Yeah. Yeah Yeah Yeah. Mmmm. In addition, when I getting home, I should cook myself and clean up house work. I should housework by myself and the rest of time.

L: So that's number 16? You're talking about? [I can organise my learning time more effectively (-3)].

P18: Yeah.

L: So it's hard to find time?

P18: Yeah. I envy the other students who live in the family.

L: Yeah. OK. That's really interesting P18. Thank you so much. Where would you say is your middle point? Where does it change from being **most like you** to being **least like you**? Is it here? Or here? Or here?

P18: Here yeah.

L: So number 7? OK. Thank you. Is there anything you learned about yourself doing this?

P18: Yeah.

L: What did you learn?

P18: Mmmm. In university? No?

L: Yeah. Doing this activity, did you learn anything about you, or not?

P18: Yeah I learned many things because I think I'm lazy.

L: [laughing] I don't think you're lazy! I don't think so at all! Well that's really really helpful. Thank you so much!



## **Participant 19**

### **Pre-sort interview**

L: So ... can I ask you Participant 19, it's a bit of a rude question, but how old are you now?

P19: I'm 18.

L: 18. OK. [makes note]. OK so what I'm really interested in talking about today is this here.

P19: Mmmm.

L: So about how you learn language without the direct support of a teacher.

P19: Ah.

L: So, to start with, can you tell me what you do?

P19: OK. When I have free time I got to SALC to watch DVDs in English.

L: OK.

P19: So ... I like movie so I search the movie and song in SALC that week and I remember and practice [unintelligible]

L: Do you?! That's really interesting! So how do you ... how do you find English songs.

P19: From YouTube or the BCM – background music.

L: Oh right! OK.

P19: I can hear any store or ...

L: Different stores.

P19: Yeah.

L: So using YouTube for example, tell me what you do? You search YouTube and you find a good song you like?

P19: Mmmm. I take the ... kind of music rock, reggae ...

L: So you really like rock and reggae?

P19: Yeah! [laughing] And through videos [unintelligible]

L: OK. So you watch one by one?

P19: Yeah.

L: And then if you find one you really like?

P19: I always finding new song.

L: And then what do you do?

P19: Huh?

L: Then what do you do? What do you do?

P19: Ah! If I really like the song I get the all the words and search the lyric ...

L: So you search for the lyrics online?

P19: Mmmm. Online. And type on the word also and take it out and practice singing song.

L: OK. OK. Very cool! That's interesting. And tell me about watching DVDs in the SALC. Do you do that on your own or with your friends.

P19: Alone. So comedy is the best I think. Because they have good conversation words maybe ... very useful phrases.

L: Right. OK. So again explain to me what you do.

P19: What I do??!

L: When you're watching DVDs.

P19: Mmmm. I watch DVD usually I don't have subtitle ...

L: OK.

P19: Only sounds English.

L: So you turn the subtitles off?

P19: Off!

L: OK.

P19: If I want more useful phrases I would again with subtitle and I make a list of these phrases.

L: OK. That's very cool too.

P19: Ah I make a note of the words ...

L: Mmmm.

P19: ... I wanna use in conversation.

L: Do you?! OK. And do you then use those in conversation?

P19: Not always but something I could.

L: OK. OK. Great. And tell me about conversations you have. Do you ... because today I met you on the yellow sofas, upstairs, do you go there a lot and talk with ELI teachers?

P19: Not really.

L: Do you go there every week or is that the first time?

P19: At KUIS?

L: On the yellow sofa.

P19: Not first. Not first time. Ah! I ... sign up the ... for speaking.

L: The Practice Centre?

P19: Yeah! The Practice Centre.

L: Oh right!

P19: Now I'm busy I don't so much but I used to use the system of Practice Centre ...

L: OK.

P19: ... I have a speaking journal so I have to speak with native speaker so I have a lot of time to speak English with native speaker, with ELI teachers.

L: Oh OK! So was that when you used the phrases that you learned from your DVDs?

P19: Ah! DVDs. They are too react the ... ah difficult!

L: But you said to me, you said you make a note of phrases you want to use in conversation, and sometimes you use those phrases in conversation, so when do you use those phrases in conversation? When you're talking to ELI teachers or ... or in other situations?

P19: Ah maybe almost in the class. Teacher said good expres ...

L: Expression?

P19: Expression? Explain!

L: Explanation. [laughing]

P19: Teacher said good explanation I react.

L: Right! OK. OK that's very cool.

P19: Mmmm. In conversation. Before I have a conversation I take the topic and search for some information about the topic

L: On the []

P19: On the []. I talk about tea ceremony. Japanese tea ceremony. I checked how to do the tea ceremony, and how to sit or the way and I remember I translated Japanese to English ...

L: Right.

P19: ... and so I go to speak with native speaker with the sheet I translated. So I could speak fluency ...?

L: Fluently.

P19: Mmmm! [laughing]

L: So you had some support to help you with your speaking?

P19: Yes.

L: Right. OK. That's really excellent. Good for you. So on your paper here you told me that you've been learning English without the direct support of a teacher since you were 12. So tell me about what you've been doing since you were 12. How have you been learning English?

P19: Ah! 12 years old! I was first year student of junior high, so we studied ... study English. So my teacher task ... ask me to make the note for study by myself.

L: Ah!

P19: So I practice word five times for each word or take the example sentence and dictionary like this.

L: OK. OK.

P19: Or make a diary in English or something ...

L: OK that's very interesting.

P19: ... out of classes.

L :So. OK. Right that's excellent. So why did you come here to Kanda? Why are you studying English?

P19: Because ah since I was at junior high, my English teacher was very interesting. So her class was very fun.

L: Right.

P19: So I was interested in English. And I like foreigner ...

L: OK.

P19: I don't know why but I wanted to speak with foreign person ... so ... and ah! I like music. I want write words in English ...

L: Lyrics?

P19: Lyrics. I get a skill to write freely.

L: So you want to WRITE lyrics?

P19: Yes.

L: Ah! So is that what you want to do for your career? When you leave university? You want to write lyrics?

P19: Pardon. Sorry!

L: I'm interested in this. Do you ... and I'm wondering ... you said you want to write lyrics.

P19: Ah!

L: Do you mean for your job?

P19: Ah!!! I couldn't maybe.

L: Really? Why not?

P19: My parents. Maybe my parents won't give a chance to me to be a singer or musician. It's hopeless.

L: Why?

P19: Why?! It's very serious world. So ... mmmm ...

L: So ... your parents want you to or they don't want you to?

P19: Mm?

L: Do you parents want you to be a singer?

P19: No.

L: They don't want you to be a singer. OK.

P19: Yes. Not for job. I want to continue so that my life ... for hobby. Just for hobby.

L: Ah! OK. So you really like writing lyrics? Right! OK.

P19: Mmmm. [P19 looks at phone].

L: Do you need to make a call?

P19: No.

L: Are you sure?

P19: It's email. Ah!

L: Are you OK?

P19: [unintelligible] email.

L: Sorry?

P19: Junk. Oh nothing!

L: OK. OK. So you were saying about lyrics and you were talking about how you liked your teacher because your classes were really fun. I was going to ask you a question and I can't remember what it was ... mmmm .... no I can't remember! [laughing]

P19: [laughing]

L: Ah! So you said you liked foreigners.

P19: Yes.

L: Why do you like foreigners?

P19: Ahhhhh!!!! Just feeling.

L: OK.

P19: Ahhh! Coz ...

L: Do you mean you like foreign people or you like talking with foreigners or ...?

P19: I like talking and I like style of life.

L: OK.

P19: Or culture. Or ... er ... I think cool. More cool. Learning culture or goods or anything. Food.

L: Mmmm.

P19: Cooler than Japanese, maybe.

L: Right. Do you think that one culture in particular? So America? British? Or French? Or do you think ... or Chinese? Or just ALL foreign culture is ...?

P19: American.

L: So I like to be free.

P19: So free.

L: Free.

P19: Free. Or I like the [],

L: What do you mean by 'free'?

P19: The ... behave ...

L: Oh OK.

P19: Japanese ... too polite.

L: Mmmm.

P19: Or ... modest? Modesty?

L: Modest. Right OK.

P19: Modesty. I don't like modesty. But so I am modesty person.

L: OK. Modest.

P19: Maybe. Modest. I am modest. So I don't like ...

L: Right.

P19: So then I thought if I could go to abroad my personality will change!

L: Ah!!!

P19: So then I am interested in foreign culture.

L: So when you say 'go abroad' – do you mean to live? Or do you have this idea of living abroad? Or do you think you will just go to visit?

P19: Ah!!! I wanna live.

L: Mmmm.

P19: As long ... as long? As much as I could.

L: Mmm. OK. And have you been abroad?

P19: Yes.

L: Where have you been?

P19: Australia.

L: Ah have you!

P19: For three weeks. For two weeks I did homestay ...

L: Did you?

P19: ... with Australian family. And for a week for sightseeing.

L: So how was that experience?

P19: SO GOOD!!!!

L: Really?

P19: Wonderful!!! Person ... very happy. Extra happy. And relax. Japanese student makes tired every day.

L: [laughing]

P19: [laughing] Boring! It's boring the class is so boring. Ah!! I want to go home.  
[unintelligible] Japanese student.

L: OK. Yeah.

P19: I envy? Jealous? I hope to be a Australian! I hope.

L: [laughing]. But before you said you really like American culture. So do you think Americans ... do you want to live in American more or do you want to live in Australia more?

P19: More is Australia.

L: OK.

P19: But I want to go America. Because it's my image. There are many artists, or person who has a dream, and they challenge every day.

L: Mmmmm.

P19: I think it's so cool.

L: Mmmm.

P19: I met ... very ... vary? Variety person.

L: Right. A variety of different people.

P19: Yeah yeah yeah yeah yeah.

L: OK.

P19: So I like the person ... mmmm ... performance ... eh?

L: Performance?

P19: I want help person who ... artist.

L: OK. So you want to help artists? You want to work with them? Oh OK! Doing what?

P19: Mmmm. Doing what? It's important but I don't know!

L: OK. That's really interesting. It's interesting for me to hear what you say because in my country lots of people think Japan is very cool ...

P19: Ah!! I know.

L: ... and Japanese food is very cool ...

P19: Ah!!!!

L: ... and Japanese young people are very cool ... and [unintelligible] and music is really cool ... so it's interesting for me to hear that you have that ...

P19: That style of fashion is invited from America ...

L: Oh right.

P19: So it's not Japanese.

L: Right. OK. But in Japanese ... there's a Japanese aspect, I think. Mmmm.

P19: Mmmm. I know the roots of the many cool things ... popular things in Japan ...



L: Like what?

P19: Like what? The fashion. Or music. Or ... mmmm ... especially music.

L: So you learn about the roots of these ... music and fashion and so on?

P19: Yeah.

L: So is that something that you're really interested in? Understanding where things come from?

P19: Yeah.

L: Why are you interested in that?

P19: Eh?

L: Why are you interested in those sorts of things?

P19: Why? Mmmm. Just listen music ... it's very ... it's better to listen music with knowledge or history or something like that than without knowledge. I think so.

L: I think you're right. Tell me about your name. Because your name is very Western.

P19: Western?

L: Anna.

P19: Anna? An-na.

L: An-na. Is that Japanese?

P19: Yeah, Japanese.

L: Is it??!

P19: Yeah. English is Anna.

L: Anna.

P19: But it's not Anna. It's An-na.

L: Oh OK!

P19: Japanese.

L: OK. I don't often see this name in Japanese though. Is it unusual?

P19: Mmmm. Yeah. Eh?

L: Unusual?

P19: No. Usual.

L: Really?

P19: Japanese onna ... onna is written like that.

[carry on discussing Anna's name for a while].

L: The next stage I have these cards here. And what I want you to do ... I'll turn this off.

### **Post sort interview**

P19: Because ... so many cards seem similar ...

L: Oh really?

P19: That it's difficult to divide.

L: Oh! OK. And you only had one card as *sort of like me* right? So you had lots to fit at both ends. Yeah. OK. Right. I'm going to write down these numbers so I can keep a record of how you sorted them. But while I'm doing that would you explain to me about this end and this end. And tell me why you put these here.

P19: OK.

L: Go ahead.

P19: About this? I'm more likely to make time to learn [#23 (+5)]. So, the biggest ... the biggest goal for me is speaking ...

L: OK.

P19: ... English. I think I need practice every day ...

L: Mmmm. Why is speaking your biggest goal?

P19: Why?

L: Mmm.

P19: Eh?

L: Explain to me why speaking is your biggest goal. I'm interested in understanding why for you speaking is so important.

P19: Ah! Because communication is important.

L: OK.

P19: Yeah. I like speaking with people ...

L: Mmmm.

P19: So ... and there are many people ... foreign people in Japan so I ... maybe three years ago I went to Harajuku with my friend and a foreigner asked me the way. I was able to answer in English and I was so happy.

L: Mmmmm.

P19: So it's very good for me to speak English.

L: So that really had an impact on you?

P19: Yes. Yes. Very useful skill for me in my future.

L: So how do you think you will use speaking in your future?

P19: Ah! Mmmm. Maybe ... teaching ... as a teacher, teaching English or ... tour conductor?

L: Tour conductor.

P19: Tour conductor.

L: Oh OK.

P19: I want to work in Australia as a tour conductor.

L: Oh do you? So is that your dream?

P19: One of. I have many dream! [laughing] I can't decide!

L: [laughing]. Tour conductor and ... song writer?! OK excellent. How about this one? Number 5 [I try harder to find opportunities to use English (+5)].

P19: Almost same.

L: So they're similar for you these two?

P19: Yeah. Just reading text book or books is not effective. Maybe I can't develop my skill so ... doing ... just doing is the best way to ... to ... get ... the ... skill ...

L: Mmm. So for you using English is really important?

P19: Yeah it's important.

L: Right. OK. Great. How about this line? 1[I have more of a desire to learn English (+4)], 36 [I enjoy learning English more because I can learn in ways that interest me (+4)] and 8 [I'm more likely to use the type of resources (books, DVDs, online materials, etc.) which match my learning style (+4)]?

P19: OK. I have more of a desire to learn English. Yeah. So. Ah. I wanna learn English of course for me, but also for my parents because I was going to go to public university, because the money is cheaper than Kanda. So ...it takes a lot of money for me so I want learn and I ... I get a good job for my parents so I should learn English. To get a job.

L: So you ... because you came here, and it's more expensive, you feel you have to work hard for your parents.

P19: Yeah yeah yeah.

L: Do you also feel you need to make the most of the opportunities? Or is that not so important for you?

P19: What opportunities?

L: I don't know. Opportunities that you have here at Kanda.

P19: Ah! Yee ..es. Eh? Opportunities?

L: Do you have any opportunities do you think, here?

P19: Oh! Any opportunity?

L: Mmm.

P19: In Kanda?

L: Mmmm.

P19: To learn?

L: Mmmm. So because you have this feeling, for example, is that why you use the Practice Centre, and why you come in on Saturday and talk to teachers.

P19: Oh – good?

L: Is that ... I'm asking if this feeling you have, that you want to learn English because your parents have paid a lot of money to send you here, and if that makes you come on Saturday and use the yellow sofa, or ... do that kind of thing. Or is that not connected?

P19: It's connected.

L: OK. [laughing]. OK. How about these?

P19: Yeah so ... studying with music ... so I can find new song and learn English is very good way. It's not boring it's interesting.

L: OK.

P19: Good time for me. Yeah. So great.

L: OK.

P19: Oh yes! I like watching movies and ... comedy?

L: Mmmm.

P19: I can't live without comedy ... so ...

L: Mmmm.

P19: And I think English is cool, and watching movies in English is very good way to study English.

L: OK. OK. Good. Great. How about this line?

P19: OK. I'm more likely to ask others to help me with my English [#9 (+3)]. My friends and teachers have good ideas to study than me I think. So ... very easy way to ... not take a lot of time but it's very effective. They know that ways. So I often ask someone to help.

L: Mmm. OK. And is that someone ... is it a teacher, or do you ask friends as well?

P19: Teacher, or a student ... who good at speaking English.

L: OK. Do you know students who are good at speaking English?

P19: Yeah. My friends have a experience to go study abroad.

L: Ah!

P19: Yeah, and my friends parents are foreigner.

L: Ah Right OK!

P19: They are very good at speaking English. Next.

L: 44.

P19: I can explain better why I choose the materials that I use (+3). Ah yes. Because I'm interested in materials? Books or something? Ah so! About books. Child book. I like [unintelligible] very cute! And ... very special effective. There are many nice adjective. Words are very useful.

L: Right. OK.

P19: Yes. I think more carefully about what I want to learn [#26 (+3)]. Carefully. Yeah so ... I have to work a lot of time so I can't spend enough time to study ...

L: OK.

P19: So ... I have to think carefully about the time I can spend.

L: Right. I see. So when you say work, you mean you have a part-time job?

P19: Mmm.

L: Ah! OK. So what's your part-time job?

P19: I have three part-time jobs.

L: Three????! No way!!! Wow.

P19: One is ... stop the ... how can ... three times per a month ... per month? Four? I am working as ... cram school teacher. Because it's one class per week. And another days I am ... I work at mobile shop ... mmm ... maybe fifth or ... five or six time, five or six days in a week.

L: Wow! Really?

P19: Almost every day.

L: Wow!

P19: I have no holiday.

L: Wow. That's really tough!

P19: Yeah ... but I like working ...

L: Do you? Wow I'm amazed. You have no time, huh?

P19: Yeah but I have no choice.

L: Right ...

P19: I should do.

L: OK. So how about this one? 27? [It is rewarding to know what works best for me with my English learning (+3)].

P19: Mmmmm. I think I should know the effective way ... because I have no time. So ... short but deep is good.

L: Right. OK.

P19: I want to know the way.

L: Right. So this means that you don't know the way or you do?

P19: Yeah. I don't know the way.

L: Mmmmm. OK. But you would like to?

P19: Yeah I would like to.

L: What about this end? How about here?

P19: Hmmm.

L: This end.

P19: [#33 I feel frustrated asking other learners for help when I'm learning English because I don't know if I'm correct (-5)]. Ah! I don't feel frustrated. Asking other person.

L: OK. So even asking other students?

P19: Yes I don't.

L: OK. 16?

P19: OK. [I can organise my learning time more effectively (originally -5 then +3)]. I can't!

L: But it sounds to me like you have so little time ...

P19: Mmmmm.

L: ... that the time you do have you must organise well.

P19: Yeah. Ah!! That's right. Hmm? I must organise my time?

L: I ... mmm ...no no no. I'm just debating this with you. Because you say you can't organise your learning time more effectively, and you say this is least like you. Why?

P19: Why? Because I can't do that now.

L: OK. Give me some examples.

P19: Ehhhh?! I want to study a course about check the grammar rule, or TOEIC practice, but I can't have a ... have time.

L: Is that because you don't organise your time or is it because you actually don't have time?

P19: Ah! I don't have time! [laughing]

L: [laughing]

P19: Organise? Organise is make?

L: Erm ... it means you use the time you have effectively.

P19: Mmmm.

L: So ... I suppose it means you don't waste time.

P19: No I don't waste my time! So ... my answer should be 'yes'.

L: Well to me it sounds like you probably DO organise your time effectively, because you have three part time jobs, you use the SALC, you come and talk to teachers in the Practice Centre, you go to classes, you do homework ...[laughing]

P19: [laughing] I made a mistake.

L: Do you want to move it?

P19: Yes.

L: OK. So move it.

[break of 1 minute while P19 moves cards around].

L: OK. How about this row?

P19: OK. [#47 I'm more likely to review what I've learned (-5)] I don't like reviewing.

L: Mmm.

P19: Coz I'm lazy. I can't do same things again.

L: Mmmm. OK. 40?

P19: 40. I have a better understanding of myself as a learner (-4). I'm not sure about myself.

L: Mmm. So are these two connected in your mind? 40 and 14 [I can analyse my English needs better (-4)].

P19: Mmm yes. Yes yes.

L: Why do you think you don't know yourself very well as a learner?

P19: I can't find my bad point as a learner or ... mmmm ... my speaking with big mistake or ... and sounds ... how to use the tongue or how to open the mouth is important I find. So ...

L: Mmmm.

P19: ... I think I can't say correctly by myself but for foreign people my English is ... not so good sometimes.

L: Mmmm.

P19: So it's difficult to notice by myself.

L: OK. Yeah. And how about this line?

P19: OK. [#18] I am better at learning on my own without a helper (-3). Ah I need helper, because teacher ... teachers know the way to learn or ... experience.

L: Mmmm.

P19: They have ... they have had in their own high school student, university student ...

L: OK.

P19: Next?

L: Yes.

P19: #52 [I'm more likely to create new strategies to help me learn (-3)] Ah. I don't want to create new strategies. What? Ah! I was not sure about new strategies.

L: What 'new strategies' means or ...?

P19: What it means. I know what strategy means.

L: OK.

P19: But now I have no idea about creating new strategies.

L: OK. Mmm.

P19: Next?

L: Mmm hmmm.

P19: [#25 Learning without the encouragement of a teacher makes me a bit more lazy (-3)]. Eh? No. No. Because I really want to study English. I don't want to be lazy without teacher.



L: So here you said you're better at learning on your own without a helper [#18 I am better at learning on my own without a helper (-3)] – you said this is least like you, or towards least like you. And learning without the encouragement of a teacher makes you a bit more lazy – that's also least like you. So what you're saying here is you like to have help? But if you don't have someone encouraging you, if you don't have a teacher encouraging you, it doesn't make you lazy. But you like to have help. Is that right?

P19: Right.

L: Mmmm. OK. Interesting. And this one? [#28 Sometimes I feel like giving up learning English (-3)]. [but #38 is marked on the sheet - My learning is more effective because I am not pushed by my teacher (-3)].

P19: I NEVER feel like giving up learning English. Because ... mmm ... yeah ... it's fun to speaking with foreigners.

L: Mmmm.

P19: [laughing]

L: That's my phone! Is that my phone or your phone? My phone!

P19: So ... when I listen to the English song I think ... I'm speaking well ... I study very much.

L: So listening to those songs makes you feel motivated?

P19: Yes.

L: Excellent! That's really helpful for me! Thank you. Why don't you now ... I'll turn this off. Why don't you find where you want to put this?

## **Participant 20**

### **Pre-sort interview**

L: Participant 20. OK what I'm really interested in hearing about from you is about this here. About your experiences learning English without the direct support of a teacher. We talked a little bit on Saturday I know, and you said that you're studying for TOEIC? TOEFL?

P20: TOEFL.

L: TOEFL. And then I also suggested that working at the SALC counter is also a way that you're using English without the direct support of a teacher ... can you tell me about that and what you do and how you do it?

P20: How do I do it?

L: Yes, for example, TOEFL. What ... tell me how study ... how you learn without the direct support of a teacher.

P20: OK. Actually for studying I'm using a podcast and YouTube.

L: Wow!

P20: Yes. I can listen to example questions of TOEFL test for free.

L: Can you?

P20: Yeah.

L: That's really interesting!!

P20: So by using that one I'm trying to improve my listening skill.

L: Right! Wow that's really cool! So there are practise questions on YouTube!

P20: Yeah.

L: Wow. Is that an official TOEFL thing?

P20: I think so. I [unintelligible] down to everything yeah but YouTube is really useful site to study English.

L: Right.

P20: And I'm also using podcast [unintelligible]. You know podcast have so many kind of programmes and we can download them for free.

L: Yes.

P20: That's why I'm using it.

L: OK.

P20: And I'm using train to come to my university and on the train I'm always listening to my podcast.

L: Right. So you're using that time on the train really effectively?

P20: Yeah. Because I don't want to waste any time. So ... yeah ... I decided to use podcast.

L: Mmmm. That's excellent. So how long is your train journey every day?

P20: Erm ... maybe about 40 minutes.

L: OK. OK. Right.

P20: I thought 40 minutes is not so long time. I think it's still effective.

L: Oh yes! Absolutely. So how ... like the YouTube thing, and your podcasts. How do you find them?

P20: How did I find them?

L: Mmmm.

P20: Erm ... one of my friends is working in kind of Apple Store. She has part-time job and she's working in Apple store in Ginza.

L: Is she?! Cor what a lovely job! I'd LOVE to work at the Apple Store in Ginza!

P20: I'm always hanging out with her and one day she told me about podcast. She said she's also using podcast to study English. So I realised maybe podcast is really effective way to study English in my free time.

L: Right. So do you search for them or you find them or do you hear about them in Roman's class or ...

P20: Actually when I was Freshman I heard about it.

L: OK.

P20: So when I decided to Roman's class I already knew about podcasts.

L: OK. So you search for good podcasts yourself?

P20: Yeah.

L: Right! And how about YouTube?

P20: Ah! As for YouTube, I didn't have any confidence to find TOEFL site, but when I tried yeah, fortunately I could find!

L: So you just tried. You just thought "I wonder if there's something to help me with TOEFL"?

P20: Yeah but ... I don't know why. But I had a kind of confidence which I could find some good site on YouTube.

L: Right. That's fabulous!

P20: Yeah, actually I have one friend who is from America ...

L: Mmmm.

P20: ... he is studying Japanese and he said he was using YouTube to study Japanese.

L: Oh right! OK!

P20: Sorry my English is not so good.

L: Your English is great P20!! Your English is great! You're talking really nicely. OK, so you use podcasts and YouTube ... when you're studying for TOEFL do you also use books or you just use YouTube and podcasts.

P20: I use both. YouTube and podcasts and books.

L: Mmmm. OK. And is there any other way that you learn English without the direct support of a teacher?

P20: Er ...

L: :You said you have an American friend? So do you speak English with your ...

P20: Sometimes we speak in English. But you know my friend came to Japan to study Japanese ...

L: Right.

P20: So sometimes we speak in Japanese ...

L: You use ...

P20: ... yeah both ...

L: ... half and half?

P20: Yeah.

L: OK. OK. Anything else? Any other way?

P20: Mmmm.

L: Do you watch movies, or ... ? Do you ...?

P20: Ah! When I was a Freshman, I try to watch movies and read some books to improve my English and I realised it was very difficult way to improve my English because in movie all characters speak naturally and use natural English expression ...

L: Mmmm.

P20: ... yeah but I think student cannot memorise all of them and it's also really difficult to use that kind of expression in daily life.

L: Right. Yes it is.

P20: ... which we learnt through watching movie. Yeah. Actually I really like 'Friends'. Do you know that drama?

L: Yes, I do. Yeah.

P20: And I learn some expression from Friends.

L :OK.

P20: But ... I really wanted to use those expressions, but I didn't have opportunities to use those words unfortunately.

L: Right.

P20: Yeah yeah yeah.

L: I think probably Friends is one of the best programmes for that kind of English – the English is quite natural. But then you're right, a lot of the time it is hard to learn useful English.

P20: So I changed my mind. This year I really wanted to be a good English speaker so I wanted to be fluent ...

L: Right. Right.

P20: ... so I decided to use language exchange.

L :Ah! So tell me about that.

P20: OK. When I was a high school student I had three foreign teachers, yeah, yeah, yeah ...

L: OK.

P20: ... and I realised it was the best way to talk with teachers to improve my English. Very fluent English speaker ...

L: Right.

P20: ... to do that, I realised it's really effective way to speak to foreigners or talk with foreign friends ...

L: Mmmm.

P20: So. Yeah. I decided to choose language exchange.

L: OK. So the language exchange in the SALC?

P20: Yeah. And fortunately I could find one American guy yeah ...

L: Excellent!

P20: ... and we met last December ...

L: OK.

P20: And first we introduced about ourselves ....

L: OK.

P20: ... and we also talked about our history of ... how can I say? Studying foreign language?

L: Right. So is this the American guy you were talking about before as well?

P20: Yeah yeah yeah.

L: It's the same person?

P20: Yeah.

L: OK. So sometimes you speak in Japanese and sometimes you speak in English?

P20: Yeah yeah.

L: Right. That's a really nice exchange to have.

P20: Yeah I think his Japanese is really amazing.

L: Right.

P20: Sometimes, you know, he cannot understand some difficult expressions in Japanese ...

L: Mmm.

P20: But in that case I always try to explained in English ...

L: Mmmm. That's good. So you get some practise too!

P20: ... and when I get problem about my English he always try to explain it in Japanese.

L: Mmmm.

P20: It's much easier to understand.

L: Sure. Yes. So how often do you meet?

P20: Once a week.

L: OK. And is it like a formal meeting time that you meet and then you have this exchange, or are you more like friends now and you just ...

P20: We are keeping in touch with by email.

L: OK.

P20: ... and once a week we send email to each other ...

L: OK.

P20: ... when are you free or which time is available to you ...

L: Right.

P20: ... and then we decide our meeting time.

L: OK. And do you feel it's helped? It's helped your speaking fluency?

P20: I really think so.

L: Really?

P20: Absolutely!

L: Really? Mmm. That's really good. In what ways do you think it's helped you?

P20: In what ways?

L: I mean why ... how do you think it's helped you?

P20: Er because ... how can I ... because through conversation with him ...

L: Yeah ...

P20: ... I erm ... this is kind of subjective opinion but I think my English is gradually getting better and better thanks to him.

L: Right.

P20: Yeah because when I couldn't understand his English I always ask him like 'What do you say?' or 'I couldn't understand your expression' at the moment. Then he knew ... he try to explain ...

L: Mmmm.

P20: ... but in class there are so many students so I can't interrupt teacher.

L: Right. OK. So that one on one interaction really helps. Do you choose a topic to talk about or do you just chat about anything?

P20: Oh we just talk about daily topic like what did you do on your weekend ...

L: Right. OK.

P20: ... what kind of food do you like ...

L: OK. OK. So do you go with a list of questions, or do you just chat about anything ...?

P20: Just chatting.

L: OK.

P20: Yeah. And sometimes we discuss about very difficult topic like [unintelligible] discrimination ...

L: OK. How do you choose those topics?

P20: Oh because when I was a sophomore student, my reading class ... in my reading class my assignment was about discrimination and I really wanted to ask him his opinion.

L: Right. OK! I see. So the topics sort of arise naturally in that way? OK. That's really interesting P20.

P20: That discussion was really difficult because it's kind of a complicated topic. Even in Japanese maybe ...

L: Mmmm. Mmmm.

P20: ... I can't explain very well. So it was really nice to know each other's opinions ...

L: Sure. Yes. Great. So you said you ... you said the reason you wanted to have an exchange partner was because you really wanted to work on your speaking and you wanted to become a fluent speaker. Why do you want to become a fluent speaker of English?

P20: Erm ... as you know I'm majoring in English ...

L: Yes.

P20: ... and in the future I want to be an interpreter or realising my dreams there ... becoming an fluent English speaker is an essential skill ...

L: Right. OK.

P20: ... so not must, but it's better to be a fluent English speaker ...

L: Sure. Sure. So why did you decide to be an interpreter? What motivated you to do that.

P20: Er. when I was a high school student, so many foreign students came to my high school, and I had a chance to interpret for foreign students and for their host families.

L: Ah! OK!

P20: And I realised interpreter was a really amazing job because interpreter can be a bridge between people ...

L: Mmmm.

P20: Yeah ...so it means if I can be an interpreter I can help people to communicate with each other. It's really amazing thing.

L: Right.

P20: So I was very glad to interpret for them. So I decided to be an interpreter in the future.

L: Right. OK! That's a really nice story. It sounds like your high school was pretty amazing because if you had all these ... all these native speaking students come and you also said you had three native speaking teachers – that's a lot for a high school!

P20: I also was in international course



L: Oh right!

P20: So that's why I could have three ELI teachers.

L: Right! OK. Is that a school in Tokyo, or ...?

P20: Chiba.

L: Chiba? Really? Wow. That's great.

P20: All of them were from different countries – either England or America. We could learn different accent ...

L: Right. That's super! What a great experience! And so why did you choose Kanda for your university?

P20: Actually I came to this university's open campuses ... maybe five times!

L: Wow! That's a lot!

P20: I also went to so many universities, but this one had a SALC – self-access learning centre – I thought it was really amazing institution. And I went to other universities but others didn't have such amazing institution and ...

L: Right ...

P20: ... the staff members in this university said there are so many foreign students and there are so many English teachers in this university ...

L: Mmmmm.

P20: ... so if I enter this university maybe my English will be better ...

L: Right. OK.

P20: ... they said. And I decided to trust them. And surely – yes of course myself I also thought maybe if I enter this university I will be able to improve my English very much.

L: Mmmm. Mmmm.

P20: So I decided to enter this university.

L: Mmmm. Mmm. Great. That's lovely. So er ... we should move on really but you said on here you've been learning without the direct support of a teacher since 2002, so obviously that's longer than your time here at the university, so what ... what were your experiences from 2002? Was this sort of ... doing the interpreting you were talking about or something else?

P20: In 2002 I was a junior high school student but at that time I really ... I also really liked English ...

L: Right.

P20: ... yeah. So do you know the test EIKEN?

L: Yes.

P20: I didn't know general idea but in my junior high school most of students were really motivated to take the EIKEN and to pass it ...

L: Mmmm.

P20: I was also studying about EIKEN, so ... yes I was studying for EIKEN without the help of any teachers.

L: Right. OK.

P20: Yeah, for preparing for test you know we couldn't rely on any teachers coz ... we have to take test by ourselves.

L: Mmmm. OK. And then I guess you didn't use YouTube? [laughing]

P20: [laughing] yeah at that time I only used books.

L: OK. OK Right. Very interesting P20. Thank you. I'll turn this off.

### **recording is resumed**

P20: ... teachers ... teacher plan their class ... teacher organised their class whereas students study alone they can focus on their weak points ...

L: Right.

P20: Some student don't know their weak points, but others know.

L: Mmmm.

P20: Actually when I was a ... I'm still student by the way! But when I was a high school or junior high school student ...

L: Yeah.

P20: I knew my weak points about my English so I really wanted to focus on my weak points. Whereas in class, you know we have to study same thing as our classmates so it means we couldn't focus on our weak points.

L: Mmmm.

P20: So I think the outcome, about studying without helping of teachers is maybe student can focus on their weak points and improve their strong points.

L: Right.

P20: Mmmm. It's so difficult to explain!

L: No! I do know what you mean. I can understand.

P20: And of course teachers are necessary, but sometimes ... yeah ... mmm ... making effort alone is also very important thing to improve in those case.

L: OK. That's great! But that's exactly the kind of thing that I want you to think about when you do this activity. I'll turn it off again.

### **Post sort interview**

L:OK. And I'll come round to your side and I'll write down the numbers. Why don't you start this end? Tell me about 27 and 21.

P20: Can I start?

L :Yeah. Go ahead.

P20: I'll talk about 21 [I believe I will be more likely to use English well in the future (+5)] first. As I said, I want to be an interpreter in future ...

L: Right.

P20: ... so naturally I want to believe I will be able to use English in my future.

L: OK.

P20: Yeah. Strongly. I really want to believe so.

L: OK. OK. So does ... does this belief ... do you feel this ... do you believe this more because of how you've been studying? Or it's just sort of inside you, this belief?

P20: Er ... maybe inside.

L: OK. Carry on.

P20: As for 27 [It is rewarding to know what works best for me with my English learning (+5)]. It is ... mmm ... how can I say? Erm ... I have been making my English studying strategy since I entered junior high school, so I really understand what kind of works best for my English learning ...

L: OK.

P20: ... I chose this one.

L: OK. So when you say you've been ... I can't remember what you said ... you've been planning ... making ...

P20: ... making my English studying strategy.

L: Can you tell me what you mean by that?

P20: Erm ... actually I always try ... do you know the training – shadowing?

L: Yes.

P20: Yeah yeah yeah. Maybe [unintelligible] I said I always read my text book aloud ...

L: Right! Yes you did. Yes.

P20: And our text book have a CD – audio [unintelligible] so we can practise shadowing by using it.

L: Right. OK.

P20: So ... what can I ...

L: So when you say you've been making your strategy since junior high school, that's what you mean?

P20: Yeah.

L: OK. So you've been doing that since junior high school?

P20: Yeah yeah yeah.

L: Have you really? Wow! So how many ... when do you do that?

P20: Every morning.

L: Really?

P20: When I woke up.

L: Really? So every single morning when you wake up?

P20: Every single morning. Sometimes ... oh sometimes I skip but almost every morning.

L: Since junior high school?

P20: Yeah.

L: Wow. And how long do you do that for?

P20: Ah maybe only 3 or 5 minutes.

L: OK. OK. And do you think that's a good strategy for you? Do you think it works well?

P20: I think ... I think so because I've heard reading text book stimulate our brain and it make our pronunciation better and better ...

L: Mmmm.

P20: But now that you ask a student first my pronunciation was terrible!

L: Right.

P20: My English didn't make sense at all to native speakers.

L: OK.

P20: Yeah. Same now, my pronunciation is very poor ...

L: Mmmm? I think your pronunciation is pretty good!

P20: [laughing] Not pretty good!

L: I think it's pretty good! Yeah. But you think shadowing has really improved your pronunciation?

P20: Yeah. Actually when I entered this university do you know Satoko?

L: Yes.

P20: Satoko was my learning advisor when I took module ...

L: OK.

P20: ... and we discussed about shadowing so many times ...

L: Yeah ....

P20: Shadowing is also an effective way to ... how can I say? For interpreter yeah... interpreter always train to English by doing shadowing ...

L: Right! OK. So was it learning about that that made you start shadowing? Did you ... did you discover that interpreters train by shadowing and then you started shadowing?

P20: Yeah yeah yeah.

L: Because you want to be an interpreter?

P20: Yeah.

L: Right! OK. Cool. Great. Please continue.

P20: OK. Ah! 34 says, I am less worried about making mistakes in front of other people (+4).

L: Mmmm.

P20: Actually I don't care about making mistakes, because everyone make mistake. Even teachers make mistake ...

L: Sure. Especially teachers! [laughing]

P20: [laughing] ... and it's really impossible for student not to make mistake. Everyone make mistake. It cannot be helped and no one can avoid it. Yeah. So ... I don't know what others are thinking but when my friends make mistake in front of everyone I don't care because I also make mistake.

L: Mmmm.

P20: So I cannot say ... I cannot speak ill of others because my English is also very poor. So we study together. We cover our each strong point and each weak point so I think ... mmm ... it's really important to evaluate each other's strong points and give advice about their each weak points.

L: Mmmm.

P20: So actually as I said before, I don't care about making mistake.

L: Right. Right. OK. So you said you study with other people ... who do you study with?

P20: I mean in class.

L: Oh I see! Right. Yeah. OK. Good. Yes I agree. How about the next one? [#49 I'm better at knowing how to get myself in the mood to learn (+4)].

P20: Ah! [laughing]. Mmmm. It's really a bit difficult to explain but erm ... it says 'I'm better at knowing how to get myself in the mood to learn' erm ... when I try to study in my house, in my room, there is one TV and once I watch TV I cannot stop it. So when I always ... how can I say ... when I finish to take a bath I always start to study because after that I don't need to turn on my TV.

L: OK!

P20: Yeah [laughing] yeah yeah yeah. So I know how to make me study in good mood.

L: OK. Excellent.

P20: OK the next one. I can explain better why I learn English in the ways that I do [#12 (+4)].

L: Mmmm.

P20: Ah! As I said, once I tried ... when I tried to use DVDs or movies to improve my English, I said they are not so effective.

L: Right. Yes.

P20: So I tried so many things like reading books or ... of course yeah watching movies or talking with foreigners.

L: Mmmm.

P20: So thanks to those practising which I found, I could improve my English at least a little. Not dramatically, but ... anyway I could improve my English so ... those strategies were really helpful to me to study English so I think ... yeah maybe little bit I can guarantee final what I should do to improve my English.

L: Mmmm. OK. That's really good. Excellent. Next column?

P20: OK. I have a better understanding of myself as a learner [#40 (+3)]. Mmmm. Of course I know myself very well ...

L: Yes.

P20: But when I entered this university last year, when I took a module, yeah, we focused on the word 'learner' ...

L: Right. Is this the First Steps Module?

P20: Yeah yeah yeah. We had to understand myself as a learner. It was a really difficult to understand myself as a learner. Yeah but through Module gradually I realised what I liked and what I disliked so ... thanks to Module I think ... I could understand myself as a learner

more and more. It's really difficult to describe. Yeah. But I feel I understand myself very well as a learner.

L: Right. Right. That's really good. Do you think that's useful for you ...?

P20: Yeah I ...

L: In your ... in your ... sort of generally in your English learning life, do you think?

P20: I think so. I think if we don't understand ourselves as a learner we do not know which activity we should do to improve our English.

L: Right.

P20: So I think it's a really important thing to know ourselves.

L: Mmmm. Mmmm. OK. Good.

P20: And the other says 'I am more able to choose good strategies to help me learn' [#11 (+3)]. Mmm. Mmmm ... It's a kind of similar topic to this one ...

L: Yes it is.

P20: ... and I said I have been making my English studying strategy for a long time so ... so now I think I can choose good activity or I mean ...I can distinguish good activity and bad activity for me ...

L: Mmmm.

P20: ... of course I mean bad activities they don't suit me.

L: Yes. Right. OK. Excellent.

P20: 'I'm more active about learning English' [#2 (+3)]. Mmm of course I like studying English very much. That's why I'm here! [laughing]

L: [laughing] Right. Fair enough! Good comment.

P20: Yeah maybe this is a kind of over-stating but English is a kind of part of my life ...

L: Right.

P20: ... yeah yeah yeah. I'm majoring in English in this university and I really like English very much and in future I want to be an interpreter so English always connect to my life.

L: OK. Yeah.

P20: So I don't think I can live without studying English.

L: Right. Right. That's very interesting.

P20: I really like studying English. So I'm sure I will never be bored about studying English.

L: Mmmm. Mmmm. Mmmm. OK cool.

P20: OK 51. I'm more likely to learn from language mistakes or errors I'm making (+3). Mmmm. Because everyone says erm people can learn something from making mistake. So do I. So without making mistake erm ... how can I say? Huh! Anyway it's not good to study ... by making mistake we can understand the contents more deeply ...

L: Mmmm.

P20: Yeah yeah yeah. So I think making mistake is an essential thing to study.

L: Right.

P20: In any genre.

L: Right. Yes. I agree. Are these two connected for you do you think?

P20: Yeah! I know erm ... no one want to make mistake but as I said it cannot be helped. No one's perfect!

L: Yes. Right.

P20: ... so we have to make ... I think the most important thing is to learn something from making mistake.

L: Right. Yes. That's really interesting. Thank you. Let's move to the other end.

P20: OK. From here?

L: From erm ... yeah ... from that end. That's OK. I'll come this side. Unfortunately my eyes aren't good enough anymore to read these small numbers!

P20: OK from 38. My learning is more effective because I'm not pushed by my teacher (-5). Erm it depends on each situation but ...

L: Mmmm.

P20: ... sometimes I become lazy, yeah. In that case I always try to make reservation for learning advisor in the SALC.

L: Right. Oh do you?

P20: Yeah. Thanks to them I can be motivated.

L: Oh! That's interesting!

P20: Yeah yeah yeah. When I'm lazy. Of course, when I'm lazy I always think about my future like 'Oh I have to be an interpreter so I have to focus on my studying'. I always think that but I cannot take it into action ...

L: Mmmmm.

P20: ... it's really difficult when I'm lazy, so I think this appeal is not my ...

L: So, so this is **least like you**?

P20: Yeah yeah yeah.



L: So. Right. So you sometimes ... what you're saying here is you sometimes DO need to be pushed by a teacher.

P20: Yeah. I really need it.

L: Right. Right. OK.

P20: And 17. I am better at finding good people to learn with (-5). Actually when I was freshman I said I took a module and maybe one of modules activities it said 'are you an independent learner or are you a ... like do you want to study with your friends or independently?'

L: Right.

P20: The activity asked me. I totally think I'm a independent learner. If I study some things with my friends I cannot concentrate at all ...

L: Right ...

P20: Yes because I always want to talk with my friends because I only like chatting with my friends so I don't think I can concentrate on studying English.

L: OK.

P20: So when I study I always try to do alone. Yeah. In each situation.

L: OK. Except of course you did find your exchange partner ...

P20: Yeah! [laughing]

L: So maybe that's the exception.

P20: He's an English native speaker so chatting with him help me study English very well. Yeah yeah yeah.

L: Yes. So that relationship is specifically for learning?

P20: Yeah.

L: Mmmm. OK.

P20: And 13 says I can describe better how I will learn in the future (-4). Because no one can know about our futures so ... in the future my learning style will change or may change dramatically so I cannot declare anything now.

L: Right. OK. That's a very good point.

P20: Now I have some strong strategies to help my studying English but in the future maybe I need more specific training to be interpreter, like site translation or more and more strong shadowing ..

L: Right.

P20: Yeah yeah yeah. So my strategy maybe changed.

L: Right. Yeah. OK.

P20: OK and 52. I'm more likely to create new strategies to help me learn (-4). Erm ... actually I don't want to change my current strategies because they really fit me so ... as a SALCer I shouldn't say this one but I don't like to challenge new things.

L: Mmmm.

P20: Yeah. I want to use strategies which I usually did. Yeah yeah yeah. It's kind of comfortable for me to use them.

L: Sure. So you like to ... you like to stick to the ways that are familiar to you ...

P20: Yeah yeah yeah.

L: ... you know that they work for you.

P20: Yeah yeah. I'm a little bit afraid of using new thing.

L: Right.

P20: Yeah because no one can declare whether they are really effective on my studying or not, so I'm really afraid of wasting all my time.

L: Mmmm.

P20: So that's why I don't want to try to new thing.

L: Right. Right. And is 7 the same? [I use more varied strategies when I learn English (-4)]

P20: Er yeah yeah yeah. Kind of same. I have some strategies but I use ... not I don't use more varied strategies when I learn English just I use usual one.

L: Mmmm.

P20: And 8 [I'm more likely to use the type of resources (books, DVDs, online materials, etc.) which match my learning style (-3)]. As I said. yeah DVDs or this kind of resources doesn't suit me. Of course reading a books fit my studying but DVDs or ... I never really sure whether podcasts is really useful but other online materials I cannot say they really fit me.

L: Right. Right. Mmmm. So ... so ... if for example ... but still you DO use the type of resources that match your learning style?

P20: Yeah yeah yeah.

L: So you think that podcasts and YouTube in particular ...

P20: [unintelligible] materials fit me. But in general DVD or other online materials doesn't fit me.

L: Right. OK.

P20: And 47 I'm more likely to review what I have learned (-3). Actually I really hate ... I mean I'm not good at reviewing ...

L: OK. [laughing]

P20: ... what I have learned. [laughing] Yeah I want to memorise new vocabularies so ... yeah! Once I thought 'oh I can remember this vocabulary' I don't try to review that word.

L: OK. OK.

P20: Unfortunately. I know it's really bad.

L: If you can ... if you don't have to review I guess it's not bad?

P20: But ... yes I cannot deny reviewing is really important.

L: Mmmm.

P20: Yeah.

L: So when you learn new vocabulary items, do they ... do you generally just remember them?

P20: Yeah. Just writing and memorising their meaning.

L: Yeah. And then it stays in your head? You don't have to go back and look at it again?

P20: Yeah.

L: Right.

P20: And go to next vocabulary.

L: Mmmm. OK.

P20: And OK next one. I have more courage to try different things when I learn English [#29 (-3)]. As I said I don't like trying new things.

L: OK! [laughing] Right. OK.

P20: [laughing]. Number 9. I'm more likely to ask others to help me with my English (-3). Yeah as I said I'm an independent learner.

L: Mmmm.

P20: So I don't try to ask other friends to help me studying English. Of course I try to rely on my teachers or learning advisors, but not to my friends or other English learners.

L: Mmmm. OK. Yes. So this one – for you perhaps this one is a little bit related to number 17 I am better at finding good people to learn with (-5)]?

P20: Yeah.

L: And maybe number 29 I have more courage to try different things when I learn English (-3)] is related to 52 I'm more likely to create new strategies to help me learn (-4)] and 13 I can describe better how I will learn in the future (-4)] for you? Mmmm. OK. That's really helpful. Really interesting. Thanks P20.

P20: I'm really sorry for my poor English.

L: PLEASE stop saying that because your English is REALLY good!! [laughing]

P20: No! No! [laughing]

L: If you had to choose a middle point. If you have to say find the point where for you things become most like you and become least like you ...

P20: The middle?

L: ... yes, where is the middle for you?

P20: Here.

L: In the middle? At number 8? OK. Right.

P20: From 43 to here.

L: OK. OK.

P20: 43 says 'learning at my own pace means I am learning more successfully' (0).

L: Mmmm.

P20: I want to believe so because I always study my English in the SALC or in Building 7 or in my house. Yeah. When I try to study English in public library I cannot concentrate on studying English at all.

L: Right.

P20: Yeah. That's why I always choose Building 7 or SALC or in my house.

L: OK.

P20: Yeah but sometimes I think it depends on each situation ...

L: Mmmm.

P20: ... maybe even in some public library sometimes ... yeah SOMETIMES I can concentrate on. I don't know why. But basically I cannot study in public library.

L: Right. OK.

P20: I don't know why. Yeah yeah.

L: But actually this is PACE [Lucy is pointing out the word on the card is PACE not SPACE]. [laughing]

P20: Sorry! [laughing] I make mistake!

L: That's OK.

P20: Sorry maybe it should be ...

L: Should it? So if you were re-sorting them you would move this one?

P20: Yeah. It's better to explain about this one. Yeah I have a good understand of how I learn best. [I have a better understanding of how I learn best (0)]. Mmmm. As I said I have some strong strategies to help my studying, but I don't have confidence whether they are really effective or not. Yeah. Thanks to them I can improve my English but if I ... if I could find other strategies ... maybe I might improve my English more dramatically. I am very proud of my strategies but on the other hand I also think I could have found more other ways ...

L: OK. OK. That's interesting. So there might be something out there that you don't know about that would be more successful for you.

P20: Yeah.

L: Right. So it's interesting, because you have that one here, and then you have this one here. 'I have a better understanding of myself as a learner [#40 (+3)]'. So for you those two things are quite different?

P20: They are, because ...

L: Understanding about YOU.

P20: ... it says 'as a learner'. As a learner I know myself, but as for the ways of studying English I cannot declare ... or I cannot decide. I mean anything ... like confidently.

L: Mmmm. OK. That's interesting. But then of course, as you said, if there is some better way out there you might not discover it because you don't like trying out [unintelligible] [laughing]

P20: Yeah, that's the problem! [laughing]

L: Yeah. OK. That's really really helpful. Did you ... have you learned anything about yourself doing this?

P20: Anything else? Erm ...?

L: I mean doing this activity. Has this ... was anything sort of surprising to you or did it ... did you learn anything about you in any way or not? Was it just ... ?

P20: Ah but! I feel more relaxed about learning English. Basically when I'm lazy of course I don't feel relaxed but sometimes from this year I have to start my job hunting so I have to study other things like mathematics. When I study mathematics I always feel frustrated because I really hate that subject.

L: Right.

P20: Then I always try to change it into English.

L: Wow!! That's interesting!

P20: When I start to study English, yeah, I don't know why but a little bit I feel relaxed.

L: Right.

P20: Yeah. Compared to studying other subjects. In that situation I always feel like 'oh maybe I really like English. I'm really into English very much'.

L: Right. Oh that's really interesting P20 thank you. It's been really really helpful for me.

## Participant 21

### Pre-sort interview

L: OK Participant 21, I'd like to first, before I ask you to do the card sort, I'd just like to get a bit more of an idea about this [points to form that P21 has filled out]. And also learn a bit about how you're learning languages and your motivation for doing so. Do you want to start just by telling me how you started off ... what gave you an interest in studying German at degree level?

P21: Well I was born in Germany and ever since I was younger I've always wanted to go back to where I was born.

L: Ahhh! OK. Right. Excellent. And so that ...and so presumably you took German at school did you?

P21: Yeah, I did it at GCSE and then carried on at A-levels.

L: OK. And then decided you might as well carry on even further?! And how about French?

P21: Well I always wanted to speak French since I was younger as in tiny tiny younger.

L: OK

P21: I always wanted to go to Paris, and obviously if you go somewhere you want to speak the language so ...

L: Sure. Sure. OK. So you didn't have the opportunity to do French at school?

P21: I did it very very briefly when I was about six years old.

L: Oh wow.

P21: That was from parents.

L: Wow. OK.

P21: But not very much. I learnt all the numbers and I learned basics – how to say hello and stuff, but that's all.

L: Right. OK. So is French something that you're doing as a minor? To German? So part of your ...

P21: [unintelligible]

L: So that will be part of your official degree when you graduate?

P21: Yeah.

L: Right, cool wow. And how's it going, so far?

P21: Erm ... It's a bit confusing with the German at times. I start to use the German and the French.

L: Ahh.

P21: It's just getting used to it, I think.

L: Sure! Laughing. That happened to me because I said I lived in Japan, and my Japanese isn't good at all, but then ... and I learned French at school, and then when I went to France after living in Japan for a while Japanese would come out instead of French, I think because I was bad at both languages ...! OK. So tell me about ... about how you're studying on your own without the direct support of a teacher.

P21: Er ... I do a lot ...for my German I do a lot of reading of separate books, not set texts

L: OK.

P21: I do a lot of that. I watch the news quite often. Like on the news sites watching the news.

L: First of all to go back to the texts, is that literature that you're reading?

P21: Yeah. I like doing it in English as well, so it's good to do it in German.

L: Right. And is it contemporary novels that you read, or ...

P21: It's quite contemporary.

L: Mmmm.

P21: It's ... at the minute I'm reading a book of short stories ...

L: OK.

P21: So just to try and ... so I can identify with the grammar a bit more. So ...And then ... I have read other books though and they've been quite good.

L: And they've been original ...in German? Not sort of designed especially to be simplified or anything.

P21: No.

L: OK. That sounds quite tough.

P21: And I go to the language centre and read a lot of magazines there. And like I said I watch the news. I'm quite interested in German music, just coz I find the lyrics interesting.

L: Oh OK. That's good!

P21: And I have a German friend as well ... like living three doors away from me in halls. So on a nightly basis we end up talking German, or I'll write something and she'll go over it so...

L: Oh right. Oh that's really handy!

P21: Yeah!

L: Did you know from when you chose your accommodation that she was going to be there or ...



P21: No, she's a new friend.

L: That must be really invaluable.

P21: Yeah, it's really amazing!

L: How did you actually get to speak in German with each other ... did you ask her 'do you mind helping with German' or ...?

P21: She's actually German herself, so she hasn't an accent and we talked from the beginning anyway and we just ended up ... she ended up offering to help me.

L: How nice. It's great ... I imagine it's really great to have a real German person there.

P21: Especially because when my grammar isn't really up to scratch, she'll point it out, and I'll do the same for her English, and I'll look over her essays to make sure her grammar makes sense and she'll do the same for my German.

L: Mmmm. Mmmm.

P21: So ... she'll make sure it's readable; and I'll make sure her's is readable.

L: OK. Excellent. That's really good. OK. So you said you watch the news, how do you watch? Do you watch online, through the computer?

P21: Yes, I watch it online on erm ... there's like a company? A broadcasting company I think they're called. Tagesschau? It's like ... I think it's their equivalent to BBC. So it's like their news. And it's updated every hour or so.

L: And it's video that you watch?

P21: Yes. Which is good. And the other thing which I do is I have podcasts, in German, from the Tagesschau. They're really helpful.

L: Excellent. So you just listen to those when you're walking around, and ...

P21: Yeah. They're good.

L: Excellent. That's really cool.

P21: And movies. A lot of my English movies have German over-voicing, so I put that on while I watch it. ... so even if I know what's ... some of the movies I've seen so many times before, I can associate it with the German.

L: Oh that's very cool. So these are DVDs that you would have ...

P21: Yeah, like Friends DVDs for example.

L: OK. And you just use the settings to switch to German?  
(overlapping)

P21: German.

L: Right ... excellent.

P21: And they do it in different languages as well, like Italian, but I use the German so ...

L: So you're really proactive actually in seeking out different ways to ... to help yourself.

P21: I want to do better so ...

L: Right. No great. That sounds really cool. So now tell me about French. How do you ... French is something you've just started?

P21: Yeah, I don't do as much for French as I do for German. Just because I have started and I'm trying to get used to basics. And if you get a different class I do my own work on, I make my own revision notes, I try and get it into my system a bit more coz compared to German it's very different so ... I go around doing that and also my German friend speaks French! So ...

L: OK! Wow she's really the perfect person to have living along the corridor!

P21: Yes, because a lot of people in Germany have to do two other languages in school: [unintelligible], English and French.

L: OK.

P21: So ...

L: So, do you speak French with her?

P21: No. I speak some. Not a lot. Obviously because I don't know a lot yet. But I speak very very little amount. And erm obviously I go through my own notes and stuff and make my own cards. I make my own bits and bobs for it, but obviously I'm not confident enough to do any reading or ...

L: Right.

P21: Not yet anyway.

L: Right OK.

P21: Hopefully I will.

L: Mmmm. I'm sure you will! Yeah. How about watching anything on television or online? Or ...

P21: Not in French. Just because I find it quite scary at the minute.

L: Right.

P21: I just wouldn't have any idea what was going on. My vocabulary range is tiny in French.

L: OK. So you want to build your confidence up a little bit ....?

P21: Yes, instead of jumping in at the deep end!

L: Right.

P21: ... thinking 'I can't do this!'.

L: Sure. OK. And then. To help you with both your German and your French do you spend much time in the self-access centre, or is that mostly just a place you go to access different resources?

P21: I spend a fair bit of time, not loads though. I do go there mainly just to access the resources.

L: OK.

P21: Because a lot of the stuff you can do at home on your own. If you have the Internet you can do most of it online on the Internet. Like with the DVDs and stuff. You can do that sort of thing so ....

L: Sure. So what is it then that you find in the self-access centre?

P21: DVDs and magazines.

L: Oh OK so you borrow the DVDs from the ...

P21: Yes I watch them in there because you can't take them out.

L: Oh OK. Right. And magazines too?

P21: Yes. Which are really good.

L: Mmm.

P21: And they have some really good resources on grammar as well

L: OK.

P21: Which is hard.

L: You've mentioned that a few times so grammar's obviously a ...

P21: Yes I'm a bit shaky on my grammar. I need to get that better.

L: OK. Well it's early days! Have you actually been to Germany yet, or is that something that ...

P21: Well I've been a few times with school. I had a trip to Berlin and Krakow. And I had a different trip to Mayen, near Koblenz and Cologne. It's a German exchange programme. So spent a week and a half over there, which was good.

L: Oh right. Excellent.

P21: I think that's about it. I've been to Switzerland. Obviously they speak German as well in Switzerland.

L: Right. Sure.

P21: That's it I think.

L: Obviously the experience of living with a family for a week would be really ...

P21: It was very different.

L: Yes, yes I'm sure. And how about France? Have you made it to Paris yet, or ...?

P21: No. It's gonna be done ...

L: Right.

P21: I'm actually thinking of going next year.

L: Oh that's a fabulous goal to have, isn't it?!

P21: Yes, I'm going to do it! It's going to happen!

L: Excellent. I'm sure it will. Great. Well thank you for explaining all that for me.

### **Post sort**

L: OK, you can start wherever you like, P21, you can start this end or that end.

P21: OK. Alright. Erm. I've never felt like giving up German [#28 Sometimes I feel like giving up learning German. (-5)]. It's not even crossed my mind. Which is why I put it at the top as well. It's never crossed my mind at all.

L: Right.

P21: I've never really found a good computer programme to help me with German [#4 It's easier for me to find suitable computer programmes or internet websites to help me learn (-5)] It's normally books, and other resources like DVDs and things like that.

L: OK.

P21: Never really any computer programmes.

L: Is that because you've looked and you haven't found anything? Or you ...

P21: I have had them before.

L: You have?

P21: But I've never really learned from them.

L: Oh that's interesting.

P21: I don't really find them very effective for me so ... so that's why that's at the bottom again.

L: OK.

P21: [#46 I'm more likely to develop new ways to use resources for learning English (-4)] I don't develop new ways, I just use old ... ways I've always used. So ...

Laughing.

L: Tried and tested ways!

P21: Yeah, I know they work for me! So ...[#16 I can organise my learning time more effectively (-4)] I'm very bad with time management.

L: OK!

P21: Very bad with time management. So there are a couple of bits there.

L: A lot of us are! So what other ones are related to that?

P21: Erm ... I'm more likely to make time to learn [#23 (-1)].

L: OK.

P21: I think that's about it.

L: And this one. I'm more likely to create new strategies to help me learn [#52 (-4\* changed later)].

P21: Well I've got ... I don't use different resources, but I tend to ... the way I write things down I tend to change it a lot, because the more I change it the more I have to think about it, and the more I have to think about it the more I'm likely to remember it.

L: OK.

P21: So that's why that's ... I think I put that in the wrong column...

L: OK.

P21: I might have just managed to confuse myself!

L: OK. That's OK. So you think you DO actually use, or you do use new strategies more than 3 column.

P21: Yeah.

L: OK. Would you like to move it? I can give you more time and you can think about it.

P21: OK I've changed that (position -4) to 'I'm more likely to ask others to help me with my German [#9 (-4)]' because the only people I ever really ask, especially at the minute, is my German friend. I don't ask anyone on my course. And a lot of the work I do at home I do at home for me, so I don't really take it into my lectures, because there's no need to. So I don't really ask any other people.

L: OK. Right. And the reason you don't ask other people on your course is that because you don't know them so well? Or because you don't really have that kind of relationship with them

P21: I don't really have that kind of relationship with them. But it's also kind of how I decide to learn, so if I do it on my own it's kind of self ... I look at it myself, I try and pick out myself what's wrong with it, and then if I can identify it myself then that's all I need to do, because if I can teach myself how ... where I'm going wrong then I don't need anyone else.

L: OK. Right. So you actually like working on your own.

P21: Yeah. I can be really critical of my own work.

L: Right. That's a really good skill to have. OK. So earlier you were saying your German friend helps you with your grammar and so on, is that the one area where you feel you can't be so critical?

P21: Yes. Because sometimes a lot of the books you get are very long-winded ... they're trying to say something very simple and it gets a bit confusing, and if you've got a native German friend, it's like our English, we don't think about how we talk, we just say it

L: Sure.

P21: But she also did an advanced course in German, so she knows all the German that I'm doing now.

L: Right. OK. Excellent. Super. How about this side?

P21: [#39 I am more self-disciplined (-3)] I'm not more self-disciplined, that goes with time-management!

L: OK.

P21: [#31 Reflecting on my learning makes me feel bored (-3)] Going over my learning doesn't really bore me to be honest, because it's quite interesting. Especially learning new words.

L: Right. OK.

P21: [#33 I feel frustrated asking other learners for help when I'm learning English because I don't know if they are correct (-3)] Yeah, when I do ask other people for help, not very often, but when I do I don't really mind asking them.

L: OK.

P21: Because ... the reason I wouldn't have asked in the first place isn't because I wasn't sure if they weren't correct, it would just be because I wouldn't have had that relationship with them, but if I did ask them I wouldn't worry if they were correct or not. Because they're also learning so they might have it right, but if you've both got the same thing, then if you've done it wrong then you're both falling up on the same thing. So it's more likely ... it's easier to understand if you're both doing the same thing.

L: Right. Sure. Are you ... in your classes ... I actually have no idea how languages are taught at university these days. Are you required to do group work with other people in your class?

P21: Erm ... well I had a presentation yesterday in my German oral class, and we basically had our own presentations but overall we had to do a big presentation, so we went back and did our own presentations, we went over them together afterwards, and then that was basically it. So ...

L: Erm ... so there are some ways built into the lessons of facilitating group work and peer work?

P21: Yeah.

L: OK. Great. How about this one [#20 I am better at identifying the strengths and weaknesses of the German of others (-3)]?

P21: I ... not really of others ... I don't really find it easy to identify the strengths and weaknesses of German of others because I find it a lot easier for me because I know where I can fall up and ... I'm always conscious of it, but with other people, if they're confident when they talk it's really hard to pick up on it.

L: OK.

P21: That's why I put that one there.

L: Right. So confidence can disguise a lot!

P21: Yes, it can!

L: OK. How about column 6 here.

P21: [#13 I can describe better how I will learn in the future (-2)] I can't describe how I'll learn in the future mainly because I tend to change my mind a lot.

L: Right. OK.

P21: Erm ... [#25 Learning without the encouragement of a teacher makes me a bit more lazy (-2)]. I do get a bit lazy without the encouragement of a teacher, but then I do watch a lot of DVDs and stuff on my own, which isn't really work ... so ... it's not really work so it's not really encouragement with a teacher in that respect. But ... a little bit lazy.

L: OK ... so the sort of ... the learning that you do, outside class, would you say that's it more ... more sort of in the 'fun' category ...?

P21: Yes, more recreation in a way, rather than grammar. Because I don't watch DVDs to improve my grammar!

L: No. Sure! And you said you borrowed magazines from the self-access centre as well, I mean are they more ...

P21: It's because they're interesting.

L: Right. And I'm presuming they're more kind of er ... like magazines about things that you enjoy reading about rather than [unintelligible] things as such ...

P21: Yeah, it makes a difference.

L: OK. Sure. Erm ... it's interesting that you've put these two in the same column. [#25 – Learning without the encouragement of a teacher makes me a bit more lazy; #38 – My learning is more effective because I am not pushed by my teacher (-2)].

P21: Yeah! Learning is not really more effective not being pushed by a teacher. Erm ... because as I said I go out on my own a lot, and it depends what kind of learning I'm doing, so the learning I like doing, with DVDs and stuff, I don't really get pushed by a teacher. What I do, I do it because I want to do it. But, encouragement, I'd probably [savour?] that over being pushed.

L: Right. OK.

P21: Because it just makes you want to do it more, and being pushed makes you not want to.

L: Sure. Sure. OK.

P21: Erm ... [#34 I am less worried about making mistakes in front of other people (-2)] I'm still worried about making mistakes in front of other people ... my confidence isn't very high in German.

L: OK.

P21: So, erm ... [#18 I am better at learning on my own without a helper (-2)] I'm not ... I like working on my own. I do like working on my own. But with help a lot from my friend Inge<sup>1</sup>. That's really invaluable. So that's why that's in that column.

L: Right. OK. So, if it wasn't for Inge then you would think this [# 17 I am better at finding good people to learn with (-2)] might be more up the other end ..

P21: Yeah, right.

L: But the fact you have Inge there ...

P21: Yeah, definitely! Like I said I don't really work with other people, I prefer to learn my language on my own, which is why finding good people to learn with isn't really a strength of mine ...

L: OK.

P21: So erm ...

L: OK. Very interesting.

P21: [#49 I'm better at knowing how to get myself in the mood to learn (-1)] I kind of know how to get myself in a good mood to learn, but I get distracted rather easily.

L: OK! It sounds like me too.

P21: Yeah. So I know how ... I know what to avoid, but I can still get distracted. So ...

L: Right! [Laughing].

P21: [#5 I try harder to find opportunities to use English (-1)] I don't really try much harder to find opportunities to use German, because like I said before I'm not that confident in my German speaking, and I'm really conscious of making mistakes. So with Inge, I do it a lot because it's kind of a vice versa thing, my grammar isn't great, and she'll help me, and she's done it a lot longer than I have so ... but I don't really go out of my way to use German. Not here anyway. In Germany I'd use it, without a doubt. But not here. Especially because hardly anyone speaks it, and people on the course are quite quiet, so I don't really talk to them.

L: Sure. And I'm presuming that you're not sort of seeking pen friends, or anything like that

P21: No. I always forget to write back, and I feel bad!

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<sup>1</sup> Name has been changed.



L: Sure, no I used to be exactly the same way!

P21: Erm ... [#23 I'm more likely to make time to learn (-1)] I am kind of more likely to make time to learn. I'll put time aside in the week, but I don't always use it.

L: OK.

P21: But the intention's there. Erm ... And again, [#22 When I feel myself getting stressed about my learning I know better what to do about it (-1)] now and then I get in a bit of a kerfuffle. I kind of know what to do. But then sometimes it puts you in a bad mood, and it doesn't really help, so I just stop for a bit.

L: Mmm...

P21: [#11 I am more able to choose good strategies to help me learn (-1)] That's kind of here because ... I have my strategies but I don't really know if anyone else would call them good strategies, because they're good for me, but in general probably on the whole they're not the best strategies that I could have chosen. But I always enjoy them, which is why I choose them.

L: Yes. I mean if they're good for you, do you not think that's enough?

P21: Not really. Because they could be a lot better for me. But because I enjoy them, I stick to these ones.

L: Right. OK. Could you give me an example?

P21: Like ... if I read a German book, I'm more likely to go for a more modern book, than an older book, because the older book the grammar's going to be harder. It would make me think harder about the grammar and I wouldn't really read the book as much because I'd be more focused on the grammar, and the old terms used, whereas that would be better for me to do because I'd be learning more from it, but I prefer to ...

L: Yeah

P21: ... read the other book

L: And you're probably more likely to continue if it's the modern book.

P21: I'll only get fed up with it. So that's why that's there.

L: OK. So that's very interesting. It's quite insightful of your own psychology.

P21: Erm ... [#3 It's easier for me to find suitable books and worksheets to help me learn (-1)] I use books and worksheets, but worksheets kind of get a bit confusing after a while and they get a bit tedious. they're helpful, but they do get a little bit tedious. So that's why that's kind of in the middle. That's sort of like me. Erm ..

L: OK. Do you find worksheets available for you in the self-access centre or...

P21: No, I haven't really found any worksheets.

L: Where would you come across worksheets?

P21: Well I have a lot of books with a lot of exercise in .. a lot of exercises in ... which could probably be seen as worksheets ...

L: Right, I see.

P21: Because normally a lecturer would just photocopy it and give it to us as a worksheet. So ... that's really helpful, actually. Especially with the grammar.

L: Mmmm.

P21: [#50 I am more committed to achieving my goals (0)] I'm kind of more committed to achieving my goals. I know what I want to do, and I know how I have to do it. But like I said I do get distracted.

L: Right.

P21: [#40 I have a better understanding of myself as a learner (0)] And I do sort of have a better understanding of myself. I know what I enjoy and what I don't enjoy. I know I'm more likely to learn something if I enjoy it and am paying attention. Because I know how easily distracted I get.

L: OK.

P21: And then again, [#43 Learning at my own pace means I am learning more successfully (0)] I'm learning at my own pace again with a distraction. I learn a lot more on my own but I get quite distracted, so sort of again.

L: So sort of more successfully when you're keeping focused?!

[Laughing. Unintelligible.]

P21: Yeah. [#35 I feel more relaxed about learning English (0)] I'd feel a lot more relaxed about learning German, should my grammar be a little better.

L: Oh OK. Right.

P21: But compared to everyone else here, my grammar's quite poor.

L: Mmmm. OK.

P21: So it kind of makes me a bit aware of it in classes, when I'm doing work, so that's why that's in the middle.

L: OK. How about with this one, how about when you're learning outside the class? I mean does that make you more relaxed about it?

P21: Yeah, when I'm outside the classroom, I am a bit more relaxed about it. I am so really aware, because I know that everyone else is so much better at grammar than I am. I'm very aware of it. So it's always there when I'm writing. I'm always thinking about it. So it kind of puts me not ... it puts me on edge a bit.

L: Right, sure. It sounds though as if you're very self-aware of that being a weakness of yours,

P21: Yes, it's a very big weakness.

L: Mmmm. But then self-awareness is always half the battle, isn't it?

P21: Yes. Erm ... [#27 It is rewarding to know what works best for me with my German learning (0)] It is rewarding to know what works best for me. As I said, DVDs, interactive stuff. I wouldn't say that's most like the rest of the pile. Which is why that's in the middle. [#26 I think more carefully about what I want to learn (0)] I think more carefully about what I want to learn. That's in the middle because what I want to learn and what I should learn ... I WANT to improve my grammar ...

L: OK! [Laughing].

P21: But I don't want to improve my grammar, because the actual doing it is very tedious and very long, so I do want to do it, it's just very off-putting sometimes. So that's in the middle.

L: OK.

P21: Erm ... [#12 I can explain better why I learn German in the ways that I do (0)] I can explain why I learn German in the way I do ... sort of. It's hard to explain to some people why I watch so many DVDs...

L: Mmmm ...

P21: ...and things. but I find it good to associate it with things that I'm normally used to. But it's like the Friends DVDs, if I've seen it a lot of times before, and some of the vocab in German I'm not sure, I still know what they're talking about. Whereas a lot of people couldn't do that. They don't have that ... So ...it's harder to explain.

L: Mmmm.

P21: Erm ... [#24 I have a better understanding of how I learn best (0)] I kind of know how I learn. I know how I learn well, but I don't ...I'm not really sure how I learn BEST.

L: OK. OK.

P21: So that's why that's there. Erm ... [#41 I feel more likely to have a successful life (+1)] I'm more likely to have a successful life, because I'm actually driven, pretty driven to doing my German. And I always have wanted to, and the fact that I'm actually at uni now doing it means that that's obviously had some kind of impact on my life.

L: OK.

P21: So it's obviously a good thing that I'm here.

L: So for you, it's the fact that you're studying German at university in itself is success?

P21: Yeah. Because I didn't think that I'd get the grades this year to come to university. So it's a big thing for me.

L: Oh. Well well done. That's great!

P21: I really tried hard last year so ...

L: Mmm.

P21: [#15 I know what I'm trying to achieve in my language learning (+1)] I do know what I'm trying to achieve in my language learning ... especially when I sit there and think about what I'm going to do, and if ... like at the beginning of the week, I've got something in class and I'm not sure of a particular part of my translation work, I'll make it part of my aim for the week to go over it and understand it by the end of the week.

L: OK.

P21: So I know what I'm trying to achieve in that sense. But in the larger sense I don't really know what I'm trying to achieve

L: OK.

P21: Because I don't really know what I want to do after university.

L: OK. So you've got ... small goals are no problem. Your bigger goals are a bit more unclear.

P21: Mmm. That kind of ties in with the trying to achieve in the language thing. Ideally I can look over my work and see that I need to do better. And see what ...

L: OK so 14 [I can analyse my English needs better (+1)] and 15 [I know what I'm trying to achieve in my language learning (+1)] are quite closely related for you?

P21: Yes. I can see what I'm stronger at and I can see what I'm weaker at ...

L: Mmmm.

P21: And through that see what's better and what's worse. So ... [Looking at card 2 – #2 I'm more active about learning German (+1)] I do do a lot more German than I used to. Definitely. Especially with all the DVDs, I didn't really do that ... it's quite a recent thing.

L: Mmm. Is that because you realised that that was a possibility?

P21: Yeah. I didn't really realise that it was on the DVDs if I'm to be honest, I saw it on a couple of them. And then by chance, I saw it on the others, so ...

L: OK.

P21: I kind of realised after that so...

L: Excellent.

P21: [#7 I use more varied strategies when I learn English (+1)] And then various strategies, the whole different resources, I do do a lot of that.

L: Mmmm.

P21: Erm ... [#30 I feel unsupported when learning English without the direct support of a teacher (+1)]. I CAN feel unsupported without learning German ... erm without the support of a teacher in German. Not for vocab. Mainly for grammar.

L: OK.

P21: Just because mainly if you don't understand something the book tells you, there's no other way of telling if you're right or wrong, so if there's not anyone to explain it, you're just going to carry on doing it wrong, and I'm conscious of my grammar, and I don't like talking to people because of it, so ...

L: OK.

P21: That's there. Because I do sometimes.

L: So whilst you're very happy to use your DVDs and study all these things outside the classroom, when it comes specifically to this issue of the grammar you really feel you need the support of ...

P21: Yes, because it's very different to our own

L: Yes.

P21: So it's not really something you can guess at.

L: Right. No.

P21: You've just got to get it right.

L: Mmmm.

P21: There's no [unintelligible] like in between answers or only right or wrong. If you don't know ... if you don't have someone telling you then you won't know.

L: Mmm.

[# 45 – I have stronger opinions about which activities are good for me (+1)]

P21: I do have strong opinions about what are good for me. I don't always do activities that are good for me, but I do have stronger opinions, so I don't do them which is why it's in the middle area.

L: OK.

P21: I do kind of know, so.

L: OK.

P21: I generally kind of know.

L: OK. Good.

P21: Erm ... that is true. [#6 I can make more effective decisions about whether feedback is useful for me (+2)]. That's definitely true. I can make more effective decisions about whether feedback is useful for me. Erm, for example, an essay in my German class, not on German, not in German, but on the summer German class, a lot of the [unintelligible] but then certain parts, perhaps about ... just about thinking there was something last week but I've forgotten what I was going to say. But erm just general parts of it. Not as useful as other bits, but you can take it on board more.

L: Right. OK.

P21: Like some parts of the feedback, I can tell what's more important from the feedback. What I need to focus on more, rather than less, so ...

L: OK. And is that feedback usually written feedback or ...

P21: Normally, or written ... or spoken, sorry.

L: OK.

P21: So ... which is good.

L: And is it on writing that you do, or on your spoken language or on both?

P21: Both. Yeah. I've not had my feedback for my presentation yet ... I'm kind of dreading that!

L: OK.

P21: [#29 I have more courage to try different things when I learn English (+2)]. I do have courage to try different things, but I do like my ways of doing it. Like, back there I said that there are different ways of ...yeah new strategies [#11]. I like new strategies and I like new ways of doing it but erm ... I do have my own ways. But I do ... It's hard to explain. I like new strategies but then I don't like new strategies. But then I do have more courage to try new things than I used to. It's a bit confusing.

L: So you're becoming more ... experimental?

P21: Yes. Definitely.

L: But you still find it ... you put this one here in column 3, number 46 [I'm more likely to develop new ways to use resources for learning English (-4)],

P21: I'm not likely to develop them myself.

L: OK. OK. But if ideas for new strategies are ... presented to you ... then you're ...

P21: If they're recommended I'll try it.

L: OK. And you're more likely to do that than you would have been?

P21: Than I would have been, just sat there, thinking 'What else can I try?'

L: OK.

P21: So ... [reading from card # 21] 'I believe I will be more likely to use German well in the future' (+2) I do. Otherwise I wouldn't be at uni.

L: OK.

P21: And I'm more likely to review what I've learned [#47 (+2)]. I do a lot of looking at my notes in a week. Especially on vocab. You've got to do that to learn the vocab.

L: Right. So has that changed since say A-level time, or is that something that you've always done?

P21: No it's actually something I've always done. Because after every class you've always got new vocab. And ... if you just leave it til whenever, the end of the term or exams, you're not going to learn it all. There's too much vocab to learn like that. So if you just learn a bit at a time, and not loads in one go, then it's more likely to sink in better. Definitely. Erm ... [#42 I feel more able to continue learning German after I leave university (+2)]. I will be learning German after I leave uni. I'm not going to be perfect by the time I leave uni, I know that, coz obviously I'm not a native speaker, I'm not from Germany, so I'll always be getting better. Even some of my lecturers their English isn't that immaculate, so that's a given, I think.

L: Mmmm.

P21: Erm ... that kind of ties in with the supported ... the direct support of a teacher.

L: #30 [I feel unsupported when learning English without the direct support of a teacher (+1)] and #32 [I get frustrated learning on my own as I need a teacher to tell me if I'm learning well (+2)].

P21: Yeah.

L: OK.

P21: Erm, coz it's just without a teacher telling you if you're doing it right or wrong, it's a bit annoying, coz you don't know if you're doing all the work for no reason, like if you're doing all the work wrong, so that is true. Erm ...

L: OK. And for you is that true sort of across the board. Or is that again just with this issue of grammar?

P21: That's across the board. That is across the board. That could be for anything.

L: OK.

P21: French, whatever. That could be for anything.

L: OK. So you really like to have feedback on ... on your progress?

P21: I like to make [criticisms?] about the feedback. About what I can use from it and how I can better myself.

L: OK.

P21: [#8 I'm more likely to use the type of resources (books, DVDs, online materials, etc.) which match my learning style (+3)] Yes, I am more likely to use DVDs and online ...

L: OK.

P21: Definitely. I find it a lot more interesting and I have a lot more motivation to watch them.

L: OK.

P21: Erm ... [#1 I have more of a desire to learn English (+3)]. I have a big desire to learn German. I even did it at A level. Because now I'm here I know that I'm here and I know that I'm keeping on with it, and I just want to get better. I want to have a full blown conversation with Inge, and I'm going to live with Inge after uni in Berlin. So it's more of a desire to learn. Definitely.

L: OK. Right. Excellent. Great again to have that goal.

P21: Yeah, it's really nice to work towards. So it's given me a really big ... And my parents have never spoken any languages before, so they're happy that I'm here, and that's given me more of a desire to learn. And erm ... my sister said she saw me as a role model, which has given me more of a desire to learn!

L: Oh how lovely.

P21: Yeah, so ...

L: Oh that's really nice P21. That must be very motivating.

P21: That is very. She told me that a couple of days ago so. That is very motivating.

L: Is that a younger sister?

P21: Yeah. 15.

L: Oh super.

P21: Yeah that ties in with feedback [#19 I'm better at finding out the strengths and weaknesses of my English (+3)]. I'm better at finding my strengths and weaknesses. I know what I need to focus on. I can see what I need to focus on and I can see what I'm better at.

L: Mmmm.

P21: Which is good. Erm ... [#10 I understand better when a way of learning is working for me (+3)] Yes. I do understand better when a way of learning is working for me. Definitely. It's just easier to comprehend if you have a book that's written well, that you're working out of, if you understand it it's easier to learn from it. Whereas another book, it'll say the exact same thing but really long-winded.

L: Mmmm.

P21: It'll take me a lot longer to understand it, so probably wouldn't take it in as much, to be honest.

L: Right.

P21: Yeah. I do that as well. Number 37? [I enjoy learning English more because I can learn at a level that suits me (+4).] Because obviously not everyone on my course I mean the degree is at the same level, but we're ... when we go home we can go back to our own levels and either boost it, or just supplement it. So I do enjoy that. Definitely. Because especially when you're working on your own you don't have the pressure of everyone else around you who you think are either better or worse or whatever.

L: Right. Sure.

[reading from card: #36 I enjoy learning German more because I can learn in ways that interest me (+4).]

P21: Yes, it ties in with DVDs again. It does interest me a lot. Because I just find it entertaining. I don't watch much TV, so I enjoy DVDs on their own in English, as well as German.



L: OK.

P21: So it just ties in with German if I watch in German.

L: Right. So you say you don't watch much TV. So watching DVDs, is that one way that you might well just relax and

P21: Yeah. I tend to.

L: And so when you switch to German you're still relaxing but you're learning having that input as well?

P21: Yeah. Especially if I've seen the DVDs before.

L: Right.

P21: Because I know what's happening. I don't even have to pay attention to the situation. I can just think about what they're saying in German. And then if there's any words I don't know I can associate with what is generally being said in English with what's being said in German. Which is good.

L: Mmmm.

P21: Erm ... [#51 I'm more likely to learn from language mistakes or errors I'm making (+4)]. I'm a lot more likely to learn from mistakes or errors, because now I'm a lot more aware of them.

L: Mmmm.

P21: Like in A-level I wasn't so sure of them.

L: OK.

P21: And in my ASs I wasn't so sure of the mistakes I was making. But when people ... erm ... your tutor or lecturer points them out to you, you take them on board a lot more. So you're being made aware of the mistakes. As I said earlier somewhere ... I'm much more likely to take on board and then learn from them, and not do it again. So. Especially when I'm talking with Inge, and she'll point something out. Then I'll take it on board and don't do it again.

L: OK. That's pretty cool.

P21: [#48 I am better at choosing a place to learn (+5)] I'm very good at choosing a place to learn.

L: Mmm. That's a really interesting one for you to put that at the end, I think.

P21: Yeah. Definitely. As I said in here a lot, I get very easily distracted.

L: OK.

P21: And I know that if I work in my room, whether I'm at uni or home, then I won't work.

L: OK.

P21: I get distracted by anything in my room!

L: Mmmm. Laughing!

P21: So for my A-levels, I took my laptop to the bathroom.

L: Laughing.

P21: This isn't ... being serious here, I took my laptop to the bathroom, and I studied in the garage at one point!

L: This is really interesting.

P21: I studied in my sister's room, I studied in the kitchen, and the dining room, and the living room, on the living room floor. I couldn't study in my room.

L: OK.

P21: It's the same absolutely anywhere, it's the same at uni, I can't ... I can study in someone else's room, but I can't study in my room. There's too much around to get distracted by.

L: OK. So that's fascinating. Because I'm guessing that here your accommodation is just one room?

P21: Yeah.

L: So where do you go?

P21: Erm ...well we have a quiet room. So I generally normally ... if I'm working with other people from different courses then we'll go into one of their bedrooms, or we'll go into the bar when it's shut during the day because it's like another common room for us.

L: OK.

P21: So either that, or the library, or the Atrium. Coz that's got Internet access all day.

L: That's the one on Jubilee Campus?

P21: Yes. But not in my room.

L: OK. That's really interesting.

P21: I used to go to my Nan's to learn. And the park. And anywhere but my bedroom. I know that doesn't work.

L: That's very inventive!

P21: Yes, I know that doesn't work. So that's why that's at the top. [#44 I can explain better why I choose the materials I use (+5)] I can explain better why I choose the materials I choose, because like I said they interest me a lot more. I think personally I'm more likely to pay attention and not get distracted if I'm interested in it. So a lot of the articles and so on that I read are articles that I'm interested in.

L: Articles meaning in magazines?

P21: Yeah. Articles in magazines. Or in newspapers. I'm very into politics so anything political I'll read. But if there's something about ... I don't know, some kind of war or something, I'm less likely to read it because I'm not interested in that.

L: OK.

P21: So that's why I can see what ... why I choose them. Because it's got to interest me. Keep me focussed.

L: OK. Super. That's really fascinating. Thank you so much. It's been very interesting talking to you. If I asked you, because this is the middle point that I've set, is that ... would you say that that's your middle point as well?

P21: Yes, that is my middle point.

L: It is. OK.

P21: And all these are kind of middle-ish as well. I'd say that end ones are properly

L: So ... 4?

P21: 4 that side. To 6 ... this is more, actually this is more yes, to ... 7

L: So from 7 here it's quite strongly ...?

P21: Yes.

L: And is there something that you would add here that I haven't included?

P21: Erm ... not really. I think it's all covered.

L: OK.

P21: It's all been covered.

L: OK. Great. How was doing this? Was it kind of ... tedious, or ...?

P21: No it was OK actually. It made me think a lot about how I work. I hadn't really thought about it before. It kind of made me think a lot more. I knew WHY I did it, but I never really thought about it.

L: Mmmm. OK.

P21: So ... especially when you say about the choosing a place aloud, I didn't really think it sounded that weird, but it actually does if you say it aloud.

L: Right. I don't think it sounds weird, I think it just sounds interesting. Because I think you're the only participant I've had so far, and you're my 21st participant, erm ... I think you're the only one who's selected to choose that one in the top position.

P21: It genuinely is because I'm so easily distracted!

L: Yeah! Yeah!

P21: Very important for me, no matter what work I'm doing. Whether it's an essay, or whatever, I HAVE to be away from my room. It just goes without saying!

L: Sure. Yeah. No. OK. That's really fascinating for me. Thank you.

## **Participant 22**

### **Pre-sort interview**

[Chat about Australia]

L: Are you Australian? Because you don't sound very Australian?

P22: I'm English but have been living in Australia for 7 years.

L: OK. Right.

P22: I love it here, it's so much better. Especially learning languages. SO much better!

L: Really? That's interesting! When you say you love it here you mean in Nottingham, or in the UK?

P22: In the UK, but since I've been here I've spent 2 weeks in London and here, so I haven't travelled around the UK much. It's just a different atmosphere, a different vibe I think.

L: Oh that's really interesting. Where are you living in Australia?

P22: At the moment I live in Brisbane, but I also lived in Byron Bay for a while.

L: OK. Wow Yeah I was gonna say god I would emigrate to Australia tomorrow if I had the chance! OK. So going back to this. So what I'm really interested in is finding out a little bit more about your experiences with Russian and Spanish, and as I said in particular what you do when you're not being told what to do by a teacher. And how you're kind of able to do that.

P22: Well in Spanish, I studied a bit last year in Australia and then I didn't do it for 10 months. And most of our class, maybe like 80% of our class was in Spanish, and you could talk to them all the time, like meet, after school, after uni with my friends, and we'd have coffee in Spanish. Like we'd sit and chat and watch Spanish movies as well. I found it really useful listening to Spanish music ...

L: OK.

P22: Russian's a bit harder to find music that's enjoyable!

Laughing

P22: Yeah, watching movies, I like watching movies as well. And I've downloaded an album – if you've ever heard of t.A.T.u.?

L: Yes.

P22: Yes, their Russian album. It's quite good actually. At least you know the songs and then you sort of er... you link between the English and the Russian. And then you ... you ... And the differences in translation, like the things that they're saying in the English songs are COMPLETELY the opposite! It's a normal thing to do. But it happens. It's really interesting. But here, they teach Spanish in a completely different way, and I'm not learning anything in my Spanish classes.

L: Oh really? Oh that's interesting. Can you explain to me a little bit that?

P22: OK. Well they don't actually give us any direction. Like they don't say 'OK can you learn this vocab for next week so we can use this vocab'. They don't give us any grammar structure and say 'OK so I want you to learn this type of past tense', or whatever. They just expect you to know it and just build on, or not even build on, just use the knowledge that you already have. It's coming towards the end of the semester and we haven't learnt anything new. So I really don't understand the Spanish classes, so I'm going to the self-access centre and there's this text book there which is really really useful, but it's half in English half in Spanish, and it just makes more sense when I'm using that way than doing it in class because the text book is in English and we're just doing exercises that are ... we're just not learning anything so I don't think it's really useful.

L: Right.

P22: Russian. Well we have to do exercises and things for homework but most of my class don't even do that, so I just listen to that, and then sometimes I watch the Russian news. And they have ... the BBC have a website in Russian, so sometimes I have a go at translating that.

L: That's really excellent.

P22: That's pretty much it really.

L: So with Spanish, are you using the self-access centre pretty much because you're feeling forced into it because of the class not being very good?

P22: Well, yes, pretty much, because I'm not learning anything and I don't want to fail. Coz it's a year-long course, so I can't get out of it. So I have to ... yes I have to learn that way because class is absolutely ...

L: Right, OK. And presumably you want to do it for your own benefit as well. There's no point in wasting your year here, is there?

P22: Yeah, why am I even here, to do well ... but Russian is definitely taught better here.

L: OK. Coz I was going to say, because you started off saying that it was learning languages that's better here.

P22: Russian is [brilliant?] but Spanish is awful!

L: Right. That's really interesting. Do you think that's down to teacher, or do you think that's down to the language.

P22: The teacher is really nice, but I think it's really the structure of the course, the way they teach it and the text book as well is not helpful.

L: Right.

P22: So I'm not sure if that's ... I think if I had a different teacher they'd teach it the same way because that's the curriculum, that's the way they're meant to teach it, which is fine but it has a complete lack of direction.

L: Right.

P22: Which is really difficult to progress if you don't know where you're meant to be going.

L: Frustrating. Yeah. I can see.

P22: So you use the textbook in the self-access centre. What about anything else that you do outside of class? You said in Australia you meet with a group of friends and you all talk Spanish and so on, do you have that ... those sorts of possibilities here?

P22: Not for Spanish. The people that ... are a bit stand-offish, and I think the way that we are in class right, like in Australia, we learn something and then we have to talk. So we'd sit there and even if we weren't talking about the work we'd just done, we'd talk about our weekend or whatever, but in Spanish. So it was OK. But here we don't actually use it. So it's like ... if you're writing something down but it's not going into your head because you're not using it. I feel that I need to USE it in order to remember it, because reading it is not going to stick in my head. So, yeah. I don't ... not for Spanish, but Russian, there's so many people that study Russian! You wouldn't believe it, like I moved in to my house and met the people next door, and one of them, she's studying Russian, there's about six or seven people in my street studying Russian!

L: Wow!!

P22: Yeah, it's good. So I study with my friend sometimes but she's doing a lower level of Russian to me so we kind of help each other and we go through verbs and stuff, and so for me I'm helping her learn them, and for like ... she's ... making me go over them again, so they [stay?] in my head more.

L: OK. That's cool. And you watch the BBC website ... you look at the BBC website in ... Russian?

P22: Yes, some ... well, it's a bit hard to read because obviously I haven't learned all the words and stuff, so I just try and glean from what I know and there are videos and stuff as well so then you just guess, and well maybe that means that, and then I sort of make connections in my head between the words and what they're trying to say ...

L: Right. Right. OK. And you said about downloading t.A.T.u's album in Russian? Do you have any particular kind of strategy when you ... when you do that, or do you just listen? Do you just have it on your iPod and you just kind of...

P22: Listen on the iPod and repeat, because it helps with pronunciation. Of course when someone sings, they sing it a lot faster than when you talk in a class, so to ... say it out loud is helpful, and especially to remember it, because if you're singing something you go over it in your head, so you have the same phrase albeit in Russian going through your head, and I looked at the lyrics and stuff so I actually knew what I was meant to be saying, as opposed to what I'd heard, and once I know what it was meant to sound like, like what the words are, then it's. [unintelligible]

L: And are they useful, or is it kind of like you know, "I'll love you for ever"?!

P22: No! There is typical lovey dovey stuff. There are phrases and stuff, like you know, 'running through my head' or ... actually it's not that it's 'I've gone crazy' 'I need help' Stuff like that I guess you can use- to go crazy?

L: Mmmm. Mmmm. Sure. Sure. That's very cool. And do you do that in Spanish as well, the music thing?

P22: Erm ... well ... Not in the same way. I don't usually read it because Spanish is easier to pick up on, so I just listen to like Manu Chao, and people like that.

L: Is Spanish your stronger language, would you say?

P22: When I was in Australia, in the first year, yes. I was ... I got As or whatever, because I was using it all the time. But Russian you didn't speak it very much because classes were in English and you'd only speak it like say one sentence in each class and we only did it for four hours. But in Spanish it was four hours of constant talking. But now, it's the complete opposite. My Russian is so much better!

L: Wow. That's fascinating, isn't it? And have you been to Russia, or Spain?

P22: No! Well I went to Spain when I was really young. But that was before I started studying Spanish. But I'm trying to ... in Australia we don't have the opportunity to go to Russia to study, so I'm trying to take 6 months off, at the end of next year, and go to Russia, which ...

L: Wow that would be very cool.

P22: Yeah. Another neighbour, I was meant to go and volunteer at this orphanage, and then they said you can only come for 3 months, which wasn't long enough, so she said that her aunt actually opened and runs an orphanage in St Petersburg, and [unintelligible].

L: Oh wow.

P22: That is really the way of learning a language. Because if you're not using it it's not going to stick.

L: Mmmm. Sure. How about resources ... using resources who are native people ... who are native speakers, either here or in Australia? For example, my taxi driver from Sydney to the airport was a Ukrainian guy and he was saying that there is quite a large population of Russians in Australia. So do you have access to that kind of resource as well? And I presume here there are a lot of native Spanish speakers at the university ....

P22: Well I haven't really met any. My room mate is actually Spanish, but she speaks Catalan as her first language ...

L: Oh OK.

P22: Her accent is very different. It's quite hard to understand. And I don't really talk to her just because I feel I'm not ... I'm embarrassed to talk because I haven't learnt anything, so I don't want to. But if I met a Russian I would probably try and communicate whereas it was the other way in Australia. I had lots of international friends, lots of them from Mexico and Chile and stuff, especially if we were having a party or whatever, we'd have a conversation in Spanish. But I knew one Russian and that was only by chance, from Brisbane, [unintelligible] here there are so many Eastern Europeans.

L: Of course. Yeah. OK alright. Brilliant. And you'd learned languages before, but Spanish and Russian are relatively new languages. Can you just tell me a little bit about your previous experiences with language learning.

P22: I went to a school in Hertfordshire, and in Year 7 we had to learn French. Year 8 we had to learn French and German, and in Year 9 we had to learn French and German, and either Italian, Spanish, or Russian. And I learned Russian for 6 months, and then moved to Australia.



L: Wow. OK.

P22: And I really wanted to do languages but I wasn't able. I went to a school in which they didn't offer ANY languages. And then [unintelligible].

L: Wow.

P22: So that was a bit ...and then I moved to another school and they did Italian. So I did Italian for two years. It was easy! I started off in the beginners group but because I did really well I was with a group of people who'd been studying it for 5 years, and I still got 85%, so that was good. And then I took a year off and went to uni and started studying Spanish and Russian.

L: Right. OK. Excellent. Good.

### Post sort

P22: Why in general, or why in relation to doing it on my own. Like I'm always willing to study Russian, so that's fine. Or do you want to know specifically I'm more active about learning Russian because I study it on my own, or when I study it on my own? [I'm more active about learning Russian (+5)]

L: Yes, I suppose I really want to know just why you placed it there. In terms of this question, about how you've developed since studying without the direct control of a teacher, erm ... why do you feel you are more active.

P22: Right, erm ... well it really interests me, Russian, so I want to learn more even when I'm not in the class, I want to keep learning so that I understand sort of in ... completely. So that coz if you go over something once you might sort of grasp it, but if you go over it again and then 'OK' and then you try and use it in a sentence or something and it helps me learn. Because I enjoy it so much I am more active about it. And I think I am more likely to use Russian in the future [#21 I believe I will be more likely to use Russian well in the future (+5)] because if I just did what's in the class then I wouldn't be at the level I'm at.

L: OK.

P22: So, I think ... my ... in my endeavours to learn Russian I've **made** myself more likely to use it in the future, and I definitely want to use it when I finish uni. I want to go to Russia, so I think learning it on my own, and learning it in a way that makes sense in my head is gonna help me in future.

L: Right. OK.

P22: And then ... more committed to achieving my goals [#50 I am more committed to achieving my goals (+4)]... erm ... well because I make time to do it, i.e. ... with most of my other subjects I don't make time to do the work ...

L: OK. [Laughing].

P22: Especially Spanish, not any more! [Laughing]. But with Russian I put aside a day or a few hours or something to do all my work and go over it once.

L: OK. Wow. That's very disciplined.

P22: Yeah. It's only Russian, which is really weird ...

L: So why is that? Is it just because you enjoy the subject so much?

P22: Yeah, I just love it! And because it's so completely different to English, you need to make time to learn. Because the grammar structure is like completely the opposite. Like they don't have the definite or indefinite article? So 'the' or 'an' is not portrayed by a word, it's ... you change the ending of the word, so ... you need to make the time to learn.

L: OK.

P22: Erm ... yeah, I feel more able to continue because even if I'm mumbling it to myself at least I'm saying it out loud! So I would be more confident in using it after university. [#42 I feel more able to continue learning Russian after I leave university (+4)]

L: OK.

P22: I don't think I have more of a desire to learn Russian [#1 I have more of a desire to learn Russian (+3)] but I think that's more from the experience of just learning on my own but ... it does help because when you understand something it's such a good feeling that you actually just want to keep going and understand something else.

L: So the successes feed the motivation to do more ... to learn more ...?

P22: Yes exactly ... because it's so difficult, when you get it it's like 'Oh! I'm so pleased!'.

L: It makes you think.

P22: Yeah, cos actually if it's something you've learned in class, and you're just like 'oh OK' ... and then you read over it and then you're sort of 'oh!' and it works, it's so much better. Because you're sort of making the connection in your head, it's not something that you've read out of a textbook, which can sometimes be more confusing.

L: OK.

P22: Erm ... types of resources? [#8 I'm more likely to use the type of resources (books, DVDs, online materials, etc.) which match my learning style (+3)] Well ... it's more fun! Like watching movies and things, you get to be entertained, but at the same time you're being exposed to a language, which I like.

L: Right. So you said it's not so easy though to find Russian movies and so on?

P22: Not really ... not good ones!

L: Right. So how do you compensate for that?

P22: Watch the same movie!! [Laughing].

L: [Laughing]. OK! Oh really? Do you?

P [unintelligible] ... two movies *Night Watch* and *Day Watch*, they're really WEIRD, but they're actually really well done Russian movies. I've watched a few other Russian movies, and they're just awful. Or just about barely [understandable?] concepts that you're not interested in.

L: Oh OK.

P22: But the new methods are ... I've listened to ... some Russian music is actually really comical but it makes me laugh and then I remember it.

L: So that's a good strategy!

P22: Yeah!

L: But I mean these days like with DVDs and things you can change the language, do they often come with a Russian option or is that not something which ...

P22: Erm ... I don't really like subtitles in other languages, because I know when I watch a Russian or a Spanish movie and they translate it into English, that's not what they said. So I don't want to watch like an English movie with Russian subtitles because it won't be what it said.

L: So you like to stick to the genuine article?

P22: Yeah yeah yeah. And I can't do dubbed. I can't stand dubbing.

L: Sure. And so when you're watching, in a Russian movie, do you use Russian subtitles, or are you literally just listening?

P22: Er ... I use English subtitles.

L: English subtitles? OK!

P22: ... so then I ... I might think it's something completely different to what it is, but if I have the subtitles at least I sort of know, but what I do is I watch it, I listen to it, and then just after they've finished speaking, that's when I look at the [thing?], I'm not really going [unintelligible] I just listen to it as well ... but sometimes that's a bit annoying because they've already finished before you're actually trying to read.

L: OK, thanks.

P22: Er ... Learning without the direct support of a teacher makes me a bit more lazy [#25 (+3)] ... er ... well, because I've wanted to study Russian for years, it makes me want to do it. But when you have a teacher that's ... not necessarily that they're saying 'you HAVE to do this' but ... someone that you respect you actually WANT to do the work. Coz I find that my teachers here I really ... I think they're AMAZING teachers, so I do the work because I respect them. A lot of people in my class they don't do the work, 'huh that's so rude', you know it's ... it's not really encouragement saying 'do this' but it's sort of self-actuating doing it and knowing that you've done it and knowing that I'm going to be better than all these people because they haven't done the work.

L: Right. OK. 'I am better at identifying the strengths and weaknesses of the Russian of others' [#20 (+3)].

P22: Er ... yeah! Because I do it on my own I'm very ... like ... and I do the work, I know when I'm ... I don't always know that I AM right but I can tell when others are wrong. But I find it harder to say when I'm wrong, coz obviously when you're [] you don't think about it. But I can always pick it out for other people.

L: OK. A good skill to have. Or a good place to be. It's quite reassuring isn't it, when you know other people are making mistakes [laughing].

P22: 'I enjoy learning Russian more because I can learn in ways that interest me' [#36 (+2)]  
Yeah. With watching movies ... well not all movies but movies that I have watched I really enjoy, and the music is funny, and I have like when I'm walking to uni ... there'll be like a Russian song playing and it's make me laugh and then I'll sing along, so it helps if you're actually having like positive feelings towards whatever it is while you're listening or watching that language. So I think it definitely helps.

L: Mmm. That's very insightful. Yeah.

P22: 'I enjoying learning Russian because I can learn at a level that suits me' [#37 (+2)].  
Well. in Australia we end up learning Russian as well as we do here, but we don't spend as much time on it, and maybe that's why my Russian wasn't so strong because I didn't feel ... I didn't feel I was getting enough out of it to do my own research and make sure that I was right, because if I took just from what we'd learn in class, and then I went home and studied it, I probably wouldn't have understood it. But because we use it more: we speak it and we listen to it, which we didn't have in Australia, it really helps. And we have like [unintelligible] exercises where you have to listen to a speech, and then you go and transcribe it, and think of what you've heard, and then answer questions on it, which I find is really, really helpful.

L: Yeah, it must be.

P22: Yeah, and I think because the people I'm studying with, they're post A-level, so they've been doing it for about five years, and I just did beginners Russian last year, and other people in my class have done intensive Russian, which means they did 10 hours a week last year, and I've only done four for each ... yeah, for the last year, but I think it's helped me to work better, because I'm against people. Because when I studied Italian, I had to do it on my own, because I wanted to be at the level that everyone else was at.

L: OK. So having that element of almost competition ... is really good for you.

P22: And that's why it's even better when I can do that and stay friends.

L/P22: [unintelligible/laughing]

L: Excellent. OK.

P22: How I learn best [#24 I have a better understanding of how I learn best (+2)] ... yeah ... listening to it and I think watching it helps as well because you get to see the shapes of peoples' mouths. I know that sounds silly but Russian is a very different way of pronunciation, the way you use your mouth, and like the tone as well, so I think watching it helps and listening to music. Because it's just funny.

L: Mmmm. Mmmm.

P22: And ... a place to learn [#48 I am better at choosing a place to learn (+2)]. Yeah I know that I can only learn either in complete silence, and you don't get that anywhere except in my room, or in the library sometimes. And with classical music. That's pretty much the only way I can learn.

L: OK. I used to the do the same thing. I used to listen to Handel and stuff.

P22: Yeah, I can't handle words ... it's sort of soothing but you don't have to concentrate on it.

L: Mmmm.

P22: At my own pace [#43 Learning at my own pace means I am learning more successfully (+2)]. Yeah, well I make the time to learn so I know that when I do it I'm not going to finish doing it until I've actually understood it. Which means I'll probably spend more time than I had delegated for Russian anyway.

L: OK.

P22: I'm more likely to learn from mistakes. [#51 I'm more likely to learn from language mistakes or errors I'm making (+2)]. Yes, we have lots of tests and things in class, and er ... from what I've done wrong I'll go home and so right OK, why did I make that mistake, why didn't I remember that word. And I'll go back over them and I'll say OK, that's why, that's why, I need to learn it now I'll write it down.

L: OK. That's a pretty intense process.

P22: [Laughing] well not always. I know ... with some things, if it's like something really obvious that I shouldn't have missed, but then if it's something I've never seen before, or I've seen it once, then I'm not going [unintelligible] ... it's hard to explain without giving an example but ...

L: Mmmm.

P22: 'I understand better when a way of learning ...' [is better for me #10 (+1)] yup! Definitely. If it's working for me then I keep using that method. I'm not really one to write out lists and then turn it over and things, it just doesn't work. And cards and stuff. I've never tried that.

L: Mmmm.

P22: I just read it again, and doing exercises I think really helps so ... when it comes really naturally it works it helps so much better to make you want to do it.

L: Mmmm.

P22: 'I have a better understanding of myself as a learner' [#40 (+1)]. Erm ... well I know that I can be really motivated if I enjoy the subject, which I do with Russian!

L: Do you think these two [I understand better when a way of learning is better for me [#10]/ [I have a better understanding of myself as a learner [#40]] are connected? I mean you put them in the same column but ...

P22: Erm ... I don't know. [Thinking]. Well yeah they are, because I know that whatever I'm doing is working for me, so. That's ... I know ...

Interruption

P22: And strategies things as well. [I am more able to choose good strategies to help me learn #11 (+1).]

L: Right.

P22: They're all sort of the same boat.

L: Yeah.

P22: I can make more effective decisions about whether feedback ... [is useful for me #6 (+1)], well, you can't get feedback if you don't ... if you do it on your own.

L: No. Well that's true ... although I suppose here I'm thinking so like if you're talking to people, then their response is a kind of feedback, isn't it?

P22: Oh OK, right.

L: You say something to them and they just look blank and say 'huh', in a sense that's a kind of feedback.

P22: Right, yeah yeah yeah. Well, I haven't really had an opportunity to talk to anyone.

L: OK, right.

P22: But in Australia I did have one Russian friend, and I went to her house a few times, and we just like ... her and her boyfriend were Russian, so we'd just sit there and have a few drinks and stuff, and then ... it's so much easier when you're not worried about it. So like they'd laugh at me and then they'd tell me how to say it, and we'd have sort of a pigeon Russian [laughing]. If I said something with a different pronunciation, I'd use a different word, so I suppose that type of feedback is really helpful. Because out of a textbook you're never going to know if you're saying it right.

L: And also I suppose here ... the work that you do out of class could help you ... could help you decide whether the feedback you get IN class is more useful. I mean it doesn't have to be feedback that get when you're actually studying on your own.

P22: Sorry, what?

L: OK, what I'm getting at here is I think that the experiences of learning out of class, although you might not get feedback at that time, those experiences might help you in that decision-making process.

P22: Erm ... I don't know ... that doesn't ...

L: OK! [Laughing]

P22: Sorry! [Laughing] Erm ... 'I can organise my learning time more effectively' [ #16 (+1)']. Er ... yeah, because I sort of give myself time limits, so what I've got to do is in half an hour, or an hour, or I can do the bits that I understand and then if there's a word or something that I don't understand I'll leave it til the end, and just put a star and come back to it. Because if you're sitting there like ... wanting to know it and it doesn't come, it's going to make you less willing to try the other ones.

L: Mmm.

P22: So that's why I always put a star or something and come back to it, which helps. And it's less stressful.

L: Mmm.

P22: 'I know what I'm trying to achieve in my language learning' [#15 (+1)]. Yes, I know that I'm trying to achieve fluency. I don't think there's a point in learning a language if you're not going to speak it, or use it.

L: Right.

P22: Why I learn Russian ... [I can explain better why I learn Russian in the ways that I do #12 (+1)] er ... I learn Russian because I've always wanted to do it, but the way I learn Russian it helps and I don't think other people do that. And it just makes more sense when I learn in my own way, rather than just in class or from a book. When you're definitely watching movies and stuff you see how fast people talk and the way that their body language is in relation to their ... what they're saying, so you glean more of a knowledge of what the words mean and their connotations in that context.

L: Right. Very interesting.

P22: I try harder to find opportunities to use Russian [#5 (0)]. What I did in Australia, because I met that Russian girl, and then ... met her in a bathroom actually, and then I wanted to be her friend – 'I've found a Russian!' – [laughing] we had coffee and spoke Russian. Yeah, it was good.

L: Excellent.

P22: But here I haven't met any Russians so I'm not sure how to.

L: OK. Hmmm.

P22: I guess to find opportunities, instead of asking the questions I have for my teachers in English I'll try and use Russian as much as I can. If I have questions I'll try and ask them in Russian.

L: OK. Excellent. Good.

P22: More varied strategies [I use more varied strategies when I learn Russian #7 (0)] er ... yeah ... well for my other subjects all it is is just highlighting in the textbook, but with this I'll highlight it, then I make notes in the book, and then I write out the exercises and things. And I don't just write out the word that's meant to be fitted in, I'll write the sentence so I know that's where it goes in the sentence. Which, maybe sounds a bit weird, but it just helps because then I know the flow of the sentence, I know if it helps me to remember the way the Russian's would structure a sentence.

L: Right. So you do that for Russian but not Spanish? Because Spanish is not so grammatically different?

P22: Yes, it's not so different. I guess I do the same for Spanish but not for the same reason. I just do it because it looks like I've done more work! But Russian it actually helps me, but at the moment I'm not learning anything from Spanish, it's just a sentence and then you're just inserting your article or whatever it is that you need to do, and I don't find it helps me. With Russian it definitely does because it's such a foreign grammatical structure, going over it and just knowing what flows in Russian sentences helps.

L: OK. Alright. Great.

P22: I feel more likely to have a successful life [#41 (0)] ... erm well because I know that I can study on my own, and motivate myself to do it, and I know that if I set my mind to something I can do it, which ... I didn't really have in Australia. I mean I use to work, but here it's definitely because I want to be at a higher level. I mean I want to go to Russia next year which ... I didn't think I was going to be able to do when I was in Australia, so I have a goal, and that I'm doing all I can to achieve it. And I think that's going to help me – not just in learning Russian but in anything that I do.

L: And that's a super goal as well!

P22: It is!

L: That's obviously a really motivating factor for you, to have this goal of going to Russia.

P22: It is! Before coming to Nottingham, I chose Nottingham because we [in Australia] didn't have a link with a Russian uni and I thought I was going to be doing 10 hours of Russian a week, but apparently it's the first year course, so I ca ...I moved overseas so I could learn Russian.

L: Wow.

P22: So I really wanted it!

L: Wow.

P22: I'm more self-disciplined [#39, (0)]. Yup. I do so much more work. I do a lot more work for Russian than other subjects I just spend so many hours. I enjoy it. So it doesn't really matter. I might spend a day, like a whole day or a whole evening just studying Russian.

L: Right.

P22: And I'll look at the clock and I won't even realise that four hours has gone.

L: Wow. You're really in the flow.

P22: When I feel myself getting stressed about my learning I know better what to do about it [#22 (0)]. I'll stop reading the book, or stop looking things up in the dictionary, and put some Russian music, or just some calming music, or something that helps me relax, or go away and have a cup of tea and then come back and think OK, right I know what I've got to do, but I don't really get stressed about Russian.

L: OK.

P22: I think more carefully about what I want to learn [#26 (0)]. Er ... my [unintelligible] in class all [unintelligible] grammatical structure basically, but with the textbook and things it's ... idioms and things that are sentences that you would use in Russian but don't really make sense in English. So, I [unintelligible] them as well so I know I can communicate more effectively in Russian. I guess that's how I want to learn one [?]

L: OK.

P22: Er ... I'm more likely to review what I learned [#47 (0)]... yeah I go over it because it may seem right at first, I may have guessed a word, and then I'll be like 'Wait, hang on! If I've guessed that word wrong, it will completely change the sentence. [unintelligible] My



Russian needs ... I know that when I do my listening at home I do it over and over again so that it's stuck in my head which helps ...

L: OK.

P22: And I know that I need to listen more because I don't have much chance to really speak to people here and when we're in classes it's a lot slower, but when you're listening to like a news report or something it's faster and you've got to understand it so if you go back and watch it again and again it sort of slows down in your mind ...

L: Yeah I know what you mean, it does totally ...

P22: I'm better at learning on my own [#18 (-1)]... yeah I mean definitely ... in class I learn well but that's because of my teachers, but outside the class I don't do very well without other people. It depends what I'm learning coz erm for my oral last year we did a play so that helped being with other people because the flow of the sentence and I guess the mood of what we were saying helps, but if I'm learning grammar and vocabulary it doesn't really help learning with other people.

L: So is this here because it's definitely in the least side ... ?

P22: Yeah, well ... it's like middle to least. I'm better at knowing how to get myself in the mood to learn [#49 (-1)]. Er, right ... I think there was something that was similar before, but it just ... listening to something that's calming ...

L: Mmmm ...

P22: [if I don't] have words, or I might listen to Russian music or something before I start doing my work ...

L: OK.

P22: I can explain better why I choose the materials I use [#44 (-1)]... erm ... isn't that what I'm doing?! [laughing]

L: [laughing] Sure! Yeah it is.

P22: I am better at finding out the strengths and weaknesses of my Russian [#19 (-1)]. Er ... I guess that's sort of remembering vocabulary and remembering words you'd use in specific circumstances. I just do that from the textbook.

L: Mmm.

P22: I feel unsupported when learning [#30 (-1)] ... well actually the textbook now is absolutely amazing so ... it really helps. The one I was using in Australia was absolutely awful and confusing and so didn't really use it very often but the one that we have now is really really good so even if I don't understand something I can sort of go over it and it'll make sense, but that's only because it's a set textbook I'm sure it would probably be different if I was using another one.

L: So the textbook ... you've mentioned textbooks a few times. The quality of the textbook seems to be something that is fairly central to your learning life! You said the Spanish one is really useless at the moment ....

P22: Yeah. It's nothing to do with learning anything. It's just using it. But this one you're learning it and then at the end it's reviewing it.

L: So there's some explanation?

P22: Yeah.

L: And then you have the activities or whatever.

P22: You have like an explanation, an example, and then more explanations and examples, and at the end of the chapter then there's a review, so it's really good. It's just saying 'this is when it's used'; if you don't have an example like what ... where the word order is, so it might be like [unintelligible] goes at the beginning of the sentence or [unintelligible] goes at the end of the sentence, or after the verb or whatever, so definitely having the examples helps a lot.

L: And so ... you put this one here ... and this is sort of this side because you do feel supported in a sense through the textbook.

P22: Yeah I do feel supported but at the same time it's REALLY good to have a teacher ... not that I do go to her for help, but I know that I could if I wanted to. But I don't actually use that support system very often because I do have a really good textbook.

L: Right.

P22: But if there's anything that's not clear, which isn't very often, then I'll ask. But yeah the textbook is definitely really helpful.

L: Is that one connected at all to this one?

P22: Er ... yes. I guess that's not the person making me learn, it's me wanting to learn because I respect that person. So I'm not sure how much it's about you know the high school thing ... you HAVE to do this because otherwise you'll get in trouble.

L: Mmmm. OK great.

P22: Oh this one [I feel frustrated asking other learners for help when I'm learning Russian because I don't know if they are correct #33 (-1)] I know it sounds really up myself, but because I do the work I think I'm better than other people.

L: Right.

P22: We had a test what ... two weeks ago, and I'm the only one that got full marks, and that was because I did all the work. And so I think well I'm doing the work so how are they going to know it if they're NOT doing the work? And so I don't like asking people because perhaps they'll say something and I'll KNOW that it's wrong. So I don't really like asking other people. But that's OK because of the textbook and the teacher.

L: So you put this one here, from what you said it seems as if it should be more towards that end. But maybe that's because you DON'T ask other people for help.

P22: Yeah, well, maybe actually it should be more to the other side.

L: I'm wondering if you put it more towards this sort of neutral middle point because ...

P22: Well I don't really get frustrated ... I don't really get frustrated but at the same time I don't ask people.

L: Right. You don't get frustrated BECAUSE you don't ask?

P22: Yeah. Yeah.

L: Then that makes sense to put it here. Because it's more irrelevant to you.

P22: Erm ... I can describe better ... [how I will learn in the future #13 (-1)] well I know that going to Russia is going to be a useful ... like people I know next year they had to go on a year abroad and pretty much all of them are going to a language school to study ... but I don't think that's going to help me. I'm going ... hopefully I'll be working in St Petersburg and be immersed in the language and HAVE to do it, because if you HAVE to do it I think it's going to work so much better and I'm pretty sure it's ... I guess I've been sort of safe on what I've already done. It DOES work having to do it, because I've had to bring myself up. When I was studying Italian I HAD to bring myself up to that level, and if you're using it everyday like with Spanish I KNOW it helped immensely! It stuck in my head. We had conversation all night in Spanish ... but now I can't. So I think being there using it helped and is what I need to do to be at the level I want to be at.

L: So it sounds like you're definitely a learner who works well from BEING in the country

P22: Yeah, but then again I haven't done [unintelligible]

L: That's your thing then? You talk to and hang out with speakers of the language whether they're native speakers or fellow learners or ...

P22: Yes.

L: OK great!

P22: I'm more likely to develop new ways .. [to use resources for learning Russian #46 (-2)]. Yeah, I ... I guess I have developed new ways but I'm not likely to develop more ways that's why I wasn't sure whether I should put it at the very end ... because other people in class they don't listen to Russian music and they don't watch Russian movies so I guess I've already made them my resources for learning Russian, but I'm not more likely to create more ways because I know what works for me.

L: OK. So you've already done that?

P22: Yeah. It is rewarding ... [to know what works best for me with my Russian learning #27 (-2)]. It is good to know what works best for you with Russian, but I don't ... I don't really think that I think about what works best for me for Russian. It's not really greatly on mind saying 'oh it's really good to know how I work' it's ... what's really good is that I know it. Like I know what I'm meant to be learning but the whole ... I don't really think 'oh this is a really good way to learn for me' It's not really on my mind very much.

L: OK.

P22: [I'm better at finding] Good people to learn with [#17 (-2)]. Well. With that I think I find that when I teach someone I learn better. So I never really learn **with** them, if that makes sense ...

L: Sure. Sure.

P22: Because teachers learn twice, is what people say, and it definitely is true because when I was studying Italian and stuff, people in my group, they'd ask me a question and because they were asking me in a way that I wouldn't ask myself, I have to think of a new way to explain it which means I'm learning two ways to do the same thing, which helps.

L: Sure.

P22: It's easier for me to find suitable books [and worksheets to help me learn] #3 (-2). With Russian it's a bit harder because there's not that many materials. You can't really go into a shop and buy a Russian exercise book, and if you do they're really basic, so ... but then again my teachers supply us with things that we have to read, and I guess that's not good, but it is a bit harder with Russian. With Spanish it was ... it's quite easy. And I know that when I was studying Italian, I just bought a few books in Italian, because I knew I could guess the meaning, but with Russian it's a bit harder, because it's so foreign, there are words you can't really guess. [laughing]

L: [laughing] Sure.

P22: I'm less worried about making mistakes [in front of other people] #34 (-2) erm ... everybody makes mistakes in class and stuff, but I know that I can fix them.

L: OK.

P22: Because I know I've gone over it. So I know that it's been in my head at some point. So if I do make a mistake and somebody sort of looks at me funny I'll be like 'OK. That's not it. Why isn't that it? Oh it's because blah blah blah'. So I'm not that worried about making mistakes because if you never speak it, you're never gonna learn, so ...

L: Mmm. OK.

P22: I have more courage to try different things when I'm learning Russian] #29 (-2). I guess that's more linked into that – develop new ways

L: Which one? Oh OK. 46 [I'm more likely to develop new ways to use resources to learn Russian (-2)]. OK.

P22: Because ... I just sort of do the same things that really work! [laughing]

L: [laughing] OK!

P22: I'm more likely to [create new strategies to help me learn] #52 (-3) ... same again, create new strategies. I haven't. But I'm sure if like someone came up with something that was like really good and I've never heard of, and it worked, then I would use it, but I don't think I'm likely to create any.

L: OK.

P22: I feel more relaxed about learning Russian] #35 (-3). I do because I put more pressure on myself but because I enjoy it it's not ... it doesn't feel like pressure. Like nobody else is making me do it. I'm doing it because I want to. So I can't be stressed about it.

L: OK.

P22: Strong opinions ... [I have stronger opinions about which activities are good for me #45 (-3)] I know things that don't work so I don't want to do things that don't work for me like [unintelligible] and then folding it over. That doesn't work for me so I don't see the point in doing it. I'd rather spend my time doing something that was. Maybe doing a listening match activity, or watching something or reading something so ...

L: Mmm.

P22: I guess I do ... I don't really do things that don't apply to me and I'm not forced to so that's why I put it there because it doesn't really affect me much.

L: OK.

P22: I'm more likely to ask [others to help me with my Russian #9 (-3)]. Yeah. I'm not very likely to help others with my Russian (sic)

L: OK

P22: But if I do I will ask them to explain in English not in Russian and not to give me the Russian answer because ... I won't trust their Russian answer! [laughing]

L: [laughing]

P22: but erm ... yeah I'm not very likely because I know I do the work, so if I don't understand something it's not very likely that other people would. It sounds really rude!

L: No! It sounds like you're very independent and you know your own mind! OK how about this column?

P22: I get frustrated learning on my own [as I need a teacher to tell me if I'm learning well #32 (-4)] yeah I don't get frustrated because I am quite easy going ...

L: Yeah

P22: ... when it comes to it so I don't think ... it's not very often that something doesn't make sense to me. Not with this textbook anyway. I mean the ones I was using in Australia were absolutely awful, so it would confuse me more and then I would get more frustrated. But here it's different. Because of the textbook. Which gives you more autonomy to go and learn it, which is helpful. So I don't really get frustrated. And I don't really get bored with Russian. [Reflecting on my learning makes me feel bored #31 (-4)]

L: OK.

P22: Obviously! My learning is more effective [because I'm not pushed by my teacher #38 (-4)] yeah no that's not true. I mean I guess I do have the textbook to use but I don't think my learning is more effective because I'm not pushed, because I WANT to do well, so ... in a way I'm pushing myself in place of the teacher but at least I'm going to be able to talk to the teacher at the end of the class and talk in Russian which nobody else is going to be able to.

L: OK.

P22: I'm never going to think of giving up Russian [Sometimes I feel like giving up learning Russian #28 (-5)] because I've wanted to do it since I was 14, because I learned [unintelligible] once and then I wasn't able for 6 years, so I've always wanted to do it so I've never thought about giving it up. And then computer programmes [it's easier for me to find

suitable computer programmes or internet websites to help me learn #4 (-5)]. It's not very often you can find good ones. And like those on internet sites that they give links to, but because the keyboard is different it's REALLY annoying

L: Oh of course!

P22: having to type it in and stuff so I don't really use them because you have to go to another site where you can type in the English letters and it comes into a Russian keyboard and copy that and put it ...

L: OK! In the department, is there nowhere you can access a Russian keyboard?

P22: Downstairs, but they're ... classrooms so they are being used most of the time.

L: OK. Wow.

P22: But it's OK because I prefer writing it out anyway.

L: So when you do assignments and things they're hand written?!

P22: Yeah! It takes SO LONG to do on a Russian keyboard. They're all in a different way, and look like certain letters, like erm the sound of 's' looks like a 'c' but on the keyboard it's not where the 'c' one is, so it takes me ages and then they have different symbols and stuff or you might have to press controls to do each letter which ... I can't be bothered!

L: No!

[unintelligible].

That's so useful! Thank you so much.

## Participant 23

### Pre-sort interview

L: Right P23, thanks. As I mentioned today in your class, what I'm really interested in is learning a bit more from you about ... about this aspect here

P23: OK.

L: So what you do when you're not in a classroom. The kinds of activities you do to help you with your learning.

P23: OK.

L: Could we start just by you telling me a little bit about what you do in that regard?

P23: Erm ... well, I spend a lot of time learning vocab ... vocabulary to help me understand erm ... for example, if I've been given a text to look at I'll look at the ... sort of maybe the words which ... the keywords ... the words which are used a lot which I don't know. And then I'll try and commit them to memory.

L: So how do you do that? Do you write them down? Do you ...?

P23: Yeah, I write them down, read over them. That's it, really.

L: OK. OK. Important work though, for vocab.

P23: Yeah.

L: And do you use any ... any sort of resources to help you do that? Do you use books, or dictionaries, or any online resources?

P23: Yes, I use dictionaries. And there's a few online ... a few websites which I find quite useful for certain aspects of grammar and ... and things like that. So ...

L: OK.

P23: I do use quite a lot, yeah.

L: ~Right. OK. So tell me about why you chose to study German in the first place. What was it about German that ...

P23: Well, I was always good at languages in school. It was sort of my strong point. And I sort of ... I found them interesting. And then I sort of considered the idea of studying two. But then decided that I'd be better to focus on one for now, and chose German because ... I think that was sort of ... is my favourite language I mean and ... it didn't seem as popular as other ones, and I think that's kind of why ... kind of what drew me to it a bit.

L: OK. So you like things that are a little off the normal beat?

P23: Yeah.

L: So you studied German in school. I'm guessing.

P23: I did, yeah.

L: And you're also doing Italian here?

P23: Yes, I am.

L: But that's not as part of your degree, is it?

P23: No, that's just a subsidiary subject.

L: OK. And did you choose Italian? Did you have any choice?

P23: Yeah, I had a choice when I got here. Erm ... because everyone does a ... everyone doing single honours does like a second ... thing on the side

L: OK.

P23: And I had the option of a few things, but thought I'd enjoy learning something new.

L: Right.

P23: SO that's pretty much why I decided to do that.

L: OK excellent. So have you ever been to Germany?

P23: I've been twice, on school trips. And I'm planning to go in Easter this year.

L: Are you? Oh fabulous!

P23: Yes.

L: Is that on an exchange programme?

P23: No, it's just with my family.

L: OK. OK. Nice. Have you sort of coerced them into going on holiday to Germany or ...?!  
[Laughing]

P23: [Laughing] Yeah ... quite a bit, yeah.

L: So it will be great for you to try out your German and see how much you've progressed! Yeah, OK. So going back to your language learning outside of class, you said you focus on vocabulary quite a lot. Are there any particular sort of strategies you use? To help you with your vocabulary or with grammar or with other aspects?

P23: Not so much really. I just normally when I'm learning I'll just read through the list and then if it's a difficult word I sort of try and erm ... sort of associate them with an image or something like that just to help them stick in my memory. Er ... but I don't really ... all I really do is just read from lists, and I know people say that you shouldn't really ... you should find other ways of doing it but ...

L: Right.

P23: That's just what I've always done so ...



L: If that works for you ... I'm sure that's great! Yeah. Erm ... there is a self-access centre I think here in the university, isn't there?

P23: Yeah.

L: Do you ever use that?

P23: Erm ... I ... I'm not sure what ...

L: Actually I'm not sure either ... I just saw it on the website! OK. OK.

P23: I may have done.

L: OK. [Laughing]. But there isn't a sort of place in the university you go on a regular basis to access DVDs in German, or ...

P23: Well, there's a library down in the languages building, and I've used that for DVDs

L: Ahh!

P23: They've got DVDs and books and you can watch them down there

L: Oh can you? OK. I think that's what I mean by a self-access centre.

P23: Oh right OK sorry.

L: No that's fine. So tell me about that. Why do you do that? Because ... for example, do you have to spend so many hours per week there or ... do you choose to go?

P23: Er ... not particularly. I mean I do choose to go sometimes to take a film out because ... well I enjoy watching films and there are some quite good German films down there.

L: OK.

P23: And I've also used it with help for my project sometimes. You know I'm doing a project on certain films, so that's where I'll go to access them.

L: OK. OK. So when you're watching films in German do you just sit and watch, or do you sit there with a notepad, or ...?

P23: No, I just watch them normally.

L: OK. Right. And is your German good enough for you to understand completely?

P23: I think so. Yeah. Sometimes I have problems, but I think the more I watch films the easier it becomes to understand.

L: Mmmm. Mmm.

P23: Even if I'm just getting the gist of it, it helps I think.

L: And when I've done these interviews with other students, quite a lot of them have told me, especially sort of Japanese students thinking about English learning, they've told me that they like to use music very much as a way of getting into the language. Is that something that you do? Do you listen to German music?

P23: Yeah, I do sometimes, yeah. Probably not so much as the films and books, but yeah ...

L: OK.

P23: I do listen to it sometimes, just find it on the Internet and...

L: Mmmm. And do you also erm ... do you read novels as well? You mentioned books just then.

P23: Er yeah I have done. Pretty much since I was doing it at school.

L: Right. OK.

P23: We had to do that so ...

L: Did you? Oh wow. Were they special books written in more simplistic German or were they ...?

P23: Not really. I mean I don't know if you've heard of Dürrenmatt?

L: No, sorry.

P23: He's quite a ... quite a famous Austrian author.

L: Is he? OK.

P23: I did quite a bit of work on him when I was in the 6<sup>th</sup> form.

L: OK. So you read his books sort of in the original version?

P23: Yeah.

L: Wow.

P23: And more recently ... I haven't really done that much since I've been here, but I think I'll be starting that quite soon, so ...

L: So at the moment there isn't so much a focus on literature in your course, is that right?

P23: Not at the moment, no, but I think it might move that way.

L: Right. OK. OK. That's smashing P23, thank you. That's given me a nice bit of background. I'll turn this off for the time being.

## **Post sort**

L: OK, start wherever you like.

P23: OK. Well at this end, I've put that I'm likely to use my German well in the future [#21 I believe that I'm more likely to use German well in the future (+5)], and the reason I think this is because obviously with doing four years of German and having a year abroad as well, I think that'll definitely help me to improve quite a lot from where I am now ...

L: OK.

P23: Which is why that's one of the ones which I most agreed with.

L: OK. So, your year abroad will be in the 2<sup>nd</sup>? Or 3<sup>rd</sup> year?

P23: 3<sup>rd</sup> year. 3<sup>rd</sup> year. Yeah.

L: Right. And you'll be working in that time as well?

P23: I haven't decided yet, but erm possibly yes.

L: Right OK. Well that will be a great opportunity, won't it?

P23: Yeah, it will.

L: OK. How about this one? 'I feel more likely to have a successful life' [#41 (+5)]. Are those two tied together in any way?

P23: Yes, I think they are. Erm ... I think it will be successful because I'll have picked up a useful skill, as well as having a sort of ... a good degree hopefully ...

L: Right.

P23: And I think that'll help me a lot in the future, particularly with this degree because I don't think there's that many people who erm ... who choose to do language degrees, particularly German at the moment, and for that reason I think it will help me in the future. Definitely.

L: OK. You're going to be very sought after! [Laughing]

P23: :[Laughing] hope so!

L: OK. Good. How about this column?

P23: Well, I've put I feel more able to continue learning German after university [#42 (+44)], erm ... because I think even after then I wouldn't want to, sort of finish my degree and then sort of not use any of what I've learnt over the four years, so I think I'd like to think I'd hopefully be doing something which involved erm ... using as many of the skills that I've learnt over the degree, and that means, erm ... hopefully I'll be able to learn more after I've finished.

L: Right. OK.

P23: And I've put erm ... 'I'm better at finding out the strengths and weaknesses of my German' [#19 (+4)] ... I've put that because er ... I think I ... I think I have a better understanding than I did earlier of how er ... about which areas of my German for example, which areas of grammar, I'm struggling with. I think I'm beginning to focus more on these instead of while I was at school I just sort of went along with whatever was being taught in class or whatever, now I'm more sort of specifying what I need to work on myself.

L: OK. Oh that's very good! What is it do you think that has pulled you in that way?

P23: Erm.... I'm not sure really. I think it's that maybe that here I've got more sort of ... opportunity to er .... sort of find out where my weaknesses are, whereas I think at school it was more working towards ... more working through the curriculum just sort of picking up things as you go. Er ... whereas here it's more about developing, you know, personally.

L: Right. OK.

P23: I don't know if I've explained that very well.

L: No, no you have. Totally. So do you think, for example, you've become more self-analytical and self-critical?

P23: I think so yeah. Well definitely a lot more than I have been before. So ...

L: Right. Mmmm. And is that through class exercises, or through just taking more time, or ...?

P23: I think I've done a lot more exercises which have helped me ... sort of ... you know I can ... I'm not really sure why but I find it easier to see where I've been going wrong.

L: OK.

P23: Maybe that's just because my German's improved sort of to a level where I'm more conscious of mistakes that I'm making. Or it might be that it's sort of a different environment where the sort of levels are higher than it was at school, where a lot of people weren't really as interested in the subject ... so ... what I'm trying to say is that maybe it's like the higher standard that makes me realise where I've been going wrong.

L: OK. That's really interesting. Do you think you get support from other people around you in that sense?

P23: I think so, yeah. I mean ... I mean I am helped a lot by the staff and by ... yeah ... I think also the fact that the groups, like seminar groups and stuff is so small, you get more ... more sort of personal attention than I did at school. And I do more oral practice, and I think that helps me.

L: I'm sure it does.

P23: Because it's focused on speaking and me personally rather than ... you know, just doing what's OK to pass my exams at school.

L: Right. Right. OK. How about this one? The last one at this end? [#40 I have a better understanding of myself as a learner (+4)]

P23: Erm ... I put that because I think I understand which techniques work best for me erm ... I mean when I was at school I didn't really pay that much attention to how I was learning.

L: OK.

P23: I mean I did use books and films and things like that but I didn't really understand how that was helping me you know through watching the films and ... it's only really after I came here that I realised that erm ... by watching films I can ... it becomes a lot easier to sort of understand conversation and things like that. And also with the reading I think I've found it a lot easier here to understand texts that maybe I wouldn't have done before. Just by sort of getting the gist of them, whereas before I was kind of going through texts word by word, trying to understand each word and then translate it, and sometimes I found that quite hard.

L: Sure. Understandably. Yeah. OK. That's really great. Let's move to this end now. I've got to see someone else soon so I can't keep you too long you'll be glad to know! [Laughing]. So how about this one? 'Sometimes I feel like giving up German' [#28 (-5)].

P23: Well I've always been motivated to study it and I don't think that's changed.

L: OK.

P23: Over the last couple of months. It's ... to be honest I don't really know what else ... if I wasn't interested in this I don't know what else really would interest me so ....

L: No! It's as good a reason as any, isn't it?

P23: Yeah!

L: So again, are these two linked, you think? Your determination makes you self-disciplined in your learning? Or not? [#39 I am more self-disciplined (-5)]

P23: I've said I'm not more self-disciplined!

L: Oh yes of course, sorry yes! We're that end, aren't we?! Yes!

P23: The reason I think that is because ... er ... whilst I've said I'm sort of better at ... some of my techniques are better. I don't think er ... I don't think I'm maybe as serious a lot of the time as I should be about it.

L: OK.

P23: And sometimes I kind of find ... sort of have problems concentrating if I'm learning for quite a long time so ... that's why I put that.

L: OK. And how about these three?

P23: The top one, [#16 I can organise my learning time more effectively (-4)] about organising my learning time is linked to not really being more self-disciplined. I don't think ...

L: OK. So time management then!

P23: Yeah.

L: You're more likely to review? Or you're NOT more likely to review I should say. [#47 I'm more likely to review what I have learned (-4)]

P23: No. Not at the moment anyway. I think I will have to change that soon, but ... er yeah at the moment I haven't really been going over erm, you know sort of looking at things for a second, third time, but I'll probably have to change that.

L: Mmmm. OK. And how about this one? It's interesting for me that you put that there. [#49 I'm better at knowing how to get myself in the mood to learn (-4)]

P23: Yeah. I think again that's just the motivation thing about not being as self-disciplined. The reason for that is because a lot of the time I don't have a lot of motivation ... I mean ... I'm not saying I'm not motivated for the course because I really enjoy the course, but just sometimes I find if I'm learning for too long it can get a bit tedious so ... so that's it basically.

L: Mmmm. OK. Alright. Excellent. So out of all the others, were there any others that you sort of ...you feel you have something particular to say? Or ... ?

P23: Not really. I mean there were a few I wasn't so sure about so I just put them near the middle.

L: OK. So for you, I mean technically of course this is the mid-point, but it might not be your mid-point. Do you feel your mid-point is elsewhere?

P23: I would say ... there's more this side. The erm ... the sort of more likely side.

L: OK, so your mid-point is perhaps about ...

P23: About there ...

L: ... about 7. OK. Alright, that's wonderful. Thank you very much.

## Participant 24

### Pre-sort interview

L: So this is P24, University of Liverpool. OK, [short version of name]. [Short version of name's] OK right?

5 P: Yeah, [short version's] better than [long version].

L: Yeah. Right. So three languages. That is really impressive. So you say French is your strongest language?

10 P: Yeah.

L: But your degree is Modern European Languages, so how many do you ...do you deal with in your degree? Is it all three of those?

15 P: Yeah I chose to do the three languages and they're all kind of equal balanced as well. It's not like I major in one. The degree is Modern European Languages so it's equal amount of work for all three languages.

L: Mmm. Right.

20 P: I can drop one after the first year if I want to, or I can keep them all the way through and I'm hoping to keep them all the way.

L: Alright. OK. Wow. So what's set you off on the language path in the first place?

25 P: Erm ... I'd never spoke Spanish, French, anything until I went to secondary school. And my first French lesson I was like "Wow", and my teacher was like amazed. I dunno ... I just picked it up really quickly, and ever since then that's all I've been good at really, languages, so I want to carry it on. Travelling,  
30 meeting new people, cultures, it's amazing what you can do.

L: Fabulous. So you've got a real passion?

35 P: Yeah, and I enjoy it more than anything. Especially like learning a new language like Portuguese. I was looking forward to going to uni every day. It sounds really geeky ...

L: No, it doesn't at all!

40 P: ... but like I'm quite a language fanatic so ...

L: Yeah, yeah. That's fabulous. I'm very envious because my Masters ... my first Masters was in Applied Linguistics

45 P: Alright.

L: And I'm an English teacher, but my language, my own ability to learn languages, I think I do have something of an ability but I've never got to the point where I've been able to speak a language fluently, and I did psychology  
50 at uni, I didn't do a language, and I really regret that now.

P: Language is good to [think of the world?] so many things as well.

## Participant 24

### Pre-sort interview

55 L: Yeah, it really expands your mind doesn't it, in ways that learning something else doesn't quite ...

P: Yeah, exactly. And it's made me analyse my own English, change the way I speak English, grammatically correct sentences. And when I hear people saying commonly wrong-said things I always pick up on it because I analyse language so much that like it's making me try and speak English better as well so it's improved that as well.

65 L: Yeah, yeah. OK. Great. So what I'm really interested in knowing more about from you know is sort of this here ... about how you go about learning on your own without the direct support of a teacher. Back from when you started ... you mentioned exchanges and things like that? Can you just tell me a little bit about your experiences?

70 P: Erm ... while I was at comprehensive school I did four exchanges. I did three French exchanges and one German, and erm obviously you have a pen pal. It wasn't really a pen pal because the whole MSN internet thing was just becoming really big about that time ...

75 L: OK.

P: But that was good as well because all of us [unintelligible] each other like all the English people the German people the French people we were all like talking and then MySpace ... it was like trying to speak but they were always a lot better at erm ... English than we were so you had to try extra hard to speak French with them but they'd be just like 'speak in English, speak in English' so you had to really want to speak French with them. But I've kept in contact with a few and it's like the odd email every now and again, the odd text every now and again, and like I'll speak in French she'll correct me or they'll speak in English I'll correct them.

85

L: OK.

P: And that was the main thing about the exchanges.

90 L: Erm ...

P: It really got me more involved with language I suppose so ...

95 L: That's really super. Did you have three different ... I mean 3 in total? Sorry, 4 in total?

P: Four.

100 L: So did you have 3 different French pen/key pals and 1 German, or was it the same person?

105 P: There was a French one - a French girl, no a French boy, who I went to stay with in Abbeville in northern France, and erm he came and stayed with us, that was through the school. And then there was a German one, erm, I went to Köln in Germany ..

L: Right ... lovely city!



## Participant 24

### Pre-sort interview

110 P: Yeah, it's amazing. We were actually in a little city called Bonn, which is a little further south ... yeah? You've heard of that? Anyway, and stayed with him for ten days and he stayed with us, but the second two were government ... some kind of government scheme where our school got asked, because there wasn't enough people to host these French girls, and I said yeah I'll host these French people so they stayed with me the first one for two weeks and 115 the second one for just a week. But that was just like voluntary thing to help out the council type of thing.

L: So that was a one-way thing? They came to stay with you?

120 P: Yeah. And hopefully I'm planning on going to stay with one of them in the summer, if it works out.

L: Mmmm.

125 P: We keep in contact quite a bit by email.

L: OK. That's great. Yeah. OK. So French is your ... would you say French is your strongest language?

130 P: French is definitely my strongest language.

L: OK.

135 P: If I think in a language, or if I ... when I listen to songs I try and change the song lyrics into that language

L: OK!

140 P: And if I do do that it's always in French.

L: OK!

145 P: I should be doing it more in German but it's because I find it harder and I don't want to know that I'm really bad at it so I don't try!

L: [laughing] that must be really good practise though! I haven't heard that strategy before!

150 P: Yeah it's weird. When I listen to a song I think of how you would change it in that language and it helps as well coz if I can't work out how to do it and it frustrates me I'll go and look it up and try and work it out.

155 L: OK. OK. Wow. Excellent. What about the other way do you listen to songs in French and in German?

160 P: I do. I've got some German and some French songs but the music's never as good as our music, so it's a bit harder to do that. But erm ... I watch some German TV sometimes, online, and I quite like that programme, it's like our Hollyoaks sort of thing

L: OK. What's it called?

## Participant 24

### Pre-sort interview

- 165 P: It's called *Alles was zählt*. It's like about ice-skating sort of thing. It's quite good.
- L: Mmmm. Mmmm.
- P: If I get time to watch that ...
- 170 L: And how about similar in French and in Portuguese? Do you check out things online?
- 175 P: In French ... I watch films in French if I ... I quite like French films, I don't know any names I've just seen a random few. Portuguese is really new to me and I read bits every now and again, I can't remember what that's called either, but my ... I went to Brazil in the summer ...
- L: OK. Wow!! Great.
- 180 P: I've got a friend and she always speaks Portuguese to me online and we Skype and we talk on there as well. I'm trying to improve that, so ...
- L: Mmmm. So it's actually Brazilian Portuguese that you're learning?
- 185 P: It's Brazilian Portuguese that I'm interested in. I'm learning European Portuguese at the minute, but next year I can convert to Brazilian Portuguese.
- L: Can you?
- 190 P: And I'm going to do that. Spend my year abroad there as well.
- L: Wow. Oh fabulous. That will be so great! Where did you go last time?
- 195 P: I went to São Paulo, and Rio de Janeiro.
- L: OK. Wow wonderful! I've been to Brazil as well.
- P: Have you?
- 200 L: Mmmm.
- P: Where did you go?
- 205 L: Salvador. It was amazing.
- P: Salvador! I bet that was amazing. Everyone says it's amazing.
- L: Salvador de Bahia I think it's called isn't it?
- 210 P: Bahia. Yeah. Everyone loves Bahia.
- L: It was great.
- 215 P: The food's s'posed to be amazing up there.

## Participant 24

### Pre-sort interview

L: And I also had a few days in Rio as well.

P: You can't beat Rio!

220 L: No. It was an amazing city.

P: It's a different world isn't it?

L: Yeah. Yeah.  
225

P: I loved it.

L: Cool. OK. So when you do all these things like ... online and DVDs and stuff, is that stuff you find yourself, or do you use the self-access centre, or the  
230 languages library or whatever it's called ... here?

P: At the moment, I'll be honest I've only really used the language library when I've HAD to get a certain book, I HAD to get a certain film for an assignment or something like that because it sounds like I'm going on but we genuinely do  
235 get so much work that to do extra learning ... you just want to relax, you just want to chill with your friends or you want to do whatever because ... you're always stressed about the next thing you've got to hand in, so ... I'm hoping to be able to use more of my own time though as well.

240 L: Well especially doing three languages! It must be a huge workload!

P: It's a lot. It is. Like I'm not exaggerating. I get work from every lesson, every day. Just a little bit of homework but it all adds up. People think that you  
245 exaggerate but you don't. You get so much work to do.

L: No I totally understand. So I appreciate even more the time you're giving me today.

P: That's fine.  
250

L: So you mentioned quite a lot ... people seem to figure quite a lot in your language learning ... friends in different countries and so on, can you just talk a little bit about that? You said you still keep in touch with your French friends; you have the friend in Brazil as well ...  
255

P: Yeah it sounds weird but erm like part of the reason why I want to do languages is because of the people because French people, German people, Portuguese, especially Brazilian people are so different to us, you just find so much about the world, and like other places, it's fascinating, and like I went to  
260 London about a year ago and I was in a club and this girl was talking to me and I was like 'Are you French?' and we were speaking in French and we've kept in touch and I went out with her a little while ago in London and we met up again and I'm going to Paris to visit her. Just little things like that. And then the other day ... actually just last weekend I was in London and we were waiting  
265 at McDonalds to open at 6a.m. in the morning because we'd been out on a night out

L: [laughing]

## Participant 24

### Pre-sort interview

270 P: and we were at the front door, and me and my mate were the only two  
English people there, out of about 20 people queuing, and there was French  
people and I was talking to them in French, then there was a Brazilian woman  
and she was fascinated that I was learning Portuguese and I'd been to São  
275 Paulo and I'd been to Rio and she didn't believe me at first, she thought I was  
just saying it, and she got my Facebook, and when I go out there she wants to  
like meet up, go for a drink and whatever as well, it's just ... I don't know ...  
opens up so many doors, and you just meet so many different people, it's the  
main part of learning that, I think.

280 L: Sure. So for you that's a huge motivation is it? That ...that thought of ...

P: Yeah. You can read a book or you can watch a film, but to be able to  
communicate with people, that's why I'm doing it ... so ... that's the main part  
for me.

285

L: Mmm. Mmm. OK. Right. Super. That's lovely! That's all for now for that part.

## Participant 24

### Pre-sort interview

### Post-sort

290

L: Right so, I'm going to write these down so while I'm doing that, I'd really just like you to explain to me, particularly the two ends, but also if you can also talk about those which you sort of felt there was some contradiction and explain your thoughts behind that, that would be good too. You can start wherever you like.

295

P: I'll start that end then.

L: OK.

300

P: OK so number 5 [I try harder to find opportunities to use English (+5)] and number 41 [I feel more likely to have a successful life (+5)]. They're the two top ones because I always always looking for another way, like another person to speak to, another ... I dunno, song to change into French, another DVD to watch, if I can more time just to learn French. It's the main focus. I like to find other things what I can do to learn French.

305

L: OK. So you're constantly sort of seeking out those ... those opportunities.

310

P: Yeah. And whenever I find someone who speaks French or whatever I'm like 'Oh you speak French! I study French!' hopefully they will engage in conversation with me so ...

L: Mmm. Mmm. How often does that actually happen? That you find people ...

315

P: You'd be surprised! Quite a lot. Especially at university. So many people do languages and like I've been to different cities throughout the UK, and on a night out you always bump into people who are from somewhere in the world, or who speak French, speak another language, so ...

320

L: And people are quite willing, are they? To engage in ...

P: Especially when ... especially foreign people, when a Brit, when a Briton tries to speak their language, they absolutely love you!

325

L: [laughing]

P: Yeah. And they're quite ... if you put together a sentence they're like [with French accent] 'oh my gosh you're so good at French!' because not many people bother with it ... so ...

330

L: Yeah, Yeah. So that must be very motivating in itself? Knowing that you're going to get those positive ...

335

P: Yeah, it's very motivating! And at least, you know, when you speak to a real French person that you know they're gonna correct you, and you know it's going to be right, and it's satisfying to be able to use it with a French person. That's why that's there.

340

L: OK.

## Participant 24

### Pre-sort interview

345 P: And I feel more likely to have a successful life [#41 I feel more likely to have a successful life (+5)], that's because when not just French ... because I'm doing three languages people always tell me that the world's my oyster, and that you can do languages and countries just want to snap you up and ... basically it's just key at the moment, languages, people keep telling me. So I can't NOT think that I'm going to have a successful life.

350 L: Mmm.

P: Hopefully, anyway!

355 L: I'm sure that's the case. I'm mean with globalisation going the way it's going, soon, as you say, Brits are going to be ...

P: Pretty stuck.

L: ... at a big disadvantage

360 P: Yeah.

L: Especially when you think you know how China is developing, and so on, and all those Chinese learning English ...

365 P: It's funny you should say that because erm ... especially globalisation, I went in the summer, when I went to Brazil, it was on a government scheme called the Prime Minister's Global Fellowship ...

370 L: Oh right!

P: Have you heard about that?

L: I've heard about the Prime Minister's schemes.

375 P: Have you really? Oh it's quite exciting that someone's actually heard about it but erm there's a hundred kids, school-leavers from the UK selected to go to Brazil, India and China, these global emerging economies ...

380 L: Wow! Amazing.

P: ... six weeks, to find out globalisation cultures, and to bring that back and feed it into the community.

385 L: Wow.

P: It's like the language learning and that altogether is just making me think that I'm doing the right thing.

390 L: Yeah. Yeah. Absolutely. That's great. How did you get on that scheme? Did you have to apply?

P: I had to fill in quite a big application. We were asked five questions, all required 500 word answers, about what cultural interaction you've had, about putting you in a scenario while you were over there, and all sorts of strange

## Participant 24

### Pre-sort interview

395 questions. And then I got through that stage, and then there was an all day interview, in Manchester and London. There was three interview stages ...

L: Wow.

400 P: ... where we were in groups doing group activities. They were really interesting activities actually. Then we had half an hour interview with two people firing questions about your application and also putting you in prospective situations when you were out there, like what would you do if your host partners asked you to go to a rally with them, like a protest and stuff like  
405 that, and they were just analysing everything. There was a guy taking notes about EVERYTHING we said, all day long.

L: Wow.

410 P: And then I found out while I was revising for my last maths exam, I got an email saying that I'd got on ... and that was it. I was like ... straight away ... it was ... I had the best six weeks of my life! It was so good.

L: Wow. Yup. As you say though, that's obviously really opened your eyes to  
415 the fact that you're going in the right direction.

P: Yeah. China. Brazil. India. Russia ... Watch out England!

L: Yeah, yeah. Exactly. And all those people ... well people in ... let's think,  
420 China, yes, Brazil yes, India yes, so multilingual, aren't they?

P: Yeah. India's first language is now English.

L: Yes. But the average can speak, you know, three or four languages ...  
425

P: Yeah that's just standard [laughing].

L: [laughing] which is crazy isn't it! And here we are struggling to learn a bit of, you know, French or something!  
430

P: I know. The Prime Minister's Global Fellowship has paid off with ... so many of us ... the number of people who have changed course at university ...

L: Really?  
435

P: ... to do a language or to do something ...

L: Really?

440 P: Yup. There's people doing their own Chinese Mandarin courses, people getting firsts at their university in Mandarin at the minute, I've been hearing about. And I wasn't going to do Portuguese until I went to Brazil.

L: OK.  
445

P: So it's really changed a lot of people. So.

L: Wow. Amazing. OK. Great stuff. How about here?

## Participant 24

### Pre-sort interview

450 P: Do I have to talk about all of them?

L: No, not necessarily. Erm ... but it's probably more interesting for you to talk about the ones at the ends, than it is the ones in the middle.

455 P: Well ... I know what I'm trying to achieve in my language learning [#15 I  
know what I'm trying to achieve in my language learning (+4)] because I know  
that I want to be able to communicate with a French person, and one day, one  
day in my life I want to speak with a French person and for them not to know  
that I'm British. That'd be amazing. And then to drop it into the conversation  
460 after being with them for a while say 'Oh I'm British you know' and they'll be  
like 'What?'. I'd LOVE to be able to do that one day.

L: [laughing]

465 P: So I'm trying to get up to that level. So ...

L: OK. So do you have this really strong image of you doing that?

P: Yeah.

470

L: Huh.

P: One day being mistaken for a French person, that'd be good! But that's a  
long way off yet! [laughing]

475

L: [laughing]

P: But it's a good aim to go for though!

480 L: Very good. Yes. That's really powerful.

P: 'I believe I will be more likely to use French well in the future' [#21 (+4)].  
Well, yeah, definitely, because even being at uni since September it's like ...  
I'm finding it a lot easier to converse naturally with people, whereas in Sixth  
485 Form it hadn't quite clicked, and it still hasn't quite clicked with the German  
yet. But with French it has. So, to be able to do it now, thinking about in five  
years time, four or five years time, I think yeah, I should ... well easily be able  
to use French.

490 L: Mmm.

P: And, 'I have more of a desire to learn French' [#1 (+4)]. Well I think I've kind  
of summed that up in what I've been saying. It's just something I want to do.  
Something I enjoy doing.

495

L: Yeah. Yeah. OK. Great. How about let me just pick out a couple from here.  
How about number 9 [I'm more likely to ask others to help me with my French  
(+3)].

500 P: Yeah I'm more likely to ask others to help me with my French because I get  
quite frustrated with myself when I can't work something out and I LOVE being  
told the right answer. It's something I hate having ... having a French



## Participant 24

### Pre-sort interview

505 sentence going in my head where I'm not sure if it's right or it doesn't sound quite right and I love someone to tell me the correct way to say it. I'm never erm ... scared of asking anybody to help me with French coz if you don't ask you'll not improve.

510 L: No. So do those ... the people you ask for help is it likely to be your peers in classes, or is it going to be your tutor, or ...?

515 P: It's ... I ask ... like if I'm with friends doing work, I will ask friends, but then again we're often quite on the same level so ... we find we think and write in English, in anglicised French, so what they think sounds right will sound right to me as well, because it's in an English way, but until we've heard it from a French person, the real way, then like we're 'oh yeah that's obvious!', do you know what I mean? Does that make sense?

L: Yeah.

520 P: So I'm more likely to ask ... if I have a burning thing about I don't know how to say this sentence I'll ask someone who I know who's French ...

L: Mmmm. Mmmm.

525 P: ... but if it's just something in class, like a word or something, I'll always ask a friend.

530 L: Mmmm. Mmmm. OK. So there's one about not feeling comfortable asking others ... this one here. 'I feel frustrated asking other learners for help when I'm learning French because I don't know if they're correct' [#33 (-4)] but you put that down towards least like you, so that suggests you DO do that.

535 P: Yeah, because obviously they're kind of opposite to each other those two, aren't they?

L: Yeah ... er ...

P: I feel frustrated ...so I don't feel frustrated ...

540 L: Yes. Yes.

P: That's what it means, doesn't it?

545 L: Yes, yes, it does.

P: It was hard getting my head around it! But yeah, like it doesn't bother me asking for help at all. I don't get embarrassed by it. So ..

550 L: So, even though as you just said, even though you're approximately the same level, that doesn't bother you?

P: No, not that much.

555 L: OK. Alright. Good. Is there anything else particularly sort of up this end that you want to talk about?

## Participant 24

### Pre-sort interview

P: Erm ... 'I'm more likely to make time to learn' [#23 (+2)]. Kind of in the middle ish, but more towards the top end because I was really bad before I came to university about making time to learn, especially doing homework and stuff, but now I like to do it and kind of get it out the way with, and I like to DO the French while I'm doing it, I enjoy it more.

L: OK.

P: So that's why that's there.

L: So what changed?

P: Erm ... I think it's because ... it wasn't so much that we would ... we still have a little bit but it wasn't so much that we were jumping through hoops. Like we were at school. We learned out of a textbook, we learned to pass an exam, and it wasn't learning French. Whereas here we have really good grammar classes, we have like ... oral classes and it's just a lot more interesting the stuff we do, rather than learning out of a textbook.

L: So the goal is to speak the language, or to use the language, and not to pass ...

P: An exam.

L: An A-level or GCSE

P: Yup, yup. That's always been the case, but it wasn't the case in school. So ...

L: Mmm. OK. That's great .How about we focus on this end, and then we can talk about those ones where you felt there was some erm ... contradiction.

P: Yup.

L: Well that's a nice one to have at this end! [laughing]

P: [laughing]. Yeah. The one. 28 – 'sometimes I feel like giving up on French, learning French' [#28 Sometimes I feel like giving up learning French (-5)]. Never.

L: OK!

P: Never ever give up on French. It's not something that I've done for all of my life just to give up on. It would be such a waste. And it's such a ... it's a part ... it sounds clichéd but it's part of me, like learning languages and being French and talking French, and everything it's ... like people at school are like "[Nickname] The Linguist" like do you know what I mean? "He does languages." It's just ... I'd never give up learning French.

L: So it's sort of part of ...

P: Like, sport people, football's part of them; musicians that's part of them, geographers, whatever, historians, love reading about history, linguists ... like giving up French, what would I do, like?! Do you know what I mean?

## Participant 24

### Pre-sort interview

L: So it's part of your identity in a really fundamental kind of way.

P: Yeah. Yeah. It really is.

615

L: Hmm. OK. Do you think that ... no it's a silly ... now I'm going to ask a question which is stating the obvious really, but do you feel that that's ... that sort of identity aspect is ... motivates you a lot as well.

620

P: Yeah ...?

L: I think it's different ... I mean you've already said you know the fact that you love the language and communicating with people you find very motivating ...

625

P: Yup.

L: But also that sort of intrinsic ... being part of you is something that drives you forward in your learning too?

630

P: Yeah. Yeah. It is yeah. I understand what you mean by that, yeah. I suppose it is.

L: OK. Alright. How about this one?

635

P: 'I feel unsupported learning French without the direct support of a teacher' [#30 (-5)] No. Not in the slightest. I mean ... the teachers ... especially the teachers at university, erm ... only in inverted commas "teach" you so much. They basically give you the backbone – read this, do this exercise, I'll give you a hand if you need it. With languages it's a lot about yourself anyway, so to feel like I'd have to rely on a teacher would be really wrong. Especially at degree stage because fair enough at GCSE/A-level yeah, you rely on the teacher quite a lot with that, but with this it's all about yourself really and how much you want to get out of it so ... the support of the teacher, the direct support of the teacher, isn't even necessary with language I don't think ...

645

L: OK.

P: But it's always good to have them to fall back on though.

650

L: Right. When you say it's all about you, what do you mean by that exactly?

P: Like ... you can go into a grammar lesson, and you just lie down, put your head on a book, take the odd note or two, or you can really try and focus on what the teacher's telling you. And then you can go and read the PowerPoint afterwards to make sure you understand it. Especially when you're revising and stuff, but ... I can't really explain what I mean but ...

655

L: No, you are.

660

P: ...the teacher's there, you've got to feed off the teacher.

L: OK.

P: If you know what I mean.

## Participant 24

### Pre-sort interview

665

L: So it's as much about you engaging with the teacher and ...

P: ... asking the questions ...

670

L: ... taking an ACTIVE part as opposed to as you say ...

P: ... you've got to get things out of the teacher.

L: Yeah.

675

P: Whereas it's not just them giving things to you, you've got to try and get other stuff out of them if ... so it's definitely not just about the teacher.

L: OK. Alright. Great. Are these two linked?

680

P: Erm ... yeah. Definitely. 'I get frustrated learning on my own as I need a teacher to tell me if I'm learning well [#32 (-4)].'

L: But that's NOT like you?

685

P: No, that's not like me. Because, erm ... you can get ... I can get frustrated on my own when I'm learning because I can't work out how to do something but ... it's not because the teacher's not there, because I can use the Internet to check how to conjugate a verb, or I can ask a French friend how you say this, or ... once again like number 30 'I feel unsupported learning French without the direct support of a teacher(-5)] it's not the teacher who I need support off all the time ... there's other ways and means of sorting myself out.

690

L: Mmm. It's not the teacher giving you your motivation.

695

P: Yeah.

L: Yeah. OK. Well we already talked about that one, didn't we? 'I feel frustrated asking other learners for help when I'm learning French because I don't know whether they are correct' #33 (-4)].

700

P: Yeah.

L: How about 31?

705

P: 'Reflecting on my learning makes me feel bored [#31 (-4)]'. Which it doesn't because when you're reflecting on your learning, you're only making that learning more concrete in you, because it's interesting to reflect on what you've learned, to check whether you actually have learned it and whether you have remembered it, or whether you think 'oh yeah I know that now. I know how to make this sentence'. Do you know what I mean? If you get bored of reflecting on learning languages, then you shouldn't do it because it's all part of it, you're always using what you've already learned. So that couldn't really work. Does that make sense? I'm mumbling a little bit now but ...

715

L: No, no. You're not at all. No that really makes sense. OK great.

P: S'OK.

## Participant 24

### Pre-sort interview

- 720 L :Just to pick out a few that are more in the middle. The ones that are sort of strategy based, like this one. I'm more able to choose good strategies to help me learn [#11 (-1)] erm ... I can describe better how I'll learn in the future [#13 (-1)], erm ... I have a better understanding of how I learn best [#24 (-1)], tell me why these are more middle, middle-wards than ...
- 725 P: They are more middle ... strategies ... about choosing good strategies is I'm not very creative at finding new ways to learn, new strategies. I'm kind of a person who will see somebody doing something in a way, or get told to do something in a way, and I'll stick to it, and that'll become how I do it. I'm not
- 730 very good at making new ones, if you know what I mean. I don't think about that. I just think about doing it. If that makes sense?
- L: Yup.
- 735 P: Erm ... I can describe better how I will learn in the future ... that one is ... I don't really know how I'll learn in the future. I s'pose at university it'll be the same way as I am now, I put that one in the middle because I didn't really know quite where to place it.
- 740 L: OK. Yup, yup. No, that's a good place for it to go then, in the middle. And, do you ... I wonder if this is sort of aligned to this one about the feedback, which you didn't get initially, 'I can make more effective decisions about whether feedback is useful for me [#6 (-3)]'.
- 745 P: Still, when I read that one, I still don't know what it means in my head! [laughing]
- L: [laughing]. OK! So, I'll tell you my understanding
- 750 P: OK.
- L: But then you might also have a different understanding of it which is fine. But when you get feedback, you are able to decide OK that's something I want to pay attention to, or OK, you know, I don't have to worry about that, I'm
- 755 gonna disregard that.
- P: Now you've said that, I think I want to put that further up here.
- L: Do you? OK.
- 760 P: Yeah, you've explained that in my head, but I was reading it and I was like 'is this a good thing or a bad thing?' I couldn't ... it sounds stupid but with all these I was like 'What?'
- 765 L: OK. OK. Alright. Well that's fine. I can just make a little mark there and make a note of that.
- P: That was just me being confused. Because that ... I've already talked about that in a way by the reflecting on the language learning, because when you
- 770 get feedback it makes you learn better, like you improve on it, so that should definitely be up the good end somewhere.

## Participant 24

### Pre-sort interview

L: OK. OK. So then that is something which you feel is like you. OK. Alright.

775 P: Yeah.

L: So what about the ones where you said you felt there was some contradiction?

780 P: Erm ... where was it now? This one, and ... [long pause] ... there's another one a bit like this about learning in your own time and it's around here somewhere I think but ...

L: Erm ...

785

P: Are here. 'My learning is more effective because I'm not pushed by my teacher' [#38 (-3)]. My learning is more effective ... so in effect that's saying my learning is less effective because I'm not being pushed by my teacher ...

790 L: Mmm.

P: And this one is ... 'learning without the encouragement of a teacher makes me a bit more lazy' [#25 (-2)] so it's suggesting it doesn't, because it's down here, but it does. But they're quite closely linked together, and I couldn't quite work out where I was gonna, which way round I would have them but ...

795

L: OK.

P: Because, 'learning without the encouragement of a teacher makes me a bit more lazy' [#25 (-2)], you see I wouldn't do a lot of the things I do if it WASN'T for the teacher telling me to do them, in a way ...

800

L: OK.

P: Like assignments and stuff especially like, if they didn't matter then I probably wouldn't do them. I'd wanna learn French in the way that I enjoy learning French. Because assignments ... obviously no one likes doing assignments. And I can't ... these two, I can't explain why they're there, but they are ... do you know what I mean.

805

810

L: No. That makes sense to me. So with both of them you're basically saying that ...

P: I DO need it a little bit ... help from the teacher ...

815

L: ... yeah, having that structure of a class and a course is useful for you to progress ...

P: ... to frame your ... yeah

820

L: Yeah. Even though you are very motivated, nevertheless.

P: Yeah.

825 L: OK. That's great. Is there anything else that you want to talk about?

## **Participant 24**

### **Pre-sort interview**

P: Erm ... no not really. I think I've said pretty much the main points that I want to say.

830 L: Great. Well it's been really, really useful for me P24.

P: It's been a pleasure.

L: Thank you.

835

P: I hope I've been of some help to you.

L: Yes. No, absolutely! You have! And erm .. it's really great to talk to someone as well who's really passionate about their study and learning languages.

840

## Participant 25

- L: OK Participant 25, University of X. OK thanks P25. So what I'm really interested in, as I explained to you yesterday, is learning more about this here. About the languages you're learning and also how you go about doing that independently when you're... when you're not in a classroom environment. So
- 5 shall we start there? By you telling me about that and ... or perhaps first of all you want to tell me how you came to do the three languages in the first place. Did you ... have you always been interested in languages?
- P25: Yeah, I couldn't really explain it to be honest. It's just kind of ... it's in me
- 10 I suppose, to want to do it. And I did two languages at A-level.
- L: Were they the same as the ones you're studying ...
- P25: Yeah, French and German.
- 15 L: OK.
- P25: I really enjoyed it so ... I couldn't stop to be honest. So I just kept going.
- L: Right, OK. That's great. Was your school a school that specialised in
- 20 languages?
- P25: No it was ... But they had a good department and they had a lot of good teachers. It was quite ... yeah a good department. They were very
- 25 encouraging. It just kind of spiralled really. It was a very good class as well. We all erm ... we all worked together a lot so ...
- L: Oh that's interesting. In what ways would you work together?
- P25: Well the school was erm... it's part of its specialist status was like on collaborative learning, so like basically the teachers would sort of ... I don't
- 30 know how it works really but they would ... it would be sort of geared towards us teaching each other a lot more than traditionally, I suppose.
- L: Wow that's fascinating for me because that's sort of what I'm really
- 35 interested in as well.
- P25: It worked I think in languages because I did maths A-level as well, aside from those two, and it was a lot more sort of writing from the board, and just
- 40 copying down what the teacher says and just following that as like a formula and it wasn't anything similar and I didn't enjoy that as much so ...
- L: OK.
- P25: So for me I think it worked a lot more.
- L: Mmmm. So did you enjoy the learning with each other?
- P25: Yeah I think it helped. Because we were all at a sort of similar stage I
- 50 think for languages. If you're just sort of sitting and you're told stuff then it's harder but if you're working together from a point and going to a different point you know ... you can come along together and you can learn what other people find hard and help them out and you get helped back so ... it was
- 55 good.



## Participant 25

L: Mmmm. Mmmm.

60 P25: And it can be explained in a different way like a teacher might just get it, but a student will be able to explain to a fellow student why it's ...

L: Because you've gone through the same difficulties trying to understand? Yeah. And that's a really interesting distinction you've drawn there between maths and French and German. Because I suppose languages are for communication, aren't they?

65 P25: Yeah, exactly so ...

L: So it does sort of make sense to learn them in that way. Yeah. Huh. What kind of activities did you do? Was it mostly presentations? Or did you get a topic and you had to teach it to the class next lesson? Or ...

70 P25: We did do that a few times actually which was interesting. We would like become the teacher for the lesson which was good.

75 L: Was that sort of grammar or vocabulary or a variety?

P25: It was topic based I think. We would ...like I remember when we were doing health in French we went away for like two lessons and just prepared like a sort of ten/fifteen minute lecture if you like on a certain part of the French healthcare system.

80 L: Mmmm.

P25: And we would come back and we'd have like handouts prepared and stuff like that. Erm ... but also like if we were starting a new topic we would just be given like a huge blank piece of paper and we'd get into sort of groups, like three or four, and brainstorm ideas together and then come back and talk about with the class. Yeah, it was good.

85 L: OK well that sounds interesting. In your school years did you go away to France or Germany? Or did you have any exchanges or trips?

P25: Yeah we had a French trip together. Not a German one. But I've been to France a few times with the school so ...

90 L: OK right. And so was that something which ... you found particularly contributed to your language interest or ...?

P25: I suppose so. I mean it's ... I mean I suppose every French class goes away to France as part of the curriculum doesn't it, really?

100 L: [laughing] Yeah!

P25: And we didn't exactly speak a lot of French ...

105 L: [laughing]

P25: ... but it was still a good part of the course. It kind of ... of bonded us together because we did it straight away like within three or four months of

## Participant 25

110 starting and I'd just moved schools. I wasn't in the high school part of the sixth form, I just joined. So it was good actually. It became a nice little group.

L: OK. Yeah great. When you went to France did you stay in a hotel or did you stay with French families?

115

P25: No it was in a hotel.

L: OK yeah.

120 P25: But I've got a few friends who have done exchanges with families. And they've enjoyed it. So it's worthwhile I think.

L: Mmmm. OK. So let's move on to university now. Tell me about what you do here. Erm ... in your classes, if you like, but as I say especially focusing on  
125 what you do when you're not in a class.

P25: Well, it's a lot more independent I think here, at university, obviously. We get given, I mean you know what you've got to do for each class. Like it's written down at the beginning of the semester obviously and just the preparation you have to do for it. So obviously I spend a good few hours a  
130 week doing that for each different language.

L: That must be loads of work for three languages?

135 P25: It's not that bad actually. Coz I mean when you enjoy it I suppose you don't really notice.

L: That's true! Good point. [Laughing]

140 P25: But yeah I do prep, I suppose, mostly, but then when you come away, like particularly for Spanish because I'm doing it from beginners, so like a few months ago I couldn't speak a word of it but now like we'll do grammar seminars and when you come away you have to review it otherwise you'll completely lose it – do you know what I mean?

145

L: Yeah.

P25: I do make an effort to try and go over my notes for Spanish particularly.

150 L: Mmm. Mmmm.

P25: And just kind of write it down a few times. Maybe like write it on post-it notes, new things, and stick them on my wall just to like cement it in my head.

155 L: OK. So you kind of have them around your living area and ...?

P25: I'm quite visual I'm told. My room's just covered in stuff.

L: OK. So do you do the thing where you put new vocabulary around and ...  
160

P25: Yeah. I try to. I should do more but ... stuff that I know that I've not got a clue about I do put up. I try to make it quite colourful.

L: OK. And what other ways would you say your learning is visual?

## Participant 25

165

P25: Erm ... I just write everything down to be honest. I like to see it. Do you know what I mean?

L: Do you use colour or?

170

P25: Yeah, I use different colours. I have a pen like that so ...

L: OK [laughing]

175

P25: [laughing] like the different colours when I'm doing a different language and stuff like that so ...

L: Mmmm.

180

P25: I think it helps. I'm quite organised so ...

L: Are you?

P25: I don't think I could not be organised and pass.

185

L: No, no. I'm sure. Yeah, yeah. OK. So erm ... how about ... apart from going over your class notes, do you do anything else sort of language oriented because you're interested in it? Like ...

190

P25: I do watch ...

L: ... watch films?

P25: I watch films yeah. I've got quite a few foreign films. Erm ...

195

L: What's your strategy when you're watching films? How do you go about it? Do you just stick it on and watch as you would any normal film? Or do you listen in English and read the subtitles, or ... ?

200

P25: I would ... no I probably would use subtitles most of the time. If I know the film, like some films that I like I see quite a few times then I'll not bother, because seeing the story you pick up more language but ...

L: Right ...

205

P25: We have a good TV room in the SOCLAS building which is erm ... it's very ... you just sit down and that's all there is in the room the TVs so you can just put a DVD in and it's very focused.

210

L: OK.

P25: Because if I'm at home I'll probably be doing something not really tuned in but ... it's a good idea really.

215

L: So it's kind of like a room especially for watching ...

P25: Yeah it's just a media room so ...

L: OK. And they have the DVDs there as well that you can borrow?

## Participant 25

220

P25: Yeah they've got quite a big library so it's good. I don't go as often as I should. I started going this semester a lot more. I've been like two or three times. But ...

225

L: And you do that for all three languages?

P25: I just do it mostly for French and German because Spanish I don't pick much up [laughing], but I'll start eventually I'm sure.

230

L: Yeah I'm sure you will. Mmmm.

P25: But like at home, I was always taught by my A-level tutor that I should watch the news in French - and German. Which I've tried to do quite a lot. But it's ... even if it's just like ten minutes a day. I suppose I do that like once or twice a week now.

235

L: OK. That's cool. Do you do that online?

P25: Yeah, yeah. Well I download the podcast.

240

L: Oh that's a good idea. Yeah. Yeah. All this technology now ...it makes it really easy doesn't it [laughing]?

P25: I know. You've got no excuse have you? To fail?! [laughing]

245

L: [laughing] yeah yeah I guess that's one way of looking at it. OK. Which language would you say is your strongest out of ...?

P25: Erm ... French.

250

L: OK. And is that the one you enjoy most as well?

P25: Yeah.

255

L: Mmmm. Mmmm. What about ... thinking about erm ... communicating with other people. I mean obviously there was a lot of communication around language when you were at school. Did you speak to each other in French when you were at school? And German? Or was your communication through English but ABOUT French and German?

260

P25: Erm ... We ... it ... well in German we did a lot of English based stuff.

L: Right.

265

P25: Like we would obviously talk erm ... in like oral classes and things but it was still, we'd be taught in English. But French, the class was a bit more enthusiastic than the German one

L: OK [laughing]

270

P25: So we would say to the teacher we want to have a lesson totally in French.

L: OK.

## Participant 25

275

P25: And it was good. But here, at uni, every language class is conducted most ... well probably entirely in the target language.

L: Right.

280

P25: I mean the grammar's taught mostly in English, obviously to help you understand it. But I think it helps actually. I prefer it when you're taught in the target language.

285

L: Mmmm.

P25: It ... it's a lot ... It just builds the language up a lot quicker I think. You get more confident as well if you hear it a lot more.

290

L: Sure. Yeah yeah. And so what about communication with other people outside the class. Do you have French friends or German friends?

P25: Erm, I have yeah. But ... Well actually I do have a friend who I email back in French who's my old French assistant.

295

L: Oh! OK.

P25: She's still learning. She's still at university. But she emails in English and sometimes if I'm confident enough I'll email her back in French.

300

L: OK. Excellent. So is that email, or do you Skype, or ...?

P25: We mostly email yeah. But when we're coming up to oral class I do have a friend in [Another] University who's doing French. We skype. Not that much but we just like ask each other questions and things. Just to prepare for it. We'd done it before our A levels so that was good.

305

L: Oh that's a really good idea. So that's someone who was at school with you.

310

P25: Yeah.

L: Yeah, yeah. OK super. Alright thanks for that background. That's really helpful. I'll turn this off for the time being.

315

## Post sort interview

L: OK what I'd like to do is erm ... write down the numbers of the umm ... of the cards and while I'm doing that I'd like you to explain to me why you put them where you did.

320

P25: OK.

L: So obviously we're not going to have time to do all of them, but we'll just focus on two ends if that's OK?

325

P25: OK. Sure.

## Participant 25

- 330 L: OK. Sorry I need to be sure that's going to catch both our voices. OK.  
Where do you want to start?
- P25: That end.
- 335 L: OK. Sure. So go ahead.
- P25: OK. I have stronger opinions about which activities are good for me [#45 (+5)]. Erm ... I think since I came to uni I've learnt a lot more about what's good and what's a pointless waste of time for me. Because ...
- 340 L: OK.
- P25: I think you know your teachers a bit less, they don't know what works for you and I don't know how they teach so ... Obviously they have to cater to the whole class but sometimes you can feel like it's just like ... if I have a strong ...  
345 if I've focused on something more say at A level than they have then it can be a bit more of a waste of time for me, like. Some people need to be pushed more.
- L: Sure.
- 350 P25: But obviously it has to be done, because unless you have one on one teaching then you can't ...
- L: Yeah yeah. OK alright good. That's interesting. And you have more of a desire to learn French [#1 I have more of a desire to learn French (+5)]]?
- 355 P25: I think so yeah.
- L: Mmm. Any particular reason for that or just ...?
- 360 P25: I just think I've been a bit more encouraged since I've got here and I've realised it is what I want to do. Probably.
- L: Mmm. OK. Do you have any particular idea about how you want to use your language skills in the future?
- 365 P25: Jobs wise, do you mean?
- L: Well, however. I mean jobs or maybe you have an idea of going to live abroad or something?
- 370 P25: I do want to live abroad. Probably in France. And I do want to use it in my job like I want to look into like interpreting and translation and things and do like overseas postgraduate study and that.
- 375 L: OK. Right.
- P25: That's my plan at the minute.
- 380 L: Right. Excellent.
- P25: It will probably change.

## Participant 25

- 385 L: No, that sounds like a good plan. Mmmmm. OK. How about this column?
- P25: [#16 I can organise my learning time more effectively (+4)]. Organise my learning time more effectively. I think I can, now, because it's so much more independent. There's no one to say 'you have to do this tonight' 'you have to do this tomorrow, you've got to get it done and we don't care whether you do it or not'. Well obviously they do. They don't care whether you're fully prepared, they'll just pick up on it. And obviously you'll look bad and you won't learn properly. So it's not ... you're not being spoon-fed any more, so I think ...
- 395 L: No. There's more responsibility on your shoulders.
- P25: Exactly. And it's just a waste of time if you don't really so ...
- L: And you said earlier that you are quite organised.
- 400 P25: Yeah. I am quite anyway, so ... but I think I've realised that you have to be completely organised otherwise ....
- L: Mmmmm. OK. And 15? [I know what I'm trying to achieve in my language learning (+4)]
- 405 P25: Yeah, I think now I do know what I'm actually trying to go for. I know what I'm wanting to achieve out of it. I know I want to get fluent. I want to study a bit more round the culture and things like that so ... I think I've had my eyes opened a bit more to what I want out of it.
- 410 L: Mmmmm. OK. That's interesting. And do you think that comes just from the ... just from being here? Just from being at university?
- P25: I think so. I think there's probably a culture at university where you learn what you want out of life and you meet other language learners who you've got things in common with. You can talk about, you know, what the point of doing it is and ... yeah .
- 415 L: Mmm. Great. And 'I'm more self-disciplined' [#39 (+4)]?
- 420 P25: I think I am yes. Like just before I said about having to prepare yourself properly for seminars and things like that and ... get your work done and ... there's just so much more responsibility for ... it's like self-learning now so ... I think it helps.
- 425 L: OK great. So let's move to the other end now then. Tell me about those.
- P25: 'Sometimes I feel like giving up learning French' [#28 (-5)] [laughing].
- 430 L: [laughing]
- P25: Well that's not true.
- L: Well that's good! [laughing]
- 435 P25: It would be weird if it was. Erm ... yeah I've never felt like that. Even when I get a bit stressed out with work or if it's hard and you just feel like you're hitting a brick wall.

## Participant 25

440 L: Mmmm.

P25: I've just never wanted to give up to be honest.

445 L: OK yeah great.

P25: I kind of like a challenge so ....

L: That must tell you that you're in the right place then! OK so tell me about this one. Number 32 [I get frustrated learning on my own and I need a teacher to tell me if I'm learning well] (-5).

455 P25: Erm ... I get frustrated learning on my own. You see I don't think I ... I think because I'm a bit more independent that I don't need a teacher there all the time and sometimes you just feel like you're better going off and looking at what you need to do. It's ... obviously you're going to make mistakes in class and things and they're gonna say you have to look at this, but I think you can identify that anyway coz if you're trying to have a conversation, say in French, then you know what you've got to work on. I don't feel like I have to have someone sitting with me all the time saying 'learn this, learn this, learn this'.

460 L: OK right.

P25: I think it's a bit more gradual than that.

465 L: So it seems to me also that those you've put in that column might have a similar feel to them, because they're all about, in a sense YOU, and the role of the teacher in your learning. Aren't they? [There are three cards in the column being referred to by Lucy here. They are: #30 I feel unsupported when learning French without the direct support of a teacher (-4); #25 Learning without the encouragement of a teacher makes me a bit more lazy(-4); #38 My learning is more effective because I am not pushed by my teacher (-4).]

475 P25: I mean it is important. Don't get me wrong. You have to have a certain amount of contact with teachers. And it's important to get that. But I don't think it's the whole of my learning. Do you know what I mean?

L: Right. Yup. Yup. OK. Are there any others that you particularly want to talk about? Anything that you ... ?

480 P25: I don't think so.

485 L: It's interesting for me that you have this one here. 'I'm more likely to ask others to help me with my French' [#9 (-3)]. You've put that as being towards the end of least like you, and yet when we were talking before and you were talking about your collaborative learning at school and everything it sounded as if you ...

P25: Yes but ...

490 L: were quite ... erm yeah ... carry on.

P25: Yeah since coming to university this is yeah.



## Participant 25

- 495 L: Right OK.  
P25: Obviously I've only known these ... my classmates for like three or four months ...
- 500 L: Sure.  
P25: So I think I'd still ... I would if I was with my old classmates. If there was more of a ... you know ... if you're a lot closer to them. I mean I think that – in a few years if you ask me this it would be way over here.
- 505 L: Do you think?  
P25: Yup.
- 510 L: Oh OK. That's interesting.  
P25: But for now I think it's ...yeah ...
- L: So you don't quite have the community or something at the moment?
- 515 P25: No, not at all. I don't think it's the same at university as it was at school. It's good different but it's also bad, sort of thing.
- L: Right. OK. Alright. That's smashing. That's really interesting for me. Thank you.
- 520 P25: No problem.
- L: Do you have any questions? Or anything that you want to say?
- 525 P25: No.
- L: OK brilliant. Lovely! That was quick and easy!

## Participant 26

### Pre-sort interview

L: Participant 26, University of X. Thanks P26. Right so your degree is French and German together.

P26: Yeah.

L: OK. So that's ... equal ... are they both equally ... ?

P26: Yes, completely equally.

L: Right. OK. And so what I'd like to get from you in this short interview is just an idea of your sort of history of language learning.

P26: OK.

L: And then just to you a little bit about what you do independently when you're not in class to support your learning.

P26: That's fine.

L: So let's start with your language learning history. You've been learning French since you were 5! Wow! Tell me about that.

P26: Well when I was five, my elder sister, who's five years older than me, did a French exchange for 6 months, so she moved over to France.

L: Wow! Six months?

P26: Yeah, so then when she came back and she was speaking French, I was nagging on at my mum that I really wanted to learn French. So she got me like a private lesson for one hour a week.

L: That's so cute!

P26: But then the rest of the time I'd just sit there with all my little books and my little dictionary and stuff learning French.

L: Really?

P26: And then when I was nine, I did my six month exchange.

L: Wow. That's a long time when you're nine!

P26: Yeah, but to me it seemed really normal though because my two middle brothers and sisters did it as well. So I just presumed when you were nine that's what people did they just moved out there for six months. So ...

L: OK.

P26: ... I did that. And then when I was twelve I did a six month exchange to Germany as well! So.

L: OK.

P26: So that tends to be how I do my languages.

L: Right ... by going and living in the country?

P26: By just moving out there ... yeah.

L: So ... at nine I mean you're still at primary school obviously here ...

P26: Yeah ...

L: ...so ...was it a ... was it a private arrangement?

P26: Yeah, it was with a company who were called *ALLEF en Famille*. Erm .. it was when my sister ... she found it in a newspaper and she asked my parents if they could do it, and they just kind of said 'yes' thinking she'd change her mind. But then she didn't, so they let her do hers and then my mum got really involved in the company. So ... it was just like ... you have to have an interview and like you host somebody else for six months, so my exchange partner came to England first. So coz I already knew some French coz I did about 4 years of private lessons. It was nice having her around and she helped me out as well ...

L: OK.

P26: But then yeah you just get shipped off to a family and

L: Amazing ...

P26: Go to school there and just literally everything ...

L: I was going to say so you enrol in a French ...

P26: Yeah, you go to school. Do EVERYTHING. Like if they do any particular activities, like she did basketball, you have to do them with them and you really just become a part of their family as well.

L: Right. Right. Wow. What an experience to have at such a young age. OK. So then you did a similar thing when you were 12?

P26: Yeah, they normally don't do them, the German ones, but they do French and German ones but the woman who I did the exchange with, her daughter ... she was over at one of the annual meetings for the company who did the exchanges and I said I really like languages and she just kind of said 'well whenever you want you can come and stay with me' and I was just like 'yeah, I think it's time I do another language'. I knew it was better to do it when you were young, so I just decided I'd go for Germany as well. And do that one.

L: Right. Amazing.

P26: Yeah. Definitely.

L: So now which do you prefer? Do you have a preference?

P26: I've always preferred French. I think it just sounds nicer. **But** German comes to me easier I've found. Like in the past few years German just ... I can just do it without thinking as much as I would have to about French. I always get better marks in German as well ...

L: Ahhh.

P26: Which I never wanted to say. I always wanted to be better at French coz I've done it longer but it didn't work out that way.

L: That's interesting. That you have that sort of emotional attachment to French but actually you're ...

P26: I think coz all my family do French as well like. Coz they all did their exchanges. And my sister did French at uni as well, so me and her, and she has a French boyfriend so ... us three can all sit and have a conversation in French. But I know full well if someone came across in German I'd switch to German over instead of French. Even though I do love French more.

L: Mmmm. Mmmm. I think that's an interesting distinction. That you love French more but you feel naturally ... as you said German just comes to you.

P26: Yeah.

L: OK so what do you think ... I mean when you were five do you think it was your sister? Was it that sort of role model thing that got you into ...

P26: Yeah I think it was. She just came back and when she first got back she really struggled to speak English again. And like she'd just naturally come out saying this sentence and I was like 'I REALLY want to be able to understand what she's saying ...' I just think it SOUNDED so nice! It was just the sound of French I was like 'this is really interesting' and she had all these experiences that she'd done while she was out there. And just coz I did look up to her I was like 'I wanna do that too,' like 'I wanna be like my big sister'. And I hated having to wait the four years that I had to to do my exchange.

L: Ahhhh!

P26: I was really jealous. Especially when my other brother and sister went and did theirs and we had French people over here and I was like 'I want to do mine now! I'm old enough! I'm ready!' Like by the time I was six or seven I was saying that. But because of the rules you have to wait until you're nine.

L: Right. Amazing. So what is it now that keeps you motivated and interested? Because I'm guessing that it's not still the older sister role model thing ...

P26: Well she is ...

L: Or is it?

P26: Well she is still a lot better than me because she's finished her degree in French. So ...I know she still has a much higher standard and it's always the competitiveness that I would like to be better at her.

L: Right.

P26: And I think because I've got two languages it will automatically make me better.

L: OK.

P26: But I think as well it's that I love it so much. I love ... because I like travelling as well. I travel quite a lot. And I did a gap year and I went over to France and Germany for 2 months as well.

L: OK.

P26: ... and worked out there, that it's ... I like being able to just fit into another part of it without ... because some people wouldn't even have recognised that I was English until I said. And that's a really nice thing when you can fit in and it's YOU making the effort with their languages. I think that's what really I like doing because I want to work out there eventually. That it's just that motivation that if I really work at it I'll just fit in completely with it.

L: Mmmm. OK. So you really see yourself as identifying with ...with ...

P26: ... other people yeah ...

L: ... those cultures?

P26: Yeah. Even just like ... it's not even France and Germany. We went to Vietnam and one point and because their second language is French, even though you don't speak Vietnamese you can still fit in by both of you knowing this mutual language. Which I think is really good.

L: Mmmm. Mmmm.

P26: So if you learn enough languages, technically, hopefully you'll fit in somewhere or other no matter what.

L: Mmmm. Very cool. Yeah. That's excellent. So after you did your exchanges as a child, obviously you then carried on at school, did you?

P26: Yeah with French I always carried straight on. I always did it in school but they knew my situation so they'd give me advanced work.

L: I was gonna say you must've been quite bored ...

P26: So I was doing like GCSE work in year 7 [11-12; first year of secondary level education]. They'd just give me GCSE papers but they wouldn't let me sit it early. But with my German, because they did that in Year 8 [12-13; second year of secondary level education] and I was already at the secondary school. I came back and I sat my GCSE straight away in Year 8 ...

L: OK.

P26: So I did that and then by the end of Year 8 ... and then in my school you didn't actually start learning German til Year 9, so none of my classes had done German before but they didn't want to let me [join?] so I just didn't do German for 3 years, I couldn't do it again until I got to A-level and I left my school, so it was really hard for me not ... I went over to Germany a few times but not getting to practise every day because nobody in my house knew German or anything like that,

L: Right.

P26: ... my German really suffered and by the time I got to A-level I lacked everything with the grammar rules and writing because they'd been no one there to help me practise, kind of thing.

L: OK.

P26: So it was really difficult then.

L: Right. Yeah I can see how that would have been. Hmmm. So let's move on then to talking about the sort of independent learning that you've done. But picking up on that point. Erm ... when you did the GCSE paper in your Year 8, how much sort of formal instruction had you had ...?

P26: None.

L: ... Or had you just been speaking German ...?

P26: I'd been speaking Germany ... German obviously in Germany. Gone to school there so I had a little bit of writing. I could read but that's just because I'd sit down with the newspaper and I read things like that ...

L: OK.

P26 ... and eventually it all kind of came to me. But obviously speaking was not going to be a problem. And then, when I got back, it was literally they said 'you can do it if you want to, we're not really bothered'. So I said I'd really like to do it coz then it meant it was out the way and I could focus on my French as well. So they basically said 'OK well you're too late to do coursework so you're going to have to do a writing exam.' Gave me some mock papers and then while the rest of my class were doing French, I'd sit in a corner and just work on the German on my own.

L: I see.

P26: So ... and then I'd have once every ... once a month up until the exam I'd meet with the head of German who'd just give me marks back on my papers. And that was it.

L: So you were just doing old exam papers? Right. OK.

P26: It was on my own yeah. That was it. That was about as much help as I got from the school. So it was more just keeping in touch with people in Germany. Asking them to help me. Reading as much as I could before the exam, really.

L: OK. Reading what? Reading books or?

P26: Books. They'd send me old newspapers over. Things like that.

L: Your friends in Germany?

P26: Yeah like the family who I stayed with. They'd send me emails and only write in German.

L: Mmmm.

P26: Like, just stuff like that really.

L: Mmmm. Right. OK yeah. So you really were self-taught in many ways?

P26: Yeah. For the German definitely.

L: OK. So how about now? What ... I mean ... do you ... are you challenged enough in classes here?

P26: Yeah I found at uni it's definitely ... I've had to step it up a level because at A-level I never really had to work as hard as I knew other people did, coz it just came to me naturally it's like a second and third language to me. So when I got here I'd been like 'right it's really time to up my game and things so'. It helps with my French one of my flatmates also takes French and her parents are French ...

L: OK.

P26: So with her, we'll only text in French. And we'll only speak in French sometimes if it's just the two of us around so we can both really work on it outside uni.

L: Mmmm. Mmm.

P26: You can like listen to the French radio. We'll put it on in our kitchen and things like that.

L: Mmmm.

P26: And then with German I try and do as much like readings, we'll just get books out the library. And like, watch stuff online in German if I can and German radio as well.

L: OK.

P26: Yeah it's really the writing that I wish I could work on most. But it's harder to do on your own without the help of a teacher to ...

L: Yes.

P26: ... correct it and stuff afterwards.

L: Yes, OK. So you feel that that's your real weakness?

P26: Yeah.

L: For both languages?

P26: Yeah definitely for both. Because I learnt it all phonetically I only really know how to write as I hear everything. Which I know is never going to be the right way to do it.

L: Right.

P26: So I really have to catch up on that aspect of things.

L: OK. OK right. That's really fascinating for me. Erm ... OK super. Thanks. Let's stop that there.

**Post-sort interview**

L: OK recording now. Let me put that there so it definitely gets our voices. Right, so start wherever you like.

P26: Right well. Definitely started at this end about being self-disciplined about least like me. [#39 I am more self-disciplined (-5)].

L: OK [laughing]

P26: Coz I know I need encouragement and I need to be pushed and I can get lazy like ... as much as I do want ... enjoy learning languages I know that I need somebody there to always like give me a goal and like make sure I get there at the end as well.

L: OK.

P26: I think it can't just be me on my own because otherwise I'll just get lazy about it.

L: OK. That's interesting though because erm ... it seems as though initially, when you were younger ...

P26: It was all me. It was all my choice.

L: Yeah!

P26: And it still is. I still want to be really good.

L: Sure.

P26: But I know because ... I think because growing up I was ALWAYS really good, then now I need to be encouraged to be that bit better as well, and always have a higher standard to want to be at, kind of thing.

L: I see. I see yeah. And I guess there are ... there's more going on in life now.

P26: Exactly. And there's other people who've done similar things on gap years and things like that now. So I need that encouragement to still be the best.

L: Right. OK. So in what ways would you say that you're not ... that ... that ... that ...

P26: ...self-disciplined.

L: Yeah.

P26: Like there'll be times when I know I could be doing some more work and working on this and doing it myself and really getting better. And instead I'll think 'I'll just go and sit in the kitchen and hang out with other people'..

L: OK.

P26: And it's like ... I should really be thinking 'No I should this coz then I'll be better and then I'll get better marks and then ...' And I know that's the way I'd LIKE to think but I don't always think that way. But I do still really want to be at the top of the class and everything. And I've realised more recently I'm NOT. So then that has encouraged me. Like, that's given me a bit more of a push to get better marks and everything. And I know in order to get those marks coz I'm attending everything, and I'm clearly doing the work, there has to be something extra that I need to do myself.



L: OK.

P26: And do that bit more.

L: OK. I see. And that's an interesting one as well, to have here. 51 [I'm more likely to learn from language mistakes or errors I'm making (-5)].

P26: It's because I need ... because everything sometimes in my house was in my head would sound right. Or if I'm writing I'll think 'oh well it sounds right in my head, so it must be right' so definitely on my own I have noticed a few mistakes but I still need ... I can't do that part on my own. I still need to have somebody else there to say 'No P26, you're doing this wrong. You **have** to really work on it a bit more' and everything. And I sometimes just need ... if it's red pen on every single sheet underlining the same mistake, that's what I need.

L: Right.

P26: Rather than doing it on my own. Coz I know I just won't realise by myself. So ...

L: OK. OK. So is that because, sort of somewhere along the line, perhaps because you've used languages so much since such a young age, you've sort of lost the ability to be self-critical, or self-analytical?

P26: Exactly. I think that's what it is. Because everyone always said you were **so** good growing up like. Not many nine year olds are fluent in French.

L: No! [laughing]

P26: So everyone was like 'Oh my God! You're amazing!'. Or like twelve year olds who are fluent in German when they haven't even sat it in school yet ...

L: Yes.

P26: But already done her GCSE. It's a bit like ... so in my head so many people have already said I'm really good that I'll just be like 'oh well I'm so good it must be right sometimes' ...

L: Right.

P26: That I know...Now I'm at such a level that it's ... I just can't rely on the fact that I did my exchanges when I was young. It has to be something extra. Coz there are other people in my classes who have never been to France or Germany who are better at French and German than I am.

L: OK.

P26: So ...

L: OK.

P26: ... it's definitely not relying on what I've already done.

L: Right. So is this one. Number 19 [I am better at finding out the strengths and weaknesses of my English (-4)], sort of related to 51?

P26: Yeah. Exactly. And like because as well I always thought my listening was one of my best aspects as well. But when we did our Christmas exams it was my lowest mark and I actually got much higher in my writing, and maybe it's because I've worked a lot harder on my writing recently that now I'm like I've let my listening take a back seat and everything like that. So ...

L: Right. Right.

P26: I definitely think ... that's what made me realise and I thought I'd been ... because I do listen to so much German and French, like, on the radio and things like that, that I'm always listening and I always understand it, that that must be what I'm good at. But because I obviously need to work at getting it down on the paper in the right way to show that although I understand it, somebody else needs to understand it as well.

L: Right. So is that exam technique or is that skill?

P26: I think it's a bit of both.

L: OK.

P26: Because it's not just ... I'm sure if somebody asked me what was being said on the radio I'd be like 'Oh well I understand' but that's just coz I'm used to listening to it but I'm sure if ... I couldn't just say it out loud kind of thing. I think that is what it is a bit.

L: Yup. OK. Interesting.

P26: Yeah. I don't really get bored when I'm thinking about what I'm learning. I love to learn new things! [#31 Reflecting on my learning makes me feel bored (-4)].

L: OK.

P26: That's definitely not very like me.

L: OK.

P26: And that's again related to the more self-disciplined. It does help if there's somebody there ...

L: Right.

P26: ...nagging at me to do a bit more ...

L: Right.

P26: And again learning time that's all related as well.

L: OK. And maybe ... is that one as well? 38? [My learning is more effective because I am not pushed by my teacher (-3)]. Is that related to the self-disciplined and the ...?

P26: Yeah. Yeah. They're all related.

L: OK. How about this one? 34? [I am less worried about making mistakes in front of other people (-3)]. You've put that ... you're LESS worried? You've put that as less like you?

P26: Yeah.

L: So then ...?

P26: I'm still really worried.

L: You are a little bit worried?

P26: I'm always really conscious because that's ... when I got to A-level I didn't ever tell anybody that I'd done the exchange.

L: OK.

P26: Because I was like they're gonna expect me to be really good and that makes the criticism a lot harder and I'm still the same now ... there's plenty of people in my class, although they think I speak really well, are like oh well she's got weaknesses here' and even though I work on it on my own I'm still really conscious of getting things wrong because people expect me to have a high standard. So that's definitely a really big worry of mine. Just getting things wrong in front of people.

L: OK. Right. Because for such a long time you've had that expectation that you will be the best.

P26: Exactly. Er ... never feel like giving up German. It's definitely a part of me. Like completely like all my languages are. That that's what I do. Like everybody's said it. Like I've known since I was five I wanted to do languages! And there's not many people who are like that.

L: That's very young! [laughing]

P26: That's definitely looking like me.

L: But you didn't put it right here.

P26: No. I thought these were more effective. Because there are always gonna be those couple of days when you're just like 'I wish I wouldn't bother with German'. I'm like 'Why did I get interested in this?'. But I know full well within myself that I'd never give it up kind of thing.

L: Yup. OK.

P26: Erm ... that one. 33. [I feel frustrated asking other learners for help when I'm learning German because I don't know if they are correct (-2).] I don't mind like ... I don't mind asking people for help. Sometimes I can be a bit stubborn, which is why it's not right up that end ...

L: Mmmm.

P26: But if they're not right I mean ... if it's somebody out my class or something, then they're on the same page as me basically. Like they're still trying to learn as well. So I can't expect everybody to be right all the time.

L: OK. But it's not the case that you're thinking 'Well I've spent time in Germany and you haven't and so ...'

P26: No, it's not like that. Because I may have spent six months in Germany but they've probably spent an extra three years in school learning it. Correctly from the teacher! So I

definitely think we've got as much right as each other to know stuff. Coz I might know something really colloquial, but they'll know the proper term for it ...

L: Mmm. Mmm.

P26: ...so it's a bit of give and take off each other.

L: OK.

P26: Erm ... I'm not really sure about that one. [#46 I'm more likely to develop new ways to use resources for learning French (-2).] I was just a bit like I won't really [set it?] for my own. I know my set ways that I do stuff. I know if the teacher was more likely to suggest to me a certain way of doing something then I might listen but I wouldn't go to think about finding that on my own.

L: No. OK. Yup.

P26: Same kind of with that one. Like the new strategies. [#52 I'm more likely to create new strategies to help me learn (-2).]

L: Mmmm. So it's not that you're averse to those things, it's just that you wouldn't necessarily seek them out?

P26: Exactly.

L: For yourself.

P26: Erm, number 30 [I feel unsupported when learning German without the direct support from a teacher (-2).] Obviously I'm alright learning a language without a teacher because that's the way I normally do it. But then once you've had the comfort of the teacher as well it is quite nice, to have them there. So it's not that I feel UNSUPPORTED by them, it's just a comfort knowing that they are there, in the long run.

L: OK.

P26: Yeah, I don't really try many new things [laughing] [#29 I have more courage to try different things when I learn German (-2).] I kind of stick to what I know.

L: OK.

P26: Like I will read a new book or something like that but it's generally same style of book or something like that.

L: OK.

P26: [#23 I'm more likely to make time to learn.] I do make time. But just ... not as much time as I probably could. That's why it's not higher up kind of thing.

L: OK.

P26: I definitely know better how to de-stress myself than other people [#22 When I feel myself getting stressed about my learning I know better what to do about it (-1).]. Like than a teacher might realise coz I know ... I'll know why I'm doing it wrong and I'll know why I'm not getting it right whereas they just won't get it and I won't be able to explain it so ... I do feel

better when it's just on my own. These were like all the middle ones. Kind of all came into one.

L: So these are ... although this is this side ...

P26: Yeah, it is more ...

L: It's more ...

P26: More **more like me** than **sort of like me**. Even though it's on this side. Coz there were a lot of **most like me**, so they all got shifted a bit.

L: Sure. So where would you say is YOUR mid-point.

P26: I'd say about here ...

L: It is ...

P26: ... is more my mid-point.

L OK. Alright.

P26: [#6 I can make more effective decisions about whether feedback is useful for me (-1).] I think that's the same kind of thing I'll know what's good for me. And what's not. That ... number 6. I think in comparison to like ... coz I'll know when I'm stressed and I'll know what's working for me. Er ... but with that one. With 32, [I get frustrated learning on my own as I need a teacher to tell me if I'm learning well (-1).] I do like someone to tell me I'm doing it right.

L: OK.

P26: So... it's still ... it is sort of like me coz although I know better what ISN'T working, I would do like somebody to tell me what I am doing is the right way of kinda going about it as well.

L: So you kind of like that reassurance ... in the ...

P 26: Yes, exactly. Even though I am independent it's always nice to have that little voice in your head, somebody telling you 'yeah you are doing this right, don't panic, it's all OK' kind of thing. But when I know I'm doing it wrong it's me who has to tell me I'm doing it wrong coz I'll know how to sort myself out afterwards without getting too stressed.

L: OK. That's interesting. So is it sort of a reassurance thing you like or is it that you like to be told you're doing WELL?

P26: I think it's just the reassurance part of it because ... I don't know my parents would never tell me I was doing WELL, they'd just tell me I'm doing it right. I think and it's just brought in with that because they didn't like to encourage us too much and say 'yeah yeah you're great' so that when we failed it seemed so much worse.

L: Sure.

P26: They'd just say 'you're doing it right' and I think that's what it is for me.

L: OK. Interesting. Just a little question aside ... are you parents really fluent in languages?

P26: No. Not at all.

L: OK.

P26: They're er ... together they're OK because my mum speaks French and my dad can understand French so as long as they're together they're fine.

L: OK.

P26: And they can follow the kids when we sit there and we'll all talk in French ...

L: OK.

P26: ... and they can kind of follow that between them. But other than that no, they're not linguistic whatsoever.

L: They're not real linguists. No, alright.

P26: [#13 I can describe better how I will learn in the future (-1).] Er ... yeah ... and once I know if a technique isn't working for me I'll know how to improve on it for the future, for 13. That is quite like me. Like if I've tried doing something, I've been doing it for ages, it's just not working, I'll be like 'Right. What can I do to change this' kind of thing.

L: OK.

P26: And that's again like I know what works best for me is just like ... I know how to not get stressed that one [#22 When I feel myself getting stressed about my learning I know better what to do about it (-1)]. Connects. I think.

L: OK.

P26: 17 [I am better at finding good people to work with (-1)]. Better at finding people to work with. That's like in class, like, you can be set up but I know exactly who I work well with out of my class coz I'll've made sure we've spoken on our own and things like that and if we do similar kind of activities then it's good that we can learn together and that'll make sense and everything.

L: Right.

P26: I definitely think that one's good.

L: And is that always people who you're friendly with, or is there a distinction ...?

P26: Yeah, I have to get along with them in order to learn with them. I don't like learning in a really quiet kind of hostile environment. If you're going to learn with more than one person I think it's vital that you get along with them. Like the girl who I get along best with, and I do most of my out-of-class learning with I'm going to live with next year, coz we get along so well and we both do the French and German.

L: OK.

P26: So you'll meet her tomorrow ...

L: OK. Great.

P26: [#8 I'm more likely to use the type of resources (books, DVDs, online materials, etc.) which match my learning style (-1).] Yeah. I definitely use my own stuff on my own, but I'm not ... I'll still try the new things occasionally. Like, not very often I said but. Every once in a while it is good to try ...

L: So you know what your learning style is and you do ...

P26: Yeah, exactly. I know what type of films I'd wanna watch or what books are good for me to read and ...

L: OK.

P26: ... things like that. And I know that I need to make notes and note down vocab otherwise I'm never going to remember it afterwards coz I'll just remember 'Oh I watched this really good film' or 'I read this really good book.'

L: OK. OK. So perhaps because you are so used to using your languages you have to be quite systematic ...

P26: Exactly.

L: ... in terms of as you say, making notes and so on.

P26: Making notes, and like having a vocab book all the time and going over it at a later date

L: Right.

P26: To make sure it's not just like 'Oh I watched a film' just like I would in English, coz that's how it can be sometimes for me.

L: OK.

P26: Erm, yeah. [#44 I can better explain why I choose the materials I use (0)]. Materials I use, and that's kind of related coz I know what I have to do ...

L: uh huh.

P26: [#3 It's easier for me to find suitable books and worksheets to help me learn (0)]. And I know what books and worksheets'll work for me and things like that as well.

L: OK.

P26: And that's kind of similar. These are all, I think, quite similar like with the websites as well. [#4 It's easier for me to find suitable computer programmes or internet websites to help me learn (0)]. That's definitely ... this is more where it starts getting relevant again.

L: 36? [I enjoy learning German more because I can learn in ways that interest me (0)].

P26: Most like me ... yeah. I do like doing it in a way that interests me. I think.

L: OK.

P26: I enjoy it better. Because like in uni now we're doing poetry, which I personally I don't enjoy, but it is still a way of learning German. I know that if I go home then I can do it again how I like to do it and it's more relevant and ... that's better.

L: OK.

P26: But I do use like lots of different aspects on my own like [#7 I use more varied strategies when I learn German (0)] ... I'll make sure I'm covering my writing, reading, listening, oral, everything like that.

L: OK.

P26: So I think that'll be good. And er, yeah I do go back over like I said with the books I'll have made my vocab and I do go back over and make sure I'm doing it right [#47 I'm more likely to review what I've learned (0)].

L: Right.

P26: And I can quite tell like ... who's better at what in German [#20 I am better at identifying the strengths and weaknesses of the French of others (0)]. I think just because I do a lot of self-work and coz I'm use to ... I was there when I already knew German and other people were just learning it in school.

L: OK.

P26: ... you can kind of see the different stages and stuff.

L: Right. OK. And I'm definitely quite careful about what I want to learn [#26 I think more carefully about what I want to learn (0)]. Like I won't just watch anything, even if it's a film I really want to see I'll think 'Well is it really going to help me that much, could I just watch it at a later time when I don't need to be learning a bit more?' and things like that.

L: Mmmm. OK that's interesting. Coz in a sense that's being quite disciplined.

P26: Yeah.

L: Yeah.

P26: But not in like ... self-discipline I think like, somebody's who's quite self-disciplined say I'm gonna do this right now and I'm gonna do it then. But I'll be like ... 'Oh I can do that later' which is where I'm not very disciplined with my time management. And things like that. But about what I'm going to learn I could be a bit ... I'm like quite ... I know exactly what's good for me to learn, sort of thing.

L: Right so you're quite strategic in that way?

P26: Yeah.

L: Yeah, OK. OK. Let's move this side.

P26: Er ... opinions [#45 I have stronger opinions about which activities are good for me (+1)] ... yeah definitely like I said I know what's good for me to learn and that's kind of related about that [#11 I am more able to choose good strategies to help me learn (+1)]. I'd say those two definitely go together. I have, like, picked up more [#2 I'm more active about learning German (+1)] like as I've always ... especially with German I've had to do a lot more



on my own then I do go out and do more but still, it will always be put off til a later date. But I am definitely more active than I used to be.

L: OK, right. Yeah you explained a little bit before ...

P26: [#42 I feel more able to continue learning German after I leave university (+1)] I definitely want to continue with German after I leave uni. I think that's ... I'll do it all by myself again. I wouldn't continue with lessons I don't think. I think it's coz I know I can study by myself and as long as I know there's SOMEBODY there, whether it's in my job or whatever, telling me that I'm doing something right, coz I DO want to work within Germany, then that should be OK.

L: OK.

P26: And I definitely think that will make me have a more successful life.

L: OK.

P26: Coz I think languages are quite successful. [#41 I feel more likely to have a successful life (+1).]

L: Right. Sure.

P26: [#43 Learning at my own pace means I am learning more successfully (+1).] I do think going at my own pace is important for me, coz whereas I can rush through if I have something oral that I'm going to do – I can rush through that and I know that'll be fine, I know when it comes to writing I'm really going to have to take it at my own pace, otherwise I'm never going to grasp it. If somebody ... if I just rushed through it then it wouldn't work for me.

L: OK.

P26: And I think it's similar [#37 I enjoy learning German more because I can learn at a level that suits me (+1)] like I enjoy it more because I'm doing it at my own level. Like I'm not doing anything too basic, but nothing too advanced for me. So I can see if my reading should be more advanced or whether my listening should be more advanced kind of thing. Erm ... and that again ... is quite like me [#25 Learning without the encouragement of a teacher makes me a bit more lazy (+2)]. The learning without the teacher makes me a bit more lazy! I need somebody there.

L: So this parallels those ... that you put over this side? Yeah.

P26: Yeah. Erm ... I know what I need for German, definitely [#14 I can analyse my German needs better (+2)]. This is definitely where it started to be most **most like me**. [#40 I have a better understanding of myself as a learner (+2)]. Yeah I know what I need to do for German coz I've been doing it for so long I think. And I definitely understand myself better because of that, like how I learn, and like that I'm more like somebody who HAS to write everything down rather than just reading it and taking it all in.

L: OK.

P26: Definitely more likely to use German in the future [#21 I believe I will be more likely to use German well in the future (+2)]. It's like progressing each ... the more I use it the more interested I am.

L: Right. And is that specific to you for German?

P26: No, I think that's French and German ...

L: Yeah.

P26: ... for me. And I would like to do another language as well. But for now French and German I think, to stick to and get them, definitely. And er ... definitely try harder to find opportunities to use my German [#5 (+2)] ... like especially recently I got an opportunity for my French that a law company needed the deeds to a house translating from French to English, and I was like 'this is going to be really hard' but it really pushed me to do it.

L: Right.

P26: So I was like definitely do that and I was just like really lucky to get the chance to do that and I also teach in French and German when I'm at home.

L: OK.

P26: At a college, so I do try and use it as often as possible and like go away as often as possible like back to France and back to Germany so I can use it more often.

L: OK, Right.

P26: I definitely know where I learn best [# 48 I am better at choosing a place to learn (+2)]. I know it's better for me when I'm doing my writing and my listening and my reading I HAVE to be in the library, but if I'm just doing my oral I'll just sit it at home and skype somebody in Germany or something and just talk to them. I know what kind of place is better for me for not getting distracted.

L: OK.

P26: I have calmed down a lot about learning German now that I do a lot more on my own [#35 I feel more relaxed about learning German (+3)].

L: [laughing]

P26: Because before I used to be ... especially during my A-levels – I was just like 'oh my god, I'm so far behind on everyone' on certain aspects I'd get like really tense about it. But now that I've took some time and I had a year out and I did a lot of learning on my own and keeping it up I'm more like 'OK, I'm not as bad as I thought I was' like the writing aspect of it.

L: Mmmm.

P26: That's happening a lot like me.

L: Interesting.

P26: Yeah. And again I know exactly what kind of ways work for me best. [#10 I understand better when a way of learning is working for me (+3).]

L: Right.

P26: And I know where I'm trying to get to. [#15 I know I'm trying to achieve in my language learning (+3).] I want to be at that [hand?], like highest standard.

L: OK.

P26: And that's like really my goal so that's kind of connected, like my goal is, just to get to there right to the top. [#50 I am more committed to achieving my goals (+3).]

L: OK. Right.

P26: Yeah. I know exactly why I learn German in the way that I do [#12 I can explain better why I learn German in the ways that I do (+4).]. Again, it's all kind of similar to the others.

L: Mmmm.

P26: But I am now, I will, now that there's so many other people around me, like more likely to ask for help so that I can get better and get to my goal and everything like that. [#9 I'm more likely to ask others to help me with my German (+4).]

L: OK. And these others. Who are these others?

P26: Like, other people in uni. Like I never really had people at home really, when I was doing A-levels. German was a really small class and I didn't live in the town where I went to college.

L: Right.

P26: So I didn't have anyone at home. Like none of my friends at home took German or anything like that, so it's quite nice now to have people who are doing the exact same course and like, understanding ... some of the people have done things abroad as well, so they learn in similar ways to me. So it's definitely easier for me to ask them for help. And I feel better with the teachers as well. I can say 'look, this is exactly the situation I'm in. I will need help on this' and I can get extra help on it if I need it and everything.

L: OK. Right.

P26: And yeah, I still know exactly what's best for me. How to ... learn. [#24 I have a better understanding of how I learn best (+4).]

L: Mmmm.

P26: And definitely, I have more desire to do my German better [#1 I have more of a desire to learn German (+5).]. Since I've been at uni and since I've done more work on my own and like it's really pushed me and I definitely want to get ... like be really really good at it, by the end.

L: OK.

P26: And er ... yeah I know like that's kind of like the opposite to the discipline [#49 I'm better at knowing how to get myself in the mood to learn (+5).]. I know exactly what I need to do when I'm feeling really lazy. I know if I say 'give yourself half an hour' it's still being lazy but I know that after the half an hour I will feel better about it and I'll be like 'oh yeah let's go back to doing some German again'.

L: OK. Right. Yeah. Well I can relate to that one too! [laughing]. Oh that's brilliant P26! Thank you!

P26: No problem.

L: That's really fascinating for me. So as I said on the piece of paper, that piece of paper there ...

## Participant 27

### Pre-sort interview

- 5 L: OK recording. P27, University of X. Right P27. What I'm ... as I said yesterday, what I'm really interested in is just having a little bit of sort of language learning history from you, understanding a little bit about your motivation for language learning and so on. And then also getting a bit more detail about your independent learning of languages and what you do at home, on your own, to support your learning in the classroom. So why don't you start by telling me how you got into language learning in the first place?
- 10 P27: I've got into it because I've got it from my grandfather coz he was a French teacher and he spoke German and could understand Latin as well.
- L: OK.
- 15 P27: I suppose he ... I think my parents asked him to talk to me a bit in French.
- L: Right.
- 20 P27: [I want to be?] bilingual ... not just yet but erm ...
- L: Yeah.
- 25 P27: ... I've been into it since then. But I didn't take German til high school, coz they offered French and German for GCSE and they offered Hebrew as well, because my school was Jewish, but that was in conflict with German, so I couldn't ... I mean I think you could only take Hebrew if you were Jewish ...
- L: Right ...
- 30 P27: You had to ... yeah so I picked German.
- L: Right. OK. So when you started taking French with your grandfather, how old were you at that point?
- 35 P27: Actually I suppose since I was a baby.
- L: Wow! [laughing]
- 40 P27: [unintelligible] ... he must have spoken to me when I was a baby.
- L :Right! That's pretty early, isn't it? Yeah. And so, would he just, whenever you had conversations with him would you speak in French or would you be primarily speaking in English with sort of a little bit of French thrown in.
- 45 P27: Well, yes, I'd speak English with a bit of French, because he'd say to me things like 'Qu'est-ce que tu fait' and I'd understand that, and he taught me phrases like 'Assiet-toi' I can always remember understanding that and just some words and phrases. But I never could have a conversation in French. He didn't start teaching me formally until I was about 10.
- 50 L: Right. OK. And so then you did start having sort of formal instruction from him.
- P27: Yes.

55

L: OK right. Wow. And so then sorry I think you did just say, but when did you start learning at school, exactly.

60

P27: Well I started learning French at school in Year 7. They didn't teach it ... they don't offer it at primary school at all, I don't think. We'd have some songs in Hebrew but we wouldn't understand. Do you see what I mean? Like we'd do Hebrew prayers, I suppose I'd understand that but I couldn't ... it seemed just like learning it like a parrot, do you see what I mean? I couldn't understand each word.

65

L: Sure. You're just repeating the sounds, rather than understanding the meaning.

70

P27: We'd have it repeated in English, what it meant, so ... erm ... but that's all if you see what I mean so we'd understand it but we couldn't use it out of context.

75

L: Right. Right. Sure. Yeah it's quite a specific context, isn't it? Yeah OK. And so erm ... tell me about how you came to decide to take languages at university.

80

P27: Well I suppose I'd always had the idea I'd do that. It was just more ... coz I took French and German for A-level so I knew I wanted to be fluent in it eventually, so taking it at uni was the best option. Coz wanted to go to uni so I wanted to take that.

85

L: Right. Yes. So you had that all that sort of early input from your grandfather, and then learning at school, what about other experiences? Have you been on exchanges? Or have you had family holidays in France, or any sort of experiences like that with either language?

90

P27: Well the first time I'd ever been to France was when I was 14 and that was just for a week and we went to Germany ... I mean we went to Austria for the week afterwards and so ... I'd never really been to Europe when I was little but I went the year after, I went as well when I was 15 on a French trip ... on a French trip with school. And then the year after a German trip to Koblenz which was really great because then I made contact with my German pen-friend. We've been writing to each other ever since.

95

L: Oh how lovely! OK. So that's when you first kind of got in touch with your pen-friend, or you'd been writing before that?

100

P27: Oh yes. Well it was quite complicated because I was out with some friends, and we went to a bar, and we met ... the woman who was serving, we started talking to her and she spoke beautiful English and she happened to mention that she had a daughter who was a year younger than us and she asked to swap emails ...

105

L: Aaaaa ...

P27: And so we did. She did with my two other friends as well, but I think the boy that we were with he didn't ... he wasn't really into German as such so he didn't reply to her, and my other friend she didn't have the time but I started writing to her and we've become great friends.

110

L: Oh that's so nice, P27!

P27: We haven't met yet, but we've spoke on the phone.

115

L: Right OK. Wow OK. That's quite hard I would imagine [laughing]. Yeah oh that's so great. So do you have plans to one day meet up or ... ?

120

P27: Yes, I'd like that. I do want to stay in contact because my grandma told me she had a German pen-friend that she was in contact with for years. I don't know if she wrote in German ... because we write in German to each other ...

L: Do you? Right.

125

P27: Sara can speak English perfectly well because we talked on the phone in English

L: OK.

130

P27: She just writes in German to oblige me. You know she doesn't have to.

135

L: OK OK. That's nice. Great for you to have that practice [laughing]. Yeah. Excellent. OK. So now you're studying here at the university, so tell me about your independent language learning. When you're not in class and being told what to do by your teachers, what do you do to support your language learning. Tell me about the kind of activities that you ...

P27: Well, I have writing to Sarah in German ...

140

L: OK.

P27: I did that over the Christmas holiday because it takes me a long time. Coz I suppose if I just concentrated I'd do it but yeah I finished her last letter a few weeks ago and it got ... they've been, over time, getting steadier longer and longer like Sarah wrote to me it's over a thousand words

145

L: Wow! That's a lot! [laughing]. It's like an essay!

150

P27: I managed to get to about a thousand two hundred so I was really pleased I could accomplish that so ...

L: Right. Yeah. Wow. That really is quite a time consuming activity. And erm ... how about other activities. Do you watch DVDs? Or do you listen to music? Or do you do anything ...?

155

P27: I like to read in French. Like I've got some copies of Harry Potter in French that I'm reading.

L: Oh that's great!

160

P27: Yeah lots of stuff that I've usually read before in English. I've never really read anything before that just is a French novel. Like erm ... I've borrowed out the library ... when I was 14 I read *The Hunchback of Notre Dame* translated into English so ... I've got the French copy out and I've been meaning to read that you know ...

165

L: OK. So that must be a really good way of working on your language. Yeah.

P27: Yeah, so it really keeps me interested, you know. learn the grammar as well, sort of, if you see what I mean ... don't notice it.

170

L: Sure. Yes. So you're sort of absorbing the grammar without really actually having to sit and do loads of exercises. Yeah. So, erm ... how about ... how about using the resources here in the university? Do you use ... is there a self-access centre? I keep talking about self-access centre but...

175

P27: I don't know.

L: Is there a sort of a language library or something you have access to?

180

P27: There's one in the Cypress Building. It's quite small though. They've got erm ... they've actually got a copy of Harry Potter in French. And they've got a copy of the Lord of the Rings. I think they ... that's all they've ... they've got lots of French films and German films. Like I borrowed a German film out for my German project ...

185

L: OK.

P27: ... last semester.

190

L: OK. So when you use those sorts of resources are you just going on the teachers' guidance? Are you borrowing the things that they recommend?

P27: Oh yes, I've never borrowed anything out there before that I've just picked out myself. I think because I don't really have time at the moment.

195

L: Right. Sure. Yeah. It must be very time consuming! Two languages. Yeah. All right well that's lovely. Thank you for all that information. I've got the card sorting activity now. I'll turn this off.

200

### **Post –sort interview**

L: OK. Recording again now. Yes, where would you like to start? Which end?

P27: Well let's start with the negative end and move to the positive.

205

L: Sure. Let me ... I'm just going to move this. Sorry. It's frustrating if I don't ...if the recording doesn't come out very well and I spend forever trying to understand what everyone's saying! So ...! So tell me. Why did you put these here?

210

P27: Well, certainly I've never felt like giving up French. [#28 Sometimes I feel like giving up learning French (-5)]

L: OK.

215

P27: I think it's a ... yes even at uni when the studies are very hard it still makes me feel like I want to continue because I want one day I want to be able to understand it all properly.



220 L: OK.

P27: [#32 I get frustrated learning on my own as I need a teacher to tell me if I'm learning well (-5)]. I don't really feel frustrated learning on my own because I'm happy to read books and things in French and watching DVDs in French,  
225 so it doesn't really frustrate me because a lot of the time from reading books that have been translated I can just remember what the English word was and then apply it to the French and it just helps me ... helps my vocabulary.

L: OK. Right.

230

P27: Shall I just pick one, or shall I just go through?

L: Erm ... if you don't mind going through. That would be helpful.

235 P27: Oh that's fine! Well erm ... I suppose it depends on the learning if it's more effective or not pushed by a teacher [#38 My learning is more effective because I am not pushed by my teacher (-4)] because I think erm ... I suppose I like being in the university environment. Like it's very ... I like the routine of homework and everything so I can concentrate on work when it's er  
240 ... I suppose when it has to be handed in I feel more motivated to do it.

L: OK. Right.

245 P27: Like I wouldn't like it if we had projects to do over the holidays coz then it seems to drag on forever, if you see what I mean.

L: Right. OK. So although you like the ... so it's interesting for me that you've put these here so ...

250 P27: I suppose it depends on the learning. Like if it's something to do with recreation like reading, that's alright. But if it's learning like the university work I prefer to ... be in the university environment.

255 L: Right. Right. So it's not that you get frustrated, but you just perhaps like to have that little extra sort of support or push from working in a structured ...

P27: Oh yes. Yeah, I like the feedback. Because otherwise I'd be writing in French and I wouldn't know whether it was right or not. I like being corrected on that.

260

L: OK. That's a very good point. So you're making a distinction there between the reading you might do on your own and then producing a piece of writing, where you really feel you want to have feedback on that.

265 P27: Oh yes.

L: Yeah yeah. Alright. Great. How about this one? [#20 I am better at identifying the strengths and weaknesses of the French of others (-4)]

270 P27: Erm ... I suppose that's quite ... that's least like me because sometimes I feel like if I'm reading something or I have to correct a piece of writing sometimes I can't make a distinction between the tenses, if you see what I mean ...

275 L: OK. OK.

P27: Coz I suppose if it's written in French I'd probably take it at face value. Unless it was a really obvious mistake.

280 L: Right. But this is the strengths and weaknesses of others, right? So, not necessarily your work but erm others work. So where would you ... you've put this at the **least like you** side ... so for example if you're listening to somebody in class, and you hear them ... because you put this this end, it's suggesting to me that for example if you're in class you wouldn't necessarily  
285 identify mistakes in other people's French, spoken French, or if you're reading some of their work ...?

P27: Oh yes. I think I suppose I'd take that at face value. I think it's more of a confidence issue.

290 L: OK, right. So you have faith that they ...

P27: Oh yes!

295 L: ...that they know what they're doing. Right OK! [laughing]

P27: Yes, I suppose I'd probably doubt myself and think what I ... unless I knew for certain what I was talking about I'd probably think they were right.

300 L: Alright. So you're more likely to attribute any mistake or whatever to YOUR knowledge? Than you are to their knowledge?

P27: Oh yes, unless I was absolutely positive about. But if it was something new we were doing I'd probably have less confidence in it.

305 L: Yes, OK. Alright. How about this one? [#33 I feel frustrated asking other learners for help when I'm learning French because I don't know if they are correct (-4)].

310 P27: Well I never felt frustrated asking other people for help coz I don't mind ...I don't see it as a reflection on me if I don't know what it is ...

L: OK.

315 P27: If I don't know if they are correct ... well usually I suppose I'd have faith that they were correct ...

L: Right [laughing]

320 P27: Unless it's a teacher then I'd know for sure that they're ... you know it was correct.

L: Sure. Yes. Yup. OK. Super. How about this column?

325 P27: I think that er ... I think like the earlier cards learning without the encouragement of a teacher makes you a bit more lazy [#25 Learning without the encouragement of a teacher makes me a bit more lazy (-3)] ... it sort of depends on whether it's reading or writing I think. Because, and also with speaking coz if I'm not in uni I wouldn't have anyone to practice my French

- 330 with coz I don't know anyone with who I can practice ... so that makes me a bit more lazy on the speaking ... but not necessarily with the listening or the reading because I can have access to those kinds of resources at home.
- L: Right OK. So you put this in the column that's least like you, or more  
335 towards the end of least like you, erm ... because it does depend on the skill or what work you're working on?
- P27: Mmm.
- 340 L: Right. OK. Good.
- P27: [#30 I feel unsupported when learning French without the direct support of a teacher. (-3)] Well I don't feel unsupported if I'm learning without a teacher because ... I feel like I don't really need support if it's something like I said, like  
345 reading ...
- L: OK.
- P27: Coz erm ... yeah I don't feel I really need support in that. It depends if it's  
350 academic work then I'd feel unsupported.
- L: Right. OK, alright. Great.
- P27: Erm ... I'm more likely to review what I've learned [#47 (-3)] ... I suppose  
355 this is just about me. I don't tend to go over what I've learned. Even though I know I should. I don't know why I just don't seem to ... erm ...
- L: I can understand that. I don't think I do that either ... so ... [laughing]. Right.
- 360 P27: I suppose that was in the **sort of like me** pile, I'm more likely to ask others to help me with my French [#9 (-3)], because yeah, I think I would do that ... like for homework and stuff but I don't really ... there's not many people outside of uni that I discuss French with. Like my friends weren't really into it and I don't really know anyone who's a native French speaker ...
- 365 L: Right. OK.
- P27: ... so there isn't really anyone I could ask unless it was someone at uni. Like a friend from uni, but not a friend from home.  
370
- L: Right. OK. Alright. Excellent. So you said this was in the **sort of like you** pile, so does this mean that we've hit your mid-point?
- P27: Yes.  
375
- L: OK. So is this column here your mid-point, or this column here?
- P27: The 4<sup>th</sup> one.
- 380 L: Four, right. OK great.
- P27: [#37 I enjoy learning French more because I can learn at a level that suits me (-2).] Yes, I enjoy learning French at uni, because I quite like the set

385 up, it's only ... it's only a few hours of actual class time. Coz I don't mind writing essays and things like that.

L: OK.

390 P27: It's nice having the teachers' support as well. And there's also lots of free time for doing more recreational French, like reading and listening.

L: Right. OK. Sure. Yeah. Great.

395 P27: And yes ... I'm more likely to develop new ways of using resources to learn French [#46 (-2)]... I suppose I found out a while ago that I could actually listen to French on YouTube ...!

L: Ahhh!

400 P27: ... and things like that so ...

L: So you use those online resources quite a lot?

405 P27: Oh yes.

L: So what sort of things would you watch on YouTube?

410 P27: Well ... I suppose things like ... well films definitely that I've seen before. I did actually watch like real French films. Coz erm ... I think we should do that it's just something I've never really seen before. And also you know like ... French music.

L: Mmmm. Mmmm. Mmmm.

415 P27: And also using some resources you know like books I've already read before ... and like reading Harry Potter, you know it's a brilliant resource.

420 L: Right. Right. OK. So when you're ... when you're listening to music on ... French music ... so you listen to French music on YouTube? So, how do you sort of go about using that to help your learning. What sort of activities do you do? Do you just listen? Or do you make a note of vocabulary. Or do you translate into English in your head. Or ...?

425 P27: Well usually once I've listened to it the first time I need to read the lyrics written down, because usually I don't understand it unless I've read it written down, and then once I've read it I can hear it properly. but sometimes when I've read it the first time you know I can ... particular words ... leap out at me ... I can't understand it ... I like being sure of it so I can read what the lyrics are first.

430 L: OK. So it's a combination of reading the lyrics and then listening to the music. Yeah. Alright. Great.

435 P27: Sorry where is that ... OK number 6.

L: Number 6. [I can make more effective decisions about whether feedback is useful for me (-2)].

440 P27: Yes, I feel I can make more effective decisions now coz I can set myself limits.

L: Mmmm. What do you mean by that?

445 P27: Well ... oh sorry I think I just got the wrong idea about the card ... is this more like with uni work or just learning French and German?

L: It's however you want it to be. It's your interpretation [laughing].

450 P27: Yeah, I think after learning French at uni I have more of a better insight into my learning. Like erm ... when I understand the feedback I can ... I don't really see it as a huge set-back if you see what I mean ... if you make mistakes I can just take on board ...

L: I see.

455

P27: ... see how I'm gonna adapt to it.

L: OK. Alright. Great.

460 P27: [#3 It's easier for me to find suitable books and worksheets to help me learn (-2)] Yes, it is quite easy for me to find suitable books coz I usually order them off the Internet. Coz I used to be able to buy them in the shops, like at Borders, but that's closed down now. And so ...

465 L: Ahh. So did Borders have a good selection of sort of French and German books too?

P27: Oh yes. It had ... I managed to get quite a lot of French books from there. Like I bought a copy of *Animal Farm* ...translated ...

470

L: Wow.

P27: ... because it was one of my favourite books since I was little. And I also bought *Memoirs of a Geisha* translated. Like they had ... it was in French but

475

L: OK.

480 P27: I'll have to get it somewhere else.

L: Right. Yeah yeah. Great.

485 P27: Let's see. Yes, I think I'm better at finding good people to learn with [#17 (-2)] because now at uni there's much more people ... many more people who are studying French because at school there was only one girl and me ... and I who were actually studying French at A-level ...

L: Wow!! Really?!

490

P27: Oh yes. Just the two of us. It started off with five at AS but then one boy dropped out within about two weeks and then another girl dropped out within

about a month so it was just three of us and then the third girl dropped out before A2 ...

495 L: Wow – that’s really few. Was it a small school or ...?

P27: Well ... I suppose it was a small school ... just about ... I don’t know how many people really ...

500 L: Right.

P27: ... but we were working in a sort of a thing with three ... with two other schools, so people would go there, like to Childwall for psychology, and subjects they didn’t offer at our school, so ...but nobody came here for French so ... it was pretty unpopular.

505 L: Wow that’s really amazing for me ... so few people ... yeah ... wow. OK. So now you have more people to sort of ... there’s more choice.

510 P27: Oh yeah. Absolutely.

L: Yeah. Yeah. OK.

515 P27: Yes, I think I’m better, much better at analysing myself now [#19 I am better at finding out the strengths and weaknesses of my French (-2).] ... like I know what I need to work on, like grammar.

L: Right.

520 P27: Yes, it helps me a lot reading, because in the books they have lots of different tenses and even the past historic with ... you know in speech.

L: Right. Sure. OK. So would you say that grammar then is a ...is a ... sort of a tricky area especially?

525 P27: Oh yes. I think so. Erm ... yes the grammar’s quite difficult. In the unit at the moment we’re not really doing much speaking practice. Like in A-level we have an hour for that a week but now we don’t, I’m not sure if it’s going to change in the semester ...

530 L: Right.

P27: ... so I’m hoping that will change.

535 L: So the focus is more on reading and writing is it, than it is on speaking and listening?

P27: Oh yes, absolutely.

540 L: Yeah. OK. Great. Let’s move to the other end now then. OK. So let’s start here with 16 [I can organise my learning time more effectively (+5)] and 1 [I have more of a desire to learn French (+5)]. Tell me about these.

545 P27: Well, yeah well I believe I’ve learnt more how to organise my time. Because ...

L: Mmmm.

550 P27: ...I'm quite lucky because since there's few contact hours I have more time to study ...

L: OK.

555 P27: ... and I can prioritise, like with the days' tasks

L: Right.

560 P27: And I've always had a great desire to learn French, so being at uni gives me more of a desire to because you know I want to be able to understand properly what I'm reading and just talk about ...

L: OK. Great. Yup. Next column.

565 P27: [#45 I have stronger opinions about which activities are good for me (+4)]. Well, I suppose that's like the theme like I know more about myself. Like ... I know now I need to practice more speaking so speaking activities would be good for me.

570 L: Right.

575 P27: And it's not so ... the reading is good for me like with the grammar but it's also a very passive form of learning, coz our German teacher in high school told us you know you have your active memory and your passive, and the active memory it's like, it would be active if I was translating English into French, but not the other way.

L: Right.

580 P27: So erm ... now I understand you know ... which sort of learning is better for me ... so ...

585 L: Yes, OK. Alright. Super. And is that connected to this one as well then [#15 I know what I'm trying to achieve in my language learning (+4)], a little bit?

P27: Oh yes, I think so. I suppose the three are all connected because I know I'm trying to achieve fluency in my language learning and that'll lead me to having a more successful life.

590 L: OK.

595 P27: Because I feel there'll be more opportunities for people with multiple languages, especially ... you know everything on the news saying you know how erm ... I've been reading an article in the paper about how it's been quite a disaster that the government put all ... you know taking out of high school and putting into primary school is not working as well as they thought ...

600 L: Right. Yeah. I'm sure it's been a disastrous policy for them! Yeah. OK. So, talking about this one [#41 I feel more likely to have a successful life (+4)] do you have any ideas as to what you'll do when you leave university? Do you have a clear goal or is it ... is it at the moment just that your life will be more successful?

605 P27: Well ... I do want to achieve fluency in three languages eventually. I'd love to ... I do want to go on the JET programme so that'll be my goal, but I don't have a particular job in mind. I think I'm just going to see how it goes.

L: Right.

610 P27: Like I'd like to take ... to learn a few more languages in the future.

L: OK.

615 P27: I'm just waiting until ... to achieve fluency in the first three and then I can take some more ...

L: So those three – including Japanese?

620 P27: Yes.

L: Yeah. OK. So how do you see your Japanese learning developing? Will you ... are you able to do that here, or is it something you'll have to rely on yourself?

625 P27: Well that ... my Japanese ... I live around here so I can see my Japanese teacher, but it's just that I don't have time at the moment with uni so I'm hoping to resume in the summer.

L: Right, OK. So sorry ... that's a ... private ...private lesson?

630 P27: Yeah.

L: OK yeah.

635 P27: Coz it was through erm ... the first time I learnt Japanese when I was 14 it was at a college round here that were offering Level 1, so I took that for a year, but the teacher wasn't able to offer level 2, so I went to ... my mum found for me where they were doing level 2, it was a particular sch ... Saint Julie's School, which was where my current Japanese teacher was teaching,

640 but they couldn't keep it up, coz only a few people, so I began to see her in private so ...

L: OK. OK. So it's quite a long time now then that you've been learning Japanese?

645 P27: Oh yes.

L: Yeah, yeah. OK cool. OK. Erm ... so this column?

650 P27: Oh yes. [#42 I feel more able to continue learning French after I leave university (+3)]. I do feel able to continue learning French after I've left university because I feel that being immersed is the best kind of learning so ... if I go and ... if I go and study in Europe, I can learn. Even when I've left university, just talking with people I'll be continuing with my French.

655 L: OK. Sure. Yeah.



- 660 P27: Yeah. I feel more ... uni's you know, really helped me like learning about study habits [# 49 I'm better at knowing how to get myself in the mood to learn (+3)]. Coz erm ... since want to learn French I do want to study it's just erm ... knowing how to motivate myself and that leads into the other two [#10 I understand better when a way of learning is working for me (+3); #39 I am more self-disciplined (+3)]. But now I know it's more a reward getting things done so ... I feel encouraged to do it.
- 665 L: Right OK. What do you mean when you say 'getting things done' you mean sort of completing different activities that you've been set and so on?
- 670 P27: Oh yes. Like doing homework and finishing reading a particular book. Like I've just finished reading a Harry Potter book, and that was ... it was really long but I knew it'd be great when I finished it so that motivated me to do it.
- 675 L: Yes, sure. There must be quite a lot of specialist vocabulary I'm imagining in Harry Potter! [laughing]
- P27: Oh yes! I think so!
- 680 L: OK. And this is interesting that you put this one here. So for you this is related to these other three, is it? 39 [I am more self-disciplined (+3)]?
- P27: Yes.
- 685 L: 10, 49 and 42? So in what ways do you think you've become more self-disciplined?
- P27: Well, I believe I can get down to do my homework and reading stuff, and I feel more like I'd rather get it done than leave it til the last minute.
- 690 L: Right. Right OK. That's super. Are there any others that you particularly want to talk about or ...?
- 695 P27: Mmm. Well yeah I suppose that – no. 31 [Reflecting on my learning makes me feel bored (0)] – reflects on what I was saying like I'm more likely ... less likely to review what I've learned coz it just doesn't seem to ... doesn't interest me reflecting on learning, I'd rather do it more actively. Like if I didn't know a grammar point when I was talking to somebody, I'd look it up then but not ... I wouldn't look it up for revision that would just be ... if you see what I mean if it's like for an exam, that would just be boring me.
- 700 L: Right, OK. So you're very much a sort of here and now learner [laughing].
- P27: Yes, I think so!
- 705 L: OK! Alright. That's super. Well thanks P27.

## Participant 28

### Pre-sort interview

L: This is a new gadget ... and I'm still not completely sure about ... [laughing]. OK sorry it looks quite intimidating ... [laughing]

P28: It's OK.

L: ... but it's a really great recorder and I was using an old one previously and I've just been so struggling to hear what people are saying so erm ... anyway. That's great. So as I said yesterday what I'd like to do in this first session ... or first interview ... is just to get a little bit of an idea about your language learning history ...

P28: Yup.

L: And then to have you tell me about this independent learning that you have done and are doing ...

P28: OK.

L: So let's start with why German and Spanish and what's your sort of background with those languages?

P28: Well, when I first joined secondary school ... I didn't do any languages in primary school, nothing. When I first joined secondary school they allocated the languages, alphabetically and yeah ... I know ... it sounds strange to me too, so I never got a choice what I did. And I got allocated German. Coz not many people do German ... I've never learned French in my life ...

L: OK.

P28: ... and ... here's only two people on my course in the first year, because no one does German and Spanish, everyone does French, and so I got given German so I did that from Year 7 and then when I was thir ... fourteen, I got to choose either French or Spanish and I decided to choose Spanish just because it's spoken more widely than French, and French seemed like a bit of a standard choice.

L: OK. So at that stage you moved ... you stopped learning German?

P28: No, I've continuously learnt German from Year 7 to now,

L: I see.

P28: ... so I've been learning it quite a while. And then I picked up Spanish in ...

L: As an extra.

P28: ... Year 10. Yes.

L: So if you hadn't chosen Spanish would you just have got more German?

P28: I'd've had to do a GCSE in ... Yeah ... No I'd've got the same amount of hours in German, but I'd've either had to do a GCSE in Spanish, French or Latin.

L: I see.

P28: So they told us you can either start a new language or you're going to do Latin. And I thought 'I'm going to do Spanish, not Latin!'

L: OK [laughing] Right. It's definitely spoken more widely than Latin, right?!

P28: So I chose Spanish.

L: OK.

P28: So the German wasn't really my decision, but has worked out quite well. And Spanish was my decision.

L: Mmmm. OK. So that's really fascinating that whole alphabetical thing and so on.

P28: It was. There were five forms, and they were called like ... there was 'S' for 'Start' and 'T' for three-quarters and 'E' for 'End' and it went like 'Start' 'Quarter' 'Middle' 'Three quarters' 'End' so it was like 'S', 'Q', 'M', 'T', 'E' and I got put in 'T' just alphabetically because of my surname, and two ... I think it was two classes got given French, two classes got given Spanish and one class got given German, and that was my class.

L: Wow.

P28: And so many people swapped out of it. As soon as their parents heard that they were going to be doing German instead of French or Spanish. But ... I didn't realise that I'd enjoy languages so I just thought 'Oh I'll just keep on for a few years, it'll be fine'.

L: Right.

P28: And here I am!

L: Wow.

P28: Doing a degree in German!

L: So now you said that there are very few people in your class because not many people are doing German and Spanish, so is that how the classes work here? If you're doing French and German you're in one class ...

P28: Er ...no. Like, you share classes. You can share classes with whoever. Because some people do subsidiary modules in German. It won't even be in their degree. They're just doing a single honours degree and so they pick up a module here and there to like make up the credits, and most people who I come into contact with either do German and French, or they do sort of Spanish and history, or Spanish and English, but on my first day here, you're given a time to go and see your module convener, and so ... you know ... people that ... medics turn up and there's 500 of them. There was two of us.

L: Wow.

P28: Coz it's just unusual I guess. And the other girl's doing beginner's German so ... it's just me.

L: Right. Right. Wow.

P28: Yeah.

L: It's fascinating that it's such an unusual combination.

P28: Well I wish I could have done French and I'm hoping once I'm good enough in Spanish French will come quite easily to me because they're fairly similar.

L: So you would like to learn French?

P28: Yeah, I think ... but not ...never have a qualification in it just ... pick it up hopefully. Maybe take sort of night classes or just ... yeah I don't know.

L: I'm sure that will be really ... as you say I'm sure you'll pick it up quite easily. I studied French at A-level.

P28: Really?

L: Unfortunately ... I SO wish I'd done it at degree level, but I didn't. Erm ... but now if I'm in Spain I can at least read a menu and ...

P28: You can sort of understand it ...

L: ... sort of figure out what it is.

P28: Yes you see people in France sort of get the hang of it, but I've never even been taught GCSE French so I can't say 'Can I have a drink please' coz I've never ... I can say 'My name is ...' and 'Hello' and that's about it.

L: Yeah. Yeah.

P28: But I mean, give me like a month, and I'll probably ...

L: Yeah I'm sure you would.

P28: ... pigeon French.

L: Yeah. I'm sure. So ... so erm ... so you sort of got this alphabetical German allocation, but then presumably you really enjoyed it. Because as you said you ...

P28: Yeah, well I grew up in Canterbury. I lived there until I was 15. And the family over the road from me were German. And, so they moved in when I was about 7. And I used to play with the two daughters constantly. Because it was the sort of over the road, next door neighbour thing, where like you know after school ... we went to separate primary schools but we'd come home and like go to each others' houses. And when I went to their house they spoke German.

L: Oh OK.

P28: And if they like argued with the parents they'd be speaking German. Even now, my listening skills in German ... are ... I have no problem with listening and it must be from listening to years and years of them talking German.

L: That's amazing!

P28: It just comes to me quite easily. And even though I don't live in Canterbury any more, my family have moved to Guildford, the mother still like emails me in German and we like send them Christmas cards and I see them sort of like twice a year maybe.

L: Mmmm.

P28: But she sort of helps me with my German. And she's ... coz I've got a year abroad she's like if you need any help, we'll get you contacts.

L: Oh lovely!

P28: So that's quite ...

L: That's so great!

P28: ... kept it on.

L: So when you were 7, or however old it was and you started knowing this family over the road, were you sort of intrigued by the language that they were learning ... speaking?

P28: Yeah! Well because the two daughters couldn't speak English. They'd just moved from Germany because of their dad's work and so they learnt English off me, and I sort of picked up a bit of German off them and if I stayed at theirs for dinner they'd sort of ... their mum would encourage them to talk English ...

L: Mmmm

P28: ... so they'd learn English and then they'd teach me the sort of the odd German word for like 'carrot'.

L: Mmmm.

P28: And so I think ... when I got given it, I didn't find it that hard. And I didn't ... my parents weren't really fussed about changing me because they didn't know that I'd want to go into languages, they just thought well we'll just get a GCSE in a foreign language, it'll be fine.

L: Mmmm.

P28: But my German teacher in my first secondary school was horrendous. She was really bad. So the majority of the teaching I got was from the family across the road.

L: Right. OK. But you obviously got through your GCSE as well.

P28: Well I went to a sep ... when I moved I did my two GCSE years in a different school where the teacher was a lot better. But she ... yeah if I hadn't had the family across the road I wouldn't have been able to scrape it together in just two years so ...

L: Mmmmm. Wow. Fascinating. My German teacher at high school was also awful ...

P28: She was terrible!

L: ... totally put me off German.

P28: Yeah see. Everyone just took it as such a joke and when I went to the other school they sort of sat me down and said 'You can't do two humanities, you have to do a language'.

They were quite strict ... so you got a well-rounded sort of set of GCSE results and so I thought ... well I'll continue both German and Spanish. My Spanish teacher was fine. And my German teacher – like she wouldn't let you talk English in the lessons, you had to ask to go to the toilet in German, and two years of solid nothing but German. She was the sort of teacher where, you know, she was really scary. If you didn't hand your homework in you were in BIG trouble. So I got all my homework done ...

L: But she got the results!

P28: Yeah. Not one of us got below an 'A' at GCSE.

L: Right. Wow!

P28: Yeah. But there was only ... six of us maybe doing GCSE German. Because no one does it any more.

L: Right. No.

P28: I don't know why ... ?

L: Well that's what I've been hearing from everyone. Like, you know, so few people do a language in their school, or whatever. Really interesting. So erm ... you had this connection with the family. Have you got any other sort of ... personal links to Germany or German? Have you visited ...?

P28: My mum was born in Germany ...

L: OK.

P28: But ... because her dad was in the army, sort of moving about. So she can speak ... She went to ... I think she went to like the sort of military English school in wherever it was she was born I can't remember, but she lived in Germany for sort of 7, 8 years, so she can speak a bit of German.

L: Mmmm. Have you ever visited?

P28: I've never been to Germany! All this time! And I've never been. And I don't know why. Coz it's not ... I think probably just because it's not your usual holiday destination, which sounds really bad, because you should go for like cultural enhancement or something ...

L: [laughing]

P28: ... but you haven't got the beaches! Like Spain has.

L: [laughing] sure! So you've been to Spain?

P28: Yes.

L: OK! [laughing]

P28: [laughing] yes I know. I want ... well obviously I'll go before I've completed my degree otherwise I'd feel a complete ...

L: :Yes.

P28: ...hypocrite. But ...

L: Do you have a year abroad.

P28: Yes.

L: OK. So do you HAVE to go to Germany, or could you choose Spain.

P28: I think you can choose ONE, out of the two of them, but I want to go to both. I don't see why I wouldn't just split my year

L: OK. And you can do that?

P28: ...so I can get the best of both. Yeah.

L: Mmmm. Mmmm.

P28: So hopefully I'll do that.

L: OK.

P28: But no, I've never been. Which is awful.

L: Right. Right. And what about pen-friends or anything like that? I mean you said you have the mother of the family ...

P28: Yeah. Well we've sort of had the things in school where they link you up with a different school and you write to them for a bit but I've ... I once ... like I used to talk to the daughters' cousins in Germany. They used to write to me. And I suppose that was independent because it wasn't anything to do with school though, it was just when the family heard I was going to do a German GCSE they sort of helped me out and said 'Well you can write to this ...our cousins and that'll help you'.

L: Oh that was nice.

P28: So I did that.

L: And do you still do that?

P28: No. I mean ... coz I only talk to the family now, unfortunately, like twice a year. Well, my mum still talks and you know we email but ... I don't see them as much and so ... which is a shame ...

L: Well, that's life, isn't it?

P28: Well, we've all grown up, and now I'm at uni and everything.

L: Yeah yeah. OK great. So then let's move on to the independent learning that you do aside from all those things you've just told me about! [laughing]

P28: [laughing]

L: What other things do you do to support the classroom learning that you do?

P28: Well I've ... recently really since I've been coming to uni I'm trying to read books in the languages. I mean ... this semester I HAVE to read books in the languages. So I guess, well I'm not sure if that's independent or not because they've told us we have to. But you have to do it in your own time.

L: OK. And do you kind of discuss those books or anything in the class or just ...?

P28: Yeah they're for like assignments. So the book I have to read in German is for my oral exam in the summer.

L: OK.

P28: So I have to read it and then talk about it. And ... with like poetry and prose it's the whole format of my semester this year for both languages so ... I've got to read short stories and poems in German and Spanish.

L: OK.

P28: So I mean they've told me to do it but you do have to do it in your own time. And I watch a lot of Spanish films.

L: OK.

P28: I enjoy them. Coz I did my AS erm ... I don't know if you're familiar with any? I did my AS on Pedro Almodóvar ...

L: Oh right! I was just going to say he's the only Spanish director I know!

P28: Yeah, and I immediately bought the box set and I have it with me at uni. So I like watch it the same way people would watch a rom com.

L: Mmmm.

P28: And my ... well my boyfriend's grandparents go out and spend sort of half the year in Spain and she always brings me back magazines ...

L: Oh that's nice!

P28: so I read a lot of Spanish magazines. Sort of their 'Hello'.

L: OK. 'Hello' is actually a GREAT thing to read in other languages, isn't it?

P28: Yeah it's really good. You don't ... it's not like hard core, have to get a dictionary out. It's just sort of the same way you'd binge off of a English magazine.

L: Yes , yes.

P28: Sort of flick through it and read the captions.

L: Yes, exactly. I've bought 'Hello' in Portuguese before and I don't speak Portuguese really AT ALL, but I can kind of piece it together and find it quite interesting.

P28: Get the gist of it.



L: Yeah. Erm ... and so those things like the Spanish films and the magazines, presumably the motivation there is more enjoyment?

P28: Yeah, I mean as a student it's probably hard to do independent learning for purely academic purposes because, well ... especially as a first year you're more in the mind-set that I'm going to have a good time, I'm not going to sit down and do work I don't have to do, you know ... 40% to pass ... it's all fine.

L: Yes.

P28: Whereas I'm sure as the years go on, I'll sort sit down and do my own academic ... less for enjoyment and more for understanding.

L: Right. Right.

P28: Because you're more in tune with getting a degree than having a good time.

L: But then the enjoyment is also an important part of ...

P28: Why do something you don't enjoy?

L: Yeah, yeah. Exactly.

P28: So ...

L: Yeah, OK. Mmmm. Erm ... How about with German? Do you watch German films?

P28: I do. Well my dad's quite into like war films ...

L :OK.

P28: So, for my whole life I've been subjected to sort of subtitled films. My family is quite a cult sort of film family. We've got all the back catalogue of like subtitled films in the house.

L: OK!

P28: And then I email this mum of the family still ...

L: Yes.

P28: ... and one of my best friends, who's my age, lived in Germany and his mum's German, so if I go to his house I'll have a chat with her in German and he calls me up sometimes and talks to me in German.

L: OK. That's nice.

P28: But more often than not I'm a bit reluctant because you know ... he's fluent ...

L: Right.

P28: ...and I don't want to make a fool out of myself on the phone.

L: OK. So is he doing that because he thinks it's good for you ... or is it just something he would do naturally?

P28: Yeah, he wants to help me ... but then at the same time I think he's curious about how much German I know because everyone always says to you when you're doing a degree 'Oh you're fluent!' and 'No, of course not.'

L: Yeah. Yeah.

P28: Like, I might never be fluent. I mean I have a very high standard but I'm never going to be native.

L: Mmmm. Mmmm. Well it's very hard for people to understand.

P28: Yeah, well I always like, people that ask me, I'm like 'Well what are you doing a degree in?' and they're like 'Oh geography' and I'm like 'Do you know everything to know about geography?'

L: [laughing]

P28: I'm like 'You're never gonna know that'.

L: That's a good retort!

P28: It just doesn't work like that.

L: No.

P28: But everyone assumes that learning a language is something you can do in two years, because we do it like that when we're kids.

L: Yes.

P28: And I think, well maybe I'm not fluent in English. Sometimes I come across words I don't know.

L: Mmmm. Mmmm.

P28: It's just going to be like that for the rest of your life, isn't it?

L: Exactly. I lived nine years in Japan, and everyone always asks me the same thing. 'Oh can you speak fluent Japanese?' And I'm like 'No, I can barely speak Japanese at all!' [laughing].

P28: That's hard though! I could ... me and my mum, for a few months did Mandarin classes.

L: Oh did you?!

P28: And I just ... I like ... woah! I meant to have a sort of flair for languages. It's sort of ... you know ... and I just could not, for the life of me, pick it up at all. I just DID NOT understand. It's soooo different to anything else. I have a lot of respect for people who can learn those languages because I ...

L: Yes. Yes. It is really difficult. I mean for me I read a lot in ... like I said the 'Hello' style magazines and just signs around, and so when I first went to Japan not being able to do those things was just really frustrating!

P28: Yeah. Because there it's not like when you go to a lot of European countries and they sort of subtitle their signs. They don't really do that so much, do they?

L: No, no, they don't.

P28: So you're just sort of stuck.

L: Mmmm. Mmmm.

P28: That would scare me!

L: Yes. It is scary. OK. What about music? Do you listen to Spanish music? German music?

P28: Oh yeah. I've ... more, again, a lot more recently sort of within the past three years sort of A-level standard. Well my German friend has introduced me to a lot of German music but I must say I'm less inclined to that than the Spanish music. Purely because Spanish is a bit more chilled and ...

L: Right.

P28: Quite stereotypical probably. Flamenco ... and sort of ...

L: Right.

P28: Just ... latino. Whereas German music is quite ... quite different. To sort of ... they don't ... well the sad thing is that most of these countries don't have that much of a ... like their music is not as accessible because they're so into our music.

L: Mmm. Mmm. That's really true.

P28: So even if you turn the radio on in Spain you'll get some European pop song from over here. So that's not as easy to do.

L: No.

P28: But I try. Spotify. Has a lot of Spanish music on it.

L: Spotify? Does it?

P28: Have you heard of that?

L: Yeah I have. Yeah. Erm ... how about other Internet based stuff? Do you watch the news? Or do you?

P28: Yeah, I mean every time. If I'm like researching for like an essay I'll always go on like German Google, Spanish Google, and like ... well coz you're meant ... you're always meant to do your research off of websites that are in your target language.

L: OK.

P28: I mean sometimes that not necessarily always true because if you can't understand it you can't understand it, and so you might have to flick between the two. But ... I do like ... use ... actually I think I do use foreign language websites a lot more than I think I do.

L: Mmmm. Mmmm.

P28: If I can't find something in English, I'll have a look somewhere else.

L: Mmmm. Mmmm. And do you use the other media that's accessible online? You know, the video, YouTube?

P28: Yeah, I watch a lot of ... yeah again probably trashy celeb stuff on Spanish websites and occasionally watch a video, but they talk quite fast. So I think again I'm probably less inclined to do that because I can't understand it and that's just demotivating when you're trying to do something for enjoyment and you get stuck.

L: Sure. Yeah. Yeah.

P28: I think that will probably progress as I progress in my degree more.

L: Mmmm.

P28: I mean like even now I forget sometimes the words for things in English.

L: Yes.

P28: It's really irritating!

L: OK. Alright well that's great! Thank you for that background. We've got the card sort activity now. I have cards in ... not IN Spanish and German but FOR Spanish and German ...

### **Post-sort interview**

L: ... found interesting or ...

P28: OK.

L: ... struggling with or something. So where do you want to start?

P28: At the **least like me**.

L OK. I'll come this side.

P28: Erm ... I think I'm not as disciplined when I'm learning by myself ... [#39 I am more self-disciplined (-5).]

L: OK.

P28: Because I don't have someone on my back. You know the whole of education is someone breathing down your neck. And when you're doing it yourself you don't have the deadlines ...

L: Right.

P28: Which probably coincides with this end because that obviously means that I'm doing it more for pleasure ... although obviously I'm doing a degree in it ... the independent learning I do is for me.

L: OK.

P28: But I never get frustrated with it because it's enjoyment. [#28 Sometimes I feel like giving up learning German (-5).]

L: Right. OK.

P28: But then ... I sort of thought ... when I was like arranging the cards over here, it sort of dawned on me that how much am I actually learning if I'm not ... don't have the experience to correct myself.

L: Mmmmm? OK.

P28: Because I'm sort of picking things up, but for all I know they could be ... I could be learning it wrong when you're not with a teacher. Erm ...

L: Yeah. That's one way to look at it I guess. The purpose of these cards wasn't to make you feel bad [laughing].

P28: No no no. I don't feel bad, don't worry.

L: I don't you to feel you should be doing something else! [laughing]

P28: No, I don't! Like, I'll always ... I think I'll always do it for enjoyment but then when you're learning a language I think that's fine. Because it's not ... no one sits down really, I don't think many people do .... sit and read a chemistry book for enjoyment. It's probably just a pro of doing something you enjoy.

L: Yes. Yes.

P28: Which is fine by me.

L: No exactly. And I think language is quintessentially different, isn't it to ...those subjects as you pointed out, like chemistry or geography or something, because you do use it to communicate. It's about living ... a life.

P28: You know ... it's not just a syllabus where you learn this, and then you learn that. Because you learn everything. You can learn everything that we have in England today

L: Yes.

P28: I could pick up the parallel in German and learn about it.

L: Yes, exactly. And you're also learning about a culture and another way of life as well so ...

P28: I think a lot of the sort of active self-discipline is down the least like me end. Coz I'm not

L: OK

P28: Like ... not sure how out of my way ... but maybe that's just the enjoyment thing again. I don't feel like I need to go out of my way to learn by myself but maybe I am ... but I just don't feel like it's going out of my way because I just enjoy it.

L: OK. Right. So erm ... so things like the strategies would you put in that category, for example?

P28: Erm ... it's because ... yeah ... I do think that I'll sort of for a while I'll need the support of a teacher because of their experience. I don't know how to teach myself in the same way that they do. Like I may learn by myself ... but I won't ... sort of ... teachers have experience don't they? And they know how to teach you things? And they know how to make you remember them.

L: Sure. Yes. Yes. And yet you put this one, number 30, here [I feel unsupported when learning German without the direct support of a teacher (-4)]. So, obviously ...

P28: Yeah ... I'd like ... obviously if someone turned around and said to me 'you have to do your degree by yourself' I'd panic ...

L: Yeah [laughing]

P28: But I mean ... I don't ... I don't go home and sit and do independent learning for German and think 'Oh why didn't they teach me this?' 'I wish I had a teacher to teach me this!' . But I think that's down to enjoyment. I do it because I enjoy it. And I mean because languages are like accumulative, aren't they? So you're bound ... you just pick up as you go along.

L: Mmmm. Mmmm. OK. Great. So this one, number 19, [I am better at finding out the strengths and weaknesses of my German (-4)] is sort of ... that's ... what you're saying about realising that you might not have enough knowledge to ...

P28: Yeah, and also I think I'd like ... I won't ever pick out my own flaws as well as they will. Obviously because I'm not a fluent speaker, so when you make a mistake in a language you honestly don't know it's a mistake. You believe it to be right. Until someone who's better at it than you goes 'Oh no wait! You conjugated that verb wrong'. Because if you thought it was wrong you wouldn't use it.

L: Mmmm. Sure. Yup. Yup. OK. How about ... any in this column that ...

P28: Time management has always been one of my massive issues. [#16 I can organise my learning time more effectively (-3).]

L: OK [laughing]

P28: So that's definitely down that end.

L: Right.

P28: Also probably laziness, with the one below it [#2 I'm more active about learning German (-3)]. I mean also it's probably the breathing down your neck thing. To what extent are you going to learn by yourself? At this age especially? When there's no one saying 'I want this piece in tomorrow'?

L: Right. So ... so you're not ... being active is less like you because you tend to do things that are required of you at the moment? Rather than ... apart from the film watching and so on which you really get a kick out of?

P28: Yeah. I won't sit down and think ... I mean I know there's a quota of hours that you're meant to do extra study, and I will do them, but to fulfil a requirement. So like I'll do ... I'll put in those extra hours because that essay took me that long.

L: Right.

P28: I won't ever sit there and look at the clock and think 'I'm gonna do four hours extra work now' but how many people honestly do?

L: Yes.

P28: Like ... everything's about enjoyment, isn't it?

L: Mmmm. Mmmm. As you say, especially in your first year, at this age!

P28: Yes, maybe as it dawns on me in my fourth year that I actually have to get a degree I might sit there ... but not now.

L: So your degree is four years because of the year out? Is that ...?

P28: Yes. ...

L: Yeah. OK. Yeah. I shouldn't say 'year out' should I?! 'Year abroad'.

P28: No, it's definitely a year out!

L: [laughing]. OK how about number three? [#3 It's easier for me to find suitable books and worksheets to help me learn (-3).]

P28: Erm again probably experience. I've never personally really looked for ... sort of I'll look at websites if I'm confused. If I've sat in the lesson and they've taught me something and I don't quite understand it ... I'll go home and I'll like research it because with languages you can't just not understand the topic ... you can't miss anything out. But I don't think ... I could ever come up with sort of the worksheets that teachers come up with ...

L: Right.

P28: ...coz ... I mean I think I ... my mum's a teacher and I know that she gets a lot of ... you know you get sheets and stuff off of certain websites but you have to be a member, or you have to know what to look for, don't you?

L: Yes, you do.

P28: And as a student I think you get a bit lost on the Internet.

L: Yes. OK. And then this one? [#33 I feel frustrated asking other learners for help when I'm learning German because I don't know if they are correct (-3).]

P28: Erm ... I don't think that you shouldn't ask someone for help just because they're the same level as you, because no one's ever going to be the same level as you in a language because you might remember a verb that someone else doesn't ... it's probably like that in everything.

L: Mmmm.

P28: And if they're not ... if they give me a different answer to mine and the next day I realise that they weren't correct, I'll just look that verb up and it'll be something else. It's not sort of ... I haven't lost out by learning something that I didn't previously know. I don't think that's a problem.

L: OK. Any particularly in column six that ... ? What about 47? [I'm more likely to review what I have learned (-2).]

P28: Probably again down to laziness.

L: OK.

P28: Like I ... I mean not recently I haven't ever sort of gone home and brought out my lecture notes and thought 'I'm gonna look through these'. I mean to some extent if I don't understand something I will come home and I'll try and figure it out in my head because through past experience I've learnt that it's easier to do that now than when the exams roll round and I realise I don't understand half the topic.

L: Sure.

P28: But ... it's probably a deadline thing again.

L: OK. OK. And is this also down to that laziness thing? Number 5? [I try harder to find opportunities to use German (-2).]

P28: Yeah. God. I think also maybe that one because I don't find it hard to find opportunities. Like I don't ... I feel like I've got enough. I feel like there's enough help out there for me.

L: Right.

P28: So I've never looked for any more. Like I think I would if I felt that I was maybe sort of failing a few classes and I really didn't think I was getting the support that I should be but I think I am, and I've got those few outside influences.

L: Mmmmm. Mmmm. OK. OK. Shall we move up that end?

P28: Yup! That's cool.

L: OK. So tell me about these.

P28: [#35 I feel more relaxed about learning German (+5).] OK. I think because of all the erm ... sort of knowing that family and just picking it up and the steady flow and not always learning it in an exam environment and the way they sort of force A-levels and GCSEs on you and go 'this is the syllabus, this is what you learn and this is what you need to pass' I feel more relaxed about learning German because I've learnt things that interest me.

L: OK.

P28: Things that ... you know ... I haven't just ... whereas I really hate science because all they say is ... because you go into science and they say 'this is a fact and you must learn this and you must memorise this' and just spit out in the exam and I don't ... I don't think I react well to that sort of learning because I think 'Well I want to know more about this and I want to know more about this' and 'I don't understand this' and they just say 'Well it doesn't matter if you don't understand it – it's just the fact'.

L: OK.

P28: Whereas learning a language sort of outside of the classroom environment means you can say 'Actually, tell me more about this and less about that' or ...



L: Mmmm. Mmmm.

P28: It's just more relaxed I think.

L: Mmmm.

P28: And I think that ties in with why I have more of a desire to learn German [#1 (+5)]. And obviously now I've chosen to do German. But I think that made me want to ... the way that I took the ... extracted the information that I wanted by myself made me think 'Actually yeah I would like to do this'.

L: Right. Yes. That's really interesting. And because it's not something that you can just learn ...

P28: ... off by rota

L: Yeah.

P28: I've never ... well like I've really just like I had a sort of mental block with maths ... I just hated it ...

L: [laughing]

P28: ... and I just couldn't cope with the 'well you're either right or you're wrong'. I mean there's no in between. If you're wrong they'll show you how to do it. If you're right they'll just give you a tick. There was like ... my A-levels I did German, Spanish and English. I've always been more sort of 'Well why do we do this' and more philosophical about the whole thing than science

L: Right ....

P28: I have no desire to sit and learn something out of a textbook and learn it as a fact and just put it to one side. Learnt that. Done that.

L: Right. And regurgitate it in a test.

P28: I don't know how people can do that. It must be so dull, if nothing else.

L: Mmmm. Sure. OK. And of course with a language you HAVE to have that understanding, don't you.

P28: You have to WANT to do it otherwise you'll ... yeah you just ... it's not something you can cram at the last moment.

L: No. OK. How about here?

P28: Erm ... the top one [# 25 Learning without the encouragement of a teacher makes me a bit more lazy (+4)] is definitely true and probably supported by the ones at the other end.

L: OK. The ones down there you mean? Yes.

P28: Like, I think, obviously if I had a teacher with me 24/7 I'd learn a lot more.

L: OK. Right.

P28: Because I think it would probably take me a few years to get out of the school way of thinking. You know 'When's that deadline?' 'When's this deadline?'

L :Yes.

P28: ... 'Oh I'll do it then. I don't need to do it now. It's not for another few weeks'. Which is awful but ...

L OK. So for you there's some balance there with ... or not I guess balance ... yes with number 30 [I feel unsupported when learning German without the direct support of a teacher (-4)] ... and?

P28: Yeah like I don't feel unsupported by not having a teacher with me 24/7, but I do think it makes me like ... obviously like I'm going to go home from today and I won't sit ... I mean because if you're in a certain number of hours a day ... like I think language students are in quite a few hours compared to a lot of other degrees anyway. And it's a lot more hands on. You know I can't miss lectures because there's 30 of us and I can't doze off in a lecture because it's in a different language and a lot of other degrees go off to 500 people lectures and just sit in the back and sleep and I can't ever get away with that so ... I'm less likely to go home and learn more because it's ... I think I have a more intense day than a lot of other people.

L: Mmmm.

P28: But obviously if I had a teacher with me and they were telling me to learn, I'd learn.

L: Sure. Yes. OK. These two? [#21 I believe I will be more likely to use German well in the future (+4); #22 When I feel myself getting stressed about my learning I know better what to do about it (+4).]

P28: Well I HOPE I'll be more likely to use German well in the future!

L: [laughing]

P28: I don't know ... I know ... I mean I think when I get stressed about learning it's prob ... it's definitely my own fault. I mean I've got myself into a stressful situation like when I've left something too late. But I think I'm one of those people that reacts a lot better just sitting down and going through it by myself rather than going to a teacher and having them say 'Well you should have done this a week ago, shouldn't you?'

L: Mmmm. Mmmm.

P28: I think there comes a certain age where you get fed up with teachers treating you like pupils.

L: Mmmm.

P28: And I think ... so I think you ... I work a lot better personally when I ... I do it in my own time but not in a lazy way. I just do it when I want to do it almost. And I think my work's probably of a lot better quality than if someone was to say to me you know ... well I want you to do this tonight between this hour and this hour.

L: Mmmm. Mmmm. OK. So moving on? To 43? [Learning at my own pace means I am learning more successfully (+3).]

P28: Erm .... again I think doing it when ... like when I want to do it means that I'm taking it in, it's not being forced upon me.

L: OK.

P28: I'm not sitting there and someone's like speaking at me and ...

L: Mmmm. So that's basically the same ... these two ... you've given quite similar sort of ... understandings of what they mean for you. Yeah.

P28: And then the three below that are sort of the same as well. [#15 I know what I'm trying to achieve in my language learning (+3); #49 I'm better at knowing how to get myself in the mood to learn (+3) #40 I have a better understanding of myself as a learner (+3)] Like I think I understand how to ... I understand what a teacher has to say to really you know annoy me and make me think 'Oh well maybe stop getting at me'.

L: Mmmm. [laughing a little]

P28: I understand when to work ... I mean I'm not stupid with my time management. I mean I wouldn't have got this far if I was

L: No.

P28: ... but I'm a student at the same time and I do leave things occasionally until the last minute but I'm not stupid. If something's important I'll dedicate time to it. But I'll dedicate like the time. I won't ... I think it's important to have a balance. Like I can't ... like my mum always said ... she's always said you can't work past about 6 or 7. And I can't. My brain sort of shuts down at 7.

L: Right.

P28: And I used to ... you know for my A-levels. I mean ... students are ridiculous. They'll have an exam the next day and they won't go to bed until 5 in the morning.

L: Mmmm.

P28: They'll be up cramming. And I just think ... it's so much healthier for me to get up at nine, regardless, and go to bed at whenever, like 11 o'clock, do all my work in between 9 and 5 and just have that time off.

L: Mmmm. Mmmmm.

P28: And I think I work so much better like that because I'm not constantly wired and constantly worried ...

L: Mmmm.

P28: So I've just always done that because that's what my mum did. I think.

L: Mmmm. Mmmm. OK. That sounds good. To me that sounds as if you ARE quite self-disciplined actually ... interestingly .... [laughing]

P28: I think I've just [lauging] ... probably actually. And I probably just see myself as really laz ... well I think it's because you know occasionally you go home and you think 'Oh I've got this pile of work to do' and then you think 'Actually no there's something really good on telly'

and I think I remember more of those moments than I do when I've sat down and gone 'no I have to do this work'.

L: Right.

P28: So ... I mean as a student I spend a lot of time doing nothing.

L: Yes.

P28: When I could be working.

L: Mmmm.

P28: But that doesn't mean I don't get my work done. I mean, with languages you have to be quite on top of the work anyway because it moves so fast.

L: Sure. Yeah.

P28: You don't really have a choice. It's not like you go to 10 weeks of lectures and then you've got an exam at the end.

L: No. No. There's too big a gap, huh? OK. Erm ... so what are you trying to achieve [#15 I know what I'm trying to achieve in my language learning (+3)]? Do you have this ... because you've put this quite high up this end ...

P28: Yeah.

L: Do you have a clear sort of goal in your mind that your ...

P28: I think it's probably more of like a life plan. Where I sort of look at myself in ten years time and I think I want to be using ... I don't want to do a degree in languages ... come out of it and sort of do a job which means I don't use them, if that makes sense. I want to be using these languages in ten years time.

L: Mmmm.

P28: And I want to ... well I want to get the best degree I can ...and I know that means I have to put in a certain amount of work.

L: Mmmm. OK. OK. Anything else around this area that you ...?

P28: Erm ... I think learning by myself makes me more committed to achieving my goals [#50 I am more committed to achieving my goals (+1)] because I don't react well to people being on top of me all the time and telling me what to do.

L: Mmmmm. OK.

P28: I don't like people like ... I don't ... I mean coz my first secondary school I went to for three years and no one told me what to do ever and it was bliss because I didn't do anything.

L: OK! [laughing]

P28: But obviously that wouldn't have worked with my GCSEs. Then my second secondary school was horrible, and they ... everyone was spoonfed, told me what to do, and I got out of there after my GCSEs.

L: OK.

P28: Coz ... I just ... even with my parents ... like I'd always ... my brother's doing his GCSEs now and it's clear even now like ... the difference ... how they treat him and how they treated me during my GCSEs because they sort of left me to it, and they trusted me to get on with it and do it to the best of my ability and ... maybe it's a boy/girl thing because he constantly ... he'll come home and they'll say 'Well it's your homework hour, do this, do that'. Maybe that's because they know he wouldn't do it.

L: Mmmm.

P28: But then I think the more work you do for it yourself the more you want to achieve your goals because it's not just 'Oh I put in a bit of effort and I didn't get that far' it's 'I put in all that effort and I need to get something out of it'.

L: Mmmm. Sure. OK. So, where for you then is your mid-point in all of this? Where does it sort of start moving from ...?

P28: Mmmm .... probably the middle to be honest.

L: Is it? Right.

P28: Erm ...

L: So these are definitely the '**sort of like mes**'?

P28: Yes, a lot of them I think are teacher orientated because they talk about strategies and strengths and weaknesses and activities and resources ...

L: OK.

P28: And I think that's mid point because I'm not really sure what to do with those cards because I don't ... I firmly ... like I believe that I won't ever be able to get as good resources in my own time as a teacher will give me just because I'm not a teacher. You know I'm not ... I don't know what I'm looking for.

L: Yup yup yup. OK.

P28: So that's ... like I do get resources but never ... not as good as ... maybe one day but not now.

L: Mmmm. Mmmm. Mmmm. OK. It's also interesting for me, that given what you've just said, that you put this one, 38 [My learning is more effective because I am not pushed by my teacher (0)], here.

P28: What my ...? Yeah.

L: Because this is sort of in ... definitely, you said this is your **sort of like me** ...?

P28: I think ... I prefer learning when no-one's on my back BUT at the same time, the other half of my brain is saying if someone was on your back you'd be doing so much more work right now!

L: I see! So it's to do with the effectiveness?

P28: Yeah. So it's like however much I dislike people being on my back, I know that if someone is nagging you, you are more likely to do it.

L: Mmm. Yeah. OK. OK. Alright. That totally makes sense. Alright great. Is there anything else you want to say or questions that you have?

P28: Not really.

L: No?

P28: No not really.

L: That's been really helpful for me P28. Thank you very much.

P28: That's alright.

L: Giving me all that time.

## **Participant 29**

### **Pre-sort interview**

L: OK. Right. P29. University of X. OK. Sorry that looks a bit intimidating! [laughing]

P29: Oh that's cool. Like a press report!

L: Yeah, good way to think of it. OK so the purpose of this first interview is just for me to have a little bit of an idea about your language learning history and then also to try and learn a bit more about what you've put here, about your sort of independent language learning. So why don't you start off by telling me about your language learning history. You know – why French and German? When did you first get interested? And ...

P29: Well it was at well high school ... I was fairly good at languages anyway and I always knew that I would pursue it at A-level.

L: OK.

P29: But at A-level I kind of like lost my love of French.

L: Mmmm.

P29: But I knew that ultimately in the future if I wanted to be a translator or an interpreter you'll need more than one language.

L: OK.

P29: OK ... so I did them at A-levels, I did French and German and I was having this conversation in my French class one day and I was like ... I really am NOT ready for university.

L: Mmmm.

P29: And then I'd like to go to a foreign country – either Germany or France.

L: Mmmm.

P29: And then I got given this scheme basically. An email address to go on this website and I went on the website. And it's ... going to spend a year in France with three host families and you teach English to primary school kids.

L: Ahhhh!

P29: And LUCKILY enough I got accepted on to it because I DID know that I was always better at German at high school and at A-level, ALWAYS. I don't know how because it's a harder language but always I had it better like ... the teacher ... I think it depends on the teacher as well. And so I was like 'Oh I love German, but French I'm not so good' I was like not such good marks and whatever. So I spent my year in France and just completely flipped over.

L: Really?

P29: And now I absolutely love French and I'm struggling with the German now!

L: Oh that's SO interesting!

P29: It is.

L: So let's rewind a little bit. So you did both French and German at high school?

P29: Yeah. Yeah.

L: So starting when? In your first year?

P29: Er ... when I was like ... Well I started German when I was in Year 9, French in Year 7. Coz it was brought in ... you know ... I think it was like when you pick your selections there and you can bring in another language so I brought in German then.

L: OK. Right.

P29: And yeah then continued.

L: And so it was in A-level where you lost your love of French – as you put it.

P29: Yeah.

L: So what caused that?

P29: I don't ... I just couldn't get my head around French. Even though it seems ... now I can see that French is so much ... because it's so related to the English language and ... but German. I don't know I think it was more the challenge it was more interesting in German like stuff like where you kick the verb to the end and stuff like that really interested me. And of course the teacher, like I said your surroundings, they do affect how you feel about something.

L: Sure.

P29: And I had the best like German teacher and French teacher. It was very ... you know very strict ... very like you just ... there was no smartboards or anything whereas in German it was like you go up and you touch this and you touch that but in French it was very like you read a sentence, what's wrong with it, all the time, do you know what I mean and ...

L: OK so not very fun or interactive.

P29: Yeah not very and not very interactive and I always felt like ... don't know and it was a massive class anyway – there was 30 of us in our French class so you never got to voice your opinion or anything, it was very difficult

L: OK.

P29: Whereas in German there was 12 of us so ... as you're already there you've got a better advantage over everyone else kind of thing.

L: Sure. So in those classes, how much speaking did you do actually. I mean with French was it all 'Write down this sentence and find the ...'

P29: Yes it was. And you did have an assistant who you'd go to but then it would just ... it was very dull in a sense the way it was done. You'd go and speak about politics but it wasn't



like a ... it was like set questions and you'd answer the questions. It wasn't like you know spontaneous.

L: OK.

P29: Whereas in German it was spontaneous and I love spontaneity and stuff like that. So that's why I was more intrigued you know to continue with German but I knew most definitely that I did need French.

L: Right.

P29: You know if I wanted my career path kind of thing so it was always like thinking ahead.

L: Sure. So then when you were having this revelatory moment ...

P29: Yeah! [laughing]

L: ... and you were like you know 'I'm not ready for university', did you then think 'I need to work on my French' or was it just ... coincidence that you ...?

P29: I think it was more ... if German ... if I'd got a German opportunity I would have taken that most probably ...

L: You would have done? OK.

P29: I think it was you know just like coincidence ...

L: So that's what I was going to ask. So it was ... you didn't have the choice at that stage of French or German ... the scheme was only in France?

P29: Yeah, exactly. So ... and then I thought well I may as well go for it. And then I went to an interview, which was in Grimsby and I thought I'd go there ...

L: Did you have to speak French in the interview?

P29: You see no! Because who runs it is an English woman. And basically you always speak French in your host families and you spend all your time in your host families but during like Monday to Friday you know during the day and you'd get Wednesday off, you have to speak English ...

L: In school?

P29: Although technically that's what you're meant to do you cannot just go first week and speak English because the kids don't understand you. And as your French improves you speak more and more French in the classroom and less English! At first my English was like ... all the time it was English but then as you get more confident! It's the only way to do it though because you have French kids looking at you and you're talking about the Queen, for example, and they're just looking at you blankly. It's like when a German person speaks to me, like Imke for example speaks to me and occasionally I don't understand and I look at her like that. So she has to say it in English but it's the same for when I was there. I HAD to say it in French kind of thing.

L: Right.

P29: But yeah I did. So really I just spoke French [laughing].

L: OK. So that's really interesting! So then you fell in love again with French?

P29: Absolutely! I think it's because I was with host families because you got to live the culture, you know you did things ... and I had such like amazing ... I had three host families and the best time of my life with them ...

L: You had three host families?

P29: Yeah, so it's from September to Christmas with one, and you did January up until the end of March with another, and you did April up until when you wanted. So basically the job finished in May but I stayed until August.

L: OK.

P29: With that host family.

L: OK.

P29: And I think it was because of that that I started to love France because I started to love the people who I was living with and you know like basically without them I wouldn't have been able to speak French. You know the colloquialisms and little phrases. Because if you ... I think if you go on your own, or you go with English people, you're just gonna speak English because you're with ... do you know what I mean? Coz that's what you do to get by but I was thrown in

L: Mmmm.

P29: And first I remember because we took a train and it was 15 hours and I remember just being thrown into this house and there was four kids in the first host family and they were all asking me questions and I was just like 'Oh my god! I think I've made the worst mistake of my life!'

L: [laughing]

P29: ... and I was like ... I couldn't understand anything I was just nodding going 'Yes, yes' and after a month or so I just started to pick it up like that.

L: Right.

P29: At first it was you know very tiring and I was exhausted all the time because I was always thinking and I was translating into English and then translating back into English to go into French but like now it just goes French and understand and speak in French ...

L: OK. You turn on the switch in your brain.

P29: Yeah and then it was ... coz I only got back in ... coz I came back in August and then I went back in September for a few weeks.

L: Oh did you?! Oh wow.

P29: Yeah I was just like ... 'Oh I'm bored of England'.

L: [laughing]

P29: And then I came straight from France to uni, and then when I was thrown into German it was VERY difficult to speak German, like French would slip out. I would understand what she was saying to me but then French would just go. And I was thinking 'Oh I don't think I can continue with German coz I can't ... I've not ... you know it's been like English and French has just been there and German's been pushed to the back and I thought I'll give it a go and I'll continue and see what happens. And it's ... GRADUALLY the French is getting knocked out in my German classes so I just speak German.

L: OK.

P29: But yeah it's very hard ... after that ... you know year away to get back into the mode of German.

L: Mmmm. So now what's your emotion towards German?

P29: I don't really have an emotion like I did have ... you know I mean it's like one of those things. I study it but I don't really ... I do enjoy it, don't get me wrong, but I don't love it.

L: OK.

P29: That's the thing. So. It's a great change from like two years ago.

L: Yeah.

P29: So yeah.

L: That's a very interesting trajectory of ... of....

P29: It is! Coz I was like ... I was speaking to my mum, I was like 'I wanna drop German' and she's like 'But you used to love it!' and I was like 'Yeah the key word is USED to!' Now that I've got like an alliance to France ... and attachment to France ... I don't know.

L: Have you been to Germany?

P29: Yeah. I went before I went to France [laughing].

L: [laughing] . And so do you think that colours your ...your ... do you think ... did you ...? I'm wondering if your experiences of the culture and the country ...

P29: In Germany?

L: ...has affected your emotion towards the language. So did you feel more at ... did you like France more than you liked Germany?

P29: Er ... I think be... I went to Germany on my own, and because I thought you know it's the summer, why not?

L: Mmmm.

P29: And I think it was an absolutely gorgeous city, but I was a tourist. I wasn't a part of the ...

L: OK. So you weren't working there or anything?

P29: No, it was only like a brief time. It was only like three weeks ... it's not that much to you know get a hold on the country.

L: Yes.

P29: And er yeah ... I think with France because I wasn't on my own, I was set with people, and what they did in everyday life, I did. I played a part in it. Do you know what I mean?

L: Mmmm. Mmmm.

P29: And I think that's a big part of my language. Like I think without them I wouldn't have had the same emotion. It would have been a complete different experience you know if I just went on my own somewhere.

L: So for you those people ...

P29: Affect me ... what it ... yes. Most definitely. Even though ... I don't know ... because they ... you know I toured France with them and I got to see like how actual French people live. Because you don't ... you learn about it in class but you don't actually experience it and when they talk about 'Oh yeah French love wine' and for example something as simple as that even. I've lived it. I know they do. You know the food and the most gorgeous cuisine. So yeah. I think it's the people more than you know the actual country itself, it is the people.  
[laughing]

L: Right. That's really interesting! So now let's move on. So tell me about you do now to support your class work. You said you do ... you do almost nothing in German.

P29: In German, yeah. Well obviously I do my homework ....

L: Yes.

P29: ... because that's obligatory. Not really THAT much. Like I can occasionally read ... well I don't even read, but I've got German magazines so occasionally I'll flick through and think 'Oh, perhaps I'll do some German' but then it's not really ... I'll try and find something else to do other than the German kind of thing. Because I always think it's just set to my class week. You know like a working week. There you go, German's in there. And not really at home. [laughing]

L: Right.

P29: And first year and everything as well you don't really ... !! [laughing]

L: [laughing] Sure! Yeah of course! You've got three more years yet to go! So tell me what you do for French.

P29: Oh French! I always have ... I have a load of French books that I got given to me from France and stuff. And I always like, keep in touch with my host families. It's not really like aiding my learning but even speaking French to someone, you know, is continuing it.

L: Of course. I was going to ask if you're still in touch with ...

P29: Yeah. Yeah.

L: With all of them?

P29: Yeah. And especially, my third host family I had two host sisters who are the same age.

L: Oh lovely!

P29: So with Facebook and stuff we keep in touch with that.

L: Brilliant!

P29: But that's really good because I know that I'm always speaking French. I always get emails you know in like French and I always know films, they always send me like good films and stuff.

L: Right.

P29: So we're always in touch you know like that way so I think I'll probably do more because it's like there. It's enforced. Not really enforced like in a bad way but ...

L: Yeah.

P29: Like I have to speak French because they don't really speak English.

L: It's required.

P29: It's required. Yeah. But I d... I love it! And I've just got a parcel from my third host mum and she's sent me like a little card ... because she always makes every year for you know New Year, she always makes like little games. And she sent me one of them and a letter about what everyone's doing. It's dead nice you know just to get it. But I don't get anything like that in German!

L: Right.

P29: I do have a German exchange partner.

L: Oh OK.

P29: When I was at college. But erm ... I kept in touch with her for about a year ...

L: So how did that exchange work - because you obviously didn't go to Germany to stay ...

P29: Oh it was her I went to Germany.

L: :Oh you did!

P29: It was when I was in my first year in college and it was erm ... a German exchange with work experience.

L: Oh OK.

P29: It was only for 10 days. So erm ... and then she came over and did exactly the same thing, but ...

L: So when you were ... that three weeks you had in Germany that wasn't the first time in Germany?

P29: No, that wasn't my first time.

L: OK. OK.

P29: No, I've been to Germany a lot. You know with college. Like little trips. But that one when I went on my own was the first one actually away from school, you know away from a set routine what you're meant to do ...

L: Right. Sure. Which makes a big difference!

P29: It does. [laughing]

L: Yeah. Yeah.

P29: Because when you go with school trips it's once again it's always in English and ...you know you have to do the way that they say like we went to Berlin once and that was for four days or so and we didn't speak any German. It was just primarily to see Berlin.

L: Mmmm.

P29: And you know we walked round, we walked round, and that was it. You know we never conversed with a German person. And like when we came to ordering the teacher would order because it was a group. You know bought meals. So didn't really ...

L: So with your German exchange partner, are you not really in touch? Or you are but ...

P29: Not any more.

L: OK.

P29: We were for about a year. And then it kind of like ... fizzled.

L: Petered out.

P29: Yeah. [laughing] So I would email her but I don't ... you know I don't know... like so much is on ... I say I will email her eventually but I never do.

L: Yes. Yes. Yes. I know the feeling.

P29: But you know it's difficult. She's got her own life. I've got mine. It would be nice. But after so long can you really say 'Hey, are you OK?'. But I said to my mum I would never let that happen with my host families because you know ... they took me in and I owe them a lot kind of thing so ... they're one for life.

L: That's great. So they send you films. So you watch films in French?

P29: Yeah. Yeah.

L: Music?

P29: Music yeah. I've got so much music on my iPod in French. I'm always singing in my room and my room mates are like 'Oh she's singing French again!' [laughing]

L: [laughing]

P29: I was like 'Yeah it's actually good music'. But yeah and ... magazines and that I do you know coz you can get ... there's a shop in Speke where you get erm ... you know magazines, international magazines ...

L: Oh really? Oh OK.

P29: Yeah because I couldn't find anywhere. And then this little tiny village has got a little international section.

L: Oh super!

P29: It's not ... you know you can get a train and just go and me and my friends do that who do languages and ... not P26 but another one ... and that's good ...

L: Brilliant!

P29: Because you can get ... even though they're not really up to date they're obviously a few weeks behind but still ...

L: Sure. Yeah so it's really nice.

P29: It's still French kind of thing, so magazines like that are really good and you can get on websites ... use the Internet and use things.

L: So do you do that? Do you watch news online and ... ?

P29: Yeah, in French I do. I try to keep up to date with my French but ... just German is really hard. It's really difficult to understand and you know when you lose patience kind of thing ... but I know that I can understand the French so ... you know keep on watching it. But I suppose I've learnt that way, you know. For just being dived into the French language so if I did ever want to improve my German, ultimately, I'd just have to keep on listening to German, German music, German books. It's just long-winded coz it took me like a year to do it that way kind of thing ... you know it's like ... done that one!

L: Sure. Yeah. Yeah. So with your French, I mean I'm sort of talking about it as being independent learning, is that how you see it, or do you see it as just being things you like doing?

P29: Things I like doing. Yeah.

L: So it doesn't necessarily have that notion of LEARNING for you?

P29: It's not really no. It's not learning. I think like ... with German it would be independent learning ...

L: OK.

P29: If I enforced that. It would be independent.

L: Because you'd set out specifically to do those things to help your German?

P29: Yeah, exactly. But with French it's just a hobby. Like dancing for example. Like speaking French. So you'll go I'll phone up someone and speak French. So it's not really in ...

L: Or instead of listening to music in English, you just happen to have something in French?

P29: In French. Exactly. And ... I think yeah, it's not really independent learning. Obviously it is ultimately learning. Because you do learn from it. But ... learning is such a ... it's a harsh word, kind of thing. At least with a hobby it's exciting and enjoying ... so yeah. So German would be the independent learning! [laughing]

L: [laughing] OK. Alright. Well that's great. Thank you. I just hope that this was recording all that time. I think it was.

### **Post sort interview**

L: Which end would you like to start with?

P29: **Least like me.**

L: **Least like you.** OK.

P29: Yes.

L: OK I'm gonna put that there.

P29: OK first one. [#32 I get frustrated learning on my own as I need a teacher to tell me if I'm learning well.] I get frustrated learning on my own ... I don't get frustrated learning on my own because I don't really think ... I think the teacher you know ... OK they give you exercises and what not but I prefer learning on my own because it's WHAT I want to do. It's not what is compulsory.

L: OK.

P29: [#28 Sometimes I feel like giving up learning French.] I'd never give up ... I'd NEVER like not like learning French. I'm like NEVER! That's just basically NEVER! [laughing]

L: OK. [laughing]

P29: Reflecting on my learning makes me feel bored [#31] Not really because I think occasionally you do need to reflect on what you've done. For you to ... for it to be embedded in your mind. You know ... like what you've done something and you think about it. Even if it's like a week later or even if it's a month later if you reflect on what you've done. But then, yeah, it's not boring in that sense because it's what, you know, you've done it.

L: Mmmm. Mmmm.

P29: I feel unsupported when learning Fre ... [#30 I feel unsupported when learning French without the direct support of a teacher]. I don't ... you know ... once again it's the support ... I'm not really you know ... perhaps in another language I'd need support but in French, personally, you know I don't need that support right now.

L: OK. Are Those two connected for you or ... ?

P29: Yeah. It would be but ... I thought that was more you know giving up French, like if you're not liking it I thought that's important because I would NEVER feel that so that's going in the very least ...!

L: Oh sure! Yeah yeah yeah!



P29: See erm ... I don't ... the thing with about asking French you know with other people ... I tend to get asked rather than me asking.

L: Ahhh. OK.

P29: Which I ... you know, I really don't mind AT ALL. But I don't ... sometimes I don't ... you know ... don't have a need to say 'Hey! What's this?'

L: Right.

P29: Do you know what I mean? Like I can actually cope on my own. Although, you know, it's good to talk with your friends and say, you know, confer, but I don't have that actual NEED ...

L: Right.

P29: ... to do it. You know I don't feel like I do do it.

L: OK. So it's much more likely other people will ask you than you'll ask them?

P29: Yeah yeah. Than I'll ask them. Because I don't really DO ask them!

L: OK.

P29: [#33] I feel frustrated asking other learners for help when I'm learning French because I don't know if they are correct. Yeah. That thing is ... you know ... I'm not ... because I DON'T ask that many people, I don't feel frustrated. You know. I don't think 'Oh they don't know it' kind of thing because ... and once again it's you know the same thing, like it's the other way round so ... you know ...

L: Mmmm.

P29: ... I don't really ask so I can't ponder whether it's correct or not.

L: So is partly the reason that you don't ask, is it because you don't need the help or is it because you feel ... there could be no point in asking them because you know that you know more than they do anyway?

P29: Er ... that's a really difficult ...erm ... it's not ... I don't know ... partly it could be to do with I don't actually ... you know I know more than them anyway kind of thing because general vocab wise I do in a sense, but like, for example it's something like tenses ...

L: Yeah.

P29: I don't mind asking ... you know, like with a friend who's really good because you know I'm not very good at the ... grammatical side. Because when I was in France you ... they drop all tenses, they throw everything around

L: Sure.

P29: ... you know like colloquially ... it's like in English kind of thing because sometimes I do ask ... you know life for like essays or word order kind of thing but ...

L: Mmmm. Mmmmm.

P29: ... yeah I suppose in that sense I do kind of do the thing that it's not that I don't need to but perhaps, you know, are they correct or not kind of thing! Which sounds a bit harsh, but hey! [laughing]

L: [laughing] No.

P29: This one. I'm not ... getting in the mood to learn. [#49 I'm better at knowing how to get myself in the mood to learn.] I'm not very ... I don't know how to get myself in the mood to learn.

L: Mmmm.

P29: Like with French I don't see it as learning, really. Like when I'm at home kind of thing. It's not ... as I said before it's a hobby, but I think it's quite difficult sometimes when you get your like exercises to do for homework kind of thing. I think to get into the mood for that ...

L: OK.

P29: Because it's very ... the texts are very long winded. You know, they're not THAT interesting ...

L: Right ...

P29: So it's very like 'Oh God!'. So I'll put it off another hour. And then I'm like 'I really need to do this' and it's getting on at 10 o'clock at night and I'm like 'I've GOT to do this now' [laughing]

L: [laughing] OK.

P29: And varied strategies. [#7. I use more varied strategies when I learn French]. I don't really use strategies that I see. Do you know for someone else they could be strategies but for me I don't see a strategy. I just do it as I wish. Do you know kind of thing?

L: OK.

P29: So I'm not really in the strat ... because I don't like categorising like ... I do this, then I do that. This is one strategy. This is the other strategy.

L: Right.

P29: I'm like so ... I just try anything just do anything. Do you know what takes my fancy kind of thing so ...

L: Right.

P29: So I'm not ... the strategy ... there are some strategies here that I'm still a bit ... yeah don't really ...

L: OK that's really interesting. Yeah.

P29: [laughing]

L: So for example, like when you're watching a film in French, you'd just kind of watch it?

P29: Yeah. I don't think 'Oh this is improving my French' do you know what I mean? I just ...

L: And you wouldn't approach it with a particular kind of activity in mind?

P29: No!

L: Like I'm gonna sit there and write down all the verbs I don't know?

P29: Oh no!! I just watch it. [laughing]

L: OK.

P29: I'm like 'Yeah, that's good! [laughing]

L: OK right.

P29: Yeah but erm ...

L: So it's more a case of ...

P29: With the film kind of thing a strategy could be I have French and French subtitles to hear and see because I learn better that way if I see it as well.

L: Yes. I think that's definitely a strategy.

P30: Well then there's one strategy!

L: Yeah! But whether you use more varied ones is another matter, isn't it? And maybe you do just ... because ... because of that approach maybe you do just always do the same thing. But I don't think there's anything wrong with that! [laughing]

P29: Yeah [laughing]. It's weird, like analysing yourself!

L: This isn't ... my goal here isn't to make you feel bad about your language learning!! [laughing]

P29: Oh no it's good! I'm interested!! Like actually yeah!

L: I don't you to go away thinking 'God! I should be doing that!'

P29: Oh no I never feel like that! That's my problem! [laughing]

L: [laughing]

P29: Erm ... discipline wise. I don't think I'm that self-disciplined. [#39 I am more self-disciplined].

L: Mmmm.

P29: I mean, I think I've improved from the first semester ...

L: Mmmmm.

P29: But then it's only been two weeks, so I can't really judge, but ... erm ... discipline wise yeah. I'm not really good at ...

L: So for you how do you ... because obviously you know I haven't explained here what ... I haven't given any definitions of 'self-discipline' so what does self-discipline mean for you?

P29: Self-discipline means you do your work and you do your extra-curricular you know time that you're meant to ... you're given a time you should be doing ...

L: Mmmm.

P29: And you hand in you know like all your deadlines and you do all your work as it's meant to be done. Do you know what I mean?

L: Mmmm. Mmmmm.

P29: I think self-discipline that way is work-wise. Do you know what I mean? And for me I'm not ... I do do it ultimately, you know I do do it, but it's not something that I'd say 'Right! You've GOT to do this, and do it'. I'm one of those people who's just more like 'C'est la vie' kind of thing. Do you know what I mean? That life. Just do it as it comes! So ...

L: Right.

P29: Yeah. So I think ironically I was more self-disciplined at college.

L: OK.

P29: And then I spread my wings in a sense when I went, you know, abroad, and then I came back here and I'm not as uptight ... as you know kind of thing. I think that's what's changed. Like now I ... because I used to be more like a ... work. Do that! Day I got it. Do it. Done. Hand in the next day.

L: OK.

P29: And now I'm just like more ... take it for what it is ... you know look at it ... that's it you do it later kind of thing so I don't think I'm as you know ... I don't think I'm more self-disciplined than what I have been so ...

L: Right. Right. Yeah. No that's interesting.

P29: [laughing]. Erm ... so shall we go to this end?

L: Erm ... I'm just wondering if we have time to ... is there anything sort of here you particularly ... thought about or found interesting? Or ...?

P29: I think there's ... I feel more likely to have a successful life [#41].

L: OK yeah. That's quite a ... sort of ... that's quite low down?

P29: Yeah, I don't think ... like is it in regard ... because I assumed it was like languages, for languages I'd feel more likely to have a successful life, well I don't think it ... given languages are good, do you know what I mean for your job wise, I don't really think that it affects your life that much. It's you that affects your life.

L: OK.

P29: I've got this mentality, do you know what I mean kind of thing, that you make your own success, kind of thing so it's nothing that ... French, you could do law for example, anything. Do you know. I think it's ultimately you. If you work for it then you get it, kind of thing, so I don't think my French affects me. Perhaps I'm wrong like but for me I don't think that it will affect my life whether it be successful or not.

L: Right.

P29: It's just an attribute you know, to add to it.

L: Yes. Yes. No that's interesting. This one is also interesting for me. [#5]. I try harder to find opportunities to use French. Coz that's sort of ... quite in the middle area.

P29: Yeah, well I do. I ... I do try to ... like it's not the same as ... like you know when I was in France obviously French was always given, you know it was always there, kind of thing, but now I do try like ... to ... even if it's just to get, you know, in touch with a host family member.

L: Right.

P29: Just trying, do you know what I mean? Because I'm not in that context ALL the time.

L: So that's why it not one end or the other.

P29: Exactly. So if like, for example, my speaking teacher you know who comes from France, she's French, like I'll see her in town and I'll stop ...

L: OK.

P29: ... and speak to her ...

L: OK.

P29: ... in French. Because little things like that ... or if you go to a patisserie and you know someone's French you'll try and speak French, kind of thing. So I think little stuff like that I DO try harder in ENGLAND to do it. Because obviously in France it's given. You just go and it's there. But in England I do try ... just like pick up on little things ... and then if they're French. Not really with German, but in French, yes! [laughing]

L: Mmmm. So is that NOT higher up for you because it's not around you all the time as it would be in France.

P29: No! It's not ... I wouldn't put it higher up! I think that's just ... yeah ... because I don't try THAT MUCH kind of thing. Do you know what I mean I just like ... it's the little things and because I DO know that I've always got like Facebook and stuff for example. That's not trying. It's there for you.

L: OK. OK. OK. OK.

P29: Email is there for you kind of thing.

L: So you don't consciously set out to SEEK those opportunities?

P29: No!! [laughing] No!! ...

L: But when they come your way you take them?

P29: There you go! Yeah. Exactly. So.

L: Right. OK. Interesting. Alright. So let's move up the other end. So that we get everything done!

P29: Erm ... this one ... I feel more relaxed about learning French [#35] obviously that's a given. You know. Erm ... I do.

L: Why is it a given? Because you've spent so much time in France?

P29: Yeah. Spent so much time in France and my whole like ... half my life I've been doing French ... and ...

L: Mmmm. Mmmm.

P29: ... you know ... I think ... I have got ... I think I wouldn't have been AS relaxed if I wouldn't have gone to France ...

L: OK.

P29: ... that's SURE. And I think like when you're in your lessons now here, with the background of I went to France, I know that I'll be confident enough to speak. I know that I'll be confident enough you know like to understand and pick up on it. And if I DO have a problem or if I've misinterpreted something I won't be scared to say it ...

L: OK.

P29: ... kind of thing so I think that ... from France the basis is just to be more confident and ...

L: OK.

P29: ... kind of thing you know, comfortable.

L: Right. So does that have some connection with that one, then? [#34 I am less worried about making mistakes in front of other people].

P29: Yeah.

L: And that one? [#51 I'm more likely to learn from language mistakes or errors I'm making.]

P29: Yeah. [laughing]. Coz I'm ... I understand everybody makes mistakes so ... when I was in college I was SO uptight about making a mistake, and you always get caught up on the mistake you made.

L: Yeah. Yeah.

P29: You're like 'oh God!'. But now I'm just like 'Oh yeah! I didn't mean that' kind of thing.

L: OK.

P29: Do you know what I mean like? You can say like a little verb, the wrong verb or in the wrong tense, whatever ...

L: So you'll just kind of ignore it or rephrase it?

P29: Yeah, like rephrase it or just like even if I don't understand this word kind of thing.

L: Yes.

P29: Which is good because like a lot of language difficulties is the problem where people are scared to make mistakes.

L: Sure. Yeah.

P29: And they don't really express themselves sometimes.

L: Yeah.

P29: You know if they're in ... like if you have a lecture for example and there's about a hundred people ...

L: Yeah ...

P29: ... you don't really say anything ...

L: ... speak out ...

P29: ... because you're scared. But I'm like ... it's not that I don't care but I'm confident enough with my language to say something. If it's wrong it's wrong. I'll LEARN that it's wrong. And then I'll learn next time and it won't be wrong. Do you know what I mean?

L: Mmmm.

P29: So stuff about mistakes and errors and being more relaxed I think that's you know ... obviously **most like me** ... I'm really you know ... it doesn't worry me.

L: OK.

P29: Erm...

L: What about these two?

P29: Yeah. Erm ... obviously I enjoy more because I can learn at a level that suits me [#37 I enjoy learning French more because I can learn at a level that suits me]. I think ... obviously you don't at university, because it's the university's level, but erm ... French, you know, like I've said you know multiple times, like at home and getting in touch with my, you know ...

L: Mmmm.

P29: ... host family members and stuff like that ... that ... it ... although I don't see it as learning but ultimately it is and you just get in touch with them. It's MY level. If I watch a DVD it's ME who wants to watch the DVD, and do you know I decide it. It's not like 'You must do this and you must do that'.

L: Mmmm.

P29: And I know what works best for me [#27 It's rewarding to know what works best for me with my French learning]. Do you know, as I've said, like French subtitles and French DV ... that works for me and stuff like that and like if there's something that I've got wrong, I write it, and I put it up on my wall ...

L: Mmmm.

P29: You know like ... it's sentences or even like erm ... say if it's a tense or the passive voice for example, because sometimes it's you know it's difficult and I would write it out in colours, put it on ... I suppose that's another strategy there! [laughing]

L: Yeah, I's gonna say, I think it is! [laughing]

P29: I was thinking, 'Yeah, it is a strategy, that!' Erm ... but yeah you know it just comes so natural to do it that way, you don't see it as a strategy kind of thing, coz it's natural.

L : Sure. Right.

P29: But I suppose yeah it's true. It is a strategy but like stuff like that ... that's what I do.

L: And you find that rewarding? You find it satisfying too?

P29: Yeah, it makes my room look pretty! [laughing]

L: [laughing] Right!

P29: With pretty French colours! But yeah! I do yeah. But I do because ... it just shows that you ... can look at it and see 'Wow I've learnt that!'

L: Right.

P29: Do you know what I mean? Kind of thing?

L: Yes, yes, I do.

P29: And you know it off by heart after that, you know, because obviously we keep on walking in your room and sometimes you'll glance at your walls - it's amazing how much you take in from that. Just from a brief glance kind of thing. And it is because then you look and you're like 'Wow. I did that.' Do you know what I mean? Which you should be proud - you know like - of learning - it's like with anything though, do you know what I mean, if you've learnt something and you do good?

L: Yeah, definitely! Absolutely!

P29: So here?

L: Have we got time? Do you need to rush?

P29: Oh no it's fine. Well I'll obviously use French in my future [#21 I believe I will be more likely to use French well in the future]. Well hopefully. Because in my job that, you know, I want to become, erm ...

L: So do you have a clear idea about what that is?

P29: Well it's ... I USED to want to be a school teacher



L: OK.

P29: In a foreign language. And then I did my time in France ...

L: OK.

P29: ... and I realised it wasn't for me.

L: OK.

P29: Like it's VERY demanding and I don't think teachers are appreciated as much as they should be kind of thing ... [laughing]

L: I'm sure you're right!! [laughing]

P29: ... but I only learnt that from, you know, being there. But like, most definitely for being a translator, you do need multiple languages kind of thing and French, you know, is an important one.

L: Mmmm.

P29: So I do know that, you know, I will use French in the future. That's sure.

L: Mmmm.

P29: More active about learning French [#2 I'm more active about learning French]. Well I've always been active I suppose, so can't ... I suppose perhaps that's in the wrong column then because 'I'm MORE active' coz I'm just the same, if not a little bit less, I suppose ...

L: OK. Alright. Well don't worry. I'll just make a note. OK.

P29: I know what I'm trying to achieve in my language learning [#15]. Well ... I do know I achieve when I learn langu ... when I learn French. Obviously you know I want that degree at the end.

L: Yes.

P29: So I'll work for that. And obviously it's the job so ... I know what I'm trying to achieve in like learning my language ultimat ... learn my language, get a good degree, and hopefully get a good job ...

L: Mmmm.

P29: ... and then you know ultimately that's what you're working for, everyone's working for that thing ...

L: Yes.

P29: ... do you know what I mean?

L: Yes.

P29: And this one, learning at my own pace [#43 Learning at my own pace means I'm learning more successfully] ... erm I do learn at my own pace. If somebody like ... not that a

teacher really enfor ... coz it's university you stand on your own two feet basically but ... I DO like to learn like ... like you can't really fit in, like sometimes they give you like a whistle tour guide in like 50 minutes, of EVERYTHING, and I don't think that really works because what ... you've done one thing and then you move on to another. And it's like you lose it kind of thing ... you don't really like pick up on it, it's like 'OK' and then you forget about it. And so I think learning at your own pace, if it were me, you know I'm more successful when I do that.

L: Mmmm.

P29: Because I can set my speed, I can set what I learn, I can set you know how long I spend on each like topic kind of thing. So that's ... **most like me** there, yeah.

L: OK right that's brilliant.

P29: So yeah.

L: Do we have time for you just to tell me about this one?

P29: [#1] I have more of a desire to learn French. Well ... I want to ... obviously I'm NOT fluent in French, because I don't think you ever can be fluent in French, but I'd like to learn, not the language itself, but like stuff like more literature, or ... you know like ... I know coz I don't really read French literature, like you know, like the important literature like Albert Camus for example. You know like stuff that may have affected culture and that. Like, what I do is more like again magazines and occasional ...occasionally it's like English books translated into French.

L: Mmmm.

P29: You know they're modern.

L: Mmm.

P29: But I think that ...

L: So your desire here is to ...?

P29: Yeah it's not the language itself but more like the past.

L: So is that why it's here?

P29: Yeah [laughing] because it's like a bit unsure kind of thing because like it isn't that ...obviously you can always learn the language more and more, but it's the French itself, you know like where did French come from, kind of thing. Coz it's interesting you know like it's wasn't just French the language it derived from Latin kind of thing ...

L: Sure.

P29: So I think that's ... I would have a desire you know like to learn the past kind of thing. Like why it is what it is today. So yeah. That's why I put that one there.

L: OK brilliant. That's super! Thank you so much!

P29: You're welcome!

## Participant 30

### Pre-sort interview

L: OK, so I'm recording now. This is Participant 30. University of X. Thanks P30. I know it looks slightly intimidating ...

P30: No it's fine! [laughing]

L: OK so as I mentioned, I think, when I came to your class, this first interview is really just to give me an idea of sort of your language learning history ... erm, and also to give me an idea of sort of this point here, about your independent learning in a sense. The things you do outside of class to support your language learning. So if you could just tell me about those. I mean maybe we should start ... you're learning three languages ...

P30: Yeah.

L: Maybe we could start with how you got interested in languages in the first place and about, you know, your experiences with languages up until now.

P30: Well, with French, when I was younger, my family always used to go camping in France ...

L: Ahhhh.

P30: So I've like heard French from quite a young age and my mum and dad are both quite good at speaking it.

L: OK.

P30: And that always ... I always liked the fact that we weren't the ones ... coz on the campsite there was always quite a lot of English people and I liked the fact that we didn't have like be like them and speak English because mum and dad could speak it. And also quite a lot of the time like ... the campsite would have a bar, and I would always go to watch the bar men and they used to always teach me how to count in French, and like 'hello' 'goodbye', so that got me interested in that. And then, in Year 8 ... AND it was compulsory, so I had to do it in school, so like I carried on, it just kind of motivated it, and then in Year 8 we had a choice between Latin, Classics and German, and erm ... so I chose German and I didn't really like the language but my teacher was amazing and so she kind of made me a lot more interested in it. And then we had a German exchange and I just LOVED going to another country and staying with a family

L: Ahhhh.

P30: So that made me carry that one on.

L: So how old were you when you did the ... the exchange to Germany?

P30: I think ... it was the end of Year 8, so you're 13 then, but then we went there in Year 9 so I would have been 14 when I went there.

L: OK.

P30: Yeah, so that was really good. And then in Year 10, when I was 16, erm I did a two week exchange in France, erm ... and then I decided to do languages for A level, just

because it was ... I don't know they just stood out as the obvious thing to do. Like they were just the thing I was most interested in. And like once I'd got to a certain level I didn't want NOT to become fluent. I just always ... or at least not ... I wanted to get to the level where I could have a conversation with someone quite easily ...

L: Mmmm.

P30: Coz I just like ... I suppose actually as well my auntie's Belgian, my uncle married a Belgian woman, and she's actually like an interpreter for like NATO so she's amazing at English.

L: Wow.

P30: So I never had to like ... I never had a problem but just seeing her be able to like ... flip from language to language and whenever we went and visited they always have friends around who were French and then there'd be that like ... me and my sister would just be like 'Oh we can't speak to them' ... [laughing]

L: [laughing]

P30: ... and I just hated that feeling of not being able to like speak to someone so ... that was another reason.

L: Right.

P30: And then ... I had a gap year, and I went to Germany for three months and France for a month ... erm ... and that ... I just really enjoyed that as well.

L: OK.

P30: And then ... I chose Spanish, it was between Spanish and Italian but I've done a bit of Italian before so I thought ... I don't know I thought I'd go with Spanish and it's like ... more widely spoken erm ... and that ... this is quite bad but that way I like have a completely language based degree, like I don't have to do much history or much literature, because I'm more interested in just doing the actual grammar and vocab and everything. Like I'm interested in the culture but they don't really have a topic for culture so ...

L: OK.

P30: I thought I'd just try three.

L: Yes, that must be a HUGE workload! So erm ... you said you'd learned a little bit of Italian before, so where did that come in?

P30: Erm ... that was in Year 10. Me and my best friend, because she also like does languages, we erm ... we went to a night school because my mum went to Italian classes ...

L: Ahhhh.

P30: She actually can speak quite good Italian! Whereas we went to beginners so we couldn't speak much but ... that was just every week we just thought we'd do an extra thing. It was really fun but we didn't erm ... we only to the basics like 'Hi, how are you?' 'Can I have a coffee' or like 'Where's the post office' or stuff like that so ...

L: Yeah. OK.

P30: It was good.

L: OK. So going back to then your school years, and you had this exchange, to France, in your ... last year of school, did you say?

P30: Erm ... that was in Year ... it was in the last years of ... before you start sixth form ... so like ... when I was 16.

L: OK. So erm ... tell me about that. Like was that something which was done through the school, and did you stay with a host family?

P30: Erm ... it was recommended by the school but it was actually ... it was kind of like an organisation on its own ...

L: OK.

P30: ... so like six of us from my school went but it was for schools all round the coun ... not country, city ...

L: OK.

P30: Erm ... so ...

L: So was this in holiday time or ... did you take time out of school?

P30: I think we had a week in holiday and a week out of school.

L: OK.

P30: Coz it was like two weeks ... erm ... but we stayed ... we went over there first and we stayed with a host family and we actually like ... with my German one it was with the school so you did activities with your school in the day and you stayed with the family at night, but this one, because it was through an organisation, we stayed with the family but you did work experience, so I worked in a school whilst I was over there ... and stayed with a family so it was kind of complete immersion ...

L: OK.

P30: ... which was really good. But you still met up with like other people because like ours was over the city but there's ... the French people was just one school so they all knew each other ...

L: Right.

P30: ... and then they came and stayed with us, about a week later for two weeks.

L: Right. Right. OK.

P30: It was really good. But I stayed with like an Algerian French family so it was like a complete new experience.

L: Wow. Yes, that must have been, yeah.

P30: It was good though. It was really interesting.

L: Yeah, yeah. I'm sure. OK. And then ... so then you had your gap year?

P30: Yeah.

L: So tell me, you said you went to Germany for ... three months?

P30: Three months.

L: And France for a month? And so was that something you organised for yourself?

P30: Yeah. The Germany thing was ... I found it on the Internet. It was like ... it's called the *Leonard de Vinci* programme, because it's like a government scheme and they actually ... they fund ... it's quite a long process because you have to prove that you're doing it to like ... well usually postgraduates get it, but luckily German wasn't very popular so like ... I got it even though I hadn't started uni yet. But erm ... you apply to that and then they fund your flights and your accommodation and all the admin fees ... because you do a work experience when you're over there, like an internship, so yeah, I went to Leipzig for three months and I worked in a kindergarten there ...

L: Wow.

P30: But I didn't live with a German family, I lived with erm ... it was kind of student accommodation but it was like a block of flats and one woman owned them all ... but I did happen to live with a German because it was like a mixed ... like I lived with a Taiwanese, Czech, who I spoke to in German coz her German was better than her English, and a German girl, for half of it, and a Portuguese ... no, Brazilian for half of it. So it was like a mixture of people.

L: Right. OK. So a lot of that communication was in ...

P30: German.

L: [sneezes]

P30: Bless you.

L: Thank you. OK. So a lot of your communication was in German?

P30: Yeah and at the work placement it was like all in German because ...

L: Right. OK.

P30: ... the woman who I got put with ... there was an overall boss of the kindergarten but she was like my boss ... she couldn't speak any English which was really good.

L: Right. OK yeah. It must have been. So how do you feel your language developed over that time? Did you ...?

P30: Oh! It must have developed a lot, because ... well grades wise I got a C at A level and now last semester I got a first, so it MUST'VE like ... improved. And I felt like it had improved because by the end of it I could talk to people. Like new people and they wouldn't know I was English until like ... maybe like two or three minutes in ... which was quite good.

L: Oh that's amazing P30! Super!

P30: But I've kind of lost it again ... so I need to go back ...

L: Right. It must be very hard though to keep up the same level when you're out of the country.

P30: Yeah... but it was really good.

L: So how about the French?

P30: That was erm ... in summer and I only had a few months before I came back to uni, so I did this thing called WWOOFing ... which is ...

L: Oh yes!!

P30: Do you know?

L: Willing Workers on Organic Farms. Yes.

P30: Yeah! But it was actually really good. It was like ... that was complete immersion as well because it was in the middle of nowhere. It was in the Ardeche but it was like a half hour drive to the nearest village, and it was a village, like it was AMAZING, but I went for a family with kids because I thought like it would be more interactive and stuff, but that was really good because they were SUCH a nice family.

L: OK.

P30: Like ... they were really ... accommodating. But erm ...

L: So this again was something that you set up for yourself?

P30: Yeah.

L: And so you chose the family specifically to ...

P30: Yeah I had to like email them and ...

L: OK. Right.

P30: But that was quite funny because the fir ... I was there for four weeks and my first week I just like ... it was like I was back to basics again, because like I'd been to Germany, and I'd had a gap, all I could think of was like it in German and I was just like 'Ohhh! Can't remember ANY words!' [laughing]

L: [laughing]

P30: ... but by the end of it like ... I'm not sure how much I improved but it at least brought me back up to standard in time for uni sort of thing.

L: Right.

P30: I think I must've improved a bit ... like there are certain words that come up now and I'm like 'Oh I learnt that there, yeah'

L: So, before you went to Germany would you ... was German your strongest language?

P30: No, definitely French!

L: Was it? But then after Germany, it was German?

P30: Yeah.

L: How about now?

P30: I think ... it's weird, because I think that German overall is probably my strongest. But I can speak so much more easily in French.

L: OK.

P30: Like if a French and a German person was to come in now, I could converse with the French person a lot more easily than I could the German person.

L: Right.

P30: But ..... yeah in ... in the exams I'm doing better in German, and they seem to be easier. I don't know if it's because they're more structured, because there are like rules and they're not really broken, whereas in French it's a bit like ... I don' ... it's weird, I think they're about equal.

L: Mmmm.

P30: But I'd say I'm probably ... maybe I'm better at reading in German and writing in ... I get a lot better marks in writing in German.

L: Right. OK. And how about Spanish?

P30: That's from scratch, since I come to uni ...

L: Right. And how's that going?

P30: It's good. It's really good. But I really really do need to do some extra for that, with that speaking wise. Because the grammar's fine. Like you can learn the grammar and put it into practice and it's fine. But we have an oral lesson an hour a week but it's just like ... not enough. Like you just don't learn enough vocab and stuff.

L: OK.

P30: So like I've recently got CDs ... you can get those like listening ones. And it's like it's dead basic. It's like they say 'Hello how are you?' and then they leave a gap for you to say it, and then they like ...

L: I know.

P30: ... but like, I just need anything. And I got in touch with ... there's like a tandem thing, where you can like meet ... you put your name down and they pair you with someone who ... a foreign person ...

L: Ahhh.

P30: ... because you there's lots of like Erasmus students here and stuff ...



L: Yes.

P30: And I did that, but they paired me with this Spanish guy, and he rang me up, and we LITERALLY couldn't communicate, because he could hardly speak English and I could hardly speak Spanish ...

L: [laughing]

P30: ... and we were like 'This is just not gonna work!' because we tried ... and I was like ... we managed like 'email' 's the same word or something, so we managed to be like 'Email! Email!' because we'd been given each other's email as well. But he just went for it because I think he must've thought I was better at Spanish than I was ...

L: OK.

P30: ... so we managed to email each other and eventually like we were just like 'Oh this is not going to work' because it was like ... we were both so basic it would have just ended up being sign language.

L: Right. Right.

P30: That was a shame ... but ...

L: Amazing that HE'S at such a basic level if he's here to be a student!

P30: Yeah I know! He was ... he was like a teacher ... he was like a lecturer at John Moore's uni ... I was like ...

L: Oh I see ... right, OK.

P30: ... but I don't know what he could have been doing because he couldn't speak hardly at all ...

L: Maybe he was lecturing in Spanish.

P30: Yeah.

L: So was that a scheme ... was it a scheme through the uni? Through SOCLAS? Or ... ?

P30: Yeah, it was through SOCLAS.

L: OK.

P30: You just put your name down, so ... I've not heard back from any German ... I heard back from a French girl but she's erm gone home now. She was only here for 3 months.

L: Ah right OK. Yes. So were you in touch with your family in the Ardeche or ...?

P30: Mmmm. That's my extra French thing. Like coz I have to keep emailing the mum there ...

L: OK. Right. Well that's something!

P30: Yeah.

L: And how about German? Do you have any ways of using your German outside?

P30: I have a ... I've got a German tandem partner but he's only email as well because he's in Germany.

L: Right.

P30: But we like take it in turns to like ... we kind of do half email in German half the email in English so like we can like improve each others. And then at the end we'll like put the mistakes that he made and he'll put the mistakes that I made kind of thing.

L: Ahh. OK. That sounds quite useful. So is that just writing an email about whatever you want to write about really?

P30: Yeah.

L: So that you don't sort of set out with any particular goal or anything?

P30: Yeah. Just to keep conversation going and stuff.

L: So how did you get to do that? Was that also something through SOCLAS or ... ?

P30: That was erm ... we had to choose a project to do and there was like listening, reading, writing, speaking ...

L: Mmm.

P30: ... grammar, and this ... it wasn't the sp ... the writing one, was you had to find a tandem partner and do an email conversation and then write a piece of writing about their life. Erm ... and it was through a website actually that SOCLAS gave you and erm ... yeah he just got back to me so we've just carried on like since.

L: Right. Wow.

P30: There's like a POSSIBILITY of meeting up but I'm a bit scared because erm ... his parents actually live in England because his Dad's in the RAF or something, so he like moved here but he's still in Germany. But erm ... I'm a bit scared because I've like never ... I'm sure he's perfectly nice but it is a bit like ... scary.

L: Yes. Sure. Yeah. OK. Alright. That's really interesting. So just tell me briefly, is there anything more that you feel you do ... I mean we've talked about the tandem learning and stuff. Is there anything else that you do to support your language learning?

P30: At A-level I used to like listen to the French radio and the German radio because they were like 'Oh it's really good' but I've kind of like got out of doing that but ...

L: Right.

P30: The only thing I do do I suppose is I see quite a lot of French films.

L: OK.

P30: More so when I'm at home because my mum's obsessed with them and she always takes me, but like ... it's like ... I don't know I much prefer that to ... for listening skills rather

than listening to the radio. But there's like a slowed down version. Erm .. for German there's a website and they've got like the normal radio or they've got like a slowed down version and that's quite good because you actually like know what's going on.

L: Mmmm.

P30: But erm ...

L: And so with the films ... how do you access those films? From the language library here?

P30: Yeah, there's the language library here but also like ... I get given quite a few because I'm friends with ... my best friend's mum was my German teacher so she's got loads so she always like lends me them and stuff.

L: OK. Oh that's quite handy. And you said your mum's really into French films and you mentioned that your parents were ... could speak French a little bit when you went camping and so on. So have they been like a force in your life for encouraging you with foreign languages?

P30: Yeah my mum has. Like my mum's always ... it's quite depressing, she's probably still better at French than I am. Like speaking, it not like writing it, now. But she's always ... she's always like encouraged it when she saw I had an interest in it she was like seriously go for it, because she did it up to GCSE when she was younger. But she ... she wanted to do science and you couldn't do science and French or something, so she never was able to do it. And she was like 'If you DO like it carry it on because you will regret it because you do kind of lose it a bit'. And like with exchanges she was like 'Go for it' because she did like three or four exchanges, and she did one to like Norway? I don't know why! I really don't know why she went to Norway! I think she thought they spoke French but they didn't and she was like 'If I can get through that, seriously you can get through anything!' Like. So she was always dead supportive with exchanges.

L :OK [laughing]

P30: But I'm really glad I did exchanges. Because it's like even if your language doesn't improve it makes you more confident, and like ...

L: Mmmm.

P30: It does just boost the fact that you know you could go over there and like get by.

L: Yes. Yes. So do you have an idea of what you want to do when you graduate? Do you want to work overseas or ...?

P30: Oh I don't know!! I do love travelling. Because I went travelling after I'd been in France.

L: OK. Around France or ...?

P30: Around France for a bit and then like around other Europe, but erm ... it was quite funny actually because I was with a friend that couldn't speak any French and she thought I was amazing. She was like 'Oh my God!'. Because I was asking like ... we had to get ... we had to set up an Inter-rail pass or something and like I was having to do all that and she was just there like ... but if she could speak it she would know it wasn't that great French but ... so that ... just little things like that make you want to like learn more and more.

L: OK. Like having that sort of admiration from ... yeah!

P30: Because it is quite like ... I mean a lot of people speak languages but it is quite an amazing thing. To be able to go to like another country and just ...

L: It really is! Yeah. You should definitely be proud of that.

P30: Yeah. I definitely want to carry it on. But ... I don't know what I want to do like ... I thought at one point like ... interpreter or translator, but I don't know if I could deal with the stress! Coz like, especially with interpreter, it's like ... just there. Like you're having to do it like on the spot. And I don't know ... but I don't want to go into teaching either but I do like LOVE like working with kids so ... I think I'd probably want to go over to ... my problem is that I've got three languages. So it's like ... like with my year abroad I don't know what I'm going to do because I don't know how I'm going to split it. So like ... after uni, I don't know how I'd keep all three up coz I'd want to keep all three up, but like ... it'd mean like going to live there for a year then another one for a year and I'd never really have a base ... so ...

L: [laughing] Right. Sure. Yeah. Maybe you'll find that one of them emerges as being the one you want to focus on.

P30: Yeah. Definitely.

L: Anyway, that's very helpful and interesting. Thank you. I'll turn this off now.

### Post sort interview

L: Now recording ... or have something you know ... you want to say.

P30: Uh huh.

L: So which end would you like to start at?

P30: Erm ... the **least like me** end.

L: OK.

P30: Erm ... I put I feel frustrated asking other learners for help when I'm not learning German because I don't know if they are correct [#33, (-5)] because personally even if they're not correct it's always interesting to get like their view on how they got there or why they think that. And ... normally part of what they're saying will be correct and part of what I'm saying will be correct and it's just ... sometimes it helps you to learn from their mistakes or equally they're correct and I'm not so it helps me to learn how they got there.

L: Mmmm.

P30: And like also, like if you ask them, you can also learn how they taught themselves it, because sometimes their method of learning vocab or something's more effective than yours.

L: Mmmm. That's interesting. So you feel sometimes you actually sort of learn strategies ... in a sense, from other people as well?

P30: Yeah. Erm ... and my learning is more effective because I'm not pushed by my teachers [#38 (-5)] is **least like me** because I do ... I do ... like although I've got a passion for learning languages I do need someone like ... pushing me at this stage still. Erm ...

L: Yes.

P30: Not so much to go over like ... I'd go over to the country like straight away, like I don't need anyone to push me to do that, but ...

L: Yeah ...[laughing]

P30: ... at uni, like doing more vocab learning more grammar work I do need someone to be like ... if they don't set me the work then I won't necessarily think 'Oh that'll be a good idea to do it'. I have more focus on improving my speaking or improving my listening or something, I won't so much do the grammar so I need like my grammar teacher to be like 'Do this exercise!'

L: Right. OK. So you need that structure to ...

P30: ... to drive me.

L: Yes. Yes.

P30: I'm better at knowing how to get myself in the mood to learn [#49 (-4)]. I still ... I don't really know how to do that ... like some ... it just ha ... I know I work best in the mornings, but that's about it. Because sometimes I wake up ... like yesterday I had such a productive day, and then other days I can have the whole day free and just literally do like one piece of work and it'll take me like all day and I don't know what it is that gets me in that mood. Like I still haven't worked that out. All I do know is that I do work best in the mornings.

L: OK. That's fascinating isn't it? Yeah. Yeah.

P30: Yes it is. It's bizarre. But erm I use more varied strategies when I learn German [#7 (-4)]. I don't really think I do coz I kind of ... I get comfortable with like certain strategies and then I just kind of stick to them ...

L: OK. Right.

P30: ... like I'm open to suggestions but now I've kind of got my way of doing it so ... I'll try new ones but I usually revert back to like how I originally ...

L: Right.

P30: Erm ... It's easier for me to find suitable books and worksheets to help me learn [#3 (-4)]. I still ... there's just so many out there that I still don't really know how to go about finding them. Like I went ... we have to get a book for our oral for German and I went and there's just a massive like list of them and there's crime, romance, ones about war ... and I was just ... I didn't know like where to start. And I had to ask the teacher to like give me some advice for that.

L: Mmmm. Mmmm.

P30: So I still don't really know how to do that. Shall I carry on this side?

L: Yeah if you don't mind, until at least this column, that would be good.

P30: It's easier for me to find suitable computer programmes or Internet websites to help me learn [#4 (-3)]. That's basically because like the Internet just baffles me. Like I just ... I

always used to have to get my mum to like filter through websites with me. Coz I just ... there are just so many I can never tell.

L: OK [laughing]

P30: And like I've tried quite a few computer programmes but I think it's just perseverance. Like I wouldn't be able to ... there's not a website I use for instance ... although they have given me a French grammar website to learn.

L: Right.

P30: And that's quite a good one. But like that's ... they gave me it me. I didn't really find it myself.

L: OK.

P30: Erm ... I'm better at finding good people to learn with [#17 (-3)]. I don't ... I put that there because ... I don't know like ... I like having conversations with people about how they learn but I don't really like ... like if I was going to the library to do some work I wouldn't really want to go with someone else. Like I'd just normally just do it on my own because ... I don't know I find ... like I'd've talked to them about it before and then I'll go away and do it. Or I'd do it and then reflect on how they did it afterwards. But I would never do the work with them.

L: Mmmm.

P30: Although I do ... like when you're learning vocab I do like someone testing me like that.

L: Right.

P30: But you don't really need a certain type of person to do that coz like I've done it with my boyfriend and he can't speak German but he managed it, kind of thing you know ...

L: Mmmm.

P30: ... just like saying about the word in English and I'll say it in German or whatever.

L: Sure. Yeah. And yet you've found tandem learning partners, and so on ...

P30: Yeah, they're good.

L: So ... so ...

P30: I suppose ... I suppose that could be more in the middle.

L: Mmmm. Mmmmm.

P30: I can organise my learning time more effectively [#16 (-3)] [laughing]. I really can't. I'm not very ... I'm not good at time management! [laughing]

L: [laughing]

P30: It's not a strong point. I just kind of ... whenever I've got ... like at uni whenever I've got bits of spare time I do try and do a bit more work coz like you just have to knock away at it

and when you've not got anything to do you should be doing something else, because there's ALWAYS more to learn, with a language, that's the problem!

L: Yes.

P30: But I just ... get distracted, or sometimes it'll get really late and I'll suddenly be in the mood to do it and like ... I don't know I'm just not very good with my time. I don't ... like I like structure but then I can get there and I'll like put this hour aside to do it and then I'll be like 'No, I don't feel like it'.

L: [laughing]

P30: So it's not very good!

L: OK!

P30: Sometimes I feel like giving up learning German [#28 (-3)]. Erm ... I do very occasionally, but not ... I DID a lot ... that was true two ... three? ... two years ago that was very true. I felt like giving up completely at A level. But then since going there and finding out that I can actually ... like I might not have done well in the exams at A level but I can actually like get by and have conversations and so I don't really feel like giving up anymore. And I'm a lot more ... coz I got so close to having con ... like proper conversations with people, I really just want to go that extra bit and like get to where I want to be so I don't feel like giving up very often.

L: Sure. Oh well that's great. I'm just going to ask you about this one, because it's interesting for me that you have this one here. I'm better at learning on my own without a helper [#18 (-2)].

P30: Mmmm.

L: And then you have this one here – I'm better at finding good people to learn with [#17 (-3)].

P30: Mmmm.

L: And ... erm ... and then you have this one here (I feel frustrated asking other learners for help when I'm not learning German because I don't know if they are correct [#33, (-5)]) – so you DON'T feel frustrated asking other people for help?

P30: No.

L: But then this is more towards that side I'm better at learning on my own without a helper [#18 (-2)].

P30: Mmmm. Well I don't feel frustrated asking for help, but that's like ... to me asking for help is like in the initial stages. like when you look down to do your work and you don't understand so I'll like ring someone else doing the course and I'll be like 'Oh what are you going to do' but I wouldn't really say that was learning with a helper. To me learning with a helper is someone coming ... and maybe ... I dunno like someone coming and being like 'Why don't you do this?' or actually like guiding you as you're learning whereas asking for help is just kind of every so often like ...

L: Oh OK. Yeah that totally makes sense. Yeah. So this one, number 18, is more ... more like someone sitting there with you ... like ... saying ... let's try this or let's do that?

P30: Yeah.

L: OK. Alright great. Alright. Let's move up.

P30: To this side. Erm ... I'm less worried about making mistakes in front of other people [#34 (+5)]. I think if you ask anyone in my class they'd agree with that coz I just ... like I'm one of them people that will just give an answer and if it's wrong it's wrong and just carry on.

L: OK. So when you say 'ask anyone in your class' you mean 'ask anyone in your class about you?'

P30: Yeah OK! [laughing]

L: OK [laughing]

P30: I'm usually one of the first ... like you know if there's like the teacher asks questions then there's silence, I'm usually one of the first to be like 'OK I'll break the silence and just ask something'.

L: Right. OK. That's pretty good!

P30: I don't know why ... I don't know where that came from because I've never ... I've never really been that scared. I think it's like since A level. I think the thing is I've made SO many mistakes! [laughing]

L: [laughing]

P30: ... that I've realised like ... you carry on and like people like ... you do some things that are really good so that no matter how many mistakes you make it doesn't really ... and like just my personality I'm quite ... I can come out with quite some ditzy things so I'm used to people laughing at me being like 'Oh my God I can't believe you thought that!' But then like I know personally that I'm capable ... kind of ...

L: Sure.

P30: ... so I don't really mind. And also you're always learning ... if you make a mistake you always learn off it ...

L: Right.

P30: ... and it gives other people the confidence to contribute and ... they'll be like 'Oh she's made a mistake so never mind if I do ...' so

L: OK. I think that's ... that's quite a mature approach.

P30: Erm ... I have more of a desire to learn German [#1 (+5)]. Definitely! Since going to Germany. Like that's like the opposite of this one [#28 Sometimes I feel like giving up learning German (-3)] really like I felt like giving up before but like I've got so much drive to like want to learn more about German.

L: Right. So you feel that that really comes from your three months in Germany?

P30: Definitely. Definitely.



L: Mmmm. Mmmm. OK.

P30: I feel more relaxed about learning German [#35 (+4)]. That's about ... well that's partly from my three months in Germany and partly from uni as well because like I've ... I've not found it easy by any means but I thought I was going to come and REALLY struggle but actually it's been manageable. Like there's been times when it's been like 'Oh God. I don't really know what I'm doing' but on the whole ... erm ... it's been quite manageable so like I do feel more relaxed coz that's like boosted my confidence to know that I can do it!

L: Sure.

P30: And stuff like grammar ... like my teacher, I had two teachers and one of them was grammar obsessed ...

L: [laughing]

P30: ... and at the time I was like 'Oh God!' but it's kind of like ... it's made me a lot more relaxed here because we're ... it's kind of like I'm going over things I've already done whereas some people ... coz like the exam boards were like different as well so some people didn't have much grammar at their A-level.

L: Right.

P30: So some people are learning from scratch whereas like others ... we're going over what we've already done.

L: OK. So that must be quite confidence building.

P30: Yeah, that's good. Erm ... I'm more committed to achieving my goals [#50 (+4)] Definitely. Because that's from going over to the countries and just like ... realising ... partly realising that you can get by but partly realising that you are still quite far off from being able to like have such a good conversation but wanting that.

L: Right.

P30: And like especially ... like when I went to Germany there was other people from England that'd gone, and we met up occasionally and two of them were ... they'd just finished their degree and they were AMAZING! Like they could speak SO well, SO fluently, and it was just me ... like but because they were English I was like 'That's not their first language but you wouldn't know it at all' so that made me like more committed as well.

L: Right. Because you could see that that was actually achievable.

P30: Yeah. Yeah. Definitely.

L: Right.

P30: Erm ... I'm more likely to ask others to help me with my German [#9 (+4)]. But that's like ... that's the opposite of that like ... I WILL ask people in my class for help or I will ask the teacher for help.

L: OK. So the opposite of 33 [I feel frustrated asking other learners for help when I'm not learning German because I don't know if they are correct (-5)].

P30: Mmm.

L: Yeah.

P30: Yeah. Coz erm ... I've never really been scared to ask questions ... occasionally I ask a question and the teacher's like 'That's so obvious' and it's a bit kind of like 'Oh OK maybe I shouldn't have asked them any questions'. But most of the time they're like 'Just ask!' Otherwise you won't learn anything.

L: Sure.

P30: So. Erm, I have more courage to try and learn different things when I learn German [#29 (+3)]. Just ... I don't know I just think if you don't push yourself you won't really get anywhere and if you do find it harder, if you do like fail in a sense then you're always going to be good at some aspect of the language so ... you know you're not going to be a complete failure of it so you might as well try.

L: Yes. Yup.

P30: Learning without the encouragement of a teacher makes me a bit more lazy [#25 (+3)]. That's true.

L: [laughing]

P30: Coz I do like to have that person giving me the ... question.

L: So that in a sense sort of ... reflects down to that one as well, doesn't it? Number 38? [My learning is more effective because I'm not pushed by my teachers (-5)].

P30: Yeah. Yeah.

L: Yeah. OK.

P30: Erm ... I have ... but that's kind of interesting as well because at A-level that ... I was kind of lazy even though I had the encouragement from a teacher but I think it's because I knew the teacher so well. That I kind of like ... because here I kind of have like that ... like I'm building up like a new impression and I don't want to let them down kind of thing. But I think at A-level I was kind of still secretly in the back of my mind like 'They'll still like me if I don't do the work' ...

L: Right.

P30: Whereas here you don't get that so you just like ... it kind of ... it applies more to uni.

L: Yeah, sure.

P30: Er ... I have stronger opinions about which activities are good for me [#45 (+3)]. Erm ... I don't know ... I think that just comes with time. I like ... I know ... I know that listening's my weakest erm ... but I know that I prefer to listen to a film than listen to the radio for instance. Erm ...

L: Mmmm.

P30: ... and I know ... and I know like with reading ... there's no point me trying to read a newspaper. I might as well ... because even if I understood it ... like I might as well read about a subject that I'm interested in ... like ... because my mum's given me a few

newspapers but like I don't ... the subjects that are written about I'm not even interested so I'd be better off reading like a magazine or like a ... like a young person's newspaper that like kind of dumb down the language because otherwise I'm just going to be like ... I mean sometimes I read an English newspaper and I'm like ... whereas if you read like a better ... I'm just not embarrassed to go for the easier ones to like work my way in because if I go too hard then I just kind of give up.

L: Mmmm. Mmmm. OK.

P30: And I enjoy learning German more because I can learn at a level that suits me [#37 (+3)] because I'm not ... I think I put that there because I kind of took that as like I'm actually AT the level they want you to be now. Because at A-level I was kind of like the bottom, so it wasn't enjoyable because I was ALWAYS trying to catch up. Whereas now, everyone's kind of at the same level and it's the level the teacher wants you to be and it is more enjoyable coz ... like ... even in A-level I think the people who were like the best didn't enjoy it so much because I was there because they felt sorry for me like watching me trying to catch up. So I think it works like both ways. It's more enjoyable that everyone's at the same level.

L: Right. OK. So did you really have that sense at A-level then that you were kind of lagging ...

P30: Oh! It was SO obvious! Like there was only four of us and I got C and the other three got As. It was like ...

L: Right.

P30: And it was such an intense class as well. Like there was three girls, including me, and a guy. The guy and one girl were AMAZING! But the girl ... one of the girl's is my best friend who's mum is German ... actually she's not German she's a German teacher so she gets ... she's always got more kind of like ... not help but like her mum's always been like 'Watch this, listen to this, oh this article's interesting' ...

L: Yes.

P30: Always like encouraging. Erm ... and they go on holiday to Germany quite a lot. And the other girl was kind of like me ... I was better at grammar than she was, so there'd be some lessons when it was like her who was like the stupid one, and some lesson's me, but overall you could tell that I was the worst in the class so it was like ... always bit ... like not very enjoyable.

L: Mmm. So I would say it's pretty amazing then that you carried on! And that you had the motivation to take yourself off to Germany and carry on.

P30: Mmmm! It probably is a lot to do with my teachers because my teachers were ALWAYS like behind me. Like ... 'Come on! You can do it!' so ...

L: Right Right. OK. So they never made you feel ...

P30: No.

L: ... stupid. Even though you perhaps ...

P30: No. Felt it myself? Yeah.

L: OK. Alright. That's really fascinating P30, thanks! Could you tell me, coz we'll stop in a second, but could you tell me about this one? Number 21 [I believe I will be more likely to use German well in the future (0)]? And why that's sort of ...

P30: ... in the middle?

L: Mmmm.

P30: I believe I will be more likely to use German well in the future. Erm ... it's more in the middle because I DO believe I'll use it well in the sense that I'll go over there and like be able to converse and keep it up and stuff, but it's not so much that side because I'm not sure I'll use it well in the fact that I'll take it into a job with me.

L: Right.

P30: I think it might stay as like a hobby.

L: Right. OK. And how about this one? 41?

P30: [#41 I feel more likely to have a successful life (-1)] I feel more likely to have a ... I don't know. Like I do feel confident in like going away and stuff has made me feel confident and that I can achieve stuff I didn't think I could. But I still ... it depends what you define successful as really. I still don't think ... I'm still not entirely sure, even though I'm committed to achieve my goals, I'm not sure my goals are as high as they could be. Like I think I always like lower myself a little bit ...

L: OK.

P30: So I'm not sure that I'll have a successful life in the fact I might not meet the success I could have met sort of thing.

L: Right. Right. OK. Alright well that's super. Is there ... are there any of the others that you feel you want to talk about or ... ?

P30: Erm ... no I don't think so. That ... I've put like I understand a way that is working better for me and I understand how I learn best [#10 I understand better when a way of learning is working for me (+2); #24 I have a better understanding of how I learn best (+1).] and stuff that I can't explain is over here because even though I do understand I could not tell you how. I couldn't understand WHY that works for me. Like it just ... like I kind of know.

L: OK. So number 12 [I can explain better why I learn German in the ways that I do (-2)] is ... lower down.

P30: It's a bit strange that that's over there and they're over there. But ...

L: Right. OK. So it's more to do with the explaining.

P30: Yeah. Like I do know but I couldn't really tell you why.

L: OK. Interesting. And we talked about these being in the middle, but then I saw when you had your three piles your **least like you** pile was very small ...

P30: Yeah, it only had three in it!

L: Yeah, so that suggests to me that this isn't actually YOUR middle point.

P30: Mmmm.

L: So where would you put YOUR middle point?

P30: I reckon, after I did it, some of them I realised could have been in the **least like me**. So I reckon round about ... this third one in is probably my middle.

L: OK. Alright. Lovely. That's GREAT!! Thank you very much.

P30: Thank you.

L: I really appreciate ...