Opening a Heavy Door

A Sociocultural Case Study of a Learner's L2 in a One-to-one Learning Environment

by
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Abstract

This dissertation is a longitudinal microgenetic study of a single Japanese English language learner and his English language program in order to answer the typical learner question, "How's my English?". Feuerstein's *cognitive map* provides the framework from which to analyse both the qualitative and quantitative aspects of the learner's language learning experience and language production. The language learning experience includes private one-to-one lessons, his use of English outside the lessons (modalities), and his attitudes towards his use of English in his business. The analysis of language production will focus on transcripts produced from the private one-to-one lessons at three different times over 18 months and focus on fluency, accuracy, and complexity. Both the quantitative and qualitative analyses will show changes over time in the learner's attitude and behaviour in using English to further his professional goals and in the production of English in the lessons. This longitudinal microgenetic study establishes a framework which can be used in other cases where conventional methods of assessment are impractical to implement.

Dedication

To my parents George & Kirsti Salovaara
Always believing.
Always looking beyond the present.

Gratitude

I am grateful and indebted to my wife Yuki and our children Maria, Anna & Henri for the sacrifices made and the support given.

Also, my gratitude to the client-learner who generously agreed to be the subject of this dissertation.

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Finally, my deep appreciation for my supervisor, Michael Hind, whose patient guidance helped me sort through a confusing range of possibilities to finally settle on a few clear ideas.

This dissertation is my own work as are its imperfections and limitations.

Table of Contents

PART III Discussion

Charts, Diagrams & Tables

PART I

1 Introduction

One question students often ask is some variant of "How's my English?". In a private teaching context it is not always easy to answer. In a non-textbook one-to-one learning situation it is more of a challenge because often there is no graded test to refer to nor other students for comparison. What *is* available are references to the learner's past performance. However saying, for example, that the learner's usage of past tense is getting better or expressions of uncertainty are more precise or that fluency has improved can seem unconvincing when the learner had very recently said, "Sorry I'm late, I overslept", or used "maybe" when "probably" was the intended response, or struggled conversing in English at work. There is a tension, in terms of assessment, between the learner's actual L2 production and his or her experience of using that second language. Since teaching a private one-to-one lesson is often done *ad hoc,* evaluating a learner's spoken language can end up being a test of the teacher's credibility if the assessment does not match the learner's perceived self-assessment.

1.1 Problem

One of the main problems with qualitative assessments, like those mentioned above, is that learners generally, in Japan specifically, are used to receiving graded assessments (e.g. TOEIC, AIKEN scores). These graded assessments are regarded as having more validity than qualitative assessments based on experience. Even as an EFL teacher I feel an assessment is incomplete without some quantitative data. Conversely, giving only quantitative assessments ignores the qualitative aspects of learning without which can skew the overall assessment picture. In the case of private one-to-one lessons, traditional graded assessments are not always relevant because the lessons are often *ad hoc* changing as circumstance dictate. Also graded assessments disregard the learner's L2 use outside the lessons, which may diverge greatly from what has been taught as the learner expands from what has been taught. This is important because to focus assessment only on test results or data from the learner's L2 production neglects the impact and significance of learner's L2 use outside the lessons. This is particularly true in the case of the learner under study in this paper.

1.2 Possible Solution

To present a more complete assessment picture, attention to both qualitative and quantitative aspects of a learner's L2 experience and production offers a way toward an assessment that may satisfy the learner's expectation of a graded result while at the same time focusing attention on important qualitative aspects of the learner's L2. While learner self-perception and assessment are worth exploration, this paper will focus on assessment from the teacher's perspective.

This dissertation sets out to do a longitudinal microgenetic study (Ellis and Barkhuizen, 2005) of my student - a Japanese English language learner in a private one-to-one language instruction setting - by combining quantitative and qualitative approaches as a way to map the learner's progress and to ultimately provide a compelling and hopefully reassuring answer to the learner's question. I will discuss Reuven Feuerstein's *cognitive map* (William and Burden 1997:175; ICELP[1]) with a focus on the *level of efficiency* and the *learning phase* as well as the role *attention* (Wickens 2007; Robinson 1995) plays in the process of language acquisition.

I will begin by giving an overview of the literature and justification of taking a sociocultural approach. Then in Part II, using Feuerstein's *cognitive map* as a framework, I will briefly review the learner's profile, the lessons themselves, and the methods used. Next, within the framework, will be an analysis of the learner's L2, his attitudes towards his English, and his application of English beyond the language instruction setting. This will be followed by an analysis of his language production. Part III will summarise the study, outline some of the limitations of the study, and the conclusion.

1.3 Definition of Terms

In this paper I will use "client-learner" to describe the learner under study. This term points to the social reality that the lessons are outside of a larger institution (i.e. a school) and that they are paid for at the completion of each lesson. It therefore reflects a more equal relationship as well as the autonomy of the learner under study.

I will also use the term "English language program" to describe the client-learner's global L2 usage rather than exclusively the lessons between him and myself, which the term implies. This

[1] For the sake of brevity ICELP throughout this dissertation refers to Prof. Feuerstein's professional homepage http://www.icelp.org/asp/Basic_Theory.shtm (last accessed March 4, 2008)

is done to acknowledge the efforts made by the client-learner to use his L2 outside the lessons and give credit to those efforts.

2 Literature Review

This review will give an overview of sociocultural theory. As a lead up to Feuerstein's *cognitive map* I will briefly outline Vygotsky's *zone of proximal development* (ZPD) and the confusion some have made with Krashen's comprehensible input hypothesis *i*+1 (Dunn and Lantolf 1998:412). A brief discussion on mediation leads directly into Feuerstein's *cognitive map*, which will provide the overall framework for this paper. The quantitative part of this paper is dealt within the discussion of learner attention and language production.

2.1 Sociocultural Theory

Sociocultural theory places emphasis on activity that is *socially situated* rather than in isolation from the culture in which it occurs (Ellis and Barkhuizen 2005:229). Learning is a collaborative activity that requires interaction with "a more knowledgeable other" be it a peer, parent or teacher or even a book, media, a computer (Haenen et al 2003:251). As Vygotsky stated:

> Learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with peers. (Vygotsky, 1978:90)

This interactive learning occurs within what Vygotsky called the *zone of proximal development* (ZPD) which "is just beyond that with which the learner is currently capable of coping" (Williams and Burden 1997:40).

2.2 ZPD and *i*+1

Some have confused ZPD with Krashen's *i*+1 where the learner receives *comprehensible input* without outside mediation and though an internal Language Acquisition Device (LAD) (see Shultz 2004). Dun and Lantolf have argued that *i*+1 is "incommensurable" with ZPD in terms of application and theory (Dunn and Lantolf 1998:423). Gregg argues that Krashen's theories (or hypotheses) do not even merit consideration (Gregg 1984:95) while others think that they "deserve to be engaged" (Dunn and Lantolf 1998:433). Further, language acquisition research

strongly suggests that there is still much that is not known (Lightbrown and Pienemann 1993:720). So, as a teacher, I view Krashen's LAD not so much a device as it is a metaphor for what is not known about how language is acquired. Krashen himself does not explain how the LAD functions (Gregg 1984:81).

While metaphors can be useful as a way to explain what we cannot clearly understand, Krashen's *i*+1 metaphor is too linear, incoherent (Gregg 1984:94) and incommensurable (Dunn and Lantolf 1998:411) to satisfy a phenomena generally regarded as being complex. Its appeal, perhaps, is its apparent simplicity and straightforwardness and for some that may be enough. Although Vygotsky's ZPD is less simple and straightforward, it does offer a more complete and inclusive metaphor that offers a clearer picture (for teachers, if not researchers) of the learning event. First, it is vague: *zone* and *proximal* are not directions (i.e. linear) but locations, and *development* refers to process rather than an event of acquisition which is implied in or primed into Krashen's formulation.

Second, ZDP affords greater learner autonomy by clipping some of the authority and prestige of the teacher. The term "teacher" is changed in favour of something like "more knowledgeable peer" or "more knowledgeable other" with the expectation that learning can take place anywhere, anytime, and with anyone not just in the classroom and with a teacher. This does not mean that teachers are unimportant. It does, however, lower the power distance (Hofstede 1986) between the teacher and the learner by focusing on the content and the learning process - where I also believe it should be.

Third, with ZPD there is not the cause and effect determinism of Krashen's metaphor (*i*+1) nor its implied specificity; implied because, as Gregg points out, although there may be a natural order to acquisition no one knows exactly what that order is (Gregg 1984:84). If a language teacher cannot know how and when learning takes place or its affect on acquisition, then it is difficult to see the practical use of *i*+1 (Lightbrown and Pienemann 1993:721). However, a teacher or a "more knowledgeable other" can have influence on the learning process thus as a metaphor ZPD provides some middle ground. The ZPD metaphor - as I conceive it - makes the learning process like a selective magnet where the taught item is pulled in by the learner's *attention* (see Wickens 2007) and placed where it makes most sense at the time. Further processing may slot it somewhere else or dispense it altogether if it cannot find a place to fit in.

Finally, Krashen's *i*+1 model denies any link between short-term memory and language acquisition thus undermining the role classroom instruction can play in *noticing* (Schmidt 1990:132) or the importance of learner *attention* (Robinson 1995; see below for further discussion). In contrast Vygotsky's ZDP exploits these processes in order to enhance language acquisition by improving the learning environment, specifically the relationship between the learner and the more knowledgeable other (i.e. teacher).

For teachers, ZPD provides a useful and compelling metaphor to characterise the teaching/learning event. Unfortunately, Vygotsky was not able to move beyond theory and into practice (Williams and Burden 1997:41, 66).

2.3 Feuerstein

Independent of Vygotsky, the Israeli psychologist and educator Reuven Feuerstein also focused on the social context as being a key component in helping learners learn how to learn through what he called *Mediated Learning Experience* (MLE) by means of interaction with a *mediator* (ICELP; Williams and Burden 1997:67, 68). Tragically, Vygotsky succumbed to tuberculosis at the age of 37 (Vygodskaya 1995:113) thus ending whatever applications he may have envisioned; and the devestations of Nazi Germany compelled Feuerstein to develop education programs in the newly formed state of Israel for traumatised children (Williams and Burden 1997:41). Like Vygotsky, he believed in learner potential, regardless of circumstance, and their ability to "develop their cognitive capacities throughout their lives" (Williams and Burden 1997:41). This belief is expressed in his theory of *structural cognitive modifiability* (SCM) which "views the human organism as open, adaptive and amenable for change" (ICELP). For assessment the emphasis is less on what one knows and more on how one uses new knowledge.

2.3.1 Mediation

One of the central themes of both Vygotsky and Feuerstein focuses on is the role of the teacher as *mediator* (Williams and Burden 1997:67). In fact they tend to use “teacher” or “teach” in general terms to describe position and function, but when describing the relationship with the learner terms such as *more knowledgeable peer* and *mediation* are used. This shift in terminology points to a lowering of emphasis on the role of the teacher as a provider of knowledge to emphasising the learner’s use of knowledge (Williams and Burden 1997:68). In

Feuerstein's *theory of mediation* this shift of emphasis contrasts with the traditional view of teacher in four key ways:

1. Mediation is concerned with learner *empowerment* so that the learner acquires the knowledge, skills and strategies to meet his/her goals as well as developing autonomy.
2. Mediation requires the *active participation* of the learner;
3. Mediation involves *reciprocity* with both mediator and learner agreeing or negotiating and agreement on the tasks to be done and why;
4. Mediation requires the mediator to not only provide suitable materials but also assist the learner to interact with the materials so that s/he becomes an autonomous self-directed learner.

   (Williams and Burden 1997:68)

To summarise, the shift in terminology indicates a shift in purpose. The authority of the teacher and the imparting of knowledge are de-emphasised in favour of the teacher becoming a mediator who facilitates or enables as the autonomous learner uses and applies new knowledge that has been negotiated and agreed upon.

One of the tools which Feuerstein developed to analyse and interpret a learner's performance and development is the *cognitive map*.

2.3.2 *Cognitive Map*

Feuerstein's *cognitive map* contains seven parameters "in the performance of any mental act" (Williams and Burden 1997:175; also see ICELP), which are as follows:

1. The universe of *content* around which any mental act is centred. This involves the learner's experiential, cultural, and educational background from which s/he can identify and apply the task at hand. Further, the attenuation or manipulation of content is necessary so that any unfamiliarity with the content can be minimised. This is where agreement with the learner on what is to be learned and how is key. For example the client-learner who is the subject of this paper wanted to improve his conversational skills and build his vocabulary so we developed a program which focussed on his perceived needs.
2. The *modality* or language in which the mental act is expressed i.e. verbal, pictorial, numerical, figural, symbolic, graphic, or any combination of these and other codes (ICELP). Competence in one modality does not assure competence in another. For example with the client-learner in this paper this involves the following modalities: spoken (in person; on the phone; one-to-one;

or in a group; with a native English speaker, non-native English speaker or Japanese English speaker); and written (email, letters, faxes). The client-learner utilised all these modalities in his English language program, which extended beyond the lesson itself.

3. Level of *complexity* refers to the "quality and quantity of information necessary to carry out a particular mental task" (Williams and Burden 1997:175). For example in this paper I will examine the complexity of the client-learner's overall English language program.

4. Level of *abstraction* refers to the "distance between a mental act and the concrete object or event it relates to" (Williams and Burden 1997:176). In my study this involves the client-learner abstracting from his in-class experience of speaking with a middle-aged, Canadian born and educated native English speaker in order to speak with and write to English speakers who are of different ages, countries, education, and language abilities and receive similar communications from them.

5. Level of *efficiency* with which the mental act is performed involves a "combination of rapidity and precision" involving a "balance between fluency and accuracy" (Williams and Burden 1997:176) as well as the "amount of effort invested" (ICELP). For example some measures of *efficiency* involving the client-learner include fluency and accuracy over a period of time. This will be expanded upon later in the paper.

6. The *cognitive operations* required by the mental act "according to the rules or operations by which information is organized, transformed, manipulated, understood and acted upon to generate new information" (ICELP). In my study this is realised through the client-learner's awareness of his own learning processes and strategies, which will be expanded upon later in the paper.

7. The *phase of the mental act*, which is divided into three interrelated stages: input, elaboration, output. These stages are used to "locate the sources of inadequate responses and to determine the nature and extent of mediation [required]" (ICELP). Information is gathered in the *input phase*; processed in the *elaboration* phase; and the products of the elaboration are expressed as *output* (Feuerstein 1986:53). For example these stages can be used to delineate and access different aspects of the client-learner's English language program. This will be discussed further in Chapter 9.

(adapted from Williams and Burden 1997:175 and ICELP)

Although I will discuss each of the above parameters, particular attention will be given to the *level of efficiency*, specifically fluency, accuracy and complexity, and the *phase of mental act,* specifically the role of *attention*.

2.4 Attention

Wickens (2007) argues that the processing of information is "served by two aspects of attention - the filter and the fuel" (178). *Selective attention* acts as a filter of the sensory world determining what to process and what to ignore while at the same time it is also a resource or fuel that allows the processing of information marked for attention (*ibid.*). *Attention*, then, seems to be the gatekeeper of language acquisition. It is at once a conduit which receives and encodes input, keeps it active in both the working and short-term memories, and retrieves it from long-term memory. Memory is the essential destination of the attention conduit and gives it "structure and constraint" (Robinson 2003:631). This conduit in the language learner is both limited and divided. Limited because it is not possible to attend to all input equally i.e. form and process (Van Patten 1990:296). Divided because attention is given to "some things at the expense of others" (Skehan 1996:45; Skehan 2003:5).

Wickens (2007) presents two models of *attention*. The SEEV Model identifies the features (salience, effort, expectancy, value) which predict the events that will receive "focused attention" (178). Since humans often receive input competing for attention the Multiple Resource Model describes the role *effort*, from the SEEV Model, plays in the allocation of attention (183). Rather that treating attention as a singularity Wickens divides attention according to modalities (visual and auditory), codes (spatial and verbal), and stages (perception, cognition, and responding) (185). I will not discuss these divisions here except to raise two points. First, processing input across modalities has greater success than multiple input within a single modality (Wickens 2007:186). Second, multiple tasks requiring only perception (input) or cognition (working memory) or both require more effort than when either perception or cognition is "time shared with a response task" (187).

2.5 Language Production

Attention and input has an impact on both production and output (Krashen notwithstanding) and comprehension - though there is not a direct correlation between production and comprehension (Wiese 1984:11). Language production can be measured in terms of fluency, accuracy, and complexity (Skehan 1992, 1996).

To measure fluency Wiese uses the *hesitation phenomena* (filled pauses, repetitions, and corrections) and *temporal variables* (speech rate, articulation rate, pause length, length of run)

(Wiese 1984:18). The degree of automatisation of L2, or fluency, is reflected in the amount of planning time and the number of corrections (*hesitation phenomena*) (Wiese 1984:22). Fluency focuses on production in real-time and has two main characteristics: meaning and pauses/hesitation (Skehan and Foster 1999:96; Ellis and Barkhuizen 2005:139). Filled pauses are a tip-of-the-tongue type of vocalisation that indicate a form of noticing that draws upon and rehearses (post-pause) what is found in the short-term memory (Robinson 1995:318). Unfilled pauses would therefore indicate deeper processing of long term memory, which requires more concentration.

Accuracy focuses on the learner's ability to control what has been acquired and thus is more conservative than fluency as the learner strives to avoid errors (Skehan and Foster 1999:96; Ellis and Barkhuizen 2005:139).

Complexity/range focuses on the learner's willingness to use advanced structures at the risk of lower accuracy and the range of those structures. Complexity and range correlates with "change and development" of the learner's interlanguage. (Skehan and Foster 1999:96; Ellis and Barkhuizen 2005:139).

With these three areas in competition for attention, language development can be hindered if fluency is prioritised risking over-lexicalized performance and fossilisation (Skehan and Foster 1999:97). Excessive attention to accuracy may lower fluency and complexity as the learner strives to avoid errors (Skehan and Foster 1999:97). Similarly, focus on complexity expands the range of structures at the expense of accuracy and control (Skehan and Foster 1999:97).

Language learners need to process message content and linguistic form which divides their attention and hinders both comprehension and acquisition (Ellis and Barkhuizen 2005:141). This complicates Krashen's *i*+1 model since the input is no longer a singularity but a duality which interferes with each other. Learner attention to content comes at the expense of attention to linguistic form.

2.6 Summary

Sociocultural theory provides the flexibility for a microgenetic longitudinal study to analyse both qualitative and quantitative data. While Vygotsky's ZDP is a compelling metaphor, Feuerstein's

cognitive map offers an actionable framework within which to analyse *in situ* a single language learner. This analysis includes the qualitative data of the learner's English language program. It also includes the quantitative data of the learner's L2 production, which in this case will be taken from recordings of the lessons. A microgenetic longitudinal study allows for the tracking of changes in the learner's behaviour and attitude on one hand and language behaviour on the other.

What I hope to demonstrate in the analysis section is, in the absence of external comparisons (i.e. standardised test or a control group), how a microgenetic study can be used to assemble meaningful data to assess learner language. This is especially relevant in one-to-one private lessons where curriculum and method are often *ad hoc* and therefore not easily accessed or compared because of variables that are often unique to each learning situation.

PART II: Analysis

3 Overview of Analysis

Feuerstein's *cognitive map* provides a framework of seven parameters or elements (Williams and Burden 1997:175) from which to bring together a wide range of factors and data both qualitative and quantitative in order to create a picture of learner development.

Each of the seven parameters of Feuerstein's *cognitive map* will be discussed in context of the client-learner's English language program since March 2005 with a closer analysis of his language production from April 2006 to October 2007.

4 The universe of *content*

In any learning situation it is important to survey the learner's "background experience and familiarity with different kinds of learning content" since this will affect his or her response to any task (Williams and Burden 1997:175). The following discussion is based on an interview with the client-learner done in October 2007 and on information gathered through 2.5 years of lessons.

4.1 Client-learner's background

In March 2005 the client-learner was introduced to me by a mutual acquaintance for lessons to improve his English conversational skills. He was in his early 40s and ran his own classical music management company. He wanted to expand his client or artist base beyond his stable of mostly Japanese conductors and musicians. He graduated in the 1980s from a well-known private Japanese university with a degree in business and was a member of the university's student orchestra. His exposure to English was minimal and the English classes he took, both at university and later at a large language school or *eikaiwa*, were regarded as negative experiences and "useless".

Prior to beginning his lessons with me in 2005 he relied on a translator to write almost all his English letters and email. Whenever he travelled abroad, Europe and the UK mostly, he was

assisted by others (friends and colleagues) who could interpret for him. He was encouraged to study English by two people he respected: a British colleague suggested that he would like to do more business with him and that he should improve his English; and a close Japanese friend, who spoke several languages (Japanese, English, German, French), also encouraged him to study.

At our first lesson he described himself as a beginner. However, there are three reasons why I suspect that he may have exaggerated his lack of ability. One, his rapid improvement in the first year suggested a depth of latent knowledge that is common in false beginners. It was this rapidity that first got me thinking in the spring of 2006 about possibly writing a paper on his L2 production[2]. Two, a survey of learner needs conducted by another teacher in July 2007 showed his self-evaluation of a range of speaking modalities (by then, high beginner-low intermediate) below that of the teacher's assessment (intermediate) (Brown 2007 personal communication). Three, there seems to be a cultural disposition toward self-criticism which is implied in his oft asked queries such as "How's my English?" and statements such as "My English is no good".

Due to the client-learner's negatively evaluated English learning experiences prior to 2005 he preferred conversational style lessons rather than using a textbook or other structured lessons. Topics of discussion came primarily from the client-learner and primarily focused, though not exclusively, on the here and now (i.e. day's events, future plans, work issues, etc.).

Though I did not recognise it at the time, his negative assessment of previous exposures to English language instruction demonstrated an understanding of what to expect and demand. This expectation was actualised in how he was able to communicate in English in the lessons themselves and later in the course of doing business. In other words if L2 production met expectations, the result would be satisfaction. The frequency in asking about his English ability was interpreted by me as dissatisfaction with his L2 and the lessons. However, I am now inclined to view this as a strong desire to succeed.

4.2 The Lessons

Owing to the client-learner's busy and frenetic lifestyle dictated by the demands of his work, his level of concentration tended to noticeably drop (i.e. checks his email, a glazed look, looking

[2] Later that year I wrote a paper on Spoken Discourse (conversation analysis) using his transcribed speech.

around the room, an abrupt change of topic, etc.) whenever the lesson moved onto areas he was either not interested in or did not feel like talking about in English (i.e. grammar, highly structured lessons).

For the most part the lessons have been client driven and "messy" because, unlike a typical classroom lesson, there is no controlled curriculum or learning environment. In this case the client-learner responds negatively to structured lessons, the lessons are held in public places (mostly cafes), and payment is made after each lesson. There is no formal lesson plan, textbook, or obvious structure (see Table 4.2 below) that would distinguish the lessons from two people talking in a cafe over coffee.

Before March 2005 when we began our first lesson he never used English as a regular part of his job. He said he "didn't think to try to do" (speak English) that he "didn't want to do" (Oct. 31, 2007; see Table 8.1 for more quotes). When asked why he didn't use English he cited a lack of confidence.

Since we began in March 2005 we have met at a variety of cafes, changing locations as circumstances warranted. A lesson is typically over coffee and 2 hours in duration. There are basically 7 elements to the lessons which generally do not all occur in any one lesson.

Element	Comment
Greetings	There is always a greeting. (shaking hands, asking "How are you?")
Introduction/ Warm up	Typically we begin with my client giving a summary on what has happened in work since we last met.
Extended Conversation	I generally pick on topics and themes from the Warm up and extend them.
Review	Any notes that I have taken in previous lessons are reviewed. This is done about once a month.
Email	The client-learner forwarded his business email to me and I corrected and commented his writing (grammar, word choice, style, appropriateness, etc.). I print out my corrections and discuss them in class with the client. This is done irregularly whenever email are sent to me for evaluation.
Articles	When I find a news article related to the classical music would I bring a copy to class. I do this only occasionally since the client-learner's attention span is short particularly when he is tired.
Wrap up	The lesson closes with a discussion about the next class and confirming future lessons.

Table 4.1 Summary of 7 possible elements of a lesson

Other modes of English communication between lessons include email (see Chart 4.1) and phone calls. Other exposures the client-learner had with English was CNN and BBC news, the Japan Times Newspaper, and other media. He also in July 2007 started taking English lessons in Tokyo where he goes several times a month on business. He also began in 2007 to conduct business in English with both native and non-native English speakers through three different modes of communication: face-to-face, email, and telephone (see Chapters 7 and 8 below for further discussion).

The lessons have been mostly fluency based with some attention to accuracy. This is both by design and circumstance. When the lessons first began my client expressed the need to be able to converse with visiting musicians from Europe. While the focus at the beginning was on accuracy by the end of the first year we had migrated to mostly fluency based lessons because his confidence had substantially improved. This improvement was in large measure due to his willingness - despite his oft professed lack of confidence - to insinuate himself in situations where he had to speak English while visiting Europe and the UK as well as in Japan when visiting musicians came to perform.

There is an apparent discrepancy between what I observed as growing confidence and his claims of a lack of confidence. Over the past 2.5 years a pattern of behaviour has emerged where he would often downgrade his abilities and confidence but would he rarely, if ever, avoid situations because he had to use English, except perhaps with other Japanese. This behaviour is tied to motivation, which will be referred to but not discussed in detail.[3]

4.3 Lesson Frequency

Assuming there are no holidays or missed classes, a typical university student where I teach receives about 40 hours a year of English instruction. A private student meeting weekly for a one hour lesson receives about 52 hours a year. The client-learner in this study has had on average received 12.9 hours/month (154.4 hrs/yr) of English instruction from March 2005 to September

[3] Learner motivation is of course important. However, given the time, energy and money the client-learner has spent on his own education his motivation over 2.5 years has on average been consistently high. Therefore it is a less compelling component of his learning experience and will not be discussed directly in this paper since it does not directly address his language production or answer his question "How's my English?".

2007. Table 4.2 and Chart 4.1 below provide a picture of consistency, dedication and motivation.

2005 Mar. - Dec.	2006 Jan. - Dec.	2007 Jan. - Sept.
41 lessons	88 lessons	64 lessons
82 hours	176 hours	128 hours
8.2 hrs/mth on average	14.7 hrs/mth on average	14.2 hrs/mth on average
1.9 hrs/wk on average	3.4 hrs/wk on average	3.2 hrs/wk on average

Table 4.2 Survey of number of lessons

The sheer frequency of the lessons would naturally lead one to expect improvement in the client-learner's language production. However, as will be discussed later in Chapter 10, there was not a direct 1:1 correlation between the number of lessons and language production.

Finally, beginning in May 2006 the client-learner began to forward me business email that he wrote in English for me to check and comment on during the next lesson (see Chart 4.1 below). Due to privacy considerations I am unable to discuss the content of those email, only the frequency (for frequency data see Appendix 1). Nevertheless a correlation between the frequency of email and language production can be made (see Chapter 10 for discussion).

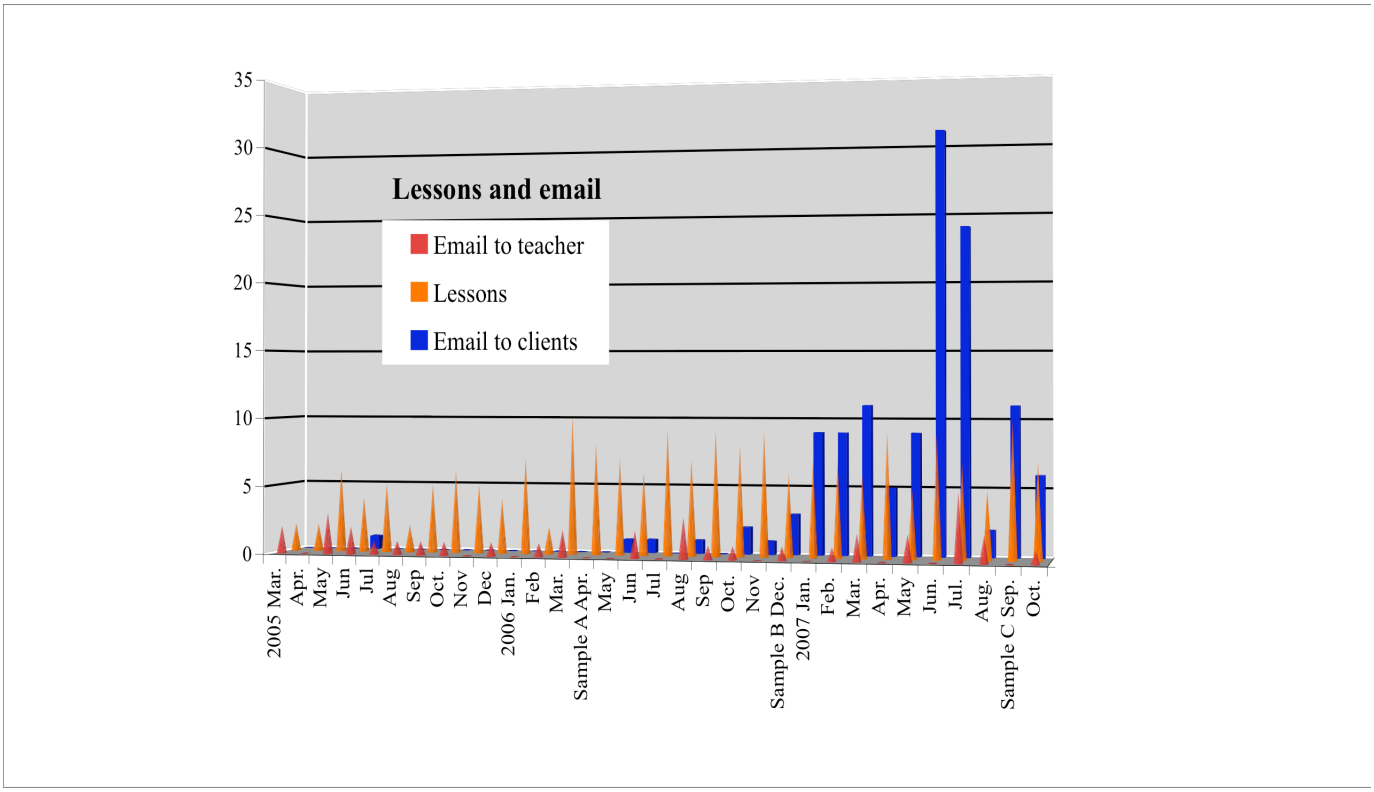

Chart 4.1 Frequency of lessons and email

5 Level of *Complexity*

In order to discuss Feuerstein's concept of complexity it is necessary to take into consideration all the situations in which the client-learner uses English. This includes the lessons themselves as well as the email, telephone conversations and face-to-face meetings the client-learner participates in outside the lessons, all of which comprise his overall English language program and can be viewed as real-life tasks (as opposed to tasks in the task-based learning sense).

5.1 Survey of task complexity

One of the limitations of this study is the lack of a definable and measurable task. Other than just talking there is no consistent task or theme that is common throughout the data set (Appendix 4). To get around this limitation I looked at the client-learner's exposure to English over time and defined a task in terms of mode of communication (lessons, email, telephone, and face-to-face) and with whom (native speaker, non-native speaker, Japanese speaker of English). This is justified on the grounds that each task, Table 5.1 below, requires different skills and expectations. Communication with non-native speakers of English is different than communication with native speakers in terms of fluency, accuracy and complexity. This real-life exposure and variety of modalities tended to reassure the client-learner knowing that other non-native speakers of English also made mistakes when they used English both spoken and written (see Section 8.2 below).

From Table 5.1 below it is clear that in 2005 the task complexity of the client-learner's was relatively low in terms of "units of information" and the "degree of novelty" (ICELP). Communications in English without an interpreter or translator were rare events (less than once a month). This began to change in the summer of 2006 when he signed on the first of his foreign artists, a non-native speaker of English. By the autumn of 2007 he had signed on three more artists, two of whom were native English speakers (American, British).

Although it was not possible to record what was said, the point I want to make is that the frequency and range of task modality indicate the likelihood of increased complexity. Confidence in this assertion is two-fold. First, the context of these communications was in the carrying out of his business, which he has been building since 1996. Self-interest implies a high degree of motivation and attention. Second, the data results of L2 production from the Sample C

data set (Oct. 2007) showed a marked increase in fluency, accuracy and complexity (discussed in Chapter 10).

Task		3/2005	6/2006	9/2007
lessons	with a native speaker	weekly	7 x month	7 x month
email	with a Japanese speaker	--	--	--
	with a non-native speaker	rarely	rarely	weekly +
	with a native speaker	rarely	rarely	weekly +
telephone	with a Japanese speaker	--	rarely	--
	with a non-native speaker	rarely	rarely	monthly +
	with a native speaker	rarely	rarely	weekly +
face-to-face	with a Japanese speaker	--	--	rarely
	with a non-native speaker	rarely	monthly	monthly +
	with a native speaker	rarely	rarely	monthly +

Table 5.1: Survey of task frequency (taken from Survey results in Appendix 5)

It should be noted that formal contracts and detailed explanations of the technical aspects of the classical music business in Japan continue to be written by a professional translator. However, by the autumn of 2007 inquiries of concert dates, artist availability, flight schedules, itinerary and other similar details including non-business communications were handled almost exclusively by the client-learner.

Task complexity by the autumn of 2007 included not only mode (email, telephone, and face-to-face) but also notions (e.g. time, quantity, duration, location) and function (e.g. invitations, requests, suggestions, instructions) as well as socio-linguistic considerations (i.e. reputation, stature, age, personality, L1, and nationality of artist).

It is impossible to teach a language learner all the varieties of expressions, moods, senses, accents, usage etc. that other English speakers produce in real life. In one case an American client regularly calls on the telephone and often uses an incorrect Japanese greeting (caller says "*moshi, moshi*" [Hello?] which is what the person receiving the call normally says) which briefly confuses the client-learner as to the meaning and which language he should be speaking. Also his client makes jokes that are mostly obscure to the client-learner. In both cases, the client-learner has learned to expect these challenges as characteristics of that particular English

speaker. In the first instance, the regular and frequent occurrence has diminished the initial confusion. While in the second instance he has learned to recognise that a joke has been made and responds accordingly without worrying about understanding the joke and proceeds to the business at hand.

Another case involves not one speaker, but all non-native English speakers. With these speakers he has to negotiate a variety of accents (light to heavy), usage (including the use of non-English terms), and expressions, which reflect the speaker's age, cultural background, education as well as language fossilisation, incorrect pronunciation, and personal speaking styles. This, in my opinion, has been invaluable as they have provided the client-learner opportunities to evaluate his own L2 against the L2 of other non-Japanese non-native English speakers. There have been several instances where he evaluated his abilities as equal to or better than this counterpart. Previously he had assumed all non-native English speakers, particularly Europeans, to be superior English speakers regardless of actual abilities. The point I should stress here is that it is the fact that he positively evaluated himself that is of significance, not the accuracy of his evaluation.

5.2 Summary

In summary the client-learner has been able to take from the relatively simple task of engaging in conversation with me, a native-English speaking Canadian, and apply his English to the more complex negotiation through various modes for a range of purposes with a differentiated group of English speakers. When *task* is understood to be the client-learner's L2 usage outside the lessons, the level of task complexity can be view as both high and dynamic.

6 Level of *Abstraction*

Abstraction refers to the "distance between a mental act and the concrete object or event it relates to" (Williams and Burden 1997:176). In the example cited in Williams and Burden (*ibid.*) and on the ICELP website the "concrete object or event" is immediate to the mental act. However, in this paper the "concrete object or event" is the client-learner's output away from the lesson (this will be discussed further in Chapter 9 Learning Phase).

6.1 Client-learner's level of abstraction

One of the defining characteristics of the lessons was its *ad hoc* nature. Because the client-learner was very busy with his business (he has told me he has not had a holiday of more than two days in many years and even a 2-day holiday is rare) he is often very tired when we meet - typically late afternoon or early evening. This meant that prepared lessons, even short exercises that required reading, found his attention easily distracted or disengaged. Generally within 5 minutes we would return to just conversing. Occasionally, he would begin to doze off. The point here is that the lessons did not focus on the kinds of language use the client-learner encountered as he took on non-Japanese artists beginning in the summer of 2006.

Since we did not focus on the kinds of communication tasks outlined above in Table 5.1, the client-learner had to abstract from the lessons, his recent L2 experience, and his memory to negotiate in real-time the real-life communication tasks required to conduct his business affairs successfully.

7 Level of *Modality*

The level of modality refers to the "medium in which the task is presented" (Williams and Burden 1997:175). In the client-learner's English language program there is a maximum of 18 different media of varying degrees of difficult or comfort.

7.1 Client-learner's level of modality

Directly linked to the levels of *complexity* and *abstraction* is the level of *modality*. In the case of the client-learner this involves the modalities shown in Table 7.1.

Modality	medium	with whom
spoken	telephone	• native English speaker, • non-native English speaker • Japanese English speaker
	face-to-face • one-to-one • group	
written	email	
	letters	
	faxes	

Table 7.1 Client-learner's level of modality

The client-learner utilised these modalities in his English language program, which extended beyond the lesson itself. The exception being the use of English with other Japanese which until September, 2007 was consciously avoided as a face-saving move.

As mentioned above, the client-learner's English learning program extended beyond the lessons he took with me and the other teacher in Tokyo. In conversation with the client-learner he told me that he regarded every encounter with English as an opportunity to improve and learn.

The two tables below (Table 7.2; Table 7.3) show the modal range of the client-learner's English usage (spoken and written) beyond the lessons. The order of nationalities reflect the relative frequency of contact. Of the three different groups – native English speaker, non-native English speaker, Japanese English speaker – the last one has been the most challenging for the client-learner. In particular, he had expressed great hesitation in speaking English in the company of other Japanese (colleagues and clients) whose English abilities he regarded as superior to his own. This hesitation was finally overcome in Sept. 2007 when, in the course of doing business, he could not avoid speaking English since doing so would cause a greater loss of face than any perceived embarrassment he might feel speaking English in front of his colleagues and clients. On the two occasions where he had to speak English with other Japanese, they were with other non-native English speakers from Europe. Since then, he has not expressed any hesitation about speaking English with other Japanese as the expected embarrassment and critical comments from his compatriots did not occur.

Spoken English	**in person**	**on the telephone**	**in a group**
Native English speaker	British, American, Canadian	American, British, Canadian	British, American
Non-native English speaker	Czech, Austrian, German, Chinese (ROC), Serbian, Malaysian	Czech, Austrian, German, Chinese (ROC), Serbian, Malaysian	Czech, German, Austrian, Serbian
Japanese English speaker	Before 2007 rarely. In 2007 occasionally	never	Before 2007 rarely. In 2007 occasionally

Table 7.2 Modality of client-learner's spoken English in 2007

The range of English speakers and modes contrasts significantly from March 2005 when he began to study English for his business. Chapter 8 discusses attitude changes that have also occurred over the last 2.5 years.

Written English	email	letters	faxes
Native English speaker	British, American, Canadian	British, American, Canadian	British, American, Canadian
Non-native English speaker	Czech, Serbian, German, Austrian, Chinese (mainland and ROC), Malaysian	Czech, Serbian, German, Austrian, Chinese (mainland and ROC), Malaysian	Czech, Serbian, German, Austrian
Japanese English speaker	rarely	never	never

Table 7.3 Modality of client-learner's written English in 2007

Not all media are actually used, for instance, faxes are used infrequently with only one non-native English speaker. Also there is no written communication with Japanese English speakers.

7.2 The use of email

One tangible measure of my client's use of English is the frequency of email since we started meeting in March 2005. While this does not deal with his spoken English, it does indicate his growing confidence in using English in his business via email. I consider this relevant because my client has been studying English for business reasons and 2007 has marked a significant shift in his need to use English regularly in different forms: face-to-face, phone calls, email and faxes. While I cannot for confidentiality reasons provide analysis of what he wrote, the frequency of email makes his use of English in real life an important factor in his progress as a learner - both in terms of motivation and acquisition.

Also the quantitative data (see Chapter 10) shows a marked increase in fluency, accuracy and complexity in data set Sample C. As mentioned previously, this increase correlates with the significant increase in the number and frequency of email exchanges the client-learner had with his clients.

7.3 Summary

By 2007 the modal range of tasks in the client-learner's English language program had greatly expanded. This expansion became both a sign of his growing confidence and ability as well as one of the main reasons for the client-learner's improved language production, which will be discussed in more detail in Chapter 10.

8 *Cognitive Operations*

Cognitive operations "refers to the different processes involved in thinking" (Williams and Burden 1997:176). The examination of cognitive operations in this paper focuses on the client-learner's self-awareness in how he processes language and the range of tasks he needs to perform.

8.1 Client-learner's self-awareness

From time to time the client-learner would make an observation regarding his learning indicating a developing sense of the cognitive changes when he is using English as well as the importance to his own future. Table 8.1 below lists some of these changes through quotes of the client-learner and some of my own observations.

For example, he discovered that translating input from English to Japanese and then his response from Japanese to English is indeed time consuming. Even though he knew this before the discovery because we had talked about it during the lesson on April 4, 2006 , it was not until March 27, 2007 that he resolved to change how he processes English. With this realisation he discovered, as well, that he could also guess and infer what another person said without having to worry about catching every word spoken. This also coincided with the frequent telephone calls he received from his American client.

Another example is perhaps key to his English language program goes back to 2005. In a moment of reflection, the client-learner stated in October 2007 that the encouragement that he received from his British colleague in early 2005 "opened a heavy door" and that calling me on the telephone to ask *in English* for English lessons was a "very big decision". Before the first lesson he had completed his first and perhaps most significant task: evaluating his needs, motivation, and ability.

As to the importance of his English study he seemed daunted by the challenge in a comment made on April 26, 2006, which came a few months before he started to sign foreign artists. This and the other quotes demonstrate the progression and growing sophistication of his self-awareness as an English language learner. As his teacher, these were important benchmarks that indicated his growing confidence and autonomy.

Date	Quotes and Notes	Comment
Mar 1, 2006	"I feel the burden to speak English getting lighter"	This comment was one of the first times he positively evaluated his L2.
Mar 18, 2006	"I {remind (noticed)} my mistake."	This signalled a change from reliance on a native speaker in pointing out errors to noticing them himself.
Mar 24, 2006	"I lost my concentration."	Evidence on the demands on his attention when speaking English.
Apr 4, 2006	Note: I discussed the idea of trying to avoid translating from Japanese to English before speaking.	
Recording of Sample A (4/2006 ~5/2006)		
Apr 26, 2006	"I don't have trust for me … in myself"	He is talking about the future of his business. This is just a few months before he started to sign international artists.
May 7, 2006	"I am making an effort to think about anything in daily life … in English."	This comment marks the near-beginning of the expansion of his English language program beyond the lessons
Recording Sample B (12/2006 ~ 1/2007)		
Mar 28, 2007	"{In my life} I am trying to think in English."	Evidence in making the effort to become more fluent. Something we talked about beginning on April 4, 2006.
Jun 5, 2007	"I could not have motivation, I'm very tired."	Evidence of ennui settling in as well as the demands of his heavy workload.
Sept. 4, 2007	Note: He is better able to discuss and evaluate his English conversations with foreign musicians and differentiate between native and non-native speakers. This awareness suggests a deeper awareness and appreciation of his English speaking abilities.	
Recording of Sample C (9/2007 ~10/2007)		
Oct 12, 2007	"I'm making effort to ... understand about English .. not… by no memory, [but] by ... formation, structure of meaning." (see Appendix 2 for full quote)	Client-learner's recognition of the changes in how he processes input.
	"Recently I'm making effort to write English sentence ... it has it has been changed the thinking way… How I think. Because, … when I write English sentence, necessary I have to think structure of not only grammar ... structure of sentence and … I think ... such kind of influence ... bring to my speaking ... Listening is still very difficult for me." (see Appendix 2 for full quote)	He explicitly makes the connection between writing email and its effect on how he processes his L2. This is borne out in the analysis in Chapter 10.
Oct 31, 2007	"I didn't think to try to do" (speak English) "I didn't want to do" (speak English)	Reflecting of his attitude towards English prior to March 2005.
	"He opened a heavy door"	This refers to the encouragement in early 2005 to study English by his British colleague.
	"My first call to you was a very big decision"	This refers to when he called me in March 2005 to ask for language lessons.

Table 8.1 Quotes and Notes of client-learner's self-awareness

In February 2008 the client-learner went Europe to meet two potential clients. Upon his return I asked him, "So, how was your English?". He said that he could "scan" conversations for content and "guess [the] total stream". When he could not understand he "could ask again". What struck me as significant was that he easily recognised his limitations and the strategies to work around those limitations (see Appendix 2 for full quote). He returned to Japan with two new clients.

8.2 Survey of Learner Attitude

To further investigate the *cognitive operations* as shown through learner attitude I conducted a survey to get a picture of the client-learner's attitude towards his English. Using Dornyei (2003) as a guide I set out in this survey to examine three specific periods: before March 2005; summer of 2006; autumn of 2007. One of my concerns was that he might have lost sight of how far he has come since March 2005, and in order to address this concern I administered this survey. The purpose of the survey was twofold: first, to survey the client-learner's attitude towards his L2 usage. Second, as an awareness activity, to outline how his L2 usage had changed as he improved and gained confidence. In a recent lesson about two months after the survey we discussed how different the question "How's my English?" is understood today by both of us compared to how it was understood in March 2005 or even a year ago. The survey and the discussion helped the client-learner (and the teacher) to better appreciate what he has accomplished thus far.

8.2.1 Survey Design

The ordering of the questions and response choices were done so as to mitigate against automatic responses by disrupting expected patterns of thought and giving the client-learner time to further consider other possible responses.

For example "Japanese speaker" is before "native speaker". In this case, I wanted him to think about his experiences of using English with Japanese speakers and non-native speakers before native speakers. On the horizontal scale "daily" is the first and "never" is last so that he may consider the full range of options before responding.

When asking about whether the use of English was easy or difficult I used the same design approach. The numbered valuation scale begins at [5] "easy" and descends to [1] "difficult". The

expectation was that the client-learner may associate a higher numerical value with the adjective "very". In this case if "difficult" was given the number [5], the respondent may associate that number as representing "very difficult" and automatically rate his performance accordingly.

When he did the survey he did indeed stop to think before answering, however, the pausing was because he had to stop and figure out the rating system I had devised. Although I did succeed in slowing down the responses, the reasons for the slowdown was not what I had intended.

8.2.1.1 Expectations

After 2.5 years of lessons with the client-learner I was of course aware that his usage of English outside our lessons had greatly increased, not only in the number of episodes or usage events but also in the importance of these events in pursuing the objectives of his business.

In the questions about English usage frequency I expect to see a steady increase in all three categories. The native speaker category will show the earliest and largest frequency increase while the other two categories will show only modest increases. Generally I did not expect any surprises, only confirmation of what I had previously observed.

8.2.1.2 Survey Period

The survey period did not follow the recorded tape scripts for several reasons. The practical reason was that recording began in late April 2006 after 13 months of lessons. However the main reason was that while the recordings revealed changes in learner language they did not show learner attitudes towards his L2. Although the data (Chapter 10) has shown significant changes in actual usage, I was concerned that learner attitude did not appear to change to the same degree and seemed to be independent of any improvement. This was understandable when considering that greater capability can affect self-assessment. In other words, what the client-learner considered difficult two years previous may be considered much less difficult today, while still commenting today on how difficult English is to learn and use. This relative self-assessment is constantly being re-calibrated independent of what the recorded data shows.

Also, and more importantly, the time range reflects significant changes in the client-learner's usage outside the lessons. "Before March 2005" served as a benchmark from which the client-

learner bases his later responses. The "summer of 2006" was expected to show some increase in all categories as he began to integrate English into his business. Moreover a marked increase is seen in the winter of 2006/7 when he took on a native English speaking client who happened to be very communicative in email (in both number and content), telephone calls and face-to-face meetings. This forced him to use his English "on-line" in terms of his business dealings. Previous to this particular client, he had usually hired the services of a translator to write email and letters. However, the volume and modes of communication he received from his client forced him to respond promptly and personally. This change to using English in real-time began to increase with other native English speaking clients and associates as well as non-native English speaking clients and associates (both European and Asian).

8.3 Survey results

Although we had talked about his English use when we first began the lessons in March 2005, I had not recorded his comments[4]. However, since I was mainly interested in his current attitude about his English usage both currently and historically I did not think that such information was necessary. By the summer of 2006 the client-learner had over a year of English lessons and was growing more able and confident. As previously mentioned, by the spring of 2006 I had already considered studying his English production and in May 2006 had already recorded the lessons from which I would later compile the extracts for Sample A. By the autumn of 2007 the signing of several non-Japanese artists over the previous year had an overall positive effect on what he thought about his English use and the importance of English in his business. It was also significant that he was able to overcome his hesitation of speaking English with other Japanese, which was becoming a potential problem as his English speaking world and his Japanese speaking world could no longer remain separate.

8.3.1 Frequency of English use

In 2005 all three modes (email, telephone, face-to-face) were rarely used English with non-native or native English speakers (refer to survey questions 1-A, 1-B, 1-C in Appendix 5). In follow up discussions the client-learner said that he either used a translator, an interpreter, or a friend. When it was unavoidable, he used what he called his "poor English". Not surprisingly he

[4] I would begin my studies with Birmingham several weeks later, but even then I had not thought about collecting data for a future dissertation.

never used English with his compatriots.

By the summer of 2006 the frequency of English use had started to change slightly from the previous year. Email had no change (refer to survey questions 2-A, 2-B, 2-C in Appendix 5). However, there was a unique circumstance in telephone communication where once he had to speak to a Japanese colleague in English. Face-to-face communications increased with non-native speakers of English as he began to receive European artists as performing guests in Japan.

The frequency rise of email jumped from rarely to several times a week from both non-native and native English speakers in 2007 (refer to survey questions 3-A, 3-B, 3-C in Appendix 5). A similar jump occurred with telephone and face-to-face communications. Also in September of 2007 the client-learner had a meeting with both Japanese and non-Japanese where English was spoken by all.

8.3.2 Ease/Difficulty of English Use

Although he rarely used English prior to March 2005, when he did use it he considered writing email in English as being less difficult than speaking English (refer to survey questions 4-A, 4-B, 4-C in Appendix 5). Using English on the telephone was considered the most difficult of the three modes, and with a non-native speaker as a little less difficult. There was a similar result as face-to-face English communication with non-native speakers was regarded as being less difficult than with native speakers.

At first I was surprised that non-native English speakers were easier to communicate with. However, further discussion on this point revealed that most of his contacts with non-Japanese were with continental Europeans.

The only change in 2006 was that the client-learner felt that communicating with native speakers of English as getting easier and on par with non-native speakers (refer to survey questions 5-A, 5-B, 5-C in Appendix 5).

Reflecting the rising frequency of his English use, the client-learner noted that by the autumn of 2007 it was becoming easier to email non-native speakers of English (refer to survey questions 6-A, 6-B, 6-C in Appendix 5). Telephone communications had become much easier with both

non-native and native English speakers. Perhaps the most significant change was speaking face-to-face with a Japanese speaker of English. This particular change signalled that a threshold had been crossed as he had previously put up resistance to the idea of speaking English with his English speaking Japanese colleagues.

8.3.3 Importance of English use

As expected, in 2005 English was not important in communication with other Japanese in any mode (refer to survey questions 7-A, 7-B, 7-C in Appendix 5). However, despite low frequency, using English with his European non-native English speaking clients was more important than with native English speakers. Of the three modes face-to-face was considered to be more important than the other two modes.

The interesting change in 2006 was that email communications with non-native and native speakers of English were ranked as being important while telephone and face-to-face communications became less important during the past year (refer to survey questions 8-A, 8-B, 8-C in Appendix 5). This result may be due to the scale I used which may have caused some confusion. However, the responses could have been considered solely in reference to that summer and not in comparison to the previous year. This would mean that email was relatively more important because he was starting to receive more of them. It was during this time he asked me for the first time to check his email.

While there were some unexpected results about the importance of English in the summer of 2006, there was little doubt about its importance in the autumn of 2007 (refer to survey questions 9-A, 9-B, 9-C in Appendix 5). By then the client had signed-on four new clients and was considering several more. All modes of communication were highly ranked for communicating with both non-native and native speakers of English. Speaking English with other Japanese also started to become important.

8.4 Summary

Learner self-awareness was one of the purposes of the learner survey which ties in with Feuerstein's *cognitive operation* because it was important for the client-learner to know what tasks need to be done via the various modalities (email, face-to-face, telephone conversation

with native and non-native speakers of English) and the nature of those tasks in order to better prepare and complete them. Through comments made by the client-learner in discussions and the survey it can be inferred that tasks were within his cognitive abilities or, to use Vygotsky's term, ZPD.

9 Learning Phase

In Feuerstein's *learning phase* the gathering of information is the *input phase*; processing is the *elaboration* phase; and the products of the elaboration are expressed as *output* (Feuerstein 1986:53). In the context of the client-learner the learning of English cannot be confined to the lesson itself nor can "output" stage be considered an act solely or even primarily occurring within the lessons. While all three stages can be said to occur within the lessons, I would argue that in this case under study the lessons are primarily for *elaboration*; a safe and trusted environment where the client-learner can practice, ask questions, and make mistakes without a loss of face and the distractions of business.

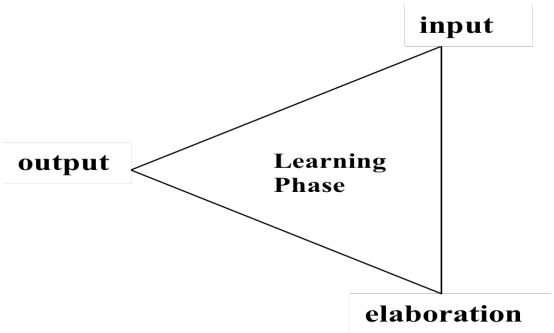

Diagram 9.1 Stages of the Learning Phase

9.1 Client-learner's English learning program

The lessons provide the client-learner an opportunity for reflection on language performance (quality) outside the lessons, practice on aspects of language (vocabulary building, usage, grammar), and inquiry on a range of issues that arise in the course of communications with his clients including notions, functions, and socio-linguistic concerns.

The client-learners use of English outside the lessons (in person and telephone conversations, email, text messaging, and faxes) with clients and colleagues (native, non-native, and Japanese speakers of English) would primarily be *output*.

The *input* stage can occur whenever the client-learner engages in English communication regardless of modality. The lessons themselves provide an opportunity for the client-learner to reflect upon and rehearse the input, modified where necessary, before he applies it as output when engaged in his business. This creates an ongoing cycle which provides the learner with a dynamic and relevant learning environment.

Of course the lessons themselves provide much input for the client-learner to elaborate on. Since the lessons are mostly conversation based, as previously mentioned, there is not much time spent on instruction in the sense of the traditional teacher-student classroom model. There is instruction in the form of scaffolding, back channelling, explicit explanations, and so on however most of the 2-hour sessions are filled with conversation that can be described as *elaboration*.

Essentially, the client-learner's English learning program is enlarged to encompass every episode of English usage he encounters. The lessons are just one component of his program.

This way of characterising his English learning program differs from what may be considered typical in that the lessons are no longer the main focus of attention. The lessons are the focus of the teacher since it is the main point of contact with the learner. However, for my client-learner, the lessons offer a safe environment in which to build and expand his L2, but the real test is being able to use his L2 to build his business and differentiate the services he offers from those of his competitors.

This also means that the analysis of learner language would not constitute as being *output* but rather as *elaboration*. In other words, it is not necessarily the language that the learner would produce outside the lessons. This changes the bias of the study from a quantitative scientific investigation to one that includes the qualitative factors of a sociocultural investigation. Though this approach does introduce more uncertainty because there are many more variables that cannot be accounted for and even if they could be, quantifying them would be daunting if at all possible.

Returning to the client-learner, the main elements and stages of his English program are listed in Table 9.1 (the main stages are in **bold**).

Stage (major)	Stage (minor)	Task
elaboration	output input	**lessons** with native English teachers
output	elaboration input	**telephone calls** to and from native and non-native English speakers: North American, European, Asian
		face-to-face conversations with native and non-native English speakers: North American, European, Asian and Japanese
		email to and from native and non-native English speakers: North American, European, Asian and Japanese
input	--	**reading** English language newspapers and trade magazines
		listening to BBC and CNN International news programs

Table 9.1 Stages of client-learner's *learning phase*

9.2 Summary

When I began the lessons with the client-learner, indeed whenever I taught anyone, I had the notion that I was teaching and the learner was learning. Even as I set out to write this paper this view of education and learning still dominated despite what I had been reading about language acquisition. In applying Feuerstein's *cognitive map* and looking closely at the learning phases it has become much clearer that I need to consider the learner's larger learning context beyond the lesson, as I have done here with the client-learner. Once I recalibrated my thinking it became much easier to understand what I was looking at and why certain changes were occurring.

The next chapter will examine the data from the client-learner's language production which examine the *level of efficiency* and provide quantitative detail to the picture of the client-learner's English language production.

10 Language Production

In a previous paper (Iwane-Salovaara 2006) I analysed the client-learner's conversation ability using the conversation analysis model developed by Francis and Hunston (1992). I used this approach instead of the classroom discourse model by Sinclair and Coulthard (1992) because the lessons were much more similar to everyday conversations where both speakers negotiated turn-taking, engaged in back-channelling and other features of conversation. Since I have already completed that analysis I wanted to examine the client-learner's language production, specifically fluency, accuracy and complexity.

10.1 Level of Efficiency

Efficiency focuses on the doing, in this case the speaking of English. Various methods can be used to measure *efficiency* including fluency, specifically response time, length of pauses, and the number of syllables between significant pauses. Before discussing the data I will briefly describe the steps I took in preparing the data.

10.1.1 The Audio Samples

I took five 5-minute extracts from the beginning of five lessons at three different period over 18 months. This produced working samples A (April-May 2006), B (Dec. 2006-Jan. 2007), and C (Sept.-Oct. 2007) with each 25 minutes in length, 75 minutes in total (see Audio logs in Appendix 3).

I then hired a colleague to do a rough transcription. From this rough transcription I extracted clips from each of the 5-minute extracts which contained mostly learner language. This produced the data sets Sample A, Sample B, and Sample C of just over 7 minutes each. The clips were chosen based on the amount of learner language. All the clips contain between 95~98 % learner language. Interlocutor language is within the texts but it is mostly back-channelling (e.g. mmhm) with a few questions and comments however they are no more than 1~2 seconds in duration.

This 7-minute length was somewhat arbitrarily arrived at as I tried to extract a clip from each of the 25 five-minute extracts with at least 30 seconds taken from each extract (with one exception of 25 sec. in Sample A).

10.1.2 AS-unit

One of the problems in SLA research of spoken language is the lack of a standard for transcribing data into units that can be later measured for fluency, accuracy, and complexity (Foster et al 2000). With researchers using different and/or ill-defined standards it is difficult to build upon research results of others (Foster el al 2000:357, 365). In response to this problem Foster, Tonkyn and Wigglesworth (2000) developed the *analysis of speech unit* (AS-unit) as a means to prepare spoken data into definable units that then can be used for a range of analysis (*ibid.*). For the analysis in this dissertation the AS-unit is used.

10.1.2.1 Definition of AS-unit

The simplified definition of an AS-unit is "a speaker's utterance consisting of an *independent clause*, or *sub-clausal unit*, together with any *subordinate clause(s)* associated with either" (Foster et al 2000:365). The borders of an AS-unit are marked by a double slash (//) and the clause boundary within an AS-unit by a double colon (::). For more a detailed explanation I repeat the suggestion given by Ellis and Barkhuizen (2005:148) to consult Foster et al (2000) directly.

10.2 Overview of Analysis

The length of the three samples (Table 10.1) differ by only 14 seconds with Sample C being the longest at 433.6 seconds (7 min. 13.6 sec.). It was not possible to get the exact same length however the use of AS-units helps to even out the data for analysis .

Measure	Sample A	Sample B	Sample C
Length of samples	419.0	432.5	433.6
Number of AS-units	59	59	71
Number of subordinate clauses	8	11	11
Total number of words	486	474	514
Number of words w/o dysfluencies	349	336	391
Dysfluencies - # of words (%)	137 (28.2%)	138 (29.1%)	123 (23.9%)
Total length of all pauses over 1 sec.	134.8	139.3	103.3
All pauses over 1 sec./AS-unit	1.31	1.34	1.03

Table 10.1 Summary of analysis

The notable features of the client-learner's language production from Sample A to Sample C are:

- the number of AS-units rises significantly in Sample C.
- the number of subordinate clauses in Sample B increases over Sample A.
- both the total number of number of words and the number of words not including dysfluencies is the lowest in Sample B and highest in Sample C.
- Sample B has the highest percentage of dysfluencies.
- Sample C has the fewest 1 sec. pauses/AS-unit while Sample B has the most.

Before this analysis was done I had anticipated a general increase in values from Sample A to Sample B to Sample C, however, Sample B appears to have regressed. This regression is more

appearance than actual as further analysis will show how fluency is affected by attention to accuracy and complexity.

10.3 Fluency

To analyse fluency a number of measurements were taken (number of pauses (Robinson et al 1995); length of pauses (Skehan and Foster 1999); and the number of syllables (Ellis 1990)) using the AS-unit as the common denominator.

Unfilled pauses indicate deeper cognitive processing suggesting that the client-learner is accessing his long term memory. Looking at unfilled pauses over 1 sec. (Table 10.2) Sample C has the most pauses/AS-unit while the average length a little less than Sample A. With unfilled pauses under 1 sec. Sample B shows more short pauses/AS-unit than the other samples while the average length is the shortest.

Filled pauses function as placeholders indicating a tip-of-the-tongue accessing of short term or working memory. With filled pauses Sample C has significantly fewer and shorter pauses with the exception of under 1 sec. where the range is quite narrow (0.5~0.9 sec.). Sample B shows that fluency may be at a plateau.

	Sample A	Sample B	Sample C
Number of unfilled pauses over 1.0 sec.	18	17	29
Unfilled pauses over 1.0 sec./AS-unit	0.31	0.29	0.41
Total length unfilled pauses over 1.0 sec.	28.7	21.6	45.0
Average length of unfilled pauses over 1.0 sec.	1.59	1.27	1.55
Number of unfilled pauses under 1.0 sec.	40	53	54
Unfilled pauses under 1.0 sec./AS-unit	0.67	0.90	0.76
Total length unfilled pauses under 1.0 sec.	23.5	29.3	30.7
Average length of unfilled pauses under 1.0 sec.	0.59	0.55	0.57
Number of filled pauses over 1.0 sec.	59	62	44
Filled pauses over 1.0 sec./AS-unit	1.0	1.05	0.62
Total length of filled pauses over 1.0 sec.	106.1	117.7	58.3
Average length of filled pauses over 1.0 sec.	1.8	1.9	1.33
Number of filled pauses under 1.0 sec.	38	41	31
Filled pauses under 1.0 sec./AS-unit	0.64	0.70	0.44
Total length filled pauses under 1.0 sec.	24.9	29.1	21.3
Average length of filled pauses under 1.0 sec	0.66	0.71	0.69

Table 10.2 Analysis of fluency: filled and unfilled pauses

This plateau or regression may be more apparent than real when fluency is examined in terms of the number of syllables per 100 words. In this context Sample B appears to be more fluent than Sample A (Table 10.3). In terms of per AS-unit Sample B appears to be the most fluent. What is happening within Sample B?

	Sample A	Sample B	Sample C
total number of syllables	519	552	652
syllables/sec.	1.24	1.28	1.50
number of syllables/100 words	116.6	127.9	150.8
number of syllables/AS-unit	8.8	9.3	9.1

Table 10.3 Analysis of fluency: syllables

A possible explanation may be a greater attention to accuracy and complexity (see discussions below). This seems to support Wickens (1984) and Robinson (1995) who argue that greater attention to accuracy negatively affects fluency. Also the higher number of syllables per AS-unit in Sample B suggests the learner has expanded his working vocabulary. It seems that fluency cannot be evaluated by only one measure. In this case, while the client-learner may have slowed his speech and paused more frequently, however, when he did speak he used longer words with more syllables.

10.4 Accuracy

According to Wickens (1984) and Robinson (1995) attention in one area draws resources from another. Self-corrections or self-repairs indicate an awareness of form and can be used to measure accuracy (Gilabert 2007:221).

Given the drop in fluency in Sample B when it comes to pause length there should be some corresponding change in either accuracy or complexity or both. From Table 10.4 below the main results are:

- Sample B has a disproportionately high number of self corrections which seem to indicate a period of greater attention to accuracy.
- Sample B has the highest total number of errors, errors/100 words, and errors/AS-unit.
- Sample C has the lowest number of errors in all categories.

	Sample A	Sample B	Sample C
number of self corrections	8	19	4
total number of errors	81	99	76
errors/100 words	16.7	20.9	14.8
errors/AS-unit	1.37	1.68	1.07

Table 10.4 Analysis of accuracy

The rise in the number of self corrections and errors in Sample B indicate a period of deeper processing characteristic with attention to accuracy. The drop in the the number of self corrections and errors in Sample C combined with the relatively high fluency rates suggest a transformation of what was been *learned* into that which has been *acquired*.

10.5 Complexity

Complexity can be measured by analysing *lexical richness* by calculating the type/token ratio of the leaner language (Ellis and Barkhuizen 2005:155). Analysis of complexity (Ellis and Barkhuizen 2005:154; Robinson 1995) shows a steady rise in the client-learner's ability to utilise more of his vocabulary. The assumption is that low level language users tend to use the same word to express a wider range of meaning while those at a higher level use a wider range of words. Complexity of the client-learner's language is expressed in the type/token ratio shown below in Table 10.5.

	Sample A	Sample B	Sample C
word types	175	181	199
tokens	486	474	514
type/token ratio	0.36	0.38	0.39

Table 10.5 Analysis of complexity

What is notable is that unlike in the results for fluency and accuracy the ratios show a steady rise in complexity or *lexical richness*. The results appear to suggest that complexity may be independent of fluency and accuracy. Crookes (1989) made a similar observation regarding the independence of accuracy to changes in fluency and complexity. More research on this question is obviously required.

10.6 Summary

The picture that has emerged suggests that between Sample A (6/2006) and Sample B (12/2006) the client-learner's fluency showed some improvement (syllables/100 words) but processing time had increased. This may signal a heavier load on attention and working memory as the client-learner negotiated through a larger store of data in his working memory. The larger store of data is evidenced in Sample B with its the increased complexity and the disproportionately high number of self corrections. This seems to confirm Wickens (1984) and Robinson (1995) contention that divided attention will cause lower performance rates. However, the results of complexity seem to indicate that performance rates may not be uniform.

Performance on all measures improved in Sample C, which suggests that language had been acquired. Less effort is required resulting in greater efficiency in fluency, accuracy and complexity. I had initially thought of the results of Sample B as a learning plateau and Sample C as an upward spike however I now reject such characterisation as being inaccurate. While the results could suggest a possible lowering of effort or less cognitive processing, it can be illusory because it ignores the effects of shifts of attention such as striving for greater accuracy. In my observation of the client-learner over the period between Sample A and Sample B I would conclude that despite occasions of ennui his longer range determination to acquire English proficiency in order to expand his business has never wavered.

These results appear to correlate to changes in the client-learner's English language program. First, in the summer and autumn of 2006 he began to represent several foreign artists of which two were native English speakers (American and British) and two where non-native English speakers (Austrian and Czech).

Second, the signing of these artists had a knock-on effect requiring him by 2007 to communicate via email and telephone to other managers and artists in Malaysia, China, Austria, Czech Republic, Britain, and America. Within a six month period the use of English in his work rose significantly from almost nil and demanded more attention from him on a daily basis. Even when he was not engaged in communicating in English he had to be primed to receive English input because he never knew when an email would arrive or a phone call would come.

Third, he made two trips to Europe (March and May 2007) where he met and further strengthening and deepening his relationships with both signed artists and other managers with

whom he had professional ties. This continues in 2008 with at least three international business trips are planned.

Fourth, and perhaps most significantly, a particularly loquacious artist had a habit of calling unexpectedly and regularly to such an extent that he was jokingly referred to as "the other English teacher". In an April 18, 2007 lesson the client-learner listed the challenges in communicating with this person:

- made many jokes which the client-learner could not understand
- used Japanese incorrectly which distracted the client-learner as he had to code switch, interpret the context, formulate an appropriate response. and translate that response into English.
- spoke quickly forcing the client-learner to scan for key information.
- used long sentences

All of this rich input created what my client-learner called a "bumpy" communication experience, but also forced him to develop communication strategies to recognise what was important information and what was just conversational banter.

All of these changes brought a richness to the *input* which he could bring to the lessons for *elaboration* so he could better respond in his *output*. As mentioned above, he had to be primed or in a constant state of attention in order to receive unexpected phone calls and email.

The client-learner's expanded English learning program has provided a dynamic platform from which he has demonstrated improvement in the fluency, accuracy, and complexity in the production of his L2.

PART III: Discussion

11 Overall Summary

Throughout this dissertation I struggled with the question of what constitutes a valid assessment of a learner's L2. Since there is still much that is not known about second language acquisition, it seemed that any assessment would be based on an uncertain foundation. What data would provide a realistic picture of a learner's L2? What aspects of a learner's SLA can be regarded as salient? Does the data derived from language production trump the learner's experience of using his or her L2, or vice-versa? As an EFL teacher I felt that to give too much attention to quantitative assessments can place learners in a position of dependancy relying on experts to decide whether or not their L2 meets some pre-approved standard. This denies the validity of learner self-assessment. On the other side, relying only on the experiential can create a situation where a learner is very fluent and functional (i.e. can meet professional goals in the L2) but whose language production suffers from a lack of accuracy and complexity. The sociocultural approach taken in this dissertation provides a solution which addresses these concerns.

In answering the client-learner's question, "How's my English?", it was important to direct his attention towards what his is doing with his L2 today compared with what he was doing in 2005, 2006, and even six months ago. Language of course plays a vital social function and I felt that the client-learner needed to be made more aware of the importance of these social changes when he uses English. His experience of using English to pursue professional goals is supported by the analysis of his language production. This dual approach to assessment offers the client-learner a measure of independence in his own self-assessment.

11.1 Sociocultural approach to research

The sociocultural approach helped me to accomplish three objectives. First, it provided a more comprehensive answer to the client-learner's question "How's my English?" by showing how his use of English in his business life has registered improvements in fluency, accuracy and complexity.

Second, this research has provided a framework from which microgenetic research on a single

learner came be done. In particular, Feuerstein's *cognitive map* can be used in SLA research which is socially situated and supported by quantitative data.

Third, the discussion of the learning phase (input, elaboration, output) encouraged me to think deeper about the role of the lesson itself. Specifically, attributing language acquisition only to tasks done and/or approaches taken within the lesson can lead researchers and teachers to misleading or incomplete conclusions. For learners expecting that their lessons will provide all the input they need to acquire a language, their classroom experience may cause disappointment. Taking into account the learner's experience outside the lessons provides an assessment that the learner can build upon once the lessons are completed.

11.2 Reflections on Teaching Methodology

When I reflect on my teaching methodology I remain sceptical as to its efficacy in reaching my client-learner's goals. If my client-learner had not signed on non-Japanese artists and expanded his business internationally, I do not believe that the lessons would have produced the results recorded in Sample C (of course there is no way of knowing otherwise either). Although the unexpected can and do occur, I know in retrospect that I was quite unprepared when change did occur and failed to clearly understanding how these changes could benefit the client-learner and what strategies to employ to better exploit them. This is not to say that I was completely inert to the changes, but rather, I had no plan. All the adjustments I made were done *ad hoc* with no clearly defined methodology or longer ranged goal. Despite the fact the he tends to lose interest quickly whenever the lesson becomes less conversational and more instructional there are still several things I can do to.

- break down lessons on form and function into smaller teaching units that can be more easily interjected into a conversation.
- make clearer the immediate relevance of what is being taught.
- identify the the scope of his English learning program, particularly those areas outside the classroom, and what can be expected from those areas.

Now that I have completed this paper, I would like to repeat it so I can better apply this framework.

12 Applicability

A microgenetic longitudinal study such as this is applicable as an alternative approach to assessment in cases where the learner has greater input in course content (i.e. a private one-to-one lesson), the curriculum is *ad hoc*, the learner does not want structured lessons (i.e. textbook, drills, role plays, etc.), and/or testing cannot be done for whatever reason. Standardised tests such as TEOIC and AIKEN have their place, but in my experience learners who seek private lessons often do not require or want these types of assessments. Also in private one-to-one lessons there are often a lack of comprehensive assessment that examine a learner's progress in terms of fluency, accuracy, and complexity. In fact one of the problems of these types of lessons is the lack of definable benchmarks from which to note where progress is being made. This can give rise to a situation where the lessons go on indefinitely (or end suddenly) without a sense of accomplishment. In a institutional setting the final exam, end of a course, or graduation all serve to mark the completion of those lessons. The lack of such definition in private lessons is one of the main reasons was one of the underlying reasons in doing this study.

12.1 Strengths

The strength of doing a microgenetic longitudinal study is that it shows the learner his or her progress in the context of his or her English language program, the details of which are already well understood.

Another strength is that this type of study can be on-going. Although this study has only three samples over 18 months, I do plan to continue preparing more samples for analysis at regular intervals.

The types of analysis that can be done are not limited to the ones done in this study. Ellis and Barkhuizen (2005) suggest an array of measurements that can focus on specific aspects of a learner's language production and the relevant studies on which those measurements are based. Accuracy measures can include examining self corrections, morphology, and use of plurals among others (2005:150). Complexity measures can include number of turns, idea units, language function, and grammatical features among others (2005:153). Fluency measures can include various hesitation phenomena such as false starts, repetitions, reformulations, and replacements (2005:157). The range of measurements that could be use speaks to the flexibility

of a microgenetic study that can be tailored to the needs and purposes of a specific learner.

The qualitative segment of this type of study was very useful in raising learner awareness of the important role of real-time and real-life usage of his L2 has in language acquisition. The combination of sociolinguistic aspects of the learner's English language program and the technical aspects of his language production, in my view, provides a well-rounded and more complete assessment that can clearly answer the often vague learner question, "How's my English".

12.2 Weaknesses

Although the strengths of microgenetic longitudinal study are compelling, there are some weaknesses.

Cooperation of the learner is central. The recording of lessons obviously has to be accepted by the learner. There are also privacy issues that need to be discussed with the learner. Also the learner needs to be patient for the results. Unlike standardised assessments the results of this kind of study take time to prepare.

A study of this kind is time-consuming. This can be mitigated by pre-selecting the types of samples to be analysed, hiring someone to transcribe the initial audio sample (which is what I had done), and by preparing the samples as they are completed. However well planned, this type of study does require an investment of time (and perhaps money) that many language teachers, especially itinerant teachers, do not have.

Related to time is commitment. This is not the same as a standardised assessment that can be done in one lesson. Not all teachers are prepare for such commitment either because of motivation or the lack of relevant resources (i.e. time, training, etc.) or both.

Another weakness is that this type of study requires a level of expertise that many itinerant EFL teachers in Japan do not have (this is the category of EFL teacher that I mostly worked within). Teaching private lessons is a very common way for almost any English speaker of any ability in Japan and elsewhere to "pick up some extra cash". Two years ago this type of study would have been extremely difficult for me to implement. Although I find this study very useful, it is not accessible to all EFL teachers.

12.3 Validity

In a discussion with a colleague about my research I was told that without a control group, variables and all the other tools of the scientific method any results I found would be meaningless. Without getting into a discussion here on the larger question of the role and applicability of the scientific method in the social sciences (see Gregg 2003), I had to reject my colleague's summary and narrow dismissal of my research methods.

His dismissal begged a question that has dogged me from the beginning: how can meaningful research be done on a single language learner outside a conventional classrom? I rejected his dismissal because I could not accept that meaningful research could not be done if the study did not conform to a pre-set of research parameters (i.e. in a classroom with a control group investigating a specific question and limiting the variables). As a teacher, that approach made little sense because research *in situ* should be able to occur within the dynamic and real-life learning environment of any learner. While isolating the subject and limiting variables certainly has its place, it is not the only approach to take. I wanted to observe and analyse what was happening in the lessons and the life of the client-learner. Changing the learning environment for the purposes of research seemed unreasonably restrictive in term of research methods and invasive upon the client-learner and his goals.

A solution to my colleague's objection can be found in taking a *microgenetic* approach within a sociocultural method of analysis which focuses on *what* to search for as opposed to *how* to search (Ellis and Barkhuizen 2005:230). Using Feuerstein's *cognitive map* along with the analytical tools developed by Foster et al (2000), Weise (1984), Robinson (1995), and Skehan and Foster (1999) allowed the flexibility for both quantitative and qualitative analysis without having to manipulate the learning environment.

Taking a sociocultural approach offers the teacher and researcher an opportunity to analyse learner language in a wider range of contexts especially those outside the traditional classroom where the learners often have more control of their learning environment as in the case of the client-learner in this study.

For second language teachers and students of SLA research, such as myself, this approach offers an effective way to gain a more complete understanding of the sociolinguistic and cognitive

factors that affect language learners.

Feuerstein's *cognitive map* is an effective tool for teacher training as it breaks down and illustrates for the language teacher what to look for when assessing language learners and prior to that in developing teaching materials and curricula.

A narrow view of EFL research limits the resources available the teacher-researcher. A microgenetic approach offers the flexibility to observe, examine, and assess a learner's language production *in situ* and produce results that are valid and actionable.

13 Limitations

In April of 2006 when I first thought about the possibility of writing my dissertation about the client-learner I did not have a clear idea how to proceed or what question I should pursue. Nevertheless I began to record the lessons with the expectation that the way would become clearer as I furthered my studies. I also decided that I would not make any significant changes to how I would approach and conduct the lessons. Any changes that would and did occur would come from the needs of the client-learner as they arose (i.e. the inclusion of email as part of the lessons). While I am generally satisfied with the results there are several limitations which need to be reviewed if this approach is to be repeated.

- Recordings: sometimes unclear due to ambient noise
- Audio clips: too wide a range of lengths (22 sec. to over 100 sec.)
- Samples: Sample C had more conversational interaction than Sample A and Sample B.
- Theme: a unified theme may have produced a more consistent data set for analysis and comparison.

13.1 Objectivity

Objectivity is always an issue were the researcher is closely connected to the subject. While Feuerstein's *cognitive map* has been very useful in maintaining some distance, I needed to remain vigilant about leading the data to pre-ordained results. I am not suggesting that teachers cannot conduct research on their own students, only that care must be taken when doing such

research.

In an effort to gain some distance from the subject of this study I referred to him as "client-learner" and avoided using expressions such as "*my* client-learner" or "*our* lessons". Also, the purpose of this dissertation was less proving that language was acquired, but to investigate social and cognitive aspects of that acquisition. The act of discovering, as opposed to proving, allowed for greater objectivity. This was particularly important when it became clear that the results from Sample B seemed to suggests lower performance levels than Sample A.

13.2 Bias

In doing this study I encountered several points of bias which I needed to address.

I have fundamental bias towards taking a "big picture" approach towards analysis. The drawback in such an approach is a tendency towards diffuseness and the avoidance of the detailed examination required for quantitative analysis. I have tried to limit this tendency by constantly redefining and recalibrating the "big picture" so that the "small picture" details became magnified. Mandelbrot's (1982) fractals was used as a metaphor in this recalibrating process. This technique of cognitively redefining scale became key when I had to prepare the samples for for analysis and doing the analysis itself.

Another bias was the importance I held of socially situating the learner when doing an assessment of that learner's language production especially in non-institutional learning environments. I generally viewed what the client-learner was able to do outside the lessons as being more salient and valid. However, after conducting various quantitative measures of the client-learner's language production it became clear that quantitative assessments in conjunction with the qualitative strengthens the overall picture of his L2.

14 Conclusion

The title of this dissertation is "Opening a heavy door", which comes from a comment made by the client-learner describing the encouragement to study English he received from a British colleague. It is an apt metaphor of the challenges and changes he has experienced in his pursuit

of acquiring English proficiency for professional purposes. His language production appears to be increasing in accuracy and complexity as he becomes more fluent. It seems clear that his English learning program has helped to establish a base on which to build greater competency. Since there is no single approach to communication, the array of modalities in which he uses his L2 in his professional life keeps his language learning experience dynamic and perhaps less prone to fossilisation.

The metaphor also extends to leaving and arriving. Previous to 2005 he had been dependent on others to deliver his messages. That dependency has to a great extent been lowered. Currently he has come to the point where he knows he can enter with reasonable confidence almost any situation where English is required. That is not to say that his is always aware or that his confidence is always sure, but that the social and linguistic "door" which previously shut out professional opportunities is now open. Challenges remain, without question, but he has acquired communication skills and a growing confidence developed through and supported by his experiences that he can attain what was previously out of reach. He can now expand his professional goals and work with his British colleague and others in the same language.

At the beginning of this dissertation I began with a typical learner question, "How's my English?" and outlined some of the problems with providing only a quantitative or a qualitative answer to that question. I then proceeded to provide an assessment that was both qualitative and quantitative. So the only remaining question is, have I answered the client-learner’s question? The answer is both yes and no.

After surveying the qualitative and quantitative aspects of his English language program it is clear that he has broadened his use of English and shown improvement in production. Although he still needs to continue to work on fluency, accuracy, and complexity, the trajectory from 2005 to the present strongly suggests that improvement in these areas of production will continue. However, the answer to the question cannot be answered entirely by me, the teacher. An aspect of the client-learner's question is dependent upon his own self-assessment. Given the importance of acquiring English proficiency to meet his professional goals and the fact that in a March 2008 lesson he is still asking this question, the question itself may provide the answer. When he no longer feels that he has to ask "How's my English?" will perhaps signal that he has gone a long way toward reaching his goals.

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Appendix 1 **Frequency of Lessons and Email**

2005	Sample A										
	Mar.	Apr.	May	Jun	Jul	Aug	Sep	Oct.	Nov	Dec	Total
Lessons	2	2	6	4	5	2	5	6	5	4	**41**
Email to teacher	2	0	3	2	1	1	1	1	0	1	**12**
Email to clients	0	0	0	1	0	0	0	0	0	0	**1**

2006	Sample A				Sample B								
	Jan.	Feb	Mar.	Apr.	May	Jun	Jul	Aug	Sep	Oct.	Nov	Dec.	Total
Lessons	7	2	10	8	7	6	9	7	9	8	9	6	**88**
Email to teacher	0	1	2	0	0	2	0	3	1	1	0	1	**11**
Email to clients	0	0	0	0	1	1	0	1	0	2	1	3	**9**

2007	Sample C										
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Total
Lessons	7	7	6	9	5	9	7	5	10	7	**72**
Email to teacher	0	1	2	0	2	0	5	2	0	1	**13**
Email to clients	9	9	11	5	9	31	24	2	11	6	**117**

Appendix 2: Extended excerpts

Excerpt 1 Oct 12, 2007

L: Actually, I don't use many times "while."

T: No, you don't. Yeah. That's correct.

L: "While" is ahh "While" is ahh "While" is a little difficult to use, (T: mmm) "while."

T: Why, why is it difficult?

L: I don't know. It's ahh it's it's not popular in my head. (T: OK) "While," "While" of … actually, of course I can understand the situation (T: Yeah) and and structure (T: Yeah) structure of … structure of *nanda* idea.

T: Yeah, so at the same time, two things happening. So "I noticed", and "you were speaking", so two things are happening.

L: Recent Recentlyly I … I'm making effort to understand ahhh understand about English (T: mm) ahh not…by by no memory, by ahh formation, structure (T: mmhm) of meaning.

T: Of the English sentence?

L: I…*soh soh*, yes, yes sentence and and idea. (T: mmm) I I don't make effort to remember. I don't want to… I I I want I I I I'm making effort to image the ahh idea of ahh basic idea and structure of ahh idea of English.

T: Wow! I think this is very good.

L: It's easy to remember, actually. I I I never I never I never make effort to remember. (T: mmhm) It's it's only…it it will be ahh it will be ahh necessary ahh nervous feeling (T: m-m-m) and ah and ah — what do you say? — stress, making stress and I I ... I'm now avoiding to ahhh to to be thinking. But ahh and I I'm making effort to image the origin of the idea. (T: Good!) Sometimes I I I ask you why why. (T: Yes.) And now now I can I can understand very well because actually "while you are … you are speaking"…"while you are speaking" I know of course. (T: Hmmm. Okay.) If I if I can understand the situation, such such image—*nanda*—structure of idea, (T: mm) I can maybe I can use the phrase as the sentence and ahh idiom (T: mm) easily … (T: Now …)

Excerpt 2 Oct 12, 2007

L: ahhh of such idea. (T: mm) I … Recently recently I make I'm making effort to write English sentence, English write (T: mm) English letter (T: mm) and it's ahhh it's changed it has it has been changed to ahhh think … changed the thinking way…

T: Hmmm. Or, "it's changed how I think."

L: How I think. Because, when ... I write when I write English sentence, necessary I have to I have to think structure of ahh and not only grammar (T: mm) structure of sentence (T: mmhm) and … I think ahh such kind of influence ahhh bring to my speaking and listening (T: mmhm) not listening, only speaking. (T: Yes.) Listening is still very difficult for me.

Appendix 2 cont.

Excerpt 3 Feb. 28, 2008

T: So, how... how was your English?

L: mmm almost no problem. And actually, if I cannot catch that, I cannot understand, (T: mmhm) I could... I could ask him (T: mmhm) and very easily. Yeah, actually at this time ahhh asking is easier. (T: OK) And checkpoint I noticed this this part, this point of ahh this point is not understand for me (T: mmhm) and so I can ... this this part is important, but I can I can notice and ahh but I ... this point maybe important but I cannot understand well (T: OK) and I and I could understand I could ask again.

T: So, overall the communication was good.

L: And actually, actually mmm I had not I have not understand completely ahh all sentences, all lang... all sentences, all conversation (T: mm) but in this time I could scan, I could pick ahh and understand (T: mmhm) ahh some point and I could guess total stream (T: Yes) and almost this is, that that was not so ahh incorrect. (T: OK) ahhh And so, I was a little, I was a little ahh unfortunately ahh I turn on, I turn on ahh TV in the room (T: mmhm) and still I I set the channel to ahh CNN or BBC (T: mmhm) and ahh sometimes I I could ahhh I could understand ahh *soh* ahh main point of news (T; OK) and ahhh so a little ahh such such ability is improved a little. I can, I could notice. (T: mmhm) and ahhh ... and ahhh *soh* actually when I was in Europe (T: mmhm) world political situation has changed. The biggest topics was ahhh ahhh Cuba. (T: Oh yeah) [laughter] Sensational (T: Yes, yes, Castro) Suddenly I forget his name. (T: Castro) *Ah-soh soh* Castro stepped down (T: Yeah) Castro stepped down headline. Huh? [laughs] (T: mm) And the news ahh many times, many times long times (T: mm) ahh broadcasted about Castro. (T: mmhm) And ahh of course I could not details, but ahh some part of ahhh about some part I could understand and such *soh* underst... un... un ... *nundoka* ... some part, some part (T: mm) ahh that I can understand (T: mm) is is ahh is ahh increased ahhh compl... completely ... former European trip.

•••••

T: Oh yes, I was going to ask you. Last time you went to Europe was May?

L: May. Last May.

T: Yeah, and so from an English point of view, speaking English, this trip was easier or smoother?

L: Yeah, of course easier and smooth. Yeah, of course ahh I I don't know, I don't know my English ability has improved, has been improved or my guess ability has improved. I don't know.

T: I think ahh maybe both.

L: Both?

T: mm I think ahh your guessing ability is also part of your English ability. It's not ahh it's not a separate thing …

L: Actually in many times I I'm not... *soh* I can understand the situation and the people ahhh is is was same (T: mm) and soon I understand the situation. For example ahhh security's, security check in the airport (T: mmhm) He... how do you say? Staff, security staff (T: mmhm) said with big... big belt, (T: mmhm) soon I can understand and for example ...

T: He had to check your belt?

L: Belt...

T: Ah yeah because there some... people hiding ...

L: .. computer, such ahh speaking was very easy. (T: mmhm) And ahh of course, I could, actually, I could not read, I could not catch perfectly (T: mmhm) because ahhh actually I could not repeat, repeat his speaking (T: Yes) completely, (T: Yes) but I can I can understand the point of the sentence (T: Yes ... good) [long pause] and maybe ahh I can, I I ... I was scanning to listen. (T: mmhm) I cannot catch all of, all of sentence. (T: mmhm) But ... and ahhh my my abilities is not ... does not reach such, such average but fortunately I can I can scan.

T: Yes. And that ahh that is very important.

Appendix 3 Audio Logs

Sample A					
Recording Date	Source Length	mp3 file name	Extract	Extract Length	Sample Length
April 26, 2006	5 mins	Sample A 1	A1.1	69.0 sec.	102.6 sec.
			A1.2	33.6 sec.	
May 4, 2006	5 mins	Sample A 2	A2.1	25.2 sec.	25.2 sec.
May 7, 2006	5 mins	Sample A3	A3.1	46.8 sec.	90.4 sec.
			A3.2	43.6 sec.	
May 28, 2006	5 mins	Sample A 4	A4.1	25.4 sec.	115.9 sec.
			A4.2	25.7 sec.	
			A4.3	64.8 sec.	
June 4, 2006	5 mins	Sample A 5	A5.1	84.9 sec.	84.9 sec.
				Total	**419.0 sec.**

Sample B					
Recording Date	Source Length	mp3 file name	Extract	Extract Length	Sample Length
Dec. 27, 2006	5 mins	Sample B 1	B1.1	27.2 sec.	95.7 sec.
			B1.2	22.4 sec.	
			B1.3	46.1 sec.	
Jan. 5, 2007	5 mins	Sample B 2	B2.1	35.8 sec.	67.1 sec.
			B2.2	31.3 sec.	
Jan. 6, 2007	5 mins	Sample B 3	B3.1	103.7 sec.	103.7 sec.
Jan. 10, 2007	5 mins	Sample B 4	B4.1	25.8 sec.	77.3 sec.
			B4.2	51.5 sec.	
Jan. 13, 2007	5 mins	Sample B 5	B5.1	88.7 sec.	88.7 sec.
				Total	**432.5 sec.**

Sample C					
Recording Date	Source Length	mp3 file name	Extract	Extract Length	Sample Length
Sept. 26, 2007	5 mins	Sample C 1	C1.1	41.1 sec.	142.0 sec.
			C1.2	66.2 sec.	
			C1.3	34.7 sec.	
Oct. 2, 2007	5 mins	Sample C 2	C2.1	20.1 sec.	41.3 sec.
			C2.2	21.2 sec.	
Oct. 4, 2007	5 mins	Sample C 3	C3.1	40.7 sec.	40.7 sec.
Oct. 7, 2007	5 mins	Sample C 4	C4.1	40.3 sec.	76.7 sec.
			C4.2	36.4 sec.	
Oct. 12, 2007	5 mins	Sample C 5	C5.1	107.7 sec.	132.9 sec.
			C5.2	25.2 sec.	
				Total	**433.6 sec.**

Appendix 4.1 Sample A

interlocutor	(*T: text inside parentheses*)
non-English words in italics	*undokai*
dsyfluencies	~~*strikethrough*~~
unfilled pause length sec.	[0.5]
filled pause length sec.	[ahh 2.2]
drawls	to[~1.2]
AS-unit	//
subordinate border	::
simultaneous speech	yellow or green pipe | or |
proper nouns	Salovaara >> S********

* All proper nouns have been altered to protect the privacy of the client-learner and his associates.

* All learner language is untagged. Tagged speech (T:) is that of the interlocutor.

Sample A-1.1 (April 26, 2006) Length 69.0 sec.

(*T: So, you ahh never talked to him?***)**

[0.7] Yes [1.2] // never never. [laughs 1.1] // **(***T: haa***)** [1.3] Very strange man. [0.7] // Ya, ~~I heard it~~ yesterday I heard from [ahh ahh 1.6]~~ my~~ [1.3] [ahh 1.8] my senior colleague in [ahh 0.6] ~~K*******~~ K******* area // [0.4] **(***T: mmhm 0.3***)** [ehh ... ahh ... ahh 5.5] ~~he sent~~ [0.5] ~~he sent~~ [1.6] he ~~send~~ sent [2.3] to me email // and [ahh 2.9]~~ he~~ [1.8] he wrote er-that [err ... ahh 3.7] when ~~he was~~ [1.0] he was [ah-ah 0.8] staff of K******* C****** Company in Osaka **(***T: mm*|*hm***)**

|Osaka office [0.9] ~~suddenly~~ **(***T: mmhm 0.4***)** [er 0.4] ~~B*******~~ [ahh 2.2] ~~came~~ [0.6] **to[~1.2]::** ~~suddenly,~~ suddenly ~~he came~~ [ahh 0.6] B******* came to [ah 0.8] K*******'s office. [ahh 1.4] // Of course, [0.5] // ~~he~~ he did not [ahh 0.5] take appointment. //

Sample A-1.2 (April 26, 2006) Length 33.6 sec.

(*T: He came ah ahh without an appointment?***)**

Yeah, // without an appointment [0.5] //|and [ah]

T:|*So okay*|

|[unclear] coming and-ah [ahh 1.5] // ~~my my senior~~ my senior colleague [ahh 1.6] had to [ahh 1.0] translate [ah 0.3] for [ah 1.6] ~~president~~ president of K******* C****** Company [0.5] **(***T: mm 0.3***)** Mr. K******* [0.5] // ~~and ah~~ [0.5] an-and [urr ... ahh 2.4] ~~Mr Mr. T******* is~~ [ur ... ah 1.1] Mr. T******** can speak English very well **(***T: mmhm 0.3***)** // ~~and~~ [0.5] but [0.9] B******* was angry. //

Sample A-2.1 (May 4, 2006) Length 25.2 sec.

(*T: So usually on the telephone it's ah, "I'm sorry, can you repeat? I can't hear you."***)**

[1.1] Yeah .. // ~~I I I~~ [0.6] ~~I really yeah~~ [0.8] ~~I understo...~~ I misunderstood now. // ~~You you~~ you said you could "phone call," // [1.0] **(***T: Yeah 0.2***)** Yeah~~ I I~~ I thought "Hong Kong" [laughs 0.9]. // "Hong Kong, huh? [0.6] // Why about the Hong Kong? // Why?" [laughs 1.0] [0.5] // Yeah, today~~ I~~ [1.5]~~ I~~ [0.6] I am not fine. // [laughs]

Appendix 4.1 (cont.) Sample A

Sample A-3.1 (May 7, 2006) Length 46.8 sec.

~~I~~I didn't go to [ahh ahh 1.8] my office **::** [ahh 0.8]~~ in~~ [2.4]~~ in-ah-in~~ [ahh 1.3] in the morning [0.4] **(***T: Ah okay 0.5***)** // and-ah [aah 1.5] when~~ I~~ [0.4] I come here [ahh 0.8]~~ via~~ via my office **(***T: mmhm 0.3***)** [0.8] **::**~~ I noticed~~ [0.5] I noticed arrived your [0.4] email // and usually~~ I print ur I~~ I print out~~ and ah~~ [0.7]~~ and~~ [ahh 1.8]~~ and ah I I cannot I~~ I cannot [ahh 1.1] read well **(***T: mmhm 0.3***)** // but [ah 0.5],~~ this page thi...~~ [0.8]~~ this page~~ [ahh 2.3]~~ I~~ I saw this page and~~ I~~ [1.0] ~~I~~[~**1.1]**. // I saw already. //

Sample A-3.2 (May 7, 2006) Length 43.6 sec.

(*T: But I thought ahh well, probably you want me to check it. So I checked | it.***)**

| Yeah thank you, thank you yeah yeah [ahh 1.2] //~~I ...~~ at the time I was very busy, **::** but [ahh 0.8]~~ I I thought~~ [ahh 0.6]~~ that~~ [ahh ... ahh 2.7]~~ my m my this email~~ **(***T:* mmhm 0.3**)** [ahh 1.0] I thought **::** that it is [ahh 0.8] very [ahh 0.5] interesting // [laughs **(***T: mmhm* **)** laughs - 1.3] Of course~~ I want to~~ [ahh 1.0] I want~~ to~~[~**0.8]** [ahh … ahh … ahh 4.2] your check **(***T: mmhm 0.3***)** //~~ and~ ah~~ [2.2] and~ah [ahh 1.5]~~ I have~~ I have to read it **::** to send it. [laughs **(***T: OK***)** laughs 3.4] [1.2] // What do you think about [ahh] B*******'s letter? //

Sample A-4.1 (May 28, 2006) Length 25.4 sec.

(*T: Why was it difficult?***)**

[0.8] [mm-ahh 1.0] [laughs 2.5]~~ I~~ I imaged~~ too~~ [ahh ahh 1.8] the situation [eh-ahh 2.5]~~ ah too~~[~0.8] [0.4] // Ah!~~ in~~ in Japanese mode [ahh 1.0] too much [0.4] // and [ah 0.4] [laughs 1.6] [ahh 0.9].~~ I had~~ I had to translate to English [ahh 0.8]. // It was not smooth. //

Sample A-4.2 (May 28, 2006) Length 25.7 sec.

(*T:... but ahh it's not necessary to* | *... explain* | *...***)**

| ~~But but in but~~ | ~~in but English bi... but in Japanese ah~~ [ahh 0.5]~~ "perhaps" and~~ [0.6]~~ "may~~ [ahh 0.7]~~ maybe" and~ ah~~ [ahh 1.8]~~ in Japanese~~ [um 0.7] Japanese has [ah 0.4] many [ahh 0.9]~~ dis~~ [ahh 1.2] different [ahh 2.0] category [0.7] in "maybe" or "perhaps." //

Sample A-4.3 (May 28, 2006) Length 64.8 sec.

(*T:* Yes 0.3**)**

[0.7] But [mm 1.6]~~ in Japanese Japanese~~ [urr 1.0]~~ is~~ [ahh 2.0] Japanese has many [ahh 1.1]~~ neg...~~ [0.6] negative meaning [0.6] **(***T:* mmhm 0.3**)** // *ne* [0.4] // and-ah [mm ... ahh 6.9]~~ avoid~~ [ahh 1.0] Japanese [ahh 1.2] want to avoid [ahh 1.4]~~ negative~~ negative situation **(***T:* mmhm 0.4**)** [0.7] // and-ah [4.2]~~ at at that time~~ at that situation [ahh 0.8] **::** we use [ahh 1.5] "maybe" [0.7] or [ahh 0.6] "perhaps." **(***T:* mmhm 0.3**)** // [ahh 2.5]~~ Maybe~~ [ahh 1.5]~~ flight flight will~~ [0.6] maybe flight~~ will cancel~~ **(***T:* mmhm 0.3**)** will be cancelled. [ahh 3.3] // ~~If if if~~ if-ah I said **(***T:* mmhm 0.3**)** [ahh 1.3] almost [1.0] I will [0.5] not [ahh 1.1] go to Tennoji. //

Appendix 4.1 (cont.) Sample A

Sample A-5.1 (June 4, 2006) Length 84.9 sec.

~~I~~ I said ahh that~~ I shock~~ I have shocked || //

T: || *Oh, yes.* |

| Yeah, // because ahh … [checking email 25.4§] // and-ah yeah [1.0] // there's a reason [0.9] is [ahh 1.3] now [ahh 0.6] yesterday~~ I~~ [0.5]~~ I~~ [0.9] I spoke with [ahh 3.3] L****** N******** [ahh 0.8] of R***** Quartet [0.5] second violin **(***T:* OK yeah 0.5**)** [ahh 0.9] // German **(***T:* Yeah 0.1**)** [1.5] // and [ahh 0.7] yesterday~~ ah they~~[~1.3]~~ they~~ [ahh 0.6] they [ahh 0.8] joined [ahh 0.9] I***** Symphonietta [1.2] //

(*T:* I*****?**)**

~~I***** Sy… I***** H…~~ [ahh 1.7] small-size orchestra by [ahh 0.5] I***** Hall // **(***T:* Okay 0.1**)** Residence orchestra **(***T:* Okay 0.1**)** [clears throat] [ah 0.5] //~~ They~~ they are four member **(***T:* mm 0.1**)** [ahh 2.5] // joined [ahh 1.1] the orchestra **(***T:* Okay. 0.3**)** // And [ahh 1.5] I went to [ahh-ahh 1.5] the concert **(***T:* mmhm 0.3**)** // and [ahh 1.0] at back stage **(***T:* mmhm 0.3**)** [er 0.6] I spoke with [ahh 1.0]~~ N***~~ Mr. N******** **(***T:* mmhm 0.3**)** //~~ But~~ [ahh 05] but~~ ah my~~ maybe my English was [ur 0.6] poor [ahh 1.1] **::** he could not [ur] understand [laughs 2.1] **(***T:* mm 0.2**)** [ahh 2.2] // Of course~~ only~~ only ~~one~~ [ahh 0.6] one [ahh 1.9] conversation. **(***T:* mmhm 0.3**)** [ur] //~~ Other~~ other conversation was~~ no~~ [0.4] no problem. //

§ Excluded from calculations

~~For mp3 copies of the audio clips email me at~~ ~~mjsalovaara@gmail.com~~

Appendix 4.2 **Sample B**

interlocutor	(*T: text inside parentheses*)
non-English words in italics	*undokai*
dsyfluencies	~~*strikethrough*~~
unfilled pause length sec.	[0.5]
filled pause length sec.	[ahh 2.2]
drawls	to[~1.2]
AS-unit	//
subordinate border	::
simultaneous speech	yellow or green pipe | or |
proper nouns	Salovaara >> S********

* All proper nouns have been altered to protect the privacy of the client-learner and his associates.
* All learner language is untagged. Tagged speech (T:) is that of the interlocutor.

Sample B-1.1 (Dec. 27, 2006) Length 27.2 sec.

(*T: And then you finished. So, you woke up and felt okay this morning?***)**

[ahh 1.2] Yeah [0.6] //~~last~~ last night~~I~~[~0.7] [1.4]~~I~~[~1.2] I went to bed [ahh 1.5] midnight [ahh 1.5] //~~three~~ [ahh 2.2] ~~I get~~ I got up [0.8] at [ahh 1.3] eight-thirty. [0.8] **(***T: mm* 0.2**)** [1.8] //~~But ah~~ but I~0.8 in the morning **::** ~~I~~0.7[0.5] I was in my home. //

Sample B-1.2 (Dec. 27, 2006) Length 22.4 sec.

Yeah // and [ahh 1.0]~~the concert is~~ [ah 1.0] the concert is~~opened~~ organised for [ahh 2.9] // extra concert for [ahh 1.7]~~*Hermitage*~~ *Hermitage*~~examination~~ [0.6]~~examination~~ exhibition [0.5] **(***T: ah* 0.2**)** // *La Hermitage* [0.9] **(***T: in***)** // in-in Russia. //

Sample B-1.3 (Dec. 27, 2006) Length 46.1 sec.

~~This spring~~ [0.6] **(***T: OK***)** this spring, //~~and~~ [ahh 1.0] and Yomiuri~~Television Yomi...~~ [eh 0.7] Television Broadcasting [ahh 1.2] organise [ahh 1.8] exhibition, **(***T: mmhm* 0.3**)** // and [ahh 1.0] the producer [ahh ahh 2.4] ~~planning ah pl~~ planning [ahh 2.4] the concert [ahh 1.3]~~is~~ [0.5] that is~~concern~~ concerned [0.5] **::** and [ahh 0.8] [mumbling 1.5] Hermitage [ahh 1.1] exhibition **(***T: mmhm***)** //~~and~~ [ahh 1.9] and [ahh 0.7] ~~producer~~ [0.4] producer's plan is very very [ahh 1.3] interesting [ah 1.0] // Do you know? // Of course you know, [ah ah 1.7]//

Sample B-2.1 (Jan. 5, 2007) Length 35.8 sec.

Yeah actually,~~I I~~I was in Tokyo [ah 0.5] January first~~morning~~ [ahh 1.3]~~morning~~ **(***T: mmhm***)** [0.5] **::** morning and afternoon [1.0] // very, very quiet~~centre of~~ [0.4] centre of Tokyo. **(***T: mmhm* 0.3**)** [0.9] // and-ah [1.3]~~I went to~~ I went to Tokyo [ahh 0.8] **::** on [1.0]~~thirtieth~~ [ahh 1.0] December thirtieth // **(***T: mm* 0.2**)**~~ah already~~ [ahh 2.3]~~the date in at~~ [ahh 0.9] on the date [ahh 0.9] already [ahh 0.5] **::** Tokyo [0.5]~~town~~ [ahh 0.7]~~city~~ [0.6] city was [ahh 0.6] very quickly [0.5] // **(***T: very***)** ah very, very quiet. //

Appendix 4.2 (cont.) Sample B

Sample B-2.2 (Jan. 5, 2007) Length 31.4 sec.

And-ah [1.0] ~~maybe maybe~~ [0.4] ~~around~~ around [1.6] ~~suburb~~ [0.4] **(***T: Yes***)** suburb [0.4] was [0.4] maybe [0.4] busy. **(***T: mmhm* 0.4**)** // But [ahh 0.8] ~~my my~~ [0.8] ~~my~~ [1.3] my residence in Tokyo **(***T: mmhm* 0.3**)** [ahh 0.8] **::** is in centre of [0.5] Tokyo. **(***T: Yeah* 0.1**)** [0.4] // And [ahh 0.8] ~~nec... next~~ [ahh 1.3] ~~near~~ near of, // [ahh 1.0] you know, // ~~security~~ [0.5] ~~security~~ national security [ahh 0.9] ~~official~~ officials?

Sample B-3.1 (Jan. 6, 2007) Length 103.7

~~From my~~ from ~~my~~ my friends [0.4] // **(***T: Oh* 0.1**)** [laughs 2.9] Yeah ~~she ah she~~ she's [ahh 3.4] ~~my~~ my friends **::** in ah [0.8] high school student days [0.5] **(***T: Oh Okay* 0.4**)** // and [ahh 4.8] ~~last month~~ [ahh 1.3] late last month [ahh 1.8] twenty-ninth [ahh 0.9] **::** we [1.5] had a [ahh 5.5] dinner party at Nagaokakyo [ahh ahh 3.2] // ~~my my~~ my friends in [ahh 0.9] student days [ahh ahh ahh 2.6] // ~~I~~ [1.0] ~~I was~~ I was member of [ahh 0.7] brass band of [~0.7] high school **(***T: ah-ha* 0.3**)** **::** and graduated member [ahh 0.6] coming [0.7] // **(***T: In Tokyo?* 1.1**)** No-no-no-no // at Nagaokakyo, Kyoto [0.7] **(***T: Oh, okay* 0.3**)**. // and [ahh 0.7] ~~and ah she's~~ [ahh 1.2] ~~she's~~ [ahh 3.1] ~~she's now~~ [ahh 2.2] ~~liv...~~ [0.4] ~~she's n now~~ she's now living at Kanazawa. [1.0] // **(***T: Okay. That's north Kyoto* 1.7**)** Yeah [0.4] // ~~and ah~~ [0.4] and-ah ~~she~~ she wrote ~~that~~ [ahh 2.6] ~~that~~ [ahh 2.8] that that party was [ahh 1.6] very, very [ahh 0.5] interesting [0.4] **(***T: mmhm* 0.3**)** ~~for~~ for her **(***T: mmhm* 0.2**)** // [ahh 1.1] ~~s s she thinks~~ she is thinking that [0.7] she want to [urr 2.0] come back to Nagaokakyo //

Sample B-4.1 (Jan. 10, 2007) Length 25.8 sec.

Very, very [ahh 0.6] ~~comic~~ comical ensemble **::** ~~one violin an...~~ two violin and viola and contrabass and piano [0.5] // **(***T: Okay* 0.3**)** [1.4] And Melanie Holliday is a singer [ahh 1.1] // ~~she~~ she lives in Vienna for many years // ~~but but~~ [0.6] but ~~she~~ [~0.6] she is American. [0.6] // **(***T: Okay* 0.3**)** ~~He~~ He was born in [ahh 0.7] //**(***T: He?* 0.3**)**. ~~She~~ she was born in [ahh 0.5] Houston. //

Sample B-4.2 (Jan. 10, 2007) Length 51.5 sec.

(*T: Okay … So that they are a kind of a ahh … they use humour and music?***)**

[0.4] [ahh-mm 1.2] ~~they they play~~ they played [ahh 1.0] Johann Strauss // or [ahh 1.0] else [ahh 1.0] ~~Vie Vi~~ [0.5] ~~ah Vienna~~ Vienna Waltz and-ah polka **(***T: mmhm* 0.3**)** // and [ahh 0.6] ~~she she song s s~~ [0.5] she sang [ahh 1.6] // *soh* [0.9] // ~~old~~ old *Wiener <u>bied</u>* Vienna songs **(***T: mmhm* 0.3**)** [1.8] // and ~~ah she's~~ [ahh 2.7] ~~she~~ [~1.3] ~~she's ah~~ she's already [ahh 1.0] old [0.6] // **(***T:* Okay 0.3**)** [laughs ahh 2.1] ~~but~~ [ahh 0.8] but [ur 0.6] her [~0.8] young days **(***T: aha* 0.2**)** [ahh 0.5] she had [ahh 0.8] very [0.5] very ~~big~~ [ahh 1.0] big popularity in Japan. [0.5] // **(***T: Oh okay* 0.5**)** ah her sponsor was ah Seiko. //

Appendix 4.2 (cont.) Sample B

Sample B-5.1 (Jan. 13, 2007) Length 88.7 sec.

~~Their~~ their[~1.5] [0.6]~~ condition~~ [ahh 0.6]~~ as~~ [0.5]~~ as~~ [ahh … ahh 4.5]~~ marriage~~ **(***T: Yea***)** marriage condition was very bad. // **(***T:* Of course!**)** [both laugh 2.5] And [ahh 1.4] she had many complain [sh 0.6] to him~~ he her~~ her husband // and [ahh 0.8]~~ when~~ [ahh 0.8] maybe~~ he ah he~~ [ah 0.9]~~ her husband~~ [0.5]~~ when~~ when her husband // [ahh … ahh ... ahh 7.8] forget // [ahh 2.3]~~ suggest suggested~~ suggested [ahh 1.0] to divorce **:: (***T: ah-h***)** [ah 0.7]~~ she~~ she was very angry~~ and~~ [ahh 1.4] // and-ah later [ahh 1.2] when~~ he~~ [interruption by waiter - *Hai* - both reply 2.3] ~~he he was sleeping~~ [ahh 1.7] ~~he ah she … when when was~~ [0.6] ~~when he was sleeping~~ | they

(*T:* | *Yeah* | **)**

| were sleeping [um 1.5]

~~she~~[~1.3] [1.3]~~ and ah~~ [ahh 1.9] she~~ attacked~~ [0.6] **(***T: uh-uh***)** attacked by [ahh 0.6] wine bottles [1.1] // **(***T: Wine?***)** Wine bottle [1.1] //~~ hit hit his~~ [0.4] hit his [0.4] ah-head. **(***T: Yeah* 0.2**)** [1.3] // and [unclear 0.9] [0.8] **(***T: Okay* 0.4**)** ~~he he~~ he was killed. //

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Appendix 4.3 Sample C

interlocutor	(*T: text inside parentheses*)
non-English words in italics	*undokai*
dsyfluencies	~~*strikethrough*~~
unfilled pause length sec.	[0.5]
filled pause length sec.	[ahh 2.2]
drawls	to[~1.2]
AS-unit	//
subordinate border	::
simultaneous speech	yellow or green pipe | or |
proper nouns	Salovaara >> S********

* All proper nouns have been altered to protect the privacy of the client-learner and his associates.
* All learner language is untagged. Tagged speech (T:) is that of the interlocutor.

Sample C 1.1 (Sept. 26, 2007) Length 41.8 sec.

(*T: Full moon*) mm? (*Full moon* | **)**

| Full moon? Ah, yes, full moon! // Yeah. [2.6] // And-ah [1.3] ~~I~~ I was suffered [2.6] many [1.2] bad [1.5] problem of my business **(***T: Ahh***)** [2.2] // Yeah, it is [ahh 0.9] ~~the...~~ [0.9] ~~they they was not~~ fortunately they was not so [0.7] bad things, **::** but [1.9] very [0.5] stupid. [0.6] // **(***T: Ah***)** [1.7] ~~I I~~ I want to say [0.8] everybody [2.4] they are very stupid. //

Sample C 1.2 (Sept. 26, 2007) Length 66.2 sec.

No no // ~~Mendelssohn's~~ [ahh 1.3] // ~~I don't know~~ [1.3] I don't remember English name [0.4] // Mendelssohn's ah "quiet sea and-ah happy [ahh ... ah 1.6] voyage" [0.5] **(***T: Okay* 0.3**)** // [mm 0.5] Translation very [0.5] poor ~~translation [unclear]~~ **(***T: mm***)** [0.4] // And ~~second piece~~ second piece is [ahh 1.4] Britten's ah [ahh 1.3] ~~"four~~ [clears throat] four *intermezzo* ~~in ah~~ interlude [| ahh 1.0]

(*T:* | Okay | **)**

| of sea." [0.6] **(***T:* Okay**)** // [1.1] And ~~ah three is three~~ [0.4] ~~third third~~ third piece **(***T:* mm**)** was [ahh 1.7] new [1.1] work [1.6] premier [1.8] // Maestro Y**** said, [1.1] ~~"un...~~ [ah-eh-ahh 3.1] an unknown composer's unknown [1.0] work" [1.8] [laughs 1.2] [0.9] // And the ~~last~~ last is Debussy's "La Mer" the sea [0.4] | the sea //

(*T:* | Okay yeah | I know...**)**

| and all ~~p~~ probably the concert's [0.4] theme is sea. //

Sample C 1.3 (Sept. 26, 2007) Length 34.7 sec.

Yes. [0.4] // Very far. [0.4] **(***T: Yes***)** // And-ah [1.1] ~~and ah~~ that ah-he knows [ahh 0.4] Mendelssohn's [ahh 0.8] overture **(***T: mmhm***)** but, [0.4] ~~he he~~ [~07] [0.8] ~~he don't have~~ he doesn't have [ahh 0.8] score. [0.8] **(***T:* mmhm**)** [0.6] // His score [ahh 0.9] is in [ahh 1.1] his [0.8] home in Osaka [1.7] // But he has an ~~analeaz... anale... analyse sheet~~ [0.4] **(***T: Okay***)** analyse data **(***T:* Okay**)** // and [ahh 0.8] ~~he~~ [0.7] he putting [ahh 1.4] probably [ahh 0.7] floppy disk now. // I don't know **(***T: aha***)** //

Appendix 4.3 (cont.) Sample C

Sample C 2.1 (Oct. 2, 2007) Length 20.1

(*T: It's It's a Kansai ...* [*Osaka company*?**)**

[~~Kansai Kansai Kansa~~ Kansai company. **(***T: Ah***)** // ~~And i...~~ and in Kansai area [ahh 0.8] Fresh is very famous, **::** but [laughs 1.0] ~~everybody~~ everybody knows Fresh [ahh 1.1] ~~for~~ for coffee cream, **(***T: mmhm***)** // but [ahh ahh 1.9] many Tokyo people ~~cannot~~ [laughs 1.1] cannot know. //

Sample C 2.2 (Oct. 2, 2007) Length 21.2 sec.

Yeah, // actually you said **::** that ~~y~~ you have *undokai* on Tuesday **::** and we said [ahh 1.0] at four, // I remember now. [laughs 1.5] // ~~y y~~ you said **::** ~~after~~ after *undokai* you will come, ~~you you can~~ you can come here. [laughs 1.7] // [ah 1.2] *Soh soh* I never [

(*T:* [*I've been very busy ...***)**

Sample C 3.1 (Oct. 4, 2007) Length 40.7 sec.

Delivery service [0.6] [Delivery service]

(*T:* [*De...* [*Delivery service* [**)**

[International [1.0] // ~~I I I went to send~~ I went to send [ahh 1.9] the ah visa application and contract [ahh 0.6] with-ah [ahh 1.0] M***** T********. [0.4] //**(***T:* Ah, okay**)** [2.9] ~~Very~~ [0.6] ~~I I~~ [1.0] I had to [0.4] hurry. [laughs 2.5] // ~~I have~~ I have no time. [laughs 1.2] // **(***T:* Very busy**)** Very, ya [0.5] // ~~Many, many~~ [ahh 0.9] many documents are from-ah [ahh 0.8] the B******** Symphony Orchestra was very, very late [0.4] [to have //

T: [mm

Sample C 4.1 (Oct. 7, 2007) Length 40.3 sec.

(*T: Do you want to do this one first and this later?***)**

[0.6] ~~ah th this~~ [ahh 0.5] yeah ~~ye th...~~ [0.5] // ~~this is not~~ [ahh 1.8] ah-this is not need [0.5] [to [ ]

(*T:* [*Okay* [**)**

[translate, // no problem [unclear] ya **(***T:* Okay**)** // Yeah // ~~ee~~ last night ~~I I had~~ [ahh 1.7] ~~I had been to~~ [ah-ah-s-ah 2.6] ~~perfectly it it~~ it is finished **(***T:* mmhm**)** [mmm 2.6] // But [urr 1.3] ~~very~~ [ahh 1.8] ~~I~~ [mmm 2.1] ~~I suc...~~ I succeed from [ahh 0.6] Mr. A**** of H***** Symphony Orchestra [ahh 1.0] about his job, his-ah T********'s invitation. //

Sample C 4.2 (Oct. 7, 2007) Length 36.4

(*T: ahh inherited?***)**

[0.4] Inherited [1.1] // at first for a long time **::** ah [ahh 0.8] Mr. A***** ~~worked~~ [ahh 0.5] ~~worked~~ [0.8] worked to invite [ahh 1.4] *hai hai* [to waitress 0.4] [0.5] // invite [ahh 0.6] Maestro T********. **(***T: mmhm***)** // and [ahh 2.8] ~~ah he~~ he cannot [ah 0.5] [unclear 0.4] ~~before~~ before ~~he can ah he~~ [0.5] he moved to [0.5] ~~H*****~~ [0.7] H***** [ahh 0.6] Music Center **(***T: Yeah***)** // and [ahh 0.5] ~~I have~~ [0.4] I have received the [ahh ... ahh 3.7] job of invitation. //

Appendix 4.3 (cont.) **Sample C**

Sample C 5.1 (Oct. 12, 2007) Length 107.7 sec.

(*T: … that was the time I wanted to go home and have coffee* | **)**

| Yes yes yes [1.0] // Actually ~~and ah and ah my~~ [ah-uu 0.9] [laughs 0.9] in my case ~~I~~ I had [0.6] my *soh* [0.5] ~~my ah m…~~ [ahh 0.6] meeting was-ah [ahh 1.3] finished very early // because ~~you know~~ [0.4] eh-do you know Kisho Kurokawa? [0.5] // Famous ~~archit t~~ [0.6] ~~archi~~ architecture [0.7] Kisho Kurokawa. [0.7] **(***T:* Arch-Architect**)** // Yes, Architect. **(***T:* Kurokawa? | No.**)** //

mm | ~~ah he he~~ he was candidate of [ahh…ah 2.1] Governor of Tokyo metropolitan. [2.1] // **(***T: Ahh* | *no.***)**

| Very ~~famous~~ famous architect. // **(***T: When was he candidate?***)** [0.8] mm? **(***T: When was he a candidate?***)**. [Ahh 0.9] when [ss-ahh mm 1.5] // I forget // ~~last last in~~ last time [ahh 0.5] Tokyo government [mm-ah 0.8] Tokyo Governor. |

(*T:* | Yeah**)**

| Governor of Tokyo [0.6] candidate. // **(***T: So, one or two years ago?***)** mm [verbal negative] [1.1] [e-ehh 1.0] // ~~I I last~~ last year or this year. [0.6] **(***T: Oh okay***)** mm **(***T: okay … I don't know … ahh no I don't know him.* **)** ~~His His~~ His wife is [ahh 1.2] very famous ah actress [0.6] **(***T: Okay***)** // Ayako [0.4] // He died today. [1.0] // **(***T: mm … suddenly***)** [mm-ya-u 5.6] Maybe he had cancer, maybe. | //

(*T:* | mm**)**

| ~~And ah~~ and [ahh 0.9] ~~we~~ we had ~~meet~~ meeting **(***T: yeah***)** // suddenly [ahh 0.7] ~~his~~ his mobile phone [0.4] called [0.4] **(***T: Yeah***) ::** and he picked the phone, // he heard ~~the~~ the [ahh 0.9] news **::** and-ah soon he had to come back to [laughs 0.8] office [0.6] | // and …

(*T:* | *Come-come back?* | **)**

| mm? |

(*T:* | *Come back* | **)**

| ~~He~~ He had to ~~ah go back to office~~ **(***T: mm***)** go back to office ~~the~~ [0.4] :: ~~and ah~~ and-ah suddenly **::** [0.7] our meeting [0.5] finished. //

Sample C 5.2 (Oct. 12, 2007) Length 25.2 sec.

(*T: So … why was your interview cut short because of Kurokawa's death* | *in Tokyo?***)**

L: | ~~ah he he ahh he~~ [~1.5] ~~he needed to~~ [ahh 0.7] ~~he need~~ he needed to [ahh 1.1] report [ahh 0.5] about ~~Kurokawa~~ |

(*T:* | mh | mm**)**

| Mr. Kurokawa in Kansai area [1.7] **(***T:* Oh, okay, okay**)** // [0.5] ~~He's ah~~ because [ah 0.5] he is very famous, **::** very big man. [1.1] // **(***T:* The reporter?**)** ~~Yea…~~ No no no no // Mr. Kurokawa, // sorry sorry. //

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Appendix 5: Learner Survey

Part I

Explanation
Each question has 3 parts (email, telephone, face-to-face) about using English with 3 different types of people (Japanese speaker, non-native speaker) over 3 different time periods (before March 2005, summer of 2006, autumn 2007).

Instructions
1. Read the questions and answer Part I first, then Part II and finally Part III.
2. If you are not sure about the answer, make your best guess.
3. When you finish an answer go to the next question. **Do not go back to change your answer.**
4. If you have a question, ask the interviewer.

Before March 2005

1-A. How often **did you use English** before March 2005?

Using English via **email** with a ...	daily	several times a week	several times a month	about once a month	rarely	never
with a Japanese speaker						O
with a non-native speaker					O	
with a native speaker					O	

1-B. How often **did you use English** before March 2005?

Using English on the **telephone**...	daily	several times a week	several times a month	about once a month	rarely	never
with a Japanese speaker						O
with a non-native speaker					O	
with a native speaker					O	

1-C. How often **did you use English** before March 2005?

Speaking English **face-to-face**...	daily	several times a week	several times a month	about once a month	rarely	never
with a Japanese speaker						O
with a non-native speaker					O	
with a native speaker					O	

Part I (cont.)

Summer 2006

2-A. How often **did you use English** in the summer of 2006?

Using English via **email** with a ...	daily	several times a week	several times a month	about once a month	rarely	never
with a Japanese speaker						O
with a non-native speaker					O	
with a native speaker					O	

2-B. How often **did you use English** in the summer of 2006?

Using English on the **telephone**...	daily	several times a week	several times a month	about once a month	rarely	never
with a Japanese speaker					O	
with a non-native speaker					O	
with a native speaker					O	

2-C. How often **did you use English** in the summer of 2006?

Speaking English **face-to-face**...	daily	several times a week	several times a month	about once a month	rarely	never
with a Japanese speaker						O
with a non-native speaker				O		
with a native speaker					O	

Autumn 2007

3-A. How often **did you use English** in the autumn of 2007?

Using English via **email** with a ...	daily	several times a week	several times a month	about once a month	rarely	never
with a Japanese speaker						O
with a non-native speaker		O				
with a native speaker		O				

3-B. How often **did you use English** in the autumn of 2007?

Using English on the **telephone**...	daily	several times a week	several times a month	about once a month	rarely	never
with a Japanese speaker						O
with a non-native speaker			O			
with a native speaker		O				

3-C. How often **did you use English** in the autumn of 2007?

Speaking English **face-to-face**...	daily	several times a week	several times a month	about once a month	rarely	never
with a Japanese speaker					O	
with a non-native speaker			O			
with a native speaker			O			

PART II

Explanation
Each question has 3 parts (email, telephone, face-to-face) about using English with 3 different types of people (Japanese speaker, non-native speaker) over 3 different time periods (before March 2005, summer of 2006, autumn 2007).

Instructions
1. Read the question and answer Part II.
2. If you are not sure about the answer, make your best guess.
3. When you finish an answer go to the next question. **Do not go back to change your answer.**
4. If you have a question, ask the interviewer.

Each question has a 5 point scale from easy to difficult i.e. **5 = easy; 1 = very difficult.**

Within each box you can place an [x] to indicate more or less. See box below.

left position	x
center position	x
right position	x

Before March 2005

Part A
4-A. Was it easy or difficult to communicate in English before March 2005?

Using English via **email** ...	5	4	3	2	1
with a Japanese speaker					N/A
with a non-native speaker			O		
with a native speaker			O		

4-B. Was it easy or difficult to communicate in English before March 2005?

Using English on the **telephone** ...	5	4	3	2	1
with a Japanese speaker					N/A
with a non-native speaker				O	
with a native speaker					O

4-C. Was it easy or difficult to communicate in English before March 2005?

Speaking English **face-to-face** ...	5	4	3	2	1
with a Japanese speaker					N/A
with a non-native speaker			O		
with a native speaker				O	

Part II (cont.)

Summer of 2006

5-A. Was it easy or difficult to communicate in English with these people in the summer of 2006?

Using English via **email** ...	5	4	3	2	1
with a Japanese speaker					N/A
with a non-native speaker			O		
with a native speaker			O		

5-B. Was it easy or difficult to communicate in English with these people in the summer of 2006?

Using English on the **telephone** ...	5	4	3	2	1
with a Japanese speaker					N/A
with a non-native speaker				O	
with a native speaker				O	

5-C. Was it easy or difficult to communicate in English with these people in the summer of 2006?

Speaking English **face-to-face** ...	5	4	3	2	1
with a Japanese speaker					N/A
with a non-native speaker			O		
with a native speaker			O		

Autumn of 2007

6-A. Is it easy or difficult to communicate in English with these people in the autumn of 2007?

Using English via **email** ...	5	4	3	2	1
with a Japanese speaker					N/A
with a non-native speaker		O			
with a native speaker			O		

6-B. Is it easy or difficult to communicate in English with these people in the autumn of 2007?

Using English on the **telephone** ...	5	4	3	2	1
with a Japanese speaker					N/A
with a non-native speaker		O			
with a native speaker		O			

6-C. Is it easy or difficult to communicate in English with these people in the autumn of 2007?

Speaking English **face-to-face** ...	5	4	3	2	1
with a Japanese speaker			O		
with a non-native speaker		O			
with a native speaker			O		

PART III

Explanation
Each question has 3 parts (email, telephone, face-to-face) about using English with 3 different types of people (Japanese speaker, non-native speaker) over 3 different time periods (before March 2005, summer of 2006, autumn 2007).

Instructions
1. Read the question and answer Part III.
2. If you are not sure about the answer, make your best guess.
3. When you finish an answer go to the next question. **Do not go back to change your answer.**
4. If you have a question, ask your interviewer.

Each question has a 5 point scale from easy to difficult i.e. **5 = Not important; 1 = Extremely important.**

Within each box you can place an [x] to indicate more or less. See box below.

left position	x
center position	x
right position	x

Before March 2005

7-A. How important was English in your daily business before March 2005?

Using English via **email** ...	5	4	3	2	1
with a Japanese speaker	O				
with a non-native speaker				O	
with a native speaker			O		

7-B. How important was English in your daily business before March 2005?

Using English on the **telephone** ...	5	4	3	2	1
with a Japanese speaker	O				
with a non-native speaker			O		
with a native speaker		O			

7-C. How important was English in your daily business before March 2005?

Speaking English **face-to-face** ...	5	4	3	2	1
with a Japanese speaker	O				
with a non-native speaker				O	
with a native speaker			O		

Part III (cont.)

Summer of 2006

8-A. How important was English in your daily business in the summer of 2006?

Using English via **email** ...	5	4	3	2	1
with a Japanese speaker	O				
with a non-native speaker				O	
with a native speaker				O	

8-B. How important was English in your daily business in the summer of 2006?

Using English on the **telephone** ...	5	4	3	2	1
with a Japanese speaker	O				
with a non-native speaker		O			
with a native speaker		O			

8-C. How important was English in your daily business in the summer of 2006?

Speaking English **face-to-face** ...	5	4	3	2	1
with a Japanese speaker	O				
with a non-native speaker			O		
with a native speaker		O			

Autumn of 2007

9-A. How important was English in your daily business in the autumn of 2007?

Using English via **email** ...	5	4	3	2	1
with a Japanese speaker			O		
with a non-native speaker					O
with a native speaker					O

9-B. How important was English in your daily business in the autumn of 2007?

Using English on the **telephone** ...	5	4	3	2	1
with a Japanese speaker		O			
with a non-native speaker				O	
with a native speaker					O

9-C. How important was English in your daily business in the autumn of 2007?

[END]