

# *Linguistic and Social Inclusion of New Communities*

Naeema B. Hann

Department of Languages, Leeds Beckett University

# Inclusion

New arrivals to a country face multiple challenges. They need to learn the language of the country to 'wear' the five faces of inclusion (Taylor,2012):

- economic participation
- health and access to services
- personal independence and self determination
- education
- interacting with society and fulfilling social roles

**‘By strategies, I mean the techniques or devices which a learner may use to acquire knowledge’**

*(Rubin, 1975 p.43)*

What do you think helps your learners to improve their English?

What do they do to improve their English? Inside the classroom?

Outside the classroom?

# Today's talk

- Data collection – why and how
- Research milestones in language learning strategies
- Findings
- Implications

# Background to data

## Question

What supports progress of ESOL learners, in their speaking skills?

## Research Design

- qualitative
- longitudinal study : data collected from same groups on three occasions
- nonprobability sampling: available sample

## Instruments for collecting data

- Brainstorm and Ranking Activity (Barton & Hodge 2007)
- Questionnaires for learners and tutors
- Recorded interviews – 76 interviews over almost two years

# Theoretical background

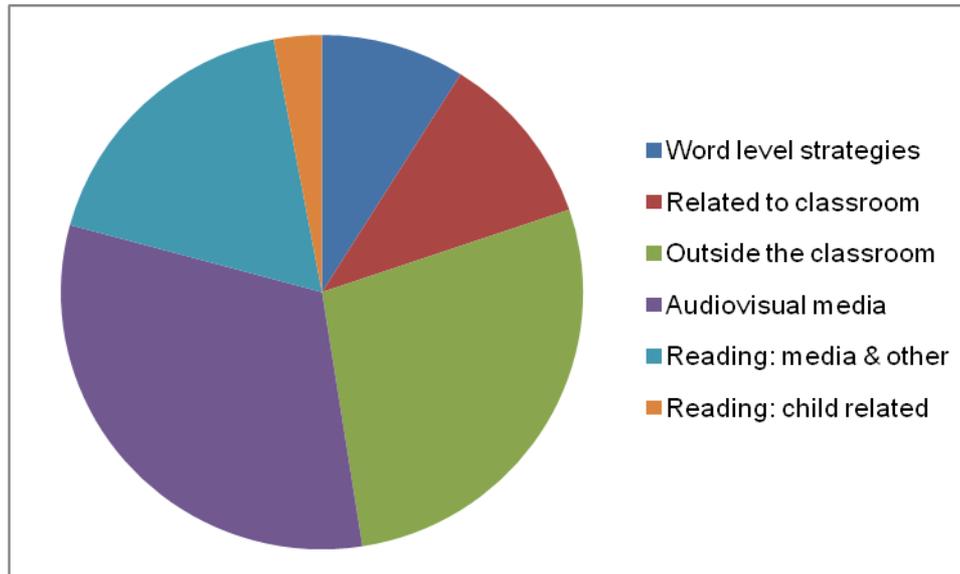
- ‘good language learner (Rubin 1975)
  - ‘The good language learner has a strong drive to communicate, or to learn from a communication’
  - ‘The good language learner practices’ (Rubin 1975 pp.46-48)
- Canadian studies: Naiman et al 1978, Wong-Fillmore 1979
  - ‘Realization of language as a means of communication and interaction: GLLS exploit the target language to convey and receive messages, emphasizing fluency over accuracy, seeking out situations to communicate with members of the target language group’ (Naiman et al 1978).
- O’Mally et al (1985): three groups of LS including one group for social strategies e.g. creating opportunities for interaction.

# Theoretical background 2

- separation of social strategies into a distinct category showed importance of interaction in second language learning (Griffiths 2008) at a time when balance was still in favour of language rather than learning in ELT materials and research
- language learning strategies in 'contrast' to motivation and aptitude because 'here we have the possibility of the learner exerting control over the learning process' (Skehan 1989)
- Oxford (1990) put learner strategies into a system rather than lists which meant that relationships between different sets of strategies could be shown

# Strategies reported by respondents:

## Research Tool 1- Brainstorm and Ranking



# Findings from interviews

## Social strategy 1: strategies to invite input and to extend practice

*'Talking, talking the people, yeah. When we talking the people then is, I'm doing talking. First time I came here and my own wife is in the hospital hmm ... Three days my wife in hospital and me and my wife is over there and ... I came out, going to help and only me alone over there, everybody is English people yeah. I'm looking one old woman er sit down on the corner yeah and I go to, I go to ... pass this lady and say hello, hi and I'm talking, she told me why are you talking to me. Then I told her I'm learn, I try to learning English that's why I'm talking to you er then ... she said alright when you free ... this is my room, you come along and you're talking to me'.*

Feroz inviting input in L2 when he accompanied his wife to hospital where she gave birth to their first child.

Could be said that social context goes beyond influencing good language learning strategies and is a direct agent. Possibly because good language learning strategies are 'socially constructed or constrained' (Ushioda 2008 p.25).

# To learn from communication

In another instance, one of the respondents went to her neighbour to check if she was saying the right things:

*'But you know once I went [sic] to bank and ... I asked erm my next door neighbour ... when I'm going to speak er to the lady at... the receptionist, what should I say to her? Should I say to her "Can you please submit my cheque into my bank account?"*

*She said, "No, you don't need to, you can also say, can you please put this into my bank account"' (Madeeha, Int1).*

# Affective strategies to maintain motivation

**Self-efficacy** (Wolters 2003; Dörnyei 2005)

- **Defensive pessimism** (Wolters 2003 p.199)

*'I was afraid you know that somebody was laughing or something like that but it's work, you know step by step and ...'* (Semyon, Int1).

Referred to 41 times by respondents compared to 78 references to being successful

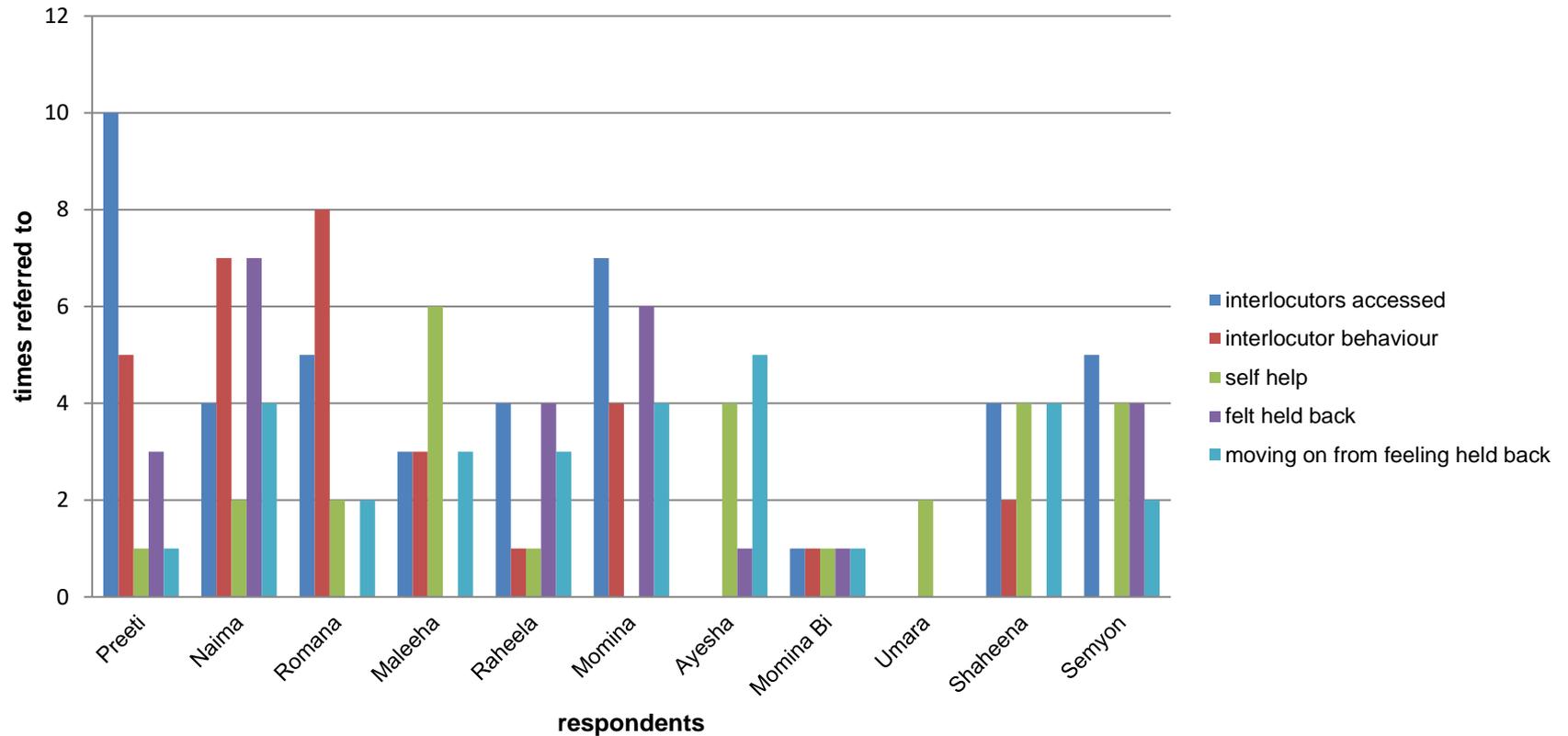
- **Efficacy self-talk** (Wolters 2003 p.199)

*'If you try to ... like achieve something, you can ... you have to ... firstly, you have to prove yourself you can ... if you can do ... you can ... especially don' give up. Because everybody go' problems, house problems ... so many problems per ['but' in Urdu] try to never give up',* Naima, talking about her future plans.

Efficacy self-talk was referred to 39 times by my respondents.

# Strategy use reported by high proficiency respondents

Factors Supporting Progress Reported by High Proficiency Respondents: Using Strategies



# Strategy use reported by high and low proficiency respondents

- **interlocutor access:** Those with a lower proficiency reported accessing interlocutors far less often – three to four times - than those with a higher proficiency – four to ten times – during the interviews.
- **interlocutor behaviour:** Those with a lower proficiency talked about interlocutor behaviour far less often – one to three times - than those with a higher proficiency – three to eight times – during the interviews.
- **moving on from feeling held back:** Those with a lower proficiency talked about moving on from feeling held back far less often – one to three times - than those with a higher proficiency – three to ten times – during the interviews.

What strategies (do you think) were used by successful language learners you know?

# Strategy use by respondents

- 'to communicate, or to learn from a communication' (Rubin 1975)
- To practice
- To regulate motivation (Dörnyei 2005)
- Sought situations to communicate with members of the target language group (Naiman et al 1978)

However, being in a target language environment does not guarantee opportunities 'to communicate with members of the target language group' (Bremner et al 1976; Norton 1995, 2010; DeKeyser 2007).

# Barriers to interaction with native speakers

- ‘legitimate speakers’ (Bourdieu 1977)
- *but* in L2 interactions L2 speakers positioned as inferior and helpless (Bremner et al 1976; Norton 1995, 2010)
- resource needed by L2 speakers to become legitimate speakers?
- ‘creative discursive agency’ (Flowerdew & Miller 2008)

# A reference to classic theory .....

Dr Watson writes in *Silver Blaze: the curious incident of the dog in the night-time*.

Gregory (detective): 'Is there any other point to which you would wish to draw my attention?'

Holmes: 'To the curious incident of the dog in the night-time.'

Gregory: 'The dog did nothing in the night-time.'

Holmes: 'That was the curious incident.'

(Doyle 1892)

# Strategy use by respondents – what was missing

- apart from two respondents from Eastern Europe, none reported any strategies leading to developing an awareness of the TL as a system, reported as being strongly related to success in learning a second language by a number of authors (Stern 1975; Naiman et al. 1978; Griffiths 2003).
- for example, grammatical awareness or declarative knowledge (DeKeyser 2007) - for practice in a target language environment, opportunities for proceduralisation of declarative knowledge (rules for the target language system) needed but so is the declarative knowledge in the first place. If declarative knowledge is not present, it cannot be activated through proceduralisation.

# Implications

## A. Learner training (Chamot 2001)

Five step model:

1. preparation – gives usual overview of lesson +elicits pupils' use of learning strategies
2. teacher presents the new LS and also the lesson content and language.
3. followed by *practice* of the strategy as well as lesson content and language.
4. *self-evaluation* and *reflection* on the lesson by the pupils
5. *Expansion* - pupils try and use strategies in other contexts. This final stage can take place in other lessons or outside school.

**B. Teacher Training** – awareness of LLS is raised in EFL teacher training but less so in ESOL teacher training. Also in EFL teacher training, relationship of LLS with motivation, possible selves, learner self-belief and attributes is not explored

# Implications of Findings 2

## C. Research

- strategy choice and use in natural settings compared to strategy use and choice in instructional settings
- strategy choice and use as related to different language-learning settings such as ESL and EFL in different contexts, e.g. where target language is the native language or majority language of that country and where it is not

# Questions? Comments?

# Bibliography

- Bourdieu, P. 1977. The economics of linguistic exchanges. *Social Science Information* **16** (6):645-668.
- Bremer, K. et al. (1996). Achieving Understanding: Discourse in intercultural encounters. London, Longman.
- DeKeyser, R. M. (2007). Study Abroad as Foreign Language Practice. Practice in a Second Language. R. M. DeKeyser. Cambridge, Cambridge University Press: 208-226.
- Derwing, T. M., M. J. Munro, et al. (2007). "A Longitudinal Study of ESL Learners' Fluency and Comprehensibility Development." Applied Linguistics Advance Access: 1 - 22.
- Doyle, A. (1892) *Silver Blaze in The Strand Magazine*. Published by George Newness in the UK.
- Flowerdew, J. and L. Miller (2008). "Social Structure and Individual Agency in Second Language Learning: Evidence From Three Life Histories." Critical Inquiry in Language Studies **5**(4): 201 - 224.
- Griffiths, C. (2003) Patterns of language learning strategy use. *System*, 31, pp.367-383.
- Griffiths, C. (2008). Strategies and good language learners. Lessons From Good Language Learners. C. Griffiths. Cambridge, Cambridge University Press 83-98.
- Griffiths, C. and J. M. Parr (2001). "Language-Learning Strategies: Theory and Perception." ELTJ **55**(3): 247 - 254.
- Hann, N.B. (2013). Mining the L2 Environment: ESOL Learners and Strategies Outside the Classroom. In *Developing Materials for Language Teaching* (2nd Edn). (Eds.) B. Tomlinson. London. Bloomsbury.
- Naiman, N., M. Frohlich, et al. (1978). The Good Language Learner. Ontario, Ontario Institute for Studies in Education.

# Bibliography 2

- LLU+. (2011a), Welcome to the UK Befriender Training Toolkit. Language and Literacy Unit, London Southbank University. [www.learningunlimited.co](http://www.learningunlimited.co).
- LLU+. (2011b), Welcome to the UK Toolkit. Language and Literacy Unit, London Southbank University. [www.learningunlimited.co](http://www.learningunlimited.co).
- O'Malley, J. M., A.U.Chamot, et al. (1985). "Learning strategies used by beginning and intermediate students." Language Learning **35**(1): 21 - 46.
- Norton, B. 1995. Social Identity, Investment and Language Learning. TESOL Quarterly 29(1): 9 – 31
- Oxford, R. L. (1990). Language Learning Strategies: what every teacher should know. London, Newbury House.
- Rubin, J. (1975). "What the "good language learner" can teach us." TESOL Quarterly **9**(1): 41-51.
- Spolsky, B. (1989) Communicative Competence, Language Proficiency and Beyond. Applied Linguistics, 10(2), pp.138-156
- Stern, H. (1975) What can we learn from the good language learner? Canadian Modern Language Review, 34, pp.304-318.
- Taylor, R. (2012) The five faces of social inclusion: Theory and methods underpinning approaches to the measurement of social inclusion for children with disabilities available <https://sociology.cass.anu.edu.au/events/five-faces-social-inclusion-theory-and-methods-underpinning-approaches-measurement-social> accessed 30.1.20
- Ushioda, E. (2008). Motivation and good language learners. Lessons From Good Language Learners. Ed. C. Griffiths. Cambridge, Cambridge University Press: **19-34**.

