

**Affective, Cognitive and Social factors affecting
Japanese learners of English in Cape Town**

Takayo Nitta



A minithesis submitted in partial fulfillment of the requirements for the
degree of Magister Artium in the Faculty of Arts,
University of the Western Cape.

Supervisor: Ms. Zannie Bock

November 2006

KEY TERMS

- Japanese
- English as a foreign language (EFL)
- Second language acquisition (SLA)
- Affective
- Cognitive
- Social
- Individual differences
- Socio-educational model
- Diary studies
- Cape Town



CONTENTS

Key terms	i
Contents	ii
Abstract	v
Declaration	vi
Acknowledgement	vii
Chapter One: Introduction	1
1.1 Background	1
1.2 Research aim and questions	3
1.3 Hypothesis	4
1.4 Delimitation of the Study	4
Chapter Two: Literature Review	5
2.1 Gardner's socio-educational model	5
2.1.1 Social milieu	6
2.1.2 Individual differences	7
2.1.2.1 Cognitive characteristics	8
2.1.2.2 Attitude and Motivation	9
2.1.2.3 Personality attributes	11
2.1.3 Second language acquisition contexts	14
2.1.4 Learning outcomes	15
2.2 Schumann's acculturation model (1978)	15
2.3 Krashen's Monitor Theory	18
2.3.1 Acquisition and Learning	18
2.3.2 The Monitor Hypothesis	18
2.3.3 The Natural Order Hypothesis	19
2.3.4 The Input Hypothesis	19
2.3.5 The Affective Filter Hypothesis	19
2.4 Summary of framework	19

Chapter Three: Research Design	21
3.1 Participants	22
3.2 Data collection and Presentation	23
3.3 Data analysis	23
3.4 Ethical Statement	24
Chapter Four: Presentation and Discussion of Data	25
4.1 Student A	26
4.1.1 Background	26
4.1.2 Language learning goals	27
4.1.3 Learning strategy	28
4.1.4 Attitude	31
4.1.5 Motivation	33
4.1.6 Anxiety	35
4.1.7 Self-confidence	37
4.1.8 Cultural beliefs about communication	39
4.1.9 Conclusion	40
4.2 Student B	40
4.2.1 Background	40
4.2.2 Language learning goals	42
4.2.3 Learning strategy	44
4.2.4 Attitude	46
4.2.5 Motivation	51
4.2.6 Anxiety	53
4.2.7 Self-confidence	55
4.2.8 Cultural beliefs about communication	56
4.2.9 Conclusion	57
4.3 Student C	58
4.3.1 Background	58
4.3.2 Language learning goal	61
4.3.3 Learning strategy	62
4.3.4 Attitude	63
4.3.5 Motivation	66
4.3.6 Anxiety	67
4.3.7 Self-confidence	69
4.3.8 Cultural beliefs about communication	71
4.3.9 Conclusion	72

4.4 Student D	73
4.4.1 Background	73
4.4.2 Language learning goals	75
4.4.3 Learning strategy	77
4.4.4 Attitude	77
4.4.5 Motivation	80
4.4.6 Anxiety	82
4.4.7 Self-confidence	84
4.4.8 Cultural beliefs about communication	86
4.4.9 Conclusion	87
4.5 Student E	88
4.5.1 Background	88
4.5.2 Language learning goals	89
4.5.3 Learning strategy	91
4.5.4 Anxiety	93
4.5.5 Attitude	97
4.5.6 Motivation	100
4.5.7 Self-confidence	101
4.5.8 Conclusion	103
Chapter five: Conclusion	105
Bibliography	113
Appendix A Diary of Student A	116
Appendix B Interview with student B	117
Appendix C Letter of consent	118



ABSTRACT

Affective, cognitive and social factors affecting Japanese learners of English in Cape Town

T Nitta

MA mini-thesis, Linguistics Department, University of the Western Cape

This research used diary studies and interviews with five Japanese learners of English to investigate the different affective, cognitive and social factors that affected their learning of English in Cape Town between 2004 and 2005. This research is largely informed by Gardner and Schumann's theories on SLA as well as research by Krashen, O'Malley and Chamot, Clement et al, Tani-Fukuchi and Sakamoto, Matsuda and Gobel, Krishnan and Hoon, Hilleson. The findings of this study corroborate arguments put forward by Gardner that factors such as learning goals, learning strategy, attitude, motivation, anxiety, self-confidence and cultural beliefs about communication affect the acquisition of a second language and correlate with one another. In addition, this study demonstrates that variables such as the degree of social and psychological distance a learner experiences between his or her language and culture and that of the target language group also affects his or her experience of learning the language, as suggested by Schumann's research. Despite many similarities between the learners, it was also found that the research participants responded differently to certain circumstances depending on their temperaments. For example, they have adopted similar learning strategies, such as the use of social strategies and vocabulary memorisation, they reported on different types of motivation for English learning and experienced different levels of anxiety during the learning process.

November 2006

DECLARATION

I declare that *Affective, cognitive and social factors affecting Japanese learners of English in Cape Town* is my own work, that is has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Takayo Nitta

November 2006

Signed..... 新田 尚 (t)



ACKNOWLEDGEMENTS

This research was conducted with the co-operation of the One World Language School and their Japanese learners. I express my gratitude to my supervisor Ms. Zannie Bock for her guidance, feedback and encouragement, Professor Banda for important advice, and the secretary of the Linguistics Department for doing me a favour.



CHAPTER ONE: INTRODUCTION

1.1 Background

South Africa is a relatively new country for Japanese people to learn English. As some of the participants in this research state, one of the advantage of learning English in Cape Town is the number of Japanese English learners in Cape Town is small, so learners are expected to a high degree of English. However, unlike other English speaking countries such as the United States, England, Australia and New Zealand, South Africa has eleven official languages and the population of English native speakers is small. According to the 2001 census, the percentage of English mother tongue speakers in the Western Cape, where Cape Town is the main metropolis, is only 19.3 percent. The most spoken languages in the region are Afrikaans (55.3%) and isiXhosa (23.7%). These statistics indicate that English is mainly spoken as a second language in South Africa; however, it is commonly a lingua franca and the language of official business and commerce.

In my Honours research in 2003, I investigated factors which affected the learning of English by Asian English learners at the One World Language School (OWLS) in Cape Town. The research revealed that Asian students experience higher levels of anxiety, lower self-confidence, more homesickness, greater shyness and so on, compared with other learners from other countries. Besides these factors, I also found out that the Asian learners have more or less the same levels of instrumental (e.g. learn a language for academic or job requirements) and integrative motivation (e.g. learn a language to become friends with people in the target language (TL) culture). Although they generally have positive attitudes towards English and the language learning process, they tend to evaluate their language skills as lower than those of other non-Asian students.

The factors which I mentioned above have been investigated by a number of other researchers. For example, Schumann and Schumann (1977, in Schumann 1980) found six psychological factors that affected their language learning (e.g. nesting patterns, transition anxiety, reaction to pedagogical techniques and so on) from

their own diaries kept while learning Arabic in Tunisia and Persian in Iran, and Bailey (1980) conducted an introspective study on her own affective responses towards her French class, and the role of factors such as anxiety, motivation, self-confidence and attitude. Other researchers more recently, inspired by these early studies, have investigated similar factors. Hilleson (1996) used interviews to research the different types of anxiety which international English learners in Singapore have, and Krishnan and Hoon (2002) used diary studies to research three factors which affect language learners, namely move anxiety, learners' agenda (in other words, learners' language learning goals and their learning strategies), and the learning environment.

Also a number of Japanese researchers have conducted research on the affective and social factors which affect the learning of English by Japanese learners. However, as Tani-Fukuchi and Sakamoto (2005:347) state, the research methods used in these projects are mainly quantitative methods such as questionnaires, while qualitative research methods such as interviews and diary studies are not yet common. Matsuda and Gobel (2003) conducted research into the relationship between two types of anxiety experienced by Japanese university students of English in Japan: foreign language classroom anxiety (FLCA) and foreign language reading anxiety (FLRA), and various social factors including gender, extended overseas experience, and classroom performance. Based on the questionnaire administered to the students, they identified four main affective variables which affected the students' learning of English: anxiety, fear and pressure related to performance in the English classroom, low self-confidence in speaking English (FLCA), their concern with grammar and vocabulary, and their confidence in reading and reading enjoyment (FLRA). Their research revealed that students with overseas experience tend to have higher levels of self-confidence when speaking English than those who have never studied abroad. They attribute it to the fact that these students have had more opportunities to communicate with the TL speaking group. They concluded that learners' overseas experience is a key variable which enhances students' self-confidence and leads to

their achievement. However, they could not find a correlation between gender and anxiety.

Similar findings are reported on in research done by Tani-Fukuchi and Sakamoto (2005) who also investigated the learning of English by Japanese university students with a focus on how learners' demographic and personal learning experiences (e.g. overseas experience, English native teacher experience) influences variables such as their Japanese identity, learner style, tolerance of ambiguity and motivation. They found that through overseas experience, the students increased their self-confidence in speaking, they changed their learning style (that is, they are more likely to want to learn English through conversation than studying grammar and vocabulary) and their overseas experience also influenced their learning beliefs and motivation. Correlations between their Japanese identity and acculturation, and attitude and acculturation are found as well. The authors say that those who have strong national identity and a negative attitude towards English struggle with embracing an English speaking identity. Therefore, a personality with “soft-boundaries”, a positive self-image and high levels of self-esteem are important factors which contribute to foreign language fluency (Tani-Fukuchi & Sakamoto 2005:337-346).

This research, building on the findings of my Honours research, aims to explore the affective (e.g. anxiety, self-confidence, attitude and motivation), cognitive (e.g. learning strategy) and social factors (e.g. cultural beliefs about communication) which affect Japanese learners of English in Cape Town. This research is conducted using a qualitative approach and the data gathering procedures include interviews and diaries kept by five Japanese learners of English in Cape Town for about two months in 2004 and in 2005.

1.2 Research aim and questions

The purpose of this study is to describe and understand the affective, cognitive and social variables which affect Japanese learners of English in Cape Town with a focus on their language learning goals, the learning strategies they employ, the

anxiety they experience, their attitudes towards different learning contexts and the English language, the types of motivation they have, their levels of self-confidence and their cultural beliefs about communication.

The research questions include:

- What motivates them to learn English?
- What types of motivation do they have?
- What are their attitudes towards English and the learning contexts?
- What make them anxious?
- How does their anxiety influence their motivation to learn?
- What are their levels of self-confidence?
- What strategies do they use to learn English?
- How do their cultural beliefs about communication affect their language learning?
- How do these different variables influence their learning?

1.3 Hypothesis

This research is based on the hypothesis that variables such as affective, cognitive and social factors influence the learning of English as a foreign language. However, for an individual learner, one or more variable may be more or less significant.

1.4 Delimitation of the Study

- This research is conducted in Cape Town only, therefore it cannot be generalised to other Japanese English learners in other countries.
- This research focusses on Japanese learners of English, so the outcomes would probably be different if the participants were from other countries.
- It is a small study of five Japanese learners; so once again, the results are not generalisable to all Japanese people.

CHAPTER TWO: LITERATURE REVIEW

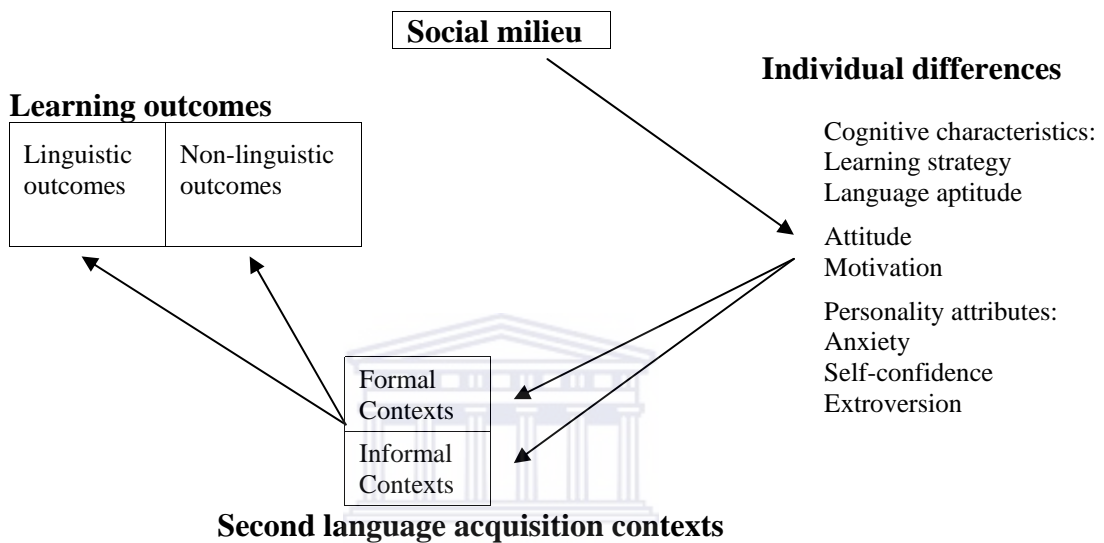
This project is informed by Second Language Acquisition (SLA) research, in particular, research into the affective, cognitive and social factors which affect second language (L2) learning. It draws predominantly on Gardner's socio-educational model (1979, 1990, 1997, 2001, 2004), Schumann's acculturation model (Schumann 1978; Brown 1987; McGroarty 1988; Ellis 1994) and Krashen's Monitor Theory (Krashen 1987; McGroarty 1988; Larsen-Freeman and Long 1991; Richards and Rodgers 2001) These theories still continue to inform and influence current research in the field (e.g. Ellis 1994, Hilleson 1996, Kimura, Nakata & Okumura 1999, Krishnan & Hoon 2002, Matsuda & Gobel 2003, and Tani-Fukuchi & Sakamoto 2005).

According to Ellis (1994), the ideas of Gardner and Schumann are similar in that they both believe that the extent to which a language learner exposes him or herself to a TL group and adopts a new culture affects their L2 achievement. However, Ellis (1994:238) points out that Gardner's model lacks an explanation of L2 development, so I have included an overview of Krashen's five hypotheses of second language acquisition in my framework to address this gap. Also, findings from current research in this field will be included in the discussion which follows.

2.1 Gardner's socio-educational model

Gardner's socio-educational model identifies four variables of social psychology that affect language learning: development of attitudes, relationships among members of the same and different ethnic, political or social groupings, individual's feelings about various groups, and characteristics of individuals that influence interpersonal relationships (Gardner & Clément 1990:495). Throughout Gardner's research, he proposes that learning a new language is not simply a matter of learning new information (vocabulary, grammar, pronunciation etc), but it is a matter of acquiring symbolic elements of a different ethnolinguistic community (Gardner 1979:193).

Based on this belief, he together with Lambert in 1972, proposed his socio-educational model, which consists of four components: (i) social milieu, (ii) individual differences, (iii) second language acquisition contexts and (iv) learning outcomes (Gardner 1979). I would like to use his early model for the basic framework for my research but I should like to incorporate the expanded individual difference variables suggested by Gardner in 1990. The model is depicted in the diagram below:



In the following sections, I discuss each component of the diagram.

2.1.1. Social milieu

Social milieu refers to the cultural beliefs about SLA such as teachers, parents and students' expected levels of L2 achievement, the value of the L2 and the reason for learning. People hold different learning beliefs depending on their social contexts (Gardner 1975:195). Initially, Gardner discusses two different social contexts suggested by Lambert (1974, in Gardner 1975:197) namely, one in which a situation of additive bilingualism exists (L2 is used for accessing other cultural communities) and subtractive bilingualism (which refers to a situation where the learner loses his or her own language and culture, and assimilates into the TL culture). Later in 1990, he introduced a concept of social contexts, namely, the sociostructural perspective and the socioperceptual perspective. The

sociostructural perspective emphasises the different contextual aspects which influence SLA. For example, when a learner is in a context where the TL speaking community is not available, the learning situation (e.g. language teachers, language course), the parents' encouragement and the mass media can influence SLA. But in a context where the TL group is available, the amount of interaction, the relative social statuses of the TL and L2 groups, and the linguistic components of the community are the important factors which affect SLA (Gardner 1990:505-507). The socioperceptual perspective refers to the learner's individual perception of social structure, which is called "ethnolinguistic vitality." Originally, the theory of ethnolinguistic vitality was established by Giles and his associates (1977, in Gardner 1990:508; in Ellis 1994:235), and they believe that when learners from a minority language group have high ethnolinguistic vitality, in other words, have a strong identification with their own group, and when their perception of in-group and out-group boundaries are hard and closed, they are less likely to succeed in SLA. The sociostructural and the socioperceptual perspectives are similar to that expressed by Schumann's acculturation model, so the detailed discussion of the social factors will be made in the section 2.2 below, which discusses Schumann's acculturation model.



2.1.2. Individual differences

According to Gardner (1979:197, 1990:509), a learner's cultural beliefs are linked to individual learner variables, for example, a learner's cultural expectation of the SLA process will influence a learner's motivation, which will affect L2 achievement. Gardner (1990:496-497) reviews the research on *individual differences* and their affect on SLA, and categorises them into three clusters: (a) cognitive characteristics, (b) attitude and motivation, and (c) personality attributes. Ellis (1994:473-474) argues that individual differences correlate with each other. For example, the successful use of a particular learning strategy may enhance learners' motivation and reduce their levels of anxiety, learners' personalities can influence their beliefs and affective reactions, and so on. In the following section, I would like to briefly look at each of the three clusters suggested by Gardner.

2.1.2.1 Cognitive characteristics

Cognitive characteristics include learning strategies and language aptitude. Gardner (1990:498) sees *learning strategies* as activities which help language learners with their learning including memorising vocabulary, making use of learning materials, making the task meaningful and so on. He also believes that the effort which learners make in order to maintain their motivation, and their active oral participation in class are also learning strategies. Ellis (1994:529,545) states that learning strategies are strongly influenced by individual learner differences (e.g. beliefs about language learning, age, motivation, personal background and previous learning experiences), and situational factors (e.g. TL being learned, learning contexts and tasks learners perform) as well as a learner's level of proficiency. Further he argues that different learning strategies are found depending on the nature of the research. For example, in research which focusses on adult learners, the importance of learners' reflecting on their own learning and of conscious analysis are emphasised, while in research on child learners, the social aspect of learning is emphasised (Ellis 1994:536). Gardner (1997) discusses the history of learning strategies research, and cites the work of Chamot (1990) as one of the significant learning strategy taxonomy. Chamot together with O'Malley classified learning strategies into three categories: metacognitive, cognitive and social/affective strategies (O'Malley & Chamot 1987, in Ellis 1994:537-538), and later Dörnyei and Skehan (2003:609) divide the social/affective strategies into two separate categories: social strategies and affective strategies.

Metacognitive strategies refer to the strategies learners use when analysing, monitoring, evaluating, planning and organising their learning processes. Cognitive strategies involve learning activities such as repetition, translation and note-taking aiming at manipulating or transforming the learning materials. Social strategies are used by learners when attempting to increase the amount of L2 communication such as initiating interaction with native speakers and asking language questions to native speakers. Affective strategies are used when learners try to take control of the emotions (e.g. anxiety) which they experience while

learning (O'Malley & Chamot 1987, in Ellis 1994:537-538; Dörnyei & Skehan 2003:609). In order to discuss the participants' choice of learning strategies in this research, I shall refer to the work of O'Mally and Chamot (1987, in Ellis 1994:537-538) and Dörnyei and Skehan (2003).

Language aptitude is about a learner's innate language ability. However, assessing language aptitude is not the aim of this research, therefore this variable is excluded from consideration in the analysis of this data.

2.1.2.2. Attitude and Motivation

Attitude and Motivation have been the focal aspect of Gardner's model since 1979. Lambert (1963, in Gardner 1979:194) explains the relationship between attitude and motivation in SLA:

The learner's ethnocentric tendencies and his attitudes towards the other group are believed to determine his success in learning the new language. His motivation to learn is thought to be determined by his attitudes and by his orientation toward learning a second language (1963, in Gardner 1979:194).

In this research, I would like to focus on two aspects of motivation. The first aspect of motivation is the three motivational factors which explain the relationship between attitude, motivation and L2 achievement. According to Gardner (1979:197, 2004:4), *motivation* can be measured by three components: the effort extended to learn the material, the desire to learn the language, and the enjoyment of the experience of learning the language. Gardner (1997:346) argues that some research on motivation, attitude and achievement reveals that these three components of motivation generally correlate with each other, and the extent of a learner's motivation relates to their achievement. Also, Siegel (2003:185) discusses the relationship between motivation and attitude as motivation is influenced by the learner's attitudes towards the L2, its speakers and culture. However, Gardner and Clement (1990:500) state that a direct relationship between attitudinal variables such as a learner's attitudes towards the learning situation and achievement is less likely to be found.

The second aspect of motivation is the useful distinction between “instrumental” and “integrative” motivation suggested by Gardner and Lambert (1959, in Larsen-Freeman & Long 1991:173). *Instrumental motivation* involves wanting to learn the L2 for a specific goal or reason, for example, learning a L2 for a job opportunity or academic requirement (Archibald, 1996:526). *Integrative motivation* is defined as wanting to identify with another ethnolinguistic group (Ellis, 1994:173). Gardner (2004:3) argues that integrative motivation contributes more to L2 achievement than instrumental motivation because instrumental motivation tends to be directed towards a short term goal, therefore people do not learn the L2 for a long period. However, different arguments of the two types of motivation and L2 achievement are made by researchers. For example, Gardner himself also admits that if learners have continual instrumental motivation, it will lead to a L2 achievement (Gardner & McIntyre 1991, in Kimura, Nakata & Okumura 1999:61), Dörnyei (1990a, in Clément et al. 1994:420) states instrumental motivation plays an important role up to intermediate level, and Kimura, Nakata and Okumura (1999:49) who investigate motivation in Japanese English learners in Japan, argue that the learners’ motivation may be influenced by the types of learning contexts they are in. For example, when learners are in an English as a foreign language (EFL) context, they tend to be instrumentally motivated, while in an English as a second language (ESL) context, integrative motivation tends to be emphasised.

Gardner views *attitude* as the “learner’s attitude towards the learning situation”, while other researchers such as Ellis (1994:199) and Larsen-Freeman and Long (1991:177-178) propose a number of different attitudinal variables, such as a learner’s attitude towards the L2, L2 learning, L2 speaking people. These variables belong to “integrativeness” in Gardner’s model (1990), which refers to the individual’s willingness and interest in engaging in social interactions with members of the L2 group. According to Gardner (1997:345), there are two aspects one can measure when assessing the learners’ attitude towards the English classroom: (i) their attitude towards the teacher and (ii) their attitude towards the course. In addition to these two aspects, Krishnan and Hoon (2003:233), who

investigated factors affecting foreign students in intensive English course, suggest a third variable, namely, “attitude towards other learners in class”. They state that when learners compare themselves to other learners in the class who are better than them, it can increase the learner’s motivation to study harder.

2.1.2.3. Personality attributes

According to Gardner (1990:501), a number of personality variables have been studied in SLA research. In his essays in 1990 and 1997, he discusses personality variables including extroversion, field dependence/independence, empathy, anxiety and self-confidence. On the basis of the findings of my Honours essay, I would like to focus on the following five personality variables in this research:

- i) anxiety
- ii) self-confidence
- iii) self-esteem
- iv) tolerance of ambiguity
- v) extroversion/introversion

(i) Anxiety

Learners feel anxiety about different things depending on the learning context they are in. For example, in formal learning contexts, learners feel anxious about tests, speaking in class, competition with others etc, while in informal learning contexts, they become anxious when conversing with L2 native speakers and experiencing cultural differences (Ehrman 1996:148). In order to categorise the type of anxiety experienced by learners, I would like to look at six types of anxiety: trait anxiety, state anxiety, foreign language anxiety, foreign language classroom anxiety, language shock, and move anxiety.

Trait anxiety and *state anxiety* were proposed by Scovel (1978, in Ellis 1994:478). *Trait anxiety* refers to a stable part of a person’s personality. People experience *state anxiety* in particular events or situations such as when having to use public transport in a foreign country. *Foreign language anxiety* is an anxiety which occurs when someone has to perform tasks in a foreign language (Horwitz,

Horwitz and Cope 1986, in Hilleson 1996:250), and *foreign language classroom anxiety* refers to an anxiety which learners experience on tasks in a language classroom specifically (Horwitz et. al. 1996, in Matsuda & Gobel 2003:22). Learners experience *language shock* when learners feel dysfunctional (e.g. fear of losing their real personality and looking comical) in a L2 speaking situation (Schumann and Schumann 1977, in Hilleson 1996:250; McGroarty 1988:322). *Move anxiety* is triggered when learners enter a new environment and need to cope with day-to-day tasks, new relationships and the absence of family support structures and practices (Krishnan and Hoon 2002:228).

In order to describe the relationship between anxiety and L2 achievement, Scovel's two types of anxiety are useful, namely, debilitating and facilitating anxiety. *Debilitating anxiety* motivates the learner to "flee" the new learning task and *facilitating anxiety* motivates the learner to "fight" the new language (Scovel 1978, in Larsen-Freeman & Long 1991:187).

(ii) Self-confidence

In the research on *self-confidence* that Clément et al. (1985, in Gardner and Clément 1990:503) have done, they found that self-confidence consists of a combination of positive self-evaluation of one's competence in the L2 and the absence of anxiety when learning and using the L2. This idea is supported by Matsuda and Gobel (2003) who researched Japanese foreign language learners. They state that their confident Japanese participants experienced low anxiety levels whereas their less confident learners reported high levels of anxiety and felt that they lacked the ability to perform well. Their research, as well as the research done by Tani-Fukuchi and Sakamoto (2005), reveals a significant correlation between learners' self-confidence and their overseas experience: learners with overseas experience are more confident in speaking than those who have never gone abroad. Tani-Fukuchi and Sakamoto (2005:338) argue it is because they had much exposure to the TL while they were staying in the TL speaking country. Their research participants say that as they are using the TL, their feelings of being out of place when speaking the TL subsided.

In general, the correlation between L2 achievement and self-confidence is not always clear, as there are different outcomes within this area of research. However, Matsuda and Gobel (2003) argue that self-confidence gives students a sense of achievement, and Clément et al. (1994:438) believe that self-confidence and anxiety are important determinants of motivation when learning a L2.

(iii) Self-esteem

Self-esteem is defined as “a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself” (Brown 1987:102) and it is derived from a person’s experiences with him or herself, with others and from their assessment of the world around them. Self-esteem has a direct relationship with anxiety. Ehrman (1996:137) states that people experience anxiety when they feel their self-esteem is threatened. According to Tanaka and Ellis (2002, in Tani-Fukuchi & Sakamoto 2005:334), Japanese learners of English tend to have low self-esteem, but that a positive self-image or self-esteem, such as being able to be frank, social and active, easy going, and conscious of developing new identities can play an important role in L2 achievement (Tani-Fukuchi & Sakamoto 2005: 339).

(iv) Extroversion

Generally speaking, *extroverted* learners are thought to have a greater advantage when learning to communicate. However research on this issue reveals different findings. Larsen-Feeman and Long (1991:186) explore the correlation between extroversion and L2 proficiency and they conclude, quoting Strong’s (1983) hypothesis, that the findings will be different depending on the nature of the language being assessed. If they assess the acquisition of “natural communicative language”, the relationship between extrovertness and L2 performance can be seen. On the other hand, the correlation is less likely to be found when “linguistic task language” is assessed in formal learning contexts.

(v) Tolerance of ambiguity

When learning a language in a foreign country, learners might encounter ambiguity such as information gaps, unexpected situations, new cultural norms, and substantial uncertainty (Ehrman 1996:119). Someone with a low tolerance of ambiguity tends to experience difficulty coping with those ambiguous situations and may become frustrated. Examples of learning behaviour of people with low tolerance of ambiguity include trying to find out the meaning of all the vocabulary in a passage and trying to remember all the vocabulary that they encounter (Larsen-Freeman & Long 1991:191; Hilleson 1996:259). Tani-Fukuchi and Sakamoto (2005:334,342) argue that Japanese learners of English tend to have a low tolerance of ambiguity when speaking and writing, and male students tend to claim frustration when they do not understand the grammar completely and want to find exact English equivalents for words in Japanese.

2.1.3. Second language acquisition contexts

The third and fourth stages of Gardner's model, *Second language acquisition contexts* and *learning outcomes* have not changed over the years. There are two types of learning contexts: *formal contexts* and *informal contexts*. The former refers to educational settings such as classrooms, while the latter refers to daily events such as watching TV, chatting and shopping in the L2 (Gardner 1979:198). There is a common assumption that the learner will achieve a higher level of achievement in the L2 in informal contexts, therefore the "homestay programme" is popular among Japanese people (Ellis 1994:215).

Ellis (1994:229) conceptualised two different social contexts where SLA occurs: natural contexts and educational contexts. Natural contexts include informal contexts such as monolingual, bilingual, official language settings and international settings. Educational contexts refer to formal learning contexts which are present in language classrooms. Ellis further argues that different types of learning contexts yield different learning outcomes. For example, for Japanese learners of English in Japan, in terms of natural contexts, their English usage in Japan falls into the category of "international settings" meaning English is only

used in specific situations such as tourism, business and so on. Regarding the educational context, English is learned as a foreign language in language classroom. According to Ellis's concept, Japanese learners of English in Japan tend to fail to develop functional oral skills or only develop functionally simplified varieties because opportunities to use English are limited.

2.1.4 Learning outcomes

Gardner's model (1979) has two kinds of learning outcomes: *linguistic outcomes* and *non-linguistic outcomes*. Linguistic outcomes refer to the mastering of grammar, vocabulary and pronunciation, while non-linguistic outcomes refer to changes in attitude towards L2, and L2 speaking group and culture. Gardner (1979:199) argues that there is a relationship between learning contexts and learning outcomes. He says that both linguistic and non-linguistic outcomes can be developed both in formal and informal learning contexts. However, outcomes may differ depending on the nature of the particular formal language training or informal language experience. For example, in formal learning contexts, learners develop mainly their grammatical skills and idiomatic expressions, and in informal contexts, they may improve their oral skills by watching TV, chatting with TL speaking people, and interaction with the TL speaking people will influence their attitudes towards the TL speaking group and their culture.

2.2 Schumann's acculturation model (1978)

Schumann views SLA as one aspect of acculturation, which involves the negotiation of the social and psychological distance between TL and learners' first language (L1) group. Stauble (1980), who investigates learners' linguistic development and the degree of acculturation, explains the relationship between acculturation and SLA incorporating the discussion made by Linton (1963) as follows:

the acculturation process involves modification in the attitudes, knowledge, and behaviour of individuals and that these modification involve not only the addition of new elements to an individual's cultural background but also the elimination of certain previous elements and reorganization of others. It is a matter of not merely adjusting one's cultural habits but also learning the appropriate linguistic habits to function within the target language group (Stauble 1980:43).

Schumann (1978) established his acculturation model based on the findings from his research on SLA by different language learners. In his research, Schumann found that a learner who had a low level of L2 development experienced greater social and psychological distance from the L2 group than other learners. The learner had relatively lower social status and he did not make an effort to make friends with the TL speaking group. He only had friends who spoke the same language as him and listened to songs sung in his language (Schumann 1978a; 1978b, in Stauble 1978:44-46).

From these findings, he proposes that the nature of the contact and the social-psychological distance between the TL group and learners' group will affect the frequency of interaction between the two groups, which has an influence on L2 achievement (Schumann 1978:165). In short, the amount of contact with the TL speaking group determines the degree of acculturation and L2 proficiency.

Therefore, the model consists of two main factors: social distance and psychological distance. *Social distance* is determined by the status between the TL and learners' group, their pattern of integration, the enclosure, the cohesiveness within the group and the size of two groups, their attitudes towards each other and the length of residence in the TL area. Schumann (1978:165-166) discusses the relationship between these variables and achievement: for example, when both the TL and learners' group are politically, culturally and economically equal, when they share the same social facilities, when the cohesiveness of each group is not strong, when the two groups have some similarity in their cultures, when they have a positive attitude towards each other and when the learners' group has lived for a relatively long time in the TL area, interaction between the two groups tends to occur and SLA is more likely to happen. On the other hand, when either group is large and cohesive, wishes to preserve its lifestyle and values, and has its own social facilities, their social distance is larger and the amount of contact with the TL is limited, hence, learners tend to achieve a lower proficiency in the TL (Siegel 2003:187).

Schumann identifies three integration patterns, namely assimilation, preservation and acculturation. When the learners' group discards their own values and lifestyles and adapts to that of the TL group, they *assimilate* to the TL culture. In this case, a high degree of SLA will be expected. When the learners' group *preserves* their lifestyle and cultural values, and rejects that of the TL group, SLA is less likely to happen. *Acculturation* is the integration pattern in which the learners' group keeps their own lifestyle and values while accepting those of the TL group. In this case, the learners' group tends to have different levels of L2 proficiency (Schumann 1978:165).

The *Psychological distance* dimension includes factors such as language shock, culture shock, motivation and ego permeability. *Language shock* refers to the anxiety a learner experiences when using the L2, such as the fear of looking comical or the feeling of losing one's own identity. Adult learners tend to have language shock, but generally not children (Schumann 1978:166; Schumann and Schumann 1977, in Hilleson 1996:250; McGroarty 1988:322). People experience *culture shock* when their commonly perceived and understood signs and symbols of communication are not working in the new culture. It comes with feelings such as loneliness, anger, frustration and self-questioning of competence (Schumann 1978:166; Adler, 1972 in Brown 1987:129). *Motivation* is described as consisting of two kinds: integrative and instrumental. *Ego permeability* refers to the learners' perception of whether they have rigid or flexible boundaries between the L2 and their L1. Learners who have permeable language boundaries tend to succeed in SLA (McGroarty 1988:322; Ellis 1994:232).

Schumann's acculturation model focusses on the social factors such as the integrative patterns with the TL group, and the psychological factors which affect L2 acquisition in informal learning contexts, but it does not explain the process of acculturation. I would like to briefly look at the process of acculturation as suggested by Brown (1987:129). Brown states that there are four stages of acculturation. During the first period, people are excited with a new environment. During the second period, they start noticing the cultural differences and tend to

reject the culture and people of the TL. In the third period, people start accepting the differences and the TL speaking group and in the final period, people can accept the new culture and establish new identities and levels of self-confidence in this context.

2.3 Krashen's Monitor Theory

Krashen's Monitor Theory (1987) explains how learners acquire a L2. It consists of five hypotheses: (i) the acquisition/learning hypothesis, (ii) the monitor hypothesis, (iii) the natural order hypothesis, (iv) the input hypothesis, (v) the affective filter hypothesis.

2.3.1 Acquisition and Learning

Krashen (1987) believes there are two distinct processes in L2 development, namely, *acquisition* and *learning*. Krashen (1987:35) sees *acquisition* as a subconscious process, which tends to occur in natural settings such as when watching TV, while *learning* is a conscious activity, which tends to occur in formal learning situations such as classrooms. According to Krashen, learners tend to *acquire* a language when watching TV, chatting with people, listening to the radio and so on, while they *learn* a language when they study grammar and idiomatic expressions. He thinks that acquisition contributes more to L2 fluency than learning. Nevertheless, McGroarty (1988:308) states adults are more likely to learn than acquire since their learning and analytical skills are well developed.

2.3.2. The Monitor Hypothesis

The Monitor hypothesis refers to the learners' use of an internal monitor to notice their language mistakes and self-correct. Krashen (1987:36-37) believes the monitor is used when they are learning, however, he points out the shortcomings of this hypothesis. He believes that the monitor is only used when a learner has a plenty of time to focus on grammar and must know linguistic rules in order to correct their mistakes, but learners do not pay attention to grammatical rules or correctness all the time and generally, people's knowledge of the grammar is

incomplete. According to him, these conditions are seldom met so the role of monitor is limited.

2.3.3. The Natural Order hypothesis

The Natural Order hypothesis states that people acquire linguistic items in a second language in a predictable natural order, that certain structures tend to be acquired early, and others tend to be acquired later (Krashen 1987:36).

2.3.4. The Input Hypothesis

Krashen and Terrell (1983, in Richards and Rodgers 2001:180) believe that acquisition can take place only when people understand messages in the TL. Based on this belief, *the input hypothesis* states that acquisition occurs especially when the input is at a slightly higher level than the learner's current level of competence (Krashen 1987:38). Through input, learners acquire grammatical structures and start speaking gradually.

2.3.5. The Affective Filter Hypothesis

Krashen (1987:39) cites three affective variables which affect SLA, namely, anxiety, motivation and self-confidence. *The affective filter hypothesis* refers to Krashen's belief that a person who has high anxiety, low motivation and low self-confidence will have a high "affective filter". This high affective filter will limit or impede the acquisition of the L2. Conversely, someone who has low anxiety, high motivation and high self-confidence will have a low affective filter and acquire the L2 more effectively.

2.4 Summary of framework

Gardner's socio-educational model and Schumann's acculturation model are both premised on the belief that learning a L2 involves not only obtaining new information such as grammar and vocabulary, but also adapting to the TL culture, and the development of positive attitudes towards the TL, and the TL speaking group and their culture. Both models share common variables such as motivation, attitude, anxiety, self-confidence and learning strategies, as well as social factors.

Gardner treats motivation and attitude as key variables which affect SLA, while Schumann sees the level of social distance such as the pattern of integration between TL and learners' group, the social status of both groups, the attitude towards each group as the important determinants of L2 achievement. In addition to the variables proposed in their theories, I shall refer to the learning strategy taxonomy established by O'Malley and Chamot (1987, in Ellis 1994:537-538) and Dörnyei and Skehan (2003).

Krashen's monitor theory explains the process of L2 development. He posits two different kinds of learning processes, acquisition and learning. Acquisition is a subconscious activity and learning is a conscious activity. This theory states that when learners learn a L2, they use their monitors, while when they acquire a L2, they tend to follow natural order: some grammatical forms are acquired early and others are acquired later (the natural order hypothesis). Krashen also argues that learners acquire a L2 through listening and understanding the L2, and that grammatical accuracy and speaking ability develop later (the input hypothesis). The last hypothesis in this theory is the affective filter hypothesis which consists of three affective factors: anxiety, motivation and self-confidence. Krashen believes that a learner who has high anxiety, low motivation and low self-confidence has a high affective filter which is an obstacle to L2 learning.

As I went through the data, both the diary and the interviews, I identified several affective and cognitive factors which are suggested by the above researchers as the most salient for the analysis of this data. In the data analysis in chapter four, I would like to focus on seven factors which affect the learning of English by Japanese learners in Cape Town, namely, their *language learning goals*, their use of *learning strategies*, their reason for learning English (*motivation*) and their motivational factors, their *attitudes* towards English and learning English, their levels of *anxiety* which determine the degree of their *self-confidence*, and their *cultural beliefs about communication*.

CHAPTER THREE: RESEARCH DESIGN

This research is largely influenced by Gardner's socio-educational model, with additional insights from Schumann's acculturation model and Krashen's monitor theory. However the research method used in this research project is different to Gardner's. Gardner uses quantitative data collection methods such as questionnaires, while qualitative data collection methods (e.g. diary studies and interviews) are used in this research. In this way, this research is similar to one of Schumann's. Schumann's (1978) research is famous as one of the earliest published research papers which used journal keeping. John and Francine Schumann (1978, in Schumann 1980:174) kept journals while they were learning Arabic in Tunisia and Farsi in Iran. They wrote about their reaction to the people, culture and language instructions in the countries.

Bailey (1980) also investigated her learning of French using her own diary study, and she explains the purpose of qualitative research as "to understand language learning phenomena and related variables from the learner's point of view" (1991, in Hilleson 1996:269). Babbie and Mouton (1998:270) also discuss the purpose of qualitative research saying "the study focusses on the language learning process rather than the outcomes of learning and the participants' perspective is emphasised."

Nunan supports diary studies as an appropriate methodology since he believes that diary studies are useful tools for investigating both social and psychological aspects of language development (Nunan 1992:121). Babbie and Mouton (1998:301) also view the diary studies as advantageous in that they can record people's immediate experiences unimpaired by the reconstructions and distortions of memory. However, a shortcoming of this kind of study is pointed out by Ellis (1994:475) who argues that the validity and reliability of self-report methods are not universally accepted.

The interviews in this research are open-ended and semi-structured. Babbie and Mouton (1998:289) describe qualitative interviews as “an interaction between the interviewer and a respondent.” The interview is like a conversation, and the interviewer facilitates the conversation in order to let the respondent talk about him or herself. The interviewer can prepare some questions, but she or he does not have to ask these questions in a particular order or adhere rigidly to them.

3.1 Participants

I approached an English language school in Cape Town and received permission to give letters to Japanese English learners requesting their co-operation with the diary study and the interview. The criteria I used to select the research participants were Japanese English learners who were between 20 and 32 years of age, who had been staying in Cape Town for more than one month, and who were preferably staying with host families. I selected six participants, however one of the participants was unwilling to keep a diary because she felt what she was doing in Cape Town was not worth researching. Although I interviewed her, I eventually excluded her from the participants. Her comments are only used in support of other participants’ data. She appears in the discussion as “student Z”. Here is a profile of the five participants plus student Z in this research:

	Gender	Age	Personal Background
Student A	Female	32	English teacher at junior high school
Student B	Male	22	University student major in English
Student C	Male	23	University student major in policy intelligence
Student D	Female	28	Computer programmer
Student E	Male	21	University student major in international relations
Student Z	Female	23	Studied English in New Zealand for a year

Students A, B, C, D and E are either university students or university graduate and student Z studied English at a technical college which indicates that although it is to a different extent, they all received formal English education in Japan.

3.2 Data collection and presentation

The data collection methods included diary studies and individual interviews. I gave the participants notebooks and asked them to record their feelings and reflections about learning English in Cape Town. I met with them once a week or every ten days in order to interview them or to clarify the content of their diaries, as well as to make them feel familiar and comfortable with the research process. I had follow up interviews with them after they had finished their diary keeping.

For the interviews, I prepared interview questions regarding variables investigated in this research and follow up questions based on their diary content. As Babbie and Mouton (1998:289) state, “the interviewers themselves establish a general direction for the conversation and pursue specific topics raised by the respondent”, I also let them talk and ask further questions as the interview progressed. I used extensive note-taking to record the interviews, since the interviews were done in a café and some of them lasted more than two hours. The participants could choose the language they used, either Japanese or English, for the data collection. I translated the data collected in Japanese into English for the data analysis.

The participants responded differently to the diaries and the interviews, and the quantity of data for each participant is different. For example, Student E kept a diary regularly, once every three days on average, and sometimes the length of each diary entry is two pages. He records lots of his thoughts and feelings about language learning in the diary, therefore the quantity of his data is large. On the other hand, student C seldom reveals his feelings either in the diary or the interview, even though I tried to probe him on them.

3.3 Data analysis

The main task of the data analysis was to identify and describe the variables which affect the research participants' learning of English. Bailey (1991:193) cites three points which can be taken into consideration when analysing diaries.

- i) frequency of mention: the number of times a given topic is identified in the diary entries
- ii) distribution of mention: the number of different people who mention a given topic.
- iii) saliency: the strength of the expression with which a topic is recorded.

I have used these as guidelines when selecting what to focus on in the data.

3.4 Ethical Statement

The participating Japanese English learners were given letters requesting their co-operation and including an explanation of the content of the research. They were informed that they could withdraw anytime during the research process if they wished, and that the content of their dairies and interviews would be confidential, and that pseudonyms would be used. Once the thesis is completed, I will return the dairies to them and give them and the language school feedback if they wish.



CHAPTER FOUR: PRESENTATION AND DISCUSSION OF DATA

In this chapter, I will present the analysis of data elicited from students from A to E mainly based on the framework and variables of Gardner's "socio-educational model", and additionally, the ideas of Schumann's "acculturation model" and Krashen's "Monitor Theory". At the beginning of each analysis, I will give a brief profile of each student including their English education background. For the data analysis, I will discuss the following seven factors which emerged from the data as salient when analysing the factors which affect the learning of English by Japanese learners in Cape Town:

- i) Language learning goals: What are their language learning goals in Cape Town?
- ii) Learning strategies: What strategies do they use when learning English?
- iii) Attitude: What is their attitude towards different learning contexts, learning English, English language and so on.
- iv) Motivation: What types of motivation do they have? What motivates them to learn?
- v) Anxiety: When do they feel anxious? How do they react to their anxiety?
- vi) Self-confidence: Are they confident learners? When do they feel confident?
- vii) Cultural belief about communication: What beliefs do they hold about interaction between people in general?

Due to the individual nature of the participants' diaries and interviews, the variables are sometimes presented in a slightly different order to allow for a coherent discussion of each participant. In the data, in order to differentiate between quotes from the diary and the interview, I use *italic* font for interview quotations and normal font for diary quotations.

4.1 Student A

4.1.1 Back ground

Student A is a 32 year old Japanese female. She is an English teacher at a junior high school in Japan. She was born in Nagano prefecture, and lived there until she was eighteen years old. She started studying English when she was in junior high school as a compulsory subject, and continued to study it in university. She liked English as a subject and had a good mark in it. It was her dream since junior high school to be an English teacher, so she studied English to enter university to make her dream come true. However because of the nature of the entrance examination, she mainly studied English grammar for examination purposes, not for communication. In 1992, she passed the examination of a university in Yokohama. Her major was English literature, but she felt that what she had studied at university was not developing her English oral communication skills. At university, she was taught that English education in Japan should focus more on communication in the future and she agreed with that, but she had never studied English abroad because she thought only people who speak English fluently can study abroad and she did not have the courage to do that.

In 1996, she became an English teacher at a junior high school in Yokohama city. She believes English is for use, so in order to improve her communication skills, she went to a private English conversation school after work where she met a South African teacher. Since she had heard that the number of Japanese students learning English in Cape Town is small, and she would therefore be compelled to speak English more, she decided to come to Cape Town to learn English.

In August 2004, she came to Cape Town for two weeks during her summer holiday from school. While she was learning English at a language school in the city, she stayed with a host family in Tamboerskloof.

In May 2005, she took a year off and came back to Cape Town to continue her studies. She attended the same language school and stayed with the same host

family as she had in 2004. The family consisted of a host mother and father who were in their early sixties. They also accommodated a number of other students from different language schools in Cape Town.

Compared with the other participants in this research, student A is older and has her own career as an English teacher. She came to Cape Town in order to improve her oral skills and wishes to teach English conversation in her classes after going back to Japan. Therefore she is strongly motivated, and made lots of effort to improve her English. For example, she is the only participant who kept the diary in English throughout the two months, and every time she showed it to me, she asked her teacher to check her English. At the same time, she experiences strong feelings of anxiety about the learning process and feels enormous pressure with regard to the achievement of her goal because she is an English teacher. However, she defeated her anxiety by studying hard and encouraging herself whenever she faced difficulties.

The following data analysis is based on her diary and two interviews. The diary was kept for two months between the beginning of August and the end of September 2005, and the long interview was held on 29 August, 2005, at a café in Tamboerskloof in Cape Town, and another short follow up interview was held again in Cape Town in November 2005. The diary was kept in English and the quotations are reproduced as they appeared in the original, and the interviews were held in Japanese. The interview data was translated into English for the data analysis.

4.1.2 Language learning goals

Throughout the diary and the interviews, student A emphasises the importance of learning to speak English. Since her school days, she has strongly believed “English is for use”, and she wishes to be able to teach conversation in her lesson when she is the teacher. In the interview of August 29, 2005, she expresses her beliefs about learning English:

“It is sad that you cannot use English for communication even though you study it.”

And

“I believe that English is for use.”

These statements reveal her belief about learning English. Besides improving her oral skills, she also wishes to learn proper pronunciation. Since she was taught English by Japanese English teachers who have strong Japanese English accents, she thinks that her Japanese accent is a weak point. In the interview of August 29, 2005, she said *“I have a Japanese accent complex”* and *“I want to learn clear pronunciation which can be understood all over the world.”*

4.1.3 Learning strategy

Gardner (1990:498) sees learning strategies as activities including memorising vocabulary, making use of learning materials and making the task more practical, and the learners' efforts to maintain motivation and encourage themselves to participate actively in class. Compared to other students, student A uses more learning strategies. The first statement from the interview of August 29, 2005, explains the learning strategies she uses in daily life:

“I do homework, revision, reading magazines and watching TV. I try to watch news on TV, especially. I also chat with host family and my house mates in the evening.”

She utilises the daily materials and activities such as reading magazines, watching TV, chatting with host family and other students in the house. Moreover, she uses this diary study for writing practice. She kept the diary in English and asked her teacher to correct it. Practising oral skills with the host family and other students are categorised as “social strategies” by Dörnyei and Skehan (2003:609). Especially, she sees local South Africans as a resource, and asks them English questions when she does not understand the meaning of words or how to express herself. In the interview of August 29, 2005, she said:

“When I do not understand, I ask my host mother. I ask her the spelling and check it in the dictionary later on.”

And

“I ask local people how to say it in English.”

These actions are called “question for clarifications” by O’Malley & Chamot (1987, in Ellis 1994:537-538). Thus, she utilises opportunities in the English speaking environment. She also avoids using Japanese too often and tries to expose herself to English. In the diary of September 11, 2005, she writes “I haven’t been positive to listen or speak Japanese, because I need a lot of training in listening and speaking in English.”

Student A often reflects on her learning. The following diary entry reveals how she observes herself and monitors her learning:

“But in writing, I can take my time and think twice or more, which means I can notice and correct my mistakes as far as I’ve learnt. However, in speaking....What is worse, it’s very difficult to notice and correct such mistakes during the conversation” (Diary entry, August 22, 2005).

Monitoring one’s own learning is described by Krashen (1987:35-36) in his “monitor hypothesis” which states that learners use their monitor to notice and self-correct their English mistakes. Student A not only uses her monitor for correcting her English mistakes, but also for observing and correcting her learning behaviour as well. In the interview of August 29, 2005, she said:

“I study reading, listening and writing in the same proportion in a day.”

And

“...when I notice that I am not speaking so much in class, I try to speak.”

Since she states *“my goal is clear, so I do not waver what to do”* (Interview, August 29, 2005), she has her rigid learning agenda and follows it by monitoring

her learning. Also, she tries to participate orally in her class. Gardner (1990:498) views active participation in class as a learning strategy.

Student A's anxiety about learning is quite high compared with the other participants in this research (see section 4.1.6 of anxiety), and when she is anxious about her learning, she attempts to change her behaviour to address the anxiety. Those actions can be termed "affective strategies" (Dörnyei & Skehan 2003:609). In the interview of August 29, 2005, she says she changed her character in order to get over her difficulties. I have underlined the phrase which indicates her use of affective strategies:

"...I couldn't speak with other people when I came here last year (in 2004) and when I was learning conversation in Japan because I didn't have confidence. But I came here to learn English, so I changed myself."

And in the diary of September 3, 2005, she wrote that she studies a lot to get rid of her anxiety:

"...Actually, I studied a lot with such an uneasy feeling last week in order to overcome it."

By taking these actions, student A also motivates herself. These efforts to maintain her motivation is also included in a definition of learning strategies from Gardner (1990:498).

Ellis (1994:542) discusses the relationship between learning strategies and motivation agreeing with the findings of research done by Oxford and Nyikos. He states "highly motivated learners used more strategies relating to formal practice, functional practice, general study, and conversation/input elicitation than poorly motivated learners." Overall, student A is a motivated learner with a clear learning goal namely to improve her English for her teaching career. Therefore she makes an effort to motivate herself, participates in class actively, and uses various

learning strategies such as self-monitoring, social strategies and affective strategies to facilitate her language acquisition.

4.1.4 Attitude

Student A has a different attitude towards learning English in Japan compared to learning English in South Africa. When she was a student in Japan, she liked English as a subject, and thought speaking English would broaden her opportunities, however she was not impressed by Japanese English teachers and the English curriculum. Some statements in her diary and the interviews reveal her attitude towards the English learning in Japan and South Africa. For example, in the diary of August 22, 2005, she blames Japanese English teachers for not teaching proper English:

“I couldn’t teach “proper” English to my students because I myself had never learned proper English.”

Her negative attitude towards Japanese English teachers is not only because of their way of teaching, but also because of their English pronunciation. In the interview of August 29, 2005, she said:

“Japanese English teachers in Japan have very strong Japanese accent. I didn’t want to speak like them. But I was taught in a Japanese English accent for a long time from junior high school to university.”

These statements show that she was not satisfied with her Japanese English teachers and she felt that they were inadequate. As a reaction to her learning experience in Japan, she aspired to be better than they were. She states in the interview of August 29, 2005: *“I think it is better to know everything about English as an English teacher”*, by which she means teachers of English should be highly competent in English.

In contrast to her negative attitude towards learning English in Japan, her attitude towards learning English in Cape Town is positive. In the diary of August 6, 2005, she wrote about her enjoyment of learning English in Cape Town. The phrases such as “very interesting”, “quite satisfied”, “fun” and “curiosity” in the quote indicate her positive attitude:

“The lessons (in the upper intermediate level) are very interesting and I have a lot of things to learn, so I am quite satisfied with my class. But on the other hand, the tasks in the lesson are sometimes not so easy. I am struggling especially with vocabulary. In the intermediate class, almost all the tasks were revision to me. But in this class, I have been faced with “new” knowledge for me. It gives me a lot of fun and curiosity about English, and at the same time, it requires much more effort than before” (Diary entry, August 6 2005).

The above statements reflect very different attitudes towards learning English in Japan and in South Africa. She was not satisfied with learning English in Japan, while in South Africa, she is excited about learning English and the way of teaching stimulates her curiosity even though she finds it difficult. The phrase “it requires me much more effort than before” shows how a positive attitude towards the learning situation can enhance the motivation to learn. Her different attitudes towards learning English match the findings stated by Tani-Fukuchi (1999, in Tani-Fukuchi & Sakamoto 2005:345), in which they argue that Japanese learners tend to think that a native speaker’s lessons are more interesting than those of Japanese teachers, and that English taught by Japanese teachers is not useful.

Her positive attitude to learning English is enhanced by her view of the English language. In the following statement, she says she feels more open and straightforward when speaking English:

“I feel open when I speak in English. My expression becomes more straightforward. For example, I wouldn’t say “I like you” to boys in Japanese, even if they are friends, but I can say that in English” (Interview, August 29, 2005).

A similar tendency was found by Tani-Fukuchi (1999, in Tani-Fukuchi & Sakamoto 2005:339) who states that Japanese learners tend to think English makes them frank, straightforward, cheerful and so on. They attribute this change to the absence of features such as honorific speech in Japanese. Student A also thinks that English is not only a mere language, but it is an international language, as indicated in the statement which follows:

“I’ve heard somebody said “English is magic”. We all speak different English but we can communicate because of the same English. Yes. English might really be magic!” (Diary entry, September 3, 2005).

4.1.5 Motivation

Student A has a mixture of integrative and instrumental motivation, however, her instrumental motivation is relatively stronger. It can be proved by comparing the statements that imply her motivation. In the interview of August 29, 2005, she states her integrative reason for learning English:

“Speaking English was a dream since childhood”

And

“I sometimes meet foreigners at work, it is nice to be friends with them... I’m happy if my English is understood”

The next statements reveal her instrumental motivation:

“...We need to change the way of teaching English (in Japan). But at the moment, I’m not qualified to do that. It seems to be a long way, but I must be patient and ... I mustn’t give up!” (Diary entry, August 22, 2005)

And

“I want to focus on conversation in my class after going back to Japan. In order to do that, I need to know how to teach conversation” (Interview, August 29, 2005).

In the same interview, she further made comments such as *“my goal is teaching”*, *“my goal is clear, so I do not waver what to do”* and *“I want to utilise my experience in Cape Town when I make examples in lesson.”*

Comparing these two sets of statements, it would appear that her instrumental motivation is stronger than her integrative motivation, since her instrumental motivation (learning English for her career) is more detailed and firm. Although it is believed by Gardner (2004:3) that a learner with integrative motivation tends to succeed in L2, student A’s case proves that long lasting instrumental motivation can also lead to achievement.

As we found in the section on Learning Strategies (4.1.3), student A tends to motivate herself when she faces difficulties. The following statements also reveal her pattern of anxiety and motivation. In the diary of August 22 and September 3, 2005, she encourages and motivates herself to learn when she is about to be defeated by anxiety:

“At the moment, I can’t feel comfortable when I speak English, especially in public. Oh... I’m an English teacher though. But I don’t have time to be at a loss. I knew my ability even before I came here, rather that’s why I came here” (Diary entry, August 22, 2005).

And

“I studied a lot with such an uneasy feeling last week in order to overcome it, but of course I couldn’t improve so soon and I was just depressed and exhausted. But what I have clearly in my mind is the feeling that I don’t want to give up in any situation” (Diary entry, September 3, 2005).

Her high anxiety and low self-confidence matches the two conditions of Krashen's affective filter which is reviewed as an obstacle of learning. However, because of her strong motivation, her anxiety works as facilitating anxiety which helps her learning.

Student A's learning behaviours reveal she is a motivated learner. The three measurement of motivation: effort, desire and attitude suggested by Gardner (1997:197, 2004:4) are seen in her statements. For example, she makes great effort both linguistically and non-linguistically in order to get rid of her anxiety: linguistically, in that she believes that hard study can beat her anxiety, non-linguistically, in that she tries to change her shy personality and discard her pride as an English teacher. She shows her strong desire to learn English and achieve her goal by saying "I don't want to give up in any situation". Although she does not mention her positive attitude towards learning English in the above statements, from the statements in the section 4.1.4 of attitudes, it is clear that she has a positive attitude towards learning English in Cape Town.

4.1.6 Anxiety

Student A claims high anxiety in both the diary and the interviews. In her statements, she repeats certain words for expressing her anxiety. The words are "tired", "stressed", "depressed" and "nervous". Other noticeable words are "exhausted", "impatient", "not good enough", "can't feel comfortable", "struggling", "uneasy feeling", "pressure" and "weakness." The following statements contain her anxiety about speaking English publicly, fear of making mistakes and her anxieties about the learning progress. I have underlined the words that display her pattern of anxiety:

“I made a presentation in a class. To be honest, I was depressed about my English. Whenever I speak English, I get a bit nervous. After all, I’m not used to speaking English, even in writing, I make mistakes and my English is not good enough...At the moment, I can’t feel comfortable when I speak English, especially in public. Oh... I’m an English teacher though. But I don’t have time to be at a loss. I knew my ability even before I came here, rather that’s why I came here” (Diary entry, August 22, 2005).

In the diary of September 3, 2005, she mentions her anxiety about her learning progress:

“...I’ve been struggling with speaking, reading aloud and pronunciations for the last couple of weeks. I know I mustn’t rush, but as I learn more, I feel how difficult it is to overcome my weakness. Actually, I studied a lot with such an uneasy feeling last week in order to overcome it, but of course I couldn’t improve so soon and I was just depressed and exhausted. But what I have clearly in my mind is the feeling that I don’t want to give up in any situation. I don’t think I was nervous of the presentation, but because of my feeling I seemed to add some pressure to myself.”

Student A motivates herself when she faces anxiety (see section 4.1.5 on motivation). However, the above statement “but because of my feeling I seemed to add some pressure to myself” show that strong motivation can also be an anxiety factor. While speaking to her on a brief visit in September, she told me the reason why she had such high anxiety: “I *felt tired around this time because I was stressed and became impatient with my English progress. Since I am planning to take a TESOL (Teachers of English to Speakers of Other Languages) course in November, I want to achieve certain level of English.”* Again in the interview of November 9, 2005, she looked back at the beginning of September and said “*I was stressed because even though I was working hard, I couldn’t see the progress in speaking.*”

The strong relationship between her motivation and anxiety is identified in this data. Student A has strong instrumental motivation (see section 4.1.5 of motivation) and she is more concerned about improving English for her career than making friends with people. Her phrases “I can’t feel comfortable when I speak English, especially in public. Oh... I’m an English teacher though” and “I was stressed because even though I was working hard, I couldn’t see the progress in speaking” prove the relationship. These statements reveal that her strong desire to improve her English makes her stressed and creates anxiety but noted above, this anxiety often ultimately acts as a facilitating factor rather than a debilitating factor.

4.1.7 Self confidence

According to Gardner, (1997:346) self-confidence consists of a positive self-evaluation of one’s competence in the L2 and the absence of anxiety in learning and using the L2. In the previous sections, we have already found that student A has high anxiety about her English learning progress. Her statements in the interview of August 29, 2005, show her low self-evaluation of her English. She uses words such as “I didn’t have self-confidence”, “I felt my English is not good enough”, “I could not understand” and “I could not maintain.” She talks about the experience she had during her short visit in 2004:

“I couldn’t speak with other people when I came here last year (in 2004) and when I was learning conversation in Japan because I didn’t have confidence. But I came here to learn English, so I changed myself” (Interview, August 29, 2005).

Compared to the previous year, her self-confidence has increased by her effort of changing her character. However, the following statement reveals that she still has low self-confidence when speaking with native English speakers. In the same interview, she talked about her experience of an overland tour where she met people from different countries:

“I felt my English is not good enough to speak with native speakers. No matter where they come from, I couldn’t understand what they said. Even though I came to understand simple content, I couldn’t maintain the conversation with them” (Interview, August 29, 2005).

The phrase “my English is not good enough to speak with native speakers” implies that student A experiences higher anxiety when speaking with native English speakers than non-native English speakers such as other students at school. She feels intimidated when speaking with native English speakers because she cannot understand what they say and cannot continue the conversation with them. However, as indicated in the following anecdote, her self-confidence seems to be affected by the attitude of the English speakers to her. In the diary of September 11, 2005, she writes about a visit to the home of a cleaning lady at her school:

“Hafsa, Salim and their friends and family, they all accept us as members of their family and showed the empathy for us. At table, we talked a lot of things: about Japan, South Africa, life of Muslim, English learning and so on. We’re from different countries and we all speak different languages. But we can communicate, sometimes without words. Maybe this wonderful communication is eternal and precious treasure for us all.”

This whole diary entry is quite long and it lasted more than one page. In the diary, she describes her enjoyment of exchanging ideas with the family of the cleaning lady and she appreciates their hospitality. She is confident when speaking and she writes, “we can communicate”. A crucial difference between her experience of the overland tour and her visit to the cleaning lady is how the English speaking group treated her. The hospitality of the family of the cleaning lady makes her feel relaxed, and it contributes to her confidence when talking in English.

4.1.8 Cultural beliefs about communication

Student A thinks Japanese people are shy in general. She observed Japanese students' behaviours in the classroom and talked about it in the interview of August 29, 2005:

“Japanese people are not good at making conversation, even when I look at both myself and other Japanese. I need to think what I should talk. On the other hand, Arabs and Europeans talk about themselves for a long time. Japanese think it is rude to only talk about oneself. Moreover we do not express strong opinions. In class, we care about the process of the lesson, and we refrain from talking.”

She gives two reasons why Japanese students tend to be quiet and inhibited in class. Firstly, they think twice before they start talking. Secondly, they think about their class, the other students and the process of the lesson. “Japanese think it is rude to only talk about oneself” is her cultural belief and this is confirmed by Heijima's statement Japanese believe it is a virtue “not to speak unnecessarily” and “not to speak a lot in front of other people” (Heijima 1994:120). The cultural beliefs of Japanese may inhibit their willingness to interact and limit opportunities to practise English as happened with Student A.

Heijima (1994:123) further argues that Japanese people tend to send messages indirectly, while Westerners tend to give instructions clearly. The following incident supports this argument. In the interview of August 29, 2005, student A mentions her experience when her host family told her not to use too much water:

“When I just arrived here, I was scolded by my host family that I was using too much water. I was having a bath and didn't think it was very long time. Since how they talked was very straightforward, I thought it was scary.”

She experiences culture shock which is one of the psychological variables in Schumann's acculturation model. She feels cultural difference not only by the

different way of having a bath in Japan and South Africa, but she is dismayed by the direct communicative style of the host family.

4.1.9 Conclusion

Student A has enjoyed learning English since she started learning in junior high school, and she became an English teacher. However, she was not satisfied with the grammar oriented teaching style and wishes to teach English conversation in her class, so she came to Cape Town to improve mainly her oral skills and pronunciation. She has positive attitude towards learning English in Cape Town compared to her learning English in Japan saying learning English in Cape Town is fun and stimulate her curiosity. She is highly instrumentally motivated and knows why she is learning English and makes progress in improving her English, which is against Gardner's beliefs that a learner with integrative motivation is more likely to succeed in SLA than one with instrumental motivation. Her strong will to achieve her goal is reflected in her choice of learning strategies as well. For example, she monitors herself and her learning to match with her learning agenda, spontaneously ask questions about English to local South Africans when she does not understand. However, since she puts so much pressure on herself to achieve her learning goal, she creates strong anxiety for herself. Every time she feels anxiety, she tries to maintain her motivation to learn by studying hard, controlling her emotions, and this, in the end, works as a facilitating factor.

4.2 Student B

4.2.1 Background

Student B is a 22 years old male university student. He was born in Kyoto prefecture and grew up in Mie prefecture. He came back to Kyoto when he was eighteen years old as he likes the town. Kyoto is an old capital city which attracts many tourists, both from inside and outside of Japan.

He has been learning English since junior high school as a compulsory subject. In his school days he liked the subject and had a good mark. He also liked his English class and English teachers. Around the same time, he started thinking that

he wanted to be able to speak English fluently. However, he never tried to learn the oral skills until he entered university. Instead, he studied grammar, memorised vocabulary and practised reading comprehension for examinations.

In 2001, he passed the examination of a university in Osaka. The university specialises in foreign languages, and he is a student of the English department. The reason why he applied for this university was because it offers various overseas study programmes in different countries, not only English speaking countries but also countries such as Russia, Kenya and Morocco. Besides this programme, the university accepts many foreign students which gives their Japanese students more opportunities to practise English compared to other universities. He was attracted by this kind of environment.

However, instead of participating in an overseas programme offered by his university, he came to South Africa to study English on his own. There were three reasons for this. Firstly, his father had a South African friend through his business. Secondly, he thought he could go to the States or Canada anytime, but not to South Africa because of the distance. Thirdly the number of Japanese students studying English in Cape Town is much smaller than other English speaking countries. He thought he would therefore have more chance to practise English and less chance to use Japanese so often.

He arrived in Cape Town on 5 May 2005. At first, he stayed with a host family in the Bo-Kaap which is known as a Cape Malay quarter. The host family consisted of a host father, mother and their twin daughters. His language school is in Long Street in Cape Town. He started with the pre-intermediate level, then moved to the intermediate level in the following month. He was in the same level until the end of August. He moved to the upper-intermediate level in September 2005. He enjoys taking different courses such as the IELTS (International English Language Testing System) examination preparation course and a course called English at Work (Business English) in the afternoon lessons.

Student B is a soft spoken person and does not easily express his emotions. He came to Cape Town mainly to improve his oral skills. He learns English both from daily activities such as chatting with his host family over supper, watching TV, reading newspapers as well as doing homework and taking the examination preparation courses. His big problem was the Afrikaans English accent of the host family, but he showed tolerance towards their accent and stayed with them for five months. His attitude towards different learning contexts changes depending on factors such as the teachers, the learning materials and the content of the lesson and the levels of other students. He feels positive and motivated when his English teacher is interesting, the learning content is difficult and other students are higher levels than him. Student B mainly learns English for getting a job in the future, and expresses concern about job hunting after going back to Japan.

The following analysis is based on his diary which was kept between August and September 2005, and two interviews which were held in September and November 2005. Both the diary and the interviews were recorded in Japanese, therefore the data was translated from Japanese into English for the analysis.

4.2.2 Language learning goal

Student B's main language learning goal is to improve his speaking skills. The following statements indicate his language learning goals. In the interview of September 8, 2005, he states his belief that a student at a foreign language university should be able to speak English:

“There is no point in being a student of a foreign language university unless I can speak English.”

In the interview on November 16, 2005, I asked him how he felt before coming to Cape Town, and he said that he wanted to become fluent in English:

“I told myself that I would do my best... I thought if I cannot speak English fluently, I cannot go back to Japan.”

These two statements show that improving his oral skills is the ultimate goal for him. At the same time, the phrase “there is no point in being a student of a foreign language university...” reveals his belief about English learning. Most university students in Japan, regardless of the faculty, study English in order to enter universities, therefore they know English grammar and can read English. Student B thinks high levels of oral proficiency make the difference between students who study languages and students in other subjects.

Besides oral skills, in the interview of September 8, 2005, he says that he is interested in taking English examinations as well, saying, “*I want to take English examinations such as TOEFL and IELTS. Tests are the only way to evaluate the progress.*” He took some examination preparation courses in Cape Town, but he did not take any examinations before going home to Japan.

The above statements reveal that improving his oral skills is his focal learning goal, but that, at the same time, they are the most difficult skills for him. He often experiences difficulties with listening in both formal and informal contexts. For example, when he is in the IELTS examination preparation course, he states that he struggles most with the oral skills:

“I found speaking is a problem in IELTS class. “Cohesion” is difficult...Listening is really difficult. It depends on speakers. If some speak clearly, I can understand perfectly, but when they don’t, I don’t understand at all” (Diary entry, August 23 2005).

In the interview of November 16, 2005, he mentions that he did not have a problem with understanding his teacher’s English. Rather, he frequently mentions his difficulty with communication in the informal contexts. Here are the anecdotes when he faces difficulty with communicating with people in his daily life:

“I went to Water Front with a Japanese student. We parked our car at a basement car park. On the way back, the ticket machine didn’t accept the parking ticket. I pressed the button and talked with the person in charge. I couldn’t understand what he said through the speaker. I felt my English is not good enough” (Diary entry, August 17 2005).

And the next statement is about his host family’s Afrikaans English accent which he has struggled to understand while staying in Cape Town.

“A sister of the host mother speaks very fast with a strong accent. Her English is the most difficult to understand among all the people I have met in Cape Town” (Diary entry, August 23 2005).

Once again, his main language learning goals was to improve his oral skills even before he came to Cape Town because these skills are the most difficult skills for him.

4.2.3 Learning strategy

Student B employs various learning strategies depending on the purpose of study. For example, for vocabulary development and studying for an examination, he uses learning strategies such as note-taking, understanding the meaning in English and using textbooks. In the interview of September 8, 2005, he mentions how he develops vocabulary:

“At this moment, I sort out vocabulary. I write them down in a notebook and write the meanings in English. I’m trying to remember all of them from the beginning of the notebook.”

He uses note-taking and tries to memorise the vocabulary without translating into Japanese. This will avoid the tendency of Japanese male learners pointed out by Tani-Fukuchi and Sakamoto (2005:342) that the Japanese male learners tend to find English words which have the same meaning as Japanese. However, his

learning behaviour “try to remember all the vocabulary from the beginning of the note book” indicates that he has low tolerance of ambiguity for vocabulary development. In the same interview, he mentions how he studies for IELTS examination:

“For IELTS, I read the newspaper. The teacher gives us lots of homework, such as looking for an article on a given topic in newspapers, reading comprehensions from a textbook. I watch TV including news, sports and movies. I watch TV for my listening practise. However, besides watching TV, I cannot do anything for listening.”

O’Malley et al. (1985, in Ellis 1994:54) argue that learners are more likely to use strategies for vocabulary learning and oral drills, while they are less likely to use strategies for listening practice. This findings match with student B’s choice of learning strategies in the above statement. He uses note-taking, doing homework which uses newspapers and textbooks, while he thinks he cannot do anything for listening, which means that he feels unable to do anything deliberately to improve his listening ability. He just watches T.V. without expecting any immediate improvement.

Besides the IELTS preparation course, student B takes a Cambridge examination course and Business English class in the afternoon lesson. Taking different lessons might be his learning strategy to maintain his motivation so as not to get bored in the school.

The following statement reveals his use of a social strategy which is defined by Dörnyei and Skehan (2003:609) as “interpersonal behaviors aimed at increasing the amount of L2 communication and practise the learner undertakes.” Student B tries to increase his exposure to English by joining the conversation with his host family, other students, his neighbours and local people whom he meets in the pubs. In the diary of August 8, 2005, he writes about the conversation he has with his host family:

“We talk over supper every evening and have a lively conversation, it lasts about one hour. However, the time I speak in the conversation is very short.”

Even though it is not easy for student B to get into their conversation, he enjoys interacting with his host family, and in the interview of September 8, 2005, he says *“It is interesting to talk with host father. He has a security related job, so he tells us interesting stories such as about a drug dealer who comes to the primary school to sell drugs.”*

In order to make use of the opportunity of learning English in Cape Town, he pays attention to the nationalities of his traveling companions when he goes for a trip. In the interview of September 8, 2005, he said:

“I have been to Knysna and West Coast National Park. It was a group of four Japanese and one Taiwanese, and a group of three Japanese and one Korean. We need to include one non-Japanese speaker, otherwise we just end up speaking Japanese.”

4.2.4 Attitude

In the diary and the interviews, student B mentions his learning experiences in Japan and in Cape Town. His comments show three factors which determine his attitude towards the learning situation, namely, the English teachers, the content of the lesson and the materials, and the other classmates. In the interview of September 8, 2005, he says that he liked his English class and English teachers when he was in school in Japan:

“English started as a new subject from junior high school. So, I decided to study properly. My mark was good because I studied hard. There was an assistant English teacher from England. He was very funny, and the Japanese English teacher was also a nice person, so I enjoyed the English class.”

This statement reveals how the preferred teachers can contribute to his positive attitude towards learning English. In the following statements he states about the type of teacher he does not like. In the diary of August 16, 2005, he complains about a boring teacher in the afternoon lesson (N.B. the afternoon class referred to here is the one he was in before the IELTS course).

“My afternoon lesson is very boring at this moment. It is a conversation lesson, especially the teacher is bad. She has been teaching us since last week, but she does not prepare anything and repeats boring questions to us. Moreover, she asks herself, what am I going to ask next? I didn't attend the lesson today.”

And in the interview of November 16, 2005, when I asked him for his impression of each level, he talked about the teacher he had had in the pre-intermediate level:

“She was fine, but I felt tired of her when she repeatedly forced a student who has a strong accent to practise English pronunciation. I changed the level while the teacher was on leave.”

Student B thinks a good teacher should have a good sense of humour and a fun, friendly personality. When he has such teachers, he becomes motivated to study hard, while when he has a boring teacher, he easily loses motivation to learn and sometimes stops attending the lesson. A similar reaction towards an unsatisfactory lesson was also found by Schumann and Schumann (1977, in Schumann 1978:175) who note that most of the learners in their study stopped studying when they encountered a teaching style they did not like. The following statements reveal that student B's attitude towards the lesson is influenced by the level of the learning materials and other students. In the diary of August 22, 2005, he writes that he feels motivated in the IELTS course:

“IELTS course has started today. I felt like I used my brain after a long time. I noticed how the morning class was easy, and I was lazy. I will study harder than before.”

He is not intimidated by the difficult content of the IELTS course, rather he is motivated and encourages himself to study harder. In the interview of November 16, 2005, he talked about the different English levels of the other students in the oral communication classes at his university:

“I was not satisfied with the oral communication class at university, because I think it was too simple. My other classmates never talk in the class. They can’t talk, so they don’t talk. However the oral communication class which I took in the first year was good, because they classified the level according to the results of the entrance examination. I was in a high level class, so my classmates were talkative.”

Overall, Student B has a positive attitude towards learning situations when teachers are interesting, when he perceives the content of the material and the lesson as difficult and when the levels of the other classmates are higher than him. This pattern is in line with the attitudinal variables suggested by Krishnan and Hoon (2002:233-235) as well as Gardner (1997:345). In the research done by Krishnan and Hoon (2002), they found that teachers, other learners and the learning activities and materials determine learners’ attitudes towards the learning situation. In particular, they say that the teachers’ personality and teaching method, and the comparison between oneself and other students who have a higher proficiency positively influences attitude and motivation.

The next discussion is about student B’s attitude towards informal learning contexts: his attitude towards his host family and their English. Throughout the diary and the interview, he mentions his host family’s English accent. In the interview of November 16, 2005, he talked about his first impression of his host family when he arrived in Cape Town and that he was shocked by their English

which had a heavy Afrikaans accent. He regretted that he had booked the host family for three months. Since he did not know he could change host families, he decided to endure the accent and tried to get used to it. In the same interview, he further talks about his experience of the Afrikaans English accent at the beginning of his stay:

“I didn’t get used to Afrikaans at home. I couldn’t understand whether they spoke in Afrikaans or English, whether they were angry or just talking. I was struggling with my host family’s English, but I didn’t have a problem at school.”

The Afrikaans English accent is a big obstacle for his learning. Even after three months of his stay in Cape Town, he still has difficulty with understanding their English accent. In the diary of August 8, 2005, and September 8, 2005, he explains how he copes with it:

“The host mother has a strong Afrikaans accent when she speaks English, so it is not easy to hear, but host father’s English accent is clearer. When I receive a phone call from her, I can understand only half of what she says, and I use imagination for the rest.”

In the interview of September 8, 2005, he made a similar comment on his host mother’s English:

“Host father speak clearly and slowly, while host mother has very strong accent. If I do not understand what she says, and if I think it is unimportant, I just leave it.”

He copes with his host mother’s English by either using “guessing” as a strategy to understand or just leaves it without understanding. Although he complains about their Afrikaans English accent, it does not mean he has a negative attitude towards them. In the diary of September 8, 2005, he writes that he likes their

family gatherings such as the birthday parties, and in the interview of November 16, 2005, he states that he misses Bo-Kaap food after moving in with another host family. Also, while staying in Cape Town longer, his attitude towards the Afrikaans English accent has changed. In the diary of August 30, 2005, he writes about a small incident which alters his attitude towards the Afrikaans English accent and reinforces his integrative motivation:

“My host mother and her sister helped me with homework today. The homework is about “punctuation”. They were eager to explain it to me, but it was very complicated. My teacher explained it to me the next day, and I understood quickly. I noticed how the teacher explains simply with simple vocabulary. This means I need to communicate with local people since I cannot always speak with teachers in my daily life. Communicating with local people will open my view, I think. However it is difficult to have an opportunity to do that. I only hear Afrikaans when I am walking in town.”

As a reaction to this incident, he simply could have blamed his host family’s Afrikaans English accent, however he takes it as his new challenge: “English is for real communication.” Now that he can understand the foreigner talk used by English teachers, he wants to learn to communicate with real English outside the language school. By the phrase “communicating with local people will open my view” he means he expects to know more about South Africa and its people through interaction with them. This statement supports findings of Tani-Fukuchi and Sakamoto (2005:339) who argue that Japanese learners who think they are changed by learning a language tend to respond that studying a foreign language helped to broaden their view of the world and gave them the opportunity to explore something other than uniquely Japanese thinking.

This anecdote also reveals student B’s acculturation (Schumann 1978). Compared to the time when he had just arrived in Cape Town, he has shown tolerance to the Afrikaans English accent, different lifestyles and become more interested in South Africans. These changes in his behaviour indicate the social distance and

psychological distance between student B and South Africans has narrowed. At this stage, he might have been in the third phrase of acculturation suggested by Brown (1987:129). In the third stage of acculturation, people start accepting the differences of the TL speaking group. As Siegel (2003:185) states, motivation is influenced by the learner's attitude towards the TL, its speakers and culture; similarly, student B's positive attitude towards South Africans also influences his motivation to learn English. The relationship between attitude and motivation will be discussed in the next section on motivation.

4.2.5 Motivation

Student B's attitude towards different learning contexts is determined by the teachers, the content of the lesson and materials and the levels of other classmates (see the section 4.2.4 on attitude), and his motivation is influenced by his attitude. For example, the following statement reveals that when he has a negative attitude towards learning, his motivation decreases. I have underlined the phrase which indicates his degree of motivation:

“My afternoon lesson is very boring at this moment. It is a conversation lesson, especially the teacher is bad. She has been teaching us since last week, but she does not prepare anything and repeats boring questions to us. Moreover, she asks herself what am I going to ask next? I didn't attend the lesson today” (Diary entry, August 15 and 16 2005).

Because of an inadequate teacher and the boring content of the lesson, he shows his lack of motivation by being absent from the lesson. On the other hand, when he faces difficulties, his motivation tends to increase. In the diary of August 22, 2005, the difficult content of the IELTS course inspires him to study hard:

“IELTS course has started today. I felt like I used my brain after a long time. I noticed how the morning class was easy, and I was lazy. I will study harder than before.”

The higher level of the content increases his motivation which is reflected in the statement, “I will study harder than before.” The following statement also reveals how the higher levels of other learners influence his motivation. In the diary of August 18, 2005, he writes about a Japanese student helping a beginner student with complicated:

“She was helping her with phoning Malaysian airlines and dealing with a bag repair shop. I thought I cannot communicate such a complicated issue over the phone. I do not have enough vocabulary. I want to achieve her level and become higher than her level at the end.”

Referring to the three motivational factors suggested by Gardner (1979:197, 2004:4): the effort, the desire and the attitude, student B’s degree of motivation is largely determined by his attitude. If he has a positive attitude towards the learning contexts, his desire to improve English become stronger and he makes more effort to achieve his goal. On the other hand, if he does not like the learning situation, he loses his motivation and makes less effort to learn.

Student B has a mixture of instrumental and integrative motivation. The following statements show his integrative motivation. He thinks that English brings opportunities to meet with different people and opens his world view. In the diary of August 9, 2005, he writes:

“It is interesting to interact with people from different countries, since it makes me think lots of things and I can see more things.”

In the diary of August 30, 2005, he writes of the necessity of acquiring real English through interaction and he expects it will open his world view by which he means obtaining knowledge about South Africa and South Africans:

“I need to communicate with local people since I cannot always speak with teachers in my daily life. Communicating with local people will open my view, I think. However it is difficult to have an opportunity to do that. I only hear Afrikaans when I am walking in town.”

The phrase “it makes me think lots of things and I can see more things” reveals his enjoyment of meeting with people through English, and “(c)ommunicating with local people will open my world view” implies that he expects he will have more such opportunities.

As for his instrumental motivation, he often refers to his need to improve his English in order to get a job after completing his degree in Japan. In the interview of September 8, 2005, when I asked him about his reasons for studying English, he responded:

“I want to get a job which requires English.”

In the same interview, he also said he always feels the pressure to raise his English level high enough to meet the company’s requirement. The above statements reveal that he has both instrumental and integrative motivation, however, since he does not show his anxiety about improving his English for communication purposes directly, it appears his instrumental motivation is relatively stronger than integrative motivation. The details of his emotional aspects will be discussed in the next section 4.2.6 of anxiety.

4.2.6 Anxiety

Overall, student B is the type of student who does not express his anxiety so much compared to the other participants in this research, and he states in the interview of September 8, 2005, that his lack of English competence does not depress him too much. However, his statements reveal his anxiety about learning English. As I noted above (section 4.2.5 on motivation), student B seems to have stronger anxiety about achieving his learning goal for employment purposes rather than for

communication. The following statement was made in the interview of September 8, 2005, when I asked him whether he feels impatient to improve his English:

“Yes. I always have pressure because I am going to start job hunting after going back to Japan. But nothing will start unless my English level reaches company’s requirement.”

In the same interview, he continued to say that the intensive content of the IELTS preparation course makes him stressed and tired:

“IELTS course is stressful and tiring. Compared with the morning lesson, I concentrate more during two hours in the afternoon. I was getting tired, so I decided to take two weeks off from morning lesson in September. I want to study in the morning by myself. I go out for drinks on weekends to reduce my stress.”

He does not use words such as “worried”, “anxious” and “depressed” to describe his anxiety, but instead, he uses words such as “stress” and “pressure”. He tends to express his feelings directly when it comes to future career and English examinations, but not his communication with people in English. The following two statements reflect his different degrees of anxiety about communication. The first statement is when he chats with his host family over supper. Student B is struggling to participate in the conversation:

“We talk over supper every night and it lasts about one hour. However, the time I speak in the conversation is very short. It is because they keep talking, and also I always think how to get into the conversation, and meanwhile the topic has changed” (Diary entry, August 8, 2005).

This statement does not reveal his anxiety when communicating in English clearly, however, compared with the next statement, his different levels of anxiety can be observed:

“I went on a date with Morgan, a student from France. But we just talked, ate, and talked, talked, talked. I felt like I was talking whole day today. I didn’t have any problem with language. She is a very interesting person. She is talkative, cheerful, positive, caring and has her own opinion. She is a nice person” (Diary entry, August 9, 2005).

Both his host family and the French student are talkative people, but student B is more relaxed and talkative when talking with the French student. Although he chats with his host family almost everyday, he still hesitates to enter the conversation. Student B has lower anxiety when talking with the French student, probably because they are talking one by one and they are both English learners.

4.2.7 Self-confidence

In the interviews, student B responded negatively to my questions, “Do you think your self-confidence in English has increased since you came to Cape Town?” and “Do you see any change in yourself while learning English in Cape Town?” When I asked him the former question in the interview of September 8, 2005, he said his self-confidence has not increased. I have underlined the phrases which indicate the levels of his self-confidence:

“I don’t think my self-confidence in English has increased... Nowadays, I think my speaking skill deteriorates, I wonder if I am speaking Japanese too often?”

To the latter question “Do you see any change in yourself while learning English in Cape Town?”, which was asked of him in the interview of November 16, 2005, he replied:

“I’m supposed to talk more fluently than before. I can understand what the teacher says, but I am still not good enough.”

It appears that student B gains confidence in the latter statement, however, he uses vague expressions such as “I’m supposed to talk” instead of affirming “I can talk...” Also even though he gives a positive evaluation of his improvement, “I can understand what the teacher says,” he then adds the negative comment, “but I am still not good enough.” Student B is likely to evaluate his English negatively, and from both statements, oral skills are a crucial measure in his assessment of his English. In the following statement, student B again evaluates his English by the proficiency of his oral skills:

“I went to the Waterfront ... On the way back, the machine didn’t accept our parking ticket. I pressed the button and talked with a person in charge. I couldn’t understand what he said through the speaker. I felt my English is not good enough” (Diary entry, August 17 2005).

Gardner (1997:346) discusses the two components which constitute self-confidence: a positive self-evaluation of one’s competence in the L2 and the absence of anxiety in learning and using the L2. Although student B tends to evaluate his English negatively, he says his lack of English competence does not depress him too much, and he does not suffer from high levels of anxiety (Interview, September 8, 2005).

4.2.8 Cultural beliefs about communication

In the interview on November 16, 2005, he states that his teacher calls him a “listening specialist” because he is quiet in class. His statements in his diary reveal reasons as to why he does not talk so much in class. In his diary, he gives his impression of the classroom behaviours of African and Saudi students. In the diary of August 10, 2005, he writes:

“Saudi students occupied the afternoon lesson today. The topic of the conversation was the Middle East: Iraq war, Bin Laden, Al-Qaida, Palestine, etc. I couldn’t follow them at all. It is not only because of my lack of knowledge and English vocabulary, but also I can’t be so passionate as they are.”

And in the diary of September 9, 2005, he says African students are talkative:

“I saw a presentation of the pre-intermediate class today. I think the African people are better at talking. Their presentation was like a comedy show or drama, although they were just talking. I can’t speak that long, especially when I am sober. Don’t get me wrong, but I think I am unable to speak about something unimportant or nonsensical even in a presentation.”

His impressions are that Africans “talk nonsense for a long time” and that Saudis are “so passionate.” According to Miyakoshi (1997) who investigated Japanese female college students in an ESL class in the U.S., Japanese people are taught that “the person who asserts her/his opinion is selfish”, and Heijima (1994:120) also states that Japanese believe that it is a virtue “not to speak something unnecessarily” and “not to speak a lot in front of others.” Student B is not only shy but he is taciturn, and speaking a lot of nonsense might be against his belief about communication.

4.2.9 Conclusion

Student B liked English when he was in junior and senior high school in Japan, and continues to study English as a major subject at university. He believes that a student of a foreign language university should be fluent in English. This learning belief is reflected in his learning goal of improving his oral skills. However, he tends to express his anxiety about learning progress in order to get a job directly using words such as “stress” and “pressure”, but not about communication with English-speaking people. Although he does not claim strong anxiety, he has low self-confidence and negatively evaluates his own English.

He uses several learning strategies including social strategies (e.g. have a chat with his host family), cognitive strategies (e.g. note-taking) as well as using daily materials (e.g. watching TV, reading newspapers). He enjoys the talking with the host family everyday, but he struggles with their Afrikaans English accent. He copes with it by ignoring unimportant messages. Eventually, he shows his tolerance to the accent and wishes to know more about the local South Africans expecting it will broaden his world view, which indicates his acculturation.

A significant correlation between his attitude and motivation is seen in his data. Student B tends to have positive attitude towards learning contexts when he has good teachers, and when the levels of the learning materials and the other students are high. When he is in such situations, he becomes motivated to study harder. Contrary, when he is not satisfied with learning contexts, such as when he has an inadequate teacher, lower levels of other classmates, he easily loses his motivation to learn.

4.3 Student C

4.3.1 Background

Student C is a 23 year old male. He is a student at a university in Chiba prefecture which is located in the vicinity of Tokyo. He lived in Saitama prefecture until he went to university.

He started learning English when he was thirteen years old, in the first grade of junior high school. Since he was not interested in studying, he was increasingly absent from school and eventually, stopped going to school. Therefore, his knowledge of English was very basic. Instead of going to school, he formed a group who imitated gangsters from the United States and listened to Hip Hop. However he was interested in neither their lyrics nor English. He continued this life until he was seventeen years old.



Besides Hip Hop, he likes to go snowboarding. In order to practise snowboarding, he went to New Zealand for three months when he was fifteen, and to Canada for a month when he was sixteen. Since he went with a tour group, he did not have to communicate with locals in these countries in English.

When he was eighteen, he read a book and it changed his life. The book was about the author who ran an oil company in the States. He was impressed with the book and started dreaming about setting up his own business and expanding it overseas. At the same time he started thinking about his future career. Although he wanted to have a white collar job, he had no academic qualifications. He thought if he learnt English, he would be able to have such a job.

He started working as a building contractor and spent six months saving money to go to the States. He had an acquaintance in Upper West, Manhattan, so he stayed with her. Even though he could not understand English, with some help, he went out clubbing at night and watched musicals by himself. He was planning to go to an English language school after a while, but two weeks after his arrival, 9/11 happened. The World Trade Center was only 15 minutes away from where he was staying. He went to see the tower when the plane crashed into it. The area was full of smoke and he saw many people falling from the building like a waterfall. A police man ran towards to him saying “Hurry up! Hurry up!” and when he looked at the tower, it started collapsing. So, he also ran away. Because of this incident, he decided to go back to Japan. After he went home, he realised he should study if he wanted to progress. He decided to go to university.

Since he had not gone to high school, he had to study nine subjects for the University Entrance Qualification Examination. Although English was one of the subjects, he excluded it, because if he chose English, he was less likely to pass the examination. When he was 20, he entered university in the Chiba prefecture.

His major is policy intelligence which includes a wide range of fields from politics to economy. English is not directly related to this field, but there are

English classes, which mainly focus on listening skills in preparation for English examinations such as TOEIC (Test of English for International Communication).

He decided to study English overseas between the third and fourth year of his studies. Since he had already been to the States, Canada and New Zealand, he thought the choice should be either England or South Africa. Since he likes to go surfing, he chose South Africa. He arrived in Cape Town on 22 May, 2005.

In the first two months, he was staying with a host family in Bo-Kaap which is the same area as student B stayed. The family consisted of parents, their son and a daughter. It was a quiet house and they seldom talked after supper, but he did not mind. His language school was in Long Street. He started from the elementary level where he stayed for two months, then moved to the pre-intermediate level.

Student C has a different educational background to the other participants in this research. Through his diary and interviews, I received the impression that he is relaxed about learning English. He generally has a positive self-evaluation of his English proficiency and his anxiety is low. In the interview of September 8, 2005, he said he does not like to complain about problems because he believes if he does not like something, he should change it. Complaining is a waste of time. Therefore he did not speak about his problems and anxieties until the last interview held in December 2005. Student C is a motivated learner with strong integrative motivation. Although his initial motivation was instrumental, while meeting with different people in Cape Town, his integrative motivation became stronger and it also influenced his beliefs and behaviour about communication.

The following data is based on the diary and two interviews. The diary was kept between the beginning of August and the end of September 2005, while keeping the diary, I occasionally visited him at his language school and read his diary. The first interview was held in September 8, 2005, and the second interview was held in December 19, 2005, as a follow up. All the data was collected in Japanese, then translated into English.

4.3.2 Language learning goal

Overall, student C wishes to develop his oral skills regardless of the type of motivation to learn English. When I asked him about his language learning goal in the interview of September 8, 2005, he replied:

“My goal is to be able to speak English. However I don’t know which level I must achieve before I can say “I can speak English.”

When he decided to study English for getting a job, he went to New York to learn English, but he excluded English from the subjects of the University Entrance Qualification Examination as the syllabus is mainly English grammar and vocabulary, and he feared he would not do well and would therefore not pass the examination. This indicates that he is not interested in studying English as a school subject, but rather for communication. He also states in the interviews of September 8, and December 19, 2005, that he does not have a plan to take English examinations. In particular, the statement made in the interview of December 19, 2005, shows his desire to learn English for communication:

“...it is important for me to go to Roppongi and make friends with foreigners after going back to Japan” (Roppongi is an area in Tokyo where many foreigners work and socialise at night).

And in the same interview, he says

“It (English) is a tool for communication, especially to obtain the knowledge and the way of thinking of people from different cultures.”

While staying in Cape Town, his integrative motivation became stronger and his beliefs about learning English for communication were reinforced (see section 4.3.5 on motivation). His language learning goal reflects his integrative motivation and his choice of learning strategies, which will be discussed in the following section.

4.3.3 Learning strategy

His learning goal, namely to improve his oral skills, and his learning belief that English is for communication influences his choice of learning strategies. The following statement reveals his approach to vocabulary, grammar and composition:

“I take notes of new vocabulary at school. At home, I write down grammar from the text book which is written in Japanese and create my own sentences using the new vocabulary. I review the notebook when I have time such as when I am on a minibus. If I speak the new word in the lesson, the teacher will use the word repeatedly, so that I can learn the pronunciation. This is how I study in Cape Town. I’m impressed with myself” (Diary entry, September 5, 2005).

In this diary entry, four learning strategies which are suggested by O’Malley and Chamot (1987, in Ellis 1994:537-538) can be observed. Student C takes note of new vocabulary (note-taking) and studies grammar in a text written in Japanese (translation). Then he practises the sentence using the new vocabulary and grammar before he uses it in class (advance preparation, repetition). Since his initial learning goal is to improve his oral skills, he tries to use the vocabulary and grammar that he has learned for communication.

Student C also speaks to local South Africans spontaneously in order to increase his exposure to English, which is recognised as a “social strategy” (Dörnyei & Skehan 2003:609). The following statements reveal his effort to communicate with local people. The first anecdote is about when he meets local people on the beach. I have underlined his deliberate action:

“...when I was getting dressed after surfing, coloured girls talked to me. I thought I should talk long whatever the topic. I asked them if they know any good restaurants. They replied “yes”. We decided to go there together next time” (Diary entry, August 23, 2005).

The following comment from the interview of September 8, 2005, also shows similar behaviour:

“I do not make an effort to speak with everyone, but I try to speak with local South Africans as long as I can.”

Gardner (1990:498) views active participation in class as a learning strategy. Although it is in an informal contexts, student C’s active participation in conversation with locals can be regarded as a learning strategy.

Student C’s highest priority is improving his oral skills, therefore both in formal and informal learning contexts, he focusses on these skills. In formal contexts, even when he studies vocabulary and grammar, he combines them with speaking practise. In informal contexts, he makes an effort to increase the amount of interaction by talking with local people spontaneously whatever the topic.

4.3.4 Attitude

Student C has a positive attitude in most situations. Probably it is because he believes he can change a situation which he does not like. In this section, I will discuss his attitude towards both formal and informal learning contexts including his attitude towards South Africans and communicating in English. Also I will describe how his attitude is reinforced, maintained and changed by his experiences.

He has a positive attitude towards language classrooms in Cape Town. In the interview of December 19, 2005, I asked him about his impression of each level at the language school. I have underlined the phrases which indicate his positive attitude:

“In the elementary class, I enjoyed it. Although my level of speaking skill was not good enough for conversation, I was touched by communicating with other people. The pre-intermediate level was enjoyable and the content of the lesson was more intellectual. I felt like I’m learning English. Since we started debating in class, the chance to express my opinions increased. In the intermediate level, I often think “(n)ow I can speak English better.” Grammar becomes more detailed and we play games using it. I enjoy the class.”

He has enjoyed himself at all levels. Comments such as “I enjoy the class” indicates his positive attitude towards the classroom, “I was touched by communicating with other people” shows his positive attitude towards communication in English, “the chance to express my opinion increased” implies his willingness to communicate and “(n)ow I can speak English better” reveals his positive evaluation of his learning progress.

Not only has he a positive disposition, his attitude is also reinforced by experience and maintained by his effort. In the diary of August 8, 2005, he writes about an anecdote at a garage, which reveals his tolerance of the different ways of doing business between South Africa and Japan:

“The car brake was broken, so I took it to the workshop. They said “it will be done by 1:30pm”, so I went there at 2:00pm. Then they told me to wait until 3:30pm, so I went back there at 4:00pm. They told me to come back on Wednesday. Even when I rent this car, they delayed three days. Garages in this country are lazy. But I will forgive them because it is South Africa.”

Student C experiences cultural differences when dealing with the garage. However, he tries to accept the different ways of doing business and maintains a positive attitude towards South African garages by forgiving them. This integration pattern is considered as “acculturation” defined by Schumann (1978:165) as “L2 group keeps their own lifestyle and values while accepting the one of TL group.”

While student C is staying in Cape Town, he has met many people both in and outside the school. His statements in the diary and the interviews reveal that he enjoys meeting with people from different countries and they influence his beliefs about communication. In the diary of August 10, 2005, he writes about his enjoyment of meeting with students from different countries at the language school:

“Since I started going to the language school, I have had opportunities to speak to people from different countries where I have never been before. I really enjoy it. I spoke with a person from Madagascar for the first time in my life today. So far, I think Brazilians and Russians are the most fun to talk with, while Saudi men and Germans are boring. But they can also be funny sometimes.”

In the interview of December 19, 2005, he also mentions his experience of meeting with a lady who influenced his belief about communication:

“Communicating with people from different countries has made me interested in people. I have come to care about others while having conversations, and try to make them happy. I never thought like that in Japan. This is the influence from a lesbian lady I met in Cape Town. She always tries to entertain people, and how she does it is very natural. I have met some people who try to do the same thing, but it was unnatural.”

Through learning English in Cape Town, student C experiences cultural differences and meeting with new people. In order to adapt himself to a new cultural norm, he tries to maintain his positive attitude towards South Africans, and his good experience with people reinforces his attitude towards English and English learning, also it influences his beliefs about communication. Tani-Fukuchi and Sakamoto (2005:339) state that Japanese language learners tend to think that learning a foreign language will open their world view and give them the opportunity to explore new ways of thinking. Student C’s thoughts and

behaviour are also influenced by his new experiences in Cape Town. In the next section of motivation, I will discuss how his attitude reflects his motivation.

4.3.5 Motivation

Student C decided to learn English when he was eighteen in order to get a white collar job and to set up his own company and expand it overseas. His initial motivation for learning was instrumental. However, while he is learning English in Cape Town, he found it interesting to communicate with people (see section 4.3.4 on attitude), and his integrative motivation seems to have been stronger. He makes comments that reveal his positive attitudes towards communication with people in English, such as “since I started going to the language school, I have had opportunities to speak to people from different countries where I have never been before. I really enjoy it” (Diary entry, August 10, 2005), “(c)ommunicating with people from different countries has made me interested in people” (Interview, December 19, 2005), and “it is important for me to go to Roppongi and make friends with foreigners after going back to Japan” (Interview, December 19, 2005). The following statements also show his integrative motivation. In the interview of December 19, 2005, when I asked him “what is English to you?”, he replied:

“It is a tool for communication, especially to obtain the knowledge and the way of thinking of people from different cultures.”

In the same interview, I asked him “you really enjoy meeting with people, don’t you?” and he said:

“I enjoy meeting with people from overseas because they are more relaxed compared with Japanese people.”

He enjoys meeting with new people and he is interested in getting to know their culture and way of thinking. He also likes the characteristics of non-Japanese people. He thinks compared to Japanese, they are more relaxed. In the interview

of September 8, 2005, he describes South Africans as “honest with themselves, friendly and not pretentious.”

Student C is a motivated learner. His learning behaviours reflect three motivational factors suggested by Gardner (1979:197, 2004:4): the effort a learner makes, the desire to learn and the enjoyment of learning a language. Student C makes an effort such as attempting to increase the amount of interaction in English with local South Africans and other students, and he uses various learning strategies (see section 4.3.3 on learning strategy). He has a strong desire to improve his English especially for integrative purposes, and he enjoys both the English classes and communicating with people in English outside the school (see section 4.3.4 on attitude).

4.3.6 Anxiety

Student C does not talk about his anxiety openly; however, his data reveals his different levels of anxiety at different stages. In the interview of September 8, 2005, he says that he does not feel nervous about communicating with people in English:

“My host family have Bo-Kaap accent. But I didn’t have any problem with that. I often asked them to repeat, but I didn’t feel bad about that.”

And

“I can understand what local people are talking about nowadays. Even if I don’t understand people, it does not make me feel stressed.”

In the same interview, he also mentions that he is not worried about his learning progress:

“I do not feel pressure to achieve my language goal.”

The above statements indicate that student C does not have strong anxiety about communicating and learning English. In contrast to these statements, in the last

interview held in December 19, 2005, when I asked him “do you feel embarrassed when you make English mistakes?” he talked about his uneasy feeling when talking with native English speakers. I have underlined the phrase which indicates his anxiety:

“I don’t feel anything because I don’t notice when I make English mistakes, but it is irritating when what I say is not understood. But if I keep smiling, I can communicate somehow ...I often feel bad when I can’t follow local people’s conversation. I tried to get into the conversation, but I don’t feel comfortable. I just keep quiet.”

During some interactions with local South Africans, he experiences irritation, bad feelings and discomfort because he is not fully functional in English: he is not understood by people, he cannot understand others and he cannot express himself freely. The feeling of dysfunctionality in a L2 speaking situation is called “language shock” by Schumann and Schumann (1977, in Hilleson 1996:250). However, it is not clear whether he only experienced these feelings at this stage (December 2005) or whether he did not want to talk about them in the earlier diary entries and the interviews.

The following statements reveal student C feels less anxiety when speaking with other foreign students than when speaking with local South Africans. In the diary of September 8, 2005, he wrote that he talks more with other students than with local people whom he met through surfing:

“I go surfing four times a week. I got to know five or six local surfers, and speak with them. But we only talk about waves. Talking with other students from the language school contributes more to my speaking practise than speaking with local people.”

The next statement also reflects the ease he feels when talking with other students:

“I went to see a Tap dance show with Jane (a student from Taiwan)...Jane and I can only use the present simple, past simple and present perfect, we talked for many hours. It is strange. I enjoyed the show” (Diary entry, August 6, 2005).

He feels relaxed when talking with other learners and becomes talkative, therefore he thinks that talking with other learners contributes more to his speaking practise. From these statements, it appears he has less anxiety with other learners, probably because he has more in common with them and they have similar levels of English to him. The last statement shows that a non-language related issue can also be a cause of anxiety. In the interview of September 8, 2005, he says that his motivation decreased when he got sick:

“I was feeling reluctant to study around this time (beginning of September), maybe because I had a cold. I get a cold once a month these past two years. I have become anxious about my health since I came to Cape Town. This anxiety has made me reluctant to study.”

This anxiety is not directly related to language issues, but it influences his motivation to learn. His health would probably not have caused him anxiety if he were in Japan, which indicates that even a small problem, such as getting a cold, can be a trigger of anxiety in a new environment.

4.3.7 Self-confidence

Clément et al. (1985, in Gardner and Clément 1990:503) state that self-confidence consists of two components: positive self-evaluation of one’s competence in the L2 and the absence of anxiety in learning and using the L2. Overall, student C tends to evaluate his oral communication skills and learning progress positively compared to other participants in this research. In the interview of September 8,

2005, when I asked him “Has your self-confidence increased?”, he responded as follows:

“At least I can communicate with people. I think that I can speak English more or less. When I talk with people sometimes in a nightclub, I talk about karate, surfing and girls. But I can’t communicate on the phone”

He gives both positive and negative self-evaluations of his communication skills; nevertheless, there are no signs of anxiety in words such as “nervous” or “anxious”. He assesses his communication skills positively again in the following statement:

“Since we started debating in class, the chance to express my opinions increased. In the intermediate level, I often think “Now I can speak English better” (Interview, December 19, 2005).

The next discussion is about his different levels of self-confidence in different situations. The first comment was made in the interview of September 2005:

“I can understand what local people are talking about nowadays. Even if I don’t understand people, it does not make me feel stressed”

In this statement, he evaluates his listening skills positively, and shows his low levels of anxiety, that is to say he has self-confidence in his communicative ability. In contrast to this, the next statement which was held three months after this interview reveals his lower self-confidence and higher anxiety:

“...but it is irritating when what I say is not understood...often feel bad when I can’t follow local people’s conversation. I tried to get into the conversation, but I don’t feel comfortable. I just keep quiet” (Interview, December 19, 2005).

Compared to students D and E whose self-confidence increased as they stayed in Cape Town longer, it appears student C loses some of his confidence later in his stay. Again, it is not clear whether he felt anxious at this stage, or whether he merely did not wish to talk about his anxieties in the early data collection.

One of the characteristics of student C throughout the diary and the interviews is that he never compares himself with other students nor expresses feelings pressured by his language learning goals. Probably he is the type of person who has a positive self-image and realistic expectations of himself, so he is less anxious about what he can achieve.

4.3.8 Cultural beliefs about communication

Although student C tries to talk with local South Africans as much as he can and enjoys interacting with people in English, he criticised a French student for talking too much:

“Morgan talks a lot, rather she is noisy for me. We were talking about French culture at my place until 5am. What I noticed was French people keep talking about things which are unimportant to me” (Dairy entry, September 10, 2005).

Similar observations were made by student A and B as well. On seeing the classroom behaviours of Arab and European students, Student A said “Japanese people think it is rude to only talk about oneself”, Student B’s impression of African students was, “I am unable to speak something unimportant or nonsense...” All these three students feel “talking a lot about something unnecessary is not good.” Note, however, that student B enjoyed talking with the same French student (see section 4.2.6 on student B’s anxiety).

Miyakoshi (1997) cites two communicative characteristics of Japanese people. She says that Japanese people do not make small talk with strangers and that they tend to prioritise “what other people are thinking” in communication (Miyakoshi 1997:48). These three students in this research also choose conversation topics not

by what they want to talk about, but by what they think other people want to know. They are aware of cultural differences with respect to communication between students from other countries and themselves.

4.3.9 Conclusion

Student C's main language learning goal is to improve his oral skills. This is reflected in his choice of learning strategies. He chooses learning strategies which contribute to improving his speaking skills. His initial motivation to learn English was instrumental: to set up his own company, but his integrative motivation: desire to make friends with foreigners, became stronger while he is staying in Cape Town. Regardless of the types of motivation, his language learning goal is to improve his oral skills. This reveals his belief that "English is for communication."

Overall, he has a positive self-image and attitude towards communicating in English both in informal and formal learning contexts. In informal contexts, he enjoys meeting with people through English and good experiences reinforce his attitude towards learning English and the English language. In formal learning contexts, he evaluates his learning progress positively and enjoys all the levels he is in. His positive self-evaluation of his English and relatively lower levels of anxiety indicate a high level of self-confidence. Nevertheless at a later stage, his anxiety about communicating with native English speakers becomes more apparent.

Student C is a motivated learner. He enjoys talking with people in English, and since he wants to improve his oral skills, he makes an effort to speak with them. He also shows tolerance towards the cultural difference in South Africa. In this respect, he is acculturating to the new environment.

4.4 Student D

4.4.1 Background

Student D is a 28 year old female from Nara prefecture which is located in the western part of Japan. She was learning English for six years in junior high school and high school as a compulsory subject. In both schools, the lessons mainly focussed on grammar, and students studied English for the purpose of passing entrance examinations. However, student D had the opportunity to meet with foreigners at home since her mother is interested in cross cultural interactions and accommodated foreign students at their home sometimes.

She left her hometown when she was eighteen and moved to Hokkaido to study physical chemistry at a university. She continued to study for a master's degree in the same field. She read some English textbooks and wrote her thesis in English, but she seldom had a chance to speak it.

After completing her degree, she started working for a company in Tokyo as a computer programmer specialised in the data base system. Even though she had a busy life, she made time to learn English conversation from a native English speaker at a private institution for an hour a week. She attended these lessons for a year, until just before she left for Cape Town.

She worked for the company for three years and became tired from long hours of hard work. She began dreaming about learning English and making friends with foreigners. She resigned from her job and arrived in Cape Town at the end of November 2003.

She attended a language school in the city centre of Cape Town. On her first day, she took a classified test and her grammar was the upper-intermediate level. However, because of her speaking ability, she started with the intermediate level. She was in that class for three months, until March 2004. Besides her language school, she started taking private lessons twice a week from January 2004. The

lessons were held in a café in the city centre and it was taught by a teacher whom she got to know through her other Japanese friends. Her private teacher not only taught her English, but was good company for her in her private time.

She stayed with a host family in Tamboerskloof, an area at the foot of Table Mountain, which the language school had allocated to her. Her host family consisted of a host father and mother. Her host father is British and her host mother is South African. They have some students from other language schools in town.

Student D's main goal is to improve her oral skills and vocabulary development. Her learning goals change depending on her perception of her own weakness. Since she believes that natural interaction contributes more to improving oral skills, she tries to socialise with people and expose herself to real English as much as she can.

In the diary and the interviews, she mentions her anxiety about different things: for example, she is impatient with memorising vocabulary, she feels inferior when she cannot communicate well with English speaking people and when she perceives people look down on her because she is Asian. Towards the end of her stay in Cape Town, she gained confidence in communication, but her "Asian complex" still remained.

The following data analysis is based on the diary which was kept for two months: between April and June 2004, and interviews which were held during this period and after she had finished keeping the diary in August 2004. Written interchanges between the researcher and the participant were also done in the diary. During the diary keeping, I occasionally visited her at school and outside the school in order to read the diary and make her feel comfortable with the research process.

4.4.2 Language learning goal

Some of her statements in the diary and interviews reveal her initial learning goal which is to improve her oral skills and vocabulary. For example, in the interview of June 2004, when I asked her what is English to her?, she replied “it is for communication”. And in the diaries, she often mentions her concern over vocabulary development, as well as her oral skills. I have underlined where she mentions these skills:

“I felt pressure because there are still many words which I do not know. My problem is speaking, listening and vocabulary. The number of vocabulary in the word book has increased, but I cannot remember all of them” (Diary entry, April 26 2004).

In the diary entry of May 10, 2004, she worries about forgetting the new vocabulary:

“I went to school after holiday. It was painful that I have forgotten more vocabulary than I thought” (Diary entry, May 10, 2004).

The phrases “I felt pressure” and “It was painful...” indicate that she becomes anxious when it comes to memorising vocabulary. She wants to remember vocabulary as much as she can and she is disappointed when she forgets some of them. These statements reveal she believes knowing a lot of vocabulary contributes to improving her English. At time same time, it indicates that she has low tolerance of ambiguity regarding memorising vocabulary (Larsen-Freeman & Long 1991:191).

The following statements reveal that student D’s language learning goals change from time to time depending on her perceived weakness in skills. For example, in the diary of May 19, 2004, she writes that her learning goal changed because she thinks that she has achieved her initial goal:

“I am thinking of the importance of focussing on my speaking ability. I focussed on listening before because I thought without understanding, I cannot establish the conversation. But now I think “I need to say my opinion clearly, otherwise the conversation will stop.” I wonder if it is a sign of improvement.”

Once she feels her listening has improved, she shifts her goals to improving her communication skills such as how to maintain the conversation and express her opinion to people clearly. She thinks that being able to listen and understand the message is essential to establish the conversation. This learning process, passing first through a “silent period” before beginning to speak the language, may be related to Krashen’s input hypothesis (1987:38) that learners acquire a language through understanding the message.

Similarly, her learning goal changes again when she moves from the intermediate level to the upper-intermediate level:

“In the intermediate level, speaking was a problem, but in the upper-intermediate level, grammar is a problem” (Interview, August 2004).

These two statements show the flow of her learning goals. In the diary of May 19, 2004, her initial goal shifted from listening to speaking, then her learning goal changed from speaking to grammar. Her learning goal keeps changing even after she finished keeping the diary because in the interview of August 2004, she talks about her new learning goal triggered by her experience of an overland tour she made in July 2004:

“I was exposed to different Englishes while travelling. I felt pronunciation is very important. I decided to focus on pronunciation in my private lesson.”

Student D sets her goal when she feels a weakness in a particular skill. Overall, her learning goal is related to oral skills, vocabulary and grammar, but she has never mentioned that she wants to improve her writing skill.

4.4.3 Learning strategy

Student D uses several learning strategies. In the diary at the end of April, 2004, she writes about how she studies. This statement reveals the relationship between her learning goal and her choice of learning strategies, and her belief about English learning:

“I always write down new words and phrases in my word book. I listen to the radio and a listening practise tape which was made by my teacher on the way to and from school. If native English speakers ask me to hang out, I force myself to join them. I am not comfortable with them for the first time, but I get used to them from the second time. Talking with other students helps to practise speaking English and I learn some new vocabulary. So, I talk to other students pretending to be a nice person. Since the textbook of the upper-intermediate level is difficult, I try to read the textbook as well. I imitate the way of native speakers and my friends talking.”

Since student D’s major learning goal is to improve her oral skills and develop her vocabulary (see section 4.4.2 on Language learning goal), she tends to use more learning strategies when learning these skills than other skills such as reading and writing. She emphasises her effort by speaking with other students and English speakers deliberately, and in the conversation she learns vocabulary and imitates how they speak. This learning behaviour is called social strategies by O’Malley and Chamot (1987, in Ellis 1994:538). Her choice of social strategies reflects her belief about language learning that learning in informal contexts contributes significantly to her learning. This learning belief is discussed in the next section 4.4.4 on attitude.

4.4.4 Attitude

In this section, I would like to discuss student D’s attitude towards informal and formal learning contexts, which reveal her belief about English learning, namely that learning English in natural contexts is more useful than studying. The following statements show her positive attitude towards informal learning

contexts. The first statement is when a man from England came to stay at her host family's house. I underlined the phrase which shows her belief:

“...I learned a new word from him, “rat ass”. I could not find this word in the dictionary. It is better to learn slang from a native speaker than a dictionary” (Diary entry, May 6, 2004).

A similar belief is also found in the next statement, when she met a South African kick boxer who is famous in Japan. I have underlined the phrase which indicate her learning belief:

“I met Mike Bernard today. I was so excited. His Japanese was very good, so I asked him when he is coming to Japan in normal Japanese. He replied “sixteenth of next month” correctly. His level of Japanese is high compared to other people who speak Japanese in Cape Town. I thought if someone comes to Japan frequently and interacts with many people, it causes them to learn normal conversation. Or maybe he is studying very hard in fact” (Diary entry, May 22, 2004).

Based on her belief, she tries to learn English through interacting with other students or local South Africans (see section 4.4.3 on Learning strategy). Here is an anecdote which reinforces her belief about learning English in informal contexts:

“I met my private teacher's friends today... They are leaving for the UK tomorrow, so I'm sad. I couldn't understand what they said when I met them for the first time, but after spending two or three days together with them, I noticed that my listening improved a lot. I appreciate them because usually I can understand the teacher's clear accent, but not the ones of local people.”

She felt her listening skill improved through spending time with her private teacher's friends. This incident strengthens her belief that learning English in the

natural contexts contributes more to her English than learning in classroom. Ellis (1994:215) also comments that learners who are learning a L2 in informal contexts tend to be successful, that is why the home stay programme is popular.

The next discussion is about student D's attitude towards English teachers. Gardner (1997:345) and Krishnan & Hoon (2003:233) argue that learners' attitudes towards the learning situation are influenced by their impression of their teachers and the learning material. In particular, Krishnan and Hoon (2003:233) believe that the teacher's personality and teaching method is one of the most important determinants. The following statements reveal the type of teacher and teaching method student D prefers. In the diary of April 19, 2004, she talks about a substitute teacher in her class:

“My teacher is coming back from holiday next week, but I liked the substitute teacher, so it is a pity. I am hoping that she will teach me again (the teacher corrects my grammatical and pronunciation mistakes over and over while I am talking. This helps me know what type of mistakes I tend to make).”

She likes the teacher because how she teaches matches with her preferred learning style. The next statement refers to teacher's personality. When I asked her who she feels most comfortable to talk with, she responded that she finds it easier to talk with her private teacher:

“I find it easier to speak with my private teacher. Maybe just because he is good at letting people talk, or his character is not like a teacher or maybe I do not categorise the lesson like studying in language school. Whatever I say, he understands me. It makes me not worry and talk about anything I want”

(Diary entry, May 19, 2004).

She likes teachers who correct her every time she makes a mistake, and those who are relaxed and respect her regardless of her English. Good teachers also influence her motivation to learn: student D is eager to correct her English mistakes and the

relaxed personality of the teacher encourages her to speak more. Similar statements were made by student B who said that he liked his English teachers because they were funny and nice people.

4.4.5 Motivation

Student D has both integrative and instrumental motivation. As for instrumental motivation, she wishes to get an English related job, especially she wants to become a tour guide in the future:

“I want to study tourism at a college at this moment. I don’t know if it will be a tour for foreigners in Japan or overseas tour for Japanese. My English is not good enough, but I will make it for sure” (Diary entry, April 23, 2004).

Four months later from this diary entry, in the interview of August 2004, she said that she wishes to make friends with foreigners as well as get a job for which English is required:

“I want to get a job for which I use English. I like English. As I’m learning English in Cape Town, I should use it in the future. I also want to make friends with foreigners.”

Even before she came to Cape Town, she was dreaming about making friends with foreigners (see section 4.4.1 on Background), it appears that she has relatively the same degree of integrative and instrumental motivation.

Regardless of the type of motivation she has, she is a motivated learner. This can be proved by assessing her behaviour against the three components which measure learner’s motivation suggested by Gardner (1979:197; 2004:4): the effort a learner makes towards achievement, the desire of achieving learning goals, and the enjoyment of learning L2. Student D makes an effort to improve her English by using various learning strategies and trying to expose herself to English in daily life (see section 4.4.3 on Learning strategy). She also enjoys

learning English and especially her motivation increases when she has good teachers (see section 4.4.4 on Attitude). On the other hand, the following statements reveal some issues which hinder her effort to speak English. In the diary of end of April 2004, she writes:

“I try to speak always. But I cannot find a topic to talk about and I don’t know how to make a good response to make a conversation interesting. I don’t like myself talking faltering English, and people might think how I speak is annoying.”

Her lacks of conversational topics and faltering communication skills are obstacles which impede her efforts to speak English with people. Moreover, these obstacles trigger her anxiety, and she has negative image of herself when talking poor English. The next statement reveals a living environment can influence her motivation to speak English:

“Recently I feel blue when I go home to my host family’s house. I think my host family is perfect and I don’t have any problems with them. Maybe because I got used to living alone, so staying with so many people in a house makes me tired. This makes me feel tired of speaking English also. But I am not so serious, so I’ll be fine soon” (Diary entry, May 21, 2004).

She feels tired from sharing a house with people, since it is a different lifestyle to the one she had in Japan. This feeling of tiredness reduces her motivation to speak English. Although the home stay programme gives exposure to daily English, the disadvantage of the programme is people have to stay with others regardless of the background. The last statement in this section reveals another cause which makes her feel tired:

“If I think I must speak, it makes me more tired” (Diary entry, April 25, 2004).

Since she has a strong desire to improve her oral skills, she forces herself to speak even though she does not feel like doing so, which turns out to have a negative effect. Similar observation is made in student A (see the section 4.1.6 on student A's anxiety) that she feels tired by her anxiety and studying hard because she is highly motivated to achieve her goal.

4.4.6 Anxiety

Student D's anxiety is affected by several factors. The first discussion in this section is about the types of interlocutors and situations which influences her anxiety. In the diary, she mentioned two English native speakers whom she is comfortable talking with. The first person is her private teacher. In the diary of May 8, 2004, she says:

“I find it easier to speak with my private teacher. Maybe just because he is good at letting people talk, or his character is not like a teacher or maybe I do not categorise the lesson like studying in language school. Whatever I say, he understands me. It makes me not worry and talk about anything I want”

The second statement is about a South African woman who used to teach English in Japan, and who is familiar with Japanese people. In the diary of June 6, 2004, she writes:

“I met my friend. She has been teaching English in Hokkaido for three years. She has a sense of humour and speaks very fast. But she knows the feature of Japanese people's English, so she helps me sometimes. I feel easy speaking with her.”

Student D feels comfortable talking with people who are open to her and willing to understand her. A similar observation is made by student A as well (see section 4.1.7 on student A's self-confidence), in that she feels more confident in speaking when her interlocutors are friendly. In the diary of May 8, 2004, she writes that

she can communicate better when speaking with a small number of people, and I asked her why this is so:

“It is because I can be either listener or speaker, so the conversation does not get interrupted. I can make my own pace of conversation. I might talk in a faltering manner, but eventually I start talking smoothly, I do not have to think in Japanese after ten minutes. If it is a small number of people, it is easier to catch their accent, so they do not feel tired of being asked to repeat by me. It is easier for me to find a chance to talk” (Diary entry, May 2004).

On the other hand, the next statement is about the situation which increases her anxiety. In the diary of April 25, 2004, she writes about an occasion when she met her private teacher’s friends:

“My private teacher and I went to his friend’s braai in Somerset West. I couldn’t speak well since I had a cold and I felt different. I felt sad that I couldn’t hear what people said well. I wonder if I have neglected to listen to the radio recently? I felt very inferior. If I think I must speak, it makes me more tired” (Diary entry, April 25, 2004).

Overall, she feels comfortable talking English, when she is with people she knows and it is a small group. Both statements reveal that she becomes anxious when she cannot communicate with people well in English. In the first statement, she feels “bad” to ask people to repeat when she does not understand, in the second statement, she feels “sad”, “inferior” and “tired”. As she also mentions in the diary at the end of April, “I don’t like myself talking faltering English, and people might think how I speak is annoying”, she has a negative self-image when she thinks she talks poor English. This statement also shows that non-language related issues such as having a cold also influence her oral fluency, a similar comment to that made by student C that he felt anxious when he got sick, and it reduced his motivation to learn (see section 4.3.6 on student C’s anxiety).

Student D also claims that she feels inferior because she is Asian as indicated in the following quotations. It seems that the reaction of the waiter and waitresses in a café and nightclubs make her think that she is looked down on by them because she is Asian. In the diary entry around the end of April 2004, she mentions her experience in a café:

“I still think that people ignore me because I am Asian. I think they think I can’t speak English. I feel inferior. In a café, when I say “excuse me” a waitress/waiter explains it to my friend sitting next to me. I feel offended.”

In the diary of May 29, 2004, she makes a similar statement again:

“Since I have an Asian face, I feel people look down on me in a night club, but there might be a merit that people remember me.”

She thinks that people think Asian people cannot speak English and they look down on her. Her Asian complex still remains after she said her self-confidence in communication had increased. In the interview in June, she again says “*I often think people look down on me because I am Asian.*”

4.4.7 Self-confidence

Clément et al. (1985, in Gardner & Clément 1990:503) argue that self-confidence consists of a combination of positive self-evaluation of one’s competence in the L2 and the absence of anxiety. Although student D shows relatively high anxiety compared to other participants in this research (see section 4.4.6 on anxiety), as she is staying in Cape Town longer, her self-confidence seems to have increased. When I asked her if she had noticed some change in her behaviour while learning English, she responded in the diary of May 22, 2004:

“Before, I followed what shop attendants suggested in a shop, but I can tell what I want nowadays. I do not hesitate when people speak fast and can tell them “you are talking fast.” When I do not understand what is going on, I can

ask other people. Before, in such cases, I just looked around and followed what other people were doing. I can speak to English native speakers spontaneously nowadays. I had to gather my courage to do that before.”

Followed by this response, she further mentions her positive evaluation of her communication skills in the interview at the end of May 2004:

“I can throw in words of agreement while someone is talking. I was not sure of the content of the conversation before, but now I can give my opinion and expand the conversation topic.”

Student D become more confident as her communication skills are improved. Now she can understand the content of the conversation and she has gained confidence to give her opinions and ask questions when she does not understand. Also she has acquired other skills such as getting information, and maintaining and expanding the conversation. These competencies reduce her anxiety when communicating.

In the interview in June, she states that she has resumed self-esteem she had once lost, and her real personality. She compared herself in the past and present:

“I was worried if what I said is understood or not when I just arrived in Cape Town. For example in a café, I was hoping that my coffee is coming, but nowadays I think my coffee is late! ... I usually have a haughty attitude in Japan, but I was timid here in the beginning. Now I am going back to how I was before.”

In the beginning of her stay, she might have experienced “language shock”, in that she felt dysfunctional in the new environment and lost her real personality, and “culture shock” because her conventional way of communicating did not work in Cape Town (see the section 4.4.8 on Cultural beliefs about communication). After she has worked through these anxieties, she gains her

self-confidence. Her self-confidence is increased not only by her oral fluency, but also by acculturating to South Africa. In the diary of May 22, 2004, she writes “I think I am South Africanised. I can greet people on the street (she says Japanese do not greet with strangers), and I start accepting the minibus system.” These changes in her behaviour reveal that her social distance and psychological distance become closer which Schumann (1978) sees as “acculturation”. According to Brown’s four stages of acculturation process (Brown 1987:129), student D can be in the final phase of acculturation during which she gains the self-confidence she once lost and creates her new identity in Cape Town.

4.4.8 Cultural beliefs about communication

Student A thinks “Japanese people are not good at making conversation... I need to think what I should talk about” (Interview, August 29, 2004), and the next statement reveals that student D also struggles to find a topic to talk about:

“I am trying to speak. But I cannot find a topic to talk about and I don’t know how to make a good response to make a conversation interesting” (Diary entry, April 26, 2004).

A similar statement was also made by student Z in that she avoids talking about something unimportant. Especially when she is speaking in English, she finds herself desperately looking for something to talk about. And students B and C also think other students from other countries are talkative which is against their belief that they should not talk too much in front of other people. It seems that Japanese learners tend to be sensitive about conversation topics and listeners.

Student D feels the way of sending messages is different from South Africans and Japanese as Japanese are likely to be taciturn. In the diary of May 19, 2004, she writes:

“... South Africans do not understand my message unless I say it in words.”

According to Heijima (1994:123), Japanese people tend to communicate with people using indirect or vague expressions, and the listeners are expected to understand the implication of the message. Student D is frustrated because she has to say her opinion clearly to make people understand her. She experiences “culture shock” since her usual communicative approach does not work with South Africans.

4.4.9 Conclusion

Student D has both integrative and instrumental motivation. She wants to make friends with foreigners and she wants to get a job for which English is required in the future. Regardless of the types of motivation, her ultimate learning goal is to improve her oral skills and develop her vocabulary. These goals reflect her learning belief that “English is for communication” and influence her choice of learning strategies. Based on her belief, she often interacts with other English learners and her local South African friends in her private time. She thinks utilising opportunities to communicate contributes to her English learning. Especially when she feels her listening has improved after spending some days with her local friends, her learning belief is reinforced.

Overall, she has an anxious disposition, and her levels of anxiety increase when she perceives that she cannot communicate well with people, when she is in an unfamiliar situation, when she feels cultural difference in communication between South Africans and Japanese and so on. Her levels of anxiety relatively lower when she speaks with people who are willing to understand her and whom she is familiar with. She is different to other participants in this research in that she often talks about her Asian complex: she feels inferior because she thinks people look down on her because she is Asian. When her anxiety is high, she tends to have a negative image of herself. Although she has strong anxiety due to several reasons as I noted above, while she is staying in Cape Town, she becomes competent in communication and feels acculturated to the South African way of living, which increases her self-confidence and creates a new identity.

4.5 Student E

4.5.1 Background

Student E is a 21 year old Japanese male. He was born in Gifu prefecture which is located in the central part of the main island of Japan. He stayed in his hometown until he finished high school. He started learning English when he was in junior high school as a compulsory subject. In both junior high and high school, the English lesson focussed on grammar and reading comprehension so as to prepare students for the entry into higher educational institutions. English was his weakest subject and he found it very boring.

At the beginning of 2002, when he was eighteen, he passed the entrance examination of a state university in Kobe city which is located in the western part of Japan. Although he wanted to study law, he was not accepted by the law department, so he studied International Business Relations instead. He was not very interested in the subject.

An interest in English was sparked by an incident in 2002 when his girlfriend at the time went to Australia to learn English. He missed her so much that he decided to visit her in Australia. It was his first encounter with a foreign country and English. When he heard local Australians speaking English, he started to become interested in learning English.

Despite his experience in Australia, after going back to Japan, he just studied for TOEIC twice a week at his university. He found studying for examinations is frustrating and demotivating. The next opportunity for him to visit overseas was in December 2003. He went to New York, USA. His purpose was to learn English at an English language school and sightsee in the city. His stay in New York was enjoyable, but on the way home, he encountered a problem. While he was transit in Canada, he missed the announcement of his flight because he could not understand English. By the time he noticed, the plane had already gone. This incident made him realise he should learn English properly.

He arrived in Cape Town at the beginning of April 2004. He went to an English language school in the city centre of Cape Town and stayed in Walmer Estate with a host family. The host family consisted of a host father, mother and their four children.

Student E talked openly about his various issues and problems in his diary. Unlike other participants in this research, he started keeping the diary soon after his arrival. Maybe because of that, compared to other male participants in this research (students B and C), he refers to high levels of anxiety regarding settling into a new learning and living environment, such as homesickness, unsuccessful communication with his host family and so on. However, the longer he stayed in Cape Town, the more his anxiety diminished and his self-confidence increased.

The following analysis is based on the diary which was kept for two months from the middle of April 2004 to the middle of June 2004. While keeping the diary, I visited him once a week or every ten days. On my visit, I had a chat with him, then read his diary briefly and wrote questions for him in his diary, to which he later responded. Besides these visits, I held a follow up interview in November 2004. Generally he used Japanese in the diary and the interview; however on some days he recorded his diary in English. The data collected in Japanese was translated into English.

4.5.2 Language learning goals

Although student E's language learning goals change from time to time, his ultimate learning goal is to improve his oral skills. In the diary of April 18, 2004, he writes:

“I want to speak English very well someday.”

In the diary entry of May 20, 2004, he again writes about his desire to improve his communication skills rather than focussing on grammar:

“I would like to learn natural English conversation...even if the grammar is wrong, as long as people understand what I say...”

He wishes to learn “natural English conversation” which means that he wishes to learn English which can be used in daily life, not bookish English. However, student E offers a different learning belief in the following statement:

“I feel sorry for people who think English is study. But at the same time, I know just staying in Cape Town does not make your English improve. You need to study” (Interview, April 2004).

These statements reveal his initial learning goal and his belief about learning. His initial learning goal is to improve his oral skills, but he has two different ideas of how to achieve his goal. He wishes to *acquire* English, and thinks he should focus on conveying messages rather than seeking grammatical accuracy. On the other hand, he also states in order to achieve his goal, *study* is necessary. This might reflect his ideal and the reality of learning.

While staying in Cape Town, student E’s learning goal changes. In the interview in November 2004, which is five months after he had finished keeping the diary, he says that since his oral skills have improved during the past months, he is thinking about his next goal:

“Now I can communicate in English smoothly, so I’m thinking what to do next.”

When I had this interview with him, he was studying for IELTS examination and he says he is studying hard everyday. This statement shows that he sets his language learning goal depending on his needs: in the beginning, improving oral skills were the most essential. Now that he feels he has achieved this goal, he shifts his goal to passing an examination that will advance his career.

4.5.3 Learning strategy

Student E's learning strategies change depending on the level of his proficiency and his learning goal. For example, in the diary of April 23, 2004, he says he wants to delay pronunciation practise until he can speak more fluently:

“It is true that pronunciation is important. But before paying attention to pronunciation, my speaking skill needs to be better.”

He makes a similar statement in the diary of May 3, 2004, when his teacher corrected his pronunciation of “r” and “th”.

“...These pronunciations are very difficult. Unless I pay attention to it, it becomes Japanese English. I think it is too early to correct my pronunciation because my listening is not good enough.”

He wants to postpone pronunciation practise until he feels that he has made progress in speaking and listening. It is because he thinks it is difficult to focus on two skills at the same time. Since I, as a Japanese English learner, practised speaking and pronunciation at the same time, I find it is interesting that he uses a different learning strategy to me.

The following statements also reveal that his learning strategies are influenced by his level of proficiency. In the diary of May 3, 2004, he writes that when he writes speaks English, he thinks about the content in Japanese and then translates into English. This strategy is called “translation” by O'Malley and Chamot (1987, in Ellis 1994:537-538). However, student E also thinks translation creates obstacles for him. He expresses his frustration at using translation whenever he speaks:

“In my head there is always a cycle of...

(ear) --- (brain)
English --- Japanese---understanding

I think the “Japanese” part is unnecessary... it takes a long time to understand, therefore the next sentence does not come into my head. A more direct process between

“English --- understanding” would be better, then if I could do

“understanding --- response” it would be the best, not

“Japanese --- understanding --- response” (Diary entry, May 3, 2004).

Student E thinks “translation” slows down his input and output processes and impedes his listening. In the diary of May 5, 2004, he claims a similar frustration caused by visualising the English alphabet in his mind before speaking:

“I noticed that I always think about letters when I listen to English, but I cannot do that in Russian because I cannot imagine the letters. So, I can pronounce Russian well. In short, if I learn a language only by conversation without studying letters, maybe I can respond quickly. At this moment, I take some time to think when I am asked questions.”

“Translation” and “visualisation” might have helped his processing of English in the beginning; however after a certain level, he experiences it as an obstacle for processing information and producing spoken English.

The next statement reveals the necessity of using different learning strategies depending on learning goals. In the diary of May 8, 2004, he mentions the learning strategies he used in the past and present:

“Today when I was listening to a listening practise CD, I found that English has rhythm and flow! ...I felt sorry for the eight years which I had spent studying only grammar and vocabulary. If I know the tempo and have some vocabulary, I understand most of the content! ...Vocabulary becomes useful when I understand English rhythm. Even if I remember thousands of vocabulary, there is no point if I cannot speak...”

Ellis (1994:529) states that learning strategies are influenced by learners’ previous learning experience. Student E realises that the learning strategies which he had used in Japan, such as learning grammar and vocabulary, is no longer useful because he has different learning goals to improve his oral skills nowadays. Therefore, he changes his learning strategies emphasising other competencies such as sensitivity to English rhythm and flow.

4.5.4 Anxiety

Student E experiences high levels of anxiety. In the interview of November 2004 he states: “I did not have confidence in the beginning and despised myself easily”, and he often refers to his anxiety in the diary (he started keeping his diary soon after his arrival). By examining references to his anxiety in the diary, I found that his periods of anxiety are predictable. The list below records his periods of anxiety based on his comments. Inside the brackets are comments which show his state of mind.

April 17 – April 23	Anxiety period (scared of host father, homesick)
April 26 – May 8	Stable period
May 13 – May 30	Anxiety period (Hypochondria, English is rubbish, get irritated easily)
June 3 – June 14	Stable period (English = world)
June ? -	Anxiety period (Hypochondria)

It seems that his anxiety comes around every two weeks. Compared to other male participants (student B and C) in this research, student E refers to his anxiety more

often, and his anxiety is caused by various factors. He mentions his anxiety for the first time in the diary of May 13, 2004, which is a month after his arrival. In the diary, he says that he is reluctant to study English, and he does not even think about it. I have underlined the phrases which indicate his anxiety:

“I’m tired recently. I don’t know why, but it’s tedious to think about English. I feel sluggish. I am the type of person who gets enthusiastic but then cools down quickly about something. I am just living days without thinking anything. English is annoying! annoying! ... sorry.”

I asked him why he felt like this in the diary, and he responded in the diary of the following week:

“I do not know why I felt sluggish, but I began to hate English. I was beginning to feel bothered by worrying about learning English, and I thought “whatever...” I am scared of my mental state at this moment... to be honest, my feeling is “what is English?” Sigh... I am a hypochondriac... very serious... I have never had this feeling before.”

He uses several words to express his feelings such as “tired”, “tedious”, “sluggish” and “bothered”, and for him, English is “hate(ful)” and “annoying”. These words indicate when his anxiety is high, he has a negative attitude towards English and a reduced motivation to learn.

Although he said he does not know the reason for his anxiety, some of his comments in the diary provide a clue. From his diary, I identified three major reasons for his anxiety: the uncomfortable feeling with his host family, problems with his girlfriend in Japan and uncertainty and boredom in a new environment. The first discussion is about his host family. In the diary of April 17, 2004, he writes that he is scared of his host father because he looks like the former president of Iraq. The statement in his original text is in English:

“I scared my host papa. Because he pretend to former president in Iraq. I can’t speak to him from I arrived here” (sic).

He is not satisfied with his host family. In the diary of June 15, 2004, which is two months after his arrival, he also states that his host family is too busy to speak with him, so he often gets bored at home. Moreover, the domineering attitude of his host father intimidates him and increases his anxiety. His struggles to establish a new relationship in the new environment is categorised as “move anxiety” by Krishnan and Hoon (2002:208).

Secondly, missing his girlfriend in Japan is also a cause of his anxiety, and it influences his motivation to learn English. For example, in the diary of April 21, 2004, he writes:

“My girlfriend told me she cannot stand the loneliness in an e-mail today... English does not come into my head today. I was thinking about my girlfriend. I got a headache from thinking too much. My heart is sore.”

And in the diary of May 25, 2004, he also writes:

“Sorry. I only think about my girlfriend lately. I was not motivated to study in the lesson today and even teacher asked me “what is wrong with you?” I cannot think about English and my surroundings.”

The absence of his girlfriend makes him homesick. This feeling of homesickness is also categorised as “move anxiety” by Krishnan and Hoon (2002:208). His move anxiety works as a debilitating factor and he loses motivation to learn.

Thirdly, his anxiety is caused by his new living environment. He becomes anxious both when he faces uncertainty in the new environment and gets bored once he gets used to it. The following statement reflects the anxiety he experiences when

he is worried about whether he will be able to achieve his learning goal in Cape Town:

“...It is true that pronunciation is important. But before paying attention to pronunciation, my speaking skill needs to be better. And my listening is bad. Sigh... it is a long way to go” (Diary entry, April 23, 2004).

He is overwhelmed by the effort needed to achieve his learning goal of improving his oral skills. The following diary entry of June, 2004 shows how he was anxious about learning and living in Cape Town at the beginning of his stay. When he writes this diary entry, he seems to be in a phase in which his anxiety levels have dropped:

“Since I arrived here I was always looking at the future and thinking about doing this and that, what I should do next? What is going to happen next? What is waiting for me? Now I have stopped and am able to look these two and half months. I feel like I am released from the tension and pressure.”

The above two statements reveal that he tends to become anxious when faced with uncertainties in a new environment and learning situation although this passes after some time. Once accustomed to living in Cape Town, he seems to become bored which also reduces his motivation to learn. In the diary of May 30, 2004, he writes:

“Compared to the time when I came to Cape Town and now, the amount of time I spent studying has reduced. I wonder is it because I have got used to the school or is it because the grammar we are learning is too easy? (for example, we answer questions such as “which sentence is correct?” a) I don’t have money. b) I no have money.) I want to go up to a higher level. But the level has so many students that I need to wait. Lately, I feel uncomfortable and stressed about this situation. I do not like myself getting irritated with everything so easily. I am really not studying...sigh”

In the diary of the middle of June 2004, he also mentions his boredom and reduced motivation to learn:

“I do not know what the date is today. Days are just passing by lately. I think I am getting used to the life, maybe because of that, I have light hypochondria. I do not have any will to learn and repeat the same thing every day. Sometimes I feel it is boring. I think I should take a rest. I do not think about English so much. There is no tension in life and every day is the same... Even I don't motivate myself to study. Sigh...annoying...”

“Boredom” caused by getting used to the new learning environment and easy content of the lesson causes him anxiety and reduces his motivation to learn. He needs stimulation to motivate himself. Moreover, he is frustrated by the fact that he cannot change the level because of a lack of space in the higher class.

Student E reacts to the changes in his environment and his problems very sensitively and when his anxiety levels are high, he tends to lose motivation to learn. His anxiety was high at the beginning of his stay and was caused by problems such as his host family, his girlfriend and learning and living in the new environment. Taking his behaviours into account, while he was keeping this diary, he might have been in the second phase of acculturation suggested by Brown (1987:129): after his excitement of being in a new environment is gone, he struggles to accept the reality of living with issues such as homesickness, cultural differences, establishing a relationship with his host family and so on. Student E's anxiety is also reflected in his attitude towards English. I will discuss this in the next section of Attitude.

4.5.5 Attitude

From the diary and the interview statements, I found that his anxiety influences his attitude towards English. When I asked him the questions “what is the necessity of learning English?” and “what is English to you?” in his diary, he gives different answers, and it differs depending on the levels of his anxiety. In a

response to the question, “what is the necessity of learning English?”, he answers negatively in the diary of May 13, 2004. I have underlined the phrases which indicate his attitude towards English.

“I don’t know the necessity of learning English at this moment, because I can’t speak English properly yet. If I could speak English, I would say “English is important!” I feel as though English is rubbish lately. But at least I think if I can speak English, I will look cool and will become popular with the girls.”

On the other hand, when I asked him “what is English for you?” in the diary, he replies positively in early June 2004:

“It is the world. English = world. Conquering English is to conquer the world. Learning English gives you the opportunity to speak with people from different countries and you can travel alone. I can learn about the world such as about Islam, and you can try to do things that you have never done. I would not have met friends here if I did not try to learn English. English is everything...It can change your life...Probably some people would not have their lives today if they did not learn English. English is necessary in order to go overseas. This is the opinion of the Japanese though...”

These two statements show that his anxiety influences his attitude. For example, in the first statement, the phrases such as “I don’t know the necessity of learning English” and “I feel as though English is rubbish” indicates his anxiety is high and his attitude towards English and English learning is negative, while in the latter statement, he does not show any anxiety. Instead, he refers to the rewards such as “English = world” and “English is everything”, which indicate his positive attitude towards English.

The next discussion is his attitude towards formal and informal learning contexts. His different attitudes toward English and other languages are revealed in the next

statement. He says he feels less pressure when learning languages other than English:

“Today I learned how to say “I love you” in Portuguese, German, French, Greek, Russian, Afrikaans, Arabic, Italian, Chinese and Korean languages. It is fun to learn other languages! I wish I could learn English in this way” (Diary entry, May 5, 2004).

He thinks that it would be more fun if he could learn English in a practical oral way. In the interview in May 2004, when I asked him why he thinks learning English is less enjoyable than learning other languages, he said it is because of how he was taught English in Japan:

“Maybe when we learnt English in junior high school and high school, we focussed on grammar and teachers marked very strictly, for example, they penalised you if you forgot the period at the end of the sentence. Anyway, no mistakes were allowed, so we still carry the attitude of those days.”

Student E thinks focussing too much on grammatical accuracy in English creates fear of making mistakes and reduces the enjoyment of learning a language. In the diary of May 5, 2004, he also says: “I feel sorry for the eight years that I had only focussed on vocabulary and reading English in Japan.” In this respect, he does not have a positive attitude towards formal English education in Japan. However, he also states that what he learnt in Japan contributes to his English learning in Cape Town. In the diary of April 28, 2004, he writes:

“I have realised how the knowledge of English composition which I learnt in junior high school and high school contributes to speaking and listening skills.”

He has a negative attitude towards English education in Japan and wishes to acquire English through oral interaction. However, at the same time, he thinks that

what he learnt in Japan is useful for his current learning and “studying” is also important. The same belief can be found in the section 4.5.2 on Language learning goals, when he says *“I feel sorry for people who think English is study. But at the same time, I know just staying in Cape Town does not make your English improved. You need to study.”* His belief about formal education in Japan does not support Tani-Fukuchi and Sakamoto’s findings “the Japanese English learners tend to think Japanese English teacher teach English that could not be used” (Tani-Fukuchi & Sakamoto 2005:345).

4.5.6 Motivation

Student E has stayed both in New York and in Cape Town. In the diary of May 20, 2004, he compared Japanese English learners in New York and those in Cape Town. The following statement is a summary of the diary entry. A discussion of the different types of motivation Japanese English learners tend to have in New York and Cape Town follows:

“Japanese people in N.Y. want to remain and live in N.Y. and English is an essential part of their daily life. Although they do not study English so much and they lack vocabulary, they learn English in their daily lives, such as in pubs and nightclubs. They naturally mix English and Japanese in their conversation. On the other hand, Japanese learners of English in Cape Town do not mix English with Japanese in their conversation. I think they strongly believe English is for study compared to those in N.Y....I do not say which one is good or not, but it would be nice if I could learn English in a natural way. A Japanese man who I met in NY, he only finished high school and his English grammar was terrible, but he seemed to enjoy working with his co-workers. I think I am too serious to learn English. I should relax... There are fewer Japanese in South Africa compared to other English speaking countries, so even though you need to struggle in the first two or three months, South Africa has an advantage in learning to speak English. I think I was overwhelmed by the situation of interacting with different nationalities in Cape Town...”

In research on the relationship between attitude and language achievement, Oller et al. (1977, 1978 in Brown 1987:127) found that learners who do not want to stay in the United States permanently have better proficiency in English. This is in line with Student E's perception of Japanese English learners in New York and in Cape Town. Many Japanese people in New York wish to stay there forever, but they have a more limited vocabulary, and lower grammatical accuracy. On the other hand, Japanese English learners in Cape Town generally do not wish to live in South Africa permanently. (None of the participants of this research said they wish to live in South Africa for good. They said they could stay in Cape Town, for not more than two or three years.) Probably Japanese English learners are in Cape Town to learn English not to settle permanently, as Cape Town is a suitable place to immerse oneself in an English speaking environment. Overall, it may be that Japanese people in N.Y. staying for a long period, tend to have stronger integrative motivation than those in Cape Town, although their English proficiency is relatively low. This does not support Gardner's belief that people who have strong integrative motivation are likely to achieve their L2 goals, and Schumann's belief that narrower social distance leads to higher L2 achievement. But perhaps their level of achievement is sufficient for their communicative needs of living in NY.

4.5.7 Self-confidence

Clément et al. (1985, in Gardner and Clément 1990:503) states that a combination of positive self-evaluation of one's competence in the L2 and the absence of anxiety in learning and using the L2 constitutes a learner's degree of self-confidence. When I asked student E if he can explain himself well even if he is nervous, he says it depends on who he talks to:

“I try to send messages to my friends and teachers even if my English is wrong. I can explain myself to my friends, but I cannot say what I want to say to my host family. Basically I feel inferior to my host family. Maybe I am weak when with people who have strong minds. Muslim people look perfect...” (Diary entry, middle of June, 2004).

This statement shows his different levels of self-confidence: he is more confident in communication when he is talking with his teacher and other classmates than his host family. It appears that he feels inferior to his host family. As Clément (1980 in Gardner 1997:346) argues that self-confidence is an important determinant of the motivation to learn a L2, student E's low self-confidence reduces his motivation to communicate in English with his host family. Similar observations were made by students A and D as well in that they found it easier to talk with people who are open to them. When they have low anxiety, their motivation to speak English increases and they become talkative.

Although student E exhibits high anxiety throughout the diary and the interviews, his self-confidence gradually increases while staying in Cape Town. In the diary of June 14, 2004, he mentions the increase in his self-confidence for the first time when he met a new student from Japan:

“There was a new Japanese student. While I was taking her around in town, I thought I'm no longer a newcomer and this feeling encouraged me. It is strange that such a small incident can change my attitude and it affects my learning also... I felt confident when I thought I had been learning/staying here for two and half months.”

His self-confidence is not directly related to his level of language proficiency. His familiarity with Cape Town makes him realise the increase of self-confidence. The following statements were made in the interview held in November 2004, which is four months after he had finished keeping the diary. His confidence in English has increased further and his anxiety about communication reduced:

“I can communicate with people nowadays, so I am thinking about my next goal. In the beginning, I did not have confidence and despised myself easily.”

“I went for a trip for three weeks in September and I met other travelers from Ireland, the United States, England, Israel etc, it was like training. Since then my confidence started increasing. Nowadays I think a person who does not understand my English has a problem.”

“Since I had a South African girlfriend, I no longer feel out of place speaking English.”

During the four months since he had finished keeping the diary, he had experienced several things such as meeting with different people while traveling and having a South African girlfriend which helped to develop his confidence. He is emotionally stable in this interview and observed himself in the past objectively. He uses affirmative expressions which reflect his self-confidence such as “I can communicate” and “my self-confidence started increasing”. His changes in his behaviour also reveal his acculturation. Especially, having a South African girlfriend shortened the social distance between him and South Africans. However, his statement in the same interview *“I like Cape Town, but I so so like South Africans. They are different from Japanese”* shows he is not willing to acculturate or assimilate to South African culture completely.

4.5.8 Conclusion

Student E did not like English as subject at school but his experiences in Australia and Canada inspired him to learn English. He says he enjoys making friends with people from different countries. However, it is difficult to find the particular reason why he is learning English from his data (e.g. student A is learning English for her career, student C wants to set up his own company). His initial learning goal is to improve his oral skills. He has two different ideas about achieving his goal: he wants to *acquire* “natural conversation”, but he thinks *study* is necessary. He feels stronger pressure when learning English than learning other languages. He attributes this to the strict English education in Japan.

Student E shows high anxiety in the diary. His anxiety is caused by various factors such as homesickness, difficulty with staying with his host family and anxiety in a new learning and living environment. His high anxiety reduces his motivation to learn and creates a negative attitude towards English and English learning. Compared to other students in this research, student E tends to lose motivation easily when facing anxiety.

Although he was at one point defeated by his anxiety and he temporarily lost his motivation to learn, while staying in Cape Town, he rebuilt his confidence and created a new self. Probably, while he was keeping the diary, he was going through the second phase of acculturation (Brown 1987:129).



CHAPTER FIVE: CONCLUSION

Although student C who has a different background, all the participants are either university students or university graduates which indicate that they experienced formal English education. Some of the participants were interested in English communication since they were in junior high school, but they only studied mainly grammar, idiomatic expressions and vocabulary in order to pass the entrance examinations for university. It seems that their instrumental motivation was much stronger when they were in high school in Japan.

Even though they have different English educational background and not all of them liked English when they were in school, they decided to learn English in Cape Town with the belief that “English is for communication.” They chose Cape Town because the number of Japanese learners of English is smaller than other English speaking countries, so they expect that they will have chances to practise their English and avoid using Japanese so often.

As Gardner (1979:197, 1990:509) discusses, there is a relationship between learning belief and individual variables such as learning strategy. These participants’ learning beliefs reflect their ultimate learning goals and choice of learning strategies. Their main language learning goals are to improve their oral skills, in particular, their ability to engage in “normal conversation” or “natural English conversation”, which means they want to acquire English communication skills through oral interaction in their daily lives, rather than through conversation practise using dialogues in textbooks. Therefore, in their daily lives, they make an effort to speak English with other students or local South Africans as much as they can. This learning strategy is called social strategies (O’Malley and Chamot 1987, in Ellis 1994:538), and it is used by them most frequently. They also use strategies such as utilising daily materials (e.g. TV, radio, newspaper and magazines) and different cognitive and metacognitive strategies (e.g. note-taking, advance preparation, repetition and self-monitoring). It should be noted that most of the participants mention their vocabulary learning, and they tend to want to

memorise all the vocabulary they encounter. In this respect, Japanese learners tend to have low tolerance of ambiguity when developing vocabulary, and vocabulary development is perceived as a key element for improving their English.

Gardner (1990:498) views the effort made by learners to actively participate in class and maintain their motivation as learning strategies as well. All the participants made an effort to participate orally in class and to speak English with local South Africans and other students in their private time.

The above mentioned learning strategies can be related to two different ways of learning a language as suggested by Krashen (1987), namely, *learning* and *acquisition*. When the learners use strategies such as interacting with people in English, watching TV and listening to the radio, they are likely to *acquire* English, and when they use strategies such as practising speaking in advance, imitating how others talk and using their monitors to edit their English mistakes, they are *learning*. However, the data of Japanese participants does not support Krashen's belief that "acquisition contributes to fluency of L2, but not learning (Krashen 1987:37). As all the participants learn English at school, and student E says "staying in Cape Town does not make your English improve. You need to study", they probably think learning is as important as acquisition, and learning helps with improving the acquisition of English. For example, student A uses her monitor to correct her English mistakes (the monitor hypothesis), and student D tries to learn English by understanding the message (the input hypothesis).

Although student E's attitude towards English changes depending on his anxiety, overall, the participants have a good attitude towards English and using English in Cape Town. As student A says, English makes her feel "open and straightforward." Students B, C and E think learning English will "open their world view" by they which mean that they will get to know about different people and cultures through English, and it introduces them to new ways of thinking. This is in line with the findings of Tani-Fukuchi and Sakamoto (2005:339) who

argue that “Japanese learners tend to think that learning a foreign language opens their world view and gives them the opportunity to explore new ways of thinking.” Tani-Fukuchi and Sakamoto (2005:345) further argue that Japanese learners tend to think a native speaker’s lessons are more interesting than those of Japanese teachers. This tendency is also evident, for example, when students A and E criticise English teachers in Japan for being too strict or inadequate, and student A finds English class in Cape Town is fun and curious. However student E recognises the value of what he learned in Japan for speaking.

Students B and D also reflect positive attitudes towards their English class in Cape Town. Factors noted by Gardner (1997:345) and Krishnan and Hoon (2002:233) such as good teacher, preferred teaching methods, difficult learning materials, and higher levels of classmates act as determinants of their attitudes towards their language classrooms. When they have a positive attitude towards their English lessons, they become motivated to learn; when student B, for example, is not satisfied with his class, he loses motivation and stops studying. In this case, the relationship between attitude and motivation suggested by Gardner (1990:500) is clear: when they have a positive attitude towards the learning situation, they are motivated to learn, which leads to L2 achievement.

On the other hand, the relationship between these attitudinal variables and motivation is not applicable to student A. Even though student A did not like her own Japanese English teachers, she continued to study English and became a Japanese English teacher herself. Her success in achieving her goal can be attributed to her strong instrumental motivation. Student A has wanted to be an English teacher since when she was in junior high school, and she has a strong desire to improve her English for her career as an English teacher. This finding is against Gardner’s (2004:4) belief that integrative motivation will contribute more to L2 achievement than instrumental motivation, and it proves that both kinds of motivation can lead to high levels of L2 proficiency.

The data reveals that students A and B have relatively stronger instrumental motivation, and students C, D and E have relatively the same levels of instrumental and integrative motivation. In diaries and interviews of students C, D and E, they mention their local friends and student E talked about his South African girlfriend. While students A and B say they do not have local South African friends particularly, and they mostly interact with their host families and other language students. In this respect, students A and B experience a larger social distance between themselves and the TL group than students C, D and E. Through frequent contact with local South Africans, student D notices that her listening improves, and student E increases his self-confidence in English after having a South African girlfriend. However, the data reveal that students A and B also improve their oral skills and acculturate to the South African culture. Their interaction with their host families and other language learners contribute to their English learning. Their cases prove that a learner who has a larger social distance can acquire high L2 proficiency, which does not support Schumann's belief that a narrower social distance leads to a high degree of L2 fluency.

Schumann proposes three different types of integration patterns namely, assimilation, acculturation and preservation. Some of the participants' statements reveal their attitude towards South Africans and their integration patterns. Student C has relatively positive attitude towards South Africans than saying that South Africans are friendly and honest with themselves. Student E thinks South Africans are different to Japanese. When they face cultural differences, they tend to show their tolerance towards it, and try to understand the difference and accept it. It is assumed that they feel the Japanese culture does not share much in common with South African culture. Taking these findings into account, their integration patterns would be those of "acculturation" in which they keep their own values and ways of thinking while accepting those of the South Africans. Also the data reveals that Japanese learners face cultural differences not only with South Africans, but also with other learners from different countries. They think Arabs, Africans and Europeans, in short, everyone except Asian students, are talkative

which is against their beliefs about communication. Thus, Japanese learners need to cope with different cultures while learning English.

While they are acculturating, they go through different kinds of anxiety such as culture shock and language shock (Schumann 1978:166), move anxiety (Krishnan and Hoon 2002:228) and foreign language anxiety (Horwitz, Horwitz and Cope 1986, in Hilleson 1996:250). Students A, D and E often refer to their anxiety in their diaries and interviews, while students B and C do not often show their emotional feelings. Each individual claims different causes for their anxiety. Student A mainly worries about improving her English for her career. Being an English teacher, she puts herself under a lot of pressure, and it makes her feel tired and anxious about speaking good English in front of others. A similar observation is made by student D when she says she feels tired by the effort of practising her speaking. Student D claims two main anxieties; language shock and Asian complex. When she cannot function well using English, she becomes “sad” and “inferior”, she feels as if she has lost her personality because of that. She also often states her “Asian complex”. She thinks people think she cannot speak English because she is Asian and look down on her. Student E, who has just arrived in Cape Town, experiences move anxiety, such as struggling to establish a relationship with his host family and homesickness. His uncertainty in a new environment also creates anxiety for him.

Although students A, D and E have anxious dispositions, they deal with their anxieties in different ways. In particular, students A and E have opposite reactions. When student A feels anxious, she studies hard and tries to get over it, which is one of the learning strategies referred to as “affective strategies” by Dörnyei and Skehan (2003:609), while when student E experiences strong anxiety, his attitude towards English becomes negative, he also loses motivation to learn, and sometimes stops studying. Student E has a high “affective filter” which consists of high anxiety, low motivation and low self-confidence (Krashen 1987:39), which impedes his L2 learning. Although student A has high anxiety and low

self-confidence, she has strong motivation. Therefore, her anxiety works as a facilitating factor.

Overall, these Japanese participants are motivated learners. Gardner's (1979:197, 2004:4) three measures of motivation: the effort extended to learn the material, the desire to learn the language, and the enjoyment of the experience of learning the language, can be applied to them. For example, they use various strategies to make the task more meaningful and make an effort to achieve their learning goals. They also have positive attitudes towards English and learning English in Cape Town.

Gardner quotes research by Clément et al. in 1985 (Gardner & Clément 1990:503) that the absence of anxiety and positive self-evaluation determine the levels of self-confidence. This relationship is found in this research as well. The data reveals that the main factors affecting the self-confidence of participants were: their perceptions of competence in English communication, their experiences in Cape Town, and the attitude of interlocutors towards the participants. Students A and D claim they feel less anxious when talking with people who are open to them and willing to understand them. Student A uses more affirmative expression such as "I can communicate", and student D feels she can talk about whatever she wants to talk, while student E states he is afraid of speaking with his host father because of his domineering attitude. Their self-confidence is established also by their experiences in Cape Town. For example, the levels of anxiety experienced by students D and E gradually reduced the longer they stayed in Cape Town, and their confidence increased. Student D says it is because her oral communication skills improved. She can understand what people say, and she can state her opinion, ask questions and expand the conversation topic. Student E's levels of self-confidence increase as a result of meeting with people from different countries while traveling and having a South African girlfriend. He says that he is no longer feels out of place when speaking English. In any cases, when they have self-confidence, they have positive image of themselves.

Overall, the participants' perception of their own self-confidence, their experiences of anxiety and their changes in attitude are related to two types of learning outcomes suggested by Gardner (1979), namely linguistic outcomes and non-linguistic outcomes. For example, linguistically, they acquire communication skills and become confident in communicating which indicates that they have achieved their initial learning goals. Non-linguistically, they manage to get over their anxiety and regain their self-confidence or original identity, and they maintain their positive attitudes towards South Africans by accepting the cultural differences and by acculturating to the new environment. They achieve these outcomes through their efforts and strong desire to improve their English.

In conclusion, this research is conducted based on theories which proposed by Gardner and Schumann to investigate factors the affective, cognitive and social factors which affect Japanese learners of English in Cape Town. For the data collection, the diary studies and interviews are administered to the five Japanese English learners for two months in 2004 and 2005, and seven variables namely, language learning goals, learning strategy, attitude, motivation, anxiety, self-confidence and cultural beliefs about communication are withdrawn from the data. The research findings are discussed using theories of Gardner and Schumann as well as theories of other researchers in the field such as Krashen, Clément, Brown, O'Malley and Chamot, Dörnyei and Skehan, Tani-Fukuchi and Sakamoto, Matsuda and Gobel. The study reveals how these seven variables give impact on their English learning and how these variables are correlated with each other. For example, their learning goals reflect in their choice of learning strategies, their positive attitude influence their motivation to learn, friendly personality of interlocutors and their confidence in speaking reduce their anxiety about speaking English and so on. Although there were both positive and negative correlations, this research also reveals the correlation between social distance and L2 achievement (the integration pattern and acculturation) suggested by Schumann's theory. However, there are differences and similarities in the findings for each participant depending on several personal background factors such as their past learning experiences and their temperaments. For example, they all believe that

talking a lot about themselves in front of others is inappropriate and that other English learners from other countries talk too much. On the other hand, the levels of anxieties they claim differ depending on their temperament: students A, D and E have anxious dispositions, while students B and C do not.

This research was conducted in Cape Town with a limited number of participants. It would be interesting to repeat this study with learners of English in another English speaking country, such as the United States of America, and in Japan, to establish whether the patterns that this data show are generalisable or not.



BIBLIOGRAPHY

- Allwright, D. & Bailey, K.M. (1991). *Focus on the Language Classroom*. Cambridge: Cambridge University Press.
- Archibald, J. (1996). Second Language Acquisition. In O'Grady, W. & Dobrovolsky, M. & Katamba, F. (eds.), *Contemporary Linguistics: An Introduction*. London: Longman: 503-539.
- Babbie, E. & Mouton, J. (1998). *The Practice of Social Research*. South Africa: Oxford University Press.
- Bailey, K.M. (1980). An Introspective Analysis of an Individual's Language Learning Experience. In Scarcella, C.R. & Krashen, D.S. (eds.), *Research in Second Language Acquisition: Selected Papers of the Los Angeles Second Language Acquisition Forum*. Rowley: Newbury House Publishers: 58-65.
- Brown, H.D. (1987). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall.
- Clément, R. & Dörnyei, Z. & Noels, K.A. (1994). Motivation, Self-confidence, and Group Cohesion in the Foreign Language Classroom. *Language Learning Journal*, 44 (3): 417-448.
- Dörnyei, Z & Skehan, P. (2003). Individual Differences in Second Language Learning. In Long, M.H. & Doughty, C. (eds.), *The Handbook of Second Language Acquisition*. Oxford: Blackwell: 589-623.
- Ehrman, M.E. (1996). *Understanding Second Language Difficulties*. London: Thousand Oaks.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Gardner, R.C. (1979). Social Psychological Aspects of Second Language Acquisition. In Giles, H. & St Clair, R. (eds.), *Language and Social Psychology*. Oxford: Blackwell: 193-220.
- Gardner, R.C. (2001). *Integrative Motivation: Past, Present and Future*. Canada: University of Western Ontario. [Online]. Available <http://publish.uwo.ca/~gardner/GardnerPublicLecture1.pdf>
- Gardner, R.C. & Clément, R. (1990). Social Psychological Perspective on Second Language Acquisition. In Giles, H. & Robinson, W.P. (eds.), *Handbook of Language and Social Psychology*. New York: John Wiley & Sons: 495-511.

- Gardner, R.C. & Masgoret, A-M. & Tennant, J. & Mihic, L. (2004). Integrative Motivation: Changes During a Year-Long Intermediate-Level Language Course. *A Journal of Research in Language Studies*, 54 (1): 1-34.
- Gardner, R.C. & Tremblay, P.F. & Masgoret, A-M. (1997). Towards a Full Model of Second Language Learning: An Empirical Investigation. *The Modern Language Journal*, 81: 344-362.
- Heijima, I. (1994). *Kotoba no Shinri: Hajimete Gengo Shinrigaku o Manabuhito no Tameni (Psychology of Language: An Introduction to Psycholinguistics)*. Tokyo: Hokuju shuppan.
- Hilleson, M. (1996). "I want to talk with them, but I don't want them to hear": An introspective study of second language anxiety in an English-medium school. In Bailey, K.M. & Nunan, D. (eds.), *Voices from the Language Classroom*. Cambridge: Cambridge University Press: 248-275.
- Kimura, Y. & Nakata, Y. & Okumura, T. (1999). Language Learning Motivation of EFL Learners in Japan: A Cross Sectional Analysis of Various Learning Milieus. *JALT Journal*: 51-72.
- Krashen, D.S. (1987). Application of Psycholinguistic Research to the Classroom. In Long, M.H. & Richards, J.C. (eds.), *Methodology in Tesol*. Newbury: Newbury House: 33-43.
- Krishnan, L.A. & Hoon, L.H. (2002). Diaries: Listening to 'Voices' from the Multicultural Classroom. *ELT Journal*, 56 (3): 227-238.
- Larsen-Freeman, D. & Long, M.H. (1991). *An Introduction to Second Language Acquisition Research*. London: Longman.
- Matsuda, S. & Gobel, P. (2003). Anxiety and Predictors of Performance in the Foreign Language Classroom. *Journal of System*, 32 (1): 21-36.
- McGroarty, M. (1988). Second Language Acquisition Theory Relevant to Language Minorities: Cummins, Krashen and Schumann. In Mckay, S.L. & Wong, S.C. (eds.), *Language Diversity: Problem or Resource*. Boston: Heinle & Heinle: 295-330.
- Miyakoshi, Y. (1997). *Japanese Female Students in an American ESL Class: Cultural Conflict and Change*. Unpublished Master's thesis. Vermont: School for International Training.
- Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- Richards, J.C. & Rodgers, T.S. (2001). *Approach and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Schumann, M.F. (1980). Diary of a Language Learner: A Further Analysis. In Scarcella, C.R. & Krashen, D.S. (eds.), *Research in Second Language Acquisition: Selected Papers of the Los Angeles Second Language Acquisition Forum*. Rowley: Newbury House Publishers: 51-57.

Schumann, J.H. (1978). Social and Psychological Factors in Second Language Acquisition. In Richards, J.C. (eds.), *Understanding Second & Foreign Language Learning: Issues and Approaches*. Rowley: Newbury House Publishers: 163-178.

Siegel, J. (2003). Social Context. In Long, M.H. & Doughty, C. (eds.), *The Handbook of Second Language Acquisition*. Oxford: Blackwell: 179-211.

South African Government Information. [Online] Available
<http://www.info.gov.za/aboutsa/landpeople.htm#languages>

Statistics South Africa Census 2001 [Online] Available
<http://www.statssa.gov.za/PublicationsHTML/Report-03-02-012001/html/Report-03-02-012001.html>

Stauble, A-M. (1980). Acculturation and Second Language Acquisition. In Scarcella, C.R. & Krashen, D.S. (eds.), *Research in Second Language Acquisition: Selected Papers of the Los Angeles Second Language Acquisition Forum*. Rowley: Newbury House Publishers: 43-50.

Tani-Fukuchi, N. & Sakamoto, R. (2005). Affective Dimensions of the Japanese Foreign Language Learner: Implications for Psychological Learner Development in Japan. *Journal of Multilingual and Multicultural Development*, 26 (4): 333-350.

Vierra, A. & Pollock, J. (1988). *Reading Educational Research*. Scottsdale, Arizona: Gorsuch.

Appendix A
(Diary of Student A)

Sat. August 6

I've been very tired this week. I've just come back from my trip. Besides ^{this}, I've moved to upper-intermediate. The lessons ^{are} very interesting and I have a lot of things to learn, so I'm quite satisfied with my class. But on the other hand, the tasks in the lesson ^{are} sometimes not so easy, especially, I'm struggling with vocabulary.

In the intermediate class, almost all the tasks ^{were} revision to me. But in this class, I've been facing with "new" knowledge for me. It gives me a lot of fun and curiosity about English, and at the same time, it req^{ed} much more effort than before.

Now I can feel this time of my stay can be the most important part in my English acquisition.

I'm going to study harder. I hope it'll work out

Tues. August 10

My host family always accepts 5 or 6 students in their house. So I can make friends quite easily, even outside the school.

Early tonight ^{last night?} ^{three} girls, counting me, talked about "love". It was a girls' talk and very interesting for me. Because we could see cultural differences there.

Japanese guys are often notorious among foreign girls. They can't say "I love you", "I miss you" or any other words to praise their girlfriends, such as "you're so cute", "I like your hair", whatever. Actually I've hardly heard such words from my boyfriend and what is worse, he sometimes gets angry when I request him to say these words. He won't even call ^{me} ^{by} ^{ask} my name.

Appendix B
(Interview of student B)

中子さん インタビュー - 10/11/16

○ 英文学・米文学 必修 → 今では興味なし

英語学概論

今とは違う

音声学

1年

→ せいぶつとやらのおかげで良かった

Reading 読んで書いて

英会話 必修 3年間

○ 映画を観せられた。フランク・オズ sense of sensibility

日本語学 必修

他の学校では、英語をうと思えばクラスがある。友達を作らさる。10

speaking partner を作る。一緒に住んで、そのうちとかがある。

希望者は成績が良かったら、留学生の授業も受けられる制度

もある。その大学で大学の制度を利用した。留学生は全世界

(アメリカー量9/11/16)

英会話の授業には満足していた。今思えば簡単。

皆英語で、英語で、英語で。

クラス

(入試?)

入った時、英会話のクラスは火曜日の。そのフルのテストの

点数でクラス分け。1年目は ~~英語~~ 皆違うクラスで。

他の上を語ったので良かった。

英会話の授業の先生が外国人。あと日本人の先生。

アメリカ人の先生、日本語

日記を書かされた生活?

12: 297

おかしな生活 35~6+

「行」が「逆」に「行」だったので、よく「逆」に「行」っていた。

石造の人

寮員個人とやらでも出掛けさせた。来た時は「ト」を「ト」に出させた。

1~2ヶ月

もある。復事は「言」って「た」。

平日は家にいた。火曜日は「毎日」映画を観に行っていた。

Appendix C (A letter for cooperation)

日記にご協力ください。

はじめまして、新田と申します。3年前にケープタウンにきました。

現在、university of the western cape で言語学を専攻しています。論文に取り掛かっており、日本人留学生の方へご協力をお願いしたいのです。

ケープタウンで英語を学んでいて、楽しかった事、悲しかった事、気持ちの変化などを日記に書いてもらえないでしょうか？

- 日記といっても毎日つける必要はありません。
- 日ごとの些細な事でも重要なデータになるので、特別なことを書く必要はありません。
- 希望であれば、論文では匿名を使います。
- 日本語を書きたくなければ、英語でもOKです。
- 1週間～10日～度くらいに、カフェかどこかでお話をさせてください。
- 終了後には日記を返還いたします。
- 期間：1ヶ月半から2ヶ月間。

例)私の経験から。

○ 月○日

ホストファミリー、他の生徒を交えてラウンジで話をした。他の生徒はヨーロッパ人でレベルは私より低いのに、リスニングができるため会話が弾んでいた。私は途中で話している内容が分からなくなり、落ち込んだ。

○ 月○日

他の生徒がホストファミリーと仲良く話しをするのがうらやましい。なんだか家にいたくないので、外出したり、部屋に閉じこもってしまう。

など、など。

大したものではありませんが、お礼も用意します。
ご協力よろしくお願ひします。

新田尚代(タカヨ) 携帯：072-685-8004
メール：nittaoo@yahoo.co.jp