

Exploring underlying elements of the Motivational Self
System among learners in two instructional contexts

by

Fatima Ady

A thesis submitted to the Faculty of Graduate and Postdoctoral
Affairs in partial fulfillment of the requirements for the degree of

Master of Arts

in

Applied Linguistics and Discourse Studies

Carleton University
Ottawa, Ontario

© 2020, Fatima Ady

Abstract

Although previous research has demonstrated the importance of learner motivation in English for Academic Purposes (EAP) and Second Language (ESL) contexts, little is known about the motivation towards language learning and national identity that Canadian newcomers hold.

Through the lens of Dörnyei's (2005) L2 Motivational Self System, this study focused on two groups of Canadian newcomers learning English in the traditional classroom setting (ESL, n=37) and the workplace (WLT, n=29) to determine the role of motivation in their integration into Canadian society and development of 'Canadian self'. The results, collected by way of a questionnaire and follow-up interviews, show newcomers holding positive attitudes towards English learning and building their Canadian identity in the process. Notably, beliefs concerning the value of employment to fulfill personal obligations and duties promoted WLT learners' motivation and willingness to engage with language learning significantly more than those of their ESL counterparts. Pedagogical implications are discussed.

Keywords: L2 motivation, second language acquisition, newcomers, workplace language training, attitudes, beliefs

Acknowledgements

Alhamdulillah, I praise and thank Allah SWT for giving me strength, determination and courage to complete this thesis.

This thesis would also not have been done without the help of many, many people. First, I would like to thank IRCC for funding this project. Thank you to the settlement program for all of their help in recruiting participants and providing translation services. Thank you to the participants who agreed to take part in this study.

Thank you to both Dr. Eva Kartchava and Dr. Michael Rodgers for supervising me on this project and for everything they have helped me with over the past few years. I would not have been able to do this without their support, guidance, and encouragement along the way. Your support has truly been a blessing.

I would also like to thank the amazing RA team I had the pleasure of working with. Thank you to Alex, Alexis, Hiba, Neil, and Gillian. To Neil and Gillian, thank you for your help with creating modules and filming videos. One day we will get our Oscar!

I also want to give a huge thank you to my friends Erika, Laura, Mounissa, Pargol, and Tarah. Your support and encouragement on this journey is something I wish I can one day repay to you. You guys are my rock. Thank you to Gillian. Without your help, I am not sure I would have been able to make it through the MA alive. Your support over the past two years has been so amazing, and I am so happy to have you as my friend.

Finally, I want to say thank you to all of my family and friends. To mom and dad, thank you for your love and support on this long journey and encouraging me to keep going. To Alia, Salwa, and all those in the lounge, your cheers of encouragement were well received!

Table of Contents

Abstract	ii
Acknowledgements.....	iii
Table of Contents	iv
List of Tables	viii
List of Appendices	ix
Chapter 1: Introduction	1
1.1 Background and Context.....	1
1.2 Organization of This Thesis	5
Chapter 2: Literature Review.....	7
2.1 Motivation in Second Language Acquisition and Learning.....	10
2.1.1 A Brief History of L2 Motivation Research	10
2.1.1.1 The Social-Psychological Period	11
2.1.1.2 The Cognitive-Situated Period.....	16
2.1.1.3 The Socio-Dynamic Period.....	19
2.2 The L2 Motivational Self System (L2MSS)	22
2.2.2 The Ideal and Ought-to L2 Self	23
2.2.2.1 Regulatory Focus and Regulatory Fit Theory.....	34
2.3 Integration, Identity, and Workplace Language Training	37
2.3.1 Newcomers' Integration Processes	38

2.3.2 Identity and Integration.....	40
2.3.1 Integration in the Workplace	43
2.4 Conclusion.....	44
Chapter 3: Methodology	47
3.1 Research Context.....	49
3.2 Participants.....	51
3.2.1 Questionnaire Participants	52
3.2.2 Interview Participants	56
3.3 Instruments	59
3.3.1 The L2MSS Questionnaires.....	59
3.3.1.1 Questionnaire Construction.....	61
3.3.1.1.1 Creating the Questionnaire Items.....	61
3.3.1.1.2 The Seven Multi-Item Scales (MIS)	65
3.3.2 The Follow-up Interviews.....	71
3.3.2.1 Creating the Interview Guide Questions	71
3.3.2.2 Interview Format.....	72
3.4 Data Collection.....	77
3.4.1 Administering the Questionnaires.....	77
3.4.2 Conducting the Interviews	79
3.5 Data Analysis	80

3.5.1 Analyzing the Questionnaires	80
3.5.2 Coding the Interviews	81
 Chapter 4: Results and Discussion.....	84
4.1 Results	84
4.1.1 RQ1 Results: Elements of the L2MSS Among Newcomers to Canada	84
4.1.2 RQ2 Results: Elements of the L2MSS Among the Two Instructional Settings.....	94
4.2 Discussion	96
4.2.1 RQ1 Discussion: Elements of the L2MSS Among Newcomers to Canada.....	96
4.2.1.1 The Role of the Ideal L2 Self and Integrativeness.....	97
4.2.1.2 The Role of the Ought-to L2 Self, Promotion and Prevention	101
4.2.1.3 The Role of General Attitudes	104
4.2.2 RQ2 Discussion: Elements of the L2MSS Among the Two Instructional Settings	106
4.2.2.1 The Role of General Attitudes	107
4.2.2.2 The Role of Prevention Orientation	108
4.3 Summary	113
 Chapter 5: Conclusion.....	116

5.1 Pedagogical Implications	118
5.1.1 Creating Motivational Materials	119
5.1.2 Promoting Positive Attitudes and Self-Guides	123
5.1.3 Devising Motivational Strategies in the Classroom.....	125
5.2 Limitations	129
5.3 Future Research Directions	132
References.....	135
Appendices.....	147
Appendix A Ethics clearance	147
Appendix B ESL questionnaire.....	149
Appendix C WLT questionnaire	154
Appendix D Interview Guide	160
Appendix E Interview 1 transcript	163
Appendix F Interview 2 transcript	168
Appendix G Interview 3 transcript.....	177
Appendix H Interview 4 transcript.....	184
Appendix I Interview 5 transcript	193
Appendix J Additional language coded in the interviews.....	201

List of Tables

Table 1 Questionnaire participants	52
Table 2 Demographic information for questionnaire participants	52
Table 3 Demographic information for interview participants	56
Table 4 Items modified from past studies.....	61
Table 5 Variables targeted in the study.....	68
Table 6 Descriptive statistics for L2MSS MIS	85
Table 7 Cycle 1 codes and descriptors.....	87
Table 8 Cycle 2 codes and descriptors.....	91
Table 9 Occurrences of motivational features identified in interviews	93
Table 10 Classification of motivational features across the two populations.....	95
Table 11 Sample of NVivo classifications.....	201

List of Appendices

Appendix A Ethics clearance	147
Appendix B ESL questionnaire.....	149
Appendix C WLT questionnaire	154
Appendix D Interview guide.....	160
Appendix E Interview 1 transcript	163
Appendix F Interview 2 transcript	168
Appendix G Interview 3 transcript.....	177
Appendix H Interview 4 transcript.....	184
Appendix I Interview 5 transcript	193
Appendix J Additional language coded in the interviews.....	201

Chapter 1: Introduction

1.1 Background and Context

Motivation in language learning involves many elements (e.g., effort, personal satisfaction, disposition towards a task). Among them are learner attitudes, which are, arguably, the most influential as they have been shown to impact learners' language achievement (Papi, 2018). Motivation shapes the reasons for which learners choose to pursue the study of a second language (L2), the effort they apply into their learning, and the assessment they impose on their progress (Ellis, 2015). Hence, the concept of motivation as a catalyst that pushes learners to actively take part in their L2 development and learning has been extensively explored by various researchers where active engagement (i.e., motivation) has been defined as the amount of effort, attention, and dedication learners put into their learning (Dörnyei, 2001; Dörnyei, 2003; Dörnyei, 2005; Dörnyei & Ryan, 2015; Gardner & Lambert, 1972; Papi, 2018; Taguchi et al., 2009; Ushioda, 2011). Quite possibly the most influential theory within L2 motivation research is the theory of the L2 Motivation Self System (L2MSS). It was developed by Zoltán Dörnyei, who, in constructing the L2MSS, expanded on both the theory of 'possible selves' first introduced by Markus and Nurius (1986) and Higgins' (1987) theory of self-discrepancy. The L2MSS was initially established to account for the factors that affect learner attitudes, perceptions, and actions (Dörnyei, 2005). The theory posits three main components in a L2 learner's motivation that dictates their L2 learning behaviour (i.e., how they act when approaching/avoiding their L2 learning): (1) the L2 learning experience (influence of past and current L2 learning experiences that shape learners' goals); (2) the ideal L2 self (ideal and desired attributes of oneself using the L2); and (3)

the ought-to L2 self (attributes one should or ought-to possess in order to avoid negative outcomes). According to the L2MSS, these three components influence the L2 learning process. The L2MSS has been a research focus in English as a foreign language (EFL) and English for academic purposes (EAP) contexts since its development, namely in contexts such as Hungary, Iran, China, Italy, and Pakistan (see Csizér & Dörnyei, 2005; Islam et al., 2013; Taguchi et al., 2009); however, there has been little research conducted on newcomer L2 motivation in both English as a second language (ESL) and workplace language training (WLT) programs. What's more, research on the development of national identity through learning English in non-traditional research subjects has also been lacking (Gu & Cheung, 2016; Noels et al., 1996) and this is despite increasing evidence that development of national identity facilitates non-traditional/minority learners' socialization with the host country and its local culture (Gu & Cheung, 2016).

Newcomer L2 motivation is a new and emerging field within L2 motivation research (Doucerain, 2019); as newcomers settle in their new host country, they require services (i.e., linguistic, health, and employment) to help ease the settlement process (Omidvar & Richmond, 2003; Shan & Butterwick, 2017). ESL classes and employment support programs – major factors in the integration process – have been established in Canada to aid newcomers in need of linguistic and employment assistance (CIC, 2019). How newcomers identify themselves within the host community (i.e., their new home) has also been shown to be an influential factor in predicting integration success (Gu & Cheung, 2016; Guo & Guo, 2016; Noels et al., 1996). What's more, those with a higher level of proficiency in English have been shown to have a greater desire to integrate into their host community (Gu & Cheung, 2016). Still, English proficiency and L2 motivation

alone are not sufficient for successful integration since employment opportunities are also important for newcomers (Derwing & Waugh, 2012) and can play a positive role in their integration. Despite immense research on L2 motivation, little evidence exists on the L2 motivation among vulnerable newcomer and immigrant populations. Specifically, it is not known what their reasons for L2 learning might be, values they assign to the target language (TL) of the country they move to, and in the context of Canada, the importance they attribute to English. Because newcomers make up a great portion of the Canadian population (StatCan, 2017) and their integration efforts are essential for both their overall wellbeing as well as for Canadian society as a whole (Berry & Hou, 2016), understanding what motivates these L2 learners is important for ensuring their successful integration into the Canadian society and development of a sense of comfort, success, happiness, safety, and security in their new home.

This thesis aimed to explore the motivations that one such population of newcomers – those planning to gain employment in various employment sectors – brings to the study of English, their L2, when living in Canada. Working with a community-based government funded settlement program that aims to help the newcomers “develop their language skills specific to their workplace, increasing their knowledge of the Canadian workplace culture whilst participating in society” (OCISO, n.d.), the newcomers are paired up with an employer across various sectors and also receive workplace language training needed for the Canadian workplace. In terms of language training, newcomers are paired up with a volunteer language trainer (VLT) that they meet up with weekly to receive one-on-one language assistance. In these sessions, the VLT and student go over any language troubles the learner is facing in the workplace, work

through materials brought in by the VLT, or the VLT may help the learner with general understanding of Canadian workplace practices. An online component, which is still in development and is outside the scope of this study, will be used to help the learners with their workplace language learning as well as to help guide the VLT sessions. Although learners attend VLT sessions, regular attendance and engagement in the sessions remain low, and so a need to enhance learner motivation and engagement with the sessions and materials was identified. As such, it was established that research on newcomer L2 motivation was needed (specifically for those receiving WLT) to learn what it is that motivates them to study the target language (in this case, English), and what could be done to promote positive motivation.

Effective language learning is in large part dependent on positive motivation that learners may employ to enhance their learning and develop the language needed in the workplace (Papi, 2018). The goals of the larger project of which this study is a part of may benefit from understanding the motivations of its clients as learners' ideal future self using the L2 – i.e., attributes they wish to possess, such as being fluent – promotes positive language achievement, a desire to successfully integrate into Canadian society and the workplace, and how they perceive themselves in the future (Dörnyei, 2005). Determining the learners' attitudes towards their ideal self and motivation, more generally, will contribute to providing them with the support they may need to positively affect their willingness to engage in and sustain the study of the L2. Identifying what motivates the learners will allow workplace language teachers to devise materials that can be catered toward learners' workplace needs as well. For example, if learners identify understanding workplace pragmatics as a language goal – that is, a goal that is strongly

enforced by their ideal or ought-to L2 self – then teachers can develop materials that help with understanding workplace pragmatics and the language needed to take part in Canadian workplace practices. Researching newcomer motivation may also help the settlement program be more responsive to their clients' needs by providing them with teaching materials, motivation workshops, and other supports that may increase learner motivation to achieve both their general and workplace language goals and needs.

Motivation workshops – workshops catered to enhancing visualization of the future self – for example, have been shown to increase L2 learners' goals and future selves (Chan, 2014); this increase in motivation then enhances the actions L2 learners take to reach those goals. That is, the greater the ability to visualize the attributes one wishes to possess, the more motivated one will be, which can then positively affect L2 learning.

Within the scope of the larger project, the research conducted in this thesis may serve as a resource for understanding newcomer L2 motivation and then providing learners with the appropriate materials to help motivate them to study the L2. Therefore, this thesis explores the administration of L2 motivation questionnaires, conducting interviews to get a deeper understanding of the questionnaires responses, and a discussion of what the results may mean for the settlement program and L2 motivation research in general.

1.2 Organization of This Thesis

This thesis is organized in the following manner. Chapter 2 reviews the relevant literature on L2 motivation, the L2MSS, and newcomer integration processes into both host societies and workplaces. Next, Chapter 3 provides the methodology employed in this thesis as well as the design and implementation of the tools used to collect data. The analysis of the questionnaire and interview data is also discussed in terms of the statistical

analyses and the coding methods used. The next chapter, Chapter 4, focuses on the results and discussion of the findings. Finally, Chapter 5 provides an examination of the pedagogical implications, limitations, and suggests future research directions.

Chapter 2: Literature Review

Both motivation and attitudes have been shown to have great influence over second language (L2) learning and acquisition (Dörnyei, 2005; Gardner & Lambert, 1972). L2 motivation pertains to a multitude of factors such as affect, engagement, learning effort, and motivated behaviour (Csizér & Dörnyei, 2005). The position of attitudes in motivation studies has been extensively explored by many researchers who suggest that attitudes plays a vital role in motivation and motivational behaviour (Csizér & Dörnyei, 2005; Dörnyei, 2005; Ellis, 2015; Gardner & Lambert, 1972; Kormos et al., 2011; Papi, 2018). Attitudes can be defined as the stance a learner takes in their learning and can also be viewed as an element or entity in a learner's motivation (Gardner & Lambert, 1972). The role motivation plays in learner behaviour and its implications for successful learning has also been explored by many researchers (Csizér & Dörnyei, 2005; Dörnyei, 2005; Gardner & Lambert, 1972; Kim, 2009; Kormos et al., 2011; Papi, 2018) who agree that, because language learning is socially and culturally bound, it requires a lot from the learner (i.e., identification with the L2 community and culture). Behaviour, then, is defined as how learners undertake a task based on past experiences by either approaching or avoiding it (Higgins, 1997; Higgins et al., 2001). That is, a learner's "subjective histories of past success versus failure influence approach versus avoidance of an achievement task" (Higgins et al., 2001, p. 4).

The L2 Motivational Self System (L2MSS), proposed by Zoltán Dörnyei (2005), has been influential in accounting for the many factors that affect learner attitudes, perceptions, and actions. The L2MSS is composed of three components (the L2 learning experience, the ideal L2 self, the ought-to L2 self). The tripartite focuses on the

portrayals (i.e., how learners view themselves speaking the L2), desires (i.e., what learners hope to achieve while speaking the L2), and attitudes (i.e., the stance learners take in learning the L2) that L2 learners possess while learning a L2. It is the portrayals, desires, and attitudes that also drive the behaviour learners approach or avoid a task with (Dörnyei, 2005; Higgins et al., 2001). This research is significant as it brings insight into student behaviour and how to encourage them to be engaged in their learning. Learner engagement, then, is defined as the way a learner engages with the language, materials, classroom, environment, and so on (Papi, 2018). This is the attention, work, and effort they exercise into their learning. Motivation can be described as the effort, desire, and attitudes toward learning the L2 (Dörnyei, 2005). By investigating and researching learners' L2 learning behaviour, we can then attempt to provide the appropriate materials needed for learners to achieve their goals.

In the current Canadian context, newcomer motivation has yet to be researched (Doucerain, 2019), and this is especially true for newcomers that receive language instruction in the workplace. With Canada's large immigrant population, at 21.9% in 2016 (StatCan, 2017), there is a demand by the Canadian government to provide this population with the resources (e.g., government-funded employment support programs, English and French language training) needed to appropriately settle in Canada (CIC, 2019). Although these resources are provided by the government, gaining employment as a newcomer to Canada is still very difficult, which may be a result of newcomers' language ability. Bartel (2013) explains that "language barriers often stand in the way of those seeking employment" (p. 109), preventing them from gaining and/or sustaining employment. As a result, the government of Canada developed workplace language

training (WLT) programs (e.g., Occupation-Specific Language Training (OSLT) with Colleges Ontario) to help ease the employment and settlement processes (Bartel, 2013). While WLT programs have been developed, there has not been much attention paid by these programs to help boost L2 motivation among its clientele learning workplace specific language. As previously mentioned, motivation is important for language learning in that it drives learners to actively engage in the L2 learning process, and so increased motivation may result in increased proficiency in the L2. Because motivation is important for language learning, especially for newcomers looking to integrate into a new society, culture, and workforce, there is a need to study the motivation patterns of newcomers to Canada. By determining what motivates newcomers to study English, WLT programs may use the information to create materials, lessons, programs, workshops, and more to help promote motivation, in turn easing the employment, settlement, and L2 learning processes. That is, by increasing motivation, WLT learners may see an increase in their L2 proficiency, which in turn may motivate them to seek, gain, and sustain employment. Familiarizing newcomers with Canadian culture – though, not at the risk of losing their own ethnic culture – may also help to facilitate socialization with other Canadians and expedite the employment process (Gu & Cheung, 2016).

With motivation seen as crucial for successful language learning, this literature review will investigate the gap in L2 motivation research for those receiving WLT. The research discussed in this chapter will assist in understanding the results of L2 motivation questionnaires and interviews that were conducted with newcomers in both English as a Second Language (ESL) and WLT programs. The subsections of this chapter are as follows: Motivation in Second Language Acquisition (SLA) and Learning, the L2

Motivational Self System (L2MSS), and Integration, Identity and Workplace Language Training. The first subsection, Motivation in Second language Acquisition and Learning, will provide a brief history of L2 motivation research and attitudes categorized in motivation as well as discuss the shift in defining what motivation means to learners, second language learning and acquisition. The second subsection will discuss the emergence of the L2MSS introduced by Dörnyei (2005) in terms of what the tripartite pertains to. This subsection will primarily focus on the studies that will be used to support the findings in this thesis. The final subsection – Integration, Identity and Workplace Language Training – will discuss newcomers' integration processes, their identity and acculturation processes, and WLT. The chapter will conclude with remarks on the concepts discussed and will outline the questions that guided this research.

2.1 Motivation in Second Language Acquisition and Learning

2.1.1 A Brief History of L2 Motivation Research

There have been three main periods that define the direction of motivation research: (1) the social-psychological period, (2) the cognitive-situated period, and (3) the socio-dynamic period. The first period – the social-psychological period – was defined as a time where psychological approaches to language learning represented the primary trend. Led by Robert Gardner and associates, from 1959 to 1990, the research was largely shaped by the interest in how motivation was influenced by different internal (e.g., how learners felt) and external factors (e.g., the classroom setting). The period that followed was labeled the cognitive-situated period and was prominent from the early 1990s to the early 2000s. It was a time in which viewing language learning from the perspective of cognitive theories was prevalent in research. Theories such as Self-Determination Theory

(SDT) and Attribution Theory (AT) emerged as a result of interest in what goes on inside the learner's head. The current trend of L2 motivation is the socio-dynamic period. This trend in research has been interested in the ever-changing flow of motivation in learners, and the reasons for those changes. This period began with the work by Dörnyei and associates in Europe with primary research being conducted on the L2MSS. The following section will look more closely at the research that was significant during each research period and that shaped the theory of the L2MSS.

2.1.1.1 The Social-Psychological Period

Before the socio-psychological period began, language learning was seen as being primarily dependent on aptitude; that is, learners either have, or do not have, the ability to learn a L2, and that aptitude predicted how successful (or unsuccessful) learners would be in their L2 studies. Dörnyei (2005) explains that language aptitude testing began as a result of schools in the U.S. attempting to identify learners who were 'unintelligent' or 'untalented' in order to determine why language test results were so low at the time. From the 1920s to the 1950, many aptitude tests (e.g., Modern Language Aptitude Test) were developed to help predict whether someone would be successful, or had the ability, to learn a L2. However, a shift in SLA research emerged: not only were aptitude and aptitude tests seen as outdated ideas – especially with the shift from audiolingual methods of language teaching to a more communicative language teaching approach at the time – aptitude testing was also deemed not fair to learners who were not seen as 'smart', and had very little explanatory power to account for the dynamics of language learning (Dörnyei, 2005). The end of the period saw a shift in how language learning was viewed, with considerations of the relationship between the first language (L1) and L2 becoming

important (Dörnyei, 2005); thus, the social-psychological period began. The social-psychological period was led by Robert Gardner, Wallace Lambert, and their associates from 1959-1990 (Al-Hoorie, 2017; Dörnyei, 2005). This psychological approach to motivation was based on the idea that a learner's attitudes toward the target language (TL) community – the community that speaks the language being learned – influenced how successful, or unsuccessful, the learner would be in incorporating and acquiring aspects of the L2 (Gardner, 1985a).

Furthermore, what drove the research in this period was the concept that, unlike how school subjects are learned, "...a foreign language is *not* a socioculturally neutral educational area but is affected by a range of social psychological factors such as language attitudes, cultural stereotypes, and even geopolitical considerations" (Dörnyei & Ryan, 2015, p. 74). With this shift in L2 motivation research, a new theory emerged. Gardner (1979) developed the Socio-Educational Model (SEM), which assumes four different variables that influence language learning: intelligence, language aptitude, motivation, and situational anxiety. Although all four factors are seen as being influenced by the cultural milieu (i.e., the beliefs held by the community) in formal settings, motivation and anxiety were seen as having a greater, more dominant role in the informal language learning process (Gardner et al., 1983). At the motivation level, the SEM proposes that there are two types of attitudes that dictate level of motivation, *integrativeness* and *attitudes toward the language learning situation*. The first level refers to learners' attitudes toward the TL community and their attitudes toward foreign languages in general, whereas the second level pertains to aspects involving the learning context (e.g., the teacher, the classroom) (Gardner et al., 1983). The concept of attitudes

and motivation in language learning has been extensively explored by many scholars and researchers who found value in studying student attitudes and how they pertain to motivation (Csizér & Dörnyei, 2005; Dörnyei & Ottó, 1998; Higgins, 1997; Kormos et.al, 2011; Noels, 2003; Noels et al., 1996; Taguchi et al., 2009; Ushioda, 2011).

This view, that attitudes and motivation have a greater effect on learner achievements, brought upon the ideas of *instrumental attitudes* and *integrative attitudes* (Gardner & Lambert, 1972). Overall, attitudes pertain to the perception and outlook learners have about their own learning, the TL community (sharing the same general objective – in this case, language), and how they perceive themselves using the language in the future. The first outlook, instrumental attitudes, views language as an instrument, a means to get by for work or survival; that is, perceiving language learning as practical and advantageous (Gardner & Lambert, 1972). When first introduced, integrative attitudes were defined as having interest in the L2 and the positive attitudes toward the language. Therefore, from this perspective, a learner's integrative attitudes can be viewed as the want (or desire) to integrate into the imagined TL community.

However, a shift in the definition of integrativeness came when Dörnyei and Csizér (2005) proposed that having integrative attitudes also pertains to the positive, respectful, and affective disposition a learner has towards the L2 community, its culture, and its members. They explain that this new inclusion to the definition was important because it brought into focus the identification with the culture and community as the previous definition did not consider that learners – specifically those in English as a foreign language (EFL) contexts – do not have much contact with the L2 community outside of class. Due to the need for a new concept that would provide a broader frame of reference

to include different learning contexts and to further the previous ideas introduced by Gardner and Lambert, Dörnyei (2005) proposed the theory of the L2MSS. This system aimed to consider the many aspects of motivation (e.g., identity, environment, engagement, future self-guides) that was previously missed or overlooked in research; this then allowed for substantial amounts of studies to be conducted on what pertains to motivated behaviour, outlook, and future goals for learners in contexts that are not directly connected to the TL community. Dörnyei's goal was to develop a definition of what motivation meant for EFL learners, and so the L2MSS emerged (the components of the L2MSS will be further discussed in Section 2.2).

In order to measure L2 motivation among language learners, Gardner (1985) developed the Attitude/Motivation Test Battery (AMTB), which incorporated all the factors previously discussed (i.e., intelligence, language aptitude, motivation, and situational anxiety). More specifically, it was developed to understand how the factors affect L2 learning. The development of the AMTB was in response to the need for a test that could assess the non-linguistic aspects (e.g., understanding of the TL community, desire to continue studying the TL, interest in other L2s) of L2 programs (Gardner, 1985b). The test items were mainly catered toward Canadian L2 learners of French in elementary and secondary schools as the primary research conducted by Gardner and associates during this period was targeted toward the Canadian context; however, Gardner claims that it may be modified for those who wish to investigate motivation and attitudes in different contexts. This multi-componential test consisted of 130 items that were based on the following main factors:

- (1) integrativeness: general positive attitudes toward the L2, its culture, and the speakers of that language. An example from the AMTB is “Studying English can be important for me because it will allow me to meet and converse with more and varied people” (Gardner, 1985b);
- (2) anxiety: stress or anxiety while performing in the L2 that can either inhibit or benefit the performance or can be a trait of the learner or is situation-specific. An example from the AMTB is “It embarrasses me to volunteer answers in our English class” (Gardner, 1985b);
- (3) instrumental attitudes: using language as a tool to get by for work or survival and is less internalized within the learner. An example from the AMTB is “Studying English can be important for me only because I’ll need it for my future career” (Gardner, 1985b); and
- (4) parental encouragement: the support and encouragement learners either receive or do not receive from their parents/adult caregivers. An example from the AMTB is “My parents really encourage me to study English” (Gardner, 1985b).

This self-report questionnaire was used and adapted around the world and also set a high standard for motivation research due to its advanced statistical data processing techniques (Dörnyei, 2005). Although revolutionary for its time, the questionnaire itself was lacking. Dörnyei (2005) explains that there were far too many correlations between items, and that there were some items (e.g., “It embarrasses me to volunteer answers in our English class”, “I would get nervous if I had to speak English to a tourist”) that pertained to consequences rather than motivation, the aspect it meant to measure. That is,

not only did it fail to attempt to measure motivation, it also contained items pertaining to motivated behaviour, something that is, as Dörnyei explains, a consequence of motivation and not motivation itself. Hence, it becomes difficult to determine what the test was meant to measure as the items it contained were not measuring the intended construct. During this time, researchers began to look at motivation research differently – there became a need to look at motivation from a more micro-perspective, with more attention paid to what happens at the learner level (i.e., their feelings and behaviours) rather than to society's role in L2 motivation. Although Gardner's motivation model was the primary theory referenced for over thirty years, the SEM and AMTB became outdated as different theories started to emerge toward the end of the socio-psychological period (Dörnyei, 2005). As it was unmodified over time, the social-psychological period came to an end in the 1990s, bringing upon the cognitive-situated period. It should be noted, however, that both the SEM and AMTB have been reviewed and modified over the years in order to incorporate the variability in language learning (Gardner, 2011). By the end of the period, there became a need to close the gap between how motivation was thought about and researched in terms of educational psychology (Al-Hoorie, 2017; Dörnyei, 2005).

2.1.1.2 The Cognitive-Situated Period

The cognitive-situated period began in the 1990s and was represented by work done on cognitive theories in the field of education psychology (Dörnyei, 2005). This period emerged due to two broad, intertwined trends: (1) a desire to narrow down the macro-level of looking at motivation to a more fine-tuned micro-perspective of the language learning process (i.e., at the classroom level), and (2) the desire to 'catch up' to the advances that were taking place in motivational psychology (Boo et al., 2015;

Dörnyei & Ryan, 2015). The first trend emerged as a result of a lack of link between motivation and contextual factors. That is, there was a desire to include, and also understand, the role that classrooms (i.e., the teacher, curriculum, learner group) and other instructional settings played in motivation levels and the language learning process. Researchers found that the classroom environment explained a considerable amount of variance in learners' motivation. That is, the dynamics of the classroom influences students' motivation, which is different from how the classroom environment was conceived as (i.e., as a static construct) in quantitative studies (Dörnyei, 2005). The second trend, in turn, came about in response to the need to better understand the psychological aspects of motivation and its effects on L2 learning. As Dörnyei (2005) explains, researchers began to look at "how one thinks about one's abilities, possibilities, potentials, limitations, and past performances, as well as various aspects of the tasks to achieve or goals to attain is a crucial aspect of motivation" (p. 74). Within this period, two main theories were introduced to account for both contextual and psychological aspects of motivation: Self-Determination Theory (SDT) and Attribution Theory (AT).

SDT, first introduced by Edward Deci and Richard Ryan (2008), focused on three main psychological needs pursued by people: *autonomy* (feeling of control over one's own actions), *relatedness* (feeling of belonging and connecting to other people), and *competence* (feeling of being able to accomplish/complete a task). As the cognitive-situated period began to take way, researchers started to focus on the different types of intrinsic and extrinsic aspects of self-determined learners (Dörnyei & Ryan, 2015). Intrinsic motivation refers to the taking part in activities for personal satisfaction, which is often related to autonomous and self-determined behaviour. On the other side of the

motivation spectrum – according to SDT – is extrinsic motivation, which relates to doing activities to satisfy external obligations and demands (Deci & Ryan, 2008). Extrinsic motivation, unlike intrinsic motivation, is often related to externally regulated behaviour. The central idea behind this theory was that instead of focusing on the quantity of motivation a learner may possess, attention to the different types of motivation (intrinsic and extrinsic) would reveal the possible reasons for how learners approached L2 learning (Deci & Ryan, 2008).

The other major theory developed during this time was Attribution Theory (AT). AT in motivation studies was first introduced by Bernard Weiner (2010) and assumes that the subjective reasons learners assign – or attribute – their successful and unsuccessful past experiences greatly impact and shape the decisions underlying their next actions (Dörnyei & Ryan, 2015). That is, the positive L2 learning experiences people have will result in them more likely wanting to experience the same event again, whereas if they had a negative past experience, learners may avoid engaging with the L2 learning process and become demotivated.

Both of these theories are important for L2 learning and motivation research. It is important to understand the role of SDT because the success a learner has in learning a L2 may be a result of the type of motivation they have, rather than the quantity of motivation. Furthermore, research has shown that the satisfaction of all three psychological needs (autonomy, relatedness, and competence) predicts psychological well-being (Deci & Ryan, 2008), and for language learning specifically, L2 learners are more likely to be successful at learning tasks if all three needs are met. For newcomers to Canada who may not be in control of their situation (who may be seeking asylum), who

may want to feel ‘Canadian’ and relate to those in their new host society, and who may want to feel competent by learning English, SDT can be helpful in identifying what it is exactly that motivates newcomers to take on learning English (or French) and how successful they may be in the long-run. In terms of AT, it is important to understand that learners’ past L2 learning experiences (and their feelings toward those experiences) affect their motivation to continue studying a L2 or not. Weiner (2010) explains that how learners perceive the attributes they assign to their success and failures dictates behavioural change, that is, how they feel about a situation changes their next actions. This is important for the context of this thesis: if newcomers view past L2 learning experiences as failures, their ‘failure attribution’ acts as a barrier to motivation, resulting in demotivation. This may then result in no/limited language learning occurring. However, if newcomers attribute their past L2 learning experiences to being successful, then they may be more motivated to continue studying the L2, resulting in positive language learning. Both SDT and AT are valuable in attempting to understand the approaches learners take in their L2 studies, and in the case of newcomers to Canada, may be imperative to understand as they begin to settle into their new home.

2.1.1.3 The Socio-Dynamic Period

The socio-dynamic period, the current trend in motivation research, is a period in which research attempted to account for the eb and flow of motivation experienced by language learners over time. As Dörnyei (2005) explained, this period is “characterized by an interest in motivational change” that began with the work of Dörnyei, Ushioda, and colleagues in Europe (p. 67). It was realized during this period that language learning was not static, there is changeability in learners’ everyday experiences, and that learner

motivation at the beginning of the day may change during the day, week, or year (Dörnyei & Ryan, 2015). The three main theories developed during this period was Dörnyei and István Ottó's process model (1998), Ema Ushioda's person-in-context relational view (2009), and Dörnyei's (2005) L2MSS.

Dörnyei and Ottó's (1998) process model was an early attempt to incorporate dynamic theories into motivation research. The authors explain that in the process of developing classroom interventions in order to motivate L2 learners, they found that a motivation model that incorporated all past motivational constructs to date – that also accounted for the dynamics of language learning – was missing (Dörnyei & Ottó, 1998). The model proposes that L2 motivation includes three stages: the first is the pre-actional stage where learners make choices before starting their learning; the second phase is called the actional stage where learners act upon the choices made; and finally, the post-actional stage is where learners assess and reflect on their actions for future reference. The main takeaway from the process model is that the actions learners take are often reflected on, and then the subsequent actions they take may change depending on how they were evaluated (i.e., or felt about) by the learner. This is a key tenet of the dynamic system of motivation, where learners' actions and motivation are constantly changing. By being aware of eb and flow, researchers may become more informed about the reasons for those attitudes and fluctuations in L2 development. The authors distinguish three types of self-regulating strategies to help boost motivation: learning strategies (how to go about learning the L2), goal setting strategies (setting goals based on desires, wishes, hopes, and opportunities), and action maintenance strategies (maintaining and protecting motivation and intention). From the classroom and teacher level, Dörnyei (2005) explains

that making teaching materials relevant to learners may help to increase motivation and learner satisfaction. For the context of this thesis, developing materials that are relevant to WLT and ESL learners (e.g., teaching materials related to the workplace) may assist in not only motivating them to continue studying the L2, but may also help them to become more independent in their learning and in the workplace.

In line with Dörnyei and Ottó's process model, Ushioda's person-in-context relational view was another major perspective that added to the socio-dynamic period of motivation research. As a response to a majority of the quantitative studies being conducted on L2 motivation, Ushioda (2001) explains that there was a need to expand the way motivation was looked at and to move toward qualitative research, that is, not just looking at motivation as variables measured in questionnaires. The purpose of qualitative research is not to provide further evidence for the quantitative work being conducted, but is to "...analyze and explore aspects of motivation that are not easily accommodated within the dominant research paradigm" (Ushioda, 2001, p. 96). In her work, Ushioda looked at motivation from the 'person' perspective – that is, the person, not learner perspective. From her view, learners' behaviours, attitudes, and goals had a dynamic relationship with context and were not separate static concepts that did not interact (Ushioda, 2011). She also argues that the context is important in understanding why learners may or may not be motivated – 'context' in Ushioda's (2011) definition is a factor that influences motivation, but one over which learners have no control. By looking at motivation from a qualitative perspective, we may be able to see the patterns of thinking and beliefs held by L2 learners, their motivational behaviour, and engagement in the L2 learning process (Ushioda, 2001). In terms of newcomers to Canada, living in a

new country may be something they have no control over, and so how that affects their motivation to study the TL is important for understanding their patterns of thinking and learning behaviour.

The final theory developed during this period was the L2MSS (Dörnyei, 2005) and refers to the tripartite approach to language learning – the L2 learning experience, the ideal L2 self, and the ought-to L2 self. Although briefly discussed in the socio-psychological period section of this chapter, the L2MSS will now be addressed in more detail.

2.2 The L2 Motivational Self System (L2MSS)

As mentioned in the socio-psychological period section of this chapter, Dörnyei developed the theory of the L2MSS in order to incorporate all of the aspects on motivation that, he posits, are involved in language learning and to add to Gardner's concept of integrativeness. He proposed that the tripartite consists of three components, which are: the *L2 learning experience*, *ought-to L2 self*, and the *ideal L2 self*; these will be further discussed in the subsequent sections. The L2MSS was given primary focus in this thesis as it was the framework used to validate the results of this study.

2.2.1 *L2 Learning Experience*

The first component of Dörnyei's (2005) theory is the L2 learning experience, which concerns the influence of previous and present external factors (i.e., classroom, teacher, curriculum) on the learning environment and experience. That is, the current or past experiences may shape the long-term motivational goals and trajectories of learners (Ushioda, 2011). The inclusion of past and current L2 learning experience takes into account the situation-specific motives held by learners. The L2 learning experience is

important to consider when understanding L2 motivation since “...past research conducted in the spirit of the situated approach...has provided ample evidence of the pervasive influence of executive motives related to the immediate learning environment and experience” (Dörnyei, 2005, p. 106). In Ushioda’s (2001) research conducted on language learning motivation at university, she found that those with positive L2 learning experiences tended to possess higher levels of intrinsic motivation than those who had negative learning experiences; this was due to extrinsic motivation being arguably more goal/career oriented. As she explains, this may suggest that there are two routes that can account for successful learning: (1) positive learning experiences and (2) learners’ language goals for the future (Ushioda, 2001). The L2 learning experience is important when attempting to understand learners’ motivation as their past experiences greatly influence the amount of effort and care they put into their learning – a concept that had been identified within AT. From the perspective of newcomers to Canada, understanding their past experiences may help to identify their possible future achievement efforts.

2.2.2 The Ideal and Ought-to L2 Self

The second component of the tripartite, the ought-to L2 self, concerns itself with the attributes or features that a learner thinks they should – or ought-to – possess based on external pressures (e.g., the job market) in order to avoid negative outcomes (e.g., unemployment) (Dörnyei, 2005). The ought-to L2 self pertains to the extrinsic (less internalized) side of instrumental attitudes, where learners use the language as a means for survival or gaining (and sustaining) employment. The ideal L2 self, on the other hand, is seen as the most influential and important part of the system according to Dörnyei (2005). This dimension is concerned with the intrinsic, integrative attitudes, where

learners are interested in the L2, its community, and its culture. More specifically, it is the learner's ideal version of themselves using the language. The integrative and intrinsic attitudes both affect a learner's motivation and success. The ideal L2 self is often referred to as the dominant learner internal motivator since learners have a desire to reduce the discrepancy between their actual and ideal version of themselves (Dörnyei, 2005). This is an important facet of the L2MSS because it is the desire to reduce the discrepancy that pushes learners to continue studying the L2, employ learning strategies, and engage with the TL community and culture. Along with the idea of an ideal (or imagined) self is the concept of an imagined community – the community that has been "...constructed by a combination of personal experiences and factual knowledge with imagine elements related to the future" (Dörnyei, 2005, p. 98). An imagined community, a concept introduced by Norton (2001), is connected to L2 learners' integrative attitudes, that is, there is a desire to integrate into the imagined L2 community. This is important for classroom teaching, because, as Norton (2001) explains, if learners' imagined communities are not acknowledged or incorporated into the classroom, then it may result in non-participation and demotivation on the part of the learner. This then negatively affects the integrative attitudes that were once held by the learners, weakening their ideal L2 self and motivation to continue studying the L2. For newcomers to Canada, fostering and encouraging their integrative attitudes is important for the ideal L2 self and language learning as their possible desire to integrate into the Canadian society may be reflected in their imagined communities. That is, what they desire in their imagined communities may be a reflection of what they want to achieve in the actual TL community (Norton, 2001).

In the process of developing the concept of the ideal and ought-to L2 selves, Dörnyei looked to psychological research done on *possible selves*. Possible selves, the concept introduced by Hazel Markus and Paula Nurius (1986), is defined as the representations of specific and individual hopes, fears, and fantasies. They explain further that possible selves are not only “individualized or personalized, but they are also distinctly social...” and that they are the “...direct result of previous social comparisons in which the individual’s own thoughts feelings, characteristics, and behaviors have been contrasted to those of salient others” (Markus & Nurius, 1986, p. 954). This is important as a learner’s possible self, or perceptions of what the learner *could* be, can give structure, purpose, and direction to their goals and fears, resulting in motivated behaviours (Dörnyei, 2005). In terms of the *ideal self*, the concept was first introduced by E. Tory Higgins (1987), who suggested that someone’s ideal version of themselves acts as an academic self-guide, moving learners to decrease the discrepancy between their actual self and their future perceived self. Higgins’ (1987) concept of the *selves* emerged out of his self-discrepancy theory. The theory aimed to identify the different types of discomfort someone might possess, to relate the different types of emotions among people’s beliefs, and to take into account the different discrepancies people may display when feeling discomfort. Higgins (1987) explains that the self-discrepancy theory was designed to bring together past theories on self and account for the interrelations between the different self-states. Higgins identifies three self-states: the actual self (i.e., the attributes one thinks they actually possess), the ideal self (the attributes one would like to possess), and the ought-to self (the attributes one thinks they ought-to possess). Higgins states that “...people differ as to which self-guide they are especially motivated to meet” (p. 321),

and so the self-state a learner has will represent their prominent motivating factors. This is where the ideal L2 self comes in – learners' ideal version of themselves using the language in the future motivates them to study the L2 (Dörnyei, 2005); therefore, if the person the learner would like to become is fluent in the L2, then that would be a strong motivator to reduce the distance between their real self and their ideal, future self. However, if a L2 learner is more motivated by having attributes they think they ought to possess for example, to gain employment, then they will have a stronger ought-to L2 self. Although the ought-to L2 self can be described as a strong motivator, the ideal L2 self may be more influential in language learning.

The contribution of the ideal L2 self and ought-to L2 self to the area of motivation research was influential in SLA as the socio-contextual perspective on learner motivation had been insufficiently explored. By looking at motivation from a socio-dynamic perspective, researchers and teachers can account for the factors, such as language attitudes, cultural stereotypes, learners' willingness to identify within the L2 community, and the dynamics of each factor that affect motivated behaviour and learning effort (Dörnyei, 2005). Now, a comprehensive look into the L2MSS research used to support both the quantitative and qualitative results of the current study will be provided. The studies in this literature review were chosen for their relevance – and prominence – to L2 motivation research. The studies to be discussed are: Csizér and Dörnyei, 2005, Kormos et al., 2011, Taguchi et al., 2009, Kim, 2009, and Chan, 2014. These studies were used in the development of the motivation questionnaires and interview questions employed in this thesis and were also used to understand and interpret the data these generated.

The first study that will be discussed is Csizér and Dörnyei's (2005) study, which was one of the first to research the L2MSS among EFL learners. The authors looked at the internal structure of L2 motivation and its relationship with learners' language choice and learning effort in Hungary. The aim of the study was to provide evidence for motivation being an antecedent of behaviour; that is, motivation is the reason why L2 learners do what they do, and it does not predict how successful a learner may be in learning the L2 (Csizér & Dörnyei, 2005). In this longitudinal study, the authors distributed motivation questionnaires to 8593 students, ages 13 to 14 years old, in Hungary in 1993 and then again in 1999. They specifically probed questions about the five languages being taught in Hungarian schools at the time: English, German, French, Italian, and Russian. The questionnaire targeted seven components of L2 motivation: (1) integrativeness, (2) attitudes toward speakers, (3) cultural interest, (4) self-confidence, (5) milieu, (6) vitality of L2 community, and (7) instrumentality. The items were then analyzed using structural equation modeling (i.e., analyzing the interrelationship between variables). The primary finding from the study showed that integrativeness was positively correlated with the criterion measures (language choice for future L2 studies and intended learning effort), indicating that integrativeness has a core position in motivating L2 learners. The fact that integrativeness positively correlated with the two criterion measures is important because the two measures "...concern the two main aspects of motivated human behaviour, its direction and its magnitude" (Csizér & Dörnyei, 2005, p. 20). The authors also found that self-confidence (a component of motivation) in learning and using the L2 had been recognized as an influential contributing factor in learners'

willingness to be engaged entirely in the L2 (i.e., with the L2 community, with the L2 culture, in intended learning effort).

The second study used in analyzing the results of both the quantitative and qualitative data, was that conducted by Kormos, Kiddle, and Csizér (2011) on the systems of goals, attitudes, and student beliefs about L2 motivation. The authors investigated how factors such as cognition, affect, and society construct and influence learner motivated behaviour (operationalized as active engagement with the language). The authors surveyed 518 secondary school students, university students, and young adult learners in Chile using a motivation questionnaire. The questionnaire items were adapted from previous studies conducted on the ideal L2 self in L2 learning such as Taguchi et al. (2009) and Csizér and Dörnyei (2005). The authors found that "...although the vision of the future is part of the Ideal L2 self", in their research context of Chile, "...the Ideal L2 self needs to be re-conceptualized as a future second-language self guide" (Kormos et al., 2011, p. 507). The study provided additional support for the importance to consider learner views on how they approach L2 learning and the role motivation plays in their achievements. This is important to consider as self-guides have the ability to influence the amount of effort learners exert and invest into their L2 learning goals (Kormos et al., 2011). Both of the studies just reviewed suggest that the ideal and ought-to L2 selves are important self-guides for learners; that is, future self-guides may have a positive influence on the effort and engagement learners invest in their desired future L2 competence, resulting in positive language gains (Csizér & Dörnyei, 2005; Kormos et.al, 2011; Ushioda, 2011). This also falls in line with Gardner and Lambert's (1972) suggestion that success in mastering the target L2 is heavily dependent

on learners' attitudes towards the target community and their willingness to identify themselves within that community.

The third study used, and one of the more prominent studies conducted on the L2MSS, was by Taguchi, Magid, and Papi (2009) on Japanese, Chinese, and Iranian EFL learners' motivation to study English. The study was referenced the most when developing the questionnaires as the aims were similar to that of this thesis. The primary aim of the study was to replicate Csizér's and Dörnyei's (2005) Hungarian study in different contexts (i.e., Iran, Japan, China). A questionnaire (with both a 6-point Likert scale and open-ended questions) that targeted ten factors was used with 1586 participants from Japan, 1328 from China, and 2029 from Iran. The ten factors included:

- (1) criterion measures – intended effort to learn the L2 (e.g., 'I am working hard at learning English');
- (2) ideal L2 self – one's ideal self using the L2 in the future (e.g., 'I imagine myself as someone who is able to speak English');
- (3) ought-to L2 self – attributes a learner thinks they ought to possess (e.g., 'My parents believe that I must study English to be an educated person');
- (4) family influence – positive or negative parental roles (e.g., 'My parents encourage me to study English in my free time');
- (5) instrumentality-promotion – personal goals to become proficient in the L2 to gain positive outcomes (e.g., 'The things I want to do in the future require me to use English');

- (6) instrumentality-prevention – obligations and duties in order to avoid negative outcomes (e.g., ‘I have to study English because I don’t want to get bad marks in it’);
- (7) attitudes to learning English – attitudes toward learning the L2 (e.g., ‘I like the atmosphere of my English class’);
- (8) attitudes to L2 community – learners’ attitudes toward the L2 community (e.g., ‘Do you like English film?’)
- (9) cultural interest – interest in the L2 culture (e.g., ‘Do you like the people who live in English-speaking countries?’); and
- (10) integrativeness – positive attitude toward the L2, its culture and community (e.g., ‘How much would you like to become similar to the people who speak English?').

The study aimed to address: a) what role integrativeness plays in contexts in which English is not widely spoken; b) if there is a relationship between the ideal L2 self and integrativeness; c) if there is a distinction between promotion and prevention orientation; and d) to validate the applicability of the L2MSS in an Asian context. While the findings differed across the three research contexts, main findings suggest that the ideal L2 self provided a better explanation for learners’ expected effort, attention, and dedication towards their learning (Taguchi et al., 2009). As the findings from both the Csizér and Dörnyei (2005) and Taguchi et al. (2009) studies correlated, the findings may be extended to other learning contexts as well (i.e., in ESL contexts). Another finding from the study is that integrativeness may now be labelled as the ideal L2 self as both seem to be tapping into the same construct; this finding correlates with Csizér and

Dörnyei (2005) and Dörnyei and Csizér's (2002) studies. That is, integrativeness is not so much the desire to integrate into the TL community but is the identification process within the self-concepts. Csizér and Dörnyei's (2005) explain that “[i]f one's ideal self is associated with the mastery of a L2, that is, if the person that we would like to become is proficient in the L2, we can be described as having an integrative disposition” (p. 29). The final finding from the study also suggests that promotion and prevention are separate constructs (these constructs will be further discussed in the next subsection *Regulatory Focus and Regulatory Fit Theory*), and that those who possess a promotion orientation are more motivated by the possibility of positive outcomes, whereas those with prevention orientation are highly motivated by the possibility of negative outcomes.

The fourth study used to create the data collection instruments for this study and analyze the results of both was Kim (2009). Kim investigated the ideal and ought-to selves in two Korean ESL students' motivation in Toronto in terms of the sociocultural influences on their ideal and ought-to L2 selves. Although a proficiency levels test was not administered to the participants to see if/how much they had learned during their time in Canada, Kim did state that one of the participants, Joon (pseudonym), spent ten months in Canada participating in general ESL lessons that took form of a study group. The second participant Woo (pseudonym) spent 11 months in Canada and was taking general ESL classes for business English as well as receiving private tutoring. Kim specifically looked at the relationship between subject, object, goal, and community and the effect the South Korean workplace culture has for hiring Koreans who are proficient in English. Although the participants were not looking for employment in Canada, they had goals of obtaining employment upon their return to South Korea. Because South

Korea's English as the Global Language (EGL) discourse is very prominent in the workplace – a view that English is the only global language – many people in South Korea often feel obligated to learn English. The study found that the *self* orientations for both learners were considerably different. In the case of Joon, the author found that his job-orientation to learn English was heavily influenced and generated by the South Korean demands of learning English for the job market. On the one hand, his concern about possible unemployment because of his low proficiency and his desire to prevent negative results correlated with his ought-to L2 self. On the other hand, his ideal L2 self was strictly related to his desire to communicate with one friend living in South Korea. Therefore, Joon's actions and desires (i.e., his ought-to and ideal L2 selves) were functioning at different levels – that is, what he wanted for himself in language learning and what the Korean society was telling him he needed were not related. According to Kim (2009), if the ought-to and ideal L2 selves are both internalized to the same level within a learner, where their ought-to and ideal L2 selves goals are related, the ought-to L2 self may provide for a powerful motivator to learn English; however, if they are not internalized to the same degree, then the ought-to L2 self will only play a minimal role and fail to motivate the learner very much. Kim also explains that although the ideal and ought-to L2 selves are viewed as separate from each other, “if an L2 learner internalizes such reasons for needing to learn the L2 and can foresee a personally prosperous future in this way, such utilitarian reasons connect to the ideal L2 self” (p. 282). This means that if the desire for the ought-to self can perceive a rich future using the language, then the instrumental attitudes can connect to the integrative, ideal L2 self, which was not the case for Joon. However, this seems to be evident for the second participant, Woo, whose job-

oriented motivation was more internalized and correlated with his future career goal, resulting in him being more motivated. His community, a homestay mother and neighbour also provided Woo with many opportunities to use the language, whereas Joon did not have the same privilege (Kim, 2009). The results from the study suggest that “depending on how far they internalize the external social discourse, learners may transform their ought-to L2 self into their ideal L2 self” (Kim, 2009, p. 291). This study may be significant as the two L2 selves were disconnected and isolated from each other; however, if we can overlap learners’ future goals with their attitudes, then we may be able to enhance engagement and eagerness in enhancing their quality of life (Kim, 2009).

The final study consulted for this thesis, and the primary one used for the creation of the interview questions, was Chan (2014). Chan conducted research on the impact of imagery training strategies on university students’ possible L2 selves and learning experiences, having employed pre- and post-course questionnaires that measured the participants’ ($n = 80$) vision of their possible L2 self. The learners were advanced English learners with high to advanced proficiency levels and were enrolled in a 12-week mandatory English course that aimed to promote autonomous L2 learning. At first, learners were introduced to the idea of an ideal L2 self and visualization. Throughout the course the learners were asked to draw visualization trees of what they envisioned their L2 future to look like. Students also took part in counselling sessions with Chan to help guide them in their learning process. Through paired-samples t-tests for the impact of the intervention on learners’ ideal and feared L2 selves, Chan found that the ideal L2 self increased, whereas the feared L2 self remained unchanged. The visualization tree exercises revealed that 60.3% of the participants found the task to be useful. The

counselling sessions seemed to show the most increase in motivation, with 81.3% of participants finding the sessions motivating. Overall, Chan found that intervention in general was successful in increasing motivation and the ideal L2 self within learners. If learners are able to better visualize themselves using the L2 in the future, they are more likely to pursue the study of the L2 more seriously – that is, they will be more engaged with their studies in order to reduce the distance between where they currently are and where they want to be. This may also be applied to other contexts (Chan, 2014), where L2 learners can visualize themselves using the L2 in places such as the workplace. For WLT learners, this can be an important aspect of helping them reach their language learning goals.

2.2.2.1 Regulatory Focus and Regulatory Fit Theory

When attempting to understand L2 motivation, it is important to think about the possible reasons why someone might learn a L2, and what it is that drives them to continue studying the L2. Regulatory focus and regulatory fit theory (Higgins, 1997; Higgins, 2000) allows to understand the underlying reasons behind L2 learners' behaviour when taking on a L2. Regulatory focus, according to Higgins (1997), states that there are two “coexisting motivational systems that serve different survival needs and regulate human goal-directed behaviour: the promotion system and the prevention system” (Papi, 2018, p. 709). On the one hand, the promotion system deals with the basic need for nurturance, joy, and happiness; learners with this orientation react more eagerly to the possibility of gaining positive outcomes. On the other hand, the prevention system is concerned with security, safety, and calmness; learners with this orientation learn better with the possibility of negative outcomes, learning more diligently because of the need to

avoid the negative outcome (Higgins, 1997). In accordance with regulatory focus, regulatory fit refers to how learners ‘feel right’ about their learning, which, in turn, increases their motivation to satisfy their goals (Higgins, 2000).

Papi (2018) used the regulatory focus and regulatory fit theory to identify how focus and fit influence ESL learners’ vocabulary learning outcomes during tasks. As the focus and fit theories suggest that learners are either prevention or promotion oriented and that language learners do best in tasks that cater to their focus orientation, Papi wanted to expand the theories beyond motivation-as-quantity (how much motivation a learner has). The goal was to view the theories from their qualitative differences and to see how the differences of focus interacted with different types of gain/loss condition vocabulary tasks. Papi explains that writing was the focus of the study because engagement with materials and activities is important for vocabulary gains; however, there was little research on the effects of different types – rather than quantity – of motivation in vocabulary learning through writing. Because promotion-oriented learners learn and react better to situations involving the possibility of gaining positive outcomes, and with prevention-oriented learners being more responsive to the possibility of negative outcomes, promotion was anticipated to predict vocabulary learning in the gain condition and the same for prevention in the loss condition. Papi used gain conditions (if points were gained on their writing, they would receive a gift card) and loss conditions (they had to avoid losing marks on their papers; no money was involved) to analyze the relationship between promotion and prevention orientations in vocabulary learning. The study found that the prevention scale was a significant predictor of vocabulary learning in the loss condition compared to the gain condition. This correlates with the ideas presented in

prevention orientations as learners attempt to avoid negative outcomes (Papi, 2018; Van Dijk & Kluger, 2011). Furthermore, the promotion scale was a significant predictor for the entire sample but not for the gain or loss condition, which also correlates with the promotion orientation since learners are not concerned with negative outcomes and are focused on the goal. Finally, the results from the study suggest that the gain condition, compared to the loss condition, results in significantly more learning. This may be because learners who possess promotion orientations employ more learning strategies, are more engaged in the learning, and are more concerned with the goal rather than the outcome (Papi, 2018). In terms of motivation and the L2MSS, the results from the study match those of previous research done on motivation in learning. That is, learners' attitudes, perceptions, and orientations affect the effort they put into their learning, which, in turn, help bridge the gap between their actual and ideal selves.

In summary, understanding what motivates L2 learners is important as motivation itself is what drives the behaviour (i.e., how learners approach/avoid the study of the L2). Within the L2MSS, the ideal L2 self (learners' ideal version of themselves using the L2 in the future) is seen as the most influential driving force behind successful language learning. However, the ought-to L2 self may also be effective for those who possess attributes they think they ought to possess in order to avoid negative outcomes. As mentioned above, promotion and prevention orientations – often categorized under instrumental attitudes – must also be considered when researching L2 motivation as the orientation a learner possesses may determine how they approach/avoid tasks (i.e., with positive or negative outcomes). In terms of the newcomers (WLT and ESL learners) studied in this thesis, it would be interesting to see if their motivation and attitudes are

similar or different to those in previous EFL and English for academic purposes (EAP) motivation studies. As immigrants and refugees are looking to integrate into a new country, their motivation to study English may be different from those who simply want to learn English for personal satisfaction.

2.3 Integration, Identity, and Workplace Language Training

Although motivation has been extensively explored in the EFL and EAP contexts, little research has been conducted on newcomers to Canada. As most immigrants and refugees plan to settle and integrate in Canada, there is a need to provide them with the appropriate resources for successful settlement (Omidvar & Richmond, 2003; Shan & Butterwick, 2017). Additionally, for those in the workplace, there is little research on their English learning process, their motivation to learn English, and how motivation affects their integration process (Siadety et al., 2012).

In 2019, Canada welcomed 330,000 new immigrants (IRCC, 2017), which sparked a need to widen the scope of SLA research for practical and theoretical purposes (Plonsky, 2016; Tarone & Bigelow, 2005). In light of this, the next section will look into research conducted on newcomer settlement in Canada, newcomer identity and workplace language training (WLT). This subsection is set to discuss: (1) newcomer integration processes, which are the processes newcomers go through when settling into Canada; this also includes a discussion on Canada's role in settlement; (2) the role of identity and integration as it relates to acculturation processes for minority populations in host societies; and finally, (3) integration in the workplace, with specific considerations for newcomer workplace needs, workplace language training, and problems this population may face in the workplace. With the current study's context (i.e., newcomers

to Canada receiving ESL and WLT instruction) in mind, it is important to understand the acculturation patterns newcomers encounter, their settlement processes, and their integration into the workplace in order to be able to interpret the results of both the questionnaire and interview data.

2.3.1 Newcomers' Integration Processes

When settling into a new country, newcomers are faced with many hurdles they must deal with, and in order to settle successfully, they are in need of settlement services that support their linguistic, health, and employment needs (Omidvar & Richmond, 2003; Shan & Butterwick, 2017). Furthermore, not only is the first year important for making sure they are settled with all the resources needed to survive, but the following years of integration must also be taken into account as the stages of adaptation continue to exert their effects throughout newcomers' lives (Omidvar & Richmond, 2003). Due to Canada's large immigrant population and continuous influx of newcomers, the Canadian government set up settlement programs to help ease newcomer settlement and integration processes (Shan & Butterwick, 2015).

In Immigration, Refugees and Citizenship Canada (IRCC) and Citizenship and Immigration Canada's (CIC) Settlement Program terms and conditions, it is stated that the purpose of the program is to assist immigrants and refugees "...to overcome barriers specific to the newcomer experience so that they can undertake their longer-term integration on a similar footing to other Canadians." (CIC, 2019, para. 9). Specifically, it focuses on five areas: (1) language training and skills development, (2) community connections, (3) needs assessment and referrals; (4) employment related services; and (5) information and orientation. In an evaluation of the CIC by the branch of Research and

Evaluation (2017), the IRCC recognized that there was a direct benefit and positive impact to newcomers by providing them with employment-specific language training. Among other services that newcomers may need when settling into a new country (e.g., health, information about the host country, transportation), language training and employment-related services are seen as the most important in the integration process (Derwing & Waugh, 2012; Grenier & Xue, 2011; Shan & Butterwick, 2017). Through their Settlement Program, CIC (2019) states that they provide employment services that equip newcomers with the skills and support needed for the workplace, such as networking, skills development, and credential assessment counselling. Settlement services across Canada, such as Multi-lingual Orientation Service Association for Immigrant Communities (MOSAIC) in British Columbia, Ottawa Carleton Immigrant Services Organization (OCISO) in Ontario, and Accessible Community Counselling and Employment Services (ACCES) in Ontario, have been established for the purpose of helping those who need assistance with integration and settlement. However, due to the high concentration of refugees and immigrants, there is pressure put on the Canadian government to provide the appropriate resources and services (i.e., housing, employment, social services, and education) needed by these populations to make the integration process easier (Guo & Guo, 2016).

Newcomers' successful integration is not only important for the society at large but is also important for newcomers themselves. However, if their needs are not met, they are at risk of many negative outcomes such as unemployment, inability to communicate successfully in the L2, incapable of interacting with their environment without the necessary linguistic tools and be a part of the Canadian society. These negative outcomes

can worsen when newcomers are faced with the risk of discrimination (Berry & Hou, 2016). Therefore, it is important to help facilitate newcomers' integration processes to ensure that they are appropriately equipped to live in Canada. The primary assistance newcomers need is language support and workplace integration support, which is provided by the Canadian government, but a look into newcomer L2 motivation may assist in providing further evidence for the need for language training in general and workplace training as well as workplace language training in particular.

2.3.2 Identity and Integration

Acculturation is often described as newcomers' reaction to a host society's culture, citizens, customs and values (Noels et al., 1996). As Berry (1997) explains, there are four different reactions, or acculturation strategies, that a newcomer may employ when settling into a new place. The first is separation, which refers to wanting to stay within the newcomer's own ethnic group and not wanting to associate with the host society's culture. The next strategy is assimilation – often described as the opposite of separation – and refers to involvement in and wanting to take on all aspects of the host culture. Deculturation, the third strategy, refers to the rejection of both ethnic and host cultures. The final strategy, and the focus of this section, is integration, which refers to involvement in both ethnic groups. Researching and identifying the acculturation patterns of newcomers to Canada is very important "...not only for the success of immigrants, but also for the cohesion of the larger society [because] [a]chieving the wellbeing of immigrants and refugees is an essential goal for Canadian society" (Berry & Hou, 2016, p. 254). Of the four acculturative routes, integration is seen as the most effective reaction in terms of achieving a sense of wellbeing. However, integration involves not only taking

on aspects of the host society's culture (while still holding on to one's own traditions), but learning the TL is also paramount to ease the integration process (Beiser & Hou, 2000).

A major factor in settlement and integration is language learning; and, along with language learning, contact and interaction with the host society's citizens and culture is also required for successful integration (Gu & Cheung, 2016; Guo & Guo, 2016; Noels et al., 1996). That is, a lack of interaction and contact with the host society negatively affects language learning, which then affects integration and motivation (Gu & Cheung, 2016). As previously mentioned, motivation – be it integrative or instrumental – is vital for successful language learning, and so acculturation and integration into the host country/culture influences intended learning effort and mediates the impact of the ideal L2 self on the intended effort. This was found in a recent study by Gu and Cheung (2016) on immigrants' L2 learning in the global context for acculturation in a host country. The authors distributed questionnaires to ethnic minority groups of secondary school students learning English in Hong Kong. The authors found that the ideal L2 self was a strong predictor for acculturation in the host society, and that those with a higher level of proficiency in English had a greater desire to integrate. In a similar study conducted on predictors of acculturation (gender, age of arrival, length of stay, cohort status, socio-economic status, and English reading ability) (Berry, 1997; Sodowsky et al., 1991) for Chinese adolescents in Canada, Kuo and Sodowsky (2014) found that a high proficiency level in English helps learners to “(a) acquire cultural knowledge of the new environment, (b) have greater cross-cultural interactions with the members of the majority group, and (c) avoid potential intercultural conflicts and misunderstanding” (pp.

151-152). These findings suggest that there is a link between language learning motivation and acculturation processes (i.e., how learners view themselves within the host society).

In their study of *Language, identity, and adjustment*, Noels, Pon, and Clément (1996), suggest that language and identity are linked due to the fact that “language is the primary medium through which this communication of cultural information occurs” (p. 248). Through the employment of a questionnaire with Chinese learners of English in Canada, the authors found that learners’ self-perception of proficiency level was linked to a stronger feeling of being Canadian. They also found that if there was a stronger involvement in the Canadian culture, there would be weaker involvement in the Chinese culture, and vice versa. That is, their increased self-confidence in English resulted in more identification with the Canadian culture and a decreased identification with their own ethnic group.

Although the reviewed studies did not focus specifically on adult newcomers to Canada learning English in the workplace, the findings may be applied to these newcomers in terms of how language and identity are linked. As Guo & Guo (2016) explain, there has become a need for settlement programs to assist newcomers with breaking down barriers between newcomers and citizens of the host society and to promote interaction between the two. As newcomers’ language proficiency has been shown to aid in widening their social network resources (Lu et al., 2016), more services need to be provided to help ease the process of integration into both the mainstream host society and the workplace.

2.3.1 Integration in the Workplace

A major part of newcomers' settlement and integration processes involves preparing for and gaining employment (Grenier & Xue, 2011; Derwing & Waugh, 2012; Shan & Butterwick, 2017); however, "...Canadian immigrants, especially those who landed recently, face a tough labor market and experience deteriorating economic outcomes compared to their native born counterparts and immigrants in earlier cohorts" (Grenier & Xue, 2011, p. 276). In terms of gaining employment in Canada, proficiency in English is needed, especially if level of proficiency determines success and earnings in the workplace (Duval-Couetil & Mikulecky, 2011; Lu et al., 2016). As Holmes and Riddiford (2010) explain, "employers...repeatedly identify inadequate communication skills as problematic in workplace interaction and cite this as a disincentive to hiring migrants" (para 1). With this in mind, there is an immediate need to assist newcomers in the workplace with workplace language support and training (Bartel, 2013; Derwing & Waugh, 2012).

Common problems that newcomers face in the workplace have been reported to be the inability to take part in small talk and keeping their professional and personal lives separate (Holmes & Riddiford, 2010). Yates and Major (2015) suggest that there is a need to promote and teach pragmatically appropriate communication skills to develop and enhance newcomers' social networking, which will, in turn, positively affect their workplace communication skills and acceptance into the society and workplace community. In a study conducted by Yuit and Imm (2009) on needs versus wants in the workplace for newcomers to Malaysia learning English, the authors found that the highest need expressed by the participants was the need to read work-related books,

magazines, and manuals. Those who have difficulty reading and writing are often disadvantaged and perform more poorly than those who are proficient in English, which may then affect employment opportunities (e.g., raise, promotion) in the future (Duval-Couetil & Mikulecky, 2011). The second highest need identified was having a high level of English proficiency in order to have any chance of career advancement. These two findings fall in line with what Duval-Couetil and Mikulecky's (2011) results on employer demands for immigrants in their workplace, which showed that “[employers] need entry-level workers who can read, write, compute, solve problems, and communicate effectively” (p. 210).

If newcomers cannot meet the standards expected of them in the workplace, they may be at risk of losing their job or missing out on the chance of climbing up the occupational ladder. One way of helping newcomers in the workplace, as Bremner (2010) explains, is to set up contexts that are “rich with the types of interactions, motives, and concerns, and even the unpredictability and frustration, that feature in the workplace” (p. 130). It is important to provide newcomers with experiences and real-life examples of practices that occur in the workplace to prepare and help them understand the nature of the workplace and workplace practices (Bremner, 2010).

2.4 Conclusion

Motivation is an important aspect in L2 learning success and is the driving force in the long process of language learning (Dörnyei, 2005). The attitudes that learners' hold toward their learning environment, the TL community, and their own learning is important for determining what they view as valuable in their future selves. Furthermore, the introduction of the L2MSS in SLA research has allowed for a broader framework of

reference for contexts that were not apparent in the previous definitions of motivation and attitudes. In terms of pedagogical implications, if teachers know what motivates their students, they may incorporate these elements in their teaching to encourage, enhance, and create a positive learning environment and outcomes. Future research in the area of workplace language learning is needed to understand the role motivation plays in learning an L2 in the workplace. As the ought-to L2 self appears to be important for work and survival, it is important to investigate workplace language learning motivation, as well as the views of immigrants and refugees on their own motivation in learning English to survive and integrate into the workplace and the Canadian society at large.

Overall, past research indicates that motivation plays a vital role in L2 learning, and can account for considerations that other factors, such as aptitude, cannot account for. Researching motivation is important and, as Dörnyei (2005) suggests, “[w]ithout sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement” (p. 65). For those integrating in Canada, the need for survival is high, and so it is important to facilitate positive learning experiences and attitudes toward learning and the new host society. There have been many studies conducted in EFL contexts on the L2MSS; however, there has been little research on newcomers in the ESL context, specifically in Canada. As immigrants and refugees are becoming a significant part of the Canadian society, there is a need to determine how newcomers are adapting to their new host society as well as to understand ways in which they choose to integrate into the workforce, and the problems they may encounter in the process. With these goals in mind, the current study investigated the

kinds of motivation newcomers to Canada learning English in the workplace and the classroom hold. The following research questions guided this investigation:

1. Which elements (i.e., portrayals, desires, attitudes) of the L2MSS do newcomers to Canada learning L2 in the workplace and the classroom believe to be responsible for their motivation to study English?
2. How might the instructional setting in which the L2 is taught determine the motivational attitudes expressed?

Chapter 3: Methodology

The current study drew on a explanatory sequential (Creswell, 2014) mixed-methods data collection approach by employing a questionnaire and follow-up, one-on-one interviews. According to Creswell (2014), explanatory sequential design is characterized by collecting and analyzing quantitative data, which is then followed by the collection and analysis of qualitative data in order to support and further explain the quantitative findings. In order to conduct the present research, CUREB-A ethics clearance was obtained (Appendix A) before data were collected. Although questionnaires are the most common form of data collection, in his keynote address, Dörnyei (2008) expressed a need for more qualitative studies in the area of motivational research, proposing that ethnographies and case studies are needed to help expand the field and to prevent broad generalizations about L2 motivation and learning. Due to the lack of mixed-methods approaches and interviews used to explore the L2 Motivational Self System (L2MSS), semi-structured interviews were conducted following participants' completion of the questionnaire. It is also believed that using both forms (i.e., questionnaires and interviews) may be employed in a mixed methods approach to further validate the arguments made about learners' perceived ideal L2 selves and their acculturation and integration processes (Dörnyei, 2008; Polio & Friedman, 2017). By gaining additional insight into the rationale behind answers supplied on the questionnaire, researchers may be able to further understand why students possess the attitudes they do and what factors may affect those attitudes (Polio & Friedman, 2017). As Gillham (2008, cited in Dörnyei & Taguchi, 2010) urges, "semi-structured interviews are needed to

accompany questionnaire results in order to gain a better understanding of what the numeral responses actually mean” (p. 109).

This chapter will describe the methodology used in this study, which aimed to investigate the underlying elements of the L2 Motivational Self System (L2MSS) within newcomers to Canada learning L2 in the workplace and classroom. This chapter is organized as follows. The Research Context and Participants are described before the data collection tools and their analysis. Section 3.1 will discuss the context in which this research was conducted. In the proceeding four sections, each section will first discuss the questionnaire phase of the study and then will provide a discussion of the interview phase of the study. In Section 3.2, the participants who completed the questionnaire will be described first followed by a description of those who did the interview. Section 3.3 will first provide the description of the questionnaires, how they were compiled, and how the items were developed; next, the same will be provided for the interview guide. Section 3.4 will describe the procedures of distribution and data collection for the questionnaires, and then explain the procedures for conducting the interviews. Finally, Section 3.5 will discuss the data analysis for the questionnaires and the statistical measures used, and then the coding procedures for the interviews will be provided.

The research questions used to guide this study were:

1. Which elements (i.e., portrayals, desires, attitudes) of the L2MSS do newcomers to Canada learning L2 in the workplace and the classroom believe to be responsible for their motivation to study English?
2. How might the instructional setting in which the L2 is taught determine the motivational attitudes expressed?

3.1 Research Context

Newcomers to Canada make up a large portion of the population (StatsCan, 2017). When newcomers first come to Canada, government-funded settlement programs are available to help them in the settlement process. Among the many services provided to them, newcomers are also offered free access to second language (L2) instruction. Language Instruction for Newcomers to Canada (LINC), in particular, is a free language training program for eligible adults (Settlement.org, n.d.). Although some French instruction is offered, LINC mainly focuses on general English as a second language (ESL) instruction to facilitate social, cultural, and economic integration into Canadian society. In order to join the program, newcomers must complete an assessment to determine which LINC level class they will be admitted into. There are no requirements for what their first language (L1) must be, and those who join the ESL program possess various L1s. However, and as discussed in Chapter 2, there is a need to not only help newcomers receive L2 instruction, but to also help them successfully integrate into the Canadian workplace. As such, workplace language training (WLT) programs have been put in place to help those who wish to be employed and at the same time receive English language instruction. Unlike the LINC program, WLT programs often assist with employment-specific language training, job maintenance, and skills training. For the particular WLT program looked at in this thesis, those who wished to join the program had to be native speakers of Arabic and possess a proficiency of Canadian Language Benchmark (CLB) 3 to 5 (i.e., lower intermediate to intermediate). This particular WLT program was created as a response to the Syrian refugee influx in Canada, and so the requirement of Arabic as an L1 was put into place to help those from the Middle East.

In the context of this thesis, learners from the ESL (or LINC) and WLT programs of a local community-based government-funded settlement program (henceforth referred to as the settlement program) will be the focus. As this thesis was a small part of a larger project, the primary aim here was to provide the settlement program with information about their clients' motivation to learn English in order to help the program determine how to best provide these newcomers with effective services and language instruction.

The students in the ESL program were all enrolled in the LINC program. As mentioned, the primary focus of the LINC program was to provide newcomers with basic language instruction to facilitate economic, social, and cultural integration into Canadian society (IRCC, 2011). The ESL students attended classes daily, from Monday to Friday, for a total of 25 hours per week. Their lessons often touch upon topics such as: everyday English language (e.g., greetings, requests, farewells); language used in doctor's offices; how to do taxes; how to fill out forms; grammar lessons; field trips around the city; and writing lessons.

The WLT participants, on the other hand, were employed – or were in the process of being employed – and were learning English with the help of a volunteer language trainer (VLT). The primary focus of the WLT program was to provide one-on-one language training that supplements a newcomer's employment. Furthermore, due to the WLT program requirements, Arabic was the primary L1 of all the WLT participants. The WLT program also provides its learners with introductions to employers for job opportunities, employment maintenance and job development support (OCISO, n.d.). WLT participants also took part in face-to-face, regular meetings with a VLT assigned to the student by the program. The VLT and learner meet weekly for a period of three to

four hours to practice English as well as to address any of the concerns the learner has faced on the language level while on the job.

While the VLTs are free to design their lessons anyway they see fit, many have expressed difficulty with the task and requested support. In response, the WLT program has provided a materials toolbox for the teachers to use while they wait for the development of a 10-module online component. The online program will be used to assist the WLT learners in their language development as well as to guide the VLT sessions. Modules will focus on the language used in the customer service sector as this is where a majority of WLT learners will be gaining employment. Modules will cover various aspects of the Canadian workplace, such as small talk, following instructions, greetings and requests, and resolving complaints. Activities in the modules will range from video scenarios with prediction tasks, solving problems to pre-determined scenarios, matching and cloze-type passages. The mentor's role will not only be to assist the learner with any language-related difficulties that may occur in the online component, but to also extend the practice provided in them to the real life (i.e., engage in context-specific interactions, predict appropriate responses in various linguistic situations, deal with specific issues/concerns).

3.2 Participants

The participants in this study were learners from the settlement program, receiving either ESL or WLT instruction. A total of 66 participants completed the questionnaire and five participants took part in a follow-up interview with the researcher. Section 3.2.1 will provide a discussion of the participants who completed the questionnaires, whereas section 3.2.2 will describe the interviewees.

3.2.1 Questionnaire Participants

The participants who took part in the questionnaire were 66 adult learners from two instructional contexts: 37 learners attended the ESL program and 29 were part of the WLT program learning English in the workplace. Table 1 provides information on the participants' group, gender, and employment status.

Table 1

Questionnaire Participants

Group	Total	Gender			Employment Status		
		Male	Female	Unidentified	Unemployed	Employed	Unidentified
ESL	7	12	24	1	31	5	1
WLT	9	20	7	2	15	9	5

The ESL group consisted of 12 males, 24 females and one unidentified; five participants self-identified as employed, 31 as unemployed, and one did not specify their employment status. For the WLT participants there were 20 males, seven females, and two unidentified, with 15 being unemployed, nine employed, and five unidentified. Table 2 displays demographic data for the participants in terms of their age, native language (L1), English proficiency level, and years of receiving language instruction in Canada.

Table 2

Demographic Information for Questionnaire Participants

Group	Age Range	L1	CLB Level	Years of Language Instruction in Canada
ESL	21 to 69 (<i>M</i> = 34.11)	Arabic (n = 28) Amharic (n = 2) Malayalam (n = 1) Swahili (n = 1)	4 (n = 17) 5 (n = 11) 6/7 (n = 9)	Less than a year (n = 16) 1 to 2 years (n = 9) 2 to 3 years (n = 6) Over 3 years (n = 5)

Group	Age Range	L1	CLB Level	Years of Language Instruction in Canada
		Eritrean (n = 1)		Unidentified (n = 1)
		Spanish (n = 1)		
		Oromo (n = 1)		
		Persian (n = 1)		
		French (n = 1)		
WLT	23 to 69 <i>(M = 42.33)</i>	Arabic (n = 29)	3 to 5 (n = 29)	Less than a year (n = 15) 1 to 2 years (n = 7) 2 to 3 years (n = 2) Over 3 years (n = 2) Unidentified (n = 3)

The ESL students were from three different ESL classes and ranged in age ($M = 34.11$); the mean age for the WLT students was 42.33. The primary L1 amongst all participants in both contexts was Arabic; however, there were nine participants who listed different L1s: Amharic (n = 2), Malayalam (n = 1), Swahili (n = 1), Eritrean (n = 1), Spanish (n = 1), Oromo (n = 1), Persian (n = 1), and French (n = 1). In terms of the age when English instruction began, some participants reported only having had just started the study of the L2 in Canada (n = 26) and others reported having received some English instruction in their home countries (n = 11); seven did not provide this information. In terms of when they first began receiving L2 instruction in Canada, most ESL participants (n = 16) reported having had less than a year of instruction and were relatively new to the ESL program; nine reported having had one to two years of instruction in the program, six reported two to three years, five reported being in the program for over three years, and one did not specify the length. For the WLT participants, a majority had reported to having had less than a year of ESL instruction in Canada, seven reported one to two years of instruction, two reported two to three years, two reported more than three years, and three did not disclose.

In terms of English proficiency, participants in the ESL program were at the Canadian Language Benchmark (CLB) levels of 4 ($n = 17$), 5 ($n = 11$), and 6/7 ($n = 9$). Of the four skills (i.e., listening, speaking, reading, and writing), learners at CLB 4 are able to: listen to and understand both simple formal and informal communication of topics of relevance with effort; communicate basic information such as everyday activities, experiences, wants and needs; understand and get the gist of short simple texts related to familiar, routine topics of personal relevance; and write short and simple texts on personal experiences and familiar topics related to daily life (CCLB, 2012). For learners at the CLB 5 level, they can: understand the gist of complex or concrete communication that is formal or informal with some effort; communicate in short and routine social situations on familiar topics with some effort needed; understand simple and moderately complex texts in social, education work-related situations; and write short, simple to somewhat complex texts such as narratives and descriptions on various topics that are familiar, concrete and are related to daily life and experience (CCLB, 2012). Finally, learners in CLB 6/7 are able to: understand moderately complex informal and formal communication that involves abstract concepts or life experiences; communicate with some confidence of topics on routine social situations, work situations, and education situations with the ability to expand on a range of familiar topics; understand a range of moderately complex texts based on predictable and unpredictable, social, educational and work-related situations; and write short and clear texts that are somewhat complex on familiar, concrete topics such as daily, social, educational and work-related experiences (CCLB, 2012).

In terms of proficiency level for those in the WLT program, the required level at intake ranged from a CLB level of 3 to 5. Language learners at the CLB 3 level have similar abilities as those in CLB level 4 but require more teacher assistance. Teacher assistance includes helping students find the correct vocabulary to use as CLB 3 learners' vocabulary is somewhat limited; learners also need help with grammar as they still have a basic understanding and ability to use grammatical structures such as tense. Although CLB 3 learners do need some assistance, they can communicate most ideas on their own as long as the communication is short, simple, and on a familiar topic such as introducing oneself or giving/receiving directions/instruction. The CCLB (2012) states that learners at this level can: understand most simple sentences that are on familiar topics, especially when they can see the speaker and the speaker is talking at a slow or normal pace; communicate short, simple sentences about common, everyday topics with the help of someone; read and understand short, simple texts that are on familiar topics with help from pictures, charts, and sometimes an L1 dictionary; and write simple, short sentences when the topic is familiar.

The participants were selected through purposive sampling (Polio & Friedman, 2017) – that is, sampling with a specific demographic in mind (e.g., newcomers in language programs) – and were recruited through the settlement program that oversees both the ESL and WLT programs focused on in this study. Although the participants were recruited through the organization, all learners volunteered their participation. Furthermore, permission to distribute the questionnaire to the ESL participants was granted by the teacher of each level, and even then, the students were free to grant or decline participation.

3.2.2 Interview Participants

The interviewees were drawn from the main pool of participants described in section 3.2.1. The participants ($n = 5$) interviewed were given the pseudonyms of Sarah, Ahmed, Khalid, Hasan, and Noor. Two of the participants (i.e., Sarah and Ahmed) were from the ESL program and the remaining three participants (i.e., Khalid, Hasan, and Noor) were learners in the WLT program. Table 3 displays the demographic data for the ESL and WLT participants. Their name, English and other L2 learning experiences, their year of arrival in Canada, proficiency level, and years in the ESL or WLT program are provided.

Table 3

Demographic Information for Interview Participants

Name	L2 Experience	Year arrived in Canada	Proficiency Level	Years in the ESL/WLT program
Sarah (ESL)	No English experience back home; first began study of the L2 in 2018 in Canada	2016	CLB 4	2
Ahmed (ESL)	Experience back home in elementary and high school; his former workplace in Qatar also required him to learn English	2017	CLB 6/7	3
Khalid (WLT)	Some English experience back home in high school; first began study of the L2 in 2019 in Canada	2018	CLB 4	1
Hasan (WLT)	No English experience back home; learned Hebrew through a friend; first began study of English in 2017 in Canada	2017	CLB 5	3
Noor (WLT)	Some experience back home learning English; Also learned Russian as an L2 back home and in Russia	2011	CLB 6	2

Sarah, a 28-year-old woman from Syria, first arrived in Canada in February of 2016 and began taking government funded ESL classes in 2018; she was unemployed at the time of the study. According to the CLB, Sarah was ranked at a level 4 proficiency across the four skills (i.e., speaking, listening, writing and reading). This means she was able to: “communicate information about common everyday activities, experiences, wants and needs” (CCLB, 2012, p. 38); understand simple formal and informal communication with considerable effort on topics of relevance; write simple and short texts about topics of personal relevance, experiences, and daily life; and understand short exchanges taking place in a social setting that contains introductions, small talk and taking-leave (CCLB, 2012).

Ahmed, the second participant interviewed, was a Palestinian refugee born in Lebanon in 1949. He arrived in Canada in 2017 and began taking government funded ESL classes during that time; he was unemployed at the time of the present study. He had a higher level of proficiency than Sarah – a CLB 6/7 – which meant that he could: “communicate with some confidence in many daily routine social, educational, and work situations, and present concrete and some abstract information on an expanding range of familiar topics” (CCLB, 2012, p. 50); understand somewhat complex formal and information communication on topics such as abstract concepts, general knowledge and life experiences; write clear, short and moderately difficult texts on familiar and concrete topics related to familiar, relevant and practical contexts; and understand a range of somewhat difficult texts in relevant, somewhat predictable situations such as society, education, and work (CCLB, 2012).

The third participant, Khalid, was from Syria and first arrived in Canada in 2018. He joined the WLT program in 2019 and at the time of the current study, was in the process of gaining employment opportunities with the help of the program. He had also been studying English for seven months and was at a CLB level of 4 as part of the proficiency level requirement of the WLT program. Similar to Sarah, he was able to communicate and understand basic information about everyday life, activities, and experiences (CCLB, 2012).

Hasan, the fourth participant, was also from Syria and first arrived in Canada in 2017. He joined the WLT program the same year and was employed in a printing and embroidery company at the time of this study. He had been studying English since he first arrived in Canada and began working shortly after with the help of his sponsors. Hasan was at a proficiency level of CLB 5, meaning he could: communicate in short and routine social interactions with some effort on topics of personal relevance and present information about needs and familiar topics; understand the gist of informal and formal communication with some effort; write short and somewhat complex texts on familiar topics such as daily life and experience; and understand simple texts in practical and relevant situations such as society, education, and work (CCLB, 2012).

The fifth and final participant, Noor, was also from Syria and first arrived in Canada in 2011. She, too, joined the WLT program approximately two years ago and was employed at a parcel delivery service company at the time of the study. She had been studying English since first arriving in Canada but withdrew from the English classes after a year and a half in order to obtain employment. She continued to study English on the online video platform YouTube by herself to maintain her English. Noor was at a

proficiency level of CLB 6 – similar, but slightly below Ahmed – meaning that she could: communicate in many daily routine social and work situations, and present concrete and some abstract information on a range of familiar topics” (CCLB, 2012); understand somewhat complex formal and information communication on topics, general knowledge and life experiences; write clear, short and moderately difficult texts on topics related to familiar, relevant and practical contexts; and understand a range of somewhat difficult texts in relevant and predictable situations such as society, education, and work (CCLB, 2012).

3.3 Instruments

As mentioned above, this thesis used a explanatory sequential mixed-methods design, employing both questionnaires and follow-up interviews. The questionnaires were used to get an overall understanding of the L2 learning motivation newcomers to Canada posses and the differences between learners in the two instructional contexts. The follow-up interviews were used to get a deeper understanding of the reasons for the choices made in the questionnaires. The interviews were also used to determine if there was a difference in learner motivation based on the two learning contexts. In the next section, a description of how the questionnaires and interview guide were created, administered, and analyzed is supplied.

3.3.1 The L2MSS Questionnaires

Construction, administration and processing of the questionnaires were based on Dörnyei and Taguchi’s (2010) recommendations, which included: general features of the questionnaire (e.g., length, layout, how to provide instructions, using MISs), ensuring back-translation took place, the appropriate behaviour when administering the

questionnaire (e.g., emphasizing confidentiality to the participants), processing the questionnaire (e.g., cleaning and coding the data), and conducting the analysis of the questionnaire (e.g., general statistics to run).

Two versions of a beliefs questionnaire on students' motivations for studying English were employed – one for the ESL context and another for the WLT context; the surveys were made available in paper and online formats. The questionnaires aimed to address the elements of the L2MSS that were present in newcomers to Canada in two instructional contexts (i.e., ESL and WLT). The questionnaire responses were also used to determine if there was a difference in motivation between the two groups of learners. The questionnaires differed in terms of the context each addressed. That is, the ESL version was context-specific to learning English in the classroom and the WLT version was context-specific to learning English in and for the workplace. The two questionnaires in their entirety are provided in Appendix A (ESL survey) and Appendix C (WLT survey).

Both versions of the questionnaire consisted of two parts: the first included items measuring the motivation (i.e., ideal L2 self and ought-to L2 self) and attitudes (i.e., instrumental and integrative) of the learners, and the second part tackled the demographics (e.g., age, first language, years of English language instruction in Canada). At the beginning of the questionnaire, the participants were provided with the aims of the study, how many items it contained, and instructions on how to respond to the statements. They were then assured that there were no right or wrong answers and that the information they provide would be kept confidential. An example statement and response were also supplied. The last prompt in each questionnaire invited those interested in a

follow-up interview to provide their contact information for the researcher to arrange a meeting; they were also assured that there was no obligation on their part to agree to the meeting. Finally, it is important to note that unlike past motivation questionnaires, a 6-point Likert scale (1 = strongly disagree; 6 = strongly agree) was used for the participants to show the degree to which they agreed or disagreed with the statements; this was done to prevent participants from choosing the middle option and avoid making definitive choices (Dörnyei & Taguchi, 2010).

3.3.1.1 Questionnaire Construction

3.3.1.1.1 Creating the Questionnaire Items

Four studies on motivation and the L2MSS (Clément et al., 1994; Dörnyei & Csizér, 2002; Papi, 2018; Taguchi et al., 2009) were consulted in creating the two questionnaires. Table 4 displays the studies and the items that were adapted from each for the purposes of the surveys in this project.

Table 4

Items Modified from Past Studies

Study	ESL Item no.	WLT Item no.
Taguchi et al. (2009)	4, 5, 7, 8, 9, 11, 12, 18, 19, 22, 23, 28, 32, 33, 35, 37	4, 5, 8, 9, 11, 12, 18, 19, 22, 23, 28, 32, 33, 35, 37
Clément et al. (1994)	6, 20, 25, 30	6, 20, 25, 30
Dörnyei & Csizér (2002)	14, 29	14, 29
Papi (2018)	26, 27, 31, 34	7, 13, 26, 27, 31

The first and primary study used to build the questionnaire was Taguchi et al. (2009). The study set out to validate Dörnyei's (2005) theory of the L2MSS and was successful in doing so. This study was chosen not only because of its significance to L2 motivation research, but also because of its appropriate psychometric properties as well

as adequate validity and reliability coefficients. The Taguchi et al. study had a similar objective, which was to collect data on learners' attitudes and beliefs about their learning experiences and integrativeness, specifically in Japan, China and Iran, where English is not widely spoken. They also aimed to determine if there was a relationship between the ideal L2 self and integrativeness and if there was a difference between promotional and prevention orientations (Taguchi et al., 2009). Although the findings differed across the three countries, the primary findings suggested that the ideal L2 self (how learners viewed themselves in the future using the L2) was a greater motivation for learners; prevention and promotional attitudes were also closely related to the Ought-to L2 Self (Taguchi et al., 2009). This was in line with the goals for this research and as such, the questionnaire designed by Taguchi et al. was seen as useful to draw on in developing the survey tool. The items that were modified were changed to fit the current context (e.g., changing the use of *Iran* to *Canada* in the item "Learning English is necessary for me to survive in Canada"). Other items that did not need to be changed for context were kept as is as they targeted the intended contrast (e.g., the ideal L2 self in "I can't imagine myself as someone who is able to speak English fluently"). Sixteen of the 37 items used in the questionnaires (i.e., 4, 5, 7, 8, 9, 11, 12, 18, 19, 22, 23, 28, 32, 33, 35, 37 on ESL; 4, 5, 8, 9, 11, 12, 18, 19, 22, 23, 28, 32, 33, 35, 37 on WLT) were drawn from Taguchi et al. They were chosen because they probed the various aspects this study intended to measure (i.e., the ideal and ought-to L2 selves, promotion, prevention, general attitudes). That is, the items used in the Taguchi et al. study targeted the same intended constructs targeted in the current study and had been previously validated in terms of internal consistency.

The second study used was Clément et al. (1994). This study was chosen as it was one of the first to look at L2 motivation from the social psychological perspective and aimed to measure the potential classroom-related factors that affect L2 motivation – aspects that were considered when interpreting the results of the questionnaires and interviews. Like the Taguchi et al. (2009) study, this study's questionnaire was validated as it had appropriate psychometric properties and had adequate validity and reliability coefficients, making the items suitable for adaptation. It should also be noted that this study was chosen due to the questionnaire being readily available and accessible online. In this study, the authors used a questionnaire to investigate motivation, self-confidence, and group cohesion in Hungary with Grade 11 students learning English. They found that those in an English as a foreign language (EFL) context possess a more instrumental attitude (language as a tool) toward language learning, that is they were learning English out of general interest and for travel purposes. They also found that self-confidence in using English and anxiety were not related to the classroom. Four of the 37 items used in the questionnaires (i.e. 6, 20, 25, 30 on both ESL and WLT) were drawn from Clément et al (1994). They were chosen because they probed students' perceptions of the value and importance of English. This was important for the current study as newcomer perceptions on the value of English may determine how successful they are in integrating into the Canadian society and workplace, as well as their success in acquiring English.

The third study used was Dörnyei and Csizér's (2002). This study was chosen as it was part of the longitudinal study conducted by Dörnyei and colleagues during the mid to late 1990s in Hungary (as was the Clément et al. [2004] study). Again, the questionnaire used in this study contained appropriate psychometric properties and had

adequate validity and reliability coefficients. In particular, this study was chosen because it was foundational in determining that integrativeness was the most motivating aspect of learning an L2. Dörnyei and Csizér (2002) examined the dynamics of language attitude and motivation in a longitudinal study of English learners in Hungary from 1993 to 1999. In light of the decreasing interest in the learning of Russian, the authors aimed to address language learning motivation among young learners who appeared to prefer learning German and English instead. This tied in with previous research that claimed that if there are insufficient positive language attitudes to support language learning, then learning will not occur. The main three findings from the study were that English was the most preferred language to learn, that there was a difference in intended learning effort over the two time periods and that those who were actively studying a L2 had higher, more positive motivation and attitude than non-active learners, and finally that integrativeness was highly rated and instrumentality came in second. The results of this study also came to be at a time when the theory of the L2MSS was first alluded to. Two of the 37 items used in the questionnaires (i.e., 14, 29 on both ESL and WLT) were drawn from Dörnyei and Csizér. They were chosen because they probed learners' views on the importance of English from a cultural perspective (i.e., whether they would take on aspects of the TL community's culture and values), another important aspect in newcomer integration processes (Gu & Cheung, 2016).

The final study used to create the questionnaire was Papi (2018). This study was chosen because it provided current definitions for both prevention and promotion orientations. It also provided clear explanations for regulatory fit and focus theory while applying them to L2 motivation – his interpretations were then used to help understand

the findings of this thesis. In his study, Papi used gain and loss conditions to identify how regulatory fit and focus influence ESL learners' vocabulary learning. Papi found that prevention scales were predictors of vocabulary learning in loss conditions, whereas promotion scales more successfully predicted vocabulary learning in the gain conditions. Although this study did not employ a questionnaire, it was used to create items that pertained to prevention and promotion oriented items, such as "I have to learn English because I need to keep my job" or "I study English to feel independent and to not rely on anyone". Four and five of the 37 items used in the questionnaires (i.e., 26, 27, 31, 34 on ESL; 7, 13, 26, 27, 31 on WLT) were drawn from Papi. They were chosen because they probed motivation and instrumental attitudes, more specifically in terms of negative and positive outcomes that learners may be more motivated by.

The original questionnaires that were modified for use (Clément et al., 1994; Dörnyei & Csizér, 2002; Taguchi et al., 2009) were accessed through Dörnyei's personal website (Dörnyei, n.d.). In order to fit the current context of newcomers to Canada, country names that were in the original questionnaire items were replaced with 'Canada' – a process used by Taguchi et al. (2009) when distributing their questionnaire in three different countries (Iran, Japan, and China).

3.3.1.1.2 The Seven Multi-Item Scales (MIS)

Multi-item scales (MIS) were used to measure the targeted variables – that is, to see how each variable ranked among the learners in terms of motivation. MISs are clusters of similarly worded sentences that measure the same concept or target (e.g., six items targeting the ideal L2 self) (Dörnyei & Taguchi, 2010). Item scores for each scale is averaged, resulting in a total scale score. As Dörnyei explains (2010), "multi-item

scales maximize the stable component that the cluster of individual items in a scale share” (p. 24). The questionnaire used in the present study consisted of seven variables that MIS were designed to measure. Each MIS contained five to six items pertaining to the variable to be measured, with a total of 37 items. Each MIS contained five to six items because Dörnyei (2003) advises that MIS scales should contain more than four items in order for a post hoc analysis to be conducted as some items may need to be deleted to reach internal consistency within each scale; otherwise, it will be difficult to conduct statistical analyses. Furthermore, the different number of items per MIS depends on the “...complexity of the variable being measured...” since “[a] larger number of items will be required to capture the richness of multidimensional variables” (Robinson, 2018, p. 741). Therefore, two MISs (i.e., ideal L2 self and promotion) contained six items as they were slightly more complex in terms of overall construct meaning, whereas the other five MISs only contained five items as they were somewhat less complex.

The seven variables the questionnaire aimed to measure were:

- (1) *Ideal L2 self*, which refers to the portrayal, desire, and attitudes a learner has about their ideal version of themselves using the target language (Dörnyei, 2005). This is one third of the tripartite and measures the extent to which the ideal L2 self is internalized among the learners.
- (2) *Ought-to L2 self*, which refers to the attributes a learner believes they should or ought to possess (e.g., obligations or responsibilities, in order to avoid negative results in language) (Dörnyei, 2005). This is one third of the tripartite and measures the extent to which the ideal L2 self is externalized within the learners.

- (3) *Instrumentality with promotion orientation*, which views language as a tool, one that promotes nurturance, joy, and happiness through learning the language (Papi, 2018). Instrumentality promotion is placed within the ideal L2 self of the L2MSS (Dörnyei, 2005). It measures how promotion oriented the participants are and the extent to which they would like to gain positive outcomes.
- (4) *Instrumentality with prevention orientation*, which views language as a tool so as to avoid negative outcomes, is concerned with security, safety, and calmness (Papi, 2018). Instrumentality prevention is placed within the ought-to L2 self of the L2MSS (Dörnyei, 2005). It measures how prevention oriented the participants are and the extent to which they would like to avoid negative outcomes.
- (5) *Integrativeness* may refer to the desire to learn a language so as to be part of the L2 community. Integrativeness is placed within the ideal L2 self of the L2MSS as Dörnyei (2005) expanded on the definition of what integrativeness means. It measures how much the participants would like to integrate into the Canadian society.
- (6) *Canadian identity through English*, which refers to the development of a ‘Canadian identity’ by learning English. For this context, Canadian identity is characterized under the ideal L2 self (an ideal Canadian self). It measures the extent to which the Canadian self is internalized within the learners.
- (7) *General attitude toward Canada and Canadians*, which looks into the attitudes and stances the learners have towards the society in which they are integrating. General attitudes do not have a particular place within the L2MSS for this context but can be categorized under both the ideal and ought-to L2 self since

participants' 'attitudes' toward Canadians and Canada influences their motivation to study the L2. General attitudes can be perceived as both external pressure (ought-to L2 self) to learn the L2 and internal desire (ideal L2 self) to integrate. It measures the attitudes the participants have toward the host society.

Table 5 presents the seven variables, their definition, an example of an item modified from past questionnaires created for this study's context, and the items in each questionnaire according to their MIS categorization.

Table 5

Variables Targeted in the Study

Variable	Definition	Example item from questionnaire	ESL	WLT
			Item no.	Item no.
Ideal L2 Self	The portrayal, desire, and attitudes a learner has about their ideal version of themselves using the target language (TL) (Dörnyei, 2005).	"When I imagine my future in Canada, I imagine myself using English." (modified from Taguchi et al., 2009)	3, 5, 17, 19, 22, 28	3, 5, 17, 19, 22, 28
Ought-to L2 Self	The attributes a learner believes they should or ought to possess (e.g., obligations or responsibilities, in order to avoid negative results in language) (Dörnyei, 2005).	"Learning English is necessary for me to survive in Canada." (modified from Taguchi et al., 2009)	9, 10, 13, 21, 35	9, 10, 21, 34, 35
Instrumentality – promotion	Views language as a tool, one that promotes nurturance, joy, and happiness through learning the language (Papi, 2018).	"Studying English is important to me because I am planning to live in Canada for a long time." (modified from Taguchi et al., 2009)	4, 8, 23, 26, 31, 37	4, 8, 23, 26, 31, 37

Instrumentality – prevention	Views language as a tool so as to avoid negative outcomes – this is concerned with security, safety, and calmness (Papi, 2018).	“I study English to avoid having a touch life in Canada.” (modified from Papi, 2018)	6, 7, 25, 27, 34	6, 7, 13, 25, 27
Integrativeness	The desire to learn a language so as to be part of the L2 community (Gardner & Lambert, 1972).	“Learning English is important for me to understand Canadian culture.” (modified from Dörnyei & Csizér, 2002)	2, 14, 16, 20, 29	2, 14, 16, 20, 29
Canadian Identity Through English	The development of a ‘Canadian identity’ by learning English.	“It is important for me to feel like I am Canadian by learning English.”	1, 12, 15, 18, 24	1, 12, 15, 18, 24
General Attitudes toward Canada and Canadians	The attitudes and stances the learners have towards the society in which they are integrating into.	“Canadians are kind and friendly people.” (modified from Taguchi et al., 2009)	11, 30, 32, 33, 36	11, 30, 32, 33, 36

The *ideal L2 self* MIS contained six items that were either drawn from Taguchi et al. (2009) (i.e., 5, 19, 22, 28) or devised by the researcher (i.e., 3, 17). The *ought-to L2 self* scale contained five items that were drawn from Taguchi et al. (2009) (i.e., 9, 35) and devised by the researcher (i.e., 10, 13, 21 on ESL; 10, 21, 34 on WLT). The *promotion* scale contained six items that were drawn from Taguchi et al. (2009) (i.e., 4, 8, 23, 37) and Papi (2018) (i.e., 26, 31). The *prevention* MIS consisted of five items and were drawn from Clément et al. (1994) (i.e., 6, 25), Taguchi et al. (2009) (i.e., 7), and Papi (2018) (i.e., 27, 34 on ESL; 13, 27 on WLT). *Integrativeness* contained five items that were drawn from both Dörnyei and Csizér (2002) (i.e., 14, 29) and Clément et al. (1994) (i.e., 20) and devised by the researcher (i.e., 2, 16). The *Canadian identity through English* scale consisted of five items that were drawn from Taguchi et al. (2009) (i.e., 12,

18) and devised by the researcher (i.e., 1, 15, 24). Finally, the *general attitudes* MIS contained five items that were drawn from Taguchi et al. (2009) (i.e., 11, 32, 33), Clément et al. (1994) (i.e., 30) and devised by the researcher (i.e., 36).

The questionnaires differed slightly. The ESL questionnaire contained four items that were context-specific to learning English in the classroom (e.g., learning English to pass the class, not to obtain employment yet), whereas the WLT questionnaire contained four different items that focused on the workplace (e.g., needing English for the workplace and/or sustaining employment). Specifically, items #7 (I have to learn English to **not** fail the English course), #13 (If I want to be successful in Canada, then I have to learn English.), #34 (I have to learn English to obtain and keep a job), and #37 (Studying English is important to me because I think it will someday be useful in getting or keeping a good job) only occurred in the ESL questionnaire (See Appendix B). For the WLT questionnaire (Appendix C), the same items probed work-related issues – i.e., item #7 (I have to learn English because I need to keep my job), #13 (I study English to avoid having a tough life in Canada), #34 (I need to learn English to support my family), and #37 (Studying English is important to me because I think it will be useful in keeping my job).

Negatively worded items were also included in each MIS to avoid acquiescence bias and to reduce the risk of participants marking on only one side of the scale (Dörnyei & Taguchi, 2010); these items were then reversed during the analysis. The items were also randomized prior to completion using a random-generator website (Random, 2019) to ensure that related items were evenly distributed throughout the questionnaire and that participants were not exposed to the same variable excessively.

As the predominant L1 among the participants was Arabic, the WLT questionnaire was translated into Arabic by a professional translator. To ensure that the translations were correct, they were piloted with four native speakers of Arabic, and were then back-translated into English to ensure that the intended meaning was appropriately conveyed. Back-translation requires the translated questionnaire to be translated back into the source language, and then the two versions are compared against each other to ensure accuracy in the translated version (Dörnyei & Taguchi, 2010).

3.3.2 *The Follow-up Interviews*

3.3.2.1 Creating the Interview Guide Questions

The interview questions were based on elements of the L2MSS and were inspired by studies conducted by Chan (2014), Kim (2009), Papi (2018), and Taguchi et al. (2009) and reviewed elsewhere in the chapter. The interview questions (see Appendix D) were created first by determining which variables were to be targeted – in this case, the same variables as the questionnaires – in order to probe more information to explain the responses provided in the questionnaires. Then, interview questions that were employed in previous qualitative L2MSS studies (Chan, 2014; Kim 2009) were adopted in order to target the variables in this thesis. To target future self-guides (i.e., the ideal and ought-to L2 selves), the interview guide used in Chan (2014) was adapted. Particularly, the interview questions #4 ('Do you have an idea of who you would like to become as an English speaker?'), #7 ('Do you have an idea of how you think you should be as an English speaker?'), #8 ('Is there an imaginary person whom you feel like you should become as a language learner?'), and #9 ('Do you feel like you need to be this person because of school, society, family?') were modified to fit this thesis.

The questions described in Kim's (2009) study were also adapted, with additional questions formulated to reflect the study's findings. The interview questions adapted and created from Kim (2009) were: #6 ('Tell me about your goals for learning English'), #15 ('Are you learning English strictly for work? Or, is it because you want to be able to communicate with the people around you?'), and #17 ('What kinds of things does English help you with?').

Finally, as with the questionnaire items, Papi (2018) and Taguchi et al. (2009) were used to create questions to probe attitudes about the ought-to L2 self, prevention and promotion orientation (i.e., Papi) and general attitudes (i.e., Taguchi et al.). The questions adapted from Papi (2018) were: #10 ('How does the important of why you are learning English affect your effort/motivation to learn? If so, how? If not, why not?'), #11 ('Do you think that you might lose opportunities or be at risk of anything if you don't learn English?'), and #16 ('Do you think studying English will help you be more successful/comfortable living in Canada? Why/why not?'). The questions created from Taguchi et al. (2009) were: #12 ('Does learning English make you feel more Canadian? Explain. Define what it means to 'feel Canadian' to you.'), #13 ('Tell me about your experience using English while living in Canada. How has this made you feel in regards to how others view you? Explain.'), and #14 ('How important do you think learning English is when living in Canada? Can you give me some examples/reasons for your answer?').

3.3.2.2 Interview Format

The interviews were semi-structured, with additional follow-up questions asked of the participants. The interviews were structured in the following manner: introductions,

questions related to the ideal L2 self, questions related to the ought-to L2 self, attitudes toward Canada and Canadians, instrumental attitudes, and then final remarks. Each of the variables targeted in the interview were given equal attention, and the researcher attempted to make sure that one topic was not talked about more than the others unless it seemed vital to the research (e.g., if a participant was giving an example of an experience they had and the researcher asked follow-up questions to get a deeper understanding of their feelings and attitudes). This was to ensure that there were no perceived biases in terms of one question being more important than another. Although interview questions are provided in the following paragraph, for a complete list of interview questions, see Appendix D.

To set the tone for the interview and to develop a rapport with participants, introductory questions were asked to get basic background information and overall learning attitudes from the learners. The questions asked in this part:

- (1) Can you tell me a little about yourself? How long you have been in the program?
Are you currently employed? (Changed depending on ESL or WLT)
- (2) How long have you been studying English?
- (3) How do you feel about learning English?

The remaining L2MSS elements covered in the interview were based on similar studies conducted on the L2MSS (Chan, 2014; Kim, 2009; Papi, 2018; Taguchi et al., 2009). The next element discussed in the interviews was the concept of the *ideal L2 self*. These questions were asked to get a deeper understanding of the participants' questionnaire responses as well as to identify possible reasons behind their ideal self.

Questions listed below were based on existing questionnaire items used in previous studies:

(4) Do you have an idea of who you would like to become as an English speaker?

(Chan, 2014). Tell me about their characteristics.

(5) Does this idea of who you want to become in the future motivate your learning? If so, how? If not, why not?

(6) Tell me about your goals for learning English.

The third element included the concept of the *ought-to L2 self*. The questions in this part of the interview tackled aspects of the *ought-to self* and perceptions the participants felt they had to, or ‘ought-to’, possess. Many of these questions were also adapted from Chan’s (2014) study. Similar to the *ideal L2 self*, these questions were asked because it was important to determine if learners were more motivated by external or internal factors, and if they were external, to determine what made the external reasons more important for learning than the internal motives. The questions asked were:

(7) Do you have an idea of how you think you should be as an English speaker? Is there an idea of who you think you should be by learning English? (Chan, 2014)

(8) Is there an imaginary person whom you feel like you should become as a language learner? (Chan, 2014). Tell me about their characteristics.

(9) Do you feel like you need to be this person because of school, society, family, etc.? (Chan, 2014)

(10) How does the importance of why you are learning English affect your effort/motivation to learn? Please explain.

The next topic discussed was participants' attitudes toward Canada, Canadians, their perceived "*Canadian self*", and their attitudes toward learning English, specifically learning it in Canada. Because the idea of a 'Canadian self' has yet to be explored in L2 motivation research, items that probed it were added to the interviews questions to determine if the ideal Canadian version of the learners' selves was present/relevant to them. Similar to the *ideal L2 self*, the Canadian L2 self would tap into portrayal, desire, and attitudes learners have about being Canadian and using English while living in Canada, as well as aspects that may be important for newcomers intending to settle in Canada. These questions targeted learners' feelings toward how they are perceived by other Canadians, their experiences using English while living in Canada, and their thoughts on how 'Canadian' they feel through learning English. Acculturation is of particular interest due to current research into the *ideal L2 self*, which suggests that how learners identify themselves within the target community (i.e., as being "Canadian") may impact their attitudes and integration processes (Gu & Cheung, 2016). The following questions were asked to see if there was a connection between how learners viewed themselves within the larger community and whether their 'Canadian' identity was affected by learning English. The questions asked were:

- (11) Does learning English make you feel more Canadian? Explain. Define what it means to 'feel Canadian' to you.
- (12) Tell me about your experience using English while living in Canada. How has this made you feel in regard to how others view you? Explain.
- (13) How important do you think learning English is when living in Canada? Can you give me some examples/reasons for your answer?

The final aspect targeted was *instrumental attitudes*, specifically *promotion* and *prevention* attitude. These were attitudes that the participants held toward how helpful or necessary learning English is while living and/or working in Canada and their overall reason for learning English. The *promotion* questions aimed at probing their need for nurturance, joy, and happiness while living in Canada. In contrast, the *prevention* questions aimed at addressing their concerns for security, safety, and calmness, finding/keeping work, being successful, or having a comfortable life while living in Canada. The following questions were asked to see if there was a difference in their promotion and prevention orientation attitudes toward learning the L2:

- (14) Are you learning English strictly for work? Or, is it because you want to be able to communicate with the people around you (e.g., neighbours, doctors, public service providers etc.)? Are there other reasons? Explain. (These changed depending on the program (ESL or WLT) the participant was in).
- (15) Do you think studying English will help you be more successful/comfortable living in Canada? Why/why not?
- (16) What kind of things does English help you with?
- (17) Do you think the reason you learn English changes how much effort/work you put into learning it?
- (18) Do you think that you might lose opportunities or be at risk of anything if you don't learn English?
- (19) What would you like to do in the future? Does it involve learning English?
Please explain.

3.4 Data Collection

3.4.1 *Administering the Questionnaires*

The questionnaires were provided in both paper and online formats, and data were collected over the course of six months. The online version was created using the online survey platform Qualtrics (2005) and was piloted ($N = 6$) to ensure the reliability of the logistical aspect of the software (e.g., how well it worked on a cellphone, possible glitches, organization, administration). In case of no computer access, the paper version was provided to the ESL students. Due to requests by the ESL teachers, questionnaires were only offered in English to make sure participants had an equal opportunity in understanding and completing the questionnaire, and so that students with other L1s did not feel left out. This is a limitation to the study that will be discussed in the final chapter of this study. Because the WLT participants were not part of an existing language class and were invited to the study on an individual basis, they were free to choose the mode (online or paper) and language (i.e., Arabic or English) of the questionnaire. In the end, 12 participants completed the survey online (with 17 choosing the paper version) and two did so in English (compared to 27 doing so in Arabic).

In terms of the survey administration, permission to distribute the questionnaire in the ESL classes was given by the teachers of three ESL classes. As previously mentioned, the ESL program is run by the same settlement program that also oversees the WLT program, and so the settlement program emailed ESL teachers asking if they would be interested in allowing the researcher to distribute the questionnaire in their classes. They were informed of the goals of the study, and those who were interested in participating emailed the program with permission to distribute the questionnaires.

The researcher visited the ESL levels 4 and 6/7 classes in May 2019 and the level 5 class in October 2019. The gap in recruitment time was due to few responses from the ESL teachers and because the ESL program closed for summer break. However, more recruitment invitations were sent out when classes began again in September 2019. The researcher visited the level 4 and 6/7 classes on the same day, with the level 4 participants receiving the survey before lunch, and the level 6/7 learners – after lunch. The teachers allotted one hour in each class for the survey distribution – this time proved sufficient for learners to both ask the researcher any questions and complete the questionnaire. As per the request made by the level 5 teacher, the surveys were distributed in the morning, before regular class activities began. Although the ESL students were given an hour to complete the questionnaire, many took 20-30 minutes to do so.

Before visiting the classes, the teachers were informed of the aims of the study and were given access to the questionnaires; they then informed their students that someone would come in to distribute questionnaires. Since the teachers insisted on their students using the English version of the questionnaire, they reported spending some of the class time to pre-teach words (e.g., questionnaire, consent, interview) that the students could encounter in the questionnaire. To ensure comprehension of the procedure and questionnaire, participants were allowed to ask questions before launching the survey; these were answered either by the researcher or their teacher.

On the day of survey administration, the researcher started by introducing herself to the classes in English and explaining the process of completing the questionnaire and any potential risks. The researcher stayed in a neutral area of the classrooms during the

time the surveys were being completed to ensure that the students' answers were not influenced in any way and at the same time, to be available if anyone had questions. All questions and concerns were answered before distribution of the questionnaire. Furthermore, those who wished to not take part in the study were permitted to leave the classroom and were given work to complete by their teachers. Students were reminded to complete the questionnaire in silence, without any discussion, to ensure that their peers' opinions would not sway their choices.

For the WLT participants, permission to distribute the questionnaire was given by the settlement program. Paper questionnaires were distributed at workshops held at the organization, with the same distribution procedures followed (i.e., explanation of the questionnaire, any risks, answering of participants' questions and concerns). Although the participants at these meetings were offered both paper and online versions of the questionnaire, the majority preferred to use the paper version. The online version, however, proved popular among those program participants who did not physically visit the organization regularly (e.g., due to work schedules, completion of the program, living too far). The WLT participants were observed to take on average 20 to 30 minutes to complete the questionnaire.

3.4.2 Conducting the Interviews

Participant recruitment for interviews was done through the last question in the questionnaire. Upon completion of the questionnaire, participants were asked if they would be willing to participate in a follow-up interview with the researcher, and those who agreed to participate were asked to provide their contact information. All participants who agreed to an interview ($N = 5$) were contacted by telephone and/or email

to arrange a time and location for the meeting. The option to have an interpreter (who was employed by the settlement program) present at the interview was also proposed and supplied when requested. Interviews were audio-recorded, conducted in English, and ranged in duration from 20 minutes to 40 minutes. Interviews were transcribed by the researcher and checked against the recordings to ensure that the transcriptions were accurate. The researcher also took the time to familiarize herself with the recordings. This was done to further the understanding of the stances and views held by the participants and to ensure that nothing was missed upon initial examination of the recordings.

3.5 Data Analysis

3.5.1 Analyzing the Questionnaires

The questionnaire data were coded using SPSS Version 24.0. For the first research question, to get an overall understanding of the median, mean, mode, and standard deviation of the results for both contexts, descriptive statistics were used. To answer the second research question on how the different instructional settings in which the L2 is taught might determine the motivational attitudes expressed, a multivariate analysis of variance (MANOVA) was used. Partial eta-squared (η^2) using MANOVA was also calculated to determine effect size (i.e., the proportion of variance that the groups may have displayed). Before conducting the MANOVA, preliminary assumption tests were conducted to check for normality, multivariate outliers and equality of error variance. Furthermore, to resolve any missing data, SPSS' ‘missing values’ function was used. Any missing values were replaced with the MIS mean for that participant. The mean was used as it allows for imputing missing data without changing/affecting the results and MIS mean (Dörnyei & Taguchi, 2010).

3.5.2 Coding the Interviews

NVivo (2018), the qualitative data analysis (QDA) software, was used to prepare the data for code extraction. NVivo was used because it is a comprehensive application that allows for both storage and sorting of qualitative data. It is also useful for categorizing and analyzing data as the tools provided on the platform automatically identify and sort the themes and its attributes. NVivo can also help to visualize the data by creating tables, charts, word clouds, and much more, making it easier to see patterns in texts being analyzed. Furthermore, NVivo was used due to its ability to identify and classify the different processes involved in the participants' speech and assist in understanding the meaning behind what had been said in the interviews, participants' views, and actions they have taken (Saldaña, 2009).

Thematic coding analysis was used to analyze the codes found. Saldaña (2009) explains that “[a] code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (p. 3). Two cycles of coding took place. First Cycle coding occurred first using the Provisional Coding method. Next, a Second Cycle coding method called Pattern Coding was used.

Provisional Coding – which refers to the process of establishing a predetermined code list which the researcher starts with and where the list is “...developed from anticipated categories or types of responses/actions that may arise in the data yet to be collected” (Saldaña, 2009, p.120) – was used first. The list can be developed from past research conducted on the same topic, the framework being used in the study at hand, previous research findings, or hunches the researcher may have. As Saldaña explains, this

type of coding is suitable for qualitative studies in which previous research may be justified against, such as with questionnaire data. Two cycles of Provisional Coding took place. For the first a list of based on the elements of the L2MSS (i.e., the ought-to and ideal L2 self), regulatory fit theory (i.e., prevention and promotion), and L2 motivation literature (i.e., Kim, 2009; Papi, 2018, Taguchi et al., 2009) was developed. Furthermore, as the interviews were set up in a manner that would target the variables measured in the questionnaires, the codes were also established based on the questionnaires as well. Next, additional codes not initially on the list were added based on the patterns (i.e., similarity and frequency) found in the interview data (Saldaña, 2009).

Next, a Second Cycle coding method called Pattern Coding was used. This refers to attributing meaning to similarly coded data and categorizing the codes together. Saldaña (2009) explains that the primary goal of Second Cycle coding is to “...develop a sense of categorical, thematic, conceptual, and/or theoretical organization from your array of First Cycle codes” (p. 149). In this cycle, the codes that were established in Provisional Coding were bundled together to form common themes. Hence, the initial codes compiled through the first coding cycle were categorized into broader themes that fit into the five themes of the L2 Motivational Self System and variables targeted in the interviews.

To get an overall understanding of which L2MSS elements occurred more in the interview data for the first research question, the results from Pattern Coding were used. To answer the second research question on how the instructional setting differences might determine the motivational attitudes expressed, the Pattern Coding results were

divided according to the instructional context in which they occurred in (i.e., ESL or WLT).

The researcher first did the coding on their own, and then had a rater independent of the study check for coding accuracy and consistency. A rater is someone who makes sure that the codes found are consistent and that there is agreement between the researcher and rater. Polio and Freidman (2017) explain that reliability is important in coding (or any statistical measure), because if coding is done incorrectly, or if something has been overlooked, then there is a possibility to miss group differences. The rater used was familiar with the L2MSS, motivation research, and coding methods, and had confirmed that the codes found were accurate and consistent with the literature. The rater was given access to the NVivo file used to code the data and assessed all of the codes found. Inter-rater reliability was calculated and there was 98% agreement between the researcher and rater. The disagreements were resolved through discussion.

Chapter 4: Results and Discussion

This chapter will focus on the results of the questionnaire and interviews conducted and discuss the results in terms of what they mean for motivation and identity of the newcomer populations. More specifically, this study aimed to explore the quantitative and qualitative content of newcomers' motivational thinking, with a view to identify thought patterns and belief structures that appear effective in sustaining and enhancing their involvement in learning, employment, and cultural integration. The research questions that guided this study were:

1. Which elements of the L2MSS do newcomers to Canada learning L2 in the workplace and classroom believe to be responsible for their motivation to study English?
2. How might the instructional setting in which the L2 is taught determine the motivational attitudes expressed?

First, the findings for the first research question will be provided, and then the findings for research question two will be described. Next, a discussion of the results for the first research question will be included as to how they relate to newcomers' L2 motivation and integration processes. Finally, a discussion of the second research question's results in terms of how the two groups were similar or different, and possible reasons as to why, will also be provided.

4.1 Results

4.1.1 *RQ1 Results: Elements of the L2MSS Among Newcomers to Canada*

To determine which elements (i.e., portrayals, desires, attitudes) of the L2MSS the newcomers believed to be responsible for their motivation to study English,

descriptive statistics were calculated for the questionnaires and thematic coding was done on the interview data. In order to answer the first research question, the two populations were grouped as one to determine if there was a statistical significance between the means of the multi-item scales (MIS), and the number of occurrences for each theme was also grouped as one.

Table 6 displays the reported means for each MIS as well as the median, mode, and standard deviation values. The mean demonstrates the average score given to each MIS, where positive attitudes are reflected in the high average scores; the median demonstrates the middle number of all the options on the 6-point Likert scale; and the mode provides the rating most often chosen for that MIS. The standard deviation demonstrates how spread out the ratings are in relation to the average, where a large number indicated a large variation and a small number indicated a small variation between the ratings and that the data were very closely related to the average.

Table 6

Descriptive Statistics for L2MSS MIS; maximum value = 6

	Mean	Median	Mode	Std. Deviation	Minimum	Maximum
Integrativeness	4.79	4.80	6.00	.65	3.00	6.00
Ideal L2 self	4.93	5.00	5.00	.58	3.50	6.00
Ought-to L2 self	4.58	4.60	6.00	.60	3.00	5.60
Promotion	4.86	4.83	6.00	.37	3.83	5.66
Prevention	4.55	4.60	6.00	.51	3.40	5.80
Canadian Identity	4.82	4.80	6.00	.47	3.20	5.80
General Attitudes	5.00	5.00	6.00	.72	3.00	6.00

The results indicated that generally, newcomers to Canada, regardless of the context in which they learn L2, have a positive outlook toward learning English. Overall, the seven variables targeted in the questionnaire produced high mean scores, which suggests that the elements of the L2MSS (i.e., the *ideal* and *ought-to L2 self*) and general positive attitudes toward Canada and Canadians are present in this population. *General attitudes* ($M = 5.00$) ranked the highest of the seven variables followed by *ideal L2 self* ($M = 4.93$), *promotion* ($M = 4.86$), *Canadian identity* ($M = 4.82$), *integrativeness* ($M = 4.79$), and *ought-to L2 self* ($M = 4.58$); *prevention* ($M = 4.55$), however, ranked the lowest. The standard deviations revealed that *promotion* had the smallest variation ($SD = .37$), indicating that there were similar response patterns across all participants, that is, they all have relatively high *promotion* orientation toward learning English in both the workplace and classroom. *General attitudes*, however, revealed that there was more variation between responses, indicating that the participants had differing dispositions toward Canada and Canadians. The remaining variables, *integrativeness* ($SD = .65$), *ideal L2 self* ($SD = .58$), *ought-to L2 self* ($SD = .60$), *prevention* ($SD = .51$), and *Canadian identity* ($SD = .47$), did not differ in terms of variation, suggesting that the variables were viewed equally in terms of motivation. The medians indicated that among all the variables, the rating most often chosen was a 5 on the 6-point Likert scale, suggesting again that the participants generally agreed with all statements on the survey. Finally, the mode results indicated that the participants most often chose a rating of 6 for the statements (for all variables except *ideal L2 self*), strongly agreeing with the statements presented to them.

To understand the elements of the L2MSS in terms of the interview data, two cycles of data coding revealed that newcomers to Canada view all elements of the LM2SS to be important for the study of the L2; results also revealed that participants had strong ideal and Canadian L2 selves and integrativeness. The first round of analyses revealed a total of 14 thematic codes (Table 7), which, in the second round, were reduced to 5 codes (Table 8). First, a list of codes (i.e., 1, 3-10, 12, 13, 15 in Table 7) was determined as per provisional coding. Next, additional codes (i.e., 2, 11, 14 in Table 7) that were not initially on the list were then added based on the patterns that were found in the interview data. The analysis revealed 14 initial codes: (1) employment, (2) obligations to Canada, (3) fluency and proficiency goals, (4) attitudes toward Canada, (5) survival, (6) independence, (7) success, (8) comfort, (9) Canadian identity, (10) family and outside influence, (11) future plans in Canada, (12) Canadian culture and values, (13) happiness, and (14) English as an international language. Table 7 presents the codes, describes what each code entails, and illustrates each with a quote from participants to exemplify how the code was expressed.

Table 7

Cycle 1 Codes and Descriptors

Initial codes	Description of code	Example of language
1. Employment	Desire to obtain or keep a job	“I want to get a job when I learning English perfect” [Sarah, Appendix E, Line 11-12]

Initial codes	Description of code	Example of language
2. Obligations to Canada	Desire to give back to Canada	“Yeah. I’m still, what the benefit I get? What I did for this country? What I serve her? I must learn, I must serve, I must do something because she will be, it will be our country. And if it is not my country, it will be for my kids and their kids.” [Ahmed, Appendix F, Line 347-350]
3. Fluency and proficiency goals	Desire to be fluent and/or proficient in English. This could be wanting to be better at speaking for work purposes, everyday experiences, communicating with neighbours and friends, desire to be understood, and because it makes them feel good.	“This family meeting and they are talk and I’m like a little baby, even don’t understand anything. They talk about blah blah blah, and me, my wife, my daughters, we don’t understand anything.” [Hasan, Appendix H, Line 238-240]
4. Attitudes toward Canada and Canadians	Attitudes and stances toward the Canadian society and Canadians	“Ah, racist. And right now, I’m never meet anyone like that. Maybe I’m lucky, maybe this is the true all the people is nice. But now, it’s okay.” [Hasan, Appendix H, Line 327-328]
5. Survival	Survival or topics relating to needing English to get by in Canada	“Of course. Yes. I must because I want to survive. Otherwise I will, I’ll feel sad, or nervous, or whatever.” [Ahmed, Appendix F, Line 340-341]
6. Independence	Use of English will help with being independent and not having to depend on others (e.g., coworkers, children)	“...and the sponsor support us one year. And then we are, I want to depend in myself.” [Hasan, Appendix H, Line 40-41]
7. Success	Use of English will lead to success while living in Canada	“It’s okay to learn language, because it is your success in this country.” [Hasan, Appendix H, Line 25]
8. Comfort	Use of English will lead to being comfortable living in Canada	“Comfortable, yes. Although I have little English, but I feel that I can talk, like I have some words to say.” [Sarah, Appendix E, Line 97-98]

Initial codes	Description of code	Example of language
9. Canadian Identity	Development or perceived ‘Canadian-ness’ by learning English	“My goal is to be real Canadian by learn-, by knowing English very well...” [Noor, Appendix I, Line 190-191]
10. Family and outside influence	Desire to learn English due to family or outside influences	“Yes, and also your kids. You need to speak with your children, because their children the same, they speak English now.” [Khalid, Appendix G, Line 165-166]
11. Future plans in Canada	Plans for the future while living in Canada	“Maybe in the future I would like to go to college or university.” [Khalid, Appendix G, Line 87]
12. Canadian culture and values	Importance/unimportance of Canadian culture and values	“In speaking yes, but not in their culture and not in their tradition.” [Sarah, Appendix E, Line 188]
13. Happiness	Learning English will lead to happiness and pleasure	“Um, I feel very good when – I when I learn faster than when I was in the school. Because school very slowly. Just go back without learning anything new.” [Noor, Appendix I, Line 152-154]
14. English as an international language	Reason for learning English is because English is an international language	“And because, uh, the English is international language and can speak to any people. Yeah.” [Khalid, Appendix G, Line 51-52]

To determine the elements of the L2MSS that were important to the combined population, the 14 codes were reduced to five themes (Table 8). This was done in the following manner. First, once the interview data were categorized into the 14 codes, the codes were then recategorized based on similarities (patterns happening in the same way) (Saldaña, 2009) they displayed and how well they matched in terms of motivation. Next, after the codes were grouped together, they were then given a name – or theme – that matched the overall idea of the category. Saldaña (2009) explains, a theme “is an

outcome of coding, categorizations, and analytic reflection” and cannot be coded itself (p. 13). That is, a theme is the final outcome of the coding process and is a representation of the overall meaning of the codes. This resulted in the establishment of five themes: *ought-to L2 self, prevention, ideal and Canadian L2 self and integrativeness, general attitudes*, and *promotion*. The *ought-to L2 self* contained the codes that expressed obligations to Canada (Item #2 in Table 7), survival (#5), family and outside influence (#10), and English as an international language (#14) due to their similarities in terms of what the ought-to L2 self refers to – that is, attributes one believes they ought-to possess in order to avoid negative outcomes. The *prevention* theme contained the codes of employment (#1), success (#7), and comfort (#8), as these are factors that are concerned with security, safety, and calmness – aspects that can be jeopardized if employment, success, and comfort are not secured. Due to their similarities in targeting the ideal L2 self (i.e., characteristics one wishes to possess for internal reasons) the third theme, *ideal and Canadian L2 self and integrativeness*, included the codes of fluency and proficiency goals (#3) and Canadian identity (#9). The *general attitudes* theme contained the codes of attitudes toward Canada and Canadians (#4) and Canadian culture and values (#12), which are aspects of motivation that are often grouped together in L2MSS questionnaires to target learners attitudes toward the TL group in question. The final theme, *promotion*, included the codes of independence (#6), future plans in Canada (#11), and happiness (#13), which are all positive outcomes that people often strive for and are factors often associated with promotion orientation (i.e., promoting nurturance, joy, and happiness through learning the language) (Papi, 2018).

Table 8 displays the five categorized themes, including the description of each theme and the codes that it contained. Please see Table 11 in Appendix J for additional examples of language coded in the interviews of the categories presented here. Table 11 has been added to not only illustrate additional testimonies of each theme, but to also provide further validation and justification of the themes. The table was also added to display quotes that were too long to incorporate in this chapter.

Table 8

Cycle 2 Themes and Descriptors

Theme	Description of theme	Codes categorized in the theme
1. ought-to L2 self	The attributes a learner believes they should or ought to possess (e.g., obligations or responsibilities, in order to avoid negative results in language) (Dörnyei, 2005).	<ul style="list-style-type: none"> • Obligations to Canada • Survival • Family and outside influence • English as an international language
2. prevention	Views of language as a tool to avoid negative outcomes – this is concerned with security, safety, and calmness (Papi, 2018).	<ul style="list-style-type: none"> • Employment • Success • Comfort
3. ideal and Canadian L2 self and integrativeness	The portrayal, desire, and attitudes a learner has about their ideal version of themselves using the target language (Dörnyei, 2005); this also includes the development of a ‘Canadian identity’ by learning English and the desire to learn the language so as to be part of the L2 community.	<ul style="list-style-type: none"> • Fluency and proficiency goals • Canadian identity
4. general attitudes	The attitudes and stances the learners have towards Canada, Canadians, and Canadian culture and values.	<ul style="list-style-type: none"> • Attitudes toward Canada and Canadians • Canadian culture and values
5. promotion	Views language as a tool that promotes nurturance, joy, and happiness through learning the language (Papi, 2018).	<ul style="list-style-type: none"> • Independence • Future plans in Canada • Happiness

To interpret the interview results, the frequency of occurrences of the codes within each theme were calculated. The frequency of occurrences in the interviews were used to identify thought patterns and belief structures held by the learners, and more specifically to see which of the themes held more prominence within the population. The interview results indicate that, as seen in Table 9, the motivational dimension that was given primary focus by the combined population was the *ideal and Canadian L2 Self and integrativeness* with an overall total of 56 occurrences. This means that participants mentioned attributes of the *ideal and Canadian L2 self and integrativeness* a total of 56 times in the interviews. The next most prominent dimension present in this population was the *ought-to L2 Self* with 46 occurrences, and although this is ranked higher in the interview than in the questionnaire, the results still indicate that participants possess an ought-to L2 self, one that may be stronger than the questionnaire data reveals. The third motivational dimension present in this population was *promotion* with 36 instances, closely followed by *prevention* with 35 occurrences. The final dimension, which was not as prominent, was *general attitudes*, which occurred in the data only 16 times.

Table 9

Occurrences of motivational features identified in interviews; f = frequency

Ought-to L2 Self	Prevention	Ideal and Canadian L2 Self and Integrativeness	General Attitudes	Promotion
obligations to Canada	13	employment	23	fluency and proficiency goals
survival	14	success	9	Canadian identity
family and outside influence	14	comfort	3	Canadian culture and values
English as an international language	4			happiness
Total number of occurrence s:	45	35	56	16
				36

To summarize the results for RQ1, both questionnaire and interview results reveal that newcomers to Canada have a positive attitude toward learning the L2 and attribute all elements of the L2MSS as motivating factors in learning English. The seven variables targeted in the questionnaire (i.e., *integrativeness*, *ideal L2 self*, *ought-to L2 self*, *promotion*, *prevention*, *Canadian identity*, *general attitudes*) had high mean scores (6 being strongly agree on the Likert scale), which suggests that the elements of the L2MSS (i.e., the *ideal* and *ought-to L2 self*) and general positive attitudes toward Canada and Canadians is present in this combined population. *General attitudes* ranked the highest of

the seven variables followed by *ideal L2 self, promotion, Canadian identity, integrativeness, ought-to L2 self; prevention* ranked the lowest. The interview results revealed that although all elements were viewed as motivating, the *ideal and Canadian L2 self and integrativeness* were most motivating. The *ought-to L2 self* was ranked second, with *promotion* and *prevention* following suit; *general attitudes* ranked the lowest. A discussion of what the RQ1 results mean for newcomers to Canada will be provided in Section 4.2.1.

4.1.2 RQ2 Results: Elements of the L2MSS Among the Two Instructional Settings

The second research question aimed to investigate how the instructional setting in which the L2 is taught might determine the motivational attitudes expressed. To answer the second research question, a one-way between-groups MANOVA was run to investigate group differences in motivation variables for the questionnaires, whereas the number of occurrences for each theme in the interviews were separated according to the instructional setting (i.e., ESL and WLT). For the questionnaire analysis, seven dependent variables were used: *integrativeness, ideal L2 self, ought-to L2 self, promotion, prevention, Canadian identity* and *general attitudes*; the independent variable was learning context (i.e., ESL and WLT). Preliminary assumption tests were conducted to check for normality, multivariate outliers and equality of error variance, with no violations observed. There was a statistically significant difference between ESL and WLT on the combined dependent variables, $F(7, 58.00) = 4.859, p = .001$; Wilks' Lambda = .000; partial eta squared = .370. When looking at the learning contexts as separate groups, the only variable where there was a statistically significant difference was *prevention*, $F(1, 64) = 20.54, p = .000$, partial eta squared = .243. When

investigating the mean scores, WLT participants reported higher levels of *prevention*, suggesting that they have a more instrumental view of English language learning.

For the interview data, Table 10 displays the classification of motivational features across the two populations and their corresponding number of occurrences established in the interviews. When looking at the learning contexts as separate groups, three of the five themes seem to have equal importance to both groups. Although the differences may be attributed to the number of participants in each group, it is important to note that although the groups were different in size, number of occurrences were similar for many of the themes (i.e., *ought-to L2 self*, *ideal and Canadian L2 self and integrativeness*, and *promotion*). This means that group size, whether large or small, may not have enough explanatory power to account for the similarities and differences between the two groups.

Table 10

Classification of Motivational Features Across the Two Populations

Theme	Number of Occurrences	
	ESL (n = 2)	WLT (n = 3)
Ought-to L2 Self	21	24
Prevention	9	26
Ideal and Canadian L2 Self and Integrativeness	27	29
General Attitudes	11	5
Promotion	15	21

The *ideal and Canadian L2 self and integrativeness* was seen as the most important by both groups, and there were only two more instances of the *ideal and Canadian L2 self* within the WLT group ($f = 29$) compared to the ESL group ($f = 27$). The second most important motivational factor for the WLT group was *prevention* ($f = 26$), whereas the ESL group had the lowest number of occurrences for *prevention* ($f = 9$).

The third most important motivational factor for the WLT learners was the *ought-to L2 self* ($f = 24$), which was mentioned almost the same amount within the ESL groups ($f = 21$). *Promotion* was mentioned more in the WLT group ($f = 21$), than in the ESL group ($f = 15$). Finally, *general attitudes* was mentioned only five times in the WLT group compared to the 11 instances in the ESL group. The differences in both *prevention* and *general attitudes* may stem from various learner needs – please see Section 4.2.2 for the discussion.

4.2 Discussion

4.2.1 RQ1 Discussion: Elements of the L2MSS Among Newcomers to Canada

This section will discuss the findings for RQ1 that aimed to investigate which elements of the L2MSS newcomers to Canada learning L2 in the workplace and the classroom believe to be responsible for their motivation to study English. This study found that the seven variables (i.e., *integrativeness*, *ideal L2 self*, *ought-to L2 self*, *promotion*, *prevention*, *Canadian identity*, *general attitudes*) targeted in the questionnaires were seen as equally important by the combined participant population. The interviews also revealed that although all aspects of the L2MSS were key in motivating them to study their L2, the newcomers believed that their *ideal* and *Canadian L2 self* were more influential motivators.

First, the role of the *ideal L2 self* and *integrativeness* will be discussed in terms of how the ideal L2 self and integrativeness influence learners' desire to be fluent/proficient and their goals contribute to their 'Canadian L2 self'. Next, a discussion of the role *ought-to L2 self* and attitudes (i.e., *promotion* and *prevention*) play in the integration and learning process will be given. Next, a discussion of the role the *Canadian identity* and

general attitudes will be discussed in terms of what newcomers' attitudes toward Canada and Canadians might mean for their language learning (i.e., their acculturation patterns) and integration into the workplace.

4.2.1.1 The Role of the Ideal L2 Self and Integrativeness

Although *general attitudes* mean ranked the highest, all of the variables were ranked fairly high suggesting that all the participants regardless of the context in which they were learning English tended to have similar, positive attitudes toward language learning and their motivation to learn. Although the *ideal L2 self* was highly viewed in the current study's combined population ($M = 4.93$), there were no statistically significant differences between the *ideal L2 self* and the other variables. Furthermore, and as Table 9 shows, of all the themes identified in the interview data, the *ideal and Canadian L2 self and integrativeness* were present in the data considerably more ($f = 56$) than the other four themes. As previously mentioned, this category contained instances of participants' portrayals, desires, and attitudes mentioned about their ideal version of themselves using the target language (Dörnyei, 2005); this also included the development of a 'Canadian identity' through learning English and the desire to learn the language to be part of and integrate into the L2 community. The findings from both the questionnaire and interview data suggest that, in these newcomer populations, there was a high presence of attitudes (e.g., wanting to be fluent, wanting to be seen as Canadian) towards an *ideal L2 self* as well as the development, or idea, of being Canadian.

Overall, newcomers have a generally positive attitude toward language learning and do not attribute one aspect of motivation to be more important over the others, viewing all aspects as equally important. There seemed to be positive attitudes toward the

people around them in their host society and expectations they put on themselves for the future. This finding correlates with Islam et al.'s (2013) study conducted on Pakistani undergraduate students learning English. The authors found that there is a strong relationship between the ideal L2 self, intended learning effort, and national and international interest, indicating that learners' desire to take part in the world at large has a positive effect on intended effort to learn English and their future self-guides. Future self-guides (Dörnyei, 2005; Kormos et. al, 2011) has been shown to be a highly motivating aspect of language learning, and learners' ability to imagine themselves with attributes they would like to posses (e.g., being fluent, being independent) in the future. In the Kormos et. al (2011) study conducted on systems of goals, attitudes and student beliefs in their L2 motivation, the authors suggest that the ideal and ought-to L2 self are important self-guides for learners as future self-guides may have a positive influence on effort and engagement invested in achieving the desired future L2 competence (Csizér & Dörnyei, 2005; Ushioda, 2011). This also falls in line with Gardner and Lambert's (1972) suggestion that success in mastering the target L2 is heavily dependent on learners' attitudes towards the target community and their willingness to identify themselves within that community. In their study conducted on Canadian French L1 learners of English and English L1 learners of French, the researchers found that identifying with and adopting various aspects of the target language (TL) community was important for successful learning, and so this may also be applied to this study's population (Gardner & Lambert, 1972); newcomers' ability to identify as being Canadian and associating with the TL community around them (in conjunction with the other elements explored) may

determine how successful these learners may be in language learning and social integration.

The interview results further revealed that the learners viewed their ideal and Canadian L2 self as being the most influential motivating factors in their learning (see Appendix E and F for the ESL interview transcripts and Appendix G, H, and I for the WLT interview transcripts). Desires and portrayals of what learners may want to achieve may be goals such as becoming fluent, wanting to feel more Canadian, wanting to communicate with neighbours and coworkers, and wanting to be part of the Canadian society. This was confirmed in the interviews when Hasan, a learner in the WLT program, expressed his desire to connect with others by saying “Your – it’s easier to do for that connection between me and the other people...” (Appendix H, Line 29-30). Sarah, a learner in the ESL program, had a similar desire in stating that she wanted to feel as if she was a part of Canada, and that she wanted to feel Canadian. When asked what her goals were, she replied, “I want to feel this way. I feel like I am living in my country, in my home. Like they understand me and I understand them” (Appendix E, Line 65-67). This follows closely with how Dörnyei describes the ideology behind integrativeness and the want to be similar to the target language (TL) community. As he explains, an integrative attitude pertains to positive interpersonal disposition that a learner has toward the TL and the desire to want to integrate into and affiliate with them (Dörnyei, 2005). This is displayed in Sarah’s disposition to want to be Canadian and the desire to be understood by Canadians as well. Sarah also expressed that walking in her city and interacting with and talking to Canadians makes her “...feel like [she is] Canadian because [she] speak[s] their language” (Appendix E, Line 88-89). She equates speaking

English to being Canadian, an attribute she wishes to possess, one that is personal to her and not brought upon by outside influences of school, family, or societal obligations.

The desire to be fluent in English was also frequently expressed in the interviews. Noor, a learner in the WLT program, for example, shared: “I, I want to read books as if I was reading in my mother language. I want to write fluently without mistakes. I want to, to make documentaries” (Appendix I, 176-178). Her desire to be fluent was also influenced by her wanting to understand Canadians around her. She expressed this by saying “Yeah, I would like to be fluent as a native English. I would like to understand when native English speak because sometimes I don’t understand when someone speaks very fast” (Appendix I, Line 165-167). With a similar mindset, Hasan explained a situation in which his family’s sponsor came over for dinner a few weeks after their arrival in Canada, and he did not understand much of what they were talking about. He shared: “[t]his family meeting and they are talk and I’m like a little baby, even don’t understand anything. They talk about blah blah blah, and me, my wife, my daughters, we don’t understand anything” (Appendix H, Line 238-240). He went on to further explain that he wants to overcome this problem and knows that is will not be easy, but that he is ready to work at it, by stating: “I will try, maybe I need, maybe two, three years more” (Appendix H, Line 375-376). Through these examples, we can see that there is a strong presence of the desire to be fluent in the TL among in this population. Interview results suggest that newcomers to Canada gave particular emphasis to their desire to be Canadian by learning English, to understand and to be understood, as well as by integrating into the Canadian society.

4.2.1.2 The Role of the Ought-to L2 Self, Promotion and Prevention

Promotion was ranked slightly higher ($M = 4.86$) than both the *ought-to L2 self* and *prevention*, where *prevention* average ($M = 4.55$) and *ought-to self* average ($M = 4.58$) ranked the lowest; however, their ranks did not indicate any significant difference between the other variables. In terms of the interview coding results, in the combined population, there were almost identical incidences of *promotion* ($f = 36$) and *prevention* ($f = 35$), whereas the theme with the second greatest number of occurrences was the *ought-to L2 self* ($f = 45$).

As mentioned previously, the codes established within this theme were obligations to Canada, survival, family and outside influence, and English as an international language. That is, newcomers to Canada seem to assign their motivational thinking to attributes that they think they ought-to, or should, possess (Dörnyei, 2005). Ahmed (ESL), for example, displayed a strong opinion toward his obligation to Canada, where he felt that he had to give back to Canada for allowing him to stay in this new host context. Such sentiments as “I want to be something in this country to return the favour of this country” (Appendix F, Line 72-73), “I must do something active in this country” (Appendix, Line 97), and “what I did for this country? What I serve her? I must learn, I must serve, I must do something because she will be, it will be our country” (Appendix F, Line 347-349) were often present in his interview responses. Another aspect also expressed by the participants was the need to survive in the new host country – a motivation factor that may also be categorized under *prevention* orientation. The idea of survival came in many forms for these participants, such as being able to read and understand their mail (e.g., important bills to be paid), wanting to learn everyday

language so as to get by at the grocery store, bank, and airport, and learning how to deal with and interact with the Canadians around them. When asked if he felt like he needed English to live in Canada, Ahmed replied with “Of course. Yes. I must because I want to survive. Otherwise I will, I’ll feel sad, or nervous, or whatever” (Appendix F, Line 340-341). The idea of having (or needing) to know English in order to survive is a strong motivator toward learning English as a means to avoid negative outcomes – in this case, feeling sad or nervous – and attributes the participants believe they ought-to possess in order to avoid negative outcomes (Dörnyei, 2005).

Success, an important factor in *prevention*, was often attributed to the idea that without English, the participants would have a hard time becoming successful, finding employment, and accessing various opportunities. Khalid (from the WLT group) explains that he does not think he will be able to be successful in Canada without knowing English because being “good at English” equates to “find[ing] a good job” (Appendix G, Line 190). Noor (a WLT learner) also lamented about many lost opportunities because of her low proficiency level in the TL. As she explained, “a lot of work needs high level of English, and I even didn’t apply because I knew, I know myself. I will not try something I don’t know” (Appendix I, Line 232-234). This falls in line with Higgins’ (1997; 2005) idea of regulatory fit theory, where a learner – in this case Noor – avoids opportunities at which she feels she may fail. On the one hand, prevention attitudes can be motivating for learners from a perspective of learning vigilantly (i.e., avoiding mismatches and errors to their desired outcome) (Papi, 2018). Still, promotion attitudes are motivating for those who learn eagerly and choose to take advantage of every situation (i.e., accepting opportunities head on so as to not miss out on those opportunities) (Papi, 2018). Noor

displays a very strong prevention orientation as she does not take on opportunities in order to avoid making a wrong choice due to her low proficiency in the TL. However, the idea of learning eagerly and taking advantage of situations was evident in the interview responses of others, who talked about making future plans in Canada.

All participants expressed plans which they wished to fulfill while living in Canada, the most prominent of which was gaining employment. This goal, in particular, was a strong motivating factor for learning English especially for the ESL participants as the learners wanted to become proficient in order to be employed. For those in the WLT program, employment was still a major priority, but on a different level. Although they were already employed, WLT participants expressed the desire to further their careers by obtaining jobs that they had previously had experience within their home countries. Noor, for example, explained that she wanted to film documentaries in Canada about homelessness, something she did back in Syria, whereas Hasan wanted to explore opening his own printing and embroidery company. Although Khalid did not explicitly state that he wanted to gain employment in the same field he was previously employed in, he expressed a desire to go to college or university to further his English in order to get a better job. It can be seen that both the *promotion* and *prevention* themes are shown to be equally important to newcomers. Possessing either a prevention or promotion orientation does not determine the success of the learner; however, it is important for language teachers to be aware of this and find ways to promote learners' regulatory fit – i.e., how learners may 'feel right' about what and how they are learning – which then increases their motivation to satisfy their goals, resulting in positive language learning outcomes. By promoting learners' regulatory fit, teachers and practitioners can increase the value of

learners' end goals or plans, which, in turn, increase their motivation and engagement with the goal-directed task at hand (Papi, 2018).

4.2.1.3 The Role of General Attitudes

As the results indicate, of all the MISs, *general attitudes* average had the highest mean ($M = 5.0$) and *Canadian identity* ($M = 4.82$) had the fourth highest mean on the 6-point scale. These two are discussed together due to their relatedness in that newcomers' attitudes toward the TL community (in this case Canadians) may be connected to and influence learners' own perceptions of being and feeling a part of that community through using English (Gu & Cheung, 2016; Kuo & Sodowsky, 2004; Noels et al., 1996). In the context of this thesis, attitudes refer to newcomers' disposition toward acculturation, i.e., assimilation, integration, separation, and deculturation – that is, the attitudes and stances the learners have towards Canada, Canadians, and Canadian culture and values. The results indicate that, in this population, there was a presence of high, positive general attitudes toward Canada and Canadians. This suggests that immigrants and refugees in both learning contexts viewed their Canadian identity and attitudes toward Canada and Canadians as contributing factors in their motivation to study English. This is noteworthy as identifying the relationship between the learner identity and host country has been found to be linked to stronger feelings of acceptance (Gardner & Lambert, 1972; Gu & Cheung, 2016; Islam et al., 2013; Kuo & Sodowsky, 2004), which can help newcomers' integration process, allowing them to more easily become a part of the society, host country, and workforce (Yates & Major, 2015). The high mean for *general attitudes* and *Canadian identity* were comparable with past research conducted on Chinese learners of English in Canada, where “[a] stronger sense of

Canadian identity is associated with more involvement in the Canadian culture...” (Noels, Pon, & Clément, 1996, p. 256). The ability to identify as being Canadian allows for that integration and acculturation process to run more smoothly (Noels et. al, 1996). Additionally, a stronger command of English allows learners to acquire more knowledge about Canadian customs and culture (Kuo & Sodowsky, 2004), easing that integration process and positively affecting feelings of acceptance.

General attitudes was ranked the lowest of the five themes established in the interviews. In their interview responses, many of the participants expressed the importance of understanding Canadian culture and values with a positive outlook. For example, Ahmed (ESL), who expressed a desire to know about Canadian culture and values, was motivated by his goal of completing and passing the Canadian citizenship test. He also explains that it is very important for him to know about the customs of Canada as he is trying to integrate into Canadian society, and that reading fictional stories in his ESL class was not quite conducive to those desires. On a similar note, Khalid (WLT) explains that Canadian values and customs were important to him to be able to interact with and understand his Canadian neighbours and friends.

However, when it came to acculturation attitudes, such as taking on aspects of Canadian culture and values, the participants all expressed that, although they found understanding Canadian culture to be important, they felt it was more important to maintain their traditional culture – also referred to as integration (involvement in both groups). This was similar to professional Chinese immigrants in Australia in a study conducted by Lu et al. (2016), which showed that Chinese immigrants with a low-intermediate and intermediate level of proficiency opted for integration, an attribute that

is also present in the population investigated here. The newcomers to Canada show a stronger motivation to learn about and understand Canadian culture, but do not feel the need to take on aspects of those values (Berry & Hou, 2016). In a study conducted by Berry and Hou (2016) on acculturation patterns of 7003 landed immigrants to Canada with various ethnic backgrounds who came to the country between 1980 and 2012, the authors found that integration (i.e., involvement in both ethnic groups) was the preferred strategy for newcomers. However, those who had not been living in Canada for a long time preferred separation (i.e., wanting to stay within the newcomer's own ethnic group and not wanting to associate with the host society's culture). This may be the case for the population in this study, where newcomers' low-intermediate and intermediate level of English explains their desire to be involved in both cultures, but the short time they had been living in Canada may account for their not wanting to take on all aspects of the Canadian culture.

4.2.2 RQ2 Discussion: Elements of the L2MSS Among the Two Instructional Settings

The goal of the second research question was to compare the two groups to determine similarities and differences in the themes identified as most and/or least important. The results of the MANOVA revealed that there was a statistically significant difference ($p = .000$) between the two groups in terms of *prevention*. There was also a difference in the *prevention* theme identified in the interviews, where WLT participants ($f = 26$) indicated higher prevention orientation than the ESL group ($f = 9$). Furthermore, Table 10 revealed that both groups put similar emphasis on the *ideal and Canadian L2 self and integrativeness* (ESL, $f = 27$; WLT, $f = 29$), suggesting that this element was

responsible for motivating both groups of learners to study English. The two groups also attributed similar significance to both the *ought-to L2 self* (ESL, $f = 21$; WLT, $f = 24$) and *promotion* (ESL, $f = 15$; WLT, $f = 21$), indicating that these were important factors in motivation as well.

The small difference in the *ideal and Canadian L2 self and integrativeness*, *ought-to L2 self*, and *promotion* suggests that both groups of learners generally have a positive attitude toward language learning. Both groups seem to attribute a considerable amount of their learning to their want and desire to be part of the Canadian society; however, both groups have a similar disposition toward attributes they think they need to possess in order to satisfy the needs particular to Canada, surviving in a new country in general, and family obligations. Both also display similar positive attitudes toward English learning and the connection between language learning and positive outcomes (e.g., being happy living in Canada, wanting to be independent, positive outlook on future plans in Canada).

4.2.2.1 The Role of General Attitudes

Although there was no difference between the two groups in the MANOVA for *general attitudes*, there was a difference in the follow-up interviews. It was found that the ESL participants focused more attention on *general attitudes* in their interview data ($f = 11$) than the WLT participants ($f = 5$). This difference may be because of the explicit instruction on Canadian culture and values ESL learners receive in their classes. As the ESL program advertises, the focus of the program is to provide basic language instruction to facilitate economic, social, and cultural integration, and so ESL learners are exposed to Canadian culture and values (IRCC, 2011) more than their WLT counterparts. From the

perspective of the WLT participants, the reason for having lower occurrences of *general attitudes* in their data may be due to the fact these learners are often left to their own devices to learn about Canadian culture and values and as such, are exposed to the Canadian culture and norms implicitly. WLT learners often struggle to understand what is required of them and how to behave (Bartel, 2013; Yates & Major, 2015), and so this may be why their need to get better at English is more explicit than that of the ESL learners. Also, the difference may be explained by the workplace setting itself, where attitudes toward Canada and Canadians is not a priority for the workplace. Although understanding workplace culture is important for newcomers (Bartel, 2013; Bremner, 2010; Wigglesworth et al., 2007), interest in Canadian culture in general may not be of primary importance to those learning English in the workplace. This may be because understanding the institutional culture and the expectations of the particular workplace tend to take precedence. WLT learners understand the importance of learning about Canadian culture and values but see a greater need to understand their workplace's culture and expectations instead.

4.2.2.2 The Role of Prevention Orientation

The significant difference in *prevention* suggests that for those in the WLT program, beliefs concerning the value of employment for fulfilling personal obligations and duties showed to be a significantly greater variable in promoting their motivation and willingness to engage with language learning. The high *prevention* average for WLT participants may be due to learners in the program striving to satisfy the security, safety, and calmness aspect through English instruction and employment. Protecting and providing for their families is a goal that can be achieved through the combination of

work and learning English. WLT participants seemed to react more eagerly (i.e., actively and with engagement) to negative outcomes (e.g., not being able to perform successfully at work), which is in line with Van Dijk and Kluger's (2011) work. In their study on prevention and promotion orientations, they found that those who possessed prevention orientation responded better to and did better on prevention tasks, which required "detecting errors, work scheduling, and maintaining safety and quality control" (Papi, 2018, p. 711). For learners in the WLT context, detecting errors, scheduling, and maintaining safety are very important aspects of keeping and maintaining a job according to employment and safety standards. Therefore, the possibility of losing a job by not adhering to the standards increases those negative outcomes, resulting in WLT learners feeling more motivated by the negative outcomes and increasing intended learning effort in the process (Papi, 2018).

This contrast in *prevention* was evident in the interviews, with the WLT learners alluding to it 26 times compared to the ESL learners who mentioned it a total of nine times. Learners in the WLT context gave motivational emphasis to employment, comfort, and success relating to their future goals of language learning as well as for living in Canada. This significant difference in *prevention* suggests that those who are receiving workplace language training see a more tangible need for English as a means to avoid negative outcomes. This high occurrence of *prevention* among the WLT learners may be due to the learners' needs to satisfy the security, safety, and calmness aspect – a need that is satisfied by combining English instruction and employment. Many of the concerns mentioned by WLT participants about employment focused on having the ability to understand instructions, such as:

(1) “And most important, if you get instruction at work and you didn’t understand – because sometimes the manager has been far, because we are group, he, at least, 70 meters.” (Noor, Appendix I, Line 297-299)

(2) “Now, I’m work printing and embroidery, and if coming back and he ask about anything, and I cannot understand. Uh, in this situation I’m like machine, just I’m take the information and do it. But, if I understand, I can take the information, I can do, I can discuss maybe this is wrong, this is right? This is easier for me to do.” (Hasan, Appendix H, Line 215-220)

By improving their proficiency in English, these learners are attempting to minimize the negative outcomes of accidents and errors at work, and to overcome the inability to report problems, not being able to suggest solutions, and the inability to provide better customer service (Duval-Couetil & Mikulecky, 2011). Other major concerns identified were: the ability to gain a ‘good’ position, one in which they would be able to provide well for their family; needing to support their family by being successful; and, losing job opportunities due to their low proficiency levels in English. These concerns are the ones that have been observed in past research on newcomers’ integration processes in the workplace (Duval-Couetil & Mikulecky, 2001; Lu et al., 2016; Wigglesworth et al., 2007); therefore, it is encouraging to see such a disposition within the WLT participants.

These learners also seemed to believe that higher levels of proficiency in English equal the ability to work and succeed in Canada. It has been previously shown that a high command of English has a strong influence on not only newcomers’ integration and acculturation processes, but also their success in employment and job search (Lu et al.,

2016). Critical aspects of prevention, such as avoiding conflicts, struggles, and negative outcomes, are supported through proficiency in English. High proficiency in English also helps to facilitate the positive interactions with members of the host country (i.e., Canada) by learning more about their culture and practices (Kuo & Sodowsky, 2004; Lu et. al, 2016). Learners in this context see the value in having a strong command in English since the ability to use the language proficiently – and to the level that is needed to be successful at work – allows for promotion, training, and taking advantage of employment benefits; however, if their proficiency level is too low, the risk of losing such opportunities increases (Duval-Couetil & Mikulecky, 2011).

In terms the ESL population, the lower prevention orientation suggests that these learners are not entirely motivated by the possibility of negative outcomes, but rather motivated by the possibility of positive outcomes, i.e., promotion oriented. Promotion involves learners' desire for accomplishments, advancements, and growth and their need for nurturance, joy, and happiness. This suggests that those receiving L2 instruction in the classroom possess more internalized motivation to learn English. Furthermore, the seven variables targeted were seen as almost equal in terms of their mean scores, indicating that all elements of the L2MSS stand on equal footing for ESL learners. This was similar to Taguchi et al's (2009) findings. In their study, the authors found that there was a balance between *attitudes to L2 culture and community* and *promotion orientation* on the *ideal L2 self* in the Chinese and Iranian participants. The authors explain that this balance may suggest that "...the ideal L2 self they tend to develop is fully fledged and rounded in terms of being both personally agreeable and professionally successful" (Taguchi et al., 2009, p. 85). Although the WLT population viewed L2 learning as important for the

workplace, their motivation to learn English was not connected to their ideal L2 self, but rather to their ought-to L2 self, whereas the ESL population had both their promotion orientation, attitudes toward Canadians, and ideal L2 self functioning on the same level. Kim (2009, pp. 289-290) explains that:

Since the instrumentality is internalised, it is natural for the learner to have personalised, contextualised reasons or meaning for learning the L2, and these reasons, often expressed explicitly as learning goals, should be specific and concrete. If not internalised sufficiently, however, the instrumentality reflects more the prevention side of external obligation. In this case, the L2 learner becomes passive and does not attribute a personal rationale and meaning to L2 learning.

Additional analyses were carried out to determine if ESL participants who were employed had similar or different motivation patterns as those in the WLT program in terms of prevention orientation. Of the few who were employed ($n = 5$) and taking ESL classes concurrently, there was an overall mean of 4.73, indicating a similar response pattern to those in the WLT program for *prevention* ($M = 4.83$). This was a considerable difference compared to the unemployed ESL learners ($n = 31, M = 4.33$), which may suggest that employed ESL learners also possess the same value and need for employment, language instruction, and the link between the two. This link may demonstrate that an increase in English language instruction and in employment equals an increase in happiness (Duval-Couetil & Mikulecky, 2011; Lu et. al, 2016).

4.3 Summary

The study has shown that newcomers to Canada who are learning English in the workplace and classroom attribute all aspects of the L2MSS as important to reach their L2 learning and integration goals. By examining the two groups of participants (WLT and ESL learners) separately, it can be seen that for the WLT population, the link between employment and English instruction seemed to satisfy the need for safety, security and calmness. As the newcomers were striving for a calm, safe life in their new home, this need seems evident. The combination of employment and receiving language instruction centered around work allowed newcomers to find a balance between learning English to survive, but also succeed and be able to support their families, keep their jobs, and avoid any negative outcomes that may arise from being unemployed and not proficient in English. Therefore, when it comes to real-world situations (i.e., finding and keeping a job), the motivation to continue studying the L2 increases in order to avoid those negative outcomes. As has been shown before, those with prevention orientation tend to respond better to the possibility of negative outcomes (Papi, 2018), and so with the risk of possibly being unemployed and unsuccessful, intended learning effort also increases. With this need being displayed in this population, the community-based government-funded settlement program that oversees both the ESL and WLT programs may now be able to provide the learners with support they need to positively affect their willingness to engage in and sustain the study of the L2. Furthermore, this support may assist with newcomers' successful integration into the Canadian society and workplace. Moreover, not only is it important to provide the appropriate support needed to these two groups of learners, but it is also important to promote positive attitudes toward language

learning (which are already present in this population) in order to increase cognitive flexibility (Papi, 2018). The increase in cognitive flexibility may display growth in learners' working memory, classification skills, and problem-solving, all of which are important factors for gaining employment and employment success (Papi, 2018).

Due to the similar response patterns displayed by both the WLT participants and the few who were employed in the ESL program – showing the importance of English in order to gain and sustain employment – more workplace language training may be needed in both learning contexts. The value of English language proficiency is seen to be not only valuable to the learner (i.e., newcomers), but is also important for organizations and employers. As Duval-Couetil and Mikulecky (2011, p. 219) explain:

It appears that even minor improvements in English proficiency and communication can improve employee and organizational performance and data related to specific job performance tasks can be useful in targeting areas for education and training likely to yield significant returns for organizations.

Therefore, providing the two groups of learners with the appropriate language support needed may boost motivation, which in turn may improve work-related task performance and increase the possibility of promotion at work. Thus, due to the role motivation plays in employment opportunities and success, and how learning English is important for integrating into the Canadian society, the settlement program may now have a starting point for implementing pedagogical intervention in and outside of the classroom and workplace (Yates & Major, 2015). This can be done by creating motivational materials, promoting positive attitudes and self-guides, devising motivational strategies in the classroom. As it has been found that the primary goal of

WLT and ESL learners is to gain and sustain employment, interact with the people around them, and to be independent citizens with the help of English proficiency, teachers may devise motivational materials (such as such as prediction tasks, roleplays, listening activities) to help target learners' goals and facilitate learning. In the same breath, promoting positive attitudes and self-guides in the classroom (such as encouraging students to reach their goals) can help to increase cognitive flexibility, engagement, and motivation. Finally, devising motivational strategies can be done by creating a pleasant and supportive classroom environment, encouraging self-evaluation, and maintaining and preserving motivation. These, in turn, help combat the possibility of the classroom having a negative effect on the learners. These three pedagogical interventions will be further discussed in Chapter 5 Section 5.1.

Chapter 5: Conclusion

This thesis has shown the motivational patterns among learners in two instructional contexts (ESL and WLT) towards L2 learning. The research aims were to determine which factors motivate newcomers to Canada learning L2 in the workplace and the classroom, what attitudes (i.e., prevention and promotion) they possess, and if the instructional setting in which the L2 is taught determined the motivational attitudes expressed. The creation of the questionnaire was in line with recommendations and modifications from past research conducted on L2 motivation (Clément et al., 1994; Dörnyei & Csizér, 2002; Dörnyei, 2003; Dörnyei & Taguchi, 2010; Papi, 2018; Taguchi et al., 2009). This included the adoption of the L2MSS framework in creating items that were included in the questionnaire (i.e., either being modified from past questionnaires or creating new items based on the motivation definitions put forth by L2 motivation scholars). While the questionnaire probed learners' attitudes and motivation toward learning English, the interviews were used to get a deeper understanding of why participants chose certain answers on the survey, and also to hear firsthand stories of learners' experience using English in the workplace. Participant responses from both the questionnaire and interviews allowed for the researcher, and now the community-based government-funded settlement program more broadly, to gain more insight into what specifically motivates newcomers to learn the language of their new home country – an important aspect of successful integration (Derwing & Waugh, 2012; Grenier & Xue, 2011; Gu & Cheung, 2016; Guo & Guo, 2016; Noels et al., 1996; Shan & Butterwick, 2017).

The results from the current study revealed that newcomers to Canada learning English in the classroom or workplace believed that their future selves and desire to integrate into Canada were responsible for their motivation to study English. The results for the second research question – how the instructional setting in which the L2 is taught might determine the motivational attitudes expressed – revealed that those in the WLT program display a stronger prevention attitude, with reasons for learning English motivated by employment, success, and comfort. Sustaining and enhancing involvement in learning, employment, and integration seemed to be supported by learners' language goals and perceptions of their future in Canada. That is, proficiency in English is a pivotal aspect of employment, being successful in the workplace, and living comfortably in Canada. The motivational attitudes expressed by those receiving ESL instruction, however, revealed beliefs that all elements in the L2MSS are responsible for their motivation to study English – that is, they did not value one element over another and viewed all of them as equally important. Overall, the findings indicate that newcomers to Canada have a positive attitude toward learning English, Canada, and Canadians.

These results have pedagogical implications not only for the WLT program in question, but also other WLT programs across Canada. As the motivation to learn English to avoid negative outcomes is a concern for newcomers in the Canadian workplace, there is now further support for additional workplace language training programs. Furthermore, workplace language training may also now be an added focus in ESL programs as the few employed participants in the ESL program showed similar motivation patterns to those in the WLT program in terms of *prevention* orientation (i.e., learning English to avoid negative outcomes). This need is also supported by the

literature. In a study on the implementation of a new employment-related language training program, Bartel (2013), for example, showed that the teaching of pragmatics and workplace language was highly motivating and desired by both the teachers and the learners in the study. The content and usefulness of the pragmatics unit used was viewed positively, with all participants (teachers and students) expressing high satisfaction with the course and the employed materials, which were deemed highly relevant to the workplace. This highlights the need for workplace language training as it is motivating and reduces newcomers' concern for their future in terms of integration in Canada and success in the workplace. These pedagogical implications can apply to both WLT and ESL programs.

5.1 Pedagogical Implications

This section addresses the pedagogical implications that can be drawn from the findings of this study. The discussion will be structured as follows. First, the primary implication of the results, which is how curriculum designers and teachers can use the variables highlighted by these learners to design materials that are based on these principles, will be examined. As these learners highlight these variables as being important and motivating, using these materials will ultimately lead to effective L2 learning and sustained L2 use. The second implication to be discussed is how to promote positive attitudes and self-guides to enhance classroom engagement and offer strategies to foster and reach goals set by the learners. A discussion of what the results mean for the language learning programs and for L2 learners themselves will also be provided. The final implication discussed is devising motivation strategies for the classroom and what

can be done in the future for the target workplace language program in terms of how to use the questionnaire results in the classroom.

5.1.1 Creating Motivational Materials

As the primary purpose of this project was to assist the WLT program in gaining insight into their learner L2 motivation, the findings from this study may now assist in providing learners with the materials needed to be successful in both language learning and obtaining – and sustaining – employment. Results may help the WLT program be more responsive to learner needs by providing them with what they need to succeed. As it has been established that WLT participants were motivated by the possibility of and need to avoid negative outcomes (i.e., not being able to obtain/sustain employment), materials can be designed to cater to meeting those goals. This can be done by developing supportive materials that are designed to help learners in their specific place of employment (such as customer service, labour, retail, and factories). Supportive materials refer to activities and tasks (such as prediction tasks, cloze passages, roleplays, listening activities, etc.) that are designed to facilitate learning and target the language needs, in this case workplace language, expressed by the learners. The materials can be used when they are at work, or preparing for work, and allow the learners to have access to the language needed. As employment itself is a feature of the WLT program, not just language, the language aspect is intended to support the employment aspect. The program may now be able to provide more tailored instruction for WLT participants, which may increase learner motivation and invested learning effort (Tomlinson, 2012). For example, in their interviews, Noor and Ahmed (both WLT learners who were employed) reported that they had a hard time understanding instructions given to them by their managers or

coworkers, and so this need and concern can be mediated through the creation of materials that would help them overcome the barrier of not being able to understand instructions. For teachers (and VLTs), this might look like creating handouts with common scenarios involving difficult instructions that learners may have to resolve or devising dialogues that contain language on how to effectively follow instructions to allow the learners to practice the target language in a low stakes environment. This is important for newcomer L2 learners since “...getting it [pragmatics] right in their new language can be very high-stakes as they build their lives and relationships in a new country”, where pragmatic failures can result in “...serious short-term and long-term impacts, not only on their language learning, but also on their self-esteem and sense of belonging” (Yates & Major, 2015, p. 142).

Results from this project can also be used to increase awareness of learner motivation among practitioners about their learners’ attitudes towards learning in the workplace. The questionnaire responses, in particular, can inform researchers and practitioners of the elements of learners’ ideal L2 self and to understand the underlying reasons for those elements. From a teacher’s perspective, L2 motivation questionnaires can act as a needs analysis to help decide the aims and objectives of a course (Richards, 2013). By determining what motivates learners, teachers can then create materials that suit the needs of the learners. Richards (1984) suggests that needs analyses may inquire for different information, and for information about the target learners in particular, which may include the “...interests, problems, motivation, attitudes, and needs of the learners” (p. 2). *Backward Design* is a current trend in needs analysis and curriculum design that refers to developing a curriculum by, first, identifying the desired

results/outcomes (that students bring to the course), then determining appropriate assessment measures to show evidence of learning, and finally, designing the materials that meet those needs accordingly (Richards, 2013). In the case of the WLT teachers, using questionnaires, such as the one used in this study, can satisfy the first step of backward design and determine what the learners need – be that more workplace specific language training, assistance with understanding workplace practices, and/or workplace pragmatics. As refugees and immigrants are at risk of many negative effects, such as unemployment, the contributions of this thesis may assist the workplace language training program in providing the appropriate support learners believe they need to successfully integrate into the workforce. While the given WLT program provides learners with mentors who help with language development related to their job placements, learner motivation is rarely addressed despite its importance. To counteract this, teachers might use the questionnaires as means for probing the needs, motivations, and attitudes of these learners. Doing so would promote positive engagement with the language and workplace among the learners, increasing their chances of better, long-term employment that also brings satisfaction from and engagement in their work.

Furthermore, since this population is primarily concerned with survival needs – be that security or nurturance – understanding these needs can help them make more targeted L2 learning plans and realize them faster. After all, this increased awareness “is not only more scientifically valid but can uncover unique potentials for developing a more comprehensive understanding of L2 processes and outcomes...[and] not only *how* but *why* these processes unfold the way they do” (Papi, 2018, p. 725). An anticipated benefit of a raised metacognitive awareness is that learners may gain more awareness of

how their learning progresses and the role that motivation plays in it – knowing this may, in turn, allow for learner increased engagement in their language development journey (Dörnyei & Ryan, 2015). Metacognitive awareness is the awareness of one's thinking and learning and has been shown to be important for self-regulated learning (Dörnyei & Ryan, 2015; Vandergrift, 2005). When learners are more aware of their needs and the strategies they use to achieve their L2 learning goals, that is, using strategies to regulate their own learning, better learning occurs (Vandergrift, 2005). For example, Vandergrift conducted a study on the relationship between motivation, cognitive awareness, and L2 listening proficiency among adolescent learners of French using two types of questionnaires – motivation and metacognitive awareness surveys. The motivation questionnaire tapped into amotivation, intrinsic motivation, and extrinsic motivation, whereas the metacognitive awareness questionnaire probed the metacognitive strategies learners reported using while listening in French. Vandergrift found that "...the more internalized the level of motivation for these adolescent learners of French, the more they report using metacognitive listening strategies" (p. 82). Although the study focused on listening strategies, the same findings could be extended to motivation strategies; that is, if teachers can promote the intrinsic, ideal self within learners through activities, the internalized self may encourage learners to employ motivation strategies, which, in turn, leads to better learning (Dörnyei, 2005).

The results from the research can also help L2 teachers gain a better understanding of the language-specific needs their learners may be facing and assist with designing materials that address these effectively. The results of this project reveal that more WLT is needed in both learning contexts (i.e., ESL and WLT) as it lowers concern

for the future, employment, and language learning. More WLT is needed in both contexts as the questionnaire results revealed that employed ESL participants had the same motivation patterns as those in the WLT program, indicating that they, too, have a need for English in order to avoid negative outcomes (e.g., losing their job). After all, job security and proficiency in English were shown to be primary concerns for WLT participants – and their employed ESL counterparts – since proficiency in English is crucial for obtaining and sustaining employment. Teachers can help their students achieve their learning goals by creating workplace-specific language learning materials, roleplays, contexts, etc. (such as how to take part in small talk, how to give and follow instructions, how to make and decline requests) in a low stakes environment (i.e., in the classroom or one-on-one) to help them practice the target language without feeling the risk of getting it wrong, and possibly facing the results of negative outcomes, in a high stakes environment (i.e., at work) (Bremner, 2010; Yates & Major, 2015).

5.1.2 Promoting Positive Attitudes and Self-Guides

In line with Dörnyei's (2005) suggestion about providing learners with the right tools to enhance motivation and increase classroom engagement, Papi (2018) also expressed the need to promote positive attitudes for learning in the classroom and among students as positive attitudes have been shown to increase cognitive flexibility (i.e., active, engaged exploration of the strategies and tools provided). Increase cognitive flexibility, in turn, may show growth in learning and improvements in working memory, classification skills, and problem-solving (Papi, 2018), which are all important skills for the workplace. Ushioda (2011) also proposed that teachers should encourage and motivate the person, not the language learner. By doing so, from a pedagogical

perspective, teachers can provide students with the tools they need to effortlessly express themselves, be engaged with the language, and create opportunities for such engagements, which, in turn, may result in engaging with their future L2 selves in the “scope and security of their current communicative abilities, interests, and social contexts” (Ushioda, 2011, p. 206).

Another pedagogical implication of motivation in the classroom is the concept of *self-guides*. Self-guides are, as previously discussed, standards that guide learners to reach their desired goal. Kormos et al. (2011) suggest that self-guides and learner attitudes play a vital role in motivation. For example, since proficiency in the L2 is a goal for many L2 learners (manifested within their ideal L2 self) learners generally try to reach the goal of becoming fluent by decreasing the discrepancy between their actual and ideal L2 selves. In this case, the goal of becoming fluent guides their motivation and actions to reach that goal. A learning goal, be it wanting to learn English for work or for communicating with one’s neighbour, may push learners more toward achieving it if their ideal and ought-to L2 selves correlate (Higgins, 1987; Kim, 2009; Kormos et al., 2011). Self-guides can be used by determining what learners’ goals are and offering strategies to foster and reach these goals. For example, Dörnyei and Ryan (2015) state that self-guides must be accompanied by strategies to provide learners with a roadmap to follow to reach their future self goal. Teachers can also remind student of their ideal and ought-to L2 selves, encouraging them on their journey. Dörnyei and Ryan explain that this is important to do as “...future self-image should be regularly activated in the learner’s working self-concept” in order to promote positive L2 learning behaviour (p. 92). Teachers should spend time on fostering and encouraging self-guides in order for

successful language learning to occur, because, as Papi (2018) explains, promoting the attitudes that fit learners' goals may enhance "their perceived value of the goal; their engagement, motivational strength, and persistence in the goal pursuit; their enjoyment of and interest in the goal pursuit; and finally their learning and performance" (p. 710).

5.1.3 *Devising Motivational Strategies in the Classroom*

Although there has been much research on motivation, little advice has been given to teachers in terms of how the findings of L2 motivation research could be applied in the real classroom. The primary suggestion often given to teachers is to devise motivational strategies to be used in the classroom to encourage and promote positive learning attitudes among learners. For example, the third component of the L2MSS, the L2 learning experience, has an immense effect on learner achievement. As Dörnyei (2005) suggests, although a learner may be motivated and express their eagerness to learn the target language, if the classroom environment and practices are perceived negatively, students may lose interest and fall short of success. In some cases, learners' positive motivation may fall prey to the situation (e.g., the classroom, the teacher) and L2 learning environment (Dörnyei, 2005) they may find themselves in.

To combat the possibility of the situation having a negative effect on learners, teachers may devise motivational strategies to get students engaged. These, argued Dörnyei (2005), can include: creating basic motivational conditions (i.e., appropriate teacher behaviours, a pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms), generating initial motivation in students, maintaining and preserving motivation, and encouraging self-evaluation (p. 112). These strategies can manifest in making relevant teaching materials, setting specific goals for

the students, and increasing learner satisfaction (Dörnyei, 2005). Dörnyei also suggests that, “a few well-chosen strategies that suit both the teacher and the learners might take one beyond the motivational threshold, creating an overall positive motivational climate in the classroom” (p. 111). As mentioned above, Dörnyei (2005) describes a few strategies that teachers may employ in the classroom to boost motivation. However, from the students’ perspective, there are five self-motivating strategies that may help L2 learners achieve their learning goals and desires: (1) commitment control strategies, (2) metacognitive control strategies, (3) satiation control strategies, (4) emotion control strategies, and (5) environmental control strategies (Dörnyei, 2005). The first strategy is used to help learners preserve or increase their goal commitment. Dörnyei provides an example of what this might look like and explains that getting learners to focus on what might happen if their original intention failed may help them to stay focused on their L2 learning goals. The second strategy was mentioned above in terms of cognitive awareness. These metacognitive strategies involve controlling concentration, such as identifying certain distractors and moving away from procrastination. The third strategy concerns eliminating boredom, for example, using ideal or imagined selves to add a twist to a task. Next, the emotional control strategies are used to manage one’s emotions during learning, which may take the form of self-encouragement or using meditating techniques. The final strategy, environmental control, involves getting rid of environmental distractors and using the environment to one’s advantage, for example, by asking friends to keep them on track during a task (Dörnyei, 2005). All of these strategies may be provided to the learners in order to increase their language learning and motivation to continue studying the L2.

Furthermore, the use of *flow* – i.e., an intense focus on an activity to the point of losing consciousness and track of time – in the classroom may promote task engagement (Egbert, 2003). Egbert (2003) described four conditions under which flow is maintained: (1) there is balance between *challenge* and *skills*, (2) the participants perceive their *attention* to be on the task, (3) participants are *intrinsically* motivated, and (4) participants feel a sense of *control*. In terms of the first condition, the task must be challenging enough for learners to be able to complete it successfully and to also be able to use the skills learned during the task; balance between skill and challenge leads to success at the task, which then motivates learners to repeat the task at a more challenging level. The second condition posits that learners should be focused on the task to the point that they do not consciously realize that they are learning. Egbert suggests that unintentional focus contributes to L2 learning because if students forget that they are learning, but are still focused on the task, then they may excel at the task at hand.

Intrinsic motivation, the third condition, has been explored in Chapter 2 of this thesis. Introduced by Deci & Ryan (2008), intrinsic motivation refers to the interest in, and learning of, the L2 for personal satisfaction, that is, motivation is internalized in the learner. Learners must have some sort of interest in the task and a low sense of anxiety in order to be motivated to accomplish the task. The final condition of flow, control, posits that learners must feel some control over the tasks they partake in. Egbert states that a sense of control leads to motivation for L2 learning when learners are given the ability to choose their preferred learning strategies and make their own decisions, helping build self-esteem. Egbert (2003) suggests that teachers may be able to aid in maintaining flow in the classroom by creating tasks that satisfy the four conditions to enhance learning and

motivated behaviour. Although demotivation is not often explored, Dörnyei (2005) suggests that teachers should consider the effects of demotivation in students as it may lead to boredom, rebellion, dissatisfaction, and rejection of the classroom aims and values.

Despite the small amount of research on teachers' use of strategies, it has been found that when teachers employ L2 motivational strategies, these yield a positive effect on motivating students to search for and use self-learning materials, engage more in class, actively participate and contribute to group work, and develop affirmative attitudes toward L2 learning (Lee et al., 2019). It has also been found that teachers most often do not employ motivational strategies effectively (Maeng & Lee, 2015), but that there are positive improvements in teachers' implementation of motivational strategies after taking part in professional development courses on the topic (Karimi & Zade, 2019); hence, there is further evidence for the need to train teachers on motivational strategy use.

In terms of teacher training, Keller (2010) describes the Attention, Relevance, Confidence, and Satisfaction (ARCS) model as a way to get teachers to become aware of the motivations their students bring to L2 learning and to implement strategies that are relevant to reach students' goals. Each category has its own process question that teachers can ask to determine what strategies they can use/create to stimulate and sustain motivation. The first category, attention, refers to catching learners' attention; teachers can ask how they can make the learning experience interesting and stimulating. The second category, relevance, posits that teachers should make sure the materials are relevant to learners' needs and goals by asking how the learning experience will benefit and be valuable for learners. The third category, confidence, refers to building confidence

in learners by asking how the instructions they provide could allow students to succeed and control their learning and success. The final category, satisfaction, refers to the accomplishment of rewards; teachers can try to help students feel good about their learning and goals to continue the study of the L2 (Keller, 2010). In light of this thesis' findings, where newcomers in a WLT program expressed a need for English in order to avoid negative outcomes living in Canada and in the workplace, the ARCS model can be used to help train teachers to use classroom-based strategies to cater to learners' desired ideal and ought-to L2 selves, their goals for the workplace, and their aspirations while living in Canada.

5.2 Limitations

In the process of conducting this research, there were a few limitations to the study. One limitation, in particular, was the language in which the questionnaires were offered to the ESL learners. As mentioned in Chapter 3, questionnaires were given to the ESL participants in English, whereas the WLT participants were given the survey in both English and Arabic. This allowed the WLT participants to choose the language they completed the questionnaire in. Low proficiency in the L2 (English) may have prevented the ESL learners from understanding the intended meaning of some (or many of) the questionnaire items (Dörnyei & Taguchi, 2010). This is in line with a disadvantage Dörnyei (2003) expressed for developing and distributing questionnaires in L2 research, where misreading and/or misinterpretation of questionnaire items is often reported in studies that employ questionnaires (Dörnyei, 2003). As Arabic was a required L1 for those joining the WLT program, offering the questionnaire in both English and Arabic seemed evident. However, in ESL classes, there were multiple participants with L1s other

than English, making it difficult to accommodate all the different L1s. It is also important to note that the teachers of the ESL classes requested the surveys to be solely in English to not discriminate among the learners. In order to mitigate the risk of the ESL students not understanding what was asked of them, the researcher made herself available to answer all questions and concerns as the participants were completing the paper survey. The researcher also ensured that they only offered assistance and did not at any time exercise any pressure on the participants in terms of how they responded to the survey items. The instructions on how to complete the questionnaire were also delivered in a teacher-like manner, where key words (e.g., confidential, questionnaire) were written on the board and defined prior to survey administration. The ESL teachers were also informed of the study's aims and were given the questionnaires a week before the distribution to determine whether they anticipated learners encountering difficulty with any portion of the tool; if they did, they shared those concerns with the researcher and where necessary, pre-taught the challenging vocabulary. Furthermore, the surveys were piloted beforehand on a similar population group to identify any changes that needed to be made to the final version in terms of any items that may have been difficult to understand. For the Arabic-translated questionnaire, the questionnaire was also piloted with fluent bilingual speakers of Arabic and English and then back-translated into English to ensure that the intended meaning of the items was appropriately conveyed.

Another limitation to the study was a small sample size. Although participant recruitment was conducted over the course of six months, it was challenging to recruit ESL teachers interested in allowing research to be conducted in their classes. Additionally, many of the WLT participants were employed and had limited time to take

part in the survey. Also, at the time of the study, the WLT program was new and small in terms of total number of recruits, which made it difficult to attract additional survey-takers among the WLT participants. More participants would have, indeed, benefitted the study as a larger sample size has been shown to yield more accurate and consistent results (Dörnyei & Taguchi, 2010). Dörnyei (2003) suggests a sample size of 50 people or more is needed from a statistical significance perspective in order to achieve reliable results in any statistical analyses that are conducted. Still, the obtained sample allowed for an exploration of a timely, yet largely unexplored topic of motivation among two populations of newcomers.

The final limitation to consider for this study is the responses themselves from the participants. Dörnyei (2003) explains that participants often do not provide true answers representative of their thoughts and/or opinions on questionnaires. This may be due to participants showing little care when completing surveys. In the same breath, the answer the participants provide may not be truly representative of their thoughts and views for they may answer in the way they think the researcher wants them to – the phenomenon called *social desirability*. They give answers that may be swayed by what they think is the right answer by guessing what the desirable answer might be. This poses a threat to the reliability of the questionnaire data, and as such one of the many factors to take into consideration when interpreting the results. However, to mitigate the risks mentioned above, a 6-point Likert scale was used to ensure that there was no acquiescence bias – i.e., the respondents did not have the option to choose a neutral answer – and the answers provided represented the participants' real thoughts and feelings. Additionally, the interviews were conducted in order to get a deeper understanding of the underlying

elements of the L2MSS. Interviews probed the participants' feelings and reasons for the answers supplied on the questionnaire, providing further qualitative support for the quantitative results. As recommended, a mixed-methods approach was taken in this thesis to ensure that the results were supported through methodological triangulation (Dörnyei & Taguchi, 2010; Polio and Friedman, 2017).

5.3 Future Research Directions

While this study has shown there are many pedagogical implications to the findings, ample research opportunities for those who wish to research newcomer L2 motivation and their workplace integration processes remain. First, a larger study conducted over time with more participants across Canada and with participants in different professions may be considered. This would be beneficial from a statistical analysis perspective as a large participant sample in a study yields more reliable results (Dörnyei & Taguchi, 2010). Apart from the statistics, it would be interesting to see if there might be a difference in motivation for L2 learners employed in different professions. After all, by looking at different professions, different reasons for learning English may be unearthed. While the findings of this investigation with the WLT participants adds to a large body of research of learner motivation in the customer service sectors (Lu et al., 2016; Yuit & Lu, 2009), there is still a need to look at those engaged in other professions (such as labourers, those in trades, and administration).

It would also be interesting to conduct a follow-up study with participants who gained employment to see if their motivation changed over time. Especially for those in the ESL program who were unemployed at the time of the study, determining if their motivation may show whether or not they also have the same prevention orientation as

those employed. For example, in the longitudinal study conducted by Csizér and Dörnyei (2005) on how the sociocultural changes in Hungary during the 1990s affected school children's attitudes and motivation to study English and other L2s, the authors found that there was a difference in intended learning effort over the two time periods. They explain that school children who were actively studying a L2 had higher, more positive motivation and attitudes than non-active learners. This may also apply to those who are employed versus those who are unemployed, where employed learners' motivation to study English is driven by maintaining employment and being at risk of losing their job or promotions.

The work conducted for this thesis not only adds to L2 motivation research but may also open the doors for more L2 motivation research to be done focusing on newcomers to Canada, for those both in and outside of WLT programs. For instance, the research conducted on L2 motivation in newcomers could lead to the development of motivation workshops that may help learners increase their motivation to continue studying the L2. Teaching teachers how to use and implement motivational strategies in the classroom may also be considered when attempting to motivate learners. As previously discussed, needs analysis in the form of motivation questionnaires can be used to determine the needs of the students; however, teachers may need to be trained on how to use strategies in the classroom. Although there is ample research conducted on students' L2 motivation, there is little research on the implementation of motivational strategies in the classroom, teacher training on employing motivational strategies, and the effects of the strategy use among learners (Karimi & Zade, 2019; Lee et al., 2019; Maeng

& Lee, 2015). Therefore, there are also implications for future research on teacher training on the implementation of motivational strategies.

Another future direction to consider in relation to the results of this study may be to conduct a study with the ESL and WLT teachers of these learners. It would be interesting to determine if the teachers' beliefs about their students' motivation will match what the learners believe about their own motivation to learn a L2. If the beliefs do match, it would be important to consider how teachers should be trained to use motivational strategies within the classroom to motivate learners in studying the L2. If beliefs do not match, then some sort of intervention might be needed to ensure that beliefs do match. This is because learners' beliefs, ideal L2 self, and imagined communities (where their ideal L2 lives) are important for motivating the learner to continue studying the L2. Norton (2001) explains that learners may become demotivated, drop out of a language program, or quit the study of the L2 if their desires and goals are not supported. She claims that a L2 learner's "...non-participation in a second language class may result from a disjuncture between the learner's imagined community and the teacher's curriculum goals" (Norton, 2001, p. 170). The beliefs of both the student and teacher must, then, match up to ensure that the learner's ideal self is fostered. By fostering learners' ideal self, both teachers and learners may see enhanced classroom engagement and increased language learning (Norton, 2001).

References

- Al-Hoorie, A. H. (2017). Sixty years of language motivation research: Looking back and looking forward. *SAGE Open*, 7(1), 1-11.
<https://doi.org/10.1177/2158244017701976>
- Bartel, J. (2013). Pragmatics in the post-TESL certificate course “language teaching for employment”. *TESL Canada Journal*, 30(7), 108-124.
<https://doi.org/10.18806/tesl.v30i7.1155>
- Beiser, M., & Hou, F. (2000). Gender differences in language acquisition and employment consequences among Southeast Asian refugees in Canada. *Canadian Public Policy*, 26(3), 311-330. <https://doi.org/10.2307/3552403>
- Berry, J. (1997). Immigration, Acculturation, and Adaptation. *Applied Psychology*, 46(1), 5–34. <https://doi.org/10.1111/j.1464-0597.1997.tb01087.x>
- Berry, J. W., & Hou, F. (2016). Immigrant acculturation and wellbeing in Canada. *Canadian Psychology*, 57(4), 254-364. <http://dx.doi.org/10.1037/cap0000064>
- Boo, Z., Dörnyei, Z., & Ryan, S. (2015). L2 motivation research 2005-2014: Understanding a publication surge and a changing landscape. *System*, 55, 145-157. <https://doi.org/10.1016/j.system.2015.10.006>
- Bremner, S. (2010). Collaborative writing: Bridging the gap between the textbook and the workplace. *English for Specific Purpose*, 29, 121-132.
<https://doi.org/10.1016/j.esp.2009.11.001>
- Centre for Canadian Language Benchmarks (CCLB). (2012). *Canadian language benchmarks: English as a second language for adults*. Ministry of Citizenship and Immigration.

Chan, H. Y. L. (2014). *Possible selves, vision, and dynamic systems theory in second language learning and teaching*. [Doctoral dissertation, University of Nottingham]. University of Nottingham eTheses.

Citizenship and Immigration Canada (CIC). (2019). *Settlement Program: Terms and conditions*. Citizenship and Immigration Canada.

<https://www.canada.ca/en/immigration-refugees-citizenship/corporate/transparency/program-terms-conditions/settlement.html>

Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning*, 44(3), 417-448.

<https://doi.org/10.1111/j.1467-1770.1994.tb01113.x>

Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE.

Csizér, K., & Dörnyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The Modern Language Journal*, 89, 19-36. <https://doi.org/10.1037/a0012801>

Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology*, 49(3), 182-185.

<https://doi.org/10.1037/a0012801>

Derwing, T. M., & Waugh, E. (2012). Language skills and the social integration of Canada's adult immigrants. *Institute for Research on Public Policy*, 31, 1-33.

<https://irpp.org/wp-content/uploads/assets/research/diversity-immigration-and-integration/language-skills-and-the-social-integration-of-canadas-adult-immigrants/IRPP-Study-no31.pdf>

- Dörnyei, Z. (2001). *Teaching and researching motivation*. Longman.
- Dörnyei, Z. (2003). *Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications*. Blackwell.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates.
- Dörnyei, Z. (2008, June). *Researching L2 motivation: Towards combined qualitative/quantitative paradigms*. Keynote speech presented at the Eleventh Warwick Postgraduate Conference, Warwick, UK. Keynote address.
https://www.academia.edu/2695443/Researching_L2_motivation_Towards_combined_quantitative-qualitative_paradigms
- Dörnyei, Z. (n.d.). *Motivation questionnaires*. Zoltán Dörnyei.
<https://www.zoltandornyei.co.uk/motivation-questionnaires>
- Dörnyei, Z., & Csizér, K. (2002). Some dynamics of language attitudes and motivation: Results of a longitudinal nationwide survey. *Applied Linguistics*, 23(4), 421-462.
<https://doi.org/10.1093/applin/23.4.421>
- Dörnyei, Z., & Ottó, I. (1998). Motivation in action: A process model L2 motivation. *Working Papers in Applied Linguistics*, 4, 43-69.
http://eprints.nottingham.ac.uk/39/2/Motivation_in_action.pdf
- Dörnyei, Z., & Ryan, S. (2015). Motivation. In *The psychology of the language learner revisited* (pp. 72-105). Routledge.
- Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). Routledge.

- Doucerain, M .M. (2019). L2 experience mediates the relation between mainstream acculturation orientation and self-assessed L2 competence among migrants. *Applied Linguistics*, 40(2), 355-378. <https://doi.org.proxy.library.carleton.ca/10.1093/applin/amx036>
- Duval-Couetil, N., & Mikulecky, L. (2011). Immigrants, English, and the workplace: Evaluating employer demand for language education in manufacturing companies. *Journal of Workplace Learning*, 23(3), 209-223. <https://doi.org/10.1108/1366562111117233>
- Egbert, J. (2003). A study of flow theory in the foreign language classroom. *Modern Language Journal*, 87(4), 499-518. <https://doi.org/10.1111/1540-4781.00204>
- Ellis, R. (2015). *Understanding second language acquisition* (2nd ed.). Oxford University Press.
- Gardner, R. C. (1979). Social psychological aspects of second language acquisition. In H. Giles, & R. N. St. Clair (Eds.), *Language and social psychology* (pp. 193-220). Blackwell.
- Gardner, R. C. (1985a). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold. <https://doi.org/10.1037/h0083787>
- Gardner, R. C. (1985b). *The attitude/motivation test battery: Technical report*. University of Western Ontario. <http://publish.uwo.ca/~gardner/docs/AMTBmanual.pdf>
- Gardner, R. C. (2011). The socio-educational model of second language acquisition. *Canadian Issues*, 24-27. <http://search.proquest.com/docview/1009013218/>
- Gardner, R. C., Lalonde, R. N., & Pierson, R. (1983). The socio-educational model of second language acquisition: An investigation using LISREL causal modeling.

- Journal of Language and Social Psychology, 2(1), 1-15.*
<https://doi.org/10.1177/0261927X8300200101>
- Gardner, R. C., & Lambert, W. E. (1972). *Attitude and motivation in Second Language Learning*. Newbury House.
- Grenier, G., & Xue, L. (2011). Canadian immigrants' access to a first job in their intended occupation. *Journal of International Migration and Integration, 12*, 275-303. <https://doi.org/10.1007/s12134-010-0159-z>
- Gu, M., & Cheung, D. S. (2016). Ideal L2 self, acculturation, and Chinese language learning among South Asian students in Hong Kong: A structural equation modelling analysis. *System, 57*, 14-24.
<https://doi.org/10.1016/j.system.2016.01.001>
- Guo, S., & Guo, Y. (2016). Immigration, integration, and welcoming communities: Neighbourhood-based initiative to facilitate the integration of newcomers in Calgary. *Canadian Ethnic Studies, 48*(3), 45-67.
<https://doi.org/10.1353/ces.2016.0025>
- Higgins, E. T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review, 94*, 319-340. <https://doi.org/10.1037/0033-295X.94.3.319>
- Higgins, E. T. (1997). Beyond pleasure and pain. *American Psychologist, 52*, 1280-1300. <https://doi.org/10.1037/0003-066X.52.12.1280>
- Higgins, E. T. (2000). Making a good decision: Value from fit. *American Psychologist, 55*, 1217-1230. <https://doi.org/10.1037/0003-066X.55.11.1217>
- Higgins, E. T., Freidman, R. S., Harlow, R. E., Idson, L. C., Ayduk, O.Z., & Taylor, A. (2001). Achievement orientations from subjective histories of success: Promotion

- pride versus prevention pride. *European Journal of Social Psychology*, 31(1), 3-23. <http://search.proquest.com/docview/39101325/>
- Holmes, J., & Riddiford, N. (2010). Professional and personal identity at work: Achieving a synthesis through intercultural workplace talk. *Journal of Intercultural Communication*, 22.
- <https://www.immi.se/intercultural/nr22/holmes.htm>
- IBM Corporation. (2016). IBM SPSS Statistics for Windows, Version 24.0. Armonk: IBM Corp.
- Immigration, Refugee, and Citizenship Canada (IRCC). (2017). *Notice – Supplementary information 2018-2020 immigration levels plan*. Immigration and Refugee Citizenship Canada. <https://www.canada.ca/en/immigration-refugees-citizenship/news/notices/supplementary-immigration-levels-2018.html>
- Islam, M., Lamb, M., & Chambers, G. (2013). The L2 motivational self system and national interest: A Pakistani perspective. *System*, 41(2), 231-244.
- <https://doi.org/10.1016/j.system.2013.01.025>
- Karimi, M. N., & Zade, S. S. H. (2019). Teachers' use of motivational strategies: Effects of a motivation-oriented professional development course. *Innovation in Language Learning and Teaching*, 13(2), 194-204.
- <https://doi.org/10.1080/17501229.2017.1422255>
- Keller, J. M. (2010). *Motivational Design for Learning and Performance: The ARCS Model Approach*. Springer.
- Kim, T. Y. (2009). The sociocultural interface between ideal self and ought-to self: A case study of two Korean students' ESL motivation. In Z. Dörnyei Editor & E.

- Ushioda Editor (Eds.), *Motivation, language identity and the L2 self* (pp. 274-294). Multilingual Matters.
- Kormos, J., Kiddle, T., & Csizér, K. (2011). Systems of goals, attitudes, and self-related beliefs in second language learning motivation. *Applied Linguistics*, 32(5), 495-516. <https://doi.org/10.1093/applin/amr019>
- Kuo, B. C. H., & Sodowsky, G. R. (2004). Predictors of acculturation for Chinese adolescents in Canada: Age of arrival, length of stay, social class, and English reading ability. *Journal of Multicultural Counseling and Development*, 32, 143-154. <https://doi.org/10.1002/j.2161-1912.2004.tb00367.x>
- Lee, T. S. O., Gardner, D., Lau, K. (2019). The effects of L2 motivational strategies: Within and beyond the L2 classroom. *Innovation in Language Learning and Teaching*, 13(2), 1-15. <https://doi.org/10.1080/17501229.2019.1620240>
- Lu, Y., Samaratunge, R., & Härtel, C. E. (2016). Predictors of acculturation attitudes among professional Chinese immigrant sin the Australian workplace. *Journal of Management & Organization*, 22(1), 49-67. doi:10.1017/jmo.2015.19
- Maeng, U., & Lee, S. M. (2015). EFL teachers' behavior of using motivational strategies: The case of teaching in the Korean context. *Teaching and Teacher Education*, 46, 25-36. <https://doi.org/10.1016/j.tate.2014.10.010>
- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41(9), 954.969. <https://doi.org/10.1037/0003-066X.41.9.954>
- Noels, K. A. (2003). Learning Spanish as a second language: Learners' orientations and perceptions of their teachers' communication style. *Language Learning*, 53(1), 97-136. <https://doi.org/10.1111/1467-9922.53225>

- Noels, K., Pon, G., & Clément, R. (1996). Language, identity, and adjustment: The role of linguistic self-confidence in the acculturation process. *Journal of Language and Social Psychology, 15*(3), 246-264.
<http://search.proquest.com/docview/38984813/>
- Norton, B. (2001). Non-Participation, Imagined Communities, and the Language Classroom. In M. Breen (Ed.), *Learner contributions to language learning: New directions in research* (pp. 159-71). Pearson Education.
- NVivo. (2018). QSR International Pty Ltd. [computer software] (Version 12).
<https://jasp-stats.org>
- Omidvar, R., & Richmond, T. (2003). Immigrant settlement and social inclusion in Canada. *Perspectives on Social Inclusion Working Papers Series*.
https://laidlawfdn.org/wp-content/uploads/2014/08/wpsosi_2003_jan_immigrant-settlement.pdf
- Ontario Community Immigrant Services Organization (OCISO). (n.d.). Refugee and immigrant supports to employment. <https://ociso.org/raise/>
- Papi, M. (2018). Motivation as quality. *Studies in Second Language Acquisition, 40*, 707-730. <https://doi.org/10.1017/S027226311700033X>
- Plonsky, L. (2016). *The N crowd: Sampling practices, internal validity, and generalizability in L2 research*. Presentation given at University College London.
- Polio, C., & Friedman, D. (2017). *Understanding, evaluating, and conducting second language writing research*. Routledge.
- Qualtrics. (2005). Qualtrics [computer software]. Provo, Utah, USA. Available from
<https://www.qualtrics.com>

- Random. (2019). List randomizer. <https://www.random.org/lists/>
- Research and Evaluation Branch. (2017). *Evaluation of the Settlement Program*. Immigration, Refugee, and Citizenship Canada.
- <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/reports-statistics/evaluations/settlement-program.html>
- Richards, J. C. (1984). Language curriculum design. *RELC Journal*, 15(1), 1-29.
<https://doi.org/10.1177/003368828401500101>
- Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *RELC Journal*, 44(1), 5-33.
<https://doi.org/10.1177/0033688212473293>
- Robinson, M. A. (2018). Using multi-item psychometric scales for research and practice in human resource management. *Human Resource Management*, 57, 739-750.
<https://doi.org/10.1002/hrm.21852>
- Saldaña, J. (2009). *The coding manual for qualitative researchers* (1st ed.). Los Angeles, California: SAGE.
- Settlement.org. (n.d.). Education: English as a second language (ESL).
<https://settlement.org/ontario/employment/>
- Shan, H., & Butterwick, S. (2017). Transformative learning of mentors from an immigrant workplace connections programs. *Studies in Continuing Education*, 39(1), 1-15. <https://doi.org/10.1080/0158037X.2016.1167032>
- Siadaty, M., Gašević, D., Jovanović, K., Pata, K., Milikić, N., Holocher-Ertl, T., Jeremić, Z., Ali, L., Giljanović, A., & Hatala, M. (2012). Self-regulated workplace learning: A pedagogical framework and semantic web-based environment.

- Educational Technology & Society, 15(4), 75-88.*
- https://www.researchgate.net/publication/262102659_Self-regulated_Workplace_Learning_A_Pedagogical_Framework_and_Semantic_Web-based_Environment
- Sodowsky, G. R., Lai, E. W., & Plake, B. S. (1991). Moderating effects of sociocultural variables on acculturation variables of Hispanics and Asian Americans. *Journal of Counseling & Development, 70*, 194-204.
- <http://search.proquest.com/docview/57775526/>
- Statistics Canada (StatCan). (2017). Focus on Geography Series: 2016 Census.
- <https://www12.statcan.gc.ca/census-recensement/2016/as-sa/fogs-spg/Facts-CAN-Eng.cfm?TOPIC=7&LANG=Eng&GK=CAN&GC=01>
- Taguchi, T., Magid, M., & Papi, M. (2009). The L2 motivational self system among Japanese, Chinese and Iranian Learners of English: A comparative study. In Z. Dörnyei Editor & E. Ushioda Editor (Eds.), *Motivation, language identity and the L2 self* (pp. 66-97). Multilingual Matters.
- <https://doi.org/10.21832/9781847691293-005>
- Tarone, E., & Bigelow, M. (2005). Impact of literacy on oral language processing: Implications for second language acquisition research. *Annual Review of Applied Linguistics, 25*, 77-97. <https://doi.org/10.1017/S0267190505000048>
- Ushioda, E. (2001). Language learning at university: Exploring the role of motivational thinking. In Z. Dörnyei & R. W. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 93-125). University of Hawaii Press.

- Ushioda, E. (2009). A person-in-context relational view of emergent motivation, self and identity. In Z. Dörnyei Editor & E. Ushioda Editor (Eds.), *Motivation, language identity and the L2 self* (pp. 215-228). Multilingual Matters.
- Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspectives. *Computer Assisted Language Learning*, 24(3), 199-210.
<https://doi.org/10.1080/09588221.2010.538701>
- Van Dijk, D., & Kluger, A. N. (2011). Task type as moderator of positive/negative feedback effects on motivation and performance: A regulatory focus perspective. *Journal of Organizational Behavior*, 32(8), 1084-1105.
<https://doi.org/10.1002/job.725>
- Vandergrift, L. (2005). Relationships among motivation orientations, metacognitive awareness and proficiency in L2 listening. *Applied Linguistics*, 26(1), 70-89.
<https://doi.org/10.1093/applin/amh039>
- Weiner, B. (2010). The development of an attribution-based theory of motivation: A history of ideas. *Educational Psychologist*, 45(1), 28-36.
<https://doi.org/10.1080/00461520903433596>
- Wigglesworth, G., Yates, L., Flowerdew, J., & Levis, J. (2007). Mitigating difficult requests in the workplace: What learners and teachers need to know. *TESOL Quarterly*, 41(4), 791-803.
- Yates, L., & Major, G. (2015). “Quick-chatting”, “smart dogs”, and how to “say without saying”: Small talk and pragmatic learning in the community. *System*, 48, 141-152. <https://doi.org/10.1016/j.system.2014.09.011>

Yuit, C. M., & Imm, L. G. (2009). Needs versus wants: Comparing job-related and personal needs of non-academic university employees for English language training. *Pertanika Journal of Social Sciences & Humanities*, 17(2), 187-203.

Appendices

Appendix A

Ethics clearance



Office of Research Ethics
 503 Robertson Hall | 1125 Colonel By Drive
 Ottawa, Ontario K1S 5B6
 613-520-2600 Ext: 2517
ethics@carleton.ca

CERTIFICATION OF INSTITUTIONAL ETHICS CLEARANCE

The Carleton University Research Ethics Board-A (CUREB-A) has granted ethics clearance for the research project described below and research may now proceed. CUREB-A is constituted and operates in compliance with the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (TCPS2).

Ethics Protocol Clearance ID: Project # 110320

Project Team Members: Fatima Ady (Primary Investigator)
 Michael Rodgers (Research Supervisor)
 Dr. Eva Kartchava (Research Supervisor)

Project Title: The L2 Motivational Self System Among Newcomers to Canada in a Workplace Language Training Program

Funding Source (If applicable):

Effective: April 03, 2019

Expires: April 30, 2020.

Please ensure the study clearance number is prominently placed in all recruitment and consent materials: CUREB-A Clearance # 110320.

Restrictions:

This certification is subject to the following conditions:

1. Clearance is granted only for the research and purposes described in the application.
2. Any modification to the approved research must be submitted to CUREB-A via a Change to Protocol Form. All changes must be cleared prior to the continuance of the research.
3. An Annual Status Report for the renewal of ethics clearance must be submitted and cleared by the renewal date listed above. Failure to submit the Annual Status Report will result in the closure of the file. If funding is associated, funds will be frozen.
4. A closure request must be sent to CUREB-A when the research is complete or terminated.
5. During the course of the study, if you encounter an adverse event, material incidental finding, protocol deviation or other unanticipated problem, you must complete and submit a Report of Adverse Events and Unanticipated Problems Form, found here: <https://carleton.ca/researchethics/forms-and-templates/>

Failure to conduct the research in accordance with the principles of the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans 2nd edition* and the *Carleton University Policies and Procedures for the Ethical Conduct of Research* may result in the suspension or termination of the research project.

Upon reasonable request, it is the policy of CUREB, for cleared protocols, to release the name of the PI, the title of the project, and the date of clearance and any renewal(s).

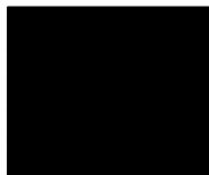
Please contact the Research Compliance Coordinators, at ethics@carleton.ca, if you have any questions.

CLEARED BY:

Date: April 03, 2019



Bernadette Campbell, PhD, Chair, CUREB-A



Natasha Artemeva, PhD, Vice-Chair, CUREB-A

Appendix B

ESL questionnaire



Canada's Capital University

Canadian Life and Language Goals Questionnaire

This survey is conducted by the School of Linguistics and Language Studies of Carleton University to better understand students' opinions and beliefs about their second language learning and living in Canada. This questionnaire has 37 statements that I would like you to rate. These are general statements about how you feel about your learning of English. Please rate each one according to the scales below. There is an example provided on how I would like you to answer the questions.

This is not a test so there are no "right" or "wrong" answers. The results of this survey will be used only for research purposes. Thank you for your help!

1 = strongly disagree 2 = disagree 3 = somewhat disagree

4 = somewhat agree 5 = agree 6 = strongly agree

Example:

#	Question	1= strongly disagree	2 = disagree	3 = somewhat disagree	4 = somewhat agree	5 = agree	6 = strongly agree
1	I like swimming very much.	1	2	3	4	5	6
2	I don't think Americans are happy people.	1	2	3	4	5	6
3	I like to eat dinner with my family every night.	1	2	3	4	5	6



Canada's Capital University

Canadian Life and Language Goals Questionnaire

#	Question	1 = strongly disagree	2 = disagree	3 = somewhat disagree	4 = somewhat agree	5 = agree	6 = strongly agree
1	It is important for me to feel like I am Canadian by learning English.	1	2	3	4	5	6
2	I will feel left out in Canada if I do not learn English.	1	2	3	4	5	6
3	Whenever I think of my future, I imagine myself using English without the help of someone else (e.g., my child, co-worker etc.).	1	2	3	4	5	6
4	Studying English is important to me because I am planning to live in Canada for a long time.	1	2	3	4	5	6
5	I can't imagine myself as someone who is able to speak English fluently.	1	2	3	4	5	6
6	Studying English is important to me because I may need it to find or keep a job in the future.	1	2	3	4	5	6
7	I have to learn English to not fail the English course.	1	2	3	4	5	6
8	The things I want to do in the future require me to use English.	1	2	3	4	5	6
9	Studying English is important to me because other people will respect me more if I have knowledge of English.	1	2	3	4	5	6
10	Without learning English, I will not be able to survive in Canada.	1	2	3	4	5	6
11	Other cultures should learn from Canadian culture.	1	2	3	4	5	6
12	I am learning English to connect with other Canadians around me.	1	2	3	4	5	6

#	Question	1 = strongly disagree	2 = disagree	3 = somewhat disagree	4 = somewhat agree	5 = agree	6 = strongly agree
13	If I want to be successful in Canada, then I have to learn English.	1	2	3	4	5	6
14	Studying English is important to me because it will help me become more comfortable with the Canadian culture and its people.	1	2	3	4	5	6
15	Speaking English in Canada makes me feel more Canadian.	1	2	3	4	5	6
16	I would like to become similar to Canadians who speak English.	1	2	3	4	5	6
17	I can imagine myself using English with my neighbours and coworkers.	1	2	3	4	5	6
18	If I don't have knowledge of English, I'll be considered less Canadian.	1	2	3	4	5	6
19	Whenever I think of my future in Canada, I imagine myself using English.	1	2	3	4	5	6
20	It is important for me to know English in order to think and behave like Canadians do.	1	2	3	4	5	6
21	I study English to survive in Canada.	1	2	3	4	5	6
22	I can imagine myself speaking English as if I were a native speaker of English.	1	2	3	4	5	6
23	I study English in order to keep updated and informed of recent news of the world.	1	2	3	4	5	6
24	I study English to understand Canadians.	1	2	3	4	5	6
25	Studying English is important to me because without it I can't be successful in Canada.	1	2	3	4	5	6
26	I study English to feel independent and to not rely on anyone.	1	2	3	4	5	6
27	I must learn English so I can have a comfortable life in Canada.	1	2	3	4	5	6
28	I can imagine myself being able to use English fluently.	1	2	3	4	5	6

29	Learning English is important for me to understand Canadian culture.	1	2	3	4	5	6
30	The more I learn about Canadians, the more I like them.	1	2	3	4	5	6
31	Without being able to use English, I won't be happy living in Canada.	1	2	3	4	5	6
32	Canadians are kind and friendly people.	1	2	3	4	5	6
33	I am very interested in the values and customs of Canadian culture.	1	2	3	4	5	6
34	I have to learn English to obtain and keep a job.	1	2	3	4	5	6
35	Learning English is necessary for me to survive in Canada.	1	2	3	4	5	6
36	Canadian values and customs are not important to me.	1	2	3	4	5	6
37	Studying English is important to me because I think it will someday be useful in getting or keeping a good job.	1	2	3	4	5	6

Finally, please answer a few of these personal questions

38. Gender
- a. Male
 - b. Female
39. What language(s) do you speak?
- a. Arabic
 - b. Arabic and other: _____
 - c. Other: _____
40. Age: _____
41. What is your employment status?
- a. Employed (I have a job)
 - b. Unemployed (I **don't** have a job)
42. Where are you studying English at the moment? (Please mark all options that apply to your situation)
- a. I am learning English at work
 - b. I am taking English classes (e.g., LINC, ESL, ELT)
 - c. I'm not currently studying English
43. Length of residence in Canada
- a. Less than a year
 - b. 1 to 2 years
 - c. Over 2 years
44. Years of English language instruction in Canada
- a. Less than a year
 - b. 1 to 2 years

- c. 2 to 3 years
- d. Over 3 years

45. At what age did you start learning English?

- a.

As you know, there is an option to do a follow-up interview to gain a better understanding of the options you chose on the questionnaire. The interview is not mandatory, and is optional for those who would like to. It should take no longer than 15-20 minutes to complete. Should you decide to participate, you will be compensated for your time. Your information WILL NOT be disclosed to anyone, this means that your name will not be connected to your survey.

46. Would you like to do a follow-up interview?

- a. Yes
- b. No

47. Please provide your contact information ONLY IF you AGREE to an interview.

- a. Name:
- b. Phone number:
- c. Email:

Your answers on these forms are absolutely confidential and your information will be not disclosed to anyone under any circumstances. Each survey will be given a number so that your name is not associated with the survey.

Appendix C

WLT questionnaire



Canada's Capital University L2 Motivational Self System Questionnaire

This survey is conducted by the School of Linguistics and Language Studies of Carleton University to better understand students' opinions and beliefs about their second language learning and living in Canada. This questionnaire has 37 statements that I would like you to rate. These are general statements about how you feel about your learning of English. Please rate each one according to the scales below. There is an example provided on how I would like you to answer the questions.

This is not a test so there are no "right" or "wrong" answers. The results of this survey will be used only for research purpose. Thank you for your help!

1 = strongly disagree 2 = disagree 3 = somewhat disagree

4 = somewhat agree 5 = agree 6 = strongly agree

Example:

#	Question	1 = strongly disagree	2 = disagree	3 = somewhat disagree	4 = somewhat agree	5 = agree	6 = strongly agree
1	I like swimming very much.	1	2	3	4	5	6
2	I think Americans are happy people.	1	2	3	4	5	6
3	I like to eat dinner with my family every night.	1	2	3	4	5	6



Canada's Capital University

L2 Motivational Self System Questionnaire

Living in Canada

#	Question	1 = strongly disagree	2 = disagree	3 = somewhat disagree	4 = somewhat agree	5 = agree	6 = strongly agree
1	It is important for me to feel like I am Canadian by learning English	1	2	3	4	5	6
2	I will feel left out in Canada if I do not learn English	1	2	3	4	5	6
3	Whenever I think of my future, I imagine myself using English without the help of someone else (e.g., my child, co-worker etc.)	1	2	3	4	5	6
4	Studying English is important to me because I am planning to live in Canada for a long time	1	2	3	4	5	6
5	I can't imagine myself as someone who is able to speak English fluently	1	2	3	4	5	6
6	Studying English is important to me because I may need it to find or keep a job in the future	1	2	3	4	5	6
7	I have to learn English because I need to keep my job	1	2	3	4	5	6
8	The things I want to do in the future require me to use English	1	2	3	4	5	6
9	Studying English is important to me because other people will respect me more if I have knowledge of English	1	2	3	4	5	6
10	Without learning English, I will not be able to survive in Canada	1	2	3	4	5	6
11	Other cultures should learn from Canadian culture	1	2	3	4	5	6
12	I am learning English to connect with other Canadians around me	1	2	3	4	5	6

#	Question	1 = strongly disagree	2 = disagree	3 = somewhat disagree	4 = somewhat agree	5 = agree	6 = strongly agree
13	I study English to avoid having a tough life in Canada	1	2	3	4	5	6
14	Studying English is important to me because it will help me become more comfortable with the Canadian culture and its people	1	2	3	4	5	6
15	Speaking English in Canada makes me feel more Canadian	1	2	3	4	5	6
16	I would like to become similar to Canadians who speak English	1	2	3	4	5	6
17	I can imagine myself using English with my neighbours and coworkers	1	2	3	4	5	6
18	If I don't have knowledge of English, I'll be considered less Canadian	1	2	3	4	5	6
19	Whenever I think of my future in Canada, I imagine myself using English	1	2	3	4	5	6
20	It is important for me to know English in order to think and behave like Canadians do	1	2	3	4	5	6
21	I study English to survive in Canada	1	2	3	4	5	6
22	I can imagine myself speaking English as if I were a native speaker of English	1	2	3	4	5	6
23	I study English in order to keep updated and informed of recent news of the world	1	2	3	4	5	6
24	I study English to understand Canadians	1	2	3	4	5	6
25	Studying English is important to me because without it I can't be successful in Canada	1	2	3	4	5	6
26	I study English to feel independent and to not rely on anyone	1	2	3	4	5	6
27	I must learn English so I can have a comfortable life in Canada	1	2	3	4	5	6
28	I can imagine myself being able to use English fluently	1	2	3	4	5	6

29	Learning English is important for me to understand Canadian culture	1	2	3	4	5	6
30	The more I learn about Canadians, the more I like them	1	2	3	4	5	6
31	Without being able to use English, I won't be happy living in Canada	1	2	3	4	5	6
32	Canadians are kind and friendly people	1	2	3	4	5	6
33	I am very interested in the values and customs of Canadian culture	1	2	3	4	5	6
34	I need to learn English to support my family	1	2	3	4	5	6
35	Learning English is necessary for me to survive in Canada	1	2	3	4	5	6
36	Canadian values and customs are not important to me.	1	2	3	4	5	6
37	Studying English is important to me because I think it will be useful in keeping my job	1	2	3	4	5	6

Finally, please answer a few of these personal questions

38. Gender

c. Male

d. Female

39. What language(s) do you speak?

a. Arabic

b. Arabic and other: _____

c. Other: _____

40. Age: _____

41. What is your employment status?

a. Employed (I have a job)

b. Employed as a part of the RAISE program

c. Unemployed (I **don't** have a job)

42. Where are you studying English at the moment? (Please mark all options that apply to your situation)

- a. I am learning English at work (i.e., RAISE)
 - i. Do you have a personal English teacher?
 - 1. Yes
 - a. How often do you meet with your personal English teacher?
 - i. About once or twice a week
 - ii. About once or twice a month
 - iii. It changes every week
 - iv. Almost never
 - b. Are you satisfied with your sessions?
 - i. Yes
 - ii. No
 - iii. A little satisfied
 - 2. No
 - b. I am taking English classes (e.g., LINC, ESL, ELT)
 - c. I'm not currently studying English

43. Length of residence in Canada

- a. Less than a year
- b. 1 to 2 years
- c. Over 2 years

44. Years of English language instruction in Canada

- a. Less than a year
- b. 1 to 2 years
- c. 2 to 3 years
- d. Over 3 years

45. At what age did you start learning English?

- a. _____

As you know, there is an option to do a follow-up interview to gain a better understanding of the options you chose on the questionnaire. The interview is not mandatory, and is optional for those who would like to. It should take no longer than 15-20 minutes to complete. Should you decide to participate, you will be compensated for your time. Your information WILL NOT be disclosed to anyone, this means that your name will not be connected to your survey.

46. Would you like to do a follow-up interview?

- a. Yes
- b. No

47. Please provide your contact information ONLY IF you AGREE to an interview:
a. Name:
b. Phone number:
c. Email:

Your answers on these forms are absolutely confidential and your information will be not disclosed to anyone under any circumstances. Each survey will be given a number so that your name is not associated with the survey.

Appendix D

Interview Guide



Introduction

1. Can you tell me a little about yourself? How long you have been in the program?
Are you currently employed? (Changed depending on ESL or WLT)
2. How long have you been studying English?
 - a. Why did you start?
 - b. In what settings (instructional/naturalistic) have you studied English?
 - c. How successful have you been? What factors do you feel have contributed to this success (or lack thereof)?
 - d. How often do you use English in your daily life? Are these interactions mostly successful or not? What makes them so?
 - e. Have you tried learning other languages? Which ones? Have these experiences been successful? Explain.
3. How do you feel towards learning English?
 - a. Does it make you feel frustrated, accomplished, etc.?
 - b. Do you find it useful/useless?

Ideal L2 Self

4. Do you have an idea of who you would like to become as an English speaker? (Chan, 2014, PhD thesis). Tell me about their characteristics.
 - a. This is the person you dream of being as someone who is fluent in English. Is this desire because you want to integrate into the Canadian society, etc.
5. Does this idea of who you want to become in the future motivate your learning? If so, how? If not, why not?

6. Tell me about your goals for learning English.
 - a. Are those goals because you imagine yourself being: independent, “native-like”, etc.

Ought-to L2 Self

7. Do you have an idea of how you think you should be as an English speaker? Is there an idea of who you think you should be by learning English? (Chan, 2014, PhD thesis)
8. Is there an imaginary person whom you feel like you should become as a language learner? (Chan, 2014, PhD thesis). Tell me about their characteristics.
9. Do you feel like you need to be this person because of school, society, family, etc.? (Chan, 2014, PhD thesis)
10. How does the importance of why you are learning English affect your effort/motivation to learn? Please explain.

Attitude Towards Canada/Canadian Self/Learning English

11. Does learning English make you feel more Canadian? Explain. Define what it means to ‘feel Canadian’ to you.
12. Tell me about your experience using English while living in Canada. How has this made you feel by how others view you? Explain.
13. How important do you think learning English is when living in Canada? Can you give me some examples/reasons for your answer?

Instrumental Attitudes (Prevention or Promotion)

14. Are you learning English strictly for work? Or, is it because you want to be able to communicate with the people around you (e.g., neighbours, doctors, public service providers etc.)? Are there other reasons? Explain. (Changed depending on ESL or WLT) (prevention and promotion)
15. Do you think studying English will help you be more successful/comfortable living in Canada? Why/why not? (prevention)
16. What kind of things does English help you with? (prevention and promotion)

- a. i.e., getting a job, keeping a job, your future, having an easy life in Canada, etc.
17. Do you think the reason you learn English changes how much effort/work you put into learning it? (general)
18. Do you think that you might lose opportunities or be at risk of anything if you don't learn English? (prevention)
19. What would you like to do in the future? Does it involve learning English? Please explain. (promotion)

Additional comments/concerns.

Appendix E

Interview 1 transcript

Interview #1 (Participant #9): Sarah (pseudonym)

R = Researcher, **S** = Participant Pseudonym, **I** = Interpreter

1. **R:** So, can you tell me a little about yourself? So how long have you been taking
2. these classes at LINC?
3. **S:** My name is Sarah. I came to Canada two eight (28) February, 2016.
4. **R:** Okay, and have you been taking classes since you first came? Or did you start
5. later?
6. **S:** No, start later. This year, 2018.
7. **R:** Okay. So, you've only been there for one year now?
8. **S:** Yes.
9. **R:** Okay. So, why did you start learning English at the Up Street (pseudonym)
10. location?
11. **S:** Uh...Why? Because I want to talk with people, Canadian people, and I want to
12. get a job when I learning English perfect. And, um, do homework with my kids.
13. Everything. The English is very important to me.
14. **R:** So, when you were learning English, did you learn back home too, or only here
15. in Canada?
16. **S:** No, only here in Canada.
17. **R:** Only here? And only when you were in school, never when you were like
18. outside or, only when you were in class?
19. **S:** Yes.
20. **R:** How often do you use English?
21. **S:** Everyday.
22. **R:** Everyday?
23. **S:** Yeah. I go to school everyday.
24. **R:** Right. So when you go to the grocery store or when you go to the gas station,
25. do you use English?
26. **S:** Yes.
27. **R:** So, you use it often?
28. **S:** Yeah. Uh...three times...uh...maybe in the day.
29. **R:** Okay. Have you tried learning other languages?
30. **S:** No (laughs), just English.
31. **R:** Just English? (laughs) How do you feel toward learning English?
32. **S:** I feel nice, yes, when I'm learn English.
33. **R:** Yeah? Do you ever feel like it's too hard or do you feel good learning it?
34. **S:** Yeah, sometimes hard. I see the grammar is very difficult. Yeah, in the past, in
35. the continuous, in the adjective, all of it, yes (laughs).
36. **R:** And, you find it useful learning English? Like it's helpful?
37. **S:** Yes.
38. **R:** Yes? Okay, um, do you have an idea of who you want to be as an English

- 39.** speaker, like, in the future? So, this is the person you dream of being fluent?
- 40. I:** translates English into Arabic/Arabic into English
- 41. S:** No, no. I want to speak English with people (interpreter translation)
- 42. R:** Okay. So, that's because you want to integrate into the Canadian society – you
- 43.** want to be a part of the Canadian society?
- 44. I:** translates English into Arabic/Arabic into English
- 45. S:** Yes, yes.
- 46. R:** Does that reason make you more motivated to learn English?
- 47. I:** translates English into Arabic/Arabic into English
- 48. S:** Yes, yes.
- 49. R:** Yes? How?
- 50. I:** translates English into Arabic/Arabic into English
- 51. S:** When I learn, and when I feel like I'm speaking without struggling, I feel like
- 52.** I'm good at English, I have a skill in English.
- 53. R:** That's good. So, what are your goals for learning English?
- 54. S:** After finish school, I want, my dream get a job. In my country, I work.
- 55. R:** What did you work as?
- 56. S:** As sell clothes.
- 57. R:** And do you want to do that here, or do you want to do something different?
- 58. S:** No, same. Yeah. I like it.
- 59. R:** Same thing? (laughs) Do you want to open your own store, or do you want to
- 60.** work for someone else?
- 61. S:** No, work for someone else.
- 62. R:** Are those goals because you imagine yourself being independent or because
- 63.** you want to sound native-like, or because you want to work?
- 64. I:** translates English into Arabic/Arabic into English
- 65. S:** No, both. Independent, part of Canada, as if I am one of them. I want to feel
- 66.** this way. I feel like I am living in my country, in my home. Like, they understand
- 67.** me and I understand them.
- 68. R:** Okay. Do you have an idea of who you think you should be as an English
- 69.** speaker? So, do you feel like you need to be a certain way because other people
- 70.** are telling you or because you teacher is telling you? Do you have an idea of how
- 71.** you think you should be as an English speaker?
- 72. I:** translates English into Arabic/Arabic into English
- 73. S:** No, I just have an idea of how I see myself. I see myself like if I learn English
- 74.** it will give me energy, make me feel strong
- 75. R:** Do you think that if you don't learn English, that you might lose opportunities,
- 76.** or be at risk of anything in the future?
- 77. I:** translates English into Arabic/Arabic into English
- 78. S:** No, if I don't learn English, I feel like there is something missing in me, that
- 79.** I'm a fool.
- 80. R:** You're not (all laugh)
- 81. S:** But, I am smart in learning, but sometimes I forget when I talk with any
- 82.** somebody, forget sentence or word.
- 83. R:** Yeah. Does learning English make you feel more Canadian?
- 84. I:** translates English into Arabic/Arabic into English.

85. S: Yes.

86. R: So, can you explain that? So, define what it means to feel Canadian.

87. I: translates English into Arabic/Arabic into English

88. S: Now, when I walk around here, for example, and I talk with them, I feel like I

89. am Canadian, because I speak their language.

90. R: Okay, so you think learning English and being Canadian are, like, the same?

91. S: Yes, yes.

92. R: Can you tell me about your experience using English while living here? So,

93. how has this made you feel and how others view you?

94. I: translates English into Arabic/Arabic into English

95. S: I feel very happy.

96. R: So you feel more comfortable?

97. S: Comfortable, yes. Although I have little English, but I feel that I can talk, like I

98. have some words to say.

99. R: Okay. Good.

100. S: I don't practice at home. What I hear at school, I say, I don't practice.

101. R: So, do you do that because of your kids? You want them to speak

102. Arabic, and that's why?

103. S: Yes.

104. R: Okay, that's good. Um, how important do you think learning English is
105. when you're living here, and can you give me some examples?

106. I: translates English into Arabic/Arabic into English

107. S: Here, it's a Canadian country, I have to speak their language because
108. they can't speak mine. Very important to speak same Canadian.

109. R: Um, so you want to learn English because you want to do it for work,
110. and for interacting with other people, right?

111. S: Yes, yes.

112. R: So for both of them, not just for one?

113. S: No, both. Work and talk with them.

114. R: Okay. And you think that if you learn English, you'll be more
115. successful living here in Canada?

116. I: translates English into Arabic/Arabic into English

117. S: Yes.

118. R: So you think that if you don't learn English, you won't be successful?

119. S: Yes.

120. R: So, do you think that, because here in Ottawa, we have a really big
121. community of Arabic speakers, do you think that makes a difference in
122. how you learn your English?

123. I: translates English into Arabic/Arabic into English

124. S: Now, no, it's okay. No. It's normal.

125. R: Because I have my relatives, and they came from Lebanon and they
126. don't speak English. And everyone they talk to only speaks Arabic, so for
127. them, they don't think they need English. But for you, you think...

Overtalking

128. S: No, no. I want to speak English.

129. R: Um, so what kinds of things does English help you with?

130. I: translates English into Arabic/Arabic into English
 131. S: It helps me with everything. First, I told you get a job and talk with
 132. people. And when I read mail or anything that comes in my mailbox,
 133. when I read it, I understand what it says. And insurance, and everything.
 134. R: Do you think the reason you learn English changes how much effort or
 135. work you put into learning it

Translating issue, clarifies.

136. R: So the reason you're learning English, for work, for communicating
 137. with other people, do you think that changes how much effort you put?
 138. I: translates English into Arabic/Arabic into English
 139. S: I have to exert effort, and no it's the opposite, the reason doesn't
 140. matter, it's not, because I am living in their country and I have to speak
 141. their language.
 142. R: Okay. What would you like to do in the future?
 143. S: To learn, to finish my learning. To master the English language at the
 144. end.
 145. R: So, that's one of your goals too, right? Not just getting a job?
 146. S: Yes, finish mastering the language and then think about job.
 147. R: Is there anything else you want to tell me about your learning?
 148. S: Now, I learning slowly, not quickly. Yeah, because many, I have many
 149. tasks like taking care of my kids, housework, things like that. So I'm
 150. learning slowly, slowly.
 151. R: Is there anything else you want to tell me, any comments or concerns
 152. about your learning?
 153. S: Yeah, the English language is very pretty. I feels nice to learn another
 154. language in my life. In Syria, I only went to school until grade 10. So I
 155. have some education. So I have some information from English, not a lot
 156. of.
 157. R: So you didn't learn English in Syria?
 158. S: Some. Not like here. When I go to school, from September, I level 2
 159. (CLB). Then after 6 months, I level 4. Now I level 4. You see, from Mary
 160. (pseudonym), my teacher.
 161. R: So is that from your teacher, or is that from you, from how motivated
 162. you are to learn?
 163. I: translates English into Arabic/Arabic into English
 164. S: No. Now I have my daughter at home, they put me in level 2 because
 165. they saw that I knew how to speak a little. I have a little idea. After 6
 166. months, they upgrade me to level 4. All of the speaking, listening, writing
 167. tests, I go 80% or more for my marks.
 168. R: So you skipped 3 and went straight to 4?
 169. I: translates English into Arabic/Arabic into English
 170. S: No, no. (all laugh). Right away to 4.
 171. R: Do you think that other cultures should learn from Canadian culture?
 172. I: translates English into Arabic/Arabic into English
 173. S: Maybe, it's possible.
 174. R: Um, do you feel like you have to learn English so that you don't fail

175. your class with Mary? So you need English so that you don't fail.
176. I: translates English into Arabic/Arabic into English
177. S: No, no. At school, just grammar, grammar every day not everyday
178. language. I don't want the school language, I want the everyday life
179. language. Not same, different.
180. R: Do you find that frustrating? You don't want to learn language for
181. school?
182. I: translates English into Arabic/Arabic into English
183. S: Yes, what do I need with grammar for yesterday, today?
184. R: Um, Do you feel like you want to become similar or the same to
185. Canadian who speak English here?
186. I: translates English into Arabic/Arabic into English
187. S: In speaking yes, but not in their culture and not in their tradition.
188. R: And do you study English to feel independent?
189. I: translates English into Arabic/Arabic into English
190. S: Yes.
191. R: So you don't want to rely on anyone?
192. I: translates English into Arabic/Arabic into English
193. S: No.
194. R: And, if you don't learn English, you think you'll still be happy in
195. Canada?
196. S: No, no.
197. R: No? You think you have to learn English to be happy in Canada?
198. When you came here 3 years ago, and you didn't learn English, you
199. wouldn't be happy?
200. I: translates English into Arabic/Arabic into English
201. R: So, you think if you came here, when you first came here three years
202. ago, and you didn't learn English you wouldn't be happy?
203. I: translates English into Arabic/Arabic into English
204. S: No, I would not be happy. Because if someone swears, I won't
205. understand them. I hope I learn. The problem here, they speak so quickly,
206. I have to understand them
207. I: Is there anything else?
208. S: No
209. I: Okay, thank you.

END OF INTERVIEW

Appendix F

Interview 2 transcript

Interview #2 (Participant #23): Ahmed (pseudonym)

R = Researcher, **A** = Participant Pseudonym

1. **R:** Can you tell me a little about yourself?
2. **A:** Yes, my name is Ahmed. I am Palestinian. I born in Lebanon, 1949. And I'm still immigrant in Lebanon. I have document, even if I born there, also my son and his son born in Lebanon, 3 generation, and we still Palestinian refugee. And we have document, not a passport. And also I learned there, electronics, repairing the radio TV. 1971 I graduate from UCC joint challenges committee in Lebanon.
7. 1971. And, uh, because not allowed for us to open workshop, We open workshop beside the camp, Forest camp (pseudonym), and we were there until I went to
9. Qatar.
10. **R:** Okay. How long have you been taking the classes at LINC on Up (pseudonym) Street.?
12. **A:** This time, only one year. Less than one year, but in 2015 also I took a class
13. about LUNGE (pseudonym) for one month level 4, and also [Inaudible] one
14. month, and RIO (pseudonym) college approximately 6 months. I left for a reason,
15. family reason. And then now I joined LUNGE on Up Street.
16. **R:** Okay. How long have you been studying English? From...
17. **A:** In Lebanon, our study was in English, not all the – mathematics and biology,
18. and -
19. **R:** Those were all in English?
20. **A:** Yeah.
21. **R:** Okay.
22. **A:** And because I finish level 12 also I make the electronics course.
23. **R:** In English?
24. **A:** In English as well.
25. **R:** Okay. And, in what settings have you studied English? Was it always in
26. school? Or did you learn English outside of school too?
27. **A:** In school and also in the company I work in Qatar.
28. **R:** Oh, okay.
29. **A:** All the reports must be in English, and also the meetings, safety meetings,
30. daily meetings.
31. **R:** What kind of business was that?
32. **A:** It was electronics. It was in telecommunications.
33. **R:** Okay. How often do you use English in your daily life?
34. **A:** In Canada, all the times (laughs), but outside of Canada maybe 5%.
35. **R:** And, is this successful? Do you think you're successful when you use English
36. every day?
37. **A:** No, I do not have any problem. No. maybe few problems. I can ask again
38. "what do you mean", "what the meaning"? And sometimes my kids help

39. because -

40. R: So, is it mostly like you have trouble with understanding or they don't understand you? Is that why?

42. A: Yeah, talking that people I'm unfamiliar still, But if it is you give me paper I

43. can also, question maybe, I'm not fluent, but I can manage.

44. R: Have you tried learning other languages? Or just English?

45. A: Only English

46. R: Okay. How do you feel toward learning English?

47. A: Look. This on 2015, on level 4, I was only for one month. I do a grade because

48. the teacher she told introduce me and she gave me level 5. This depends on the

49. teacher. We have at LUNGE, Jennifer (pseudonym) and before Pat (pseudonym),

50. Jennifer she has very good ways to teach you the English. She is very good

51. teacher. As well as Pat. That's it. I saw another, but they are not the same level,

52. she is preparing everything, she has the exercises, she has examples. She's telling

53. about the cultures of the country. Not normal English only.

54. R: Oh, okay. So do you prefer -

55. A: This is very good, yeah I like it because it is coming to love to feel, for

56. example about traffic about hospital, about credit card, about all these things.

57. R: Things that you think are very important right?

58. A: This is very important. What I care if I know English story and then I do not

59. know the habits and I do not know the customs of the country?

60. R: Yeah, that's true. All right. Do you have an idea of who you want to be as an
61. English speaker?

62. A: (silence) My favourite or -?

63. R: Yeah, so this is the person you dream of being as someone who is fluent in
64. English.

65. A: But I understand that I am I like to be agriculture. Learn as much as I can.

66. Depends on some facts.

67. R: Is there a reason why you want to learn English?

68. A: Yes.

69. R: Can you explain?

70. A: First of all, I must deal with the people I am living in country and they will

71. give me citizen, Why I do not learn their language? And also how to deal with

72. them, how customs, habits, this one. Second, because I like. Also, because I want

73. to be something in this country to return the favour of this country. I must do

74. something for this country. Even before in 2015, I was very, very ambitious. But

75. now, because I stay two years, three years without English, and travel to Qatar,

76. travel to Lebanon, and then I have some issues, then this ambitious become little

77. bit less.

78. R: Okay, does this person you want to be in the future, someone who's fluent,

79. does that make you want to learn English more? Does this motivate you more?

80. A: No, I want myself to be something, because I want to be an agriculture, I must

81. get more information about this because I like this field.

82. R: Okay, so you want to work in agriculture in Canada?

83. A: Yeah, after I take some courses, and then I learn and I will do something as

84. much as I can in that time.

- 85.** **R:** Is that your main goal for learning English?
- 86.** **A:** Yes, this is the *second* goal. The second goal is to be something in the
87. agriculture, but the first goal because I want to be Canadian citizen. I must...
88. **R:** Okay. Do you have any other goals for learning English? Or only those two?
- 89.** **A:** Only those two (laughs), because my age is not help.
- 90.** **R:** Do you have an idea of who you think you *should* be as an English speaker?
- 91.** So not someone you want to be, but something you think you need to be, that you
92. should be.
- 93.** **A:** No I do not have idea of I'm being, but I must be something.
- 94.** **R:** Is that because you want it for yourself? Or because society is telling you?
- 95.** **A:** For the society, for myself, and for my kids. To show them I'm okay, because
96. all of them educated now, some of them like your age. And to show them I must
97. not be idle. I must do something active in this country.
- 98.** **R:** Okay. Um, do you think you might lose opportunities if you don't learn
99. English?
- 100.** **A:** Yeah, of course. Maybe I'll be, how will I will live with the community
101. if I don't know English? I will be maybe idle, I will be only sitting in the
102. house and do nothing, and this will create something in my mind, and
103. maybe I will go back to Lebanon or Qatar, I don't know. Maybe it will
104. make me sad, what they call? I forget this word. Anyway, this is the
105. reason.
- 106.** **R:** Do you feel like there is pressure for you to learn English when you
107. live here?
- 108.** **A:** No, no, with love. This is my favourite, nobody, even my kids, and
109. they ask me, this is up to me, nobody will pressure. This is from my - I
110. active.
- 111.** **R:** Does learning make you feel more Canadian?
- 112.** **A:** Yes.
- 113.** **R:** Yes? Can you explain that?
- 114.** **A:** Yes. As I told you, in the class, teacher learn us some expressions in
115. English here or they are used, maybe I'm not remember all of them, but
116. in time I will remember, and also I will be one of them in society.
- Part cut out due to disclosed conversation the participant did not want recorded --
- 117.** **R:** Can you tell me about your experience using English while living in
118. Canada? Your experience using English here.
- 119.** **A:** For example, in the malls, and also in the bank, airport, and in the class
120. with some friends.
- 121.** **R:** Mm-hm. How does this make you feel in how other people view you?
- 122.** **A:** Well those people, if they are Canadian, this is normal. When you
123. speaking with them sometimes I feel a little bit difficult, but with the
124. Arabs and other nationality, even they thought I am, I know more than
125. them. But, some of them they feeling is not that, because I saw some of
126. the girls in my school, they make some lectures and essays because they
127. stick them on the wall. Yeah, oh it was very good. Not bad; some of them
128. excellent. You'll feel that sometimes you'll cry when they speak about
129. their country home, homeland.

130. R: How important do you think learning English is when you live here?
 131. Do you think it's very important to learn English while living in Canada?
 132. A: Of course, yeah, yeah. Very important because you will be one of,
 133. member, of these people
 134. R: Can you give me some examples?
 135. A: Important to deal with the transport, to deal with the taxi, cab, or if
 136. you want do delivery, or to buy anything. You must know, we must know
 137. at least how to deal with the people. If I don't know, I will ask them what
 138. you mean. I ask also my kids, because they educated here in Canada, 2 of
 139. them.
 140. R: So they help you with English?
 141. A: They are doctors, two of them, from Frost (pseudonym) University
 142. R: Okay. So, are you working now, or are you not working?
 143. A: No, I'm not. Since I came to Canada, I'm not working. From my
 144. pocket, end of service from Qatar, because I work there 37 years in
 145. telecommunications in Qatar. But, we spend 39 years there. For this
 146. reason also, they give the benefit, they are very good people, very good
 147. country. Excellent country, but because we live there four kids from my
 148. six kids they born there. But also, they tell me "okay, this is your end of
 149. service and good bye". They make very good, maybe four or five parties
 150. for me and then say - but I have no benefits in that country. Why I do not
 151. serve this country? I must have it from my heart, and nobody pressure
 152. and to give them at least something because as soon as I came here I
 153. have a PR (permanent residence) and after three years I will be a citizen. I
 154. must be thanks these people to give me this opportunity
 155. R: Yeah.
 156. A: (Silence) I feel sad when our people, Lebanon or in Qatar, but Qatar
 157. very nice people, very nice government, everything arranged, everything
 158. excellent, hospitals, all. I can't say anything against them, except this one
 159. they do not give me the chance to be a citizen. Also I make volunteer
 160. with them.
 161. R: Really? How come in Lebanon they don't let you have a citizen?
 162. A: Sorry?
 163. R: How come they don't give you a citizen?
 164. A: No, they don't.
 165. R: My dad is the same way. He was born in Syria, but they won't give him
 166. Lebanese citizenship even though his dad is.
 167. A: Yeah. This is the reason, why? If I am good, have no even one ticket I
 168. do not have in the traffic. In Lebanon and in Qatar. Even one, I don't
 169. break the law. Also, my record in very good. Excellent. Not even good,
 170. excellent. Even in the safety in the company I have three awards. Some
 171. issues, some opinions like to make museum, but nobody sometimes
 172. nobody act. I have document, everything is document with me. I am not
 173. telling false, if they ask me I will show them, the people. Also I have
 174. [Inaudible]
 175. R: Okay. Do you think studying English will help you be more

176. comfortable and successful living in Canada?
177. A: Yes, yeah. If I want to work in future, if I plan to work, if I get this
178. horticulture and I then feel that I will work, why not? Even maybe if my
179. kids, if we help each other, maybe we take one land and plant it
180. according to the Canadian laws. This will give me pleasure, not the sad.
181. R: If you do not learn English, do you think you will still be comfortable
182. living here if you didn't know English? Or, do you feel like you have to
183. know English?
184. A: No, I have to know. If I don't know, I told you, I will be upset how all
185. the people are speaking English I am in the house, I am idle. I know
186. nothing. I feel that I'm, I like to go to my home. I guess.
187. R: What kinds of things does English help you with?
188. A: First, to read the news. I read it in Arabic and English (laughs), to
189. understand it more I read it sometimes in Arabic. And also help me to
190. solve all my problems, problems what means, if I want to go to grocery,
191. airport as I told you, then it will be easy for me to tell, I can read. How
192. can I came to your university and meeting you. If I don't know English it
193. will be more difficult for me. And then I cancel the trip to my house,
194. because I follow the instruction and I came within a few minutes, maybe
195. 20 minutes to arrive. And then I saw the sign here, but I asked two, three
196. people how to get here. Some people they know, some even if they are
197. in the university, they don't know, some. But one of them, he showed me
198. in the map. He is youth also (both laugh).
199. R: Do you think the reason you are learning English changes how much
200. effort you put into learning the language? So, the reason you are learning
201. English, do you think that makes a change in how much you want to learn
202. it, how much effort you put into learning it?
203. R: Does that make sense?
204. A: I don't understand.
205. R: So the reason you learn English, does that change how much effort you
206. put into learning?
207. A: Yeah, I am spending too much time. Why? Because...first I like, and
208. also really I want to show my kids because all of them educated and my
209. wife as well. (laughs) I don't want her to be more educated than me.
210. Especially because she take care about them when they are kids, she
211. teach them, she solve. Only I'm solve the mathematics issues for them,
212. but she takes care about them, and she's cooking. And also to show my
213. kids' sons, grandson and granddaughters, I'm sending them that "Oh, you
214. see. I took for example 23 from 25" (his grades from his ESL class). The
215. good ones I am sending, but the bad ones I am keeping (laughs).
216. R: So your family has a difference in how much you learn English, or why
217. you learn English?
218. A: Yeah. I am telling them. Everyday they ask me "what happened,
219. what..." And we discuss, usually and makes jokes. Because when they are
220. kids – sorry, youth like you – and they study up to 12 (a.m.) or 11 (p.m.), I
221. became crazy, because in that time only I'm study maybe 10-15 minutes,

222. but now I'm stay up to 11 also working on internet. And then they are
 223. "oh daddy come, you told us...(unclear)". I told them I will be professor if
 224. I'm study everyday, three, four hours. We joke sometimes, yeah (laughs).
 225. R: Yeah? Do you use English at home? Or do you just use...
 226. A: My kids, somewhat, because they are study here, two of them studied
 227. here. And doctors and the research, and smallest one media, and also
 228. one finance and two of them, one daughter in Lebanon, living in Lebanon,
 229. with two kids, but, she finish recently history after she married for some
 230. reasons. Also my son who is our resident, who give our -
 231. R: - Who brought you here?
 232. A: He brought us to here. He's in Alberta, computer science, and also he
 233. study in Bronze (pseudonym) university for one [Inaudible]. But after he
 234. educate from Lebanon, Apple (pseudonym) university. And he came here
 235. and he has job. As soon as he arrive Canada, before 15 years or 16 years,
 236. he found, second month he found a job because his English very
 237. excellent. Also his job, and maybe the meetings, interviews [Inaudible].
 238. And he also enroll in volunteer as soon as, yeah, and he is very good.
 239. R: MashaAllah, you have 6 kids?
 240. A: Yeah, two boys and four girls (laughs)
 241. R: Two boys and four girls? (laughs) Um, what would you like to do in
 242. the future?
 243. A: Only in agriculture, that's it.
 244. R: Only agriculture? Okay?
 245. A: Because I am fed up from electronics.
 246. R: Yeah, you don't want to do it anymore? No more? (Laughs)
 247. A : No (laughs) only small things I'm do in the house. According to the
 248. Canadian laws I can't touch because we are renting the house and not
 249. allowed for us touch anything. Even if I know how to do it, maybe better
 250. sometimes, but this is the instruction not to do it. Even if this is mine,
 251. because in Qatar and Lebanon I'm doing everything myself.
 252. R: Yeah. Okay.
 253. A Here, according to the law and instructions, I must follow.
 254. R: Mm-hm.
 255. A: I have to keep my head.
 256. R: Yeah. Do you have anything else you want to tell me about your
 257. learning English? Is there anything you want to mention?
 258. A: Only this course and then if I finish, I told the teacher, if I finish and I
 259. have some time can I? She said "yeah, if we have seat, okay, you are
 260. welcome."
 261. R: To go to the one on Up Street?
 262. A: Yeah, again.
 263. R: Again? Okay.
 264. A: Again, after I finish, but the six months.
 265. R: Okay.
 266. A: If they agree. If they don't agree, then maybe next year, or depends. I
 267. do not know what to do, or maybe I work in this job, and then – but, I'm

268. getting now lot of information.
269. R: Okay.
270. A: More than the school.
271. R: More than the school? Really?
272. A: Too much.
273. R: Are you having a hard time understanding, or...?
274. A: Sometimes, yes, but if I mention it, I can see it in the internet, and then
275. I can solve and understand. Also, I am not feel shy when I speak English.
276. Like people. Even I ask questions, and if I have something, I can tell.
277. R: That's good. When do you plan on taking your citizenship test? Do you
278. want to take it soon?
279. A: No, I took this course 2015 with Jennifer as well. She told me this is
280. not for you, because my age is over, and I told her I don't want to take it
281. because this exam. I want to take it because I want to take it to know the
282. country.
283. R: Okay.
284. A: And how if somebody tells anything about the country, I must know.
285. From east, from coast to coast, or from sea to sea, or from north to...how
286. these 13 provinces are working and like that. Also I got 29 from 30 in that
287. time.
288. R: Or really? That's good (laughs)
289. A: I still have that, the exam paper. Also certificate from her, but now I
290. forget something because I don't review.
291. R: Mm-hm.
292. A: Yeah
293. R: Um, do you think that other cultures should learn from Canadian
294. culture?
295. A: Yes. We will teach them and we will learn from them. Yeah. The good
296. ones, why not? If good. Also, we'll teach them. We respect them, then
297. they will respect us. Because I make volunteer with Experimental farm, if
298. it is okay, yeah, and all of them they are very nice. Also, I make interview
299. with my boss there. I ask him if I can do it, "oh okay". I took
300. approximately full mark about this.
301. R: Really?
302. A: Yeah. 15 from 16. Yeah, it was very good interview with him
303. R: Yeah?
304. A: And with pleasure, he send me "okay" and I show him.
305. R: Mm-hm.
306. A: I work two years with them on Thursday only.
307. R: Oh, okay.
308. A: If you know peonies, peonies is p-e-o-n-i-e-s.
309. R: Oh, okay. No I don't.
310. A: - the flower they call it peonies. Very nice..
311. R: Oh, the peonies?
312. A: Peonies (pronounces correctly), Yes.
313. R: Okay, yes, yes.

314. A: I take care about these flowers in the experimental farm.
315. R: Okay. Cool.
316. A: Yeah. It was very interesting. Also, I feel when I go I feel fresh.
317. Believe me, if I have no, if I feel something the stress or (silence) when I
318. go there, I come home I be fresh. Even if I sick, and my, I feel...
319. R: You feel better after?
320. A: Yeah.
321. R: Cool! So, do you learn English to also connect with the people around
322. you like your neighbours, people you volunteer with?
323. A: Yeah. One of the reason also I'm going volunteer to learn what they,
324. how they speak.
325. R: Okay.
326. A: And to practice with them. This is the second reason. First reason
327. because I want to serve this community. Second to learn from them.
328. R: Yeah. So, you don't feel like when you're in class, you get enough
329. practice speaking? When you're in English class?
330. A: No, I speak English with them because the teacher said don't speak
331. Arabic in class, speak English.
332. R: Yeah?
333. A: Also, many cultures we have in the class.
334. R: Mm-hm.
335. A: I'm telling them about our country and you tell me about their country
336. and their habits and then you learn more and more. And you know about
337. other countries, habits, and customs.
338. R: Yeah. Okay. Do you feel like you have to study English to survive in
339. Canada?
340. A: Of course. Yes. I must because I want to survive. Otherwise I will, I'll
341. feel sad, or nervous, or whatever.
342. R: Mm-hm. Do you feel like if you don't know English, that you will be
343. considered less Canadian? Or do you think it doesn't matter how much
344. English you know?
345. A: No. If I don't know, I feel that I'm not Canadian.
346. R: Yeah? Okay.
347. A: Yeah. I'm still, what the benefit I get? What I did for this country?
348. What I serve her? I must learn, I must serve, I must do something
349. because she will be, it will be our country. And if it is not my country, it
350. will be for my kids and their kids.
351. R: I see.
352. A: We must tell them about because grandson he knows the proper
353. English even, not the street languages. He know many things about
354. Canada and birds. You don't believe how much he - because also his
355. parents are educated.
356. R: Mm-hm.
357. A: And he is learning the proper English from the beginning. This is okay.
358. I must deal with them. Also speak with them in English and sometimes in
359. Arabic.

360. R: Yeah, yeah. Do you, can you, imagine yourself being fluent in English,
361. or is it not really important for you?
362. A: I don't know (laughs). But, now it's okay. But in future, I don't know
363. what will happen because maybe the age, maybe I'm change my mind
364. (laughs). But, my goal as I told you this is agriculture and also for the
365. country. I must do something. But, because on 2015 I plan, I told also the
366. teacher in Rio college, you will see something you will be proud of me.
367. But, this disappear when I have some problem in Lebanon and Qatar and
368. family reasons and this. And then this appear. I don't know, but back in
369. that time I told her I will do something to be happy for the college and for
370. the Canada.
371. R: Yeah.
372. A: Because I put something in front of me to do it.
373. R: And that helped to motivate you to keep learning English?
374. A: Yeah. This is what the plan. But now, because now I agriculture this
375. one, the goal is changed a little bit (laughs), lower. I'll see. And you know
376. the age sometimes before, if I read something maybe one time I will
377. remember. But not, maybe I will read it two, three times. Also the age,
378. it's depends on this one.
379. R: Yeah. Okay. Is there anything else you want to tell me?
380. A: No, thank you very much.
381. R: That's it? (both laugh) All right, thank you very much.

END OF INTERVIEW

Appendix G

Interview 3 transcript

Interview #3 (Participant # 39): Khalid (pseudonym)

R = Researcher, **K** = Participant Pseudonym

1. **R:** So, can you tell me a little bit about yourself?
2. **K:** My name is Khalid. I am from Syria. I work from UAE, and work there 18 years. My position that's HR assistant and public relations. I have business administration in college. I married, I have 3 children.
5. **R:** Okay. How long have you been in the WLT program for?
6. **K:** The WLT program?
7. **R:** Mm-hm.
8. **K:** Just 2 time, not more.
9. **R:** (clarifies) How long? How many years or how many months?
10. **K:** No, I'm here in Canada now one year.
11. **R:** Okay, so not very long. Okay. And are you currently employed or no?
12. **K:** No, still.
13. **R:** How long have you been studying English for?
14. **K:** Just I think it's seven months or eight months.
15. **R:** Okay, what about back home? Did you learn English?
16. **K:** It's Arabic.
17. **R:** Yeah? Everything was?
18. **K:** Yeah, everything Arabic. I learned English in UAE. Yes.
19. **R:** Mm-hm. Did you learn that just for work? Or were you in school?
20. **K:** The work.
21. **R:** Okay. Um, do you use English often? Outside of –
22. **K:** Yeah, more time.
23. **R:** More than using Arabic, or?
24. **K:** No, no, no. Only English.
25. **R:** Here in Canada only English?
26. **K:** Yeah. Little Arabic. When I will go to mosque or –
27. **R:** That's the only time?
28. **K:** - or I talk to my friends.
29. **R:** Mm-hm. Okay, and you said you use it often in your daily life?
30. **K:** Yeah.
31. **R:** Okay. And, do you think these interactions are successful when you speak in English?
33. **K:** Yeah. I think it depends.
34. **R:** Can you explain?
35. **K:** Not 100%.
36. **R:** Not 100%? In what ways? Can you explain?
37. **K:** Sometimes it's not understand and repeat again.
38. **R:** Okay. Have you tried learning other languages or just English?

39. K: Probably the French, but after when I finish the English (laughs).
40. R: Okay, (laughs) not yet. How do you feel toward learning English?
41. K: Yeah, it's good. (silence) I have to do school one in LUNGE (pseudonym),
42. after I go to Percy (pseudonym) school.
43. R: Mm-hm. Okay.
44. K: Now I will maybe I go to college better academic language.
45. R: Right. Okay. Does it make you feel frustrated in any way when you're learning
46. English? Does it make you feel frustrated or upset?
47. K: No, no.
48. R: Okay. And do you find it useful learning English?
49. K: Yes.
50. R: Okay, can you explain?
51. K: And because, uh, the English is international language...and can speak to any
52. people. Yeah.
53. R: Is it only because it's international? Or is it because you're living here, too?
54. K: No, no. International the first one. Second, because I am living here.
55. R: Okay. All right. Do you have an idea of who you would like to be as an
56. English speaker?
57. K: Who you mean?
58. R: An idea of who you *want* to be as someone who can speak English?
59. K: (silence) More, because you need to speak English.
60. R: Can you explain a little bit?
61. K: My kids, my wife, my – all my friends.
62. R: So to be able to communicate with them, or...?
63. K: Yeah.
64. R: So this person you want to be as an English speaker, someone maybe who is,
65. you know, able to use the language, does it motivate you for how you learn the
66. language?
67. K: When you go to school, or...?
68. R: So, do you want to learn English so that you can be fluent in it. Is that why?
69. (clarifies) So, when you're learning English, do you do it so that you can be
70. fluent?
71. K: Mm-hm. Yeah, yeah.
72. R: And does that motivate you to learn English, or...?
73. K: Yeah, I think yes.
74. R: Yeah? Can you explain a little bit more?
75. K: (silence) When I learn English in the school, yeah it's good, but if I'm go to
76. college it's better than – I think. Yeah.
77. R: Mm-hm. And you didn't have any English when you were in elementary
78. school or high school or anything like that?
79. K: No, just a little.
80. R: Just a little bit? Okay, and was it like English class only? Or did you have
81. others like math in English or?
82. K: No, only class English.
83. R: An English class? Okay. Can you tell me about your goals for learning
84. English? Do you have any English goals?

85. K: No, I don't have goals, but just for speaking with the people and [Inaudible]
86. R: What are your goals then? Maybe for being here in Canada?
87. K: Maybe in the future I would like to go to college or university.
88. R: Mm-hm. Okay. For English or for like another degree?
89. K: No, for another degree.
90. R: Oh, okay. Um, do you have an idea of who you think you should be as an
91. English speaker? So, is there anyone you think that you need to be by learning
92. English?
93. K: I want...?
94. R: So, this is someone who you feel like you *need to be* by learning English.
95. K: Not understand this one.
96. R: Um, so -
97. K: Someone to learn the English-
98. R: No, so this is someone who *you* want to be as someone maybe who is fluent
99. in English or someone who can get a job by learning English. So, what is your -
100. K: Uh, yeah for the job. More time I will make interview. They tell me
101. maybe you need more in this.
102. R: Right. Okay. How does the importance of why you are learning
103. English affect your efforts or your motivation for learning English?
104. K: More for job I think. For the life, yeah.
105. R: Mm-hm. So how important do you think learning English is to you?
106. K: It's very important.
107. R: So, in what aspects? So, how? Why is it important to you?
108. K: Because I am living here in Canada.
109. R: Is that the only reason, or do you have other reasons?
110. K: The other reason, I tell you the connection with the people. This
111. international language.
112. R: Right. Do you think you might lose opportunities if you don't learn
113. English? Will you be – will you lose any opportunities if you're not
114. learning?
115. K: You have some opportunities, it's a little, not too much.
116. R: Mm-hm. So, do you think that you have to learn English, so that you
117. want to have opportunities?
118. K: Yeah, yeah. If I have a little English and maybe 50% or 40 % I have a
119. small one.
120. R: Mhm. Okay. So, being fluent you think equals more opportunities?
121. K: Yeah.
122. R: Okay. Um, do you think that learning English makes you more
123. Canadian?
124. K: I don't know, because the language it's international, not only for –
125. yeah.
126. R: Right. So, can you define, in your own words, what it means to *feel*
127. Canadian?
128. K: Maybe I will have more friends from Canadian people. Yeah, maybe
129. I'm coming after I'm learn from him.
130. R: Okay. Um, can you tell me about your experience using English while

131. living in Canada?
132. K: I think only in the school and sometime because I don't have
133. experience here,
134. I will work Uber. More period, more time, I will speak with the person.
135. R: Mm-hm. Where are you learning English? At LUNGE?
136. K: LUNGE.
137. R: On Up Street?
138. K: Yeah, but after I'm go to Percy night school because in LUNGE it's
139. long time.
140. R: Right. It's like 5 hours or something?
141. K: Yeah, from 9 to 12 p.m.
142. R: Oh, wow. Very long.
143. K: Yeah, that's why I need work.
144. R: Yeah? Okay. How has your experience using English made you feel
145. toward how other people view you?
146. K: More people they tell me I need more I think. I can speak everything,
147. but I need more maybe.
148. R: So who tells you that?
149. K: Uh, my teacher, some friends.
150. R: And the friends are people who are native speakers or?
151. K: No, it's Arabic.
152. R: Okay. How important do you think learning English is when you live
153. here in Canada?
154. K: I think it is very important because everything here is English, all
155. people speak English and French. It's more English, yeah.
156. R: Okay. Can you give me some examples?
157. K: Anywhere, if you go anywhere to shopping, or speak to police, or
158. speak to, uh – what the name? Police or ambulance.
159. R: Right, okay. Just for example, there are some people who they live on
160. like Up Street, in the South area, and there's lots of, like, Arabic places
161. there. So, they don't really need to use English very often, right? So,
162. that's not the case for you?
163. K: Not me. Should be to learn English.
164. R: Right. So, you think practice is important?
165. K: Yes, and also your kids. You need to speak with your children, because
166. their children the same, they speak English now. (both laugh)
167. R: So, you're learning English now, right? You said you're in school. So,
168. are you learning that for work only, or why are you learning English?
169. K: For more practice. Yeah. For education, I think better to go to college
170. or university.
171. R: Right. So you would rather have the academic English than everyday
172. English?
173. K: Yes, if I not find any job, better to go to study at university.
174. R: Okay. Um, Do you think that studying English will help you be more
175. successful or more comfortable while living in Canada?
176. K: Yes.

177. R: Can you explain maybe why?
178. K: Because I will find a good job. Better to speak more English and good English.
179. R: Okay. What kinds of things does English help you with?
180. K: It's help for everything here.
181. R: Like what?
182. K: Help for speaking with people...anywhere in the globe they speak English.
183. R: So what about, like, getting a job or your future? Or like, do you have any examples?
184. K: About what?
185. R: About how learning will help you be more successful, or comfortable, living here?
186. K: It help me get a more, a good job, yeah, in the future.
187. R: Yeah? So what do you mean by "good job"?
188. K: Maybe good position. Not a small position.
189. R: And that is in something that you did back home or something different?
190. K: No, different.
191. R: Do you think the reason why you learn English changes how much effort you put into your learning? (silence) So, the reason you're learning English, do you think that changes how much effort you put into how much you study?
192. K: It change, but not 100%.
193. R: Mm-hm. So do you think that you are learning English more now?
194. Because you want to get a job? Or is it different?
195. K: No, no. It's different.
196. R: In what way?
197. K: I learn now for job, but also for connecting with the people.
198. R: Okay. What do you mean by connecting with the people?
199. K: The speaking, yeah.
200. R: Speaking? With who?
201. K: With neighbourhood, with -
202. R: Your neighbours?
203. K: Yeah. When going to any mall or shopping.
204. R: So like everyday interactions?
205. K: Yeah, everyday.
206. R: Okay. What would you like to do in the future?
207. K: Mm, I think maybe I will go to college or university.
208. R: Mm-hm. And does it involve learning English?
209. K: Uh, I think maybe you need academic language first. Because the education of the college [Inaudible].
210. R: Yeah? What about, what about work, then? After you finish school –
211. K: After I finish college or university I [Inaudible]
212. R: Is that your major goal, or?
213. K: Yeah

223. R: And do you think that is going to involve a lot of English, or? What do
224. you think?
225. K: Involve?
226. R: Do you think that is going to have a lot of English in it? The job?
227. K: Yeah, yeah.
228. R: Yeah? Do you have anything else you want to talk to me or mention
229. about your learning of English?
230. K: No, it's everything I think.
231. R: Can you imagine yourself as someone who is able to speak English
232. fluently? Do you think that you can ever see yourself being fluent in the
233. future?
234. K: Some people or?
235. R: You.
236. K: This the future (laughs).
237. R: So you don't think, you don't know if you're ever going to be fluent or
238. native – like while speaking? Is that a *goal* for you? Or is that something
239. you don't really care about?
240. K: No, no, it's my goal, but I don't know the future if I can or not.
241. R: Um, do you feel like by learning English, or if you *don't* learn English,
242. you feel like you'll feel left out in Canada that you won't be a part of the
243. culture or the society? If you don't learn English?
244. K: No, if I know little English, I can [Inaudible].
245. R: Do you think people will respect you more if you learn English? Or it
246. doesn't really matter?
247. K: Yeah, yeah.
248. R: You think so? So, if you know more English, you have more respect?
249. K: Yeah.
250. R: Can you explain why?
251. K: I learn more?
252. R: If you are more fluent, if you know more English, do you think people
253. will respect you more? So like other Canadians? Will they give you more
254. respect for knowing more English or being more fluent?
255. K: Yeah, I think, but not everything for English. Yeah.
256. R: What do you mean by not everything?
257. K: If I am bad man, not good man, yeah. What they will – English not.
258. R: It doesn't matter at that point? (both laugh)
259. K: Yeah.
260. R: Do you think that other cultures should learn from English, or
261. Canadian culture?
262. K: Who?
263. R: Other cultures. Do you think they should learn from Canadian culture?
264. K: Yeah, better because they are living here.
265. R: Can you explain why?
266. K: Because I am living here. My neighbourhood is Canadian, my friend
267. maybe Canadian, in college or school some people Canadian, my teacher.
268. R: Do you think that the culture like back home, do you think they should

269. be more like Canadians? Or do you think they should be -
270. K: No, just I will learn. I will see. If I like I will.
271. R: Do you study English to avoid having a hard life in Canada?
272. K: A hard life?
273. R: Yeah, so to make sure that you don't have a hard life, is that why you
274. are learning English, too?
275. K: No, no, no. Just for life and for connecting. Because it's here I can
276. work anything.
277. R: Right. Okay. Do you think that if you don't learn English, you will still
278. be happy living here? Or do you think you have to learn English to be
279. happy?
280. K: If I stop learn? Not learn more?
281. R: Yeah.
282. K: No, I'm not happy. Because maybe after my son he's coming more me.
283. I not understand for him, I will need to help him for something. Yes.
284. R: So your kids are probably more important than?
285. K: Yes. I have to learn.
286. R: Okay, and do you think you need to learn English to support your
287. family?
288. K: Yeah.
289. R: Is that one of your other goals for learning English? Or is it...
290. K: Yes, this another goal also. Yeah.
291. R: How important is that to you?
292. K: Important, very important, but not same for my job, or..
293. R: Okay. All right. Thank you very much for doing this interview with
294. me.

END OF INTERVIEW

Appendix H

Interview 4 transcript

Interview #4 (Participant # 62): Hasan (pseudonym)

R = Researcher, **H** = Participant Pseudonym

1. **R:** Can you tell me a little about yourself first?
2. **H:** I'm from Syria.
3. **R:** Okay.
4. **H:** I move to Lebanon in, in 2013.
5. **R:** Okay.
6. **H:** And I live in Lebanon about four years.
7. **R:** Mm-hm.
8. **H:** And in 2017 we are came to Canada.
9. **R:** Okay, good. All right. Um, how long have you been in the WLT program for?
10. **With LUNGE (pseudonym)?**
11. **H:** Yeah, LUNGE.
12. **R:** Yeah, how long have you been in that program?
13. **H:** Less two years.
14. **R:** Two years? Less than two years?
15. **H:** Less!
16. **R:** Okay, um, and are you currently working? Are you employed?
17. **H:** Yeah, I'm working.
18. **R:** Yeah? Where are you working?
19. **H:** In Mino (pseudonym) Printing and Embroidery.
20. **R:** Okay, okay. So how long have you been studying English for?
21. **H:** Two years.
22. **R:** Two years? And that's when you started here?
23. **H:** Yeah.
24. **R:** Okay. And why did you start learning English? What's your main reason?
25. **H:** It's okay to learn language, because it is your success in this country.
26. **R:** Mm-hm.
27. **H:** It's important to learning language the people.
28. **R:** Mm-hm.
29. **H:** Your - it's easier to do for that connection between me and the other people,
30. between me and anyone. You cannot speak English, you cannot do anything.
31. **R:** Right.
32. **H:** For example, if I need to order printing [Inaudible], I can say "excuse can, can
33. – I'm" – and she's, she want to know what I want to say.
34. **R:** Yeah.
35. **H:** I'm, I need to help myself, and then to help my family.
36. **R:** Mhm
37. **H:** And what happened when we arrive to Canada, we have volunteer and we

- 38.** have sponsor.
39. R: Mhm
40. H: and the sponsor support us one year. And then we are, I want to depend in
41. myself. I success, my family success for me. That's it.
42. R: Okay. Have you learned English before coming to Canada?
43. H: No.
44. R: No?
45. H: In Syria I knew alphabet and some words, hi, [Inaudible].
46. R: So, you didn't learn it in school before you came, right?
47. H: *shakes head no*
48. R: Okay. Um, how successful do you think you've been while learning English?
49. How successful do you think you've been while learning English?
50. H: What you mean?
51. R: Successful. Like do you think, um, that when you use English, you don't, like
52. people understand you, or you're not really failing when you're using English.
53. H: Yeah.
54. R: You don't make mistakes, or do you feel like you're successful?
55. H: Sometimes. Okay, the problem with us in speak English, the accent and also
56. the voice. English, it's not like my language. It's language voices. And Arabic
57. language letters. And for example, J-O-B, 'jobe', but this is wrong. You want to
58. say 'job'. And more mistakes, I do more mistakes, but still slowly I think I will be
59. success.
60. R: Yeah? Okay. Um, how often do you use English in your daily life? Every day,
61. how often?
62. H: About maybe 12 hour?
63. R: Okay, so all the time?
64. H: All the time.
65. R: Yeah? Okay. Um, have you tried learning other languages before, or just
66. English?
67. H: Yeah, uh, I'm tried to learn Hebrew.
68. R: Okay.
69. H: And I learn and I can speak and some words, but because I'm maybe 30 years
70. ago I'm never use this language. I forgot some, but I refresh my memory I can
71. [Inaudible].
72. R: Okay, good. Why Hebrew?
73. H: Because, you know, I'm in Syria and Israel is close to us, and my friend he
74. was teacher in the university, and he was speak Hebrew. And I'm talk with him
75. about this language and he says it's easy if you want to learn and he start to teach
76. me some words. And day after day, he start to listening me some [Inaudible],
77. some program, some news.
78. R: Mhm
79. H: And two years I can start- I can speak, I can understand, I can do, I can write.
80. But now, I'm okay, not like English.
81. R: Um, how do you feel towards learning English? How do you feel when you're
82. learning English and that process of learning?
83. H: You know especially for adult it's not easy like my daughter. Now sometimes

84. if and I want to visit us in person and I want to speak, my little daughter, I have
 85. two daughters now with me and two married.
 86. R: Okay, so you have 4 kids?
 87. H: I have 4 daughters, yeah.
 88. R: 4 daughters, okay.
 89. H: And last one, sometimes I'm talk with the visitor she says 'Dad, this is wrong'.
 90. R: How old is she?
 91. H: 7 years.
 92. R: She's 7, okay.
 93. H: Yeah, she says 'you cannot say he is because *she is*', 'you cannot say this, you
 94. want to say this'. She, all the time, she is correct. It's okay, it makes me happy,
 95. but it's give me, uh, like it give me goal to growing more, learn more.
 96. R: Yeah.
 97. H: To make practice. I, I have maybe four, five friends on Facebook they are help
 98. me, but now I am go to the school, two days every week.
 99. R: Okay.
 100. H: And also I'm speak with new person. New person I saw him
 101. [Inaudible]. And he can apply to [Inaudible]. Maybe, for example, driver
 102. in the bus, the neighbourhood in the [Inaudible]. Yeah, any person who
 103. can want to [Inaudible].
 104. R: Right.
 105. H: But the big problem in Canada it's more accent because this country
 106. multicultural. Yeah, this is [Inaudible].
 107. R: Yeah. Okay. Where are you learning English right now?
 108. H: In Percy (pseudonym) school.
 109. R: Oh, okay. And it's twice a week?
 110. H: Yeah.
 111. R: What level is it? What level are you in?
 112. H: 5.
 113. R: 5? Okay. Um, alright. So, we're just going to move on to a different
 114. type of question. Um, Do you find learning English useful?
 115. H: (nods)
 116. R: Yeah? Can you give me some examples?
 117. H: Okay. When I'm arrive to Canada, I went with my sponsor to the bank,
 118. and the employee asked me and I can understand it and I answer. And
 119. we say we want to [Inaudible] for you. And this is [Inaudible]. Now I want
 120. to do anything in the bank, I can went to the bank alone and I can talk
 121. with the employee. I have [Inaudible]. And if I found any problem, I can
 122. talk in the phone, I can talk with people, if you speak fast I can say 'please
 123. slow down', and 'my problem is XXX' and he say 'okay, your solution is
 124. XXX'.
 125. R: Yeah. Okay.
 126. H: This is example. Is this enough or?
 127. R: No, this is good. This is good. Um, does it make you feel frustrated or
 128. accomplished when you're learning English?
 129. H: Mhm.

130. R: Do you feel frustrated when you're learning English? Or
 131. accomplished? So, you feel good about it when you're learning English?
 132. H: Good, good.
 133. R: Good? Okay. Do you have an idea of how you want to be while using
 134. English? So, what is your main goal for English, learning English, using
 135. English? What is your main goal?
 136. H: Okay, let me understand the question. You say what's my goal I
 137. understand English or I talk English? I can speak English, or what's my
 138. goal if I can speak English 100%?
 139. R: Yeah.
 140. H: Uh, I'm not sure if I can go 100%. Maybe 90. I hope 100, but it's not
 141. possible for...54 years like me.
 142. R: Mhm.
 143. H: But it's make me, it's...I forget exactly the word, but it's make me
 144. trust myself. It make me comfortable. I can do it, I can -. Your if I, you
 145. know, for example, when before I want to go to new address, most time
 146. I'm read the trip need maybe 30 minutes, I leave my home before 3 hours
 147. because I'm sure myself I'm lose.
 148. R: Oh, okay.
 149. H: And I want to try to find the address and I'm lose again. But now, I'm
 150. leave my home before the appointment just I need the time the trip, and
 151. I'm arrive. But, I'm confused a little bit between the restaurant and the
 152. basement next to massage, and here. I'm ask lady 'excuse me, is this
 153. address here?'. She say 'I'm not sure, but you can ask.' I ask this lady in
 154. the restaurant 'This right, this address?'. She say 'yes'. This make me, I
 155. think this make me happy because I can do, I can depend myself. Yeah,
 156. but the big problem sometimes I need more time to keep one or two
 157. words because it not easy. We are not able. Our memory not clear
 158. enough like the people, but I'm courage myself all the time. I can do - if I
 159. want I can do. I can do, I can success.
 160. R: Yeah.
 161. H: Because you know most people smoking, and it's not easy to quit
 162. smoking and for me I'm quit three years ago when I'm arrive to Canada. I
 163. can do. If I can quit smoke, I can do. Just need to, any person, you need
 164. the possibility and, if you want to have to the goal and do it.
 165. R: Okay, good. Mm, can you tell me about your goals for learning
 166. English?
 167. H: If, uh, I can learn more the long words like circumstances, situation,
 168. unfortunately. Like this word, and hard words. I'm looking to go to the
 169. university.
 170. R: Okay. That's your goal? It's to go to school?
 171. H: Yeah.
 172. R: Okay. Did you get to go school back in, back home? Or no?
 173. H: No.
 174. R: No? Good. It's a nice goal. Okay. Um, so the reason, what's the main
 175. reason you're learning English? The number one reason? To be

176. independent? Well, you don't need a job because you have a job, right?...
177. H: Yeah I have job, but...
178. R: What's the main reason?
179. H: It's make me, it gives me more confidence, and it's easier for the
180. communicating with me and the other people, between me and the
181. [Inaudible] in Canada, also in email, printing with the embroidery
182. company, calling bank, rent, cars, insurance, all this company. I need with
183. any meeting somebody to help me. This problem for me. Maybe
184. sometimes if I'm ask him to help me, maybe sometimes you are okay, but
185. sometimes you are busy. And finally I need to depend on myself.
186. R: Yeah.
187. H: This is the goal. This is the reason.
188. R: So, do you think that reason makes a difference in how much you learn
189. English and the effort or motivation to learn English?
190. H: Yeah.
191. R: Yeah? Can you explain that a little bit more? Why do you think that?
192. H: Uh...can you explain to me more?
193. R: So, the reason you're learning English?
194. H: Yeah
195. R: You explained it, right? Why do you think that that reason makes a
196. difference of how much you want to learn English?
197. H: Yeah. It's give me reason to learn more and keep more words.
198. Sometimes if I'm want to [Inaudible] the company for my support, and
199. the employee use more work, it's difficult. When I'm finish the
200. [Inaudible] I'm back to my home and sit alone and open, sometimes open
201. YouTube, sometimes media, sometimes, what exactly the word, this
202. word, the word used for this kind.
203. R: Right.
204. H: If I want to go to the bank, I'm want to talk about the maybe the
205. mortgage, and what I want to use. And, I'm ready to [Inaudible] and keep
206. it, just maybe I'm make mistakes in the grammar, but finally I'm arrive
207. my goal with this one. That's it.
208. R: Yeah? Okay, good. Do you think you might lose opportunities if you
209. don't learn English, or be at risk of anything if you don't learn English?
210. H: Hm?
211. R: Do you think you're going to lose opportunities if you don't learn
212. English? Or be at risk of anything?
213. H: I think so.
214. R: Mhm? Can you explain that?
215. H: Now, I'm work printing and embroidery, and if coming back and he
216. ask about anything, and I cannot understand. Uh, in this situation I'm like
217. machine, just I'm take the information and do it.
218. R: Mhm.
219. H: But, if I understand, I can take the information, I can do, I can discuss
220. maybe this is wrong, this is right? This is easier for me to do.
221. R: Right.

222. H: And if the client come and he ask me printing, I can understand what
 223. he want, and I can tell him maybe this is a little bit works and he can look
 224. – is it easier, is it good, is it bad?
225. R: Okay. So, we're going to move to different questions now. Does
 226. learning English make you feel more Canadian?
227. H: Like culture or?
228. R: Anything, culture or customs, or...
229. H: Actually, I'm from middle east and I like my roots, and I like my
 230. culture, and it's [Inaudible]. This is me. It's good to be Canadian citizen,
 231. but Canadians they're so - I cannot move my past. I'm Syrian and I want
 232. to stay Syrian, now and forever.
233. R: Yeah, that's good. So, can you tell me about your experience using
 234. English while living here? Successful, unsuccessful experiences.
235. H: When we arrive to Canada in the airport my sponsor was waiting for
 236. us, and I have 10 families sponsors.
237. R: Okay.
238. H: This family meeting and they are talk and I'm like a little baby, even
 239. don't understand anything. They talk about blah blah blah, and me, my
 240. wife, my daughters, we don't understand anything.
241. R: Yeah?
242. H: In 13 October it was my birthday, and first sponsors come share with
 243. me the celebrate and they are sit and they talk about my situation, my
 244. work, election with Canada and I support this part or this part. And
 245. before they are leave, one friend says 'you remember yourself when you
 246. arrived to Canada, you cannot talk anyone, you cannot say anything? Do
 247. you [Inaudible] now?' I say 'Yeah, absolutely.' If you compare between
 248. the last and now [Inaudible]. [Inaudible] you say I'm good. I'm a father, I
 249. have family. I'm want to save this family. My success is success to all my
 250. family.
251. R: Yeah. So, what do you want to in the future, and does it involved using
 252. English or learning English?
253. H: Except the teaching, the education, I want to do my business, this is
 254. for me, because now I'm work in the company and it's good, but why? If I
 255. can do something for me and this country can support me, can help me,
 256. the government, people. And this give me more [Inaudible].
257. R: What kind of business do you want to open?
258. H: Like embroidery and printing.
259. R: Okay. And do you have experience with that when you were back
 260. home?
261. H: Yeah.
262. R: Oh, okay.
-
- Part cut out due to sensitive topic/ethics**
263. R: How did you get the job you're in now? LUNGE help you with that,
 264. or...?
265. H: No.
266. R: No? Okay. Can you explain that process?

267. H: When I'm arrived one sponsor he had store Tim Hortons and he asked
 268. me if I want to work in Tim Hortons. I tell him 'why not?', and I'm start
 269. the work in Tim Hortons two days in the week. This is first. He said 'this
 270. would be good experience about Canada and it will teach you some
 271. words in English. And you don't need to talk with the people, you are the
 272. baker.'
273. R: Okay.
274. H: And, I'm work one year. After one year, the work in Tim Hortons is
 275. easy, but full time it's not easy, it's hard time, and I cannot continue and
 276. I'm leave. One week, I went to the Ontario Works and I book a time with
 277. Ontario Work. My sponsor's mother come with us and she asks me 'what
 278. is your job in Syria?'. I say 'embroidery'. She says 'my friend he has a
 279. place to work for embroidery. I want to ask him if he will employ you.'
 280. And send email for him. Now, I'm leave the place, but my daughter she is
 281. the manager in the...yeah.
282. R: Oh, okay.
283. H: And I'm want to her ask her, and when she asked her daughter [she
 284. said], 'my daughter say yes, we have work for him part time. And, but we
 285. were before we want to meet him and we want to test him if he know.'
286. R: Yeah.
287. H: The lady asked me if I agree, I say 'yes, okay'. Next week, we went to
 288. the place and the manager says 'we want to, I want to show you the
 289. machine and we want you to do the exam'. When I saw the machines, I'm
 290. tell her 'this is from Korea, and this is from Japan, this is old one, and this
 291. is from Japan also, but this is new a little bit'.
292. R: So you knew all the machines?
293. H: Yeah, I know all the machines. And she say 'okay, you can come and
 294. work on Monday'. And the lady asked her 'you don't want to test him?'.
 295. She say 'we have, like, play cards, and he just put the joker because he
 296. gave me information, nobody can talk like him. And the next week I'm
 297. went inside the work and they are send message to the lady 'Hasan is a
 298. good worker, he has experience, he knows his work, he's position, and
 299. we love him'. The next week, she is ask me 'do you have another job?', I
 300. say 'no', she says 'would you like to work full time?', I say 'yes', she say
 301. 'okay, you can start tomorrow, full time'. I'm start full time, I'm work,
 302. I'm happy.
303. R: How long have you been there for? How long have you been there for,
 304. at the embroidery place?
305. H: Two [Inaudible]
306. R: Two years now?
307. H: Two weeks!
308. R: Ah, two weeks.
309. H: Two years in Canada. You know, the work in this place, it make me
 310. happy because the manager and her husband and all the employees is
 311. nice people. We are like family, all the time joke. It's make me, it's give
 312. me courage. And, if I need any help, if I'm ask him anything, any

313. problem, if I need anything. For example, I need order few things from
 314. Amazon, and he says 'let me help you, you can use my Visa'. And they
 315. are order for me, and when they arrive I can pay for him. If I have problem
 316. with any agency, with the government, not mean problem, but if I'm
 317. received message and I cannot do, I cannot know what I can do, they are
 318. help me. If I need to, and you know, the conversation between be and you
 319. face-to-face is easier from the phone, because now I can ask 'can you
 320. repeat again', and I can look at your lips and I can understand more. But
 321. on the phone, it's difficult.
322. R: Yeah.
323. H: And anybody they are help me, the people nice, and now more people
 324. told me Canada is good country, but not 100%. You can find some people
 325. racit. Is that the word?
326. R: Racist?
327. H: Ah, racist. And right now, I'm never meet anyone like that. Maybe I'm
 328. lucky, maybe this is the true all the people is nice. But now, it's okay.
329. R: Okay, if there anything else you want to talk to me and mention about
 330. your English learning, working, or your experience here?
331. H: You need more?
332. R: If you want to tell me more, you can. It's up to you.
333. H: Sometimes, in the work we are [Inaudible]. You look, the situation for
 334. me, it's not situation – the big problem for me, and I want to talk about
 335. this, I'm not like my daughter. When she talk in English, she is talk
 336. English. For me, I went before to prepare the sentences in Arabic and
 337. translate into English and talk. I knew this is wrong, but this is, maybe, to
 338. me more issues. For example, when we arrived to Canada, you know, I
 339. don't know about your country –
340. R: I'm from Lebanon. I'm born here, but my mom and dad are from
 341. Lebanon.
342. H: Yeah, I don't know if you are understand Arabic.
343. R: A little bit.
344. H: But, our language, the woman and the man, it's different. I want to
 345. say, in English if you want to say *friend* it's *friend*, a woman is *friend*. For
 346. us, *friend* for man, and for women *girlfriend*, but in English *girlfriend* is,
 347. in Canada it's not bad word, but it gives different meaning. And one time,
 348. I'm talk with my friend, she's daily in the work, I'm talk with her and I
 349. don't know about this word exactly until yesterday I was like 'my
 350. girlfriend and meet her'. When I'm talk with her, I see her face, the
 351. emotion is...Time after time, it's change, and she said 'I'm going to ask
 352. you, are you married?', I say 'yes', 'and you have girlfriend?', I say
 353. 'yeah'. She says 'this not good for you', I say 'why?', she says 'because
 354. you are married', 'I know, but my girlfriend was with us and she sit beside
 355. my wife', 'are you sure?', 'yes, I'm sure'. And I don't know and I'm
 356. continue the story, I continue, and finally she said 'you are bad man',
 357. 'why?', 'because any person who is married, he cannot have a girlfriend',
 358. 'okay, just one minute, I think I did something wrong; let me call my

359. friend'. I have friend, he is arrived before me to Canada, one year, and I'm
360. call him. I talk to him in Arabic and he said 'okay, I understand, can you
361. give me her'. And I tell her 'okay, you can talk to my friend, he can
362. explain to you'. When he explain to her, she is laughing and laughing, and
363. he says don't tell any person I have a girlfriend, because *girlfriend* in
364. Canada, it has different meaning, but in our language, in our culture,
365. different. *Girlfriend* like, for example, for you, for me if I say in Arabic,
366. yeah you are *girl friend*, and then she understand what I mean. After then,
367. when I'm talk to her about any topic, if I say any bad word, she say 'okay,
368. you mean this?', I say 'yes', 'okay, this is wrong, you want to say, you can
369. say this word'.
370. R: Okay, so she helps you out?
371. H: Yeah, yeah. All the people they are help me, because this is the big
372. problem with the language for me. Because all the time when I'm work, I
373. need to say in Arabic, and then translate.
374. R: Yeah.
375. H: And I'm want to pass this problem, but it's not easy. But, I will try,
376. maybe I need, maybe two three years more.
377. R: That's good. Is there anything else you want to talk about, or is that it?
378. H: That's it.
379. R: Okay, thank you very much.

END OF INTERVIEW

Appendix I

Interview 5 transcript

Interview #5 (Participant # 66): Noor (pseudonym)

R = Researcher, **N** = Participant Pseudonym

1. **R:** Okay, so I guess we'll just start with, um, can you give me a little bit of
2. information about yourself?
3. **N:** Okay. My name is Noor. I came from Syria. Um, I, um, I work in Syria as tv
4. director for almost 23 years and I studied psychology as well. But, when I came
5. here, it was all the situation in Syria. I left everything and I had to start from zero.
6. **R:** Yeah.
7. **N:** So, uh, in my country I just started when I was as a child, I started learning
8. English, but I didn't learn, I learn instead Russian instead of English.
9. **R:** Oh, okay.
10. **N:** So, my English wasn't really good. And, um, when I came I had to, to get
11. accustomed, but it was very, very unuseful because I had to work. Everybody has
12. to do, to work to live because what you get from the, as assistance is nothing.
13. You can get rent, you can even, no-nothing, so I had to, to find a job. Um, as well,
14. the process of, uh, learning English was very, very boring. Yeah, some teachers
15. wasn't clarify enough. And, uh, I prefer to, if it was – I prefer if, I had prefer, or I
16. prefer if it would be in the same time learning English and, uh –
17. **R:** Working?
18. **N:** - training, training on something as a career.
19. **R:** Mhm.
20. **N:** And, uh, you know sometimes some workshops, uh, as a trainer, uh, you can
21. be [Inaudible], and you can get [Inaudible] at the same time [Inaudible]. It will be
22. better than sitting –
23. **R:** In a class?
24. **N:** - all the time in the class, and sometimes we don't get enough English, just, I
25. don't know. I left before two years, before maybe one and a half.
26. **R:** You were in the program for one and a half years?
27. **N:** I learned English one and a half, and then I continued on Youtube for myself.
28. **R:** Okay.
29. **N:** Yeah. And, I studied many things, and I, I tried different kinds of jobs, but I
30. couldn't be able to continue with them.
31. **R:** How long have you been in Canada for?
32. **N:** About eight.
33. **R:** Eight years?
34. **N:** Yeah.
35. **R:** Oh, wow. That's a long time.
36. **N:** Yeah.
37. **R:** And where are you currently working? You said you were working now?

38. N: Now in Refresh (pseudonym)
39. R: In Refresh? Okay.
40. N: Warehouse.
41. R: In the warehouse? Okay, okay.
42. N: It's very hard. I have to wake up at 4, at 4 uh...
43. R: In the morning?
44. N: Yeah.
45. R: Oh, that's early.
46. N: And come back 6:30.
47. R: Oh, wow.
48. N: Yeah, there is no time for anything.
49. R: So, this is your day-off today?
50. N: Yeah.
51. R: Okay. Um, and how long have you been in the WLT program for?
52. N: Maybe two years? But, it's not really useful. I ...
53. R: Right, okay. And how did you get the job you're in now? Was it with LUNGE,
54. or you just applied and you got the job?
55. N: No, not with LUNGE. Just, uh, in Facebook they put the advertisement that
56. they need, because they recently opened in Ottawa.
57. R: Right.
58. N: There wasn't Refresh before.
59. R: Yeah, okay. And how long have you said you were studying English for?
60. N: I studied in the school, one year and a half about. About, not exactly.
61. R: Right, mhm.
62. N: And then I continued by myself, on my own.
63. R: And why did you start when you first started? Why did you start learning
64. English?
65. N: When?
66. R: Why.
67. N: Why?
68. R: Mhm.
69. N: Because I, I have to know English. I live in Canada. How can I live? I, I can't
70. feel affiliation. I can't understand anything without learning English.
71. R: Mhm. Okay. How successful do you think you have been while learning
72. English?
73. N: English?
74. R: Do you feel like you've been successful?
75. N: I should be better. I could be better.
76. R: Mhm.
77. N: But I am an introverter person
78. R: Introverted? Yeah?
79. N: Introverted. And I don't speak much with people. So, I don't practice.
80. R: Yeah.
81. N: I just listen. And when I start to speak I make a lot of mistakes, and I recognize
82. that I do.
83. R: Oh, okay. So, you're a little more self conscious when you're talking, then?

84. N: Yeah.
85. R: So, do you feel like you've been a little bit successful in learning English?
86. N: A little bit.
87. R: Yeah? What factors do you think helped you be successful, or not successful?
88. N: Uh, working...uh watching uh YouTube teachers, like lessons. Working is the
89. most important.
90. R: Mhm.
91. N: Yeah, because in the work it's a real life, you can learn.
92. R: Interacting with other people, right?
93. N: Yeah.
94. R: How often do you use English in your daily life?
95. N: Daily life? Just in work. I don't use it.
96. R: You don't use it very often?
97. N: No. I, um, read one book in English. I finish it.
98. R: Oh, good.
99. N: Yeah. And I didn't have time for more.
100. R: Yeah? What about when you're outside and interacting with other
101. people or when you're at home, do you use English often? Or is it...
102. N: At home, no.
103. R: No?
104. N: My mom is old and she doesn't speak English.
105. R: Okay.
106. N: There is nobody to speak with me. Uh, I don't have friends, uh, in the
107. meaning of the word. But, just in the work, at the work. Sometimes there
108. are, I have to speak [Inaudible].
109. R: Um, and you said you tried learning other languages before, right? You
110. said you learned Russian?
111. N: Yeah.
112. R: So, why did you pick Russian as your first, as the language you wanted
113. to learn?
114. N: Because, um, I had to study psychology in Russia.
115. R: Oh, okay.
116. N: I started, uh, I started learning when I was in, when secondary – I don't
117. know the name.
118. R: High school?
119. N: No, before...
120. R: Elementary school?
121. N: Not elementary. Elementary...
122. R: Middle school?
123. N: When I was 15, 16, something like this.
124. R: So, like middle school I think.
125. N: Middle, middle, yes.
126. R: Okay. How long did you learn it for? How many years did you learn
127. Russian?
128. N: About, uh, when I was in my country it was, uh, 6. In the school it's
129. not, uh, it's not real, but when I traveled to, during [Inaudible], to

130. Moscow and then Prague, I learned. I learned for 2 years.
131. R: Oh, wow.
132. N: Yeah. And then I came [Inaudible].
133. R: Were your experiences learning Russian successful? Was it more
134. successful than learning English? What do you think?
135. N: Uh, Russian is easier than English.
136. R: Oh, okay.
137. N: Yeah. Much easier.
138. R: Okay. Why do you think that?
139. N: Uh, because what you see, you read.
140. R: Right.
141. N: You say. Yeah. Not as English. English there is a lot of confusing
142. words.
143. R: Yeah. Very irregular.
144. N: Yeah. And in English, speaking the language a little bit different from
145. academic or, yeah, but Russian it's not like this. It's the same.
146. R: Oh, it's the same for both?
147. N: Oh, okay, the same for both?
148. N: Yeah, the same. There is no much difference.
149. R: Interesting. Okay, so now I'm going to ask you, how do you feel
150. towards learning English? So, does it make you feel frustrated,
151. accomplished? What does it make you feel when you're learning English?
152. N: Um, I feel very good when – when I learn faster than when I was in the
153. school. Because school very slowly. Just go back without learning
154. anything new.
155. R: Mhm.
156. N: But, when I started learn, uh, in [Inaudible] school, PSW my English
157. got better. And, I also got trained as a security guard, and my English got
158. better.
159. R: Mhm.
160. N: When I, uh, learn something new, I feel good. When I don't get
161. anything new, I feel bad.
162. R: Yeah? Okay. So, do you have an idea of how you would like to become
163. as an English speaker? So, do you want to be fluent or what does that
164. idea of an ideal English speaker look like to you?
165. N: Yeah, I would like to be fluent as a native English. I would like to
166. understand when native English speak because sometimes I don't
167. understand when somebody speaks very fast.
168. R: Yeah.
169. N: I can't understand, and that's really frustration, frustrating. Some of
170. my coworkers speak really fast.
171. R: Okay. So, you wanting to be fluent, do you think that motivates you to
172. learn English more?
173. N: Yeah.
174. R: Yeah? Can you explain? Can you explain that a little bit more?
175. N: My goal is reading books, because I don't feel good if I didn't read.

176. R: Okay.
177. N: I, I want to read books as if I was reading in my mother language. I
178. want to write fluently without mistakes. I want to, to make
179. documentaries.
180. R: Cool.
181. N: Because this is my previous job.
182. R: Mhm.
183. N: I have my idea. I have everything waiting in my head, but my English
184. is not [Inaudible].
185. R: So, can you tell me about your other goals to learn English? So, your
186. first one is to be fluent in reading and speaking and things like that. What
187. about your other goals? Do you have other goals for learning English?
188. N: For learning English?
189. R: Mhm. Or, maybe living here in Canada? What are your goals?
190. N: My goal is to be real Canadian by learn-, by knowing English very
191. well, and get the job which I really want to do. And after [Inaudible]. And,
192. to get my ideas get through, like filmmaking, or, and to –
193. R: What kind of films do you like?
194. N: I, I uh have something for homeless people
195. R: Oh, okay
196. N: Yeah, I want to – some homeless people are searching a job. I met, I
197. met with some of them in the streets, and I talk with them. They really
198. need to work, but they can't because there is no address for him, they
199. can't find – nobody want, nobody accept them as, to work. So, what if,
200. um, all the society involved in making workshops for homeless people.
201. R: Mhm.
202. N: Like wood workshop, maybe hairstyle, anything, anything. There is a
203. lot, a lot of working, and they can learning and get money at the same
204. time. They will be productive, and then if somebody of them doesn't
205. want to work it's her, it's his fault, it's not the society fault. Yeah, and
206. with the workshop, they get a little space to live. This is my idea.
207. R: It's a good plan. Though, it's hard because it's...
208. N: It's hard, but, I don't know. I will make the film, and then we'll see.
209. R: Okay. So, instead of what you would like to do, is there any features or
210. idea of who you think you should be as an English speaker? So, this might
211. be, you know, how Canadians view you as being an immigrant or a
212. refugee or a newcomer. So, do you have an idea of how you think you
213. should be as an English speaker, not how you want to be?
214. N: I should be perfect.
215. R: Yeah? What does that mean, though, to be perfect?
216. N: Perfect in listening and speaking. At least to be productive as I want to
217. be.
218. R: Mhm.
219. N: If I, if my English was really good, I would work in the school because
220. I have psychology, four years psychology.
221. R: Degree?

222. N: Yeah, and maybe I can work at school, but my English, I know exactly
 223. my English...
224. R: It's pretty good from what I'm hearing.
225. N: No, not for learning, not for...
226. R: For teaching?
227. N: Yeah.
228. R: Mhm. Do you think you might lose opportunities if you don't learn
 229. English?
230. N: Yeah, sure.
231. R: Yeah? Can you explain?
232. N: I lost a lot of opportunities because of my English. A lot of works
 233. needs high level of English, and I even didn't apply because I knew - I
 234. know myself. I will not try something I don't know.
235. R: Mhm. What level were you in when you were taking classes?
236. N: I started I was 3, level 3. I think now I'm 6, maybe.
237. R: Yeah. I think about 6, yeah. Right. Okay. Does learning English make
 238. you feel more Canadian?
239. N: Yeah, sure.
240. R: Yeah? Can you explain that? So, what does it mean to feel Canadian?
241. N: Feel Canadian is to involve in all cultures or Canadian culture, to
 242. understand the society and to be involved in the life, Canadian life in
 243. general, everything. Even, you know, recently I was studying in Rio
 244. (pseudonym) college photography and videography, and it was a group,
 245. photography group who were meeting every week and to improve their
 246. skills.
247. R: right
248. N: Yeah, and because of my English, weak English, I was very shy to go
 249. with them. I wanted, I really wanted to go, but I couldn't be able. That's a
 250. big thing for me.
251. R: yeah. So you...
252. N: my English prevents me to do...
253. R: From doing things.?
254. N: To do what I want and to be Canadian.
255. R: Can you tell me about your experience using English while living here?
 256. So how does this make –
257. N: Using?
258. R: Yeah, your experience using English.
259. N: As I told you, I use my English only watching YouTube, and in the
 260. work, at the work. That's everything, I don't use English. And once, I read
 261. a book.
262. R: And that was it?
263. N: Mhm.
264. R: How does that make you feel in how other people view you?
265. N: You have to ask the people. I don't know how they view me.
266. R: Mhm. Do you feel like they might think certain things about you
 267. because of your proficiency level?

268. N: Sometimes, not because my English, but I feel like people gets aback
 269. when they know that I'm Syrian. Yeah, I don't know. I feel that
 270. sometimes.
271. R: You already mentioned this before, but I want you to explain it just a
 272. little bit more. How important do you think learning English is while
 273. living in Canada?
274. N: How learn?
275. R: How important is it to learn English when you're living here.
276. N: Can you please repeat the question?
277. R: So, you said living here in Canada, learning English is very important
 278. to do, right?
279. N: Yeah.
280. R: Can you explain why?
281. N: I told you. Because I need to get a good job, I need to contact people
 282. very well, and I need to be productive in most than one way, in many
 283. ways. I need to help, I need to be involved in society, to feel affiliation.
284. R: Mhm.
285. N: Ah.
286. R: So, are you learning English just for work, or is it for other reasons,
 287. too?
288. N: No, not just for work, for life.
289. R: Mhm. And you think studying English will help you be more
 290. successful or comfortable while living here?
291. N: Yeah, sure.
292. R: And can you explain that?
293. N: When I have to understand something and I can't understand, I feel
 294. frustrated that I'm wasteful. I feel like I live in pressures, pressures?
295. R: Pressure.
296. N: Pressure, yeah. When I fail connecting as well as I want to with others.
 297. And most important, if you get instruction at work and you didn't
 298. understand – because sometimes the manager has been far, because we
 299. are group, he, at least, 70 metres.
300. R: Oh, so when he's far from you?
301. N: Yeah, far. And I cant see his lips, so sometimes I cant understand,
 302. everybody understands from that far away, but I can't. That's really bad, I
 303. don't like this moment.
304. R: Right. So, seeing the lips help?
305. N: Yes, yes.
306. R: Okay. So, what kinds of things does English help you with? You can
 307. give me a list or examples.
308. N: Reading books, making friendship, involved in events, different events,
 309. getting a job, feel good. Yeah, a lot of things. Everything in the life need
 310. English.
311. R: Is there anything else you wanted to talk about or mention about your
 312. learning English, or your goals for living here?
313. N: No, just as I said before, I want to, I would like to change the system,

314. learning system for newcomers. Because, maybe sometimes if a family
315. here in Canada and everybody get a little bit assistance, they all will, can
316. live together good. But, when single person live alone he can't do
317. anything with this assistance, so if those people learn something with
318. English, the English will be useful and they will learn something to work.
319. R: Mhm, yeah. It's very hard when you're living by yourself here.
320. N: Yeah, because you have to rent, you can't rent, how can live without
321. rent, place to live?
322. R: Yeah.
323. N: And I'm very, very, all my life I was depend? Dependent?
324. R: Dependent?
325. N: Dependent. I can't live with others.
326. R: Oh, you're very independent?
327. N: Independent.
328. R: Okay.
329. N: Sorry.
330. R: It's okay.
331. N: Yeah. I can't live with others. That's keep, I prefer to be alone with
332. [Inaudible]. And then I was in Syria, I spent all my life dreaming of my
333. house, which I will build by myself, what I will do. And then when I did
334. that, the war started, yeah, and I left everything.
335. R: Maybe you can do that here?
336. N: Yeah, I will do.
337. R: You want to make your own house?
338. N: Yeah, I will do.
339. R: By yourself?
340. N: Not by myself. In Syria, you know, by yourself I mean you buy the
341. house for only, without anything.
342. R: Like it's empty?
343. N: Without design. No, no. Only the –
344. R: The skeleton, like the...
345. N: Yes, yeah, and hire people to tell them I want to do that, I want to do
346. the kitchen here, I want to make it as you want.
347. R: Right.
348. N: But here, I don't know if possible to do that.
349. R: I think it's expensive.
350. N: Yeah?
351. R: I think so (laughs).
352. N: Okay (laughs).
353. R: Okay, I think that's everything I wanted to ask you, so thank you.
354. N: Thank you.

END OF INTERVIEW

Appendix J

Additional language coded in the interviews

Table 11

Sample of NVivo Classifications

Theme	Group	Example
<i>1. ought-to L2 self</i>	ESL	<p>Sarah: Appendix E</p> <ul style="list-style-type: none"> • Here, it's a Canadian country, I have to speak their language because they can't speak mine. Very important to speak same Canadian. (Line 107-108) • I have to exert effort, and no it's the opposite, the reason doesn't matter, it's not, because I am living in their country and I have to speak their language (Line 140-142) • And when I read mail or anything that comes in my mailbox, when I read it, I understand what it says. And insurance, and everything (Line 133-134) <p>Ahmed: Appendix F</p> <ul style="list-style-type: none"> • First reason because I want to serve this community (Line 326-327) • Why I do not serve this country? I must have it from my heart, and nobody pressure and to give them at least something because as soon as I came here I have a PR (permanent residence) and after three years I will be a citizen. I must be thanks these people to give me this opportunity (Line 150-154) • First, to read the news. I read it in Arabic and English (laughs), to understand it more I read it sometimes in Arabic. And also help me to solve all my problems, problems what means, if I want to go to grocery, airport as I told you, then it will be easy for me to tell, I can read. How can I came to your university and meeting you. If I don't know English it will be more difficult for me (Line 188-193)

Theme	Group	Example
		<ul style="list-style-type: none"> • You must know, we must know at least how to deal with the people. If I don't know, I will ask them what you mean. I ask also my kids, because they educated here in Canada, 2 of them (Line 136-139) • Why? Because, first I like, and also really I want to show my kids because all of them educated and my wife as well. (laughs) I don't want her to be more educated than me. Especially because she take care about them when they are kids, she teach them, she solve. Only I'm solve the mathematics issues for them, but she takes care about them, and she's cooking. And also to show my kids' sons, grandson and granddaughters, I'm sending them that "Oh, you see. I took for example 23 from 25" (grades from ESL class). The good ones I am sending, but the bad ones I am keeping. (laughs) (Line 207-215) • And if it is not my country, it will be for my kids and their kids (Line 349-350)
WLT	Khalid: Appendix G	<ul style="list-style-type: none"> • More for job I think. For the life, yeah (Line 104) • I think it is very important because everything here is English, all people speak English and French. It's more English, yeah (Line 154-155) • Help for speaking with people anywhere in the globe they speak English (Line 183-184) • No, I'm not happy. Because maybe after my son he's coming more me. I not understand for him, I will need to help him for something. Yes (Line 282-283) • And because, uh, the English is international language and can speak to any people. Yeah (Line 51-52)
	Hasan: Appendix H	<ul style="list-style-type: none"> • I'm, I need to help myself, and then to help my family. (Line 35)
	Noor: Appendix I	<ul style="list-style-type: none"> • When I have to understand something and I can't understand, I feel frustrated that I'm wasteful. I

Theme	Group	Example
		<p>feel like I live in pressures, pressures? (Line 293-294)</p> <ul style="list-style-type: none"> • I need to contact people very well, and I need to be productive in most than one way, in many ways. I need to help, I need to be involved in society, to feel affiliation (Line 281-283) • Because I, I have to know English. I live in Canada. How can I live? (Line 69) • So, my English wasn't really good. And, um, when I came I had to, to get accustomed, but it was very, very unuseful because I had to work. Everybody has to do, to work to live because what you get from the, as assistance is nothing. You can get rent, you can even, no-nothing, so I had to, to find a job. Um, as well, the process of, uh, learning English was very, very boring. Yeah, some teachers wasn't clarify enough. And, uh, I prefer to, if it was – I prefer if, I had prefer, or I prefer if it would be in the same time learning English and, uh – (Line 10-16) <p>R: Working? (Line 17)</p> <p>N: - training, training on something as a career. (Line 18)</p> <ul style="list-style-type: none"> • I can't understand, and that's really frustration, frustrating. Some of my coworkers speak really fast (Line 169-170)
<i>2. prevention</i>	ESL	<p>Sarah: Appendix E</p> <ul style="list-style-type: none"> • I want to get a job when I learning English perfect (Line 11-12) • After finish school, I want, my dream get a job. In my country, I work (Line 54) • Comfortable, yes. Although I have little English, but I feel that I can talk, like I have some words to say (Line 97-98) <p>Ahmed: Appendix F</p> <ul style="list-style-type: none"> • Yes, yeah. If I want to work in future, if I plan to work, if I get this horticulture and I then feel that I will work, why not? (Line 177-178) • No, I have to know. If I don't know, I told you, I will be upset how all the people are speaking English I am in the house, I am idle. I know nothing. I feel that I'm, I like to go to my home. I guess (Line 184-186)

Theme	Group	Example
	WLT	<p>Khalid: Appendix G</p> <ul style="list-style-type: none"> • It help me get a more, a good job, yeah, in the future (Line 190) <p>Hasan: Appendix H</p> <ul style="list-style-type: none"> • It's okay to learn language, because it is your success in this country (Line 25) • Yeah, yeah. All the people they are help me because this is the big problem with the language for me. Because all the time when I'm work, I need to say in Arabic, and then translate. (Line 171-173) • Yeah. It's give me reason to learn more and keep more words. Sometimes if I'm want to [Inaudible] the company for my support, and the employee use more work, it's difficult. When I'm finish the [Inaudible] I'm back to my home and sit alone and open, sometimes open YouTube, sometimes media, sometimes, what exactly the word, this word, the word used for this kind. (Line 197-202) <p>Noor: Appendix I</p> <ul style="list-style-type: none"> • Yeah, because in the work, it's a real life, you can learn (Line 91) • Because I need to get a good job (Line 181) • I lost a lot of opportunities because of my English. A lot of works needs high level of English, and I even didn't apply because I knew - I know myself. I will not try something I don't know (Line 232-234) • Yeah, and because of my English, weak English, I was very shy to go with them. I wanted, I really wanted to go, but I couldn't be able. That's a big thing for me (Line 248-250)
<i>3. ideal and Canadian L2 self and integrativeness</i>	ESL	<p>Sarah: Appendix E</p> <ul style="list-style-type: none"> • Because I want to talk with people, Canadian people (Line 11) • No, I just have an idea of how I see myself. I see myself like if I learn English it will give me energy, make me feel strong (Line 73-74) • I want to feel this way. I feel like I am living in my country, in my home. Like, they understand me and I understand them (Line 65-67) • Now, when I walk around here, for example, and I talk with them, I feel like I am Canadian, because I speak their language (Line 88-89)

Theme	Group	Example
		<p>R: Okay, so you think learning English and being Canadian are, like, the same? (Line 90)</p> <p>S: Yes, yes. (Line 91)</p> <p>Ahmed: Appendix F</p> <ul style="list-style-type: none"> • I became crazy, because in that time only I'm study maybe 10-15 minutes, but now I'm stay up to 11 also working on internet. And then they are "oh daddy come, you told us...[Inaudible]". I told them I will be professor if I'm study everyday, three, four hours. We joke sometimes, yeah (laughs). (Line 220-224) • No, I want myself to be something, because I want to be an agriculture, I must get more information about this because I like this field (Line 80-81) • Yeah. One of the reason also I'm going volunteer to learn what they, how they speak (Line 323-324) • Yes. As I told you, in the class, teacher learn us some expressions in English here or they are used, maybe I'm not remember all of them, but in time I will remember, and also I will be one of them in society. (Line 114-116)
WLT		<p>Khalid: Appendix G</p> <ul style="list-style-type: none"> • Maybe I will have more friends from Canadian people. Yeah, maybe I'm coming after I'm learn from him (Line 128-129)
		<p>Hasan: Appendix H</p> <ul style="list-style-type: none"> • Sometimes. Okay, the problem with us in speak English, the accent and also the voice. English, it's not like my language. It's language voices. And Arabic language letters. And for example, J-O-B, 'jobe', but this is wrong. You want to say 'job'. And more mistakes, I do more mistakes, but still slowly I think I will be success (Line 55-59) • It's important to learning language the people. (Line 27)
		<p>Noor: Appendix I</p> <ul style="list-style-type: none"> • Yeah, I would like to be fluent as a native English. I would like to understand when native English speak because sometimes I don't understand when somebody speaks very fast. (Line 165-167) • I, I can't feel affiliation. I can't understand anything without learning English. (Line 69-70)

Theme	Group	Example
		<ul style="list-style-type: none"> • Feel Canadian is to involve in all cultures or Canadian culture, to understand the society and to be involved in the life, Canadian life in general, everything. Even, you know, recently I was studying in Rio college photography and videography, and it was a group, photography group who were meeting every week and to improve their skills. (Line 241-246) • My English prevents me to do... (Line 252) R: from doing things. (Line 253) N: to do what I want and to be Canadian. (Line 254)
<i>4. general attitudes</i>	ESL	Sarah: Appendix E
		<ul style="list-style-type: none"> • In speaking yes, but not in their culture and not in their tradition (Line 188)
		Ahmed: Appendix F
		<ul style="list-style-type: none"> • Yes. We will teach them and we will learn from them. Yeah. The good ones, why not? If good. Also, we'll teach them. We respect them, then they will respect us. Because I make volunteer with Experimental farm, if it is okay, yeah, and all of them they are very nice. (Line 295-298)
		<ul style="list-style-type: none"> • And also how to deal with them, how customs, habits, this one. (Line 71- 72)
		<ul style="list-style-type: none"> • And how if somebody tells anything about the country, I must know. From east, from coast to coast, or from sea to sea, or from north to...how these 13 provinces are working and like that. Also I got 29 from 30 in that time. (Line 284-287)
		<ul style="list-style-type: none"> • No, I took this course 2015 with Jennifer (pseudonym) as well. She told me this (citizenship test) is not for you, because my age is over, and I told her I don't want to take it because this exam. I want to take it because I want to take it to know the country. (Line 279-282)
WLT	Khalid: Appendix G	
		<ul style="list-style-type: none"> • Because I am living here. My neighbourhood is Canadian, my friend maybe Canadian, in college or school some people Canadian, my teacher. (Line 266-267)

Theme	Group	Example
		<ul style="list-style-type: none"> • R: Do you think that the culture like back home, do you think they should be more like Canadians? Or do you think they should be – (Line 268-269) • K: No, just I will learn. I will see. If I like I will. (Line 270) <p>Hasan: Appendix H</p> <ul style="list-style-type: none"> • Actually, I'm from middle east and I like my roots, and I like my culture, and it's [Inaudible]. This is me. It's good to be Canadian citizen, but Canadians they're so - I cannot move my past. I'm Syrian and I want to stay Syrian, now and forever. (Line 229-232)
		<p>Noor: Appendix I</p> <ul style="list-style-type: none"> • Sometimes, not because my English, but I feel like people gets aback when they know that I'm Syrian. Yeah, I don't know. I feel that sometimes (Line 268-270)
<i>5. promotion</i>	ESL	<p>Sarah: Appendix E</p> <ul style="list-style-type: none"> • No, both. Independent, part of Canada, as if I am one of them (Line 65) • To learn, to finish my learning. To master the English language at the end. (Line 144-145) • When I learn, and when I feel like I'm speaking without struggling, I feel like I'm good at English, I have a skill in English. (Line 51-52) • R: Can you tell me about your experience using English while living here? So, how has this made you feel and how others view you? (Line 92-93) • I: translates English into Arabic/Arabic into English • S: I feel very happy. (Line 95) • No, I would not be happy. Because if someone swears, I wont understand them. I hope I learn. The problem here, they speak so quickly, I have to understand them. (Line 205-207) <p>Ahmed: Appendix F</p> <ul style="list-style-type: none"> • How can I came to your university and meeting you. If I don't know English it will be more difficult for me. And then I cancel the trip to my house, because I follow the instruction and I came within a few minutes, maybe 20 minutes to arrive. And then I saw the sign here, but I asked two, three people how to get here. Some people they

Theme	Group	Example
		<p>know, some even if they are in the university, they don't know, some. But one of them, he showed me in the map. (Line 191-198)</p> <ul style="list-style-type: none"> • ...but the first goal because I want to be Canadian citizen. (Line 87) • Even maybe if my kids, if we help each other, maybe we take one land and plant it according to the Canadian laws. (Line 178-180) • No, no, with love. This is my favourite, nobody, even my kids, and they ask me, this is up to me, nobody will pressure. This is from my - I active (Line 108-110) • This will give me pleasure, not the sad (Line 180)
WLT	Khalid: Appendix G	<ul style="list-style-type: none"> • Maybe in the future I would like to go to college or university. (Line 87) • Mm, I think maybe I will go to college or university. (Line 215)
	Hasan: Appendix H	<ul style="list-style-type: none"> • ...also in email, printing with the embroidery company, calling bank, rent, cars, insurance, all this company. I need with any meeting somebody to help me. This problem for me. Maybe sometimes if I'm ask him to help me, maybe sometimes you are okay, but sometimes you are busy. And finally I need to depend on myself (Line 181-185) • This make me, I think this make me happy because I can do, I can depend myself. Yeah, but the big problem sometimes I need more time to keep one or two words because it not easy. We are not able. Our memory not clear enough like the people, but I'm courage myself all the time (Line 154-158) • If, uh, I can learn more the long words like circumstances, situation, unfortunately. Like this word, and hard words. I'm looking to go to the university. (Line 167-169) • Except the teaching, the education, I want to do my business, this is for me, because now I'm work in the company and it's good, but why? If I can do something for me and this country can support

Theme	Group	Example
		<p>me, can help me, the government, people. And this give me more [Inaudible] (Line 253-256)</p> <ul style="list-style-type: none"> • Two years in Canada. You know, the work in this place, it make me happy because the manager and her husband and all the employees is nice people. We are like family, all the time joke. It's make me, it's give me courage. And, if I need any help, if I'm ask him anything, any problem, if I need anything. (Line 309-313) <p>Noor: Appendix I</p> <ul style="list-style-type: none"> • yeah, because you have to rent, you can't rent, how can live without rent, place to live? (Line 320-321) • R: yeah. (Line 322) • N: and I'm very, very, all my life I was depend? Dependent? (Line 323) • R: dependent? (Line 324) • N: dependent. I can't live with others. (Line 325) • R: oh, you're very independent? (Line 326) • N: independent. (Line 327) • No, just as I said before, I want to, I would like to change the system, learning system for newcomers. Because, maybe sometimes if a family here in Canada and everybody get a little bit assistance, they all will, can live together good. But, when single person live alone he can't do anything with this assistance, so if those people learn something with English, the English will be useful and they will learn something to work. (Line 313-318) • My goal is reading books, because I don't feel good if I didn't read. (Line 175) • Um, I feel very good when I when I learn faster than when I was in the school. Because school very slowly. Just go back without learning anything new. (Line 152-154)