

# What students talk about when they talk about reading\*

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*A study of self-concept in reading in a second or foreign language*

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Signed: 

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\*with apologies to Raymond Carver (1985)

## **Abstract**

The self, the self-concept and identity are contested areas in various domains of enquiry. In cognitive psychology, the self is seen as a powerful explanatory construct. Indeed, in the education context, self-concept has been associated with achievement and motivation, though sociocultural approaches have highlighted the failure of certain schools of thought to take account of contextual and relational self processes. Nonetheless, despite the importance of the concept of self for learning, it has only fairly recently become of significant interest in the field of second or foreign language learning (L2).

This longitudinal study focuses on the nature of, and changes in, students' L2 reading self-concepts. In order to navigate the complexity of the theoretical issues surrounding the self construct, the approach of Rom Harré (1998) was adopted in which the self is seen as a frame for the discourse of personal attributes, reflexive self-beliefs and action. This perspective underpinned a mixed methods approach to enquiry with a group of international students taking a nine-month business pre-masters pathway programme.

Based on the work of Pollard and Filer (1996), a framework for the narrative description of L2 reading self-concept was devised which provided a broad account of self-views of L2 reading, showing how these are linked in important ways to personal histories and the situational context. It was found that perception of competence was the main area of L2 reading self-concept change. Findings also included the importance of competence perceptions and the role of language knowledge in distinguishing L2 reading self-views.

It is hoped that the model of L2 reading self-concept developed will enhance understanding of students' experience of reading and learning through a second or foreign language. This should enable educators to support students more effectively, especially in international education contexts in which students study through another language. Areas for further research into L2 reading self-views in this type of context are suggested.

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## Definitions and abbreviations

ASC – academic self-concept

C1-5 – components in principal component analyses

L1 – first language or mother tongue

L2 – second or foreign language

LSC – learning self-concept

L2RSC – second or foreign language reading self-concept

L2RTV – second or foreign language reading task value

MM – mixed methods research

PCA – principal components analysis

Q#1 – first questionnaire wave, administered at the start of the academic course in October 2009

Q#2 – second questionnaire wave, administered near the end of the academic course in April 2010

SC – self-concept

T1 - the first term of study from September to December 2009

T2 – the second term of study from January to March 2010

T3 – the third term of study from April to June 2010

## Chapter 1 Introduction

The concept of self concerns in a grand sense what it means to be human and social. Theorising the self has entailed philosophical discussion for over 3000 years (Leary & Tangney, 2003), though Kashima and Foddy (2002, p. 185) ascribe the rise of self (and identity) as a “critical issue in contemporary discourse” to historical changes in society from the 15<sup>th</sup> century onwards. However, the self is a much contested notion. For example, Baumeister (1999) asserts that the self is one of the most researched topics in (social) psychology since it is seen as a mechanism which can explain behaviour. Other writers, such as Harré (1998), contend that the self is not a real, causative entity but a discursive category in which people talk about their attributes.

Meanwhile, in the education domain the self-concept, in particular, became important in the 1950s because of its apparent link with educational outcomes and students’ engagement with school (Bong & Skaalvik, 2003; Burns, 1982; Leary & Tangney, 2003; Shavelson, Hubner, & Stanton, 1976). Williams and Burden (1997, p.100) called self-concept an “important inner mediating function in the learning process”. Recently the concept of self has become of interest in foreign language learning, for example in relation to motivation (e.g. Dörnyei & Ushioda, 2009), and in understanding the role and development of the self-concept in foreign language learning processes (Mercer, 2011).

This study focuses on self-concept in reading in a second or foreign language. In fact, it was some time ago that Carol Hosenfeld, in her case studies of reading strategies, mentioned (in passing) the fact that successful readers in a foreign language have “good self-concepts as a reader” and unsuccessful readers have correspondingly poor self-concepts (Hosenfeld, 1984, p. 233). But what exactly is a reading self-concept? What might students’ self-concepts have to tell us about how they deal with the task of reading in a second or foreign language (L2)? What do good and poor L2 reading self-concepts look like and how might they be associated with success? Is the L2 reading self-concept linked with language level? These questions have

particular relevance where educational institutions provide degrees or other courses in which students study through a language other than their own.

## **1.1 Background**

In 2006 I completed a masters dissertation<sup>1</sup> (Walker, 2006) in which the aim was to arrive at a preliminary definition of second or foreign language (L2) reading self-concept and to explore its relationship with L2 reading motivation. In this study, I took a quantitative, cross-sectional approach, using a questionnaire with 200 learners of English for academic purposes. However, while the emerging self-concept factors and their interrelationships made intuitive sense, the quantitative methodology limited the discovery of more dimensions of the L2 reading self-concept beyond those hypothesised. Consequently, while the theory on which the study was based was consistent with a quantitative approach, I wondered whether a different research paradigm might yield further insights. In addition, many writers note that there is a dearth of longitudinal and in-depth work in this area (e.g. Mercer, 2011; Raoofi, Tan & Chan, 2012).

## **1.2 The present study**

The present study builds on the earlier one – which can be seen as a pilot - and delves deeper into some of the issues raised through use of a mixed methods, longitudinal design. My intention was to explore learners' reading self-concepts as they went through an entire academic programme. In particular, I hoped that gaining insights into how students' self-concepts as L2 readers changed over a period of instruction would enable teachers to understand better the process of learning to read and study in another language, and thereby to support students more effectively in working towards success in their studies.

To achieve these aims, 104 students were surveyed near the start (October 2009) and towards the end (April 2010) of their academic course to gain an overview of trends in their reading and learning self-views, and their test scores were collected. In addition, a small sub-group of the students surveyed

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<sup>1</sup> For the degree of MSc in Educational Research at the University of Exeter

were interviewed three times to gain more detailed insights into the development of their L2 reading self-views.

The participants in the study were undertaking a Graduate Diploma in Management and Finance, a 120-credit Level 6<sup>2</sup> course for graduates, at INTO University of Exeter, which is a joint venture enterprise whose business proposition is to provide pathway programmes for international students. The course lasted for an academic year and the students were able to progress to masters degrees at Exeter provided they achieved certain grades in English and business subjects.

The two main substantive questions addressed in this study are:

1. What is the nature and scope of the L2 reading self-concept in an academic learning context?
2. How do L2 reading self-views change as students proceed through an academic course?

In addition, the use of mixed methods entailed a theoretical justification for methodologies often considered incommensurable (Johnson & Onwuegbuzie, 2004; Smith & Heshusius, 1986). This necessarily raised ontological and epistemological issues concerning the self which needed to be resolved for the study. Finally, a question entailed by the methodology adopted was the extent to which qualitative and quantitative data were able to complement each other.

### **1.3 Outline of the dissertation**

In Chapter 2, I review relevant literature, including an exploration of various paradigms of research into the self, and concluding with a summary of Harré's (1998) discursive psychological model of the self which forms the theoretical underpinning of my account. A diagrammatic summary of this model can be found in Appendix A. In addition, I develop a framework for the categorisation of self-views in a learning context based on the work of Pollard

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<sup>2</sup> Framework for Higher Education Qualifications.  
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>

and Filer (1996), leading to a refinement of the research questions, which are given in Appendix B.

In Chapter 3, I give an account of the design of the study, further discussion of the theoretical framework, data collection and analysis strategies and methods, and the ways in which the quantitative and qualitative data sources were integrated. Information on data collection processes and instruments can be found in Appendices C and D. Also in this chapter, specific sub-questions are detailed, and these can also be found in Appendix B.

Chapter 4 presents the quantitative findings, which gave an overview of trends and indicated avenues to follow with the qualitative data. Appendix E contains extra tables and figures relevant to this chapter. In Chapter 5, the interview findings show how investigation at the level of the individual uncovered the voices and details of the lives of participants, which were both informative and fascinating. Appendix F contains summaries of the themes that emerged, while Appendix G gives extracts from the data.

In Chapter 6, I present an overall model (or taxonomy) of the discourse of the L2 reading self-concept in an academic context, based on a comparison and integration of the two types of data. This chapter represents a discussion of the findings in relation to the research questions.

Finally, Chapter 7 summarises my conclusions, and highlights implications for practitioners in the field. In this chapter I also evaluate the study and suggest an agenda for research.

## Chapter 2      Literature review

In this chapter I explore a number of approaches to the study of the self with a view to deriving a theoretical standpoint from which to explore the L2 reading self-concept.

In section 2.1 I provide an overview of a long-standing tradition of literature on the self-concept which underpinned my pilot work, commenting on possible limitations. I also consider ways in which the self and motivation have been linked in the literature, since this will be relevant to my study. In section 2.2 I examine the work of writers who emphasise the importance of cultural context and social interaction in psychological development. In section 2.3 I explore some of the ontological problems that the self as a psychological construct entails. In section 2.4 I attempt to summarise Harré's (1998) discursive psychological approach to the self and the self-concept as it seems able to reconcile the epistemological, ontological and methodological issues raised in sections 2.2 and 2.4, as well as to incorporate many of the themes deemed important in section 2.3.

I conclude with a proposal for a framework derived from Harré's theory and other themes discussed in the chapter. I will use this framework as a basis for analysis and description of second/foreign language reading self-views in an educational setting.

### **2.1 *Cognitive psychological views of the self***

In the cognitive tradition in psychology the self is an important explanatory construct in research into individual differences in human behaviour (Dörnyei, 2009; Leary & Tangney, 2003; Markus & Nurius, 1986). Cross and Markus, for example, call it a "convenient and powerful integrative conceptual framework" (1991, p. 230). There is a very wide range of definitions, models and issues but, though writers might differ in their emphases, there are certain key themes which are usually present: the self concerns the reflexive capacity, or knowledge about, and attitudes to, oneself, and how this knowledge guides

actions (Baumeister, 1999; Leary & Tangney, 2003; Reeve, 2005; Sedikides & Skowronski, 2003).

Enquiry into the self in social psychology started with a focus on self-knowledge or, in other words, the self-concept construct (Foddy & Kashima, 2002). The self-concept (SC) has been seen variously as the “product of personal memories” (Strahan & Wilson, 2006, p. 1); as a set of attitudes towards the self, including cognitive, affective/evaluative and behavioural tendency dimensions (Burns, 1982); or perceptions about the self (Shavelson, Hubner, & Stanton, 1976). An evaluative element, or self-esteem, is taken to be the positive or negative affective reaction to self-evaluation and description of the self (Burns, 1982; Harter, 1999; Higgins, 1987; Wells & Marwell, 1976).

Shavelson, Marsh and others concentrated on the structure and composition of the self-concept. Extensive use was made of questionnaire studies, and techniques of statistical analysis enabled isolation of second or higher order factors, which suggested that the self-concept had a hierarchical structure with a global self-concept at the apex and increasingly specific domains beneath. A division into non-academic and academic self-concepts was proposed by Shavelson et al. (1976), and a further division into mathematical and verbal self-concepts by Marsh, Byrne and Shavelson (1988). Key to this view of self-concept is that it is multi-faceted, reflecting the individual’s categorisation system (e.g. physical attractiveness, intellectual ability etc.), and is essentially stable and hard to change, though with key stages of development (Shavelson et al., 1976).

Self-concept was seen as important in an educational context because of its apparently positive correlation with achievement (Bong & Skaalvik, 2003; Burden, 1999; Burden, 2010; Burns, 1982; J.W. Chapman & Tunmer, 1995; Eccles, Wigfield, Harold, & Blumenfeld, 1993; Marsh, 1993; Marsh et al., 1988; Marsh & Gouvenet, 1989; Wigfield & Karpathian, 1991). Burns concluded his lengthy review of the correlational evidence by saying that the relationship between academic self-concept (ASC) and achievement was “reciprocal”. However, he insists that since “performance can influence self-concept, and...self-concept manipulation can modify performance



levels...educators...would do well to attend more directly...to the self-perceptions of students” (1982, p. 227).

### **2.1.1 Operationalisation of academic self-concept**

In studies of academic self-concept, the focus tends to be on self-perception of competence (Bong & Skaalvik, 2003; Wigfield & Karpathian, 1991) since the academic domain is concerned with achievement, for which ability is seen as central (Covington, 1992; Weiner, 1974). In addition, Chapman and Tunmer (1995), who studied reading self-concept in young children, identified perception of difficulty as a discrete factor. Perception of importance of a domain is measured in some research since it is argued that only in domains deemed important to the individual will success matter (Harter, 1999; Wigfield & Karpathian, 1991). Self-esteem is also considered to be relevant to, or else actually synonymous with, self-concept (Bong & Skaalvik, 2003; Burden, 1998; Burden, 2010; Burns, 1982; Chapman & Tunmer, 1995; Marsh, 1993).

Furthermore some researchers, for example, Marsh and colleagues, include affect towards the domain in question with items about liking, enjoyment, interest and feelings, as in “I dread (subject) class” (Marsh, 1990, p. 110) or “I look forward to (subject)” (Marsh & Gouvernet, 1989, p. 61). This kind of affect has been characterised by Bong and Skaalvik (2003, p. 8) as “students’ affective reactions to the recognized self and its attributes”, and by Byrne as “descriptive” in that these are statements of “self-perception of behaviour” (1996, p. 3). Chapman and Tunmer incorporated domain affect in their operationalisations (Chapman & Tunmer, 1995, 1999; Chapman, Tunmer, & Prochnow, 2000) claiming that the “affective component of reading self-concept...[or] feelings toward and affinity for reading” is “an integral part of self-concept related perceptions” (1995, p. 159). In these writers’ Reading self-concept Scale (1999), the “attitude” sub-scale concerned interest, enjoyment, liking, “feel(ing) good” when reading, and “look(ing) forward to reading”.

Meanwhile, in a separate line of motivational research associated with Wigfield and colleagues (and discussed further below), elements such as interest, enjoyment, and importance are called “task values” and are seen as

functioning differently from self-perceptions of competence or difficulty. Task values are said to influence choice of, and persistence in, activities (Eccles, Wigfield, Harold & Blumenfeld, 1993; Wigfield, 1994; Wigfield & Eccles, 1992).

Although Bong and Skaalvik state that the issue of whether domain affect is actually a part of academic self-concept remains unresolved, they accept that the dominant view of ASC includes “perceptions of competence, self-worth, interest, enjoyment, and intentions” (2003, p. 29). Nonetheless, the whole area is characterized by a degree of fuzziness (Mercer, 2011), and writers struggle to disentangle, for example, self-concept from self-efficacy, description from affect, and highly task-specific self-beliefs from more holistic self-views (Mercer, *ibid.*). Researchers have complained of poor construct validity in self-concept studies because of disagreements over definitions and terminology, and the difficulty of distinguishing the different dimensions operationally (Burden, 1998, 2010; Byrne, 1996).

### **2.1.2 A pilot study: L2 reading self-concept**

In my pilot study (Walker, 2006), I set out to try to achieve a definition of the L2 reading self-concept. The operationalisation of L2 reading self-concept was developed from work by Chapman and Tunmer (1995, 1999). The findings confirmed the presence of Chapman and Tunmer’s three factors (competence, difficulty, affect), and these were positively intercorrelated. This implied that where affect towards a reading task is positive, students should feel more competent and perceive less difficulty; where reading is perceived as difficult, they may feel less competent and have more negative affect; and if students feel competent and perceive low difficulty, their affect towards reading should be more positive.

In the study, I was also interested in how L2 reading self-concept might relate to motivation to read. Self-concept has been associated with academic achievement via motivational processes (Bong & Skaalvik, 2003; Burden, 1998; Chapman et al., 2000; Clement, Dörnyei, & Noels, 1994; Eccles et al., 1993; Harter & Connell, 1984; Marsh, 1993; Wigfield & Karpathian, 1991) and there is a range of concepts in this general area. For example, self-views have been

found to have an association with effort, persistence, engagement, choice, aspirations, help-seeking and opportunity-seeking/avoidance behaviours (Bong & Skaalvik, 2003; Chapman et al., 2000; Eccles et al., 1993; Marsh, 1993; Wigfield & Karpathian, 1991). Furthermore, attribution theory showed a complex relationship between a person's beliefs about the stable or dynamic nature of ability, perceived reasons for success or failure as either internal (ability and effort) or external (e.g. task difficulty and luck), and the impact of these beliefs on the self-concept in relation to expectancy of success at future tasks (Weiner, 1974, 1984, 1992; Williams & Burden, 1997). The expectancy-value motivational paradigm (e.g. Atkinson & Feather, 1966) built these ideas into its model (Bong & Skaalvik, 2003; Marsh, 1993; Weiner, 1974; Wigfield, 1994; Wigfield & Karpathian, 1991). Broadly, in this theory, an individual's decision to act is based on the value of a task in relation to the likelihood of success.

I adopted the expectancy-value motivational framework of Wigfield and colleagues in my pilot study, since it proposed a link between self-views and various types of task value, including domain affect, as illustrated in Figure 2-1.

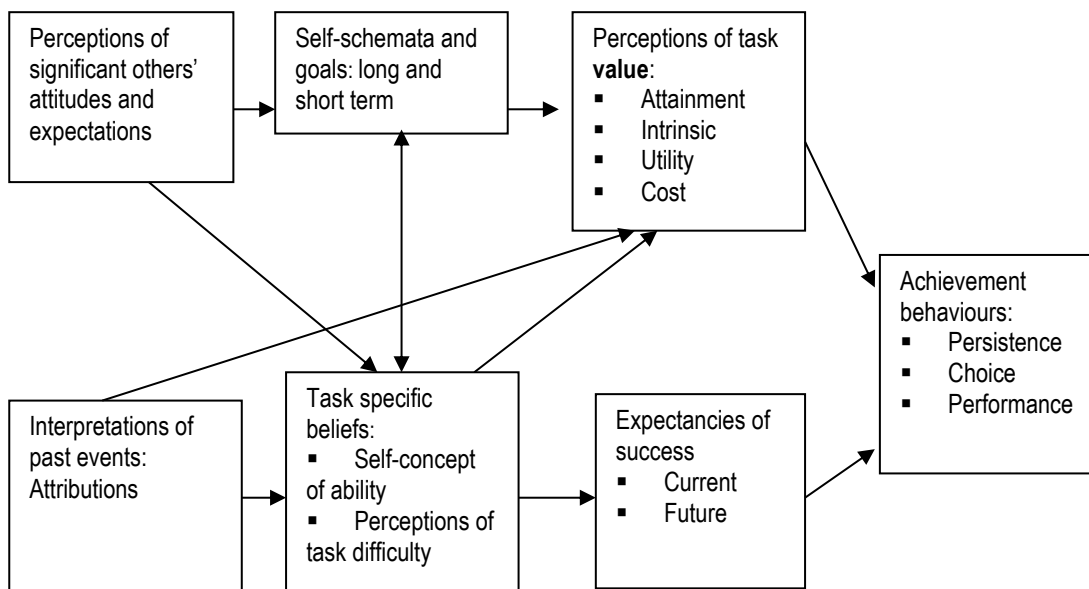


Figure 2-1 Wigfield's (1994) Expectancy-value model of motivation

Types of task value in the model are attainment value (Wigfield & Eccles, 1992) or instrumental importance (Deci, Vallerand, Pelletier, & Ryan, 1991), intrinsic interest/enjoyment (Deci et al., 1991; Ryan, Connell, & Deci, 1985), utility value

for future goals, and associated cost (effort, anxiety, fear of failure, time). The “task specific beliefs” (Wigfield, 1994, p. 51) concern the individual’s self-concept of ability and the perceived difficulty of the tasks in hand, which affect expectations of success at the task. Task values and expectancies of success determine decisions to act, as well as levels of performance and persistence.

In my pilot study I found that domain affect (intrinsic value) was not associated with task value but with perceptions of competence and difficulty, contrary to Wigfield’s model. In addition, the extreme instrumental importance of reading contrasted markedly with lower ratings for affect towards reading and the other subscales. The motivational effects of domain affect and task value in relation to each other and to L2 reading self-concept were thus rather unclear.

### **2.1.3 Limitations**

Much of the dominant work in psychology in at least the first half of the last century concerned intra-individual processes that ignored the social context (Bakhurst & Shanker, 2001; Bruner, 1990; Cole, 1985; Cote & Levine, 2002; Kozulin, 1998; Mischel & Morf, 2003; Pollard & Filer, 1996). Certainly, the self-concept research tradition discussed above has usually approached enquiry using quantitative tools such as questionnaires and statistical analysis, often being limited to cross-sectional studies (Byrne, 1996; Tanti, Stukas, Halloran, & Foddy, 2008). Consequently, these approaches tended to avoid social contextual considerations, focussing instead on issues of internal mental structure and the cognitive processes antecedent to behaviour (Potter, 2006; Smith-Lovin, 2002).

However, this lack of attention to the social origins of the self obscured a view in which “people define themselves using the concepts, terms, values, and ideologies provided by their cultural and social environments” (Cross & Gore, 2003, p. 536). For example, in Wigfield’s (1994) expectancy-value model (Fig 2-1), while it is clear that self-perceptions and motivations are influenced both by other people and experiences, and longer term goals affect self-views, the focus of interest is on intrapsychic self-processes. As Bruner pointed out, such theories do not address the *origin* of the values, which are, clearly, the cultural

elements shared by the community and which “become incorporated into one’s self identity and...locate one in a culture” (1990, p. 29).

Williams and Burden (1997), who take an approach they designate “social constructivist”, acknowledge the insights of cognitive psychology but apply these to a “whole person” approach. For example, in their model of L2 motivation, learners’ self-beliefs are “internal factors” which interact with the external social and cultural context, resulting in multifaceted and individually variable motivational processes. Also in the L2 context, Ushioda (2009, pp. 215, 216 & 220) argues that, if motivation is to be linked to self/identity, then language learners need to be seen as “people who are necessarily located in particular cultural and historical contexts”. Language learning is a “sociocultural and socio-historically situated process” not just a cognitive, psycholinguistic one, and motivation is “emergent from relations between real persons, with particular social identities and the unfolding cultural context of activity”.

To conclude, consideration of the social origins of the self is needed for a fuller understanding of an individual’s self-views in L2 reading.

#### **2.1.4 Other approaches to self and motivation**

In this section, I will summarise two additional bodies of research which have some thematic relevance for this study.

First, the possible self, a concept developed by Markus and colleagues (e.g. Markus & Nurius, 1986), offers another way to conceptualise the impact of self-views on behaviour. Possible selves are “the cognitive manifestation of enduring goals, aspirations, motives, fears, and threats” (op. cit. 1986, p. 1), and may be idealised, desired, hoped for, probable, achievable, expected, ‘ought’ or, importantly, feared. Possible selves have a temporal dimension: they are “semantic,...visual and affective representations of who we were, who we are and who we can become” (Oyserman & Fryberg, 2006, p. 17). They act on motivation by providing imagined and future-oriented incentives (Cross & Markus, 1991; Dörnyei, 2009; Markus & Nurius, *ibid.*). According to some accounts, possible selves are not merely cognitive goals but are fully imagined

and visualised “self-states” (Dörnyei, *ibid.*, p. 16; Markus, 2006; Ruvolo & Markus, 1992).

Miller and Brickman (2004, p. 14) equate the possible self with distal, future-oriented, loosely defined life goals such as “getting an education, striving for a career or a job” which develop in response to the individual’s socio-cultural context. According to these authors, future life goals provide a meaningful context for tasks within several theories of motivation. For example, mastery and performance goals, intrinsic motivation, and achievement motivation approaches (e.g. Wigfield’s (1994) expectancy-value model) make sense only if a task is seen as instrumental to a meaningful life goal.

However, as various writers point out, for the desired, possible self to be realised, to be successful in an enterprise, students need, firstly, to understand what “system of proximal subgoals” (Miller & Brickman, 2004, p. 16) is required, and then to have a clear action plan, suitable guidance, effective and appropriate procedural knowledge, and feedback on their performance (Cross & Markus, 1994; Dörnyei, 2009; Oyserman, Bybee, & Terry, 2006; Pizzolato, 2006; Yowell, 2002). In addition, a well-defined “feared self” can act to galvanise self-regulatory mechanisms which will avoid imagined consequences of failure (Dörnyei, 2005, 2009; Yowell, 2002).

Dörnyei (2009) proposed the possible self as an aspect of L2 motivation. The *L2 ideal possible self* represents the competent user of the L2 we would like to be, subsuming distal instrumental motives, such as usefulness for careers or future aspirations<sup>3</sup>. The *L2 ought-to self* represents the more externalised instrumental motives, such as proximal goals of “getting good grades” (*op. cit.*, p. 28) or avoiding failure in exams, or goals which others may have for us. If, as Dörnyei suggests, the L2 learner views their ideal L2 self as competent in the second language, the L2 reading possible self might provide a context for evaluation of the current L2 reading self (Markus & Nurius, 1986; Cross & Markus, 1991), the discrepancy acting as a motivating force (Higgins, 1987).

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<sup>3</sup> also the traditional L2 motivational ‘integrative’ attitudes towards the L2 community

Secondly, Dweck (2000) and Ames and Archer (1988) explored how goal types, self-views and beliefs about ability interact. In *performance* goals, students work towards positive evaluations by external agents. In *learning*<sup>4</sup> goals the aim is to increase competence through learning new skills and knowledge. Although both goal types are legitimate (Dweck, op. cit., p. 15), performance goals are more likely to lead to a helplessness response in the event of failure, in which individuals simply give up. This is likely to affect those who see ability as unchangeable, such as students who think of themselves as intelligent and who have succeeded previously without trying hard. Maladaptive reactions include suffering “plunging expectations, negative emotions, lower persistence, and deteriorating performance” leading to “negative implications for the self and...students’ ability to use their minds effectively” (Burden, 2010; Dweck, op. cit., pp. 6 & 9).

On the other hand, if ability is seen as incremental (that is, can be improved with practice or hard work), reactions may be adaptive, as associated with a “mastery-orientation” to learning in which people respond to difficulty by making greater efforts, perhaps by inventing techniques to cope. Mastery-oriented students enjoy challenge, increase their efforts in the face of failure or difficulty and remain optimistic that they will succeed. As Dweck states:

*The hallmark of successful individuals is that they love learning, they seek challenges, they value effort and they persist in the face of obstacles.* (2000, p. 1)

### 2.1.5 Key ideas

To conclude this section, important themes are:

- Self-concept is important in an educational context as it seems to be linked with achievement;
- Academic self-concept is inconsistently operationalised, usually including self-perceptions of competence, but also possibly affect (feelings,

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<sup>4</sup> Ames and Archer (1988) actually refer to *learning* goals as *mastery* goals. I have used the term *mastery* to refer to learning goals in the rest of this thesis.

interest, enjoyment), importance, perceptions of difficulty, self–esteem, self-worth, intentions;

- Various writers link self-concept and achievement via motivational processes: these include the expectancy-value motivational paradigm, the notion of the possible self, learning versus mastery goals;
- The quantitative approaches to self-concept described above have certain limitations, not least the lack of account of social contextual processes.

In the next section, I will explore approaches that address the latter issue.

## **2.2 Taking account of social context**

Prior to the emergence of the cognitive psychological tradition, at the start of the twentieth century, early writers on the self, James (1999) and Mead (1934), linked the self with society. According to Mead, the self was a social construct which developed as a result of social experience, and it cannot develop without such experience. Mead distinguished between an *I* self and a *Me* self: the self begins to emerge in childhood as interactions with others enable the child to define itself, such that its *Me* self reflects the institutions and values of society. The *Me* is thus the contents of the self. On the other hand, the *I* is a person's consciousness or cognitive awareness of his/her social *Me*, with executive, creative and reactive functions, and is linked with memory: "It is in memory that the 'I' is constantly present in our experience" (op. cit., p. 174). For Mead, the self appears to be some kind of interior dialogue between the *I* and the *me*.

James' view was similar: the *Me* self takes in body, possessions, and self-reflexion, includes self-esteem, and amounts to an "aggregate of things objectively known". In contrast, the *I* self apprehends the things objectively known and is the "thinker", not the thought. But the *I* is a "stream of consciousness", not a fixed entity or an "unchanging metaphysical entity like the Soul" (1999, p. 77).



It is noticeable that there are certain key themes in the above which have survived in current literature. First, a distinction was made between the *contents* of the self and certain cognitive processes. Also, the self involved memory and language, and was not seen as fixed and unchanging, but was in a continuous, processual state.

In fact, according to Cross and Gore (2003), researchers are now examining how social context impacts on self-processes, for example in areas such as self-presentation, self-promotion or self-esteem maintenance (Baumeister, 1999; Heine, 2003). There are models of the self which aim to take into account the wider collective social context, and the relational (or interpersonal) self (Cote & Levine, 2002; Cross & Gore, *ibid.*; Tanti et al., 2008), and various writers have explored cross-cultural dimensions of self-construal (Cross & Gore, *ibid.*; Kanagawa, Cross & Markus, 2001; Markus & Kitayama, 1991).

### **2.2.1 Sociocultural theory**

The growing acknowledgement of the importance of social processes in psychological models had much to do with the recognition of the magnitude of the work of Lev Vygotsky in Russia in the earlier part of the 20<sup>th</sup> century (Kozulin, 1998, p. 33). For Vygotsky, mental processes were social in origin:

*...humans' psychological nature represents the aggregate of internalised social relations that have become functions for the individual and forms of his/her structure...*

(Vygotsky, 1981, cited in Wertsch, 1985, p. 10).

The collective culture is responsible for the development of an individual's internal psychology, and language is a psychological tool which plays a key role in transmission of this culture and cognitive development (Bruner, 1985). Vygotsky's ideas have become associated with social constructionist/constructivist and symbolic interactionist views, such as can be found in Williams and Burden (1997), Burden (2005) and Pollard and Filer (1996), in which the concepts and symbols of the culture work to structure

thought, and individuals “construct understandings and learn from social interaction which occurs within specific socio-cultural settings” (Pollard & Filer, op. cit., pp. 4-5).

In respect of the self, as Kozulin (1998) notes, Vygotsky believed that development of the personality required the mediation of others: “One may say that only through the other do we become ourselves” (Vygotsky, 1983, p.144, cited by Kozulin, op. cit., p. 64). Kozulin highlights an aspect of Vygotsky’s ideas especially relevant to the self, namely, that of inner speech, which “serves as an interface between culturally sanctioned symbolic systems and the idiosyncratic images and figures of individual thought” (op. cit., p. 42). The individual needs to “translate” intimate thoughts into speech intelligible to others. Consequently, there is a dialogic thought process in which there are two “co-authors” or “two sides of the self” – the public and the private – and, furthermore, “inner speech provides a psychological image of the individual as subject, as the initiator and source of thinking”. This is suggestive of two levels of the self, the intrapersonal and the interpersonal, as well as the duality discussed above, namely the *I* and the *me*, the thinker and the thought.

Another key thinker, Bruner, insisting that psychology cannot be meaning-free, proposed a “cultural psychology” in which culture is constitutive (Bruner, 1990). Culture is the primary force behind behaviour (biology is merely a constraint), and, since “action require[s] for its explication that it be *situated*, that is, be conceived of as continuous with a cultural world” (op. cit. p. 105), cultural psychology is accordingly concerned with “situated action” (op. cit. p. 20). Consequently, an investigation of self is an examination of the practices in which “the meanings of the Self are achieved and put to use” (op. cit., p. 116), as well as understanding how actions are “‘narrativised’ into [one’s] life” (op. cit. p.118) since self is a time-related concept.

Furthermore, Bruner places as much importance on what people say about themselves as what they do (ibid.). Language (text) should be the object of study in any attempt to understand and explain behaviour, since its meaning includes contextual meaning, for example via illocutionary force (as described in the speech act theories of Austin (1975) and Searle (1969)).

## 2.2.2 Pollard and Filer's learning context

Using a range of ethnographic methods for gathering qualitative data<sup>5</sup> over a seven-year period, Pollard and Filer (1996) developed a framework for the analysis of learning in school, underpinned by symbolic interactionist and social constructivist theory, which emphasised the interaction of students' sense of self and identity with meanings in the immediate and wider sociocultural-educational context, as in Figure 2-2 below.

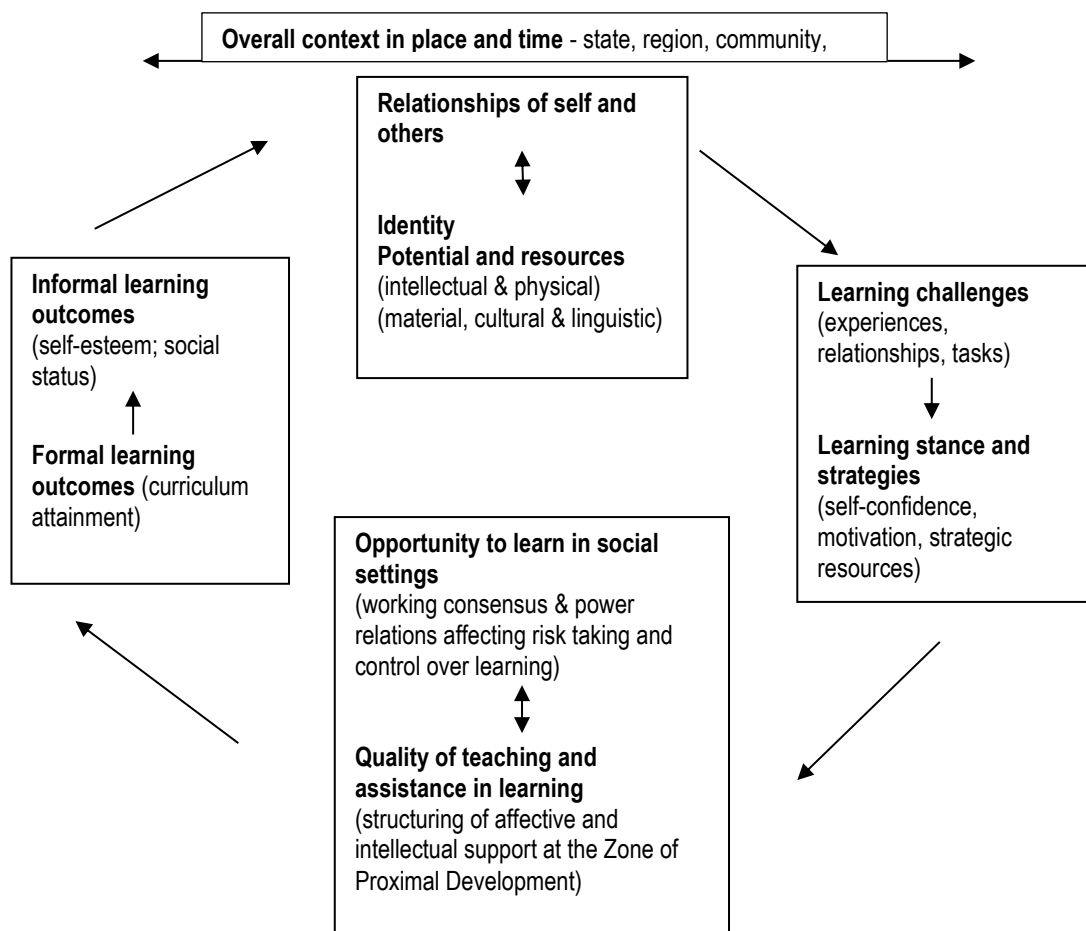


Figure 2-2 Model of learning, identity and social setting (reproduced from Pollard & Filer 1996, p 97)

First, Pollard and Filer place importance on the wider socio-historical-cultural and political context in which learning takes place, arguing that “the social character of different settings... has an important influence on opportunities to learn” (op. cit., p. 91). Furthermore, the authors propose that

<sup>5</sup>Parents: diaries and interviews; children: observation, videos of interviews with individuals and groups, photographs; teachers: interviews, videos, discussions, records, reports; sociometry (Pollard & Filer, 1996)

how students see themselves in terms of their “social identity”, that is, gender, social class, ethnicity and social circumstances, will influence their approach to learning. Aspects of social identity with particular relevance for the learning context are: significant others, and the material, cultural, intellectual, physical and linguistic “resources” which “structure [the] lives” of students (op. cit., pp. 85-88).

In fact, this model contains within it a time dimension, and so represents a loose chronology of events. First, the student arrives with a sense of who they are. In the classroom, s/he identifies “what is to be learnt” (op. cit. p. 10), and, in the course of learning, experiences certain challenges which involve surmounting the difficulties presented by the tasks and relationships with others. How the student responds to these challenges is determined by their “learning stance” whose elements (self-confidence, motivation, strategies) combine to give learners “a sense of control or otherwise” (ibid.). In addition, in the classroom setting, students’ learning is supported by effective teaching, beneficial relationships and a sense of empowerment. Finally, learning is ultimately about outcomes: these are “formal” – measurement of achievements – and “informal”, that is, the impact on self-esteem and social status. Thus the model constitutes a narrative framework for the description of the individual’s experience of learning in a classroom context.

Key for the present study is that this model contains within it factors identified as making up the L2 reading self-concept discussed in section 2.1. In particular, the challenges presented by tasks will involve perceptions of *difficulty*. Self-confidence in the face of challenges will involve a sense of *competence*. The notion of learning stance is an umbrella term incorporating *motivation*, self-confidence and strategic resources. Learning outcomes affect self-esteem, and, as noted in 2.1, self-esteem is either a component of, or synonymous with, the self-concept, which in an academic context involves perception of competence.

### 2.2.3 Reading in the academic context

An interesting account of how meanings in the social context influence how people see themselves is given by Mann (2000). Using case studies based on university students' reading diaries and a series of structured and unstructured interviews, Mann examined how students' views of themselves as learners and readers of academic texts influenced how they actually read and also how they saw themselves more generally. She concluded that the task of academic reading is inextricably linked with assessment, in which not only is the learner disempowered, but the results impact on self-image and can have life consequences:

*...when students engage in reading for academic purposes they are no longer engaging in a private activity undertaken for its own sake, but in an activity whose evaluated outcomes will - crucially - tell them something about themselves, and in particular about themselves as students. It will tell them something about their worth in the eyes of others, and will have the potential to shape their changing image of themselves as university students.*

*Part of the meaning of the activity of reading in the academic context is therefore its potential impact on the students' views of themselves as may be reflected in the judgement of others. (2000, p. 313)*

Reading is therefore not “a purely neutral cognitive process undertaken in a social vacuum” (op. cit. p. 295). In order to fully grasp the meaning of reading for an individual, the reader's personal and temporal context and their location in the wider socio-cultural and political contexts need to be understood:

*Students are...not in an asocial, timeless state when they engage in reading. They are social beings with a biography and aspirations that contextualise and make*

*particularly significant any instances of academic reading.*

(op. cit. p. 315)

#### **2.2.4 Key ideas**

To conclude this section, key themes are:

- The self is a multi-layered concept involving dialogic thought processes and interpersonal dimensions;
- It also has a temporal dimension;
- Social interaction and culture shape cognitive functions in the individual, including self processes;
- Of particular significance for my purposes are the analyses by Pollard and Filer (1996) and Mann (2000), which focused on the interaction of self with the learning context. These studies adopted qualitative research methods;
- Language should be the object of study in psychology.

### **2.3 *Ontology of the self***

Within psychology, there has been an anxiety about reification of the self and self-concept, especially in connection with the self as agent (Katzko, 2003; Leary & Tangney, 2003). Key questions have been: is there a *real* entity which is identifiable as a self, such as “the mental apparatus that underlies self-reflection” (Leary & Tangney, 2003, p. 9), which acts as a variable in explanations of human behaviour? Or are the self and the self-concept simply artefacts of either language or research method? Wells and Marwell (1976, p. 41) conclude that the self is not merely a reified “product of...analysis” but has phenomenological integrity and “substantive meaning”, offering “a useful tool [for personality theories] in the description and explanation of human behaviour” (op. cit., p. 42). However, some writers in psychology reject altogether the notion that a hypothetical entity such as the self can function as a central construct in explanatory models of social behaviour (Harré, 1998; Katzko, 2003). As Fernyhough points out, this construct does not have neurological correlates so that: “the cognitive processes underlying [social] understanding are unlikely to be attributable to a unitary social-cognitive capacity.” (2008, p. 225). Furthermore, as noted above and discussed further in the next chapter,

there are difficulties of definition and ambiguities in the operationalisation of *self*, as well as semantic confusion in the meaning of the word (Katzko, 2003).

The view of the self-concept (outlined in 2.1 above) which dominated much of cognitive psychology in the twentieth century (Foddy & Kashima, 2002; Onorato & Turner, 2002) has been criticised for being reductionist, static, fixed, and based on a mechanistic model of the mind-as-computer<sup>6</sup> (Cote & Levine, 2002; Foddy & Kashima, 2002; Norton, 2000; Onorato & Turner, 2002; Tanti et al., 2008; Weedon, 1987). In this research tradition, the self is a “cognitive centre”, and is “more or less constant” with a “unitary core” (Cote & Levine, 2002, pp. 85-86). Even those models which build in a degree of situational variability propose an invariable core and a variable working self-concept (Kanagawa et al., 2001; Mischel & Morf, 2003), or, as Mercer (2011) suggests, stable, central versus dynamic, peripheral self-beliefs.

However, many writers have challenged the notion of a fixed, unitary, core self, and have argued for a view of the self as variously multiple, dialogic, and distributed (Bruner, 1990; Hermans, 2002; Monceri, 2005; Norton, 2000; Weedon, 1987). For example, Norton, writing from a sociolinguistic perspective, proposes that identity (i.e. the interpersonal aspect of the self) is not “essential, unique, and fixed” with a “coherent core” consisting of fixed traits. Rather, it is “diverse, contradictory, dynamic”, multiple not unitary, “decentred” not “centred”, and always constituted by the historical and cultural discourses in which it finds itself (2000, pp.125-7).

In my view, people naturally feel that they have a single “self” because they have a sense of seamless continuity from the past to the present, even though they experience diverse episodes and changing circumstances. There is thus an issue to be addressed: how can we theorise this sense of being a single person with a continuous life trajectory with the need to account for the multiple social roles and positions in which we find ourselves in the varying social

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<sup>6</sup> In the mind-as-computer root metaphor thought processes are conceptualised as the functions of a serially-ordered central processing unit which “creates, manipulates, stores and retrieves...symbol tokens”. These “symbols” are the accessible and available contents of the mind and, though they may vary cross-culturally, the assumption is that the processes themselves are universal and invariant (Foddy & Kashima, 2002, pp. 5-6).

situations that occur over our lifespans? How to deal with temporality (and morality) is a problem for the notion of the decentred, multiple self (or identity).

One approach to theorising the self which is able to take account of the unitary versus multiple/ fixed versus dynamic self issues is to adopt a narrative root metaphor. According to Leary & Tangney (2003, p. 12) a narrative view of self entails a unitary “experiencing subject”. This is the stance on the self taken by, for example, Taylor (1989), Bruner (1990), Crites (1986), Giddens (1991), and Kozulin (1998), and also has some foundation in developmental psychology (Nelson, 2003).

For Taylor, a philosopher, self-definition entails a temporal dimension so that: “...In order to have a sense of who we are, we have to have a notion of how we have become, and of where we are going” (1989, p. 37). We need to “understand our lives in a narrative form, as a ‘quest’ ...in relation to the good” (op. cit., p. 52). This entails a unitary self, such that regarding someone as being a different person at each of the different stages of his/her life “runs against the structural features of self as a being who exists in a space of concerns” (ibid.).

Giddens (1991, pp.52-55 & 80-86), a sociologist, follows Taylor, seeing the self as a narrative “reflexive project”. He uses the concept of “self-identity”, which is “the self as reflexively understood by the person in terms of her or his biography” and is shown “in the capacity to keep a narrative going”. Like Taylor, Giddens’ self-identity is unitary, not multiple: it unfolds over the lifespan, and is realised in individuals’ lifestyles and life-plan choices, which are mediated by the wider contextual influences of society. Giddens emphasises the role of language (the use of “I” enables self-reflection), the development of the self through social interaction, variation of the content of self-identity according to culture and historical conditions, and the autonomous, agentic power of individuals to resist.

Another writer for whom the self becomes a kind of project is Crites (1986, pp. 165-66). The present is a pivot, where *I* remembers and also projects into future, and the present self entails both past memories as well as future



projections: “We understand backwards...but we live forwards”. The agentic person imagines, and uses strategies to achieve the desired future. The future self offers possibilities, the achievement of which requires “hope” plus the “bending of effort”, ideas which are also found in the *possible self* theories discussed above. Clearly, an “interest in the future” depends on having long and short term goals or “projects” - especially in education.

### **2.3.1 Key ideas**

The self as an explanatory construct in psychology is ontologically problematic. It is also a contested area in which psychological models of a fixed, core self with dynamic elements are challenged by socioculturally-oriented writers who emphasise the situatedness of actions and the constitutive nature of culture and context.

However, taking a narrative view of self:

- can simultaneously account for a unitary self as well as dynamic, multiple selves;
- entails a temporal dimension, including the future as well as the past: people act in line with a *future life plan* to realise future possibilities;
- places importance on the role of social interaction and language.

## **2.4 The discursive psychology of Rom Harré**

A central problem for this thesis is: how to accommodate the ideas of the various self paradigms, with their different approaches to enquiry, so as to take advantage of their insights. The approach of Rom Harré seems to offer a possible solution.

### **2.4.1 The view from discursive psychology**

Harré and other discursive psychologists reject cognitive psychology’s premise that theoretical, unobserved entities provide causal explanations of behaviour (e.g. Davies & Harre, 1990; Edwards, 2006; Harré, 1998; Potter,

2006). In this section, I will provide a summary of Harré's account of the *Singular Self* (Harré 1998).

For Harré, there is the neuropsychological realm of brains and neurons, and the realm of *persons*, which are the basic, or powerful, particulars of psychology. Behind persons (which are real) lie dispositions, which are observable, and powers (active but unobservable), a model seen as analogous to the constitution of substances in the physical sciences. The "neo-Cartesian mental realm of cognitive states and processes" that are theorised as existing prior to acts and behaviours (p. 32) are not actually real: they do not pass the "test of existential plausibility" (p.80). There are no constant psychological structures - everything comes into existence as and when used (immanentism). There are only "powers and dispositions" which are implemented by the brain. We are misled into thinking that there are real psychological entities since parts of the brain are associated with certain types of activity, but, Harré insists:

*There are no mental states other than the private thoughts and feelings people are aware of from time to time. There are no mental mechanisms by which a person's powers and skills are implemented except the occasional private rehearsals for action in which we sometimes engage. The whole top heavy apparatus of psychodynamics and cognitive psychology is at worst a fantasy and at best a metaphor. People produce a flow of action, some public some private, some symbolic and some practical...what is occurrent is ephemeral. What is pantemporal and more or less invariant over the multitudinous situations of everyday life can be nothing but powers and dispositions. (op. cit., p. 15).*

Thus, Harré's discursive psychology looks at psychological processes and phenomena, such as consciousness or the emotions, from a "hybrid" ontological point of view. Psychology is concerned with phenomena that are "intentional" and "normative", not explanatory (p. 36): all psychological processes and phenomena are "skilled performances", and therefore

“intentional”, that is, having a purpose, and “normative” or socially “constrained”. Psychological phenomena are produced discursively in the “flow of action” (p. 136), and the brain and the nervous system provide the tools or “enabling conditions”; some enabling conditions are innate and some are learned through “training and practice” (p. 45). In other words, “...discursive psychology is focused on activity and process, and is sceptical of entity-style ways of conceiving mentality” (ibid.). Traits or dispositions in hierarchical models, for example, (p.119), such as the Big Five personality trait theory<sup>7</sup> (p. 79), are therefore rejected as causal mechanisms behind behaviour, such hierarchies being simply taxonomies.

### *Focus on language*

Central to discursive psychology is the primacy of language over other types of cognition on the grounds that humans are creatures that use language, views deriving from the ideas of Wittgenstein (p. 21). In this view, language is the most important skill that has to be learned by persons in order to be in the social world (p. 23). Moreover, Harré adheres to the Vygotskian theory that it is through language and other symbolic systems that inner experience is “shaped and ordered” (p. 42), and thus through which the development of self-referential and self-reflective skills are learnt and manifested (pp. 27 & ff), in accordance with the ideas of Fernyhough (2008) and Nelson (2003).

Furthermore, like other discursive psychologists (e.g. Davies & Harré, 1990; Edwards, 2006; Potter, 2006), Harré points out that many psychological/cognitive phenomena involve types of discourse such as narrative, remembering, deciding, persuading, reasoning. A conversation between two people is a psychological phenomenon since it embodies intentionality and normativity (there are rules), and “mental activity” can be seen taking place (p. 36). Thus conversational interaction provides the “ideal type” for psychological analysis (recalling Bruner), or an “exemplar” of the phenomenon to be examined (p. 35). Moreover, from the epistemological point of view, Harré argues (after Wittgenstein), that language is both expressive and descriptive,

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<sup>7</sup> The development of the Big Five personality traits began in the 1960s. It was based on factor analysis of personality inventories, which identified the following factors: openness, conscientiousness, extraversion, agreeableness, neuroticism. See for example John, Naumann and Soto (2008)

and that thus: “There is no epistemological gap between a feeling and the expression of a feeling” (p. 44), and this makes it possible to argue that “there is no epistemological gap between a sense of self and the expression of that sense in one’s use of pronouns and other indexical devices” (ibid.).

#### **2.4.2 Harré’s model of self**

Harré sees the self as a discursively-constructed, normative phenomenon, not an explanatory mechanism, and it is absolutely the “product of social processes” (1998, p. 70). For Harré, the self is most definitely not “the ego’s intuition of itself” (p. 4) nor is it a real psychological entity that can explain behaviour since these views entail a reification of the self which makes no ontological sense. Instead, the concept of self provides a discourse “frame” for talking about the personal and private aspects of one’s “personal being”, the “flow of personal action” and the “skills, powers and dispositions” required for action (Harré, 1998, pp. 72-73, 177 & 148). This frame, or grammar, is conceptualised in Harré’s “standard model” of the self: Person [Self 1, Self 2, Self 3] (pp. 9 & 177). Moreover, if selfhood is seen as a frame for self-reflective discourse, this entails that the associated grammatical devices also “define the frame within which people acquire knowledge and come to have beliefs about themselves” (p. 137). In other words, discourse and language influence the development and construction of the self in all aspects. For example, different languages have different pronoun systems and thereby force people to think differently about the nature of the self.

Harré’s framework offers a comprehensive account of what it is to be an agentic human creature in the world. Figure A-1 in Appendix A is an attempt to summarise his ideas. First, the *person*, the “basic particular” of psychology, is a “social and psychological being,...a human organism having a sense of its place among others of its kind, a sense of its own history and beliefs about at least some of its attributes” (p. 73), which has a “unique, embodied centre of consciousness” (p. 91). In other words:

...each person has a sense of self ...[which] is a property of the flow of action that each person engages in with others, privately or publicly... (1998, pp. 136)

Personhood, for which “self” is treated as a “synonym” in some other accounts (op. cit, p. 124), is realised discursively “in dialogue and other forms of joint action with real and imagined others” (p. 68) within three bundles of meanings that are the sources of the concept of self: *Self 1*, *Self 2* and *Self 3*. Harré distinguishes between *self*, which is about expressions of distinctness, personal continuity and personal autonomy, and *identity* which is socially oriented, i.e. refers to the “group, class or type” to which a person may belong (p. 6).

Each person is unique, and “singular”, having their own body, “line of life”, “point of action” and “point of view” (p. 8) distinct from that of other people. This “sense of self” (p. 137) is designated *Self 1* and relates to one’s senses of spatio-temporal location, continuous narrative, of the centredness of action and experience, of being an agentic person, of perception and consciousness. It is also the location for taking responsibility, the moral dimension. *Self 1* is “singular” (p. 8), but it is not a real, physical entity any more than the equator is. It is realised in language by the use of first person pronouns and related words (such as “here”, “now”, “this” (p. 56)). However, the use of “I” here does not have a literal ostensive function, but a much wider pragmatic one: that is, “I” indexes<sup>8</sup> the point of view and location of the speaker, and thus a “centring” of the speaker in the material environment. The place of utterance is always the place of the “embodied speaker”, so “I” (as indexical of “singularity”) is linked with “uniqueness of human embodiment” (pp. 55-56, 59-64). This sense of self is clearly unitary, and provides the *frame* for autobiography: “The stories of my life are indexed with the first person, *Self 1*, the mathematical ‘origin’ or centre point of the structure of P’s [= a person’s] phenomenal experience” (p. 136).

Secondly, a person possesses human characteristics and natural capacities (such as perception, consciousness, action, memory), “active

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<sup>8</sup> Indexicality: completes the meaning of a word through the additional dimension of knowledge of its context of use and of the conditions under which it was used; i.e. links the “descriptive content or social force” (=propositional content and illocutionary force) of an utterance to the time and place of its utterance (Harré, 1998, p. 56)

powers” i.e. the ability to act without external stimuli (p.11), skills, attributes, passive liabilities (in which the agentive influence is external), discursive abilities, and tools (e.g. brains) with which to accomplish tasks and projects (Chapters 3 and 5). Self 2 relates (perhaps somewhat confusingly) both to the total of a person’s actual attributes, dispositions and powers, and also to the self–concept, or beliefs and content of the mind which the person has about her/himself. Thus Self 2 is the discourse of the self-concept:

*...each person has beliefs about themselves, about their capacities and skills, and the happenings that constitute their life...The self-concept consists of what P believes about P. (1998, pp. 136-139)*

These beliefs can concern:

- Current thoughts, feelings, beliefs, self-worth and self-esteem, sayings and actions;
- Memories about previous thoughts, feelings, sayings and actions;
- Knowledge/beliefs about one’s “history,...capacities, liabilities,...powers”, and body features and physical properties,;
- Knowledge/beliefs about one’s “social and moral” position (p. 130).

The self-concept, of necessity, cannot be an accurate reflection of the totality of a person’s attributes since people are not usually sufficiently self-aware. Moreover a person’s attributes and beliefs about their attributes (beliefs are also attributes) will change over time and according to circumstances and social context. Self 2 (and self-concept) is therefore “labile” (p. 130), “dynamic, ephemeral and constructed” (p.74), and is “generated in the flow of talk and other forms of action” (p.127). It is also “relational” (p.7) and “multiple” (p.93). The forms of linguistic expression of Self 2, which distinguish it from Self 1, are seen in “confessions, self-descriptions, (many possible) autobiographies and other reflexive discourses” (p. 76).

At the same time, a further dimension is needed to understand the discursively-produced self: namely, the Self 3, which is both “personality”

(glossed as “the style of the public and private way of being a person”) and “character” (defined as other people’s views of the person) (p.78). Thus Self 3 concerns two aspects: the way in which we choose to present ourselves to others through our actions and autobiographical accounts, or the “presented self” (p. 137); and the way in which our selves are perceived by others. This third dimension of self discourse gives “discursive accounts...and commentaries” (p12), and makes use of three main discourse patterns:

1. “perceptual reports and commentaries on them”;
2. “declarations of intent and commentaries upon them”;
3. “ordered narratives recollecting the past and anticipating the future” (p.13).

Thus our beliefs about our Self 2 are expressed publicly as discourse in the Self 3 domain, and are manifested in autobiographical discourse, which may have a future as well as a past or present reference:

*The psychological history of a person as it is presented by that very person includes not only what did happen but what might, could, should and would have happened, as well as what will, might or should happen in the future.*  
(p.138)

Self 3, like Self 2, is necessarily multiple: since Self 3 is “the work of memory” (p.146), it will vary depending on what is salient in memory at any one time. Crucially also, what is told is contingent on the hearer and the situation (recalling Bruner (1990)). As Harré points out:

*...people favour one style of personal discourse over another from time to time and depending on who they are talking to and how things are going and what the point of the conversation might be. (1998, p. 131)*

Thus, though the “I” of the storyteller indexes the events as of the life as belonging to one person’s continuous life story, and “the sense of continuity of a

narrative” enables “the sense of continuous being in time”, the “story which I tell myself ... is forever being updated and revised” (op. cit., p. 138). The inner voice here, as well as the constitutive dialogue between public and private selves, recalls the ideas of Vygotsky in 2.2.1 above.

To conclude, while “person” is a real entity, ontologically the three selves are useful “fictions” for referring to the “flow of personal action” and the “skills, powers and dispositions” required for action (p. 148). This view of the self as both immanent and constituted through discourse answers some of the ontological issues relating to the self, such as the fluid or fixed, core or peripheral, multiple or unitary nature of the self discussed in 2.3 above. At the same time, the other key themes in sections 2.2 and 2.3, namely the importance of language, social interaction, and the temporal dimension are preserved.

#### *Action/intentionality/motivation*

What is the relation of Harré’s notion of Self as discourse to the construct of motivation? Here Harré distinguishes between actual actions and agency, and the discourse of talk about actions and agency. Actions and agency operate at the person level. They are the responsibility of the person, who has “agentive powers” and “liabilities” (p.117) which appear as visible dispositions (in the same way that dynamite, which has an explosive disposition, explodes) (See Figure A-2, Appendix A). These actions are accounted for and commented on in discourse. Thus, motivational information is a discursive category in which people present themselves as agents through their accounts of themselves in narrative (p. 115) and in the process of conversation: “...the discursive account of agency (is) a social construction created in the course of telling the story of an action” (p. 23). The use of / in accounts of actions and experiences calls up the Self 1, indexing the centred consciousness or “perceptual field” (p.95) of the speaker. Narrative accounts of actions, responsibilities for actions<sup>9</sup>, and commentaries giving reasons for past actions then become part of the presentation of self, or Self 3. At the same time, it seems that discourse can

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<sup>9</sup> It is also important to note that “I” is culturally specific, for example in Japanese where “I” includes the group in responsibility talk (p.123.).



influence future actions. As Harré states: “Autobiography not only reports and interprets action, it shapes action” (p.143). Analysis of intentional discourse, with its use of “I”, reveals how an action is “directed to something from the point of view of the actor” (p. 13).

The point is that in explaining behaviour, we should not look for hidden mechanisms. Whatever is at work in the psyche directing behaviour, it is not a hypothetical, “mental muscle” (p. 116) entity. In Harré’s paradigm, the self and self-views do not drive motivated actions, in contrast to other models of motivation (e.g.: achievement motivation). The self is part of the discourse of agency, and vice versa, while the “responsible actor using his or her bodily tools to accomplish material projects is the person” (p. 124).

### **2.4.3 Positioning theory**

Harré and colleagues’ positioning theory (Davies & Harré, 1990; Linehan & McCarthy, 2000) accounts for multiple selves as they are revealed in conversation, that is, as they are discursively “constituted and reconstituted” (Linehan & McCarthy, 2000, p. 435) in a moment-by-moment fashion in social interaction.

Positioning is “the discursive process whereby selves are located in conversations as observably and subjectively coherent participants in jointly produced storylines” (Davies & Harré, 1990, p. 48). All conversations are anecdotal and contain autobiographical snippets, with speakers giving parts or “subject positions” to both themselves and their hearers: hearers then assign meanings to the statements in accordance with the positions adopted and create further positions. That is, people interpret speech acts, or the illocutionary force of utterances, in the various ways that they deem appropriate as they jointly participate and create social meanings, revealing the positions they have taken up. Moreover, through discourses and discursive practices subject positions are created which have “conceptual repertoires”. In this way discourses<sup>10</sup> and discursive practices are *constitutive*: once you take up a

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<sup>10</sup> “A discourse” refers to “institutionalised” language use, and can be at various levels: discipline, politics, culture, small group, gender, class, topic. Discourses can create realities which are incompatible with each other. (Davies & Harre, 1990)

position, you tend to see everything in terms of the “images, metaphors, story lines and concepts” (p. 46) that are relevant to that position. Crucially it is the storyline which the person thinks is going on which determines how an utterance is interpreted. Consequently, the positioning concept allows for several things to be happening at once in a conversation, and can also account for the way in which the conversation can change direction as a consequence of interaction. In other words, a conversation is an “unfolding narrative” (p.52) in which we take part, or refuse and renegotiate.

Finally, since the discourse may shift and change, and people may have various different, not necessarily coherent, self-views, which need to be either resolved or ignored, this framework can account for “discontinuities in the production of self” (p. 62), since there are various and contradictory discourse practices, as well as interpretations of them, that are used by participants during an interaction. At the same time, Davies and Harré acknowledge that the multiplicity of selves which emerge through discursive practices will need to be reconciled with the unitary, historically continuous sense of self (Harré’s Self 1).

#### **2.4.4 Key ideas**

Harré’s account of the *Singular Self* (1998) offers a suitable theoretical perspective for my purposes for a number of reasons.

First, the focus is on the psychology of the individual, not the individual as a member of a group (for which Harré reserves the term “identity” (p. 6)). As Linehan and McCarthy point out (2000, p. 438), accounting for behaviour solely in terms of the social “decentres” the person and there is a need to explain the experiencing subject and how people are different from each other.

Second, Harré’s theory is able to reconcile the issues around the ontology of self and multiple/fluid vs. fixed/unitary/core self issues. There is no *real* entity driving behaviour that can be called a “self”. Self is distinct from person: person *is* physically real and unique, and is where actions originate, while self is a category of discourse for talking about one’s personal being. Behaviour is the product of the brain and the nervous system which implements

certain “powers” and “dispositions”. Agency is a property of the person and motivation is a discursive category expressed in intentional discourse. Indeed, traits are not explanatory mechanisms but taxonomies of discursive categories.

Third, Harré’s account is consistent with some existing terminology and concepts in the study of self (e.g. James’ and Mead’s I/me distinction, the self-concept; the presentational self) but proposes an alternative theoretical perspective from which to view them. The discourse of self consists of Self 1 (the singular centre of perception, experience and agency indexed by *I, here, now, then*), Self 2 (attributes, and beliefs about attributes, i.e. self-concept), Self 3 (characteristics presented to and observed by others). These three “selves” are useful ways of talking about features of the “flow of personal action”, and the “skills, powers and dispositions” required for action. (p. 148), and are likely to lead to a much wider conception of self-concept than those discussed in section 2.1.

Fourth, the study of the self is firmly based on language, social interaction and the examination of text as evidence of psychological processes. Conversation is where psychological processes can be observed, and there is no “epistemological gap” (p. 44) between a sense of self and the expression of self. In conversation, positions taken up in interaction determine how participants interpret the conversation, and consequently also the route taken by the (jointly constructed) discourse by which also the self is constituted.

Fifth, self as a category of discourse entails certain meta-discourse patterns, such as narrative (remembering and anticipating), intentional and perceptual reports and commentaries, and lexico-grammatical devices (e.g. person or place deixis). As a result, the framework is able to take in the narrative dimension proposed by Bruner, Giddens and others, and therefore to embrace past, present and future selves through autobiography.

Finally, as will be discussed further in Chapter 3, Harré’s perspective offers a way to reconcile the apparently incommensurable approaches to research of a mixed-methods methodology, in which the aim will be to develop a taxonomy of self-views relevant to L2 reading. The aim of psychology does

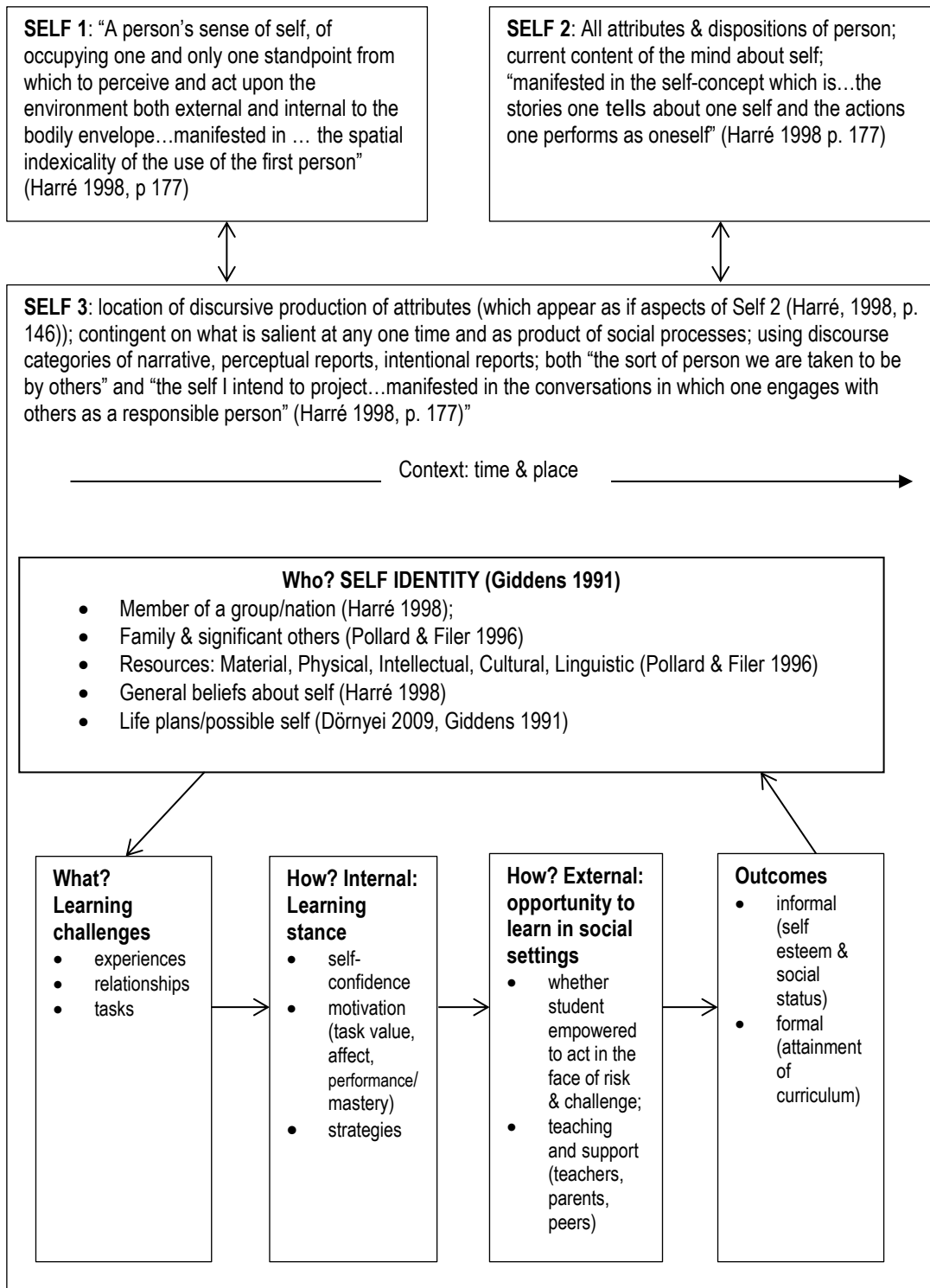
not have to be causal explanation but rather investigation into the normative principles which lie behind behaviour and which are dependent on social context.

## **2.5 Conclusion**

My wider reading of the literature on self-concept carried out for this thesis has led me to believe that research into the L2 reading self-concept in my pilot study could be taken further, particularly through the use of qualitative conversational data. However, as should be clear from the above, quantitative measures may also reveal useful information.

It seems clear that a theory of self needs to deal with the issue of ontology of the self. Since the data for investigation is language, considering *self* as a discourse category, in which "...to have a sense of self is to be disposed to express oneself in particular way" (Harré, 1998, p. 6), theoretical problems posed by the question of whether the self is a real, explanatory entity can be avoided.

Since examining the self means considering, as Norton puts it (2000, p. 45), "how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future", the present study needs to be socially and temporally situated. Pollard and Filer's (1996) analysis of the relationship of the individual to, and interaction with, the educational environment suggests a possible categorisation of the discourse of L2 reading self-views, which could be combined with the self theory proposed by Harré, together with ideas from others discussed in this chapter, as in Figure 2-3 below.



**Figure 2-3** Basis for an analysis of L2 reading self-view discourse in an academic context based on Harré (1998), Pollard & Filer (1996) and others

First, using Harré’s (1998) “standard model”, it can be seen that conversation about self-views would be located in the Self 3, but derived from beliefs about the self (Self 2) and referencing the singular self (Self 1). The

temporal dimension inherent in the concept of self can be seen in the arrows in the diagram as well as in the reference to the life plan or possible self. A “self-identity” category, as discussed by Giddens (1991) can encompass statements made in a general way about social identity or general self-beliefs external to the educational context. Pollard and Filer’s framework suggests ways of categorising self-views in relation to the learning context. With regard to motivation, this might include statements falling into some or all of the motivational categories discussed, such as affect, task value, or mastery and performance orientations.

As a result of the literature review, some of the research questions given in Chapter 1 can be refined as follows:

- Does Pollard and Filer’s framework capture the scope of, and a means to categorise, L2 reading self-views in an academic learning context?
- Does Pollard and Filer’s framework capture the narrative structure (i.e phases of development) of L2 reading self-views in an academic learning context?
- Does the Self theory proposed by Harré offer a useful theoretical basis for mixed methods research into the L2RSC?
- What is the implication of this theory for the nature of the L2 reading self?

In the next chapter, I will discuss further how Harré’s perspective can underpin a mixed methods approach to investigation, and will also adapt Pollard and Filer’s framework for data analysis purposes. In addition, I will specify more precisely the questions which will inform the data collection and analysis.

## **Chapter 3      Research design and methodology**

In this chapter I will first discuss theoretical issues relating to the methodology adopted. Secondly, I will give an account of the methods used for data collection and analysis. I will end by indicating how specific sub-questions for the data collection and analysis are related to the research questions as refined in the previous chapter.

### **3.1 *Methodological issues***

In this section I will explain and justify the theoretical stance underlying my approach to enquiry, as well as the strategies taken.

#### **3.1.1 Mixed methods: definition, advantages and justification**

According to Johnson and Onwuegbuzie (2004, p. 17), mixed methods (MM) research is "...the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study." Having started with 1950s multitrait-multimethods approaches in psychology, in which convergence in data was sought through triangulation, MM became an identifiable approach to enquiry which claimed to reflect better the reality of research. In MM research, the strengths and weaknesses of qualitative and quantitative techniques are optimised (Creswell, 2009; Dörnyei, 2007; Johnson & Onwuegbuzie, 2004). For example, quantitative methods deal with averages and broad generalisations which cannot reveal the variability and contradictions inherent in an individual and can result in abstract, "depersonalised accounts" (Burden, 2005; Dörnyei, 2007; Ellis & Larsen-Freeman, 2006; Kelly & Norwich, 2004; Ushioda, 2009, p. 215; Williams & Burden, 1997). On the other hand, as Dörnyei explains (2007, pp. 39-47 & pp.167-8), in qualitative approaches the small sample sizes have problems of generalisability leading to theories which are "too narrow" or, because of the richness of data, "overly complex". Mixed methods, however, can avoid the sampling bias of qualitative methods, and can take account of the complexity of an issue in ways that quantitative methods

cannot. Furthermore, MM research enables analysis at both individual and group levels (micro and macro).

However, a mixed methods approach is not without difficulties. Smith and Heshusius (1986) argued that reconciling the underlying epistemologies of explanatory, positivist (quantitative) versus naturalistic, interpretive (qualitative) research traditions became too difficult, and so researchers focussed on technique, leaving unfinished the philosophical debate over objectivism versus relativism. Indeed, Johnson and Onwuegbuzie (2004), state that MM researchers select research methods which suit their research questions, rather than being guided by the dictates of a particular research paradigm, justifying this with the pragmatism of Pierce, James and Dewey, in which the test of the truth value of an assertion is how it works out in the real world. In the pragmatist view, knowledge and truth are always “provisional” and subject to change as life unfolds. Thus MM takes what is useful, using “complementary” and “eclectic” approaches (Johnson & Onwuegbuzie, *op. cit.*, p. 18). Dörnyei (2007) similarly maintains that in MM it is the topic that counts, and that in practice the philosophical basis does not greatly matter provided consistency of theoretical standpoint, research methods and interpretation are achieved by having rational principles for the mixing of the methods, and centring this process around the research questions, such that the strengths of each approach are combined.

However, despite these assertions, there still remains the issue of how to integrate the two types of data since quantitative data consists of numbers and qualitative data consists, at least initially, of words: should qualitative information be converted to numerical values? How should one decide on the relative importance of the two types of data? What happens when the findings seem to conflict? (Onwuegbuzie & Johnson, 2006).

### **3.1.2 Questionnaires as a type of discourse**

One approach to the above questions is to focus on the fact that, as we have seen, the self and self-concept concern reflexive use of language, that is, people’s ability to observe and comment on themselves.



In quantitative research into the self-concept, language is used in self-reports to create observable variables from which the “latent variables”<sup>11</sup> of the self and its components are deduced (Byrne, 1996; Muijs, 2004; Shavelson, Hubner, & Stanton, 1976). However, Wells and Marwell (1976) admit that the assumption that subjects’ responses are true indications of actual feelings and perceptions is questionable. Burns (1982) draws attention to some of the difficulties: for example how are self-report items selected for inclusion? What makes someone willing or not to respond? How accurate can responses be anyway? Do such measures really measure self-concept or simply the effectiveness of the self-report instrument? As Burns points out:

*...the ‘self -report’ is a description of self, reported to an outsider. It represents what the individual says he is...what an individual says of himself will be affected by his self-concept. The relationship, however, is not a one-to-one relationship...The self-report is essentially an introspection and is no more acceptable as direct evidence of causation in modern phenomenological psychology than in earlier, more traditional, schools of thought. (1982, p. 28).*

Consequently, the conclusion in my pilot study that the L2 reading self-concept “consisted” of perception of competence, perception of difficulty and affect was unsurprising as these were the subscales in the L2RSC questionnaire. The fact that the questionnaire was internally reliable was interpreted to mean that it was also valid, i.e. that it was really measuring the L2RSC, which consisted of the variables identified. In other words, the questionnaire format constrained the possible findings, and the L2RSC became self-defining. As Bruner puts it:

*...with the study of Self: ‘it’ is whatever is measured by tests of the self-concept.... Research on anything will yield findings that mirror its procedures for observing and*

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<sup>11</sup> entities which are not directly observable but have to be inferred from events or behaviour (Wells & Marwell, 1976, p. 41)

*measuring. Science always invents a conforming reality in just that way.* (1990, pp. 101-102 & 104).

Furthermore, as noted above in 2.1.1, there are operationalisation problems in relation to questionnaire studies of the self-concept. Byrne (1996) pointed out that in practice perception of competence and self-esteem are not distinguished operationally because of the difficulty of separating description and evaluation. She gave the following example of an item of a type which many ASC instruments use:

*I'm hopeless when it comes to foreign language classes* (p. 127).

In both propositional and rhetorical function terms, this statement is simultaneously descriptive, emotional and evaluative. In a speech situation, its interpretation by a listener would depend on the pragmatics, or illocutionary force, of the statement. For example, depending on who the listener is and what they know about me, they might infer that I feel negative self-esteem; or that I am simply being self-deprecatory or disingenuous. The pragmatic interpretation of an utterance is highly context-sensitive: in all conversations meaning depends on who is talking to whom and under what set of circumstances. In the case of written questionnaire responses, however, pragmatic information is not available, so interpretations may be invalid, as Burns pointed out in the quotation above. Thus, the reason for the difficulties of terminology, ambiguity and poor construct validity of self-concept questionnaires becomes apparent when the issues are examined through the lens of linguistic analysis and interpretation processes.

Taking a different perspective, Harré declares that psychologists think that science requires that they look for causes rather than “normative” explanations: “so instead of looking for rules and conventions for genres of discourse, causally potent but unobservable properties are invoked” (1998, p. 133). Using self-esteem inventories as an example, he points out that self-esteem has become some kind of measurable entity, like a person’s weight. Researchers assume that there is a direct causal link between self-esteem and questionnaire answers, and that answers vary with high or low self-esteem. But

“...questionnaires are not instruments in the sense that thermometers are. They do not measure a property” (p. 133). Self-esteem is not some ontologically real, cognitive property of the individual: high self-esteem is nothing more than “the favourable way I express myself” (p. 132). To think otherwise is to reify “aspects of discourse as properties of persons”. Consequently, there is “no point doing elaborate statistical analyses of answers to questionnaires since the results are already there in the discursive conventions of this genre of discourse” (pp. 133-134).

For Harré, questionnaires are “invitations to a conversation” and as such “...the way the conversation goes is governed by discursive convention, not by underlying causal processes” (1998, p. 133). Kramsch (2003, p.110) also characterises questionnaires not as “direct representations[s] of truth” but as “social discursive construction[s]”. According to Harré (ibid.), responses to questionnaires are “formal narratives” constructed by participants in which they state their beliefs about themselves. In doing this, participants will apply local cultural conventions, for example whether to list their achievements or be self-deprecatory. Thus, Harré argues, if questionnaires are a form of culturally-determined discourse, this would account for differences in self-assessments made by participants from different cultures, as well as the fact that underlying structures of questionnaires are variable. As Byrne (1996, p. 41) points out, while self-concept researchers assume that an instrument will remain “factorially invariant” across different groups, this is not necessarily the case. In fact, Harré’s perspective deals neatly with the concern over whether the self-report is a true reflection of a person’s self-concept: self-concept is not a real, explanatory entity – it is a different category of concept altogether, namely a type of discourse.

However, turning this discussion on its head, Harré’s theoretical stance can actually be seen as a way of underpinning mixed methods research which uses surveys to provide quantitative data and interviews to provide qualitative data. If self questionnaires are a form of conversation, then they must share a number of characteristics with interviews, which are also conversations. An individual’s response to a questionnaire item should have the same status or truth value as their response to an interview question: they are both talk about

self in different genres. Treating questionnaires as discourse means that a MM approach to enquiry can focus on the thematic content of both data types.

Taking Harré's perspective also deals with some of the issues in MM research: for example, seeming contradictions in the data can be explained by the fact that all data are conversations in which differing discourse conventions apply. Furthermore, Harré's characterisation of hierarchical models of traits as "taxonomies" (op. cit., p.119) suggests that, for example, factors derived from statistical analysis should be seen as exactly this: descriptive categories. Arriving at a taxonomic description, or normative account, of L2 reading self-concept is the aim of this study.

To conclude, if questionnaires are seen as a kind of conversation taking place in a specific social context, subject to certain discursive or cultural conventions, then I would argue that there is justification for their use in investigation of the self-concept. This reflects the spirit of pragmatism discussed above in 3.1.1.

### **3.1.3 Issues in quantitative methods**

Elliot (2005) argues that surveys are practical research tools that do not necessarily indicate a positivistic standpoint, while Pavlenko and Lantolf (2000, pp. 159-160) note that so-called "scientific" methods do have value in that they enable us to see patterns across categories. However, further justification for quantitative methods is given below since some might argue that situated self research demands purely qualitative data.

First, written questionnaires in simple English enable the collection of data from respondents whose English is not fully proficient. Second, questionnaires yield data from large sample sizes which can be relatively easily transformed, reduced, and investigated through statistical analysis to provide a background against which individual cases can be examined. Changing patterns and trends in responses can be identified and checked to see whether differences are large enough to be significant, and correlations between sets of scores show the extent to which responses show similar characteristics and

therefore might be linked in some way. These emerging indications can then be explored further and verified in the qualitative data.

Furthermore, factor analysis can be used to identify discrete groups of questionnaire variables which show similar patterns of responses, as argued by Egerton (1995), who used quantitative methods to reveal discursive norms. Factor analysis looks for patterns of correlations in a correlation matrix, and represents these mathematically by calculating how variables relate to an imagined straight line, or graph axis (Field, 2005; Kline, 1994). This axis is said to be the “factor” and the assumption is that this factor represents a common element influencing similar scores between groups of variables and lying behind their intercorrelations (De Coster, 1998). Kline (1994, p. 5) defines a factor as “a condensed statement of the relationship between a set of variables” and goes on to refer to a definition by Royce (1963): “a factor is ‘a construct operationally defined by its factor loadings’” (ibid.). In order to understand what this common factor might represent, researchers examine the variables involved and arrive at an interpretation based on a subjective judgement of what the variables have in common.

In the case of tests of ability, there can be genuine discrete factors, such as verbal ability or spatial ability, which are responsible for differences in performance (Brace, Kemp, & Snelgar, 2006). However, self-concept questionnaires are not tests of ability, so the use of factor analysis to identify discrete factors underlying subjects’ responses may be thought dubious. The results might simply be an artifice of the statistical technique (Harré, 1998). For example, the variables might show similar patterns of response simply by chance, such that a factor emerges that reflects this. Furthermore, several writers acknowledge that in certain areas of psychology factor analysis appears as a distinctly subjective analysis technique (Field, 2005; Kline, 1994). Dörnyei (2007) points out that the techniques of factor analysis blur the distinction between qualitative and quantitative research methods because the methods involve inductive analysis in part. Considerable interpretation is required by the researcher, first, to reach a decision on the most appropriate structure for the data since there are often a number of possible solutions, or number of factors involved, and also to make sense of the factors themselves. Sometimes the

numbers of meaningful factors which emerge<sup>12</sup> are so many that the factor analysis is not helpful. In resorting to use of the scree plot to determine the appropriate number of factors to extract, it is often not at all obvious what the best course of action is<sup>13</sup>. In sum, as Kline puts it (1994, p. 46): “Factor analyses and factor loadings should not be regarded as eternal truths graven by computers”.

On the other hand, one of the uses of factor analysis is to reduce the data to a smaller set of variables which perform in a similar fashion (Field, 2005; Kline, 1994). Factor analysis has some use in this study if the numerical clusterings of variables is seen as a consequence of the way they are understood. That is, by examining the clustering of items, the factor loadings and the relations of factors to each other, some light may be thrown on the nature of L2 reading self-concept discourse. However, if the analysis suggests that participants see a group of items as relating to the same topic, this does not mean that the clustering represents a real underlying psychological construct. Instead, by undertaking the thematic classification of groups of statements through this type of analysis it is possible to match discursive themes in the qualitative material. Thus, this mixed methods design can take account of Kline’s recommendation (1994, p. 6) that factors should be validated by reference to “external criteria”, such as whether clusterings of variables are supported by qualitative data.

### **3.1.4 Issues in qualitative methods**

Among discursive psychologists, analysis of conversation is seen as an appropriate method for psychological research since conversation makes public “intentionality and intentional states (knowledge, belief, attitude, etc.)” (Edwards, 2006, p. 46; Harré, 1998). In Conversational Analysis (CA), the totality of the context of discourse as “performative social action” is examined including: “words, intonation, manner of delivery, sequential location” (Edwards, *ibid.*). In other words, this is not an approach which identifies themes and categories in the talk of participants and maps these onto a framework.

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<sup>12</sup> that is with eigenvalues greater than 1

<sup>13</sup> There are other guides to the best ‘solution’, such as the percentage of non-redundant residuals with absolute values greater than .05, for which Field (2005, p. 656) gives a rather rough rule of thumb: they should be less than 50% and “the smaller...the better”.

However, although I have adopted a discursive psychological perspective, in the present research CA was not appropriate since students were using a second language over which they had an imperfect grasp: they did not have “an indefinite range of options” (Edwards, *ibid.*). Consequently, the significance of linguistic choices would have been difficult to establish since lexico-grammatical choices may have had different connotational significance compared to those of an L1 user, or might have been used abnormally. It was not possible to analyse prosodics or other paralinguistic features for the same reasons: for example, it would have been difficult to impute significance to a particular intonation contour or non-linguistic utterance with any accuracy. Thus, in dealing with the qualitative data, I focussed on thematic content rather than delivery or linguistic form.

However, there was an autobiographical dimension, so I needed to keep sight of whole cases. Elliott proposed a narrative research paradigm with retention of whole cases for self research since this approach enables a view of the self “grounded in experience and temporality [which] has coherence without being static or fixed” (2005, p. 124). In a strict sense, narratives are stories composed for a particular audience with a structure in which one event follows as a result of another (Riessman, 2008). However, my data contained a mix of “perceptual reports”, “declarations of intent” with some statements “recollecting the past and anticipating the future” (Harré, 1998, p. 13), depending on the questions asked, so, since there were few anecdotes or stories in the data, a structural or performance analysis of narrative, as discussed by Riessman (*ibid.*) was not possible.

At the same time, choices made in the style and presentation of transcription of qualitative data are revealing of the underlying theoretical assumptions and perspectives. Transcriptions involve interpretation by the transcriber/investigator, such that they are “by definition incomplete, partial, and selective” (Dörnyei, 2007; Riessman, 2008, p. 50). For example, according to Riessman (*op. cit.*), keeping the interviewer’s presence and all the interactional details in the transcriptions signifies that the self on display is a co-construction between narrator and researcher. In other words, this exemplifies a view of self as constructed dialogically and thus “how the speaker wants to be known”

(Riessman, op. cit., p. 29). On the other hand, where importance is placed only on the speech of the narrator, this kind of transcription signifies a pre-existing self, in which the self is a constant across situations since it is independent of social interaction. Since I am taking the view of the self as discursively constructed, clearly the former approach to transcription is required.

To conclude, how can my approach to the qualitative aspect of the research best be characterised? According to Riessman (op. cit., pp. 53-76), in “thematic narrative” research, researchers examine content and aim to find common themes across subjects while at the same time keeping the focus to some extent “case-centred”. At the same time, Riessman notes that in the thematic narrative approach speech is usually “cleaned up” and made readable and the interviewer’s presence is hidden – which was not the case here. Thus, the qualitative analysis in this study can perhaps best be described as *‘thematic/narrative’*.

### **3.1.5 Issues in mixing methods**

Taking a mixed methods approach to enquiry can result in a rather complex research model.

According to Creswell (2009), methods can be mixed in a sequential or a concurrent fashion, depending on when data are collected, and how integration of methods and data are achieved. For example, in a “concurrent triangulation” strategy, (op. cit, p. 213 and ff.), the two main forms of data are collected at more or less the same time, and then compared to see where there might be “confirmation, disconfirmation, cross-validation or corroboration”. Thus the two databases are seen as “separate but connected” (op. cit., p. 208).

However, there may also be a sequential element, in that preliminary data analysis can suggest areas for enquiry and inform later data collection (Onwuegbuzie & Johnson, 2006). For example, in a sequential sampling strategy (Creswell, 2009), quantitative data may help to make selections of interviewees. In addition, the approach can be “embedded” in the sense that first the participants are surveyed, and then interviews carried out with some of



those surveyed (Creswell, 2009, p. 216). Both Creswell (ibid.) and Dörnyei (2007) argue that a concurrent approach allows the disadvantages of one method to be offset by the other, thereby maximising the opportunities offered by mixed methods. A concurrent approach is also good for multi-level analysis, that is, for looking at both individuals and groups (Dörnyei, 2007).

In MM research projects, a key element is how the mixing of the methods is achieved. Dörnyei (ibid.) states that in concurrent versions of MM, integration happens in the interpretation phase, while according to Johnson and Onwuegbuzie (2004, p. 23) data analysis can have several stages: reduction, display, transformation (“qualitising” and “quantitising”), correlation, consolidation (combining data to make new data sets or variables), comparison and integration. Dörnyei (ibid.) also notes that quantitative data can be used in category development. In the case of this project, mixing of methods took place at several stages, as detailed below in section 3.2.1.

### **3.1.6 Validation in mixed methods research**

As noted above, MM research approaches arose out of a desire to triangulate data, and to this end, questions in the interview schedules included items similar to the questionnaire items. In addition, and as noted above in 3.1.5, the qualitative subjects’ questionnaire results, used in interview #3, acted as a form of validation.

However, validation in mixed methods research has become a complex process. For example, Onwuegbuzie and Johnson (2006) give large numbers of possible threats to both qualitative and quantitative research, and also provide a framework of areas in which MM research can be “legitimised”. In addition to standard validity criteria applicable to quantitative and qualitative methods (such as sampling), Creswell (2009) summarises MM-specific criteria as follows:

- Is the philosophical position blended into something usable?
- Does the research yield high quality inferences?
- Does the study have value for practical purposes?

In relation to the above, it is the purpose of this study to endeavour to achieve a good level of legitimation.

### 3.2 Account of Methods

This study used a longitudinal, mixed methods approach with multilevel sampling and analysis, that is, the interviewees were a subgroup of the whole sample. A self-report instrument was administered on two occasions, and three interviews with each interviewee were conducted over the course period, giving a repeated-measures design which allowed for detection of changes in the L2 reading self-concept. To enable integration, a focus on content in the qualitative data enabled identification of common themes that could be matched with the quantitative findings. Integration of the two data types led to the development of a L2 reading self-concept taxonomy which could be generalised across cases. Particular cases were selected for illustration of taxonomic categories.

#### 3.2.1 Mixing of methods

The strategy adopted for mixing methods is illustrated in Figure 3-1 below.

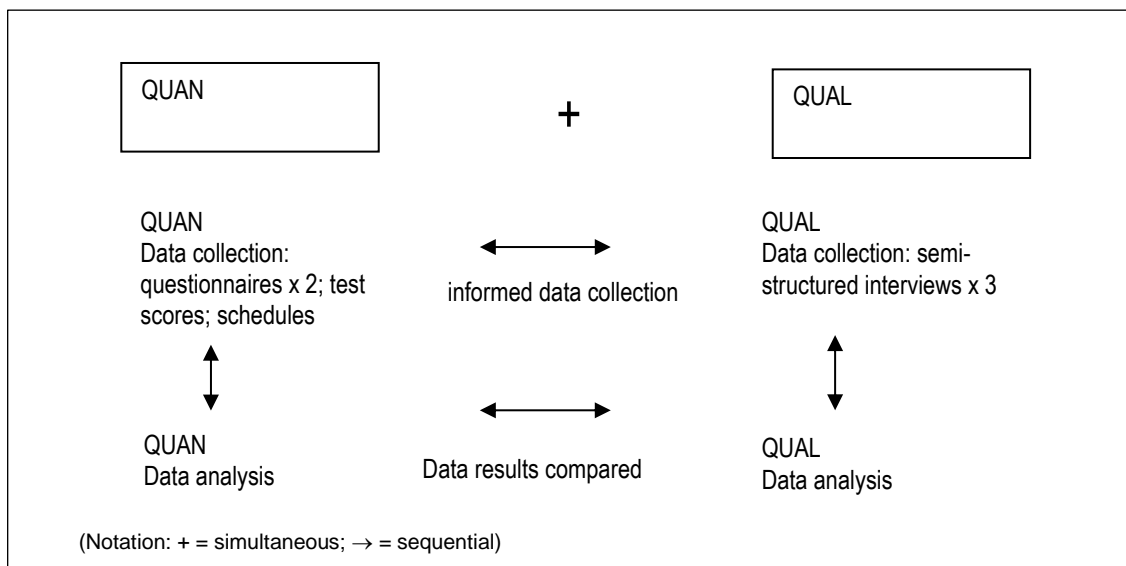


Figure 3-1 Strategy for mixing methods (adapted from Creswell (2009, p. 210))

As can be seen, the two data types are equally emphasised. There are sequential, concurrent and embedded elements in the overall research strategy. The two types of data collection informed each other and also took place during the same period. The interviewees were selected from the survey group. Further details of method-mixing and data integration are given below.

### *Data collection*

Decisions on strategy were partly contingent on the results of each round of data collection. For example, as quantitative analysis (in January 2009) suggested that English language ability was a factor in self-views, I used this variable to guide selections of interviewees. Secondly, in interviews it was apparent that assessment results in all subjects were affecting students' views of themselves, indicating that assessment scores were relevant to the investigation, and that timings of assessments in relation to interviews and the second survey were likely to be important. Thirdly, the interviewees' questionnaire results were used in interview #3 to act as a stimulus for discussion.

### *Analysis*

Firstly, the interviews made clear that the academic study context informed students' reading, and this indicated the need to compare the Learning and L2 Reading self-concept scales.

Secondly, the quantitative data were used to develop categories of systemic differences in qualitative data. As the perception of competence subscale showed a significant increase for the whole cohort over the period, I used this as the main way to group interviewees' responses. In addition, as English language ability seemed to be a factor in learning and reading self-views, I also used this as a grouping variable for themes in the data.

## *Discussion*

In the discussion chapter, a framework for L2 reading self-concept discourse is presented, developed through comparing the two data sets to identify where they might converge or diverge. It was not appropriate to transform the qualitative data into numbers for comparison with quantitative data, since the aim was to build a more comprehensive picture, or taxonomy, of L2 reading self-views. This meant looking at how themes in the qualitative data were reflected in, or added to, the quantitative measures. However, although I viewed the qualitative and quantitative investigations as equally weighted, the richness of the qualitative data meant it was more substantial in treatment.

### **3.2.2 Quantitative sample**

For the quantitative aspect of this research, I used a convenience sample, using students for whom I was both Programme Director and teacher. However, since the intention was to achieve a better understanding and description of L2 reading self-views in a specific academic context – as opposed to providing an explanatory or generalisable model – the sample was sufficient for these purposes. However, if viewed as a case study, the findings may be considered useful in other similar circumstances (Wellington, 2000).

The participants were studying at INTO University of Exeter from September 2009 to June 2010 on a Graduate Diploma in Management and Finance<sup>14</sup>. The course targets students who have graduated from universities in their home countries, but who are unable to access a UK masters degree directly for a variety of reasons. For example, they have not studied the subject before; or their first degree grade point average is not high enough; or their first degree is not equivalent to a UK honours degree; or their English is not at the appropriate level, though this is not usually the only reason for taking the programme. These students were therefore in general less well-qualified academically to begin a masters degree at Exeter than direct entrants would be, so in order to achieve progression to Exeter University, students had to reach a

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<sup>14</sup> There were also two students taking a Graduate Diploma in Law leading to masters courses in Law at Exeter. However, neither of these took part in the interviews.

minimum overall score for the programme (65%), in their subject specialism in the case of finance (65%), and in English (65%).

In September 2009 there were 105 entrants to the Graduate Diploma programme, though 104 took part in the research project<sup>15</sup>. Details of the participants are given in Table 3-1 below.

Table 3-1 Background information on survey participants

Domicile	People's Republic of China 57 (55%); Egypt 1, Hong Kong 2, India 2, Japan 1, Korea 2, Malaysia 2, Nigeria 3, Pakistan 1, Russia 15 (14%), Saudi Arabia 1, Taiwan 4, Thailand 4, Turkey 1, Ukraine 2, Vietnam 6.
Gender	51 female; 53 male
Age	Range 20 to 35; average 22.9; median 22; mode 22
Pathways	Finance 62; management 40; Law 2
English language ability on entry	Range from IELTS 5.5, with a minimum score of 5.0 in each skill (or equivalent) to overall IELTS 7.0.
Success rate	Fail - 1; withdrawals - 6; pass mark - 72; distinctions - 26 (including 1 law) <sup>16</sup> ; progression eligibility - 60 (57% of those starting the programme).

The study programme consisted of:

- An English module (30 credits, 260 hours of classes);
- Business modules (90 credits, 160 hours of lectures and seminars) in Finance, Human Resources, Marketing, Operations, Investments (finance pathway), and a Dissertation (management pathway).

The English module aimed to improve students' language and study skills. In terms of reading, specifically, students were given texts to study in class, and were also expected to read material of their own choice for pleasure, and to record this in a reading diary. On business modules, students were expected to read core texts and other sources to learn about the topics and to accumulate material for assignments and exams. Thus reading played a highly significant role in the learning process.

<sup>15</sup> One management-only student not taking the English component was excluded from the study

<sup>16</sup> To achieve a distinction, students must achieve an average for the programme of 70% plus, with 65% in English

### 3.2.3 Survey instruments

A questionnaire in English was developed which consisted of two sections: a Learning self-concept scale (LSC) in the first section, followed by an L2 Reading self-concept Scale (L2RSC) with four subscales. Since the participants were of mixed nationalities, translation was not practical<sup>17</sup>. In the first administration, biographical data was also collected. Copies of the questionnaire are in Appendix D.

#### 3.2.3.1 *Learning self-concept scale*

In order to investigate general learning self-views, Burden's *Myself-as-learner scale* (MALS) (Burden, 1998) was used to investigate students' "perceptions of themselves as learners and academic problem solvers" (Burden, 1998, p. 6). Burden defines "self-perception" as an aspect of self-concept, not self-esteem, since affective reactions to self-statements are not measured (op. cit. p. 296). This scale was developed with ease of administration in mind: it is short and uses simple language, which was important in this context.

The MALS has 20 items and uses a 5-point response scale. It was constructed with items which reflect "self-efficacy, perceived learning style and personal enjoyment in learning and problem solving" (op. cit. p. 7). Five items were negatively worded to avoid response bias (and reverse-scored for analysis). The standardisation study (ibid.) reports an alpha reliability index of 0.85. In a factor analysis, orthogonal rotation (Varimax) produced 12 factors, with the first three accounting for 43% of the variance. The remaining factors contained one or two main variables. Although Burden names each factor separately, at least five have to do with "confidence" in learning and problem-solving situations (52% of variance). One factor is concerned with "enjoyment" (15% of variance). The remainder are concerned with: "learning style", "anxiety", "vocabulary" and "verbal fluency". The scores obtained correlated significantly with other measures of cognitive ability. Further validation was obtained through interviews with school pupils. In terms of discourse pattern, all of the statements would seem to come into Harré's category of "perceptual report" (1998, pp. 12-

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<sup>17</sup> In an L2 context, researchers may translate established instruments into the L1. (e.g. Lau, Yeung, Jin, & Low, 1999; van Kraayenoord & Schneider, 1999).

13), and the factors can be seen as categories of responses in relation to learning self-concept, as discussed above in 3.1.2.

### 3.2.3.2 *L2 Reading self-concept scale*

This scale was based on the L2 reading self-concept questionnaire used in the pilot study (Walker, 2006), in which the students were a similar, but not identical, group to the present study. The 200 pilot study students were taking a course in English and study skills – that is, they were not studying content subjects – and the majority (92%) were of South East Asian origin, with a large group of Chinese speakers. Although most were progressing to masters courses in business-related subjects, there were also students from other disciplines. However, they were all of a similar range of language ability to the current study (IELTS 5.5-7.0).

The model for the pilot L2RSC questionnaire was the one developed by Chapman and Tunmer (1999) for use with young children. This was adapted to a written, five-point Likert scale, with some items from other sources. In addition, a 5-item task-value subscale was added. An initial 37 items were reduced after analysis to 27, for which a principal components analysis (Promax oblique rotation (for correlated factors)) confirmed four main intercorrelated components: affect (two distinct components), self-perception of competence, and perception of difficulty. In addition there was a discrete task value factor with an abnormal, negatively-skewed distribution. Internal reliability (Cronbach's alpha) for the 27-item pilot questionnaire was 0.91.

For the current study, the pilot questionnaire was slightly amended to make it more relevant (See Tables C-4 to C-9 in Appendix C for details of amendments). The final version contained 31 items, with the following subscales and item types:

#### 1. L2 Reading Task Value (5 items)

- Desire
- Usefulness
- Attainment: (a) relative and (b) absolute importance

## 2. Affect (11 items)

- Positive affect
- Negative affect
- Intrinsic: enjoyment/liking
- Behaviour

## 3. Perception of competence (9 items)

- Positive competence (can do)
- Task easiness
- Positive self-evaluations (good at/ do well)

## 4. Perception of Difficulty (6 items)

- Task Difficulty
- Negative competence
- Negative self-evaluation in relation to others

Twelve items were negatively worded to avoid response bias, but were reverse-scored for analysis: these are shown in Table C-5. In terms of discourse pattern (Harré, 1998), most of the statements came into the category of *perceptual report*, except for the L2 reading task values, which can be read as either statements of *intent* (desire), or *commentaries on intent* (usefulness, attainment).

### 3.2.3.3 **Reliability**

Cronbach's alpha was used to assess internal reliability for both questionnaire administrations, given in Table 3-2 below.



Table 3-2 Cronbach's Alpha for questionnaires #1 (October) and #2 (April) and the sections and subscales

	Whole questionnaire	Learning Self Concept	L2 Reading Self Concept	L2RSC affect	L2RSC perception of competence	L2RSC perception of difficulty	L2RSC reading task values
Alpha (Q#1 October)	<b>.94</b>	<b>.83</b>	<b>.93</b>	<b>.88</b>	<b>.90</b>	<b>.78</b>	<b>.37</b>
Alpha (Q#2 April)	<b>.93</b>	<b>.83</b>	<b>.91</b>	<b>.86</b>	<b>.88</b>	<b>.75</b>	<b>.54</b>

It can be seen that coefficients for the questionnaire as a whole and the L2RSC section were good at over .90 (Byrne, 1996), indicating internal consistency (Table E-1 in Appendix E Quantitative Results gives greater detail). The LSC section was a little lower but is similar to Burden (1998). The coefficients for the L2RSC subscales were reasonably good, except for the Reading Task Value subscale. Field (2005) points out that the lower the number of variables the lower the alpha level: at five items, this scale was smaller than the others. In addition, it is possible that item 28 was “double-barrelled” (Dörnyei, 2012).

In both waves of the questionnaire, some LSC items (6, 8, 14 and 16) had point-biserial correlations lower than 0.3<sup>1819</sup>, with some small variations between the two waves (see Tables E-2 and E-3 in Appendix E). However, despite this, they were included in the questionnaire analysis as the alpha scores were good enough and they concerned important areas (difficulty of academic work).

In the L2RSC scale, the L2RTV items (14, 16, 21, 23, 28) had consistently low point-biserial correlations in both waves, so alpha values are given in Table E-1 without these items. As in the pilot study, the L2RTV subscale appeared to be unrelated to the other items. As a consequence,

<sup>18</sup> See Field (2005, p. 674)

<sup>19</sup> Q#1: Whole questionnaire – items LSC 6, 8 & RSC14,16,21,23,28; LSC section only – item 6; L2RSC section only – items 14,16,21,23,28. These are all L2 reading task value items.

Q#2: Whole questionnaire – items LSC 8,14,16 & L2RSC 14, 21 28; LSC section only – 8, 14, 16; L2RSC section only – 7, 14, 16, 21, 23, 28

several of the subsequent statistics for L2RSC were computed without the L2RTV variables.

Test-retest reliability was assessed using correlations between the first (Q#1 October) and second (Q#2 April) questionnaires. Table E-4 in Appendix E gives the results. Correlations between the whole scale, the two sections, and three of the L2RSC subscales for the two waves of the questionnaire were all significant at the  $p < .000$  level, indicating good test-retest reliability, especially given the length of the period between the two administrations. The L2RTV subscale was uncorrelated with the other subscales, though the scores for Q#1 and Q#2 on this subscale do show a positive relationship.

Overall, it can be concluded that the questionnaire instrument was reasonably reliable.

#### **3.2.4 Data collection: questionnaires**

The first administration of the questionnaire, or first 'wave' (Q#1), was given within the first two weeks of Term one (T1) in October, after initial Placement and Reading tests were used to group students in English classes according to their English level. The second 'wave' (Q#2) was carried out at the start of Term three (T3) in April. By this time, most modules on the programme had been completed, though the English module had two or three class sessions remaining. The summative English assessment had not yet taken place, and the assessment for some modules had also not been completed. By the time of Q#2, students had received the results of some formative assessments for English and also some summative subject assessments. Table C-2 in Appendix C gives a chronology of events including questionnaire administrations, dates of interviews, coursework submission, exams and results. Table 3-3 below gives mortality information.

Table 3-3 Number of subjects per questionnaire

	Date	Number of subjects	Number of questionnaires used in analysis
Q#1	October 2009	104	104
Q#2	April-May 2010	85	81

#### 3.2.4.1 *First wave*

The students were divided into groups of around sixteen for their English classes<sup>20</sup>. The questionnaires were given to the reading teachers with instructions for administration during the first class. I gave the questionnaire to my reading group in their first class. In some cases, teachers left the questionnaire to the second or third class, so in fact the data were collected during the first two weeks of the programme. Students were told the purpose of the questionnaire, that it would not affect their course in any way and would not affect their assessment. Return rate was 100% high as a result of the class administration of the questionnaire.

#### 3.2.4.2 *Second wave*

The reading teachers were given the questionnaire to administer in the last reading class of the programme. As before, teachers were given instructions on administration, and the students given the same information on anonymity. In addition, students were asked whether they would like to see the results of the completed questionnaires in the hope that this would be a recompense for their efforts. Where students answered yes to this question, I sent them a simple breakdown of their scores for the first and second waves.

By the time of the second questionnaire administration, some students had left or were intending to leave the programme. In addition, the last reading class took place in the first week after a two-week Easter break from which some students had not returned. Consequently, the number of completed questionnaires was lower in comparison to the first wave, and four which were

<sup>20</sup> Students had four types of classes: writing, listening and speaking, reading, and study skills.

returned anonymously could not be matched with questionnaire #1 (as shown in Table 3-3 above).

Four of those who completed questionnaire #2 did not complete the whole programme.

I gave the second questionnaire to my reading group during their last class. Any absentees who were also my interviewees (see below) were asked to complete the questionnaire when I saw them. Thus the second wave was completed over a period from 6<sup>th</sup> April to 21<sup>st</sup> May 2010, though most questionnaires were done in the week beginning 6<sup>th</sup> April.

### **3.2.5 Assessment scores**

As can be seen from Table C-2 in Appendix C, certain assessment results were given to students between the administrations of the two questionnaires. As a result of information given by the interviewees in their second and third interviews, it became clear that assessment and results were crucially important. Consequently, score data for the assessments listed in Table C-2 were collected to see whether assessment marks had effects on self-views which could be identified in the quantitative data. Marks from the following assessments, which took place before, between and after the administrations of the two questionnaires, were selected for use in this analysis:

- Placement test
- Reading test
- Formative English exams (reading, language, writing)
- Finance module assessments
- Human Resources module assessments
- Marketing module assessments
- Summative English exams
- Overall programme marks

Table C-3 gives further information about the forms of these assessments<sup>21</sup>.

### **3.2.6 Analysis of quantitative data**

Analysis of the questionnaire data included descriptive statistics, correlation and factor analysis. Descriptive statistics revealed information about the positive and negative aspects of the self-concepts, and correlations were used to determine where there might be an association between the subscales. To examine changes over the course period, mean scores of scales, subscales and variables were examined for increases or decreases, and differences tested for significance, with effect sizes. Test scores were correlated with the questionnaire scores to determine whether any association with, or effect on, students' self-views could be discerned. Factor analyses were conducted, firstly, on the whole questionnaire to investigate the relationship between statements of learning with statements concerned with reading. Secondly, the L2RSC questionnaire data were examined using factor analysis to discover how the statements of reading might cluster together in the two waves.

### **3.2.7 Qualitative data collection**

Initially I had decided on two types of qualitative data collection: two one-to-one semi-structured interviews, and interactive on-line journals.

The interviews aimed to investigate in detail what interviewees had to say about themselves as L2 readers and how these self-views changed during the course. In particular, as Mann puts it (2000, p. 302): “[were] there any clues in how [students saw] themselves...which might illuminate what reading [meant] to them?”

A few interview participants volunteered to keep reflective on-line diaries. The purpose of this was, by giving a series of prompt questions, to log changing views of self, study strategies, key events and learning challenges that might occur. I had intended to respond with comments, suggestions, and language corrections if required, thereby establishing a relationship of extra support. I

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<sup>21</sup> I did not include the Operations presentation as the scores were based on group performance

hoped that this process would enable participants to reflect in their own time. However, in the event, only three students completed the first of the diary writing tasks. Pressure of work was too great, and perhaps there seemed no real incentive. So this form of data collection had to be abandoned, and I had to amend my approach. Instead of the diary writing I carried out an extra interview in the second term, using as a basis for the questions the prompts I had developed for the tasks in the diary writing exercises.

I carried out a final semi-structured interview with each member of the small group (described below) during the final term. These interviews aimed to elicit what experiences during the period of instruction might have contributed to changes in L2RSC; and to use the interviewees' questionnaire results to investigate changes in self-views further.

### **3.2.8 Qualitative sample**

For the qualitative aspect of the study, I chose to use participants whom I was actually teaching as I had hoped that the diary writing process would support their learning. As Dörnyei and Ushioda (2011) note, in practitioner research, data collection methods can simultaneously serve to raise students' awareness of issues. The initial sample for the qualitative aspect of the research can therefore be described as non-probabilistic, purposive, stratified (by language level) and convenient (Wellington, 2000).

I was teaching the lower English group for reading (Group G), and the higher English group for study skills (Group F). I asked both groups of students to complete a form (see Appendix C) to indicate if they were willing to take part in the interviews and diary-writing. Sixteen students, eight from each group, agreed to take part in the interviews and four said they would keep a diary.

The main characteristics of the initial group of interviewees can be found in Table C-9 in Appendix C. The eight students from my Study Skills class (Group F) had an advanced level of English (ranging from 74%-86.5% on the Placement test). The eight students from my Reading class (Group G) had an intermediate/upper-intermediate level of English. Their Placement test scores

ranged from 59%-63.5%. Four of these students had progressed from a full-time English course taken previously at the Centre.

After the first round of interviews, it became clear that I needed to reduce the sample size to manageable proportions.

Table 3-4 Interviewee subsample selection with criteria used for 2nd and 3rd interviews, and whether used for analysis.

Student	Language group	L2 Reading self-concept mean score	Learning self-concept mean score	Diary	Data used in analysis
IG	higher	4.00	4.05	yes	yes
GC	higher	4.7	3.55		no
AN	higher	4.2	3.55		yes
NA	lower	4.2	3.47		yes
ER	lower	3.3	3.9		yes
VC	lower	3.3	3.9	yes	yes
FZ*	lower	3.0	3.0		no
EM	lower	2.8	3.2	yes	yes
AL	higher	2.7	3.55		yes
WI	lower	2.7	3.7		yes
ZA	lower	1.7	2.75		yes

Note: \*completed first and third interviews only

To help make the selection, I used the interviewees' scores from questionnaire #1 and their English levels. As can be seen in Table 3-4, I chose some students from each language group, and then selected students whose L2RSC mean scores were high, middle and low, as well students whose LSC was higher in relation to L2RSC, and vice versa. Those who kept a diary were also retained. A further criterion was the richness of interview data (Riessman, 2008). The final selection for data analysis consisted of three higher level and six lower English level students. Of the two rejected for analysis, one was an Indian who used English as his first language for study purposes, which put him in a different linguistic category from the others. A second was interviewed twice only, so a full set of his data was lacking. Of the final nine, the three higher level and three of the lower level students successfully progressed to masters courses. Three of the lower English level students did not achieve well enough to progress (See Tables F-33 and F-34, Appendix F). The pseudonyms, and biographical and language proficiency details of the final nine interviewees are given in Tables F-1 and F-2 in Appendix F.

### **3.2.9 Interview schedules**

Semi-structured interview schedules were drawn up to enable data to be collected in relation to the research questions. In general, in the interviews I followed the question schedules, but also allowed the students to digress, and sometimes I changed the questions to suit the individuals, or added some further questions as points emerged which seemed worth following up. As Riessman notes (2008, p. 24): "...the specific wording of the question is less important than the interviewer's emotional attentiveness and engagement and the degree of reciprocity in the conversation". The schedules of questions together with their relationship to the research questions can be found in Appendix D.

### **3.2.10 Interviews**

I conducted the interviews in English in my office, with no one else present. Each interview was intended to last for about 30 minutes but sometimes went on for just over 1 hour, and was occasionally only about 20 minutes.

The interviews were recorded, the first on a camcorder (placed behind the student so as not to be obtrusive), and then converted to a digital sound file. The second and third rounds of interviews were recorded on a small, battery-operated Olympus digital voice recorder WS-550M (approximately iPod-size) placed on the desk in front of both of us. The sound files were uploaded onto my home computer, after which they were erased from the recorder.

The interviews were arranged at times when students were free. I sent them a suggested time and, if it was not convenient for them, changed it to suit them. For each interview, students were sent the questions in advance by email in order that they would understand what the interviews were to consist of and to enable them to prepare, though in some cases it was clear that the students had not always looked at the questions. I also told them that they could elect not to take part if they wished. Before the third interview, I sent them their questionnaire results.



### 3.2.11 Transcription

I felt that cleaning up the dialogue would destroy its qualities of second-language user speech. Thus, I retained in the transcripts instances of repetition, hesitation, silence and laughter, and did not correct faulty English. Furthermore, to be consistent with the theoretical stance being taken, I retained interviewer utterances and backchannel noises as part of the social element of the conversation<sup>22</sup>. Finally, although there are various ways of dividing up the text, I decided to adopt a simple approach of representing the text in speaker turns, with small interjections by either party treated as overlapping or interruptions to the main utterance.

### 3.2.12 Analysis of interview data

The transcripts were imported in NVivo 8 for coding. The data were categorised according to an adapted version of Pollard and Filer's (1996, p. 97) model of the educational environment using a mix of free and tree nodes. The initial modification of this framework was given in Chapter 2 Figure 2-3. Figure 3-2 below shows a simplified version used as the starting point for data analysis.

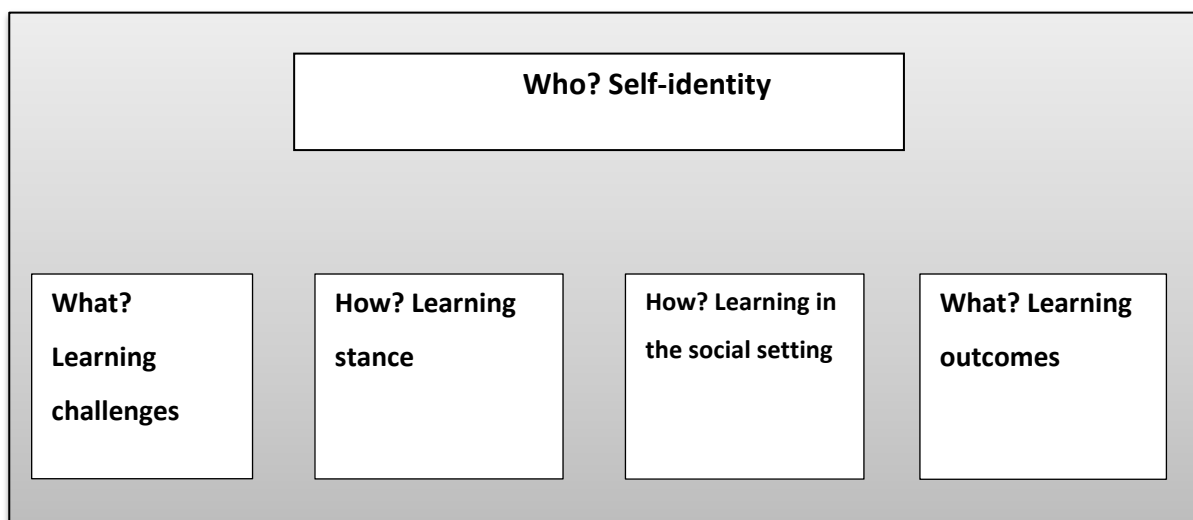


Figure 3-2 Basic framework for coding qualitative data based on Pollard & Filer (1996, p. 97)

<sup>22</sup> Sometimes I nodded instead of making sounds of agreement.

Using this broad framework, I gradually built up a more detailed version of each of the main categories, following the analysis steps given by Dörnyei (2007), i.e. starting with descriptive labels and gradually deriving more abstract categories.

The spoken data were then summarised and the summaries arranged in matrices, according to time and concept (as suggested by Miles and Huberman (1994)). In order to discern systematic differences in reading self-views, the matrices were constructed according to the variables discussed in 3.2.1 above, namely: perception of competence in reading and language level. All the summary matrices can be found in Appendix F, while extracts from the data can be found in Appendix G.

The language level variable consisted of two categories, higher and lower, defined by the student's language group (details are in 3.2.8 above).

The competence perception variable (*R-comp*) was defined as follows. A mean score for the perception of reading competence subscale of less than 3.0 was considered to be *low*, and a score of more than 3 was considered *high* (See Table F-6, Appendix F, for details of the students in each category). There were three perception of competence groups: students whose perception of competence scores changed from low to high over the period; students whose perception of competence was high at the start and remained high; and students whose perception of reading competence was low at the start and remained low throughout. *R-comp* thus represents the student's perception of L2 reading competence during the whole course period.

### **3.2.13 Role of researcher, limitations and threats**

On the quantitative side, my role was external to the process, more akin to that of a disinterested observer in relation to the participants, with most of whom I had no involvement. I did not communicate with most students directly, but instead asked their teachers to explain the function of the questionnaire and to administer it. I calculated their scores and then had these sent to students by an administrator. Of course, however, my active involvement with the research

was at the planning stage, the devising of the instruments, and their analysis and interpretation. At this point, my values, perceptions and so on will have influenced the findings.

In terms of threats to the validity of the quantitative data, this was not an experimental situation, the aim of the research being mainly description rather than generalisability. However, one internal threat was “mortality” (Creswell, 2007, p. 162 & ff.), as can be seen in Table 3-2 above.

In qualitative research, the researcher is actively and explicitly engaged in the data collection (Creswell, 2009). Riessman insists that the researcher should be the interviewer “because the interpretive process begins during conversation” (2008, p. 26). Thus, unlike the quantitative aspect, the interviews entailed that I had a conversational relationship with the participants. Riessman (2008) emphasises the importance of listening and the fact that it is hard work since it involves entering another’s world. As such, I endeavoured to relate to them as people, feeling sympathy, empathy and interest in them, and my take on their responses affected what questions I asked. Sometimes a question that I hoped would elicit a useful response did not, and sometimes a seemingly unrelated question would produce highly productive responses.

However, conversations have their limits, as Riessman points out (2008): asking for information puts pressure on people, and some people may not want to go into details or cannot remember well. Sometimes people cannot explain in words the things that have happened to them, and this was especially true for these participants as English was not their first language. The co-construction of the discourse was thus based on imperfect knowledge of English by the participants and sometimes doubtful interpretations of meanings by myself. In the transcripts there are occasionally unresolvable ambiguities, or unintelligible utterances.

Furthermore, the social roles of the participants, the environment and the interviews as discourse events would have had a major effect on what was said. First, there were no doubt consequences for limitations of the study in that I was simultaneously researcher, teacher, and Programme Director. In the two latter

roles, I was in a position of some power, so that participants may have told me what they thought I wanted to hear. Or the students may have found it hard to relate to me as a person and thus to respond to some of the questions about their lives outside the classroom as they would have with a genuine friend or impartial researcher. The fact that the interviews took place in my office underscored the fact that the social context was academic and part of their experience as students, linked therefore to their studies. This was illustrated by William, who asked me at the end of interview #3 how he could improve his reading, clearly positioning me as his teacher.

As interviewer, I asked the questions and controlled the conversation. That this was the major driver of the interaction was graphically illustrated a couple of times at the end of an interview when the participant suddenly decided to ask me questions (e.g. Emily in interview #3 asked if my research was finished). This felt like a different genre of conversation.

Finally, Riessman (op. cit.) draws attention to one of the limits of thematic narrative analysis: that is, that the researcher must assume that all speakers mean the same thing so that finer specifics may be obscured.

### **3.2.14 Ethical issues**

Informed written consent from participants for the semi-structured interviews and the diary logs was obtained using the Graduate School of Education consent form (see Appendix C). All participants were informed about what the data collection and research would involve, and how the research findings would be used.

Participants were assured that the research would in no way impact on their course grades, and were reminded that they had the right to withdraw from the research at any time. Interviewees were told that the interviews would be recorded, and they all agreed to this. Pseudonyms have been used throughout.

With regard to the questionnaires, information about the research and the ethical/confidentiality issues was given on the first page (see Appendix D).

The students were told that they could refuse to complete the questionnaire, and that if they started they did not have to finish. A statement was added at the end of the preamble to both questionnaires as follows: "If you are happy to continue, please read on". It was assumed that if students then answered the questionnaire, this would constitute agreement to take part. Finally, they were asked for their names but were assured that all the data they supplied would not be shared with other parties, and that they would not be identified in any publication of the research. Despite this, a few withheld their names.

### **3.3 Conclusion**

It will be recalled that the two initial substantive research questions are:

1. What is the scope and nature of L2 reading self-views in an academic learning context?
2. How do L2 reading self-views change as students proceed through an academic course?

As a result of the literature review, these questions were reframed to allow for the use of the learning context framework developed by Pollard and Filer (1996). In addition, in the discussion in this chapter in sections 3.2.6, 3.2.7 and 3.2.12, some further refinement was implied, resulting in specific sub-questions for the collection and analysis of both types of data. These specific sub-questions are given in the table in Appendix B, which also shows the process of modification of the research questions, together with their analysis methods. In the next two chapters, the findings relating to these specific sub-questions are described.

## Chapter 4      **Presentation of findings 1: quantitative**

The findings presented in this chapter will address the following specific sub-questions. First, in relation to the nature and scope of the L2 reading self-concept:

1. What does the preliminary analysis of the questionnaire reveal about students' L2 reading self-concepts (L2RSC)?
2. How do the learning self-concept (LSC) and reading self-concept sections relate to each other?
3. How do the items cluster in the L2RSC scale to make broader themes?
4. Is there an association between level of English and measures of self-concept?

Second, in relation to changes in the L2 reading self-concept:

5. How do the students' L2RSCs change over the period of instruction?
6. Are any L2RSC changes significant?
7. Do the students' assessment results show correlations with their LSC and L2RSC?

The findings are based on quantitative data collected with the self-report questionnaire described in 3.2.3 above, as well as assessment data from the sample of students described in section 3.2.2. All detailed tables and figures relating to this chapter but not included here can be found in Appendix E.

### **4.1 Preliminary analysis of the questionnaire, section and subscale scores**

Based on mean scores for each participant, descriptive statistics and correlations were computed for both waves of:

- The whole questionnaire
- The learning self-concept section

- The L2 reading self-concept section
- The L2RSC subscales (affect, perception of competence, perception of difficulty, and reading task value (L2RTV))

Tables 4-1 to 4-3 below give an overview of results<sup>23</sup>.

Table 4-1 Q#1 October: descriptive statistics (all subjects)

	Whole questionnaire	LSC	L2RSC (with L2RTV variables)	L2RSC (no L2RTV variables)	Perception of competence	Affect	Perception of Difficulty	L2 reading task value
Mean	3.47	3.46	3.48	3.289	3.08	3.48	3.22	4.50
Median	3.45	3.50	3.42	3.27	2.94	3.41	3.17	4.60
Mode	3.18	3.55	3.06	2.77	2.89	3.36	3.50	4.40
Range	2.13	2.54	2.55	3.08	3.67	3.18	3.67	1.60
Minimum	2.36	2.21	2.19	1.65	1.33	1.73	1.33	3.40
Maximum	4.49	4.75	4.74	4.73	5.00	4.91	5.00	5.00

Notes: N=104 (with no missing cases)

Table 4-2 Q#1 October: descriptive statistics (subjects who completed both questionnaires)

	Whole questionnaire	LSC	L2RSC (with L2RTV variables)	L2RSC (no L2RTV variables)	Perception of competence	Affect	Perception of Difficulty	L2 reading task value
Mean	3.49	3.47	3.51	3.32	3.10	3.54	3.24	4.48
Median	3.55	3.47	3.55	3.39	3.00	3.55	3.33	4.60
Mode	3.18	3.40	3.06	2.88	2.89	3.36	3.50	4.40
Range	2.00	1.70	2.55	3.04	3.33	3.18	3.50	1.60
Minimum	2.41	2.60	2.19	1.65	1.33	1.73	1.33	3.40
Maximum	4.41	4.30	4.74	4.69	4.67	4.91	4.83	5.00

Notes: N=81 (with no missing cases)

<sup>23</sup> Tables E-5 to E-7 in Appendix E provide further details.

Table 4-3 Q#2 April: descriptive statistics (subjects who completed both questionnaires)

	Whole questionnaire	LSC	L2RSC (with L2RTV variables)	L2RSC (no L2RTV variables)	Perception of competence	Affect	Perception of difficulty	L2 reading task value
Mean	3.55	3.46	3.61	3.46	3.28	3.66	3.38	4.35
Median	3.55	3.50	3.58	3.46	3.33	3.73	3.33	4.40
Mode	3.31	3.25	3.55	3.50	3.44	3.73	3.33	4.60
Range	2.24	2.55	2.29	2.85	3.00	2.73	2.83	2.00
Minimum	2.27	2.05	2.42	1.92	1.78	2.18	1.67	3.00
Maximum	4.51	4.60	4.71	4.77	4.78	4.91	4.50	5.00

Notes: N= 81 with no missing cases

It can be seen that the participants' mean scores on most measures were in the middle band (3) of the 5-point scale, which is perhaps not surprising. If the L2RTV subscale is excluded, the L2 reading self-concept measures showed greater ranges and lower minimum mean scores than learning self-concept on all occasions, indicating that students varied more widely in their views of themselves as readers than as learners. The subscale with the lowest mean scores on all occasions was perception of competence, with means ranging from 1.33 to 5. In contrast to the other subscales, the L2RTV subscale produced very positive ratings, with means in the 4 band on both occasions. For students who completed both questionnaires distributions were normal except for the L2RTV subscale, which had a significant negative skew in both waves, precluding the possibility of finding correlations of L2RTV with other subscales (see Tables E-6 and E-7 in Appendix E).

Pearson correlations (Tables 4-4 and 4-5 below) between the two sections and all subscales in both waves showed significant coefficient levels on all measures apart from L2RTV.



Table 4-4 Pearson correlations of mean scores of sections and subscales for October questionnaire #1

	Learning self-concept	Perception of competence	Affect	Difficulty
Reading self-concept with L2 reading task value variables	.742**			
Reading self-concept without L2 reading task value variables	.741**			
Perception of competence	.743**			
Affect	.651**	.786**		
Difficulty	.569**	.627**	.619**	
Task value	.110	.050	.059	.137

Notes: N=104; \*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 4-5 Pearson correlations of mean scores of sections and subscales for April questionnaire #2

	Learning self-concept	Perception of competence	Affect	Difficulty
Reading self-concept with L2 reading task value variables	.742**			
Reading self-concept without L2 reading task value variables	.741**			
perception of competence	.684**			
Affect	.657**	.741**		
Difficulty	.618**	.643**	.592**	
Task value	.117	-.004	.181	-.052

Notes: N=81\*\*. Correlation is significant at the 0.01 level (2-tailed).

These positive correlations underline that the self-view statements concerned with learning and L2 reading were closely related (approximately 55% of the variance was shared). Furthermore, the L2 reading subscales were positively intercorrelated, indicating their close association, as in the pilot study.

#### **4.2 The relationship between the LSC and L2RSC sections**

From the above analyses and the internal reliability of the whole questionnaire ( $\alpha=.94$  (Table E-1)), the relationship between learning and reading seemed to be close. But in what ways more precisely are students' views of themselves as L2 readers similar to or distinct from their views of

themselves as learners? To investigate the overlap further, principal components analysis (PCA) for the first wave of the questionnaire was carried out. A PCA with a Varimax rotation for maximum separation of the components was run on 46 items, excluding the task value items. After some consideration a five-factor solution was decided upon, explaining 50.94% of the variance (see Table E-9 for variance explained). Full explanation of the decision process is given in Table E-8 in Appendix E. The rotated factor loadings (and clustering) of the variables is shown below in Table 4-6, with a more detailed version Table E-10.

Table 4-6 Principal components analysis of Oct 09 questionnaire (excluding task value variables): rotated component matrix showing factor loadings.

	Components				
	1	2	3	4	5
19. (affect) I like reading about my subject in English.	.778				
8. (comp) I like reading long texts in English.	.723				
30. (affect) I like reading newspapers or magazines in English	.702				
5. (affect) I often read English texts in my free time.	.676				
3. (affect) I like doing vocabulary exercises.	.627				
6. (comp) I am good at remembering English words.	.603		.365		
<b>13. I have a good vocabulary</b>	.578		.366		
10. (affect) I find reading in English boring*.	.570	.474			
29. (comp) I can understand at least 95% of each English text that I read	.558			.486	
17. (affect) I enjoy lessons in reading in English.	.548				
4. (comp) Reading in English is easy for me.	.544			.494	.308
2. (affect) I feel good when I am reading in English.	.542			.502	
24. (comp) I can work out the meaning of difficult sentences.	.475			.408	.306
<b>4. I usually think carefully about an assignment before starting it</b>	.431				
11. (diff) Guessing the meaning of new words is difficult for me.*		.628			
25. (affect) I do as little reading in English as possible.*	.398	.609			
16. I find some aspects of my academic work very difficult*		.588			
18. (diff) It is hard for me to understand the English texts that I must read.*		.586		.456	
<b>8. I get anxious when I am faced with new work*</b>		.574	.324		
<b>6. I need extra help with my work*</b>		.559			
22. ( affect) Reading in English makes me feel unhappy.*	.350	.557			
12. (affect) I read in English only if I have to.*	.382	.515			
13. (diff) I make lots of mistakes when I read in English.*	.302	.489		.335	
15. (diff) I feel stupid when I'm reading in English.*		.468			
31. ( affect) Reading in English is hard work*.		.428		.307	
<b>2. I enjoy problem-solving activities</b>			.642		
<b>19. I like using my brain</b>			.625		
<b>7. I like having challenging work to do</b>			.624		
<b>3. I usually feel confident that I can do new work</b>			.599	.378	
<b>9. I am capable of solving most of the problems that I am set</b>			.586		
<b>12. I'm not very good at solving problems*</b>		.415	.525		
<b>10. When I get stuck with my work, I can usually work out for myself what to do next</b>			.522		
9. (comp) I can work out the meaning of new words without help from a dictionary or another person.		.353	.394	.304	
27. (diff) The other students in my class read English better than me.*				.723	
7. (diff) The other students in my class read English faster than I do*.				.676	
26. (comp) I can read well in English.	.465			.537	.314
20. (comp) I read fast in English.	.458			.506	.344
<b>5. I often make useful contributions to discussions</b>			.321	.435	
1. (comp) I can work out the meaning of English texts.				.423	
<b>1. I'm good at taking exams</b>					.637
<b>20. I've always found learning quite easy</b>			.300		.556
<b>17. I'm quite an intelligent person</b>					.510
<b>14. I often hurry my work without thinking about it a lot*</b>			.339		-.488
<b>15. I prefer being told what to do than having to work it out for myself*</b>	.374				-.451
<b>18. I know how to be a good learner</b>	.365				.433
<b>11. I don't have much difficulty in learning what I need to</b>	.308	.331	.300		.372

Notes: N=99; LSC items are in bold; only those loadings above .3 are shown; \*=negatively-worded items reversed for analysis.

On examining the clustering of the items, it seemed that the close association between reading and learning seen in the previous section was confirmed.

Component 1, on which 14 items loaded most highly, contained predominantly L2RSC items with a mix of mainly positive affect and perception of competence. But there were also two LSC items here, both connected with reading.

Component 2 contained LSC and L2RSC statements and appeared to associate intellectual work with the difficulty and affect involved in L2 reading, the LSC statements relating to difficulty.

Component 3 contained mainly LSC statements relating to the *positive challenge* afforded by intellectual work, and included one L2RSC item (number 9) which also had an element of challenge.

Component 4 seemed to be mainly about *class-based reading activity*, and included items concerned with self versus others, perception of competence in reading, and one item from the LSC scale concerned with discussions.

In the fifth component LSC items loaded most highly, consisting of statements concerning how *effective* participants considered themselves to be *as learners*<sup>24</sup>. However, some of these items also loaded on component 1, while some items from predominantly reading components also loaded at >3.0 on component 5.

In sum, while there were three mainly L2RSC and two mainly LSC clusters, LSC statements were also linked with L2RSC, and vice versa. For example, an LSC item which clustered with reading items in Component 1 was: *4. I usually think carefully about an assignment before starting it.* This clustering can be explained by the fact that students had to read substantially – and learn

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<sup>24</sup> Burden (1998) gives slightly different items and wordings.

- before doing assignments. Thus, while this link seems unsurprising, the academic nature of the reading is underlined.

### 4.3 Statement clusters in the L2RSC

Although the L2RSC questionnaire had good reliability ( $\alpha > .9$  in both waves, Table E-1), Field points out (2005) that this can indicate either a uni-dimensional scale or several subscales with good alphas. At the same time, taking the view that responses to questionnaire items are a form of self-discourse, the question actually becomes not what are the underlying constructs tapped into by the questionnaire, but rather how do the responses to the L2RSC questionnaire cluster together?

Accordingly, principal components analysis of the L2RSC scale (without the task value items) was undertaken with Varimax rotation for maximum separation. In order to be able to compare the October and April results, only the data from students who had completed both waves were used, and five factors were extracted for both questionnaires<sup>25</sup>. Tables 4-7 to 4-10 below give the component variances and rotated loadings for each questionnaire.

Table 4-7 Principal components analysis of L2 Reading self-concept questionnaire#1 (Oct 09): 5-factor solution total variance explained (N=81)

Component	Initial Eigen-values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.866	41.791	41.791	10.866	41.791	41.791	5.263	20.242	20.242
2	2.186	8.408	50.199	2.186	8.408	50.199	3.556	13.678	33.920
3	1.659	6.379	56.578	1.659	6.379	56.578	3.231	12.428	46.348
4	1.470	5.653	62.232	1.470	5.653	62.232	2.747	10.564	56.912
5	1.022	3.932	66.164	1.022	3.932	66.164	2.405	9.252	66.164

<sup>25</sup> Full explanation of the decision process is given in Table E-11 in Appendix E.

Table 4-8 L2RSC Questionnaire#1 (Oct 09): rotated component matrix

	Components				
	1	2	3	4	5
19. affect (intrinsic) I like reading about my subject in English.	<b>.776</b>				
30. affect (intrinsic) I like reading newspapers or magazines in English	<b>.774</b>				
5. affect (behaviour) I often read English texts in my free time.	<b>.757</b>				
8. comp (task easiness) I like reading long texts in English.	<b>.756</b>				
6. comp (pos self eval) I am good at remembering English words.	<b>.629</b>		.321	.344	
3. affect (intrinsic) I like doing vocabulary exercises.	<b>.600</b>		.444		
4. comp (task easiness) Reading in English is easy for me.	<b>.536</b>	.400	.429		
2. affect (pos affect) I feel good when I am reading in English.	<b>.523</b>	.318	.430		
20. comp (pos self eval) I read fast in English.	<b>.516</b>				.475
22. affect (neg affect) Reading in English makes me feel unhappy.*		<b>.718</b>			
15. diff (neg SC of comp) I feel stupid when I'm reading in English.*		<b>.667</b>			
10. affect (neg affect) I find reading in English boring*.	.352	<b>.624</b>		.367	
18. diff (task difficulty) It is hard for me to understand the English texts that I must read.*		<b>.574</b>	.550		
31. affect (neg affect) Reading in English is hard work*.		<b>.571</b>			
17. affect (intrinsic) I enjoy lessons in reading in English.	.401	<b>.502</b>			
1. comp (pos comp) I can work out the meaning of English texts.			<b>.767</b>		
24. comp (pos comp) I can work out the meaning of difficult sentences.	.488		<b>.671</b>		
26. comp (pos self eval) I can read well in English.	.390		<b>.656</b>		
29. comp (pos comp) I can understand at least 95% of each English text that I read	.390	.467	<b>.535</b>		
25. affect (behaviour) I do as little reading in English as possible.*		.326		<b>.669</b>	
9. comp (pos comp) I can work out the meaning of new words without help from a dictionary or another person.				<b>.664</b>	.364
11. diff (task difficulty) Guessing the meaning of new words is difficult for me.*		.360		<b>.587</b>	
13. diff (neg sc of comp) I make lots of mistakes when I read in English.*				<b>.585</b>	
12. affect (behaviour) I read in English only if I have to.*	.420	.343		<b>.555</b>	.336
7. diff (self vs others) The other students in my class read English faster than I do*.					<b>.832</b>
27. diff (self vs. others) The other students in my class read English better than me.*					<b>.828</b>

\*reverse scored for analysis

Table 4-9 Principal components analysis of L2 Reading self-concept questionnaire#2 (April 10): 5-factor solution total variance explained (N=81)<sup>26</sup>

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.729	37.418	37.418	9.729	37.418	37.418	3.897	14.989	14.989
2	2.155	8.290	45.708	2.155	8.290	45.708	3.681	14.157	29.145
3	1.572	6.047	51.755	1.572	6.047	51.755	3.654	14.055	43.200
4	1.407	5.413	57.169	1.407	5.413	57.169	2.846	10.945	54.145
5	1.383	5.318	62.487	1.383	5.318	62.487	2.169	8.341	62.487

<sup>26</sup> Rotation Method: Varimax with Kaiser Normalization; Rotation converged in 7 iterations

Table 4-10 L2RSC Questionnaire#2 (April 10): rotated component matrix

	Components				
	1	2	3	4	5
24. comp (pos comp) I can work out the meaning of difficult sentences.	<b>.755</b>				
4. comp (task easiness) Reading in English is easy for me.	<b>.648</b>		.503		
26. comp (pos self eval) I can read well in English.	<b>.648</b>	.327			
1. comp (pos comp) I can work out the meaning of English texts .	<b>.643</b>			.386	
29. comp (pos comp) I can understand at least 95% of each English text that I read	<b>.625</b>		.333		
19. affect (intrinsic) I like reading about my subject in English.		<b>.754</b>			
17. affect (intrinsic) I enjoy lessons in reading in English.		<b>.627</b>			
3. affect (intrinsic) I like doing vocabulary exercises.		<b>.591</b>			
30. affect (intrinsic) I like reading newspapers or magazines in English.		<b>.563</b>		.448	
8. comp (task easiness) I like reading long texts in English.	.515	<b>.528</b>			
2. affect (pos affect) I feel good when I am reading in English.	.438	<b>.506</b>	.393		
12. affect (behaviour) I read in English only if I have to.*		<b>.491</b>	.433	.451	
6. comp (pos self eval) I am good at remembering English words.	.372	<b>.469</b>		.444	
15. diff (neg SC of comp) I feel stupid when I'm reading in English.*			<b>.716</b>		
13. diff (neg sc of comp) I make lots of mistakes when I read in English.*			<b>.677</b>	.364	
31. affect (neg affect) Reading in English is hard work*.			<b>.662</b>		.320
22. affect (neg affect) Reading in English makes me feel unhappy.*		.437	<b>.645</b>		
18. diff (task difficulty) It is hard for me to understand the English texts that I must read.*	.349		<b>.635</b>		
10. affect (neg affect) I find reading in English boring*.		.398	<b>.447</b>		
9. comp (pos comp) I can work out the meaning of new words without help from a dictionary or another person.	.363			<b>.691</b>	
11. diff (task difficulty) Guessing the meaning of new words is difficult for me.*			.345	<b>.676</b>	
5. affect (behaviour) I often read English texts in my free time.	.411	.333		<b>.562</b>	-.313
25. affect (behaviour) I do as little reading in English as possible.*		.330		<b>.527</b>	
7. diff (self vs others) The other students in my class read English faster than I do*.					<b>.879</b>
27. diff (self vs. others) The other students in my class read English better than me.*					<b>.776</b>
20. comp (pos self eval) I read fast in English.	.529	.314			<b>.543</b>

\*reverse scored for analysis

As can be seen, there were some differences between the two PCAs, of which the main changes are as follows. First, in the October wave, component 1 (C1), which explained 20.24% of variance after rotation, reflected generally positive attitudes towards reading in English, with mainly affect and some competence variables. In April, this component is recognisable as C2 but has now a more clearly positive affect theme (involving liking, enjoying and positive feeling): it has lost two competence items (4 and 20) and gained a liking item



(17). Also, the variance explained has dropped to 14.16%, and is close to the variance explained by C1 in April.

C2 in October explained 13.68% of variance, and seemed to represent a clustering of views concerned with difficulty and negative feelings towards reading in English<sup>27</sup>, but with one positive affect item (17). This component is recognisable as C3 in April, where it explains a little more of the variance at 14.06%. It no longer contains the liking item no. 17, but has gained the difficulty item no. 13, making it more clearly about the difficulty of reading.

C3 in October showed positive perception of competence items clustering together. In April this component moved to first position. It contains the same items as C3 in the October wave but now includes another competence item (no. 4). This factor moved from explaining 12.43% of the variance in October to 14.99% in April. Thus, at the end of the course, perception of competence explained the largest proportion of the variance.

C4 in October, explaining 10.56% of variance, contained a mix of items but seemed to refer to the association of the difficulty of vocabulary with reading behaviour. In April, this component has become clearer with two items about how the individual deals on his/her own with difficult words, and two items about reading behaviour, so that the clustering could be interpreted as revealing feelings about self-directed reading. C4 now explains 10.95% of the variance.

Finally in October, in C5 the two social comparison items clustered together and explained 9.25% of the variance. In April, this component gained item 20 (about reading speed) but explained 8.34% of the variance.

To conclude, although similar factors are broadly identifiable in the two waves, at the end of the course some variables have moved to cluster with different sets, leading to the overall impression that the factors are more homogenous and consistent with the original questionnaire subscales, that is, based on perception of competence, affect and perception of difficulty.

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<sup>27</sup> Items 31 and 22 were grouped with *difficulty* by Chapman and Tunmer (1999) – hence the designation of difficulty here.

Significantly, also, by the end of the period, feelings about competence explained more variance than difficulty and affect. Furthermore, compared with the original underlying structure of the L2RSC questionnaire in the MSc pilot, two additional clusters were found, namely the role of vocabulary especially in self-directed reading, and comparison with other students. As will be seen in the qualitative data, vocabulary and quantity of reading were key themes.

#### **4.4 Changes in reading self-concepts**

In order to compare changes between October and April, the subscales as defined in the construction of the L2RSC scale (see section 3.2.3.2) were used for comparison purposes. This was because, although the PCAs did not absolutely confirm the constitution of these subscales, the items making up the components varied in the two administrations of the questionnaire. Consequently, differences in the means mentioned in section 4.1 above were tested for significance, and correlations were also calculated. The data were limited to those students who completed both questionnaires.

Table E-4 (Appendix E) shows that, while nearly all correlation coefficients (except for those involving the reading task value (L2RTV) subscale) were significant at the  $p < .000$  level, those between the same scales in the October and April waves were rather moderate, ranging between  $r = .503$  (Difficulty) and  $r = .761$  (L2RSC (excluding L2RTV variables)). This indicates that some variance was caused by variation in individual students' self-concept changes between October and April.

As Tables 4-2 and 4-3 above show, compared with October, in April there were increases in students' mean scores for L2 reading self-concept (both with and without L2RTV variables), the whole questionnaire, perception of competence, affect and difficulty. However, the mean score for learning self-concept remained more or less stable, while the L2RTV subscale mean decreased.

To establish whether the differences in mean scores in Tables 4-2 and 4-3 were large enough to be significant, paired-samples *t*-tests were used for the following<sup>28</sup>:

- Whole questionnaire (with and without L2RTV values),
- The LSC section
- The L2RSC section (with and without L2RTV values),
- The affect, perception of competence, perception of difficulty subscales

The results are given in Tables E-12 and E-13. First, the differences between the L2 reading self-concept mean scores in October and in April were significant both excluding L2RTVs, ( $t = 2.885$ ,  $df = 80$ ,  $p = .005$ , two-tailed) and including L2RTVs ( $t = 2.285$ ,  $df = 80$ ,  $p = .025$ , two-tailed). The effect sizes were 0.22 and 0.19 respectively (Cohen's *d*), which, though small (Brace et al., 2006), explained about 4% of the variance (Field, 2005). Coe (2002) argues that in an educational context small effect sizes are the norm and even an effect size of 2% is considered substantial.

The students' mean scores for the learning self-concept section and for the whole questionnaire in October and April were not significantly different.

These results confirm that students' overall L2 reading self-concepts changed significantly over the period but that learning self-concepts did not. The effect of the difference is stronger if L2RTVs are excluded. Over the period, L2 reading self-concepts became more positive.

Regarding the L2RSC subscales, Table E-13 shows that the difference between the perception of competence mean scores on the two occasions was significant ( $t = -3.224$ ,  $df = 80$ ,  $p < .002$  (2-tailed)). However, the effect size was larger (Cohen's *D* = 0.253) than for the L2RSC, explaining about 6% of the variance.

The increases in the Affect and Difficulty subscales were too small to be significant.

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<sup>28</sup> KS tests showed normal distributions for these measures

To test whether the apparent reduction in L2RTV subscale mean scores in April was significant, a Wilcoxon matched-pairs signed-ranks test for non-normally distributed data was carried out. Tables E-14 and E-15 give the results. As can be seen, there was a significant difference between the L2RTV scores for October and April ( $z = 2.540$ ,  $N\text{-Ties} = 68$ ,  $p = .01$ , two-tailed).

To check whether differences in L2RSC subscales were caused by just one or two variables, the mean scores for each variable (as opposed to the participants' mean scores) were examined. Descriptive statistics for each variable for both questionnaire waves can be found in Tables E-16 to E-23, arranged according to subscale. Tables 4-11 to 4-14 below show the means for each variable on the four subscales of the L2RSC section for October and April and the differences between them.

Table 4-11 Perception of competence in reading: means of variables in April and October and differences between them

	1. I can work out the meaning of English texts.	<b>4. Reading in English is easy for me.</b>	6. I am good at remembering English words.	8. I like reading long texts in English.	<b>9. I can work out the meaning of new words without help from a dictionary or another person.</b>	20. I read fast in English.	24. I can work out the meaning of difficult sentences.	<b>26. I can read well in English.</b>	<b>29. I can understand at least 95% of each English text that I read</b>
Oct mean variable score	3.71	<b>3.05</b>	3.06	2.61	<b>2.93</b>	2.94	3.27	<b>3.26</b>	<b>3.05</b>
April mean variable score	3.77	<b>3.31</b>	3.04	2.84	<b>3.19</b>	3.05	3.33	<b>3.60</b>	<b>3.41</b>
Apr minus Oct	0.06	<b>0.26**</b>	-0.02	0.23	<b>0.26**</b>	0.11	0.06	<b>0.34**</b>	<b>0.36**</b>
Movement	up	<b>up</b>	down	up	<b>up</b>	up	up	<b>up</b>	<b>up</b>

Notes: N=81; missing = 0; \*\*= significant difference; \*reverse scored for analysis

Table 4-12 Affect towards reading: means of variables in April and October and differences between them

	2. I feel good when I am reading in English.	3. I like doing vocabulary exercises.	<b>5. I often read English texts in my free time.</b>	10. I find reading in English boring*.	12. I read in English only if I have to.*	17. I enjoy lessons in reading in English.	19. affect (intrinsic) I like reading about my subject in English.	22. affect Reading in English makes me feel unhappy.*	<b>25. I do as little reading in English as possible.*</b>	30. I like reading newspapers or magazines in English	31. Reading in English is hard work*.
Oct L2RSC											
Oct mean variable score	3.44	3.26	<b>3.05</b>	3.70	3.44	4.07	3.83	4.07	<b>3.63#</b>	3.44	3.02
April mean variable score	3.64	3.38	<b>3.36</b>	3.72	3.60	4.04	3.90	3.99	<b>3.93#</b>	3.49	3.16
Apr minus Oct	0.2	0.12	<b>0.31**</b>	0.02	0.16	-0.03	0.07	-0.08	<b>0.30**</b>	0.05	0.14
Movement	up	up	<b>up</b>	up	up	down	up	down	<b>up</b>	up	up

Notes: N=81; missing = 0, except #= N= 80; \*\*= significant difference; \*reverse scored for analysis

Table 4-13 Perception of difficulty in reading: means of variables in April and October and differences between them

	7. The other students in my class read English faster than I do*.	11. Guessing the meaning of new words is difficult for me.*	13. I make lots of mistakes when I read in English.*	15. I feel stupid when I'm reading in English.*	18. It is hard for me to understand the English texts that I must read.*	27. The other students in my class read English better than me.*
Oct mean variable score	2.88	3.10	<b>3.25</b>	4.02	3.28	2.88
April mean variable score	2.83	3.26	<b>3.64</b>	4.22	3.49	2.84
Apr minus Oct	-0.05	0.16	<b>0.39**</b>	0.2	0.21	-0.04
Movement	down	up	<b>up</b>	up	up	down

Notes: all variables N=81, missing = 0; \*\*= significant difference; \*reverse scored for analysis

Table 4-14 L2 reading task value: means of variables in October and April and differences between them

	14. I will need to read English in the future.	16. I want to be a good reader in English.	21. I want to get better at reading in English.	23. Reading English is important for me.	28. Other English language skills are more important for me than reading.*
Oct L2RSC	4.54	4.80	4.89	4.88	3.27
April mean variable score	4.35#	4.75	4.79	4.75	3.12
Apr minus Oct	-0.19	-0.05	-0.1	-0.13	-0.15
Movement	down	down	down	down	down

Notes: all variables N=81, missing = 0, except #= N= 80; \*reverse scored for analysis

As can be seen, 21 (68%) out of 31 variables showed improved mean scores in April, none remained stable, and 10 (32%) decreased. In order to establish the importance of these changes, Wilcoxon signed-ranks tests for non-normal distributions were used to test for the significance of the differences in April and October mean scores. This showed that a difference of 0.26 was significant at the  $p < .05$  level (Table E-24 shows the results for item 4). Seven variables (23%) had differences of 0.26 or more, with the majority (four) of these being in the competence subscale, two in the affect subscale (concerned with reading behaviour), one in the difficulty subscale, and none in the L2RTV subscale. The means for the LSC variables, by comparison, showed little change, with just two out of the twenty showing a difference of 0.26 or more (see Tables E-25 to E-26).

To conclude, the quantitative data indicate that for the whole group L2 reading self-concepts seemed to have become more positive by the end of the course. However, this difference was seen mainly in the perception of competence subscale. In contrast, the value of reading, while very positive in both October and April, declined significantly in the April ratings, indicating that the importance of reading and learning to read in English had lessened by the end of the course, though no one item contributed to this. These changes show that some aspects of L2 reading self-views, especially in the areas of competence, behaviour and the perceived value of reading, are labile, not stable. Other aspects, such as interest, enjoyment and peer comparison, would appear not to have changed much. Thus the quantitative data present a rather complex picture of aggregated L2 reading self-concept change over time. However, as will be discussed in Chapter 6, the picture varies at the individual level.

In contrast, students' views of themselves as learners, as measured by the LSC scale, remained unchanged overall. This indicates that students did not feel more competent academically by the end of the course. Possible reasons both for this lack of change and also for the contrast with the changes in L2 reading self-concept are unclear. Further research in this area is indicated.

## **4.5 Correlations of assessment measures with LSC and L2RSC**

In order to see if there might be a link between self-views and assessments, correlations of students' scores in business modules and in English with their mean scores on the questionnaires, sections and subscales were calculated for October and April<sup>29 30</sup>.

### **4.5.1 Business subjects**

Correlations of students' scores in business modules with their mean scores on the questionnaires, sections and subscales for October and April are given in Tables 4-15 to 4-17 below.

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<sup>29</sup> Descriptive statistics for all assessments (formative and summative) on the programme are given in Table E-27 for those students who completed both questionnaires. A number of these measures had non-normal distributions.

<sup>30</sup> In order to see whether students' test performances were broadly consistent, correlations were calculated between all the assessment measures (Table E-28). Correlations between all the assessment measures were significant, in almost all cases at the  $p < 0.01$  level, indicating that students' performances were overall fairly consistent across the different assessments throughout the programme. The lowest correlations were between the placement test and the Finance, HR and marketing marks (Kendall's  $\tau = .19, .20, .21$  respectively); the October reading test also showed lowish correlations with these scores. This suggests that perhaps the assessment of English at the start of the course is not a very strong predictor of performance in these academic subjects. However, the data points to a link between English and other assessment results, even though this is fairly low, accounting for about 30% of the variance at best.



Table 4-15 Correlations (Pearson) of Marketing case study (March 2010) with students' mean scores for questionnaire #1 (October) and #2 (April)

	Learning self- concept	L2Reading self-concept (inc. L2RTV)	Perception of competence	Affect	Perception of difficulty	Whole questionnaire (inc L2RTV)	Mean correlations
Q#1	.164	.207	.101	.244*	.246*	.205	0.19
Q#2	<b>.289**</b>	.256*	.150	<b>.326**</b>	.126	.285*	0.24

Notes:  
 1. Shaded cells indicate non-significant correlations; correlations in bold with \*\* are significant at the 0.01 level (2-tailed); \* = significant at the 0.05 level (2-tailed); no significance levels were calculated for mean correlations.  
 2. N = 81; except for: ~ N = 79.

Table 4-16 Correlations (Kendall's Tau) of academic subject assessments with students' mean scores for questionnaire #1 (October)

	Learning self- concept	L2 Reading self- concept (inc. L2RTV)	Perception of competence	Affect	Perception of difficulty	Whole questionnaire (inc. L2RTV)	Mean correlations
Finance mark (Feb 10)	.055	.128	.121	.142	.104	.104	0.11
HR mark (Feb 10)	.088 <sup>^</sup>	.171 <sup>^</sup> *	.164 <sup>^</sup> *	.190 <sup>^</sup> *	.118 <sup>^</sup>	.155 <sup>^</sup> *	0.15
Overall subject mark	.135 <sup>B</sup>	<b>.221~**</b>	.116 <sup>B</sup>	.203 <sup>B</sup> *	.102 <sup>B</sup>	.168 <sup>B</sup>	0.16
Overall mark for programme	.125 <sup>B</sup>	.158 <sup>B</sup>	.162 <sup>B</sup> *	<b>.213<sup>B</sup>**</b>	.166 <sup>B</sup> *	.182 <sup>B</sup> *	0.17
Mean correlations	0.10	0.17	0.14	0.19	0.12	0.15	0.15

Notes:  
 1. Shaded cells indicate non-significant correlations; correlations in bold with \*\* are significant at the 0.01 level (2-tailed); \* = significant at the 0.05 level (2-tailed); no significance levels were calculated for mean correlations.  
 2. N = 81; except for: <sup>B</sup> N=76, ~ N = 79, <sup>^</sup>N=80.

Table 4-17 Correlations (Kendall's Tau) of academic subject assessments with students' mean scores for questionnaire #2 (April)

	Learning self- concept	L2 Reading self- concept (inc L2RTV)	Perception of competence	Affect	Perception of difficulty	Whole questionnaire (inc L2RTV)	Mean correlations
Finance mark (Feb 10)	.162 *	.136	.112	.175 *	.069	.154 *	0.13
HR mark (Feb 10)	.167 <sup>^</sup> *	.155 <sup>^</sup> *	.116 <sup>^</sup>	.177 <sup>^</sup> *	.093 <sup>^</sup>	.174 <sup>^</sup> *	0.15
Overall subject mark	.205 <sup>B</sup> *	<b>.246<sup>B**</sup></b>	.165 <sup>B</sup> *	<b>.264<sup>B**</sup></b>	.206 <sup>B</sup> *	<b>.254<sup>B**</sup></b>	0.22
Overall mark for programme	.204 <sup>B</sup> *	<b>.269<sup>B**</sup></b>	.196 <sup>B</sup> *	<b>.263<sup>B**</sup></b>	<b>.231<sup>B**</sup></b>	<b>.273<sup>B**</sup></b>	0.24
Mean correlations	0.18	0.20	0.15	0.22	0.15	0.21	0.19

Notes:

1. Shaded cells indicate non-significant correlations; correlations in bold with \*\* are significant at the 0.01 level (2-tailed); \* = significant at the 0.05 level (2-tailed); no significance levels were calculated for mean correlations.

2. N = 81; except for: except for: <sup>B</sup> N=76, ~ N = 79, <sup>^</sup>N=80.

Tables 4-15 to 4-17 reveal that:

- (i) The scores on questionnaire #1 showed very little association with business assessment measures, while questionnaire #2 showed more significant correlations, such that the average correlations increased. By the end of the course, these correlations represent approximately 7.5% to 10.6% of variance.
- (ii) Learning self-concept in April showed improved correlations in all areas of assessment compared with October, moving from non-significance to significance for *Marketing*, *Finance*, *Human Resources (HR)*, *Overall subject mark*, and *Programme mark*.
- (iii) Reading self-concept in April showed improved correlations in *Marketing*, *Overall subject mark* and *Programme mark*.
- (iv) *Finance* marks showed a significant correlation with the Affect subscale in April, but no connection with other aspects of L2RSC.
- (v) The mark for *HR* showed an improved correlation with LSC in April, but, curiously, mainly lower correlations with L2RSC and its subscales.

There was no correlation between L2RTV mean scores and academic subject assessments at all, in either October or April (Table E-29).

Thus, overall the improved correlations of self-views with business subject assessment scores in April indicate increasingly close association between learning and L2 reading self-views and assessment, suggesting that their business assessments might have had an influence on students' LSCs and L2RSCs. However, connections between the value of reading (L2RTV subscale) and assessment could not be ascertained from the quantitative data.

#### **4.5.2 English language**

Tables 4-18 to 4-20 below show that English ability on several measures correlated positively with LSC and L2RSC and its subscales, and that the correlations were generally higher in Q#2 than in Q#1.

Table 4-18 Correlations (Pearson) of English language assessments with students' mean scores for questionnaire #1 (October)

	Learning self- concept	L2 Reading self- concept (inc. L2RTV)	Perception of competence	Affect	Perception of difficulty	Whole questionnaire (inc L2RTV)	Mean correlations
Reading test score (Oct 09)	<b>.430~**</b>	<b>.548~**</b>	<b>.512~**</b>	<b>.469~**</b>	<b>.516~**</b>	<b>.542~**</b>	0.50
Formative mark for reading (Jan 10)	.181	.196	.211	.147	.238 *	.204	0.20
Formative overall mark for English (Jan 10)	.244 *	<b>.375**</b>	<b>.386**</b>	<b>.336**</b>	<b>.330**</b>	<b>.353**</b>	0.34
Mark for summative reading (before resits) (May 10)	.192 ~	.239 ~ *	.173 ~	.194 ~	<b>.294 ~**</b>	.237 ~ *	0.22
Final Overall mark for English (May 10)	<b>.319~**</b>	<b>.443~**</b>	<b>.370~**</b>	<b>.419~**</b>	<b>.420~**</b>	<b>.427~**</b>	0.40
Mean correlations	0.27	0.36	0.33	0.31	0.36	0.35	0.33

Notes: 1. Shaded cells indicate non-significant correlations; correlations in bold with \*\* are significant at the 0.01 level (2-tailed); \* = significant at the 0.05 level (2-tailed); no significance levels were calculated for mean correlations. 2. N = 81; except for ~ N = 79

Table 4-19 Correlations (Pearson) English language assessments with students' mean scores for questionnaire #2 (April)

	Learning Self concept	L2 Reading self- concept (inc L2RTV)	Perception of competence	Affect	Perception of difficulty	Whole questionnaire (inc L2RTV)	Mean correlations
Reading test score (Oct 09)	<b>.449~**</b>	<b>.507~**</b>	<b>.534~**</b>	<b>.397~**</b>	<b>.442~**</b>	<b>.515~**</b>	0.47
Formative mark for reading (Jan 10)	.261*	.270*	.231*	.225*	<b>.301**</b>	<b>.284**</b>	0.26
Formative overall mark for English (Jan 10)	<b>.368**</b>	<b>.460**</b>	<b>.451**</b>	<b>.421**</b>	<b>.373**</b>	<b>.455**</b>	0.42
Mark for summative reading (before resits) (May 10)	.175~	.225~ *	.172~	.236~ *	.181~	.220~	0.20
Final Overall mark for English (May 10)	<b>.414~**</b>	<b>.546~**</b>	<b>.473~**</b>	<b>.533~**</b>	<b>.427~**</b>	<b>.530~**</b>	0.49
Mean correlations	0.33	0.40	0.37	0.36	0.34	0.40	0.37

Notes: 1. Shaded cells indicate non-significant correlations; correlations in bold with \*\* are significant at the 0.01 level (2-tailed); \* = significant at the 0.05 level (2-tailed); no significance levels were calculated for mean correlations. 2. N = 81; except for: ~ N = 79.

Table 4-20 Correlations (Kendall's Tau) English language assessments with students' mean scores for questionnaire #1 (October) and questionnaire #2 (April)

		Learning self- concept	L2 Reading self-concept (inc. L2RTV)	Perception of competence	Affect	Perception of difficulty	Whole questionnaire (inc. L2RTV)	mean correlations
placement test score	Q#1	.192*	<b>.351**</b>	<b>.319**</b>	<b>.310**</b>	<b>.329**</b>	<b>.313**</b>	0.30
	Q#2	<b>.294**</b>	<b>.417**</b>	<b>.369**</b>	<b>.370**</b>	<b>.383**</b>	<b>.403**</b>	0.37
Mark for summative reading (after resits)	Q#1	.126~	.197^*	.182~*	.196~*	.199~*	.201~*	0.18
	Q#2	.173~*	<b>.236~**</b>	.179~*	<b>.232~**</b>	.204~*	<b>.224~**</b>	0.21
mean correlations	Q#1	0.16	0.27	0.25	0.25	0.26	0.26	0.24
	Q#2	0.23	0.33	0.27	0.30	0.29	0.31	0.29

Notes:

1. Shaded cells indicate non-significant correlations; correlations in bold with \*\* are significant at the 0.01 level (2-tailed); \* = significant at the 0.05 level (2-tailed); no significance levels were calculated for mean correlations.
2. N = 81; except for: <sup>B</sup> N=76, ~ N = 79, ^N=80.

As can be seen, the average correlation between all self-concept measures and English assessments increased in the April data, the highest accounting for about 30% of the variance. In addition, these correlations are on average higher than those between measures of self-views and business subjects.

Noticeable patterns of change over the course were:

- LSC in April showed improved correlations with most areas of English assessment.
- L2RSC in April showed improved correlations with most areas of English assessment.
- All self-concept measures showed improved correlations in April with *Placement test scores, Formative reading, Formative English overall, Final English overall*. For example, the January *Formative reading* correlations with Q#1 were non-significant, but became significant in Q#2.
- *Summative reading before resits* had mainly lower correlations in April, apart from Affect, which showed an increase. On the other hand, *Summative reading after resits* in April showed mainly improved correlations.
- *Reading test (October)* showed slightly lower correlations with L2RSC measures in April (but not with LSC).

The positive correlations between English assessments and self-views suggest that English ability had some part to play in both LSC and L2RSC. Furthermore, the overall picture was of mainly improved correlations of LSC and L2RSC with English assessment scores in the April questionnaire, suggesting that reading and learning self-views became more closely aligned with English assessments as the course progressed, and thus that these assessments might have been affecting self-views.

The picture for *Summative reading* is a little complex, with improvements in the correlations in April being seen mainly in the post-resit data, suggesting that the first summative reading test did not match of self-views of reading well.

The reasons for this were not ascertained, but an investigation would need to examine the reliability of the first test.

As with the business assessment scores, the data revealed no link of English assessment with Reading Task Value mean scores at all, in either October or April (Table E-29), most likely because of the extremely skewed L2RTV data.

#### **4.6 Summary of conclusions**

In relation to the nature and scope of the L2 reading self-concept:

1. What does the preliminary analysis of the questionnaire reveal about students' L2 reading self-concepts?

Though mean scores were in the middle band on most scales, there was wide variation in students' L2RSCs, with the perception of competence subscale receiving lowest ratings on average. The subscales (except L2RTV) correlated positively with each other. Reading was seen as very important, as measured by the L2RTV subscale, but appeared unrelated to the other self-concept items or assessment because of strong negative skews.

2. How do the LSC and L2RSC sections relate to each other?

There were some areas in which L2RSC and LSC appeared to overlap, showing that L2 reading in this context was also associated with learning by the students.

3. How do the items cluster in the L2RSC scale to make broader themes?

The three interrelated L2RSC components found in the pilot study (affect, perceptions of competence and difficulty) were also discerned here, though most clearly in Q#2. However, the clustering of items (or

underlying structure), did not completely replicate the pilot study. A social comparison cluster and a vocabulary/reading-outside-class cluster were found in this context. A perception of competence cluster explained more variance at the end of the course compared with a mainly affect cluster at the start.

4. Is there an association between level of English and measures of self-concept?

Ability in English was positively correlated with self-views of learning and L2 reading.

In relation to changes in the L2 reading self-concept:

5. How do the students' L2RSCs change over the period of instruction?
6. Are any L2RSC changes significant?

Unlike learning self-concept, which stayed fairly static over the course, L2RSC improved overall. Improvement was mainly in the perception of competence subscale. Perception of difficulty and affect did not change significantly. Reading task values declined over the period.

7. Do the students' assessment results show correlations with their LSC and L2RSC?

Assessment in some business subjects appeared more strongly linked with both LSC and L2RSC ratings as the course progressed. The same was broadly true for English assessment. The L2RTV subscale appeared unrelated to assessment.

Overall, two key variables for distinguishing types of L2 reading self-views in the qualitative data were suggested by the quantitative data, namely perception of competence in reading over the course, the latter being the only subscale of the L2RSC to change significantly, and second, level of English, which showed an association with measures of self-concept in reading.



## Chapter 5      **Presentation of findings 2: qualitative**

The findings presented in this chapter will address the following specific sub-questions:

1. What do interviewees say about themselves as L2 readers?
2. What developments and changes are reported by interviewees in relation to their reading during the course period?
3. What systematic variations do qualitative self-views of L2 reading show?

The findings are based on the semi-structured interviews conducted with nine students near the beginning, in the middle, and near the end of their course.

### **5.1 Sample**

The sample of interviewees is described in section 3.2.8 above, and their pseudonyms, biographical details, questionnaire scores and categorisations are given in Tables F-1 to F-9 in Appendix F. Table F-6 gives the categorisations of the interviewees in terms of English level and competence perception type (“R-comp”, as described in section 3.2.12 above), and whether they progressed to their masters course. Table F-6 shows that students in the Low-low R-comp category were in the low English group, whereas the other R-comp categories contain members of both English groups.

### **5.2 Framework for analysis of data**

It is proposed in this thesis that the aspects of the Self 3, or presented/perceived self, which relate to L2 reading can be described in terms of the categories of the framework developed by Pollard and Filer (1996). This framework was amalgamated with Harré’s standard model of the self in Figure 2-3 (Chapter 2), so that the categories represent aspects of the discourse of L2 reading self-views. In Chapter 3 a simplified version was proposed as a basis for analysis of the data (Figure 3-2, section 3.2.12), after which the basic

framework was modified and expanded. Some categories needed to be paraphrased and interpreted and some additional themes emerged. Figure 5-1 below shows how the basic framework was modified as a result of the data analysis process.

First, *self-identity* themes were assembled, as shown in box 1, and the cultural value of reading (as a cultural resource) was added. Statements relating to how the reading tasks were perceived and defined were coded under *challenges*. The word “challenge” contains within it the idea of difficulty, so statements on the difficulty of reading were included here. Classroom relationships in relation to L2 reading (important for Pollard and Filer) did not emerge as a challenge here.

Motivational statements, which included affect towards L2 reading, the value of reading and reasons for taking the course were coded under *Learning stance*, which was also used for persistence, strategies, and initial perception of competence statements. The latter label was substituted for Pollard’s “self-confidence”, and also for “self-esteem”, the latter seen by Pollard and Filer as an informal result of learning outcomes (1996, p. 97). First, self-confidence would seem to be synonymous with self-efficacy: Bong and Skaalvik (2003, p. 6) define self-efficacy as: “...individuals’ convictions that they can successfully perform given academic tasks”. Second, as noted above in Chapter 2, self-esteem and self-concept are often synonymous. Thirdly, self-perception of competence is central to both academic self-concept and self-efficacy. Consequently, I used *perception of competence* as a thematic category in both learning stance and learning outcomes.

*Social setting* encompassed support for learning and resisting or accepting instruction, following Pollard and Filer. Statements by students relating to learning in the new cultural setting were also coded here.

*Learning outcomes* included both *formal* assessment results and their *informal* consequences. Here “social status” was modified to (*social consequences* of assessment. Not included in Pollard and Filer’s account, however, but needed for this study, were students’ accounts of what they had

learnt, which were taken to be their *self-perceptions of competence at the end of the course*.

Finally, as noted in Chapter 2, the framework implies a time dimension as shown by the arrows, such that a narrative of development and change can be inferred.

In this chapter, the findings will be presented as themes from the students' accounts in sections according to Figure 5-1. For each section, summaries of the themes will be given, together with a more detailed focus on selected individuals chosen as exemplars of each R-comp category for the light they throw on the issues in question. Extracts from the data will support the accounts as appropriate.

Unless otherwise stated, Appendix F contains tables of the thematic summaries of the data, while extracts from the interviews are in Appendix G.

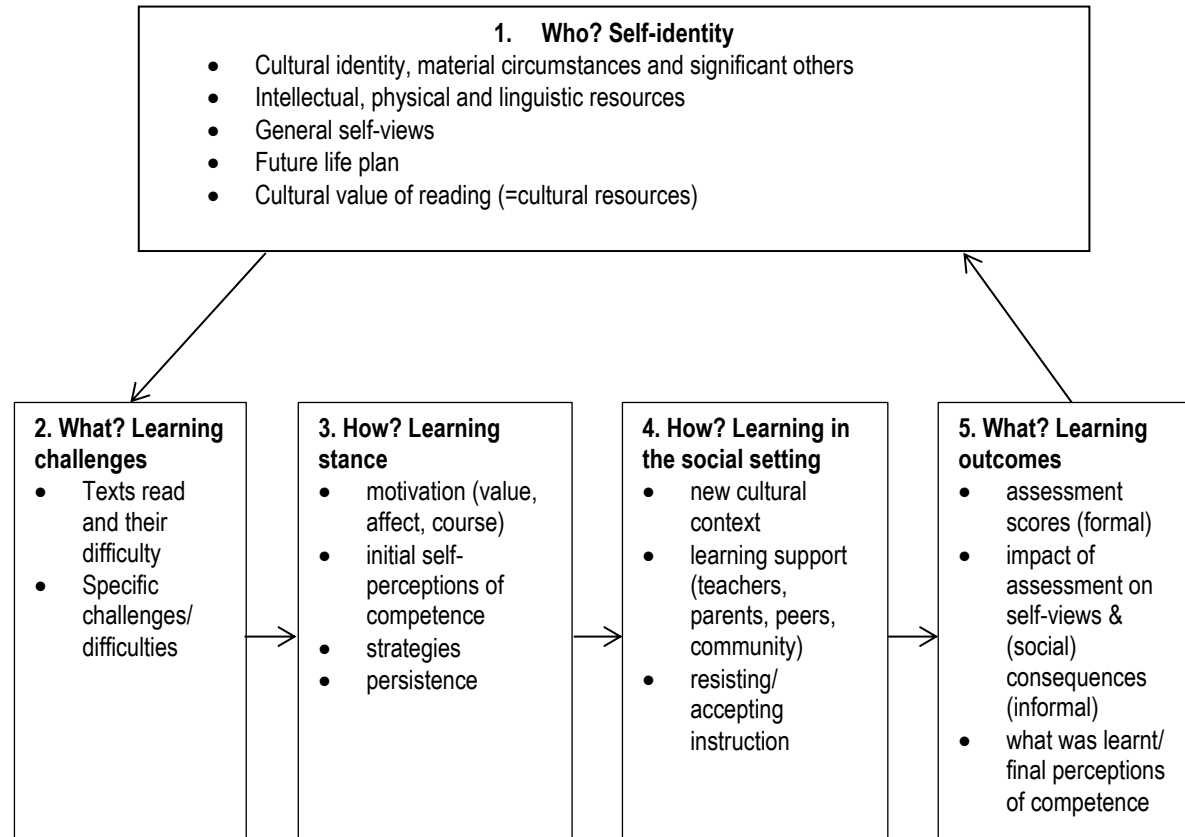


Figure 5-1 Modified framework for analysis of presented/perceived L2 reading self-views

### **5.3 Self-identity**

This category relates to the themes in box 1 in Figure 5-1. Three exemplar cases are described below, chosen as representatives of each R-comp category (low-low, low-high, high-high). There were striking features in their accounts of themselves which seemed likely to have a bearing on how they approached their reading. These features are discussed further in Chapter 6.

#### **5.3.1 Igor (high-high R-comp)**

##### **5.3.1.1 *Cultural identity, material circumstances and significant others***

Igor was a Russian male aged 25, from an educated Moscow family. His mother was a retired doctor; his natural father had left his mother and then died; he had a step-father (“a really good man”), who headed a department in a bank, and three older step-siblings, whom he did not see often. The most significant person in his life was his mother, who was “a very wise person”: she did not put pressure on him to gain high marks but had confidence that he would learn in his own time (Extract 1). He explained that his mother’s trust in him lay at the root of his attitudes and confidence.

He had a liberal, international outlook, valuing the intercultural environment in which he studied (Extract 2). In fact, his motivation for joining the course in the first instance was to improve his English because he appreciated the value of languages and cultural understanding in a globalised world (Extract 3).

##### **5.3.1.2 *Intellectual, physical and linguistic resources***

The key characteristic which appears to have influenced Igor’s life was that he suffered from speech and hearing impairments. When he first went to school these impacted on his ability to perform. However, his response was to drive himself harder, so that by the time he finished his tertiary education he had achieved excellent results. He studied at both business college and university, and worked at the same time (he had been excused military service). He considered that his tuition in English had not been effective and so he

studied the language by himself. As a result of his tough schedule, he developed “quite good time management” (Extract 4).

He arrived at Exeter with a successful educational career behind him, but also with some insecurity over his English (he believed he could not speak well). Despite this, he was in the high English group, having scored 75% on the Centre Placement test, and a B grade on the Reading test, though these were not the best results in his class. His academic record showed that he had good intellectual capabilities.

#### 5.3.1.3 **General self-views**

Having to overcome his physical impairments seemed to have made him a very driven individual, and he was also motivated by social comparison. He was constantly striving for knowledge and self-improvement academically and in social relationships with others (about which he seemed to have some anxiety – perhaps because his disability made his speech sound a little strange) (Extract 5).

He was very self-aware, tended to self-analyse and to philosophise about life, as Extract 6 shows. When he first arrived in the UK, he lacked confidence as he did not know what to expect, but by Term 2 (T2) he felt better, as can also be seen in Extract 6.

He was self-directed in his study and held strong opinions so that sometimes he resisted his tutors’ instructions, believing he was a better judge of his needs (Extract 7).

#### 5.3.1.4 **Future life plan**

Although in Term 1 (T1), Igor said he had chosen to take the course to improve his English (since he thought this would be important for work), he did not want to study just English. He had vague ideas about studying in the United Arab Emirates after the course because he was interested in working there, but

was also toying with doing a CFA<sup>31</sup> qualification at Exeter to become a financial analyst. By Term 2 (T2), he had decided to stay at Exeter to do a masters degree. At the time of the Term 3 (T3) interview, he was doubting whether he would get into Exeter so a masters in New Zealand was his alternative. In any case, he regarded the Graduate Diploma course as useful for future employment.

#### 5.3.1.5 ***Cultural value of reading***

Igor came from a highly literate society, in which reading is a common leisure activity. As he said, in Russia people read while travelling on the metro. He was a *reader* - i.e. a person for whom books and reading are of cultural importance. He liked reading for relaxation, appearing to read avidly: reading helped him “improve himself” (Extract 8). In reading English, he would push himself by reading about subjects totally new to him.

#### 5.3.2 **Emily (low-high R-comp)**

##### 5.3.2.1 ***Cultural identity, material circumstances and significant others***

Emily was a Vietnamese female aged 25. Her parents were illiterate. They had met as soldiers in the North Vietnamese army, moving south after the 1959-75 “American” war. They had four children, of which Emily was the youngest. They valued education highly and worked hard to ensure their children received university educations. The mother worked in a factory, the father was a security guard, and they had a shop selling household goods. The oldest sister’s income was also important to the family, contributing to her siblings’ education. The older siblings all achieved well, were professionals, one being a university teacher of biotechnology, and now had their own families. Emily was extremely proud of her parents’ achievements (Extract 9).

In order to save money for a masters degree in the UK, Emily worked for four years as a broker in the Vietnamese stock exchange. Her oldest sister also helped her financially. They were a “traditional” Buddhist family, by which Emily meant that children must obey their parents and ask their permission to do

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<sup>31</sup> The CFA exam is a qualification in finance and investment set by the Chartered Financial Analysts Institute.

things, so Emily had to persuade her 65-year old, widowed mother (the father had died suddenly from cancer) to let her study abroad. But although the mother was a traditional woman, she was also flexible (Extract 10). The older siblings were all supportive of Emily's plans, but she carried the weight of their ambitions on her shoulders:

*go to study er go abroad to study is is their dream too but they had no chance to do this yes so if I can do, I can bring their dreams come true. [Emily T1]*

In other words, Emily's family's social achievements seemed to act as a role model, and her family's hopes for her pushed her on.

However, materially, she was not as well off as some students and had to work part-time (in KFC<sup>32</sup>) to support her studies.

Emily had a marked sense of national identity: she disliked the Chinese students on her course saying in T2 that, although she could work with the Chinese, in social situations she felt "more comfortable with the others" (Extract 11). She did not seem to enjoy being in a foreign environment, finding London frightening, but Exeter safer, though not after dark.

### 5.3.2.2 *Intellectual, physical and linguistic resources*

Emily had completed a bachelor's degree at home, and achieved a GPA of 3.1 out of 4: she said she was in the top 10%, but did not see this as very good. When at university she engaged in socially useful extra activities and did part-time jobs, which gave her work experience, in order to enhance her CV. At school she managed a "perfect" record, with an average of 9 (out of 10), but was poor at sport as she had to go home to help her family and focus on her schoolwork (Extract 12).

Emily was in the low English group. Her English placement test score was 63.5 and her reading grade was B, which was at the high end for her group.

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<sup>32</sup> Kentucky Fried Chicken



In T3, looking back, she had found the Graduate Diploma course difficult and thought that her ability to cope with academic study had decreased while being at work. She found that in studying she had had to “use [her] brain” more than at work “because you have...another subject it’s new information new knowledge” (Extract 13).

#### 5.3.2.3 *General self-views*

Emily was very driven to achieve her goals. It seemed likely that her family’s achievements had given her a positive outlook (in T1 she did not entertain ideas of failure), positive role models, and a strong sense of self-efficacy and what was possible to achieve. A strong work ethic seemed to lie behind her approach to difficulty in reading, in which she would work slowly, step-by-step.

She spent some time describing (in T2) her pleasure in being recognised by other students as an effective leader in her HR<sup>33</sup> module, making use of her work experience and facilitating her team well. At the same time she was inclined to speak critically of herself: she called herself “lazy” about guessing meanings of words (in T2), and in her failure to read much fiction for leisure (in T3). In addition, she thought that she was the “oldest” student on the course (she was not). In T3 she used her age to account for the difficulty she had found with the course and disappointment with her results (Extract 14). Moreover, she considered that in the four years she spent working, she had lost the ability to be “creative” since it was not required in the workplace (Extract 15). This sense of having struggled seemed to be associated with disappointment at not achieving her goal to study for an MBA, and also with her English, which had not improved as much as she had hoped, though, in fact, she achieved 70% in English, the required mark for progression to MBA.

#### 5.3.2.4 *Future life plan*

Emily was ambitious in regard to her career. She had mapped out her future after her masters degree: she would work in the UK for two years if possible. If not, she would return to Vietnam, work for five years in the financial

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<sup>33</sup> Human Resources

sector, and then start her own business importing luxury cars if possible, or if not continue in finance (T1).

However, she was not sure whether she would be accepted for the MBA (she thought she might be too young or insufficiently experienced). By T2 she had decided to stay in Exeter for her masters (rather than London) because the environment was good for studying. But she now realised that she needed 70% in English<sup>34</sup> for the MBA. In T3, she was thinking of changing her alternative to the MBA (from which she had now been rejected), the FAFM<sup>35</sup> masters, as she was worried about taking the CFA exam in the first term.

### 5.3.2.5 *Cultural value of reading*

According to Emily, in Vietnam people do not read much. They do not read on public transport, and while younger people may read books to their children, the books are simple, educational and moralistic. As a child, she was not read to: the family was poor: "...we have to pay attention much more on our eating rather than reading some book to the children" (Extract 16). Consequently, Emily did not come from a reading tradition: when not reading for study, she tended to look at news articles.

### 5.3.3 **Zac (low-low R-comp)**

#### 5.3.3.1 *Cultural identity, material circumstances and significant others*

Zac was a 24-year-old Chinese male from Zhengzhou in Henan province, and an only child from a high-achieving family. His father was head of a government procurement department (having started working life as a doctor) and had a management masters degree. His mother worked in finance with his uncle in their clothes factory. One of his cousins was a university lecturer in engineering with good English (there were eight uncles and aunts on his father's side).

Zac's father was the most significant person in his life because of his support and advice (Extract 17). However, though Zac was loyal to his father,

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<sup>34</sup> Assumed to be equivalent to IELTS 7.0

<sup>35</sup> Financial analysis and fund management

believing that his advice was good for him, reading between the lines, he was also in awe of his father (Extract 18). In T3 he admitted obeying his father for fear of angering him (Extract 19). At the same time, while he had not lacked for material resources, he was left to look after himself while his parents worked (Extract 20).

It is tempting to consider Zac a typical only child of hardworking, middle class parents, a product of the Chinese single child policy, if not a little 'spoilt', then certainly with a suppressed rebellious streak.

#### **5.3.3.2 *Intellectual, physical and linguistic resources***

Zac arrived in Exeter in July 2009 after working for two years, first in his father's office (which was "boring") and then in his mother's company. He studied English for ten weeks before progressing to the Graduate Diploma. He had a 4-year degree in International Trade, which his father had made him take: his own preference had been for law, so he had felt unmotivated. A degree in business was thought to be good for employment prospects. He did well in this subject – better than other students - though accounting and maths were not so strong.

At school his favourite subject had been Chinese literature, while English was his worst. When he started to learn English he was very keen (buying books and tapes), but this changed as, first, there was no opportunity to speak, and, second, a poor exam result and a critical teacher put him off (Extract 21). This experience made him feel angry and he lost motivation, which he now realised was perhaps not wise.

He had taken the Oxford Placement test in July 2008 and scored 163 (equivalent to IELTS 6.5) with 58 (= IELTS 5.5) in writing, suggesting his overall level was IELTS 5.5-6.0. However, this test was sometimes unreliable. When he arrived in the Centre a year later, he achieved a score of 35% on the Centre's Placement test. After ten weeks on the English course, his overall mark of 60% meant he could progress to the Graduate Diploma starting in September 2009. He achieved a D grade in the extensive reading test, which was at the lower end for his English class.

In Zac's previous experience at university he apparently did well enough without trying hard (Extract 22), and he had also made reasonable progress on the previous English course. However, whereas another student with similar grades and background went on to achieve well on the Graduate Diploma (and later on the masters), things turned out differently for Zac.

#### 5.3.3.3 **General self-views**

Zac did not have an outgoing personality: he felt shy about talking in English socially. He spent time either in his room studying "hardly", or else with other Chinese, so that his spoken English did not improve (Extract 23).

Secondly, he had a pessimistic outlook (Extract 24). This meant that his expectations of success were low. Furthermore when doing the questionnaires, he explained that he felt "negative", and that he never liked to give very positive or negative answers (Extract 25). In fact in both questionnaires his responses were among the most negative for the whole cohort.

In T2, after receiving poor formative English and finance results, he became very stressed, at least partly because of parental guilt (Extract 26). In both T2 and T3, he attributed his poor performance to a lack of the necessary self-discipline. Moreover, he seemed to have underestimated the effort he would have to make (Extracts 27-30).

Finally, while quite introspective and self-reflective (he was more than happy to talk about himself), the T3 exchange in Extract 31 shows a sense of dislocation in terms of how he was able to construct his identity in a new social context. His inability to cope with study here meant that he had to reconsider his view of how well he had managed while studying in China.

#### 5.3.3.4 **Future life plan**

Zac did not discuss his plans in T1, beyond explaining that one reason he came to the UK was the value of learning about foreign cultures for future business success. In T2, his plan to study finance at Exeter was looking uncertain because of his poor finance results. He thought perhaps he should

apply to another university. By T3, it was clear that he would not get into Exeter (Extract 32). So, despite his lack of study success, he was applying elsewhere and would try again for Exeter after another year's study: he just wanted to get a "good degree" so he could get a good job in China.

#### **5.3.3.5 *Cultural value of reading***

According to Zac, most people in China like reading. He claimed to read at home, though mainly non-fiction. He stated that it was different in his own language as he knew what the book would be about. However, again, his father possibly played a heavy-handed role, pressing reading material on his son (Extract 33).

### **5.4 *Challenges***

In this category, summaries of students' statements were grouped according to the themes in box 2 in Figure 5-1 above, that is, how students defined the reading tasks, and how they experienced L2 reading in terms of its difficulty. Themes were, firstly, related to what materials students said they read, sorted into difficult, easy and "other" texts, and this also gives an indication of how much was read. Secondly, statements relating to the reading tasks and their associated difficulties were identified. Summaries of themes arranged according to R-comp and English level can be found in Appendix F Tables F-10 to F-13. Extracts from the data can be found in Appendix G Extracts 34 to 46.

#### **5.4.1 *Texts read and their difficulty***

As noted in Chapter 3, students read class texts, business texts, and texts for leisure reading outside class. It will be seen in Tables F-10 and F-11 that students read a wide range of genres for study and pleasure, including fiction, non-fiction, newspapers and magazines for the latter.

The high English/high-high R-comp students read extensively. Nadia (high-high R-comp but low English) also read substantially for pleasure. Alexei (low-high R-comp, high English) did not appear to read as wide a range of

materials as his high language colleagues. The low English, low-high R-comp students gave a wide list of genres, though news-type material figured strongly. The low-low R-comp group's reading material was less varied than the other groups. Overall, by the end of the course, high perceptions of competence and reports of improvements seemed associated with substantial amounts of reading of a range of material. High-high R-comp students read especially widely outside the course materials (regardless of English level).

The low English group tended to find their reading class texts and business texts hard, while the high English group did not complain about their core business texts, and also found the reading class texts easy. However, most students found the *Economist* and the *Financial Times* hard going, certainly at the start.

#### **5.4.2 Challenges/difficulties associated with reading**

The difficulties faced by students in reading are given in the data summaries in Tables F-12 and F-13, in which the themes are arranged according to English level and R-comp, and relate broadly to three main areas, as follows:

- reading for study and assessment;
- skills and processes required for all types of text;
- language knowledge.

While some of the early difficulties and perceived weaknesses disappeared, becoming items learnt and showing up in *Outcomes*, some aspects of reading in English remained a challenge to the end, especially in reading for study.

In terms of reading processes, speed and comprehension were issues for all. Concepts appeared as a source of difficulty in T2. Anastasia, a high English, high-high R-comp student, was still complaining about her reading speed by the end of the course. The low English students found reading hard work. In particular, William and Zac (low-low R-comp) complained to the end of

the difficulty, hard work and generally unpleasant nature of the experience of reading. For Zac, reading was accompanied by negative emotions since the rewards of comprehension were rare.

Regarding language, a key challenge for all was vocabulary, especially specialist business vocabulary, and this remained an issue throughout the course. However, high-English students seemed less worried about it by the end. The two low-low R-comp students focussed heavily and consistently on vocabulary as the main cause of all their problems in reading.

A key difference between the low-low and the low/high-high R-comp students was in the area of talk about reading for study and the recognition or identification of the nature of the task they faced. The latter group were aware of the amount to be read (e.g. Anastasia, Alexei, Table F-12; Vincent, Eric Table F-13), the need to read extra material and to critique the material. They talked also of the need for self-direction in location and selection of study material, and the use of source material in assignments. The low-low R-comp students (Zac, William) discussed a narrower range of skills involved in reading for study, focussing mainly on understanding. Nadia (high-high R-comp, low-English) also did this earlier on but in the end was able to talk about the study skills she had learnt (as described in section 5.7.2 Outcomes), unlike the low-low R-comp pair.

#### **5.4.3 Alexei (low-high R-comp/high English)**

By the time he was interviewed near the end of T1, Alexei said he found the class texts rather easy, which made him think his reading was quite good after all. On the other hand, since the *Financial Times* and the *Economist*, which he read outside class, were more difficult and required a lot of dictionary use, he believed he needed to improve his reading.

On the other hand, in T1, Alexei was daunted by the size of the reading task lying ahead for assignments, and by the speed, strategies and comprehension that would be needed (Extract 34). He reported finding reading a hard process to do for long periods, having to stop and “chill” after 15 or 20

minutes, and to stop completely after 1-2 hours as his mind was “filled up with English” (Extract 35).

In T2, he reported reading journal articles in finance, “normal literature”, newspapers, news online and books for business subjects. By now, as a result of a key reading lesson, he had changed his methods and reading had become an improved experience. Nonetheless, “specific literature” with slang or abbreviations remained hard, as did journal articles because of the content. Using an arresting river metaphor, Alexei describes the difficulty - and the rewards of perseverance - of this type of reading in which it is easy to feel overwhelmed (Extract 36).

By T3, he reported reading not just the core subject texts but also additional material, located via the internet. Leisure reading included newspapers and a book about the stock market. He described how he had felt under pressure here, as studying was harder than in Russia, where you just prepared for exams. Here you had to relate theory to experience, and be more self-directed (“focussed”), not “lazy”, in order to locate and select extra material for essays beyond what the teachers gave you (“it’s harder because you have to do most of the work yourself”) (Extract 37).

Alexei was a good example of a student who began with low self-perceptions of reading but developed strategies and in the end was able to deal with the challenges he faced.

#### **5.4.4 Zac (low-low R-comp/low English)**

In T1, Zac believed that his reading was not good enough. The “major books” and “practice” caused problems, and he complained that his studying was “no good especially for this term” because “some professional word ... I did not do it so get it so good”. He complained of not understanding texts because he could not remember vocabulary “quickly”. So “sometimes reading a lot I always spend a lot of time...big problem”.



In T2, Zac bought *The Lovely Bones* with a CD to read for pleasure (though it was unclear whether he really read it), as well as trying Harry Potter and websites. However, he found that Harry Potter was “so difficult” as “he use a lot of words I don’t know” – it “cost a lot of time”.

In T2, reading with understanding seemed hopelessly difficult:

*when I finish read I don't know the meaning and I should read again again but er also sometimes I can't understand it [Zac T2]*

Problems were ascribed to vocabulary, structure and long sentences, though he was not sure if the problem was “language” or “culture”. Reading the business books was so difficult and time-consuming that he had no time for other reading. He had to resort to a “new way” to buy himself more time, which was to read Chinese versions of business texts first (Extracts 38-40).

In sum, the experience of reading for him was usually grim, though there were some good moments of understanding in class. In Extract 41, he compares the “colourful” excitement and positive self-esteem of comprehension to the “black and white” boredom and stress of not understanding.

After his poor exam results in English and Finance in T2, he had had feedback and advice on how to improve in all aspects of English, including reading, from his teachers. He also knew he needed to read more about finance to get good marks. But the task of succeeding looked impossible (Extract 42). Indeed, he worried about the course being nearly over, and that his English had not improved enough. He knew what he should do and was trying to be organised (he had a plan on a whiteboard) but “sometimes it’s not working”: after reading for 2-3 hours “you feel your brain’s er not working it’s stop running”. He seemed to have reached a point of paralysis (Extract 43).

By T3, he was no longer talking about reading for business. Reading texts that he mentioned were: prepared texts for exams, class texts, subtitles on TV. It seemed he may have given up reading novels since he said it was difficult

to know whether you would like an English book from the title or first page, unlike in Chinese.

Talking about his negative reading scores in both Q#1 and Q#2, he stated, as William also did, that the problem with reading was “if you don’t understand you cannot understand”, especially without a dictionary. Reading classes were uncomfortable when he did not have enough time to check meanings (Extract 44). According to Zac, the chief cause of his all problems, in reading and in study, was poor vocabulary.

Zac provides an example of a student who perceived reading as very challenging but also, by comparison with more successful peers, misidentified the key challenges relevant to the study reading context.

#### **5.4.5 Vincent (low-high R-comp/low English)**

In T1, Vincent found long texts problematic: he would lose concentration after fifteen minutes, and lose his place, forget what he had read, or not understand and have to reread until “I finally I can catch that point”. He knew that for masters he would need to read a lot, as friends had told him, and so he needed to increase his reading speed.

In T2 he reported reading his business textbooks, and a marketing book for pleasure. He was interested in this topic and it would be useful for assignments. Although his “professional vocabulary” was better, getting to the exact meaning of a text was still difficult because of the “difficult grammar”, which he might even be unaware of having misunderstood (Extract 45).

In Extract 46 Vincent describes with a graphic mountain-climbing metaphor the tremendous effort and hard work involved in dealing with a difficult text. In T3, looking back, his reading material included books, magazines, newspapers, reference materials for assignments (but not whole books) and the finance book textbook. He read magazine articles (an article about knives in school made a big impression) and BBC news online. He translated a medical text into his L1. Only vocabulary remained hard now, grammar no longer.

Early on he decided that he needed to use a “skimming/scanning” approach. This happened two weeks into the course, when he realised that he had insufficient time to cover five chapters for the finance exam. He also understood that he had to work harder than at university at home in order to get the required score. This meant a lot of pressure but that was why he passed the exam. He was not sure exactly what teachers wanted from assignments here, but he understood that he had to have references and theory (at home teachers wanted opinions, not references, not too many theories) and he realised that ideas must be supported with references. His HR assignment result turned out to be not as good as he had thought: this was because he had not used enough theory references compared with others who had better marks. He believed that, while teachers could give support with skills and resources, ultimately the student himself was responsible for improving.

Vincent was a low-English student who experienced reading as very challenging but unlike his classmate, Zac, correctly identified the key challenges relevant to the study reading context. Like Alexei, he consciously adopted reading strategies to cope.

## **5.5 Learning Stance**

The concept of learning stance relates to how a student responds to the learning challenges (Pollard & Filer, 1996). In this category, summaries of students’ statements were grouped according to the themes in box 3 in Figure 5-1, namely motivation, initial perception of competence, strategies and persistence.

### **5.5.1 Motivation**

In this section, three main areas of motivational discourse are discussed. First, course motivation is included since reading took place within an academic course designed to enable access to masters programmes. Secondly, a variety of task value reading motivations emerged. Finally, affect towards the business of actually reading was a key theme.

### 5.5.1.1 *Course motivation*

Common to all students, and the over-riding motivation for taking the course, was the long-term goal to pursue further study through English (Table F-14, Appendix F). Four students also wanted to improve their English. Initially, some were less clear about the type and location of further study, but by the end of the course, plans had crystallised so that those who were successful wanted to stay at Exeter to take business masters courses. The three for whom this became impossible (Nadia, Zac, William) still hoped to do a masters elsewhere. Most also considered that a masters course would enhance their employment opportunities, and for some (e.g. William) this was the primary reason for doing it.

With a couple of exceptions (William, Nadia for some topics) most students expressed interest in the subjects they were studying.

Several students (Emily, Vincent, William, Nadia, Zac) were under external pressure to succeed: they were fully aware that their families were supporting them and expected their children to achieve their goals. Nadia was also dependent on sponsorship.

Six worried about whether they would achieve the necessary marks for progression to masters. For example, in T1 Vincent felt stressed about an upcoming finance test as he did not understand the topics, and since he wanted to get into Exeter, which was a “better university”, getting the right score for every exam was “very important ... because I spend one more year to study in the UK so I can’t waste the money”.

Occasionally, worrying about failure was actually incapacitating. In T2, Zac, anxious that the end of the course was approaching, stated that his English “did not get big improve” and so he talks of losing his “goal” and not knowing what to do (Extract 43). For William, looking back in T3, the poor early results of business subjects (T1 and 2) led him to feel “afraid” of failing (Extract 47).

### 5.5.1.2 *Value of reading*

There were several strands of reading motivation which appeared at different points in the course and for different students, as shown in Table 5-1 below, where it can be seen that themes varied according to academic and non-academic contexts of use of reading, and in terms of long or short term goals.

	Short/ long term goal	context	Numbers mentioning
A1. Instrumental value – learning/gaining knowledge	short	academic	6
A2. Instrumental value – reading to improve English	short	academic	6
A3. Instrumental value – learning for assessment	short	academic	6
B. Instrumental value – gaining knowledge on masters	long	academic	2
C. Importance – reading is on the GD curriculum	short	academic	1
D1. Importance/utility for future work/life	long	non-academic	1
D2. Importance/utility for access to knowledge		non-academic	3
D3. Importance/utility for everyday life in UK	short	non-academic	1
E1. Desire to improve reading ability (mastery orientation)	short	academic	7
E2. Desire to improve reading scores (performance orientation)	short	academic	3
E3. Desire to improve English and subject scores via reading (performance orientation)	short	academic	3
F. Ought to self - deadlines; course requirements; need to make more effort	short	academic	6
G. Feared self – imagined failure to achieve sufficient level of reading	short	academic	2
H. Absence of motivation	short	academic	3

Table 5-1 Different types of motivation for reading

The most frequently mentioned goals were reading for the short term within the academic context. Key themes were the instrumental value of reading, the importance of reading, and the desire to improve from both performance and mastery perspectives. It is noticeable that:

- Most students (7) stated that they wanted to improve their reading (theme E1);
- Most (6) saw reading as a way to improve English (theme A2);

- Most (6) saw reading as a means to learn about their subject (themes A1 and A3);
- In addition, extrinsic drivers (ought-to reasons) such as deadlines were important (theme F). Fear of failure in reading was only made explicitly by two students (theme G). Three students exhibited a lack of motivation for reading (theme H).

Table F-15 (Appendix F) gives details of how and when these elements applied to different students according to R-comp and English level, in which differences in emphasis can be seen:

- From the beginning, low-low R-comp students talked of ought-to reasons to read (theme F). They saw reading to learn in terms of its value for assessment (theme A3). They also showed absence of motivation to read (theme H).
- All high-high R-comp students talked of reading to gain knowledge in non-academic contexts (e.g Anastasia, Extract 48) (theme D2).
- No high-high R-comp students mentioned wanting to improve from a performance perspective (themes E2 and E3).
- Low English students were concerned with scores but only the low-high R-comp group mentioned improving reading scores (theme E2).
- Three low English students showed an absence of motivation (theme H). Nadia (otherwise strongly motivated for reading) and William made comments about lack of motivation for reading about business subjects (though just certain subjects in Nadia's case). None of these three students achieved their long term goal of masters study at Exeter.

In terms of changes over the period, in general, the *desire to improve reading ability* was possibly more frequently mentioned earlier in the course. *Desire to improve reading scores* became more salient in T2 for the low English/low-high R-comp students. After formative assessment results, some in the low English/low-high R-comp group were encouraged to try harder to improve reading scores. The instrumental function of reading in *learning for assessment* also became apparent in T2, when course assessment was under way. By T2, William and Eric (low English) were concerned with reading to get

good grades in their subjects. *Ought-to* reasons for reading become more noticeable in terms 2 and 3, after the results of the formative reading and other tests. Alexei and Anastasia in particular were pushed by deadlines. The low English/low-high R-comp students (Emily, Eric, Vincent) talked of the efforts they should be making in order to improve. *Fear of failure* in reading became an issue for Nadia in T3, but disappeared for Alexei after T1.

Two exemplar cases are described below to illustrate the variety and variability of reading motivations.

#### 5.5.1.3 *William (low-low R-comp/low language)*

William's motivation for reading needs to be seen in the context of the whole course of study. His primary motivation for study was to improve his English, to study for a masters degree, after this to work in the UK, and ultimately go home to work for his family's company where no one spoke English. However, from the beginning he appeared not to have much interest in the subjects he was studying, though they were "useful" (Extract 49).

Once the results of assessment started to come in in T2, it is clear that these played a strong role in his motivation for study. His poor finance results (47%) threatened the achievement of the necessary progression marks so he felt "confused about my masters".

It seemed also that the effect of assessment in business subjects spilled over into his general approach and motivation, so that although his marks made him want to work harder, they also acted as a demotivator (Extract 50). At bottom, since he was uninterested in his subjects, his overall motivation to study, and therefore read, was now simply to get higher marks.

In terms of the different types of motivation for reading (the numbers refer to the themes in Table 5-1 above):

*A2 reading to improve English:* in T2 he stated that he needed to read business textbooks in order to learn the necessary vocabulary to support his studies. His reading appeared to be a vocabulary learning exercise (Extract 51),

in which he had to fight his lack of interest in the subject. However, by T3, even though he knew reading was important, he acknowledged that he “didn’t do it enough”.

*E1 desire to improve reading ability:* in T1 William only mentioned the need to understand, imagining himself in the future reading and understanding any English text as easily as in Chinese (one of the few examples of visualisation in reading). He saw vocabulary as the most important element in this, so he must “remember new words”. In T2 William was still sure that vocabulary was the key.

*E3 Desire to improve English and subject scores via reading:* in T2 he used the need for good grades - in English as well as in business - to motivate himself to keep on reading about his business subjects. Crucially he was not motivated by the idea of gaining knowledge or learning (Extract 52).

*F Ought to:* in T1 William declared that since he needed a large vocabulary for reading (which was his weakest area) he would try to remember new words “every day”. However, although he preferred to “play computer”, he knew that he needed to “spend more time on study” (Extract 53). These statements of intention continued into T2 and 3: in T2 he stated that he needed to improve his reading more, and so would try to do more reading “because it’s useful to my study” and he must learn more words to “support my study”.

*H Absence of motivation:* this starts to appear in T1 with statements about what he ought to be doing but was not doing (as above). In T2, William tried to make himself read but found it boring (Extract 54). Looking back in Term 3, William ascribed his failure to read enough, and the reduction in his score for the value of reading (L2RTV) in Q#2, to the fact that he had not really understood what reading involved and had found it difficult, and so did not want to read (Extract 55). Further evidence of William’s absence of motivation is shown in his affect comments (see below section 5.5.1.5.6 and Extracts 64 and 65).



Overall, William's motivation for reading can be described as relatively poor.

#### 5.5.1.4 *Emily (low-high R-comp/low language)*

*A1 learning/gaining knowledge:* in T2, Emily stated that learning from texts was important and gaining knowledge repaid her efforts with difficult texts. Difficult texts in fact were the most rewarding because you got the most knowledge from them (Extract 56).

*A2 reading to improve English:* in T2 and 3 Emily described how she was able to use her interest in learning new words as a way to help motivate herself and improve her writing (Extracts 57 and 58).

*A3 learning for assessment:* in T3 Emily was strongly focussed on reading for assignments, and had little time for leisure reading. She did not read when she "will not get any assignment from my reading".

*B gaining knowledge on masters:* in T1 Emily pointed out that they would need to read in English on their masters courses.

*E2 Desire to improve reading scores:* in T1 Emily set herself a target to increase her IELTS grade in reading, and her approach was to use this to gauge whether she had improved or not. If the grade did not improve she would then examine the reasons (Extract 59). But in T2 her score was no different, which meant that she needed to try harder. In T3 it was actually lower, and consequently she was "sad", believing her reading was not as good as she had thought. Emily did not talk about improving her reading as a means of improving her subject grades.

*F Ought to:* in T2 as a consequence of her reading test result, she had to "try my best, try more and more in reading". In T3, she stated that she had not done enough leisure reading since she only read when she had "requirements" to do so and she was therefore "lazy". Although she had read *Jane Eyre* from the study centre, as well as a lot of newspapers, this was "not enough" (Extract 60).

Overall, Emily demonstrated powerful motivation for reading and study which could be traced back to her self-identity characteristics.

#### 5.5.1.5 *Affect*

The summaries of statements in this domain are in Tables F-16 to F-20 in Appendix F, grouped according to R-comp, term, and the following three main themes:

- Affect<sup>36</sup> towards the process of reading in English
- Affect towards the topic/content of reading materials
- Affect towards specific text genres (required and non-required)

The relevant data extracts are numbers 61-65.

##### 5.5.1.5.1 *Reading Process*

Table F-16 shows differences in affect towards the reading process depending on R-comp. In the high-high R-comp group (Anastasia, Igor, Nadia), the students were on the whole consistently positive in affect towards reading in English throughout the period. The low-low R-comp students were consistently negative towards reading. In the low-high R-comp group, there are positive and negative feelings, but the negative affect became positive (Alexei and Vincent) as the course proceeded. In this group, Emily and Vincent in particular were able to derive pleasurable experiences from reading (See Emily - Extract 61).

##### 5.5.1.5.2 *Topic interest*

Table F-17 shows how being interested in the content of texts emerged as an aspect of affect. Most students agreed that the topic was important, and impacted on what they chose to read (for pleasure) as well as whether they continued or stopped reading.

Some low-high R-comp students persevered with a difficult text if it was interesting (Emily, Vincent), while the low-low R-comp students gave up reading

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<sup>36</sup> Affect was defined as in the L2RSC questionnaire, i.e as feelings about reading, liking, being interested, enjoying reading and so on.

interesting texts in the face of difficulty. However, compared with importance for study, topic interest took second place, especially where students were not intrinsically interested (e.g William, Zac, Nadia).

#### 5.5.1.5.3 *Specific genres (required and non-required)*

Table F-18 shows that the low-low R-comp students had negative attitudes towards reading business texts. Zac found the business texts hard. As well as finding his texts hard, William had no real interest in the business material.

In contrast, in the high-high R-comp group, Anastasia and Igor (high English) were positive towards reading business material, wanting to read extra non-prescribed material. However, Nadia (low English), disliked some of the business material, which she found hard.

The low-high R-comp group showed positive attitudes towards reading about business subjects, becoming more enthusiastic as time went on, and reading business materials for pleasure (Alexei, Emily, Vincent).

Tables F-19 and F-20 suggest that reading that was not required for the course would depend on students having or making time, and choice of material would depend on taste.

The high-high R-comp group were positive about reading a range of material including novels, non-fiction, on-line material, though Anastasia stopped reading fiction by the end of the course.

The low-low R-comp group were generally negative about non-course reading, and despite making an effort, were unable to undertake much leisure reading. For Zac it was clear that language difficulty impeded his motivation to read for pleasure (see section 5.4.4 above) and he found it hard to find time for non-business materials.

The low-high R-comp group tended not to read much outside course or business-related materials for time pressure reasons. Where they did read, it was mainly local newspapers, the student newspaper, or online news. In choosing material, they were guided by text difficulty, length and interest.

#### 5.5.1.5.4 Igor

*Process:* in T1 Igor said he liked reading – it was his “strongest side”. In T2 he said he sometimes read in Russian, but mainly in English because he enjoyed it. By T3, Igor was still positive about reading, his hearing disability being why he preferred reading to listening.

*Topic interest:* In T2 Igor read about new subjects to “improve himself” and because he found the topics interesting: “I think it is the key factor that what you read must, should be interesting”. When he had to read something uninteresting, he tried to “find some positive things about that”.

*Specific genre:* In T1 and T2, Igor liked reading about business subjects as “I can compare it with what I studied in Russia so it is just sort of refreshing my knowledge and slightly changing my attitude”. In relation to non-business materials, in T1 he said he liked literature and in T2 he was reading a range of material “for relaxation”, including scientific magazines as well as literature. In T3 Igor continued to read “beyond my study”: he liked to get new perspectives on his subject from reading unrelated material.

Overall, Igor, a high language, high-high R-comp student, showed himself to be a ‘reader’ – that is, someone for whom reading was culturally important.

#### 5.5.1.5.5 Nadia

*Process:* in T1 Nadia said she now liked reading, unlike previously, implying that this was because of the teaching on her course (Extract 62). This positive attitude continued into T2 and T3. In T2 she felt more motivated and read more often. In T3 she stated “If I don’t have something to do I read the book for two hours, three hours [right] like a story”. She became, in effect, a

'reader', devouring texts that she liked, comparing reading to swimming in the sea (Extract 63).

*Topic interest:* in T2, Nadia chose what she read according to her interest: if she did not like it she would not finish it.

*Specific genre:* In T2, Nadia stated that she did not like finance, which was hard to read because of the theory: "...sometimes it's very difficult [um] ... because I don't like it [yes] if you don't like something you cannot do [no] yeh". In contrast to business subjects, in T2 Nadia said she preferred topics such as Neuro-Linguistic Programming which was "very nice", and in T3 she talked enthusiastically about the *Prisoner of Teheran*. These materials she bought from bookshops. She was now reading a lot, but it was unclear how she had free time for reading stories while other students (Emily, Eric, Anastasia) said they did not.

Overall, Nadia provided a unique example of a low-English student who became a 'reader', bitten by the reading bug. Like Igor, she was in the high-high R-comp group.

#### 5.5.1.5.6 William

*Process:* in T2 it was clear that William essentially found reading boring, as his opera simile shows (Extract 64). In T3, he stated that he had tried to change his attitude but when he did not know the words, he became bored and did not want to read. In fact he did not like reading even in Chinese and reading was not something he did for pleasure (Extract 65).

*Topic interest:* this seemed irrelevant for William. In T2 he stated that topics he was interested in (e.g basketball and cars) were not useful for study because the vocabulary was different from his study texts. In T3, he stated that he had tried to read interesting texts, but when he found them too difficult because he didn't know the words, he just "skim it just read it quickly" and so experienced no "improvement".

*Specific genre:* William said he was not interested in finance or management: he read about these subjects to improve his vocabulary, and it was the need for good marks which kept him at it. In T2 William had given up reading non-business texts because of study pressures. He claimed that once he had finished his studies he would be able to “choose something which I like to read”. However, although in T3 he reported trying to read magazines about interesting topics e.g. “mobile phones or cars”, it was clear that the material he chose for interest was in any case too difficult. He expressed a preference for information rather than story books.

Overall, the case of William demonstrates how lack of intrinsic motivation and antipathy towards reading, combined with a performance orientation (as discussed above), was not conducive to a successful outcome.

#### 5.5.1.5.7 Vincent

*Process:* Vincent started in T1 by saying he liked reading but qualified this to “short article” which “if I know I always feel confidence if I understand that article I read”. By T3 however he had discovered he could translate English texts into his own language, which he enjoyed and found it helped his reading. Vincent seemed to derive pleasure from comprehension.

*Topic interest:* in T2 Vincent remarked that “the interest is very important thing to put you to read some [mm] article”. If he was not interested, he became bored and stopped reading. Indeed, for him interest could overcome difficulty and the necessary hard work. Unlike Zac and William, Vincent found his efforts were rewarded by the interest of the material and the boost in confidence that came with understanding. For example, as noted above in 5.4.5, in the metaphor in Extract 46 he gives a vivid account of his feelings of pleasure when he succeeded in reading a difficult text, but he stressed that his reward came from learning something new, not just the fact of comprehension.

*Specific genre:* Vincent read a book about marketing for pleasure in T2. In T3 Vincent was enjoying reading BBC news online because “it is not really difficult for me now”.

Overall, Vincent, a low language, low-high R-comp student, demonstrated the importance of intrinsic interest in helping to overcome the hard work and difficulties of L2 reading and the ensuing pleasurable emotions.

### **5.5.2 Initial self-perceptions of competence in reading**

In this section, students' positive views of their reading ability at the start of the course are reported, together with the basis for their judgements. In a few cases comments on reading competence made in T2 appeared to be largely unchanged from T1, so these are also included in this section. Changes in reading competence perceptions emerging in the latter part of the course are reported as learning *Outcomes* below (section 5.7.2). Although weaknesses in reading may be thought to form part of competence perceptions, since these impacted on the reading difficulties faced by students, they were reported in *Challenges* (section 5.4 above).

Tables F-21 to F-23 give details of how students gauged their reading abilities, according to English level and R-comp. The relevant data extracts are numbers 66 and 67. First, early competence judgements were lower because of uncertainty about what was in store in terms of the demands of the course (e.g. Alexei, Igor, Anastasia, Emily). Secondly, at the start, students judged their competence according to previous experience of reading (Anastasia, Igor, William) and previous assessment results (Emily). Once the tasks and demands became clear (class reading texts, difficulty and amount of business subject reading) there were adjustments of competence perceptions (Alexei, William).

Early on in the course, students tended to talk of reading in rather general ways, limited to comments on reading skills (e.g. speed) and language (e.g. vocabulary), rather than reading for study.

However, there were clear differences in the types of statements made by the R-comp groups. The high-high R-comp students, Anastasia and Igor (high English) and Nadia (low English), were positive about their reading ability. Zac and William (low-low R-comp) made no positive statements about their reading at the start of the course, preferring to focus more on the difficulties

they were experiencing (see section 5.4 above). In the low-high R-comp group, Emily, Eric and Vincent (low English) made a mix of positive and negative statements about their reading. However, Alexei (high English), having rated his competence low at 2.78, did not make any positive statements about his ability – apart from considering his class texts to be too easy.

#### 5.5.2.1 *Anastasia*

Anastasia started reading in English at the age of five, and so was very accustomed to reading newspapers, magazines, fiction, internet articles (which had improved her reading ability significantly three years previously) as well as academic texts in English. She stated that she had to read the latter in Russia and “never had any problems”. When the text was not hard and there were few unknown words, for her it was no different from reading in her L1 (Extract 66).

In fact, in T3, looking back at her October Q#1 competence rating of 3.89, Anastasia said she had expected texts to be harder than they were, and so she had evaluated her competence relatively low (Extract 67).

In T2 she reported feeling comfortable with business texts as “the language ...is quite determined” and she was “quite used to reading in English”. Consequently, she had no problem to “get the general picture” of all subject texts. Finance and investments texts had “easy language” so her “research is more or less OK”. She said it was actually easier actually to read about business topics in English than in Russian. She was “confident with all grammatical constructions”.

As a ‘reader’, and a high-language student, Anastasia seemed to have a strong sense of competence in the course reading, even though she sometimes belittled herself.

#### 5.5.2.2 *Nadia*

Nadia started with positive views of her reading competence, as shown in her Q#1 competence score of 3.89. This was interesting as she was in the low English group. Unfortunately there were no interview statements to expand



on this. In T2, Nadia continued to talk about her reading in a positive way: although the *FT* and “stock market texts” had some difficult vocabulary which she had to check in a dictionary, she could understand them “in general”.

### 5.5.2.3 *Emily*

In the T1 interview, Emily had a positive view of her reading ability, which contrasted with her rather low T1 questionnaire scores. She talked of how reading was her best skill: she scored 7.5 in IELTS. In T2, talking of her strengths in reading, she said that she could “pick up the details very quickly”, that is events, ideas and key words. She could manage to read newspapers and stories and was able to guess meanings of words in these types of texts.

In retrospect in T3, she explained her low T1 competence ratings by saying she had been unsure at the beginning of the course about “what happen in the future” and there were “just a lot of things to consider in the time of beginning”.

## 5.5.3 Strategic resources

The two main themes which emerged in this area were:

- how students tried to improve their reading;
- the strategies students adopted in dealing with texts.

### 5.5.3.1 *Improving reading skills*

Table F-24 gives students’ beliefs about how to improve reading, which seemed to derive from a combination of past experience and explicit teacher instruction, though some strategies seemed self-generated.

Most students believed that their reading would improve if they:

- Read a lot (including for assignments, English class texts, leisure reading)
- Increased their vocabulary (in their subject area and more generally)

Some also believed that they would improve, or had improved through:

- Trying hard (Emily, Eric)
- Class instruction (Emily, Vincent)
- Reading and listening simultaneously (Igor)
- working with L1: translating/ reading in L1 first (Vincent, Zac)

However, the low-low R-comp students in particular did not seem to find effective ways of improving, as illustrated by the case of Zac below. For example, reading texts which were far too difficult, resorting to L1, or reading with the sole purpose of increasing vocabulary knowledge did not result in these students being satisfied with their improvement.

#### 5.5.3.1.1 *Zac*

In T1 Zac believed he needed to build his vocabulary (and his teachers had told him to). He did this by using a vocabulary book and making “word families”, comparing and trying to remember.

In T2, he believed he should “try to read more information...try to read and...understand it” and “find more way to to practice to improve reading”. He was trying to find more time for reading but “it’s always not working”. Materials he mentioned included books from the study centre, the student newspaper, or something interesting (though he had no ideas here). He believed listening to the radio would also help vocabulary so “you can talk talk or study or reading fluently in a future, I think”. For his leisure reading he chose two difficult unsimplified texts<sup>37</sup> in the belief that reading such texts would lead to quicker improvement, but realised that this might have been a mistake (Extract 68).

He also thought that using Chinese versions and then reading the English could help improve his reading:

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<sup>37</sup> *Harry Potter, The Lovely Bones*

*it's also like improval process (laughs) when I know some mm special word meaning I can check it and try to remember it and by English way [Zac T2]*

In T3, Zac, looking back, said he had not done enough reading. Now, since he was preparing for IELTS, he had started to look at TV with subtitles, and checking meanings of frequently occurring new words.

However, it seems that Zac's improvement strategies were not effective in enabling to improve his reading sufficiently.

#### 5.5.3.1.2 *Eric*

In T1 Eric believed in reading "more", for example by reading newspapers every day. In T2 Eric said he should "make more effort" and focus on vocabulary since reading texts were harder this term. In T3 Eric revealed he had set himself a target of learning 20 new words every day, which he had written on his wall. He also said he improved through reading his English texts, newspapers and online *Economist* (1 page every 2 or 3 weeks). He did not mention reading for his subject assignments in this context, appearing to associate the conversation about reading only with English classes.

Eric was typical of the whole interviewee group in that he felt he would improve his reading through practice, which he seemed to have done. His focus on vocabulary appeared more successful than that of Zac.

#### 5.5.3.2 **Reading strategies**

Themes are reported by term, English level and R-comp type (Tables F-25 to F-26).

In general, the high-high R-comp students said they:

- Focussed on content and accessing information, deriving knowledge for study and assignments, or just interest;

- Considered language was important, especially vocabulary, but it was not the main concern;
- Tended to guess meanings, using a dictionary only when necessary.

In addition, the high English students in this group claimed to go beyond reading for information, developing higher skills e.g. analysis, criticality and evaluation. Igor seemed to be a strategic reader from the beginning. However, the low English student in this group, Nadia, did not talk of her strategies for reading for study as extensively as the high English students.

The low-high R-comp students said they:

- Focussed on content and accessing information;
- Had or developed strategies for coping with the quantity and difficulty of study reading that worked for them (including using knowledge about text structure – Alexei, the high English student) in response to the task in hand, or instruction, or assessment;
- Would persevere with detailed reading where text was difficult (especially low English students).
- Became critical readers to some extent (especially Alexei, the high English student);
- Considered language was important, especially vocabulary, but became less reliant on dictionaries and better able to guess meanings as time went on.

In the low-low R-comp group, students seemed to:

- Focus mainly on language, especially vocabulary, rather than information;
- Not have or find strategies that worked for them;
- Not exhibit any change in approach, despite instruction, saying that new techniques taught in class “don’t work”;
- Be overwhelmed by text difficulty;
- Resort to reading in L1 (Zac).

Changes in approaches and strategies, discussed mainly in T2 interviews, seemed to have come about for several reasons. First, there was the pressure of the amount of reading required and a need to find a way to cope (Vincent, Alexei). Second, some students adopted and/or adapted approaches taught in reading classes (Alexei, Vincent (see 5.7.2.3 below), Igor), though they needed to see that the methods worked for them (Anastasia, Zac, William). Some students changed their approach as a result of their own insights, often as result of unsatisfactory assessment results in both English and business (Vincent, Eric, Zac). However, some students resisted new approaches taught (Anastasia), or else did not talk much about strategy changes (Emily).

#### 5.5.3.2.1 Igor

Igor in T1 said he liked to read “slowly” when reading for relaxation but for academic reading, since he had to “analyse or find information for my essay” and read a lot under time pressure, he first “skims over” and then started “working with information”. In T2, he noted that he had become a “more critical reader”, in contrast to previously in Russia where the emphasis “is to gain knowledge, not criticise”. Being critical for him meant:

*...evaluate er information, to erm identify links between some writer’s argumnts and er information he provides ... to ask the right questions about some text and find the right erm ... answers.*  
[IMT2]

He was now evaluating his sources, unlike previously, and applying information and insights from non-business materials to business topics. Language was not much of an issue for him (he could check words in a dictionary), but his interest in this area was in order to improve his reading ability.

As a high English student, Igor showed some sophistication in his approach to L2 reading from the start, though his approach to text developed over the course.

#### 5.5.3.2.2 *Zac*

In T1, Zac seemed to proceed slowly with reading, focussing on the vocabulary.

In T2, discussing his previous reading (for IELTS), he stated that he had no “special method”: he simply practised reading in a limited time, answering questions, and checking words in a dictionary, though this was boring. In general it seemed that so far his approach had not changed substantially. Although he claimed to be trying to apply strategies such as rereading long sentences, or dividing them into sections as shown in class, he stated that this did not always work (Extract 38).

In reading for his business subjects, he knew that he must “focus on the book” and “understand what the author to say” and try to see “his opinion”, but it was difficult to understand so he had to reread often, which took a lot of time and made him “tired” (Extract 39). His “new way” of dealing with, for example, finance, that is, reading a Chinese version (as noted above) and then reading the English text, did not speed up the process (Extract 40).

In T3, he was still focussed on checking meanings of words in a dictionary, preferably in advance of a lesson or test. He had felt “not comfortable” in class when he did not manage to do this. He concluded that vocabulary was his problem in all aspects of English.

Apart from resorting to reading in L1, Zac showed little change in his approach to text, his main concern throughout being vocabulary.

#### 5.5.3.2.3 *Emily*

In T2, Emily claimed that her reading methods had not changed: she took notes when reading. However, now she was guessing meanings of words more because she was “lazy” but if they were “key words” for finance and academic texts which might recur, she would confirm the meaning in a dictionary, and also try to use them in her writing. Emily enjoyed finding and looking up new words (T1 & T2). Though she paid attention to language, this

was in order to access meaning: the most difficult words were the most rewarding in this respect.

She had a particular approach with difficult material, which seemed to work for her, and was not based on skimming/scanning but reading for detail, slowly, “step by step” over a period of days (Extract 69).

Emily’s slow, little-by-little strategy was unlike the approaches of other students, but it seemed to serve her well. Similarly her claim to positively enjoy looking up meanings of new words was unique among the group.

#### **5.5.4 Persistence**

A number of themes became apparent in relation to persistence, as shown in Tables F-27 to F-29. Relevant extracts are mainly 70 to 80.

First, it seems possible that students might have been able to call on previous patterns of behaviour and/or role models in their background. In section 5.3 above some of these elements are discussed with the three exemplar cases. For example, Igor had learnt to persist in his struggle with his hearing impairment. Emily had the example of her parents’ hard work. Zac had not worked especially hard at his previous university, and poor exam results had led to him losing motivation for English. There was nothing in his account of himself which suggested he was likely to persist in the steadfast fashion needed in the present context.

Some further examples, related to self-identity, are:

- Eric: although he lost the habit at university, he had developed a pattern of hard work for his Gao Cao<sup>38</sup> (Extract 70);
- Anastasia: talked about her grandmother helping her to learn persistence when she was small (Extract 71). Anastasia liked to reread until she had good understanding.
- Nadia: put the blame for past failure with English on her teachers, and

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<sup>38</sup> Chinese exam taken at the end of high school which is used for entry to university.

before she came to the UK, she had relied on others to do everything for her. By the end of the course however she had learnt self-reliance and also how to be independent in study. In reading, she laid emphasis on needing to like what she was reading, and indeed she persisted with difficult reading material she was interested in.

- Vincent: had a very strong motive to succeed in order not to waste money as his mother was paying for his studies. By the end of the course he had learnt to study and deal with “pressure” in order to prove himself capable (Extract 72).
- William: was the son of parents educated only to middle school. The father was a successful self-made man, and thus a role model for his son. It seemed that it was his father’s decision that William should study for a masters (Extract 73). However, William had little intrinsic interest in the subject and had become used to not pushing himself at university in China.

Other key themes related to persistence were (Tables F-27 to F-29):

- The role of language in causing difficulty : most students talked of the need to improve and deal with vocabulary but -
  - High/low-high R-comp students were able to develop adequate vocabulary and strategies for vocabulary which enabled them to persist with reading and study.
  - The low-low R-comp students did not reach this point.
- The role of text topic (interest or importance) in promoting or discouraging persistence:
  - For many students, interest was a key factor in text choice, and continuing to read;
  - Conversely, lack of interest was likely to lead to stopping reading or giving up.
- Persisting with a specific text:
  - Many students talked of the need to reread;



- Low-high R-comp students talked of the rewards of persisting and succeeding with a difficult text in terms of confidence gains (Alexei, Extract 74), and knowledge gains (Emily, Extract 75; Vincent, Extract 46).
  - Importance for study also meant persevering with a difficult text (Emily, Extract 76).
  - Low-high R-comp students applied a variety of reading strategies successfully, enabling them to persist (Emily (Extract 69), Vincent (section 5.7.2.3), Alexei (Extract 90));
  - The low English/low-low R-comp students limited their strategies to a focus on language, especially vocabulary (for which checking was boring) (William, Zac);
  - The low English/low-low R-comp students complained about the time needed;
  - The low English/low-low R-comp students gave up reading a text in the face of difficulty because the effort required was too much (Zac Extracts 41 and 42) and/or because they had little interest in the knowledge to be gained (William Extract 77).
- Persisting with study more generally:
    - successful students had effective strategies to cope with the amount of reading needed;
    - The low-low R-comp students explained their failure to succeed by difficulty in understanding, stress and worry about failure, lack of application to study leading to giving up, taking a break, relaxing, playing with friends etc. as, for example, Zac (Extracts 27, 78 and 79). In fact Zac says of himself that he did not have the capacity, or motivation, to persist and follow his study plans through, and this dated from the start of the course (Extracts 29 and 80).

## **5.6 Social setting**

In this category, summaries of statements were grouped in matrices according to the themes in box 4 in Figure 5-1 above. These matrices are in

Tables F-30 and F-31, which are arranged according to R-comp type and English groups. Relevant extracts from the data are 81 and 82 in Appendix G.

### **5.6.1 Impact of the new cultural setting**

For all of the students, studying in the UK was different from their previous learning contexts. This was true for reading and the role of reading in studying, as well as other aspects of learning. Compared to their earlier learning experiences, most students reported that they now had to read more, previously only having had to read textbooks or reading set by teachers. Also, students were now less directed to texts by their teachers, and had to find and choose their sources for themselves (Alexei, Anastasia, Nadia). The fact of being in an English-speaking environment also meant they had to do more reading (Emily, Eric, Zac).

For Nadia, in particular, the emphasis on reading was a noticeable, beneficial cultural difference from her own country (Extract 81). Nadia's positive attitude was quite different from that of William, who reacted to his lack of experience with reading by saying it was "very difficult" (Extract 82).

As a result of being in this new context, students in all groups reported changes in their reading strategies and consequently their reading competence (see sections 5.5.3.2 above and 5.7.2 below for details). For example, in the high-high and low-high R-comp groups, students mentioned that they now had to read critically or be more 'thinking-focussed'– or made comments suggesting that they did this: for example, Emily realised that her previous L1 textbooks had wrong information through mistranslation. Anastasia became aware that English texts were structured differently from Russian ones and this meant she could use survey strategies to increase her reading speed (T3).

### **5.6.2 Support**

Support for the learning of reading came from teachers, peers and family. Teachers gave feedback on performance and advice on how to improve (Zac, Emily). Teachers had a role in motivating students through creating a good learning environment (Nadia), and through pressure to improve (Zac)

(leading to a sense of *ought-to*). Teachers taught reading through input on strategies for dealing with text (Anastasia, Alexei), and through helping students to understand (Vincent).

Two low English students mentioned their parents' encouragement to read: Nadia's mother was both surprised and delighted to hear she was doing a lot of reading. Zac reported that his father used to give him material to read.

There was some sense among the students of being part of a community of learners engaged in reading and studying in a foreign language. For example, Alexei (high English) showed how he identified with the others in his class. He talked of "we" and that his group was the "smartest". Anastasia (T2) talked of the support she gained from working with friends in the library, and through working in groups she was stimulated to think more and to search for more sources. In the low English group, Eric and William compared their reading performance with others in their group, while Vincent, looking to others for help in understanding why his Human Resources essay was not as good as theirs, found that he had fewer references.

Vincent mentioned friends external to the course who gave him advice on what he needed to do to prepare adequately for reading on a masters; another friend left him a marketing book to read.

### **5.6.3 Resisting or accepting instruction**

In the high English group, two students, Alexei (T1) and Anastasia (T3), stated that the texts they were given to read in their reading lessons were too easy. Anastasia initially resisted the instructions for speed reading in T2.

On the other hand, Alexei found the lesson given by the teacher in T2 on the SQ3R<sup>39</sup> technique had been a "revelation", and he subsequently changed his approach since the technique seemed to help him deal with the quantity of reading necessary. By T3, Anastasia had become more positive about the "efficient reading strategies" taught by the teacher: some of her reading habits

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<sup>39</sup> SQ3R is a well-known study reading method based on five sequential strategies for dealing with text: survey, question, read, recite, and review.

were “ineffective”, and although she had initially been sceptical, she found that the strategies did help her to increase her speed – specifically surveying, and not reading things.

In the low English group, two students made comments that showed some resistance to the teacher. In T2, William said that it was not useful for him to read texts with topics which interested him because he would not learn the words he needed. In T2, Zac complained that dividing long sentences into shorter segments was “sometimes...not working”. In Term 3, Zac reported that in reading lessons where he had not had enough time to check meanings of words or grammar, he had felt “not comfortable about it”.

On the other hand, in T1 Nadia stated that she liked the reading on the course. Emily liked the reading class since it gave her skills for reading “effectively”. Vincent stated that the reading classes were “most useful” for the masters next year. In T2 William reported that he had “learnt” some techniques from his class, namely survey, question, summarise, review. In T3, Vincent commented that the teacher’s questioning had helped him to arrive at an interpretation of class texts since they showed him what he had not understood.

## **5.7 Outcomes of learning**

Assessment results for the interviewees are in Tables F-32 to F-34, which also indicate whether the progression marks were achieved. Summaries of statements are given in matrices in Tables F-35 to F-37, according to the themes in box 5 in Figure 5-1 above.

### **5.7.1 Informal outcomes of assessment**

Informal outcomes of assessment are defined here as the effects on self-views or other social consequences such as progression or non-progression to masters courses.

All the high English interviewees scored above 70% for the T2 formative reading assessment (Table F-32). Alexei and Igor were pleased with their T1 results in other subject areas (Table F-34) and said they now had a good idea

of what was required. Apart from Anastasia, who was concerned that her finance score of 67% might impact on her progression and was anxious to understand how she had not got a higher score, this group's Term1/January assessment results<sup>40</sup> were all comfortably in the progression zone. They did not even discuss their reading scores, instead mentioning the skills that they wanted to improve (as in Table F-12). Consequently, since there were no serious threats to their long term plans from any of their assessment marks, informal impacts on self-views are not reported.

Table F-35 gives informal outcomes of assessment for the low English group by R-comp. Effects of business assessments are included since these involved reading. The low-high R-comp students' results were generally good (Tables F-32 and F-34), and did not threaten their long-term plans. Instead, as shown in the table, their results had positive motivational impacts, making the students determined to:

- study harder (Emily: to achieve higher scores) (Eric: to compete with others)
- set goals higher (Vincent: encouraged by good results)
- change approaches to study (Vincent: to increase references)
- change approaches to dealing with written text (Eric: to focus on analysis, not facts - Extract 83)

This group used test scores in reading to gauge their reading ability. For example, Emily, talking of her formative and summative test scores for reading, saw them as evidence of lack of progress, and they seemed to have a negative impact on her reading self-views and her emotions. However, in T3 she was upbeat about her progress when discussing her positive Q#2 ratings<sup>41</sup>.

However, low summative marks in English and business subjects (Tables F-33 and F-34) had serious implications for the long term goals for Nadia, William, and Zac. These threats, which began to appear in T2, impacted negatively on self-views in general for low-low R-comp students (William, Zac),

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<sup>40</sup> formative tests in English: reading, writing, language and overall; summative assessments for Finance and Human Resource Management

<sup>41</sup> See Chapter 6 for discussion of contradictions between Emily's interviews and questionnaire results.

and in reading in particular since reading was required for study (William). However, Nadia's (high-high R-comp) reading self-views seemed more robust.

#### 5.7.1.1 **Nadia**

In T2, Nadia was disappointed with her formative English results: writing (60%), reading (54%), grammar (42%). She attributed her performance to having to focus on finance, and so not preparing enough:

*for example the reading, if I read the text before very good at home I will bring maybe 70 in the reading [NA T2]*

However, this result appeared not to shake her positive reading self-concept.

In T3 Nadia achieved 60% overall in English and 52% for reading. Grammar and writing were also poor and she had to resit all three skills. She worried that if she failed again to achieve the requisite scores she would need to apply elsewhere. The signs were not good as her recent IELTS result was an overall 6.0. She was afraid because her embassy supervisor was "very very difficult" and would not pay for her to study at another university. He wanted to know why, after two years of sponsorship, she was not able to achieve 65% in English. Her father was coming to the UK to help her deal with this situation.

However, Nadia felt that the T3 reading exam again did not reflect her ability, which she had rated much higher (4.38) in Q#2 than in Q#1 (3.7). She ascribed her poor results to the fact that she "hates" exams and became nervous, as had happened before with IELTS. At home in Saudi Arabia, if it had not been for her nerves, she would have got 100% as she studied "very hard". Here the situation was exacerbated as her results determined her entry to the masters degree. In fact, in the resit (after the interview) she scored 64 for reading, her best result in English, which would seem to confirm her reading competence self-perceptions. Her marks for her dissertation work were also good (68%, 67%).

Nadia was an interesting case: her perception of L2 reading competence held up despite poor reading test results, which appeared not to affect her self-esteem.

#### 5.7.1.2 *William*

By the time of the T3 interview William had missed most of the summative English assessments and some business assessments. In the interview he discussed his assessment results (with reference to Finance (47%), HR (58%), Marketing case study (43% (=40% of mark)) (Table F-34). Although he could have retaken Finance and HR, he did not, these T1 results having “made me a little less self-confidence” (Extract 50, Appendix G), and he had already decided in T2 that he might have to try another university. It seems the Marketing Case Study was the final straw, after which he withdrew from the course. That his teachers were surprised (his formative English results in January were appropriate for the stage of the course<sup>42</sup>) is mentioned in the interview.

Looking back in T3, he considered that he did not spend enough time studying or reading, especially in comparison with others: this was the reason why he did not “pass” (Extract 84). It was clear that the assessment results impacted on his self-views:

*I have I have took lots of tests and do lots of homework maybe umm because umm my lower marks so I feel ... how to say I feel ... er less confidence [William T3]*

Secondly, although his ability in reading improved, in comparison with his class mates he said it was not as good (Extract 85), though there is no test evidence for this. Thus he had a negative view of himself, arising from both marks and social comparison. It is clear that the test results affected his overall self-esteem and perception of reading competence.

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<sup>42</sup> Reading 60%, Writing 64%, Grammar 50%, overall 58% (Table F-32)

### 5.7.1.3 **Zac**

In T2 Zac felt “so bad” about his poor English and Finance results<sup>43</sup>, which were, he explained, the consequence of not working hard enough, so he planned to change (Extract 86). His teachers gave him feedback on how to improve and he “will do it”.

By the T3 interview, he stated that he had failed “one course”<sup>44</sup> and thus also in his aim to study on a masters course at Exeter. As a consequence of this, he described himself as a “loser” so “everything is no good” (Extract 87). Again, Zac provides an example of how assessment impacted on general and reading self-views.

### 5.7.2 **What was learnt/later perceptions of competence**

In relation to reading, students were quite explicit about what they had learnt on their course, and what they could and could not do, discussing this from T2 onwards. I have treated statements about what was learnt both as an outcome of learning and also as students’ perceptions of their competence. Tables F-36 and F-37 show summaries of what students said they had learnt. In comparison to *Initial perception of competence* (Tables F-21 to F-23), *Reading for study* as a theme and *progression/non-progression* as a category have been added to the matrices.

From Tables F-36 and F-37, it can be seen that in T2:

- All students talked of:
  - increased vocabulary knowledge;
  - a sense of becoming better at reading.
- All high–high and low-high R-comp students mentioned:
  - the ability to read faster;
  - increase in confidence;
  - guessing meanings of words.
- Some low-high R-comp students (e.g. Alexei, Vincent) showed:

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<sup>43</sup> Overall English 53%, Reading 57.5%, Language 44%, writing 57%; Finance 49%

<sup>44</sup> Interview date was 30.4.2010. By then Zac had received marks for finance resits (54%), HR resit (65%), marketing case study (49%) and operations presentation (63%), making the achievement of an overall 65% unlikely. Most likely it was the marketing case study that he refers to as the failed course - see Table F-34.



- the conscious acquisition or development of systematic strategies in reading which enabled them to deal with large quantities of study reading (e.g.: surveying techniques).
- Students in the progressing groups discussed:
  - how they read for study;
  - reading critically;
  - learning from reading;
- The non-progressing students:
  - focused on reading skills and language;
  - did not mention skills and strategies learnt for reading for study.
- In the high English group, students talked of improving reading through studying for assignments.

In T3:

- A theme common to all students was increased vocabulary.
- In low-high and high-high R-comp groups, students had:
  - an increase in confidence or sense of competence;
  - learnt to be self-directed in research;
  - acquired knowledge from reading;
  - improved their techniques for reading for study.
- In the high English group, students had:
  - read extra material for assignments;
  - become less phased by unknown vocabulary;
  - learnt to use text structure knowledge;
  - started to “think” in English.
- In the low English group, students made differing assessments of their improvement in reading: some estimated small improvements (Eric, William, Zac, though William was contradictory here); some were disappointed (Emily, William); others claimed big improvements (Vincent, Nadia).
- The low-low R-comp students still did not report any skills learnt for reading for study (William, Zac).

In general, the high English students showed development of greater sophistication in reading processes and study reading earlier than the low English students.

#### 5.7.2.1 *Alexei*

By T2, Alexei realised that reading for writing essays simultaneously improved his reading (Extract 88). In fact, T2 was a turning point: after the SQ3R reading lesson, he learnt to:

- Look at titles and first lines;
- Use this to devise pre-questions;
- Decide whether to read the text in detail: skimming the text may be enough;
- Become more cognitively active in reading: he now thought “critically what this author is trying to say” and assessed the contents for “just useless knowledge whether they add some value for me” or whether it is “new knowledge”.

In addition, his vocabulary had expanded. He could guess meanings of words when the topic was familiar, no longer stopping to check words frequently (which left him feeling bored) so that now his reading had “started to flow” (Extract 89).

By T3, in general he felt better equipped to undertake reading for academic and non-academic purposes. The SQ3R method, which he applied to all types of texts (including the *Economist*), was consolidated and engendered a deeper, more active process (Extract 90).

He felt confident to read all kinds of literature. Even if the vocabulary was hard you “just have to get used to it”, and importantly he had a sense of how texts are structured which he used consciously to help his reading (Extract 91).

In relation to the reading required for essays, which were “quite long work”, he had learnt to:

- be self-directed;
- use “additional information” and not just look at the “handbook or suggested material”;
- use the internet and library to locate “additional sources” to be used for citations and “other writers’ opinions”;
- apply theory to his own experience.

This last was different from home, where theory was required but not its application. Moreover he believed these skills were transferable to the real world of work.

Alexei, a high English student who had rated his competence low at the start, claimed significant positive developments as a reader in English over the course.

#### 5.7.2.2 *William*

In T2, William said he had “more reading skills” than before “academic English”. Since he had been on the course, he had learnt about word families and categories, predicting from titles, and summarising paragraphs while reading (though this may just be ‘lip service’). He could now remember words better as he reviewed a text instead of discarding it after one reading.

By T3, however, he believed that he had not managed his time well (he spent about 1-2 hours per day studying). He had not been able to change his attitude to reading, and reading actually seemed more difficult. In the reading that he did, if the words were difficult, he just skimmed it quickly despite being interested, and so there “was no improvement”. Reading was (still) weaker than his other skills, and this was (still) because of unknown words. Notwithstanding these negative comments he also stated that he read “much more quickly than before”, and knew “more English words than before”.

However, William’s view of his reading ability shows little significant change over the course. He did not acquire sufficient skills to cope with study.

### 5.7.2.3 *Vincent*

By T2, having realised in T1, that he needed to be able to deal with a large quantity of material, Vincent developed his own version of a “skimming/scanning” approach, first introduced to him at home during IELTS preparation and later taught at a language school in the UK. This consisted of initially doing a skim-read, then reading “what that means”, then working paragraph by paragraph, “scanning” once or twice, then underlining difficult words, first trying to guess their meanings, and then using the dictionary (previously in Taiwan he would check the dictionary immediately), and finally reading through again. Despite – or because of – this “skimming/scanning” approach, a major achievement was that he was able to study “deeply” a book in English: Belbin’s *Team Roles*. In fact, his account suggested that he would engage in close reading, persevering in the face of difficulty (see metaphor in Extract 46) when interest took over. As he said, previously he had:

*never study in the maybe ... in the very study maybe deeply in er English er book, yeah, in a book write in English, yeah, so it's very interesting [VC T2]*

Thus he believed he had found a way to cope with the requirements of study reading. Where the reading for “resources” was “too much”, his “scanning” techniques enabled him to “get what I want to get from this book”.

Overall in T2 he felt more confident about his reading. He believed he could now deal with management texts better in that he could locate and summarise key points and “catch the meaning and...what the writer want to...tell me”. His speed and vocabulary (especially “professional” words) had increased, and this enabled his word-guessing (Extract 92).

By T3, Vincent considered that he “improve a lot of reading skills” over the period. Reading was important for him and this was why he improved. His skimming/scanning techniques enabled him to get the information needed for assignments without spending 2-3 days reading a whole book. He had understood, too, that many references were needed in assignments. He stated that his reading had improved significantly through “lots of practice”: now he

could easily read BBC news, articles and magazines. At the same time, he had developed an awareness of the lexical and grammatical differences in text between his L1 and English: he found that translation involved thinking deeply about word meanings, and that it required very good understanding of grammar. His translation work helped to make him more confident. Grammar was no longer a problem.

Vincent developed significant skills and strategies in reading over the course period which enabled him to cope with study. As a low English student, this was an important achievement, and his sense of competence increased, matching his questionnaire ratings.

### **5.8 Summary and concluding observations**

This chapter has reported the range of statements made by students in relation to themselves as L2 readers in an academic context over a whole course. Summaries of the statements have been categorised in terms of self-identity, challenge, learning stance, setting and learning outcome, these categories incorporating a time element, suggesting a development narrative.

The data were arranged according to the concept of *R-comp* – that is, perception of competence over the course. It was found that there were elements of systematic variation in outward expressions of reading self-concepts according to this variable. Table F-38 summarises these variations. In particular, statements by the low-low R-comp students exhibited some or all of the following characteristics:

- Failure to read enough;
- Failure to identify nature of challenge and what was required for success;
- Tendency to focus on reading for language (especially vocabulary);
- Ineffective strategies for reading and for improving reading;
- Failure to translate desire for long term goal into action i.e. poor self-discipline;
- Strong focus on performance goals;

- Lack of intrinsic interest in the subject of business;
- Lack of interest in reading to gain knowledge;
- Negative affect towards the L2 reading process;
- Lack of persistence with difficult texts;
- A maladaptive response to poor assessment results
- Dislike of reading in the L1
- A generally pessimistic outlook.

Table F-38 also shows that English level was a factor in differentiating some, but not all, areas of self-views of reading expressed, confirming that language resources available to students were a crucial element in how they dealt with the tasks at hand. At the same time, since there was no one-to-one correspondence of R-comp with English level in the interviewee group, it can be seen that reading self-views were to some extent independent of language proficiency.

Finally, themes emerged from the qualitative data which confirmed, illuminated, diverged from, and added to the subscales in the L2RSC questionnaire. How the two types of data can be integrated, leading to a fuller understanding of the L2 reading self-concept will be discussed in the next chapter.

## Chapter 6 Discussion

It will be recalled that the research questions as refined after the literature review are (see Appendix B):

- Does Pollard and Filer's (1996) framework capture the scope and narrative of, and a means to categorise, L2 Reading self-views in an academic learning context?
- Does the Self theory proposed by Harré offer a theoretical basis for mixed methods research into the L2 RSC? What is the implication of this theory for the nature of the L2 reading self?

I will begin the discussion of the first question by proposing a narrative framework and taxonomy, or normative categories, for the expression of self-views of L2 reading in an academic context, based on Pollard and Filer's model. This will be supported by comparison and integration of the qualitative and quantitative data, with commentary on how the data converge, diverge or complement each other. Figure 6-1 (which is a slightly modified version of Figure 5-1) shows how the categories in the questionnaire relate to the Pollard and Filer categories and thus how data integration is achieved. The shaded areas represent locations where quantitative and qualitative data are compared. The unshaded areas indicate qualitative information only.

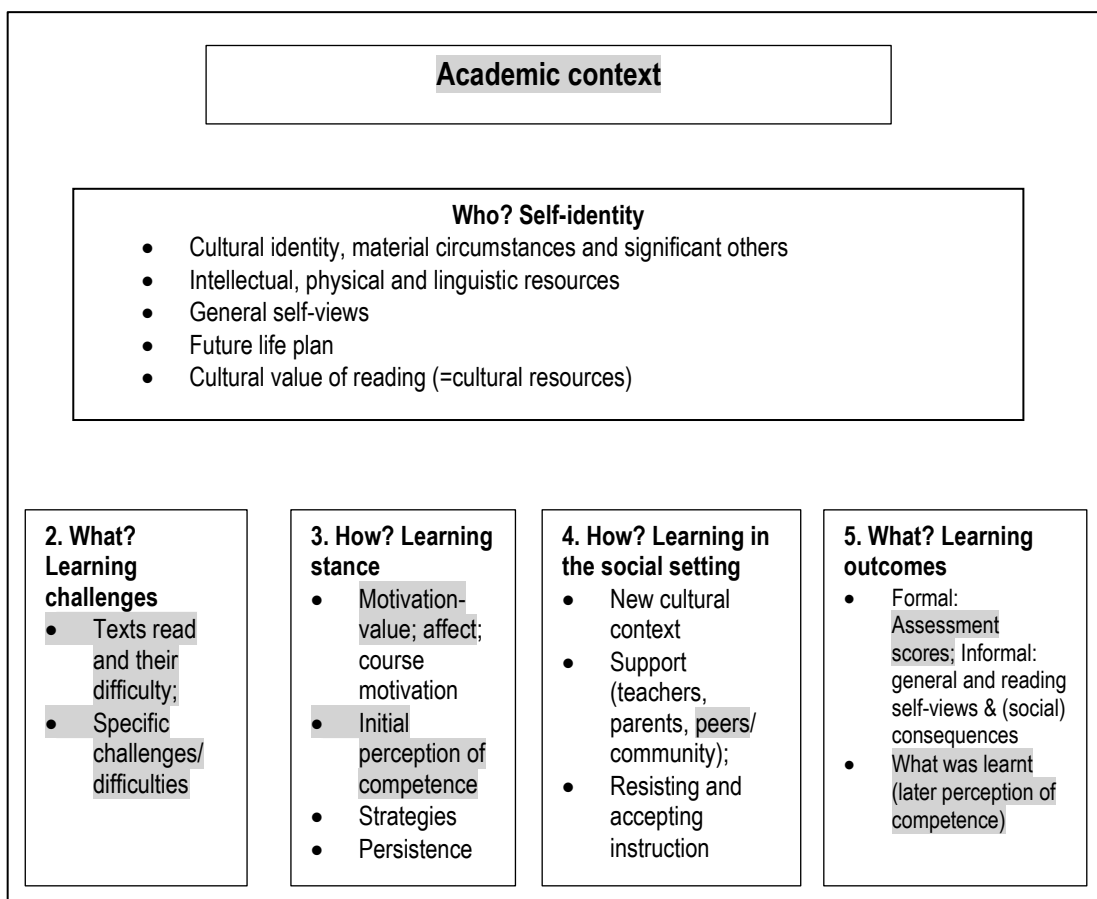


Figure 6-1 Diagram showing how integration of qualitative and quantitative data is achieved

After this, I will consider systematic difference in self-views according to the two variables identified (perception of competence and language), the value of Harré’s approach to the self for the L2 reading self-concept, and finally the methodological benefits of mixed methods research in this area.

**6.1 L2RSCs and their development in an academic context: a descriptive model**

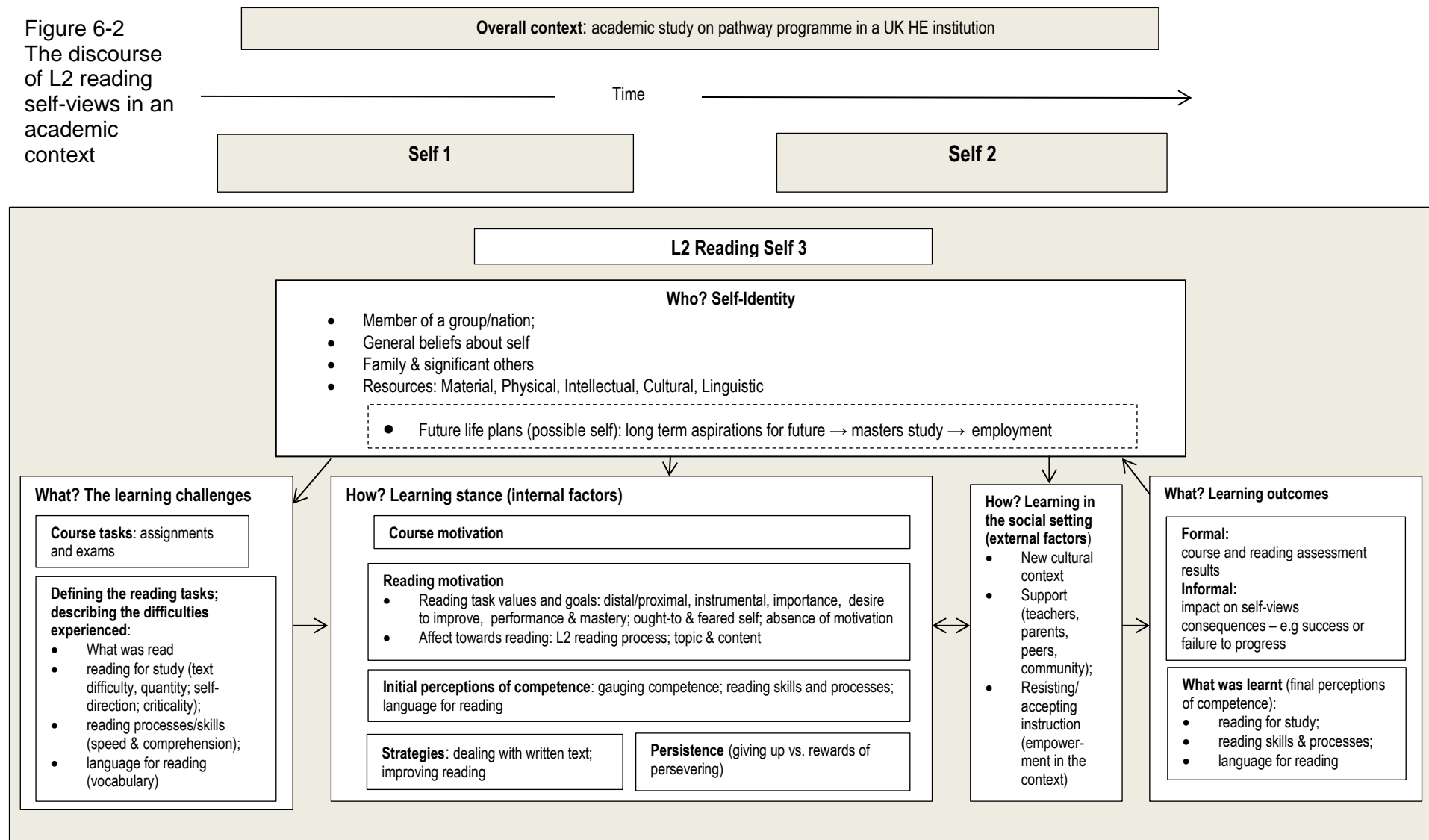
L2 reading needs to be “understood within both the personal and biographical context of the individual reader” (Mann, 2000, p. 297), as well as the socio-cultural and political context. This makes Pollard and Filer’s “recursive cycle” (1996, p. 97) particularly suitable as a way of understanding the discourse of the L2 reading self-concept and the narrative of its development as



well as the broadness of its scope. Pollard and Filer's framework was developed further as a result of the literature review in Chapter 2 (Figure 2-3), and a final, expanded and modified version is now shown in Figure 6-2 overleaf, which is the result of the data analysis and integration undertaken for this project. Having matched themes in the questionnaire and qualitative data with Pollard and Filer's existing categories, further themes were added which emerged from the qualitative data, some of which were not contained in the initial framework. As an additional, important result, the range of topics relevant to L2 reading self-views was substantially expanded compared to the original questionnaire operationalisation of the L2RSC.

The framework in Figure 6-2 needs to be understood in terms of Harré's discursive account of the Self: themes in the accounts of reading self-views as presented to me by the participants represent Harré's Self 3, which references Self 1 – that is, the embodied self located in the material world, realised by use of first person pronouns and related words – and Self 2, which concerns a person's beliefs about their attributes that come into being in the course of "talk and other forms of action" (Harré, 1998, p. 127), taking in past, present and future.

Figure 6-2  
The discourse  
of L2 reading  
self-views in an  
academic  
context



### **6.1.1 Overall context**

Figure 6-2 shows that the overall context of L2 reading cannot be ignored. In this study, a key finding is that the L2 reading self-views discussed here are specific to the study demands of an academic programme in a UK higher education setting. The academic context meant that the L2 reading was linked to learning such that processes and outcomes involved in tasks, activities and assessments in both English and other subjects impacted on self-views. As Mann (op. cit., p. 297) points out, academic reading is not a “neutral cognitive process” but is linked with writing exams and assignments whose results affect self-worth and self-concept, and have consequences for students’ future aspirations and life trajectories.

The academic nature of the reading here can be seen in the quantitative data, in the high alpha ( $>0.9$ ) for the whole questionnaire, the correlations between the LSC and L2RSC scales, and the overlapping of LSC and L2RSC items in the PCA components. The numerical link of reading self-views with assessment in all subjects is discussed further below, as is the impact of the academic context on the nature of reading self-views revealed by the qualitative data.

### **6.1.2 Self-identity**

In Pollard and Filer’s social constructivist perspective, how students approach the learning experience is a function of their social identity. On the other hand, for Harré, individuals act according to their powers and attributes, so that self-identity themes in the data can be seen as indicative of the attributes, resources and powers students had at their disposal. These themes included their sense of who they were, where they came from, their English language ability and their life plan. In other words, from both perspectives it can be argued that aspects of their self-identity lay behind the way in which students described their approaches to, and experiences with, reading in an academic context.

For example, Igor, a highly literate *reader* in his own language, painted himself as self-sufficient and independent, with an enquiring mind, used to driving himself hard because of his physical impairment. He was motivated to learn, and derived pleasure from learning, not only about business but also a wide range of other topics. He read very widely indeed, improved his reading ability, and was successful.

On the other hand, Emily, whose family background and ambitions meant she was also highly driven, did not come from a reading culture, but dogged determination, and the belief that reading was her strongest skill kept her going. Furthermore, she derived pleasure from acquiring knowledge: she read her study material assiduously (but not much outside this), she improved, and was successful.

Meanwhile Zac had pessimistic attitudes about himself from the start, and certainly gave an account of himself which showed him as not being driven in the same way as Emily or Igor. From Zac's account, it seemed that his father was rather overbearing – and excessive parental pressure to achieve may affect students' motivation, or result in stress and negative self-worth (Covington, 1992). Zac's self-descriptions were of a student facing considerable study difficulties, deriving no pleasure from his studies or his reading, unable to muster sufficient resources to deal successfully with reading and study, having to face failure of his life plans, and as a consequence expressing some rather negative self-views.

Finally, diagram 6-2, which incorporates a time dimension, shows how, in narrative terms, the individual's reading story begins as s/he arrives in the learning situation. As these cameos show, individuals come with a biographical context of past experiences and future aspirations. This context is important for an understanding of students' experiences with and approaches to academic reading (Mann, 2000). In other words, it is not possible to examine the L2 reading self in isolation from the whole person.

### 6.1.3 Challenges

Having arrived in the classroom, Figure 6-2 shows how the student is faced with learning challenges. It is important to highlight the complex nature of the challenge of reading in this context: students perceived their task as involving the need to improve their general English reading ability, their study reading skills, and also to learn about their subjects through written texts. Thus, reading formed a major aspect of the work involved in learning and preparing for exams and writing assignments.

As one aspect of “challenge” was interpreted as incorporating the difficulty experienced in L2 reading, qualitative data in this area can be compared with the L2RSC difficulty subscale. The means for the latter did not change significantly over the period, and the qualitative data (Tables F-12 and F-13, Appendix F), show that challenges remained throughout, though changing in nature from an early general concern with reading skills and language to a developing focus on study reading skills.

Challenge/difficulty themes in the interview data broadly echoed those in the questionnaire. For example, the low English students complained of the difficulty, time and hard work involved in reading their business material, and this is reflected in Component 2 in the whole questionnaire PCA, where L2RSC and LSC items clustered together, associating affect and perceptions of difficulty in reading with intellectual work (Table 4-6). However, the interview data illuminated the nature of reading difficulties experienced in terms of the types and amount of material to be read, both inside and outside the classroom and in relation to academic study.

Language and reading process challenges, that is, vocabulary, reading speed and comprehension, were difficulty themes in the questionnaire and were similarly present in the interview data. The emphasis on the difficulty of vocabulary in reading, especially in self-directed reading, can be seen in the L2RSC PCA for Q#2 where vocabulary items<sup>45</sup> clustered with items on self-

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<sup>45</sup> 9. comp (pos comp) I can work out the meaning of new words without help from a dictionary or another person; 11. diff (task difficulty) Guessing the meaning of new words is difficult for me.

directed reading outside class<sup>46</sup> in Component 4. This is also reflected in the qualitative data where vocabulary was a major area of anxiety for students in relation to the reading they had to do to learn, and vocabulary difficulty impacted on affect towards the process of reading. Dealing with new words was not a pleasant part of the reading process for most, often resulting in boredom (e.g: William (section 5.5.1.5.6)). However, by the end of the course, the interview data showed that high English students were more relaxed about unknown words, and this is in accordance with the L2RSC scale vocabulary items, 9 and 11, whose means increased. On the other hand, some low English students continued to complain about vocabulary to the end, showing divergence from the aggregated quantitative data. The students' focus on vocabulary accords with studies in L2 reading which have shown that a major role is played by vocabulary (Grabe & Stoller, 2002; Schoonen, Hulstijn, & Bossers, 1998).

The amount of reading needed was a strong challenge theme in the interview data, and is reflected in the significant mean increases in L2RSC items 5 and 25<sup>47</sup>. However, the interview data revealed some further insights concerning competence perceptions in relation to this. Firstly, by the end of the course, students with high-high and low-high R-comp had reported significant amounts of reading, while the low-low R-comp students reported lesser amounts of reading. This link of perceptions of competence with reading quantity is consistent with the literature on L2 extensive reading, which holds that, as in their L1, students “learn to read by reading” (Day & Bamford, 1998, p. 35; Krashen, 1993; Nuttall, 1996).

Finally, the interview data also revealed the importance of correctly identifying the challenges to be faced, and showed how most students took some time to understand the nature of academic reading, starting to talk about this mainly in Term 2. The low-high and high-high R-comp students showed better appreciation of what was involved in reading for study, high level English

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<sup>46</sup> 25. I do as little reading in English as possible; 5. I often read English texts in my free time.

<sup>47</sup> 5. I often read English texts in my free time. 25. I do as little reading in English as possible.

students understanding earlier in the course. In contrast, the low-low R-comp students focussed mainly on comprehending text. These students never appeared to understand the scale or nature of the task of academic reading.

#### **6.1.4 Learning Stance**

The next step in Figure 6-2 shows how the dimensions of the student's approach to dealing with the challenges identified and experienced are bundled together in the notion of learning stance, which is bound up with features of self-identity. These "internal" dimensions include the student's varying and varied commentaries on their intentions and affect (motivational discourse), their strategic resources, their initial sense of L2 reading competence, and their accounts of persistence with reading in the face of difficulty.

##### **6.1.4.1 *Intentional discourse***

For Harré, motivation is not itself a driver of behaviour but rather an aspect of autobiographical, or narrative, self discourse, which comes into being in Self 3. That is, reasons given for acting and commentaries on intentions are a function of conversational processes, participant positioning and priorities in the context, and are as a consequence likely to be highly variable. Furthermore, in contrast with some linear theories of motivation which tend to see self-concept as an antecedent variable in motivated behaviour, here intentional discourse forms part of the overall account of reading self-views.

Although unpacking the full complexity and fluidity of the motivational discourse is not possible in the space here, it is possible to identify two main themes in relation to reading: the value of reading, and affect towards reading.

##### **6.1.4.2 *The value of reading***

As discussed in 5.5.1.1 above, the main motivation for taking the course (as revealed in the interviews) was instrumental to a distal goal to do a masters course, which in turn was seen as improving employability. Long term goals can be theorised as the narrativised, reflexive self-project (Bruner, 1990; Crites, 1986; Giddens, 1991; Kozulin, 1998; Taylor, 1989), or the possible self, as Dörnyei (2009) suggests - though for Harré (1998) these perspectives would be

seen as discursive categories, while goal-setting comes within the domain of agency, which is a property of persons. In his expectancy-value model, Wigfield (1994) shows self/social identity and long and short-term goals, i.e. life plans, impacting on task value. Thus, a key insight here for L2 reading motivation in the current learning context is that the value of reading must be seen in terms of the wider social context of students' longer term goals or life plans. Mann, though working in a different paradigm from Wigfield, makes this point clearly:

*The significance of academic reading for [a] student is...contextualised by what it means...to be a student...it seems that this significance has to do with how the students currently see themselves, what aspirations they have for themselves and how being at university impacts on those aspirations. (2000, p. 311)*

Figure 6-3 below shows how the data support the notion that the reading in this context was ultimately driven by the life goals studying for a masters degree and getting a good job. As Miller and Brickman argued (2004), the instrumentality of a task will mean that it has a value dimension, and, as we have seen in the quantitative data, a distinct L2 Reading Task Value cluster was present in the PCA, and reading had a high value, while among the interviewees, the most frequently mentioned reading motivational element involved instrumentality. In addition, L2RTV declined significantly in importance over the period in the quantitative data. If some students felt reading had become less important once they had achieved the necessary marks for progression to masters<sup>48</sup>, this would also support the proposition that the value of reading was linked to distal life goals.

Miller and Brickman (2004) further argued that the proximal subgoals selected to achieve the distal goals are related to their perceived instrumentality. Figure 6-3 below illustrates how the data suggest that, for example, learning through reading and improving English can be seen as instrumental to the proximal goal of achieving the right scores for the distal

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<sup>48</sup> Anecdotally this reason for the decline was given to me by one of the interviewees not included in the final set for analysis



goals. Even the desire to improve reading (whether for assessment scores or mastery of skills) appeared subordinate to the dual instrumental goals of learning about business and improving English.

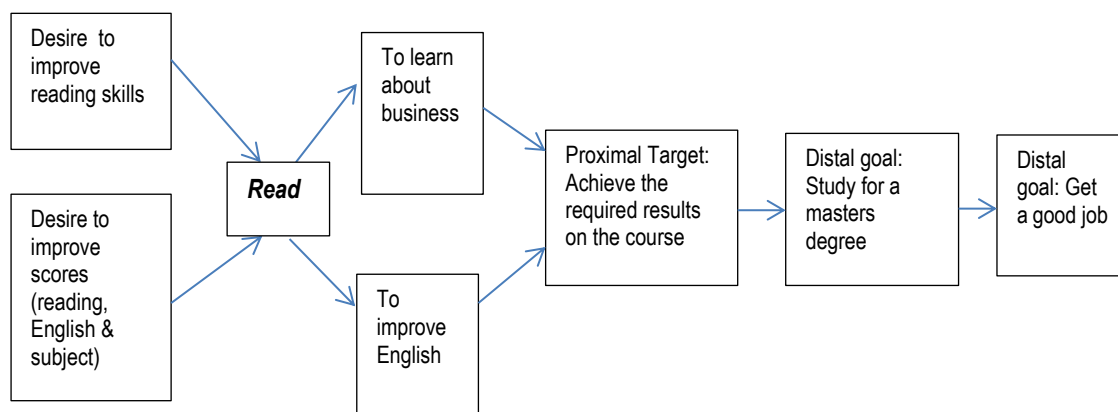


Figure 6-3 Proximal goals instrumental to distal life-plan goals

Thus, while I had wondered whether the notion of the “possible self” would be a helpful concept in L2 reading motivation and whether this might explain the high values of L2RTV, an ideal L2 reading self did not seem to be a strong reading goal. Dörnyei (2009) insists that the possible self is a fully visualised “self-state” that regulates behaviour. But there was relatively little evidence in the qualitative data that students imagined themselves as readers in English to a significant extent<sup>49</sup>. Thus the notion of possible self would seem rather to apply to the whole life plan, in which the individual locates her/himself in time and space through use of “I”, revealing the sense of continuous narrative of an agentic person, taking responsibility for past and future (Harré, 1998).

At the same time, within this goal framework, the complexity of the reading motivational discourse is visible in its variety of themes and dynamic nature. First, among the interviewees, there was both divergence and convergence with the quantitative data. Seven diverged, showing an increase in L2RTV (see Table F-5), and their interview data confirmed this. However, while two interviewees’ L2RTV scores converged with the whole cohort (i.e. declined), their interview data did not match. Despite his reduced Q#2 L2RTV score,

<sup>49</sup> though there were comments which were classified as ought-to and feared-self statements

Vincent insisted that reading remained as important as it was in October, and he thought this was why he had improved “a lot in this area”. Similarly, William admitted in interview that he knew that reading was important “in my mind”, and yet his L2RTV score mean dropped by 0.6. In these two cases, views on the importance of reading could have been influenced by discussing the topic with me as their reading teacher, thereby demonstrating contextual effects on self discourse.

Secondly, in the qualitative data differing elements were salient at different points in the course for different individuals, and included motivations designated as instrumental, importance, desire, mastery, performance, aspects of possible self, and absence of motivation. Though the quantitative data could not reveal a link between assessment and motivation, in the interviews this link was visible in intentional talk which occurred at assessment time (e.g.: ought-to reasons, desire to improve scores). The changing and varied motivational elements underline the emergent, contextually-sensitive nature of motivational discourse.

Importantly also, the interview data illuminated the relationship of competence perceptions to the value of reading. The high-high R-comp students talked about more intrinsic reasons for reading (e.g reading to gain knowledge) whereas the low-low R-comp students showed either rather extrinsic (ought-to, performance) or else poor motivation.

To conclude, L2 reading motivational talk is contained within a larger cycle of self-views, and is a product of the relationship of self with wider social context as well as the personal life story and attributes of the individual. Thus, the data suggested a highly complex, nested, dynamic web of thoughts, emotions and beliefs in relation to students’ instrumental reasons for, and valuing of, reading which would benefit from further research.

#### **6.1.4.3 *Affect towards reading***

Another aspect of motivational discourse is affect, which relates to the activity of reading itself. A point worth noting here is that the high importance and instrumental value of reading was not matched by enjoying or liking it (as in

the pilot study). Although this area is extremely complex, just three main aspects will be discussed: the link of affect with competence (and difficulty), change over time, and link with reading behaviour.

Firstly, feeling positive towards reading is associated with feeling competent, as can be seen in the positive intercorrelations between the affect, competence and difficulty subscales (Tables 4-4 and 4-5). This link was confirmed in the interview data: as can be seen in Table F-16, high-high R-comp students had positive affect towards the process of reading, and the low-low R-comp students did not. For example, Nadia, who rated her reading competence high throughout, having developed a love of reading, read a lot, felt she improved and actually improved her reading score (Tables F-32 and F-33). Nadia's case illustrates the "virtuous circle" of reading (Nuttall, 1996, p. 127): liking reading leads to more reading, which leads to improvement.

In terms of change over time, while affect scores did not increase significantly for the whole cohort over the course, all interviewed students' scores except one showed an increase (Table F-5). Furthermore, the students' interview statements regarding affect towards reading broadly accorded with their questionnaire results, both becoming more positive in most cases over the period. This example of divergence in the two data sources calls into question the finding from the quantitative results of little change in affect, which might lead to the notion that perhaps affect is a stable element of the L2RSC. This would seem not to be the case at the level of the individual.

It seems reasonable to suppose that, if competence in reading and affect towards it are associated, then as students improve, they are likely to feel more positive. This process can be seen in the interviewees: the low-high R-comp group's Q#2 affect scores moved into a higher band towards the end of the course (Table F-8) and this is seen also in Table F-16. On the other hand, no improvement and low affect will go together, as shown by William (low-low R-

comp), who did not read much, did not like it, felt he did not improve and whose affect score went down<sup>50</sup>.

The operationalisation of affect in the questionnaires<sup>51</sup> was reflected in the themes in the interviews (affect towards the L2 reading process; affect towards text topic and/or genre) but the interview data revealed more complex information, presented in diagrammatic form in Figures 6.4 and 6.5. These diagrams illustrate how interest, difficulty and importance may impact on persisting with reading, and that persistence depended on whether a text was for pleasure or study.

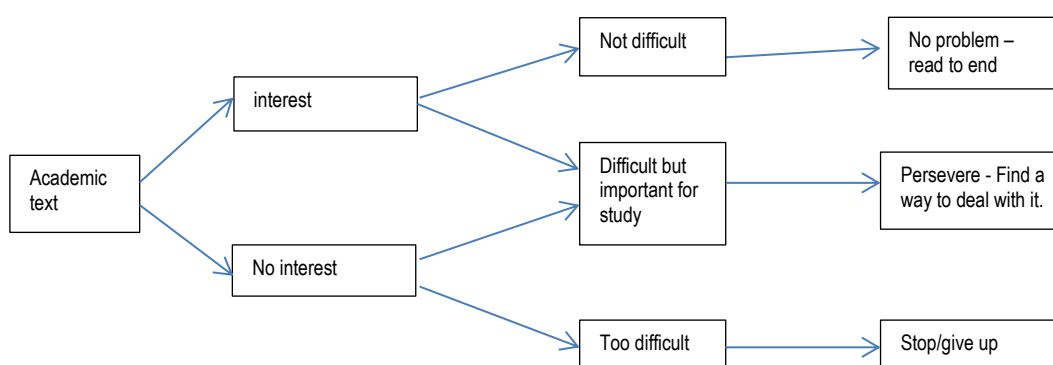


Figure 6-4 The interaction between interest, importance, difficulty and continuing to read in academic texts

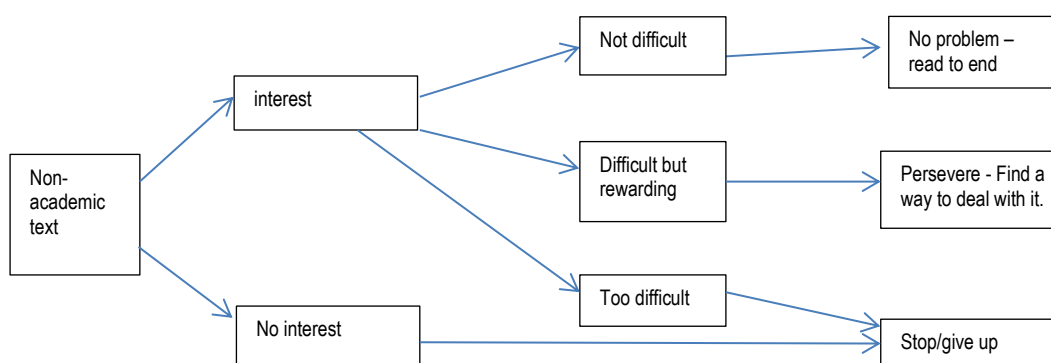


Figure 6-5 The interaction between interest, difficulty and continuing to read in non-academic texts

<sup>50</sup> He did not sit the final reading exam.

<sup>51</sup> Examples of affect towards reading process items: 2. affect (pos affect) I feel good when I am reading in English 10. affect (neg affect) I find reading in English boring\*.22. affect (neg affect) Reading in English makes me feel unhappy.\* 31. affect (neg affect) Reading in English is hard work\*. Examples of affect towards topic/genre items: 19. affect (intrinsic) I like reading about my subject in English. 30. affect (intrinsic) I like reading newspapers or magazines in English

For some students, reading L2 material for information or learning, provided they had an intrinsic interest, was motivating and helped persistence, but this varied according to competence perceptions. The low-high and high-high R-comp groups were very focussed on reading for information, several students explicitly deriving pleasure from this, even if it took a lot of effort. Among the low-level English students, those with low-high or high-high Rcomp persevered with a difficult text if it was interesting, or if it was important for study, and felt a sense of reward. These students had intrinsic interest in business, enjoyed gaining knowledge, and also had strong course motivation. Moreover, having positive, pleasurable experiences, such as learning or experiencing a sense of achievement, seemed to improve the chances of persistence in reading. At the same time, for academic texts, course level motivational processes must also have come into play: where an academic text was difficult to understand, perseverance would also have been driven by knowledge of the importance of the text for study. In this situation, interest was not relevant.

Conversely, if there was no reward in the form of learning about something interesting or enjoying a text, difficulty had a demotivating effect. The low-low Rcomp students focused mainly on language, and read mainly to acquire vocabulary for their subjects, rather than knowledge. Unsurprisingly, they exhibited little or no enjoyment. So they gave up reading difficult texts, even if important for study or interesting, not being able or willing to make the effort required.

To conclude, in general the qualitative data confirmed, enhanced, elucidated and sometimes diverged from the quantitative data. Second, affect towards reading appeared linked with self-perceptions of competence. Finally, the qualitative data suggested that affect towards the process of L2 reading in general, and interest in reading a specific text in particular, along with its importance for study, is linked with reading behaviour, as found by several writers who were referred to above in sections 2.1.1 and 2.1.2. Nonetheless, the interaction of topic interest, importance for study, text difficulty, positive affect towards reading and feelings of competence is an area which would benefit from further research.

#### 6.1.4.4 *Perception of competence*

As noted in section 5.2 above, I substituted 'self-perception of competence' for Pollard and Filer's 'self-confidence' in learning stance. As discussed in Chapter 2, self-perception of competence is a key area of academic self-concept (Bong & Skaalvik, 2003), and Figure 6-2 implies that self-perception of reading competence informs students' approach to dealing with reading challenges. Furthermore, this area shows the most change over time in both types of data, and is reflected in the 'R-comp' variable, (perceptions of competence in L2 reading over the course period), used to distinguish students' views in the qualitative data. This dynamic aspect of the L2 reading self-concept is in accordance with Mercer (2011), who also identified competence as changing self-concept element.

How the competence perceptions changed will be discussed in more detail below (6.1.6). However, there are some observations to be made at this juncture. Firstly, initial perceptions of competence in reading in English seemed to be influenced both by previous reading experiences and the nature of the challenges ahead. Secondly, competence perceptions did not have an absolute correspondence with English level (see Nadia and Alexei, Table F-6). Finally, taking the initial competence statements according to R-comp group, with certain exceptions (discussed further below in 6.3), the views expressed accorded broadly with the interviewees' questionnaire scores for competence.

#### 6.1.4.5 *Strategies*

Learning stance also encompasses the strategic resources a student may have at their disposal to deal with challenges. First, the two strategy themes of simultaneously improving reading and dealing with text reflect the complexity of the reading demands, mentioned above in 6.1.3. Secondly, although as Mann states (2000, p. 297), at the individual level strategies will be linked to each person's own "web of significance", there are some generalisable aspects. For example, most students believed that reading a lot would enable them to improve. Secondly, unlike the other groups, the Low-low Rcomp students did not seem to find improvement strategies that worked for them.

In terms of dealing with text, some strategies seemed common to the high-high and low-high R-comp students, such as focussing on information rather than language, becoming more confident about guessing word meanings, having (or acquiring) strategies for study reading, and developing higher level skills of criticality and analysis. Again, the Low-low R-comp students did not develop in these areas since their focus seemed throughout to remain at the level of dealing with vocabulary.

What was clear was that most students had not engaged in academic reading in a L2 before and so over the course period they had to, as Grabe and Stoller put it (2002, pp. 82-84), “work out, at a ...conscious problem-solving level, strategy responses that seem[ed] to work in [this] setting”. Noticeable from some students’ narratives is that new strategies were adopted only when they were found to work: this accords precisely with Grabe and Stoller’s account. Moreover, as these writers point out (and as is well documented elsewhere e.g Kahneman (2011)) learning a new skill or strategy, such as using text structure, takes a considerable amount of time and conscious, cognitive effort, requiring sufficient motivational resources and instructional support.

#### 6.1.4.6 *Persistence*

As shown in Figure 6-2, persistence is the final stance element to be discussed. Persistence may be seen by some as an aspect of motivation (e.g.: Wigfield, 1994; Wigfield & Karpathian, 1991; Williams & Burden, 1997), while Pollard and Filer (1996) mention persistence in the context of strategies. In the current context, persisting in the face of difficulty, whether in reading for study generally or with a particular text, seemed crucial for success, as affirmed by Dweck (2000).

First, certain of students’ attributes, skills and powers, which I inferred from the features of self-identity which they chose to disclose, seemed likely to promote or inhibit persistence. Consequently, features of self-identity, such as drivenness or determination, would seem to be important to take into account when trying to account for students’ success or failure in achieving their ultimate goals.

Other factors reported as affecting persistence included:

- the importance of a text (longer term goals)
- interest in a text (intrinsic interest)
- effective strategies
- reward for effort

In addition, crucially perception of competence appeared associated with persistence: low-high and high-high R-comp students showed perseverance, with Vincent (Extract 46) and Emily (Extract 75) giving particularly graphic accounts of their experiences. In contrast, the low-low R-comp students gave up reading texts in the face of difficulty, apparently not able or willing to make the cognitive effort or do the amount of work necessary to persist.

### **6.1.5 Learning in the social setting**

Pollard and Filer (1996) maintain that the social setting provides “external” factors which may impact on learning, as shown in Figure 6-2. Since the cultural setting was new for them, most students talked about the current course in the light of their home educational experience. In addition to improving their English language skills and learning new knowledge, students also had to engage with new types of task, learning and teaching approaches, strategies, and ways of thinking.

On the whole, the novel pedagogic approaches and tasks were not strongly resisted, which was perhaps unsurprising, and can perhaps be explained by the thinking of Bourdieu’s ideas (1991): the “symbolic power” of an education through English is so valued by the students that they effectively acquiesce in the values and systems of the educational context in which they find themselves (Lin, 1999). However, having said this, there was a little resistance to new ways of approaching text taught in class since, as noted in 6.1.4.5, new techniques were taken up only once students could see their value for themselves, illustrating Pollard & Filer’s (1996) point that learners learn when they can exercise control.



One aspect of the learning environment is the support provided. It was clear that students gained support in their reading and studies from teachers, peers and family, and also from being part of a group which was learning how to cope with reading in a new academic context, though some used the group to judge how they were doing in reading. In the questionnaire data, the scores for the two peer comparison items<sup>52</sup> declined over the period, though it was unclear why. Perhaps at the start of the course it was difficult for students to gauge themselves against others, whereas by the end, they would be aware of how others were performing.

In sum, students were learning to be readers in a new social context and they articulated what this meant to them. It seems likely that when reading is done in ways that conform to the requirements of new study modes, such as in a UK university, new reading social identities may need to be constructed and old ones reconfigured. More research is needed to determine these processes, perhaps making use of an alternative paradigm, such as learning as “participation”, in which learning another language means becoming a member of a new community (Pavlenko & Lantolf, 2000).

#### **6.1.6 Outcomes of learning**

Finally, at the end of the story are the learning outcomes, which are categorised as shown in Figure 6-2. Pollard and Filer (1996) distinguished between formal outcomes, that is, assessment results, and informal outcomes, taken here to be the consequences of assessments for general and reading self-views and whether life plans were achieved. However, in the proposed framework a further category of outcomes was added, namely, students’ verbal accounts of their learning and improvements in reading, as well as the final perceptions of competence quantitative data. This means that the *outcomes* category in the framework represents the dynamic nature of L2 reading self-concept since it both measures and documents changes over time.

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<sup>52</sup> 7. diff (self vs others) The other students in my class read English faster than I do\*; 27. diff (self vs. others) The other students in my class read English better than me.\*)

### 6.1.6.1 *Assessment consequences*

Assessments were important events during the course. In this context reading was both assessed in its own right and was also involved in the assessment of business subjects, meaning that both English and business assessment results had the potential to have an impact on L2 reading self-views, as indeed was indicated in the quantitative data (Tables 4-15 to 4-20). Furthermore, the qualitative data (Table F-35) confirmed that self-views were affected by assessment results of English and business subjects. This could be seen in mid-course in particular, when results had the potential to affect students' expectancies of overall success, and therefore achievement of their long term goals.

Assessment effects on self-views were most clearly discerned in the low English group, where they differed according to R-comp. The low-high R-comp students' results were generally good for Term1/January<sup>53</sup>, and the effect of assessment on this group was positive. They remained optimistic, and showed adaptive responses where they were disappointed, talking of the need to try harder and to change approach to study. Thus, as well as being focused on performance goals (grades) and pushed by ought-to motivation, these students also demonstrated a mastery orientation. On the other hand, the two low-low R-comp students articulated adverse self-views after the results of Term 1/January assessments threatened their long term plans. The results served to confirm already negative self-views, and also impacted badly on their motivation for reading and study.

However, there was one exception to the tendency of self-views to reflect assessment: Nadia, the low English/high-high R-comp student, did not accept her formative or summative reading test (before resits) results as they did not accord with her reading self-views<sup>54</sup>. Her reading self-concept remained positive as she ascribed her poor performance in the reading tests to unstable causes

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<sup>53</sup> formative tests in English: reading, writing, language and overall; summative assessments for Finance and Human Resource Management

<sup>54</sup> In fact the summative reading results (before resits) showed slightly lower correlation with L2RSC. This might reflect that fact that the test itself was not reliable, or that the questionnaire was administered before the test was taken. In the event, she was vindicated by her reading resit score which improved on her January reading score by 10%.

(lack of sufficient preparation, or nerves<sup>55</sup>). This was an adaptive attribution, which research has shown is less likely to impact on judgements of likelihood of future success (Weiner, 1992).

To conclude, assessment results influenced the discourse of reading self-views in various ways, including in talk of changes to approach to study, strategies or motivational orientation. While it is not possible to know whether the latter changes were realised in actions, in general the findings accord with other work in this area (e.g. Burden, 1998).

#### 6.1.6.2 *What was learnt – or final perception of competence*

As students feel they are learning and acquiring skills and abilities in reading, their sense of their competence increases, and the more effective the strategic resources, skills and abilities acquired, the greater the feelings of competence. Thus, as time goes on, a key aspect of the development narrative is the change in competence perceptions, constituting a dynamic, labile aspect of the self-concept which was supported by the qualitative and the quantitative data.

For example, increased self-ratings on the L2 reading competence subscale for the whole sample were also seen in the interviewees, whose interview statements mostly supported their quantitative competence ratings, as demonstrated by the categorisation of qualitative data by R-comp group. The most obvious change in numeric self-perceptions of competence can be seen in the Low-high R-comp group, whose ratings moved from negative to positive means on this subscale. At the same time, the degree of changeability varied by individual, a fact which can remain hidden if only aggregated data is investigated. For example, there was relatively little change in the perceptions of competence of the two Low-low R-comp students as their mean ratings in this area did not move into the next band.

The qualitative data enabled the discernment of details of changes over the period through a comparison between initial and later competence

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<sup>55</sup> Test anxiety is a serious source of non-relevant variance in tests. See Covington (1992), [Harlen & Deakin Crick](#) (2002), Shohamy (2001).

statements, and also threw light on exactly what an increasing sense of competence consisted of. By the end of the course, the rather general early competence perceptions in the interviews had become much richer, including statements on reading for study. Clearly, over the period of the course students had learnt how to talk about the skills involved in study reading for this context, having had to engage with the business of reading for assignments (compare Tables F-36 and F-37 with F-21 and F-22). Although one reason given for low competence ratings in the questionnaires at the start was apprehension about the course ahead, which might mean that the apparent increase in R-comp scores was an artifice, in fact by the end of the course students were very explicit about ways in which they felt they had improved.

After the first term, differences in the quality of competence talk according to competence perceptions started to become apparent. By T2, although all students talked of a sense of improvement in reading, the low-high and high-high R-comp students claimed they could read faster, had more confidence, and talked about guessing word meanings, all of which continued into T3. They discussed reading in the context of academic study, including their strategies for this and how their academic reading would improve their reading ability. By T3, it was clear that the key skills that had been learnt by all the low-high and high-high R-comp students were associated with reading for study. In particular, the low English, high-high R-comp student (Nadia) by now had come to understand the requirements of study reading, even though for her it may have come too late.

In contrast, in T2 the two low-low R-comp students continued to talk about improvements in reading skills and language more generally, without making comments on how they had learnt to cope with study reading. By T3 these students had still not apparently acquired any study reading skills, seemingly having failed to understand what they needed to do to succeed in academic reading, as noted in 6.1.3.

As noted in 5.7.2, there was also a role for language proficiency in students' claims regarding improved reading abilities, the high English students becoming more sophisticated in their competence perceptions earlier than the

low English group. On the other hand, in the low English group, there was greater variation in the extent that students estimated they had become better at reading. In some cases, notably Eric and William, the small improvements reported were also reflected in the small differences in the L2RSC competence subscale scores (Tables F-3 to F-5).

Nevertheless, occasionally the qualitative data did not match the quantitative information. For example, Emily initially rated her reading competence low (because at the start of the course she had much to learn), but in interview #1 showed confidence in her reading (based on a good IELTS score). In Q#2, she showed the largest competence increase, but in her T3 interview she was less satisfied with her ability than her Q#2 score suggested. Secondly, all interviewees claimed to be seeing improvements in vocabulary knowledge, but the evidence from the whole group quantitative data is unclear: L2RSC statement (6) *I am good at remembering English words* showed a reduced mean while LSC (13) *I have a good vocabulary* showed an increase. The significance of this variability is discussed further in section 6.3 below.

To conclude, in ways unlike L1 academic reading (Mann, 2000), in the L2 academic reading context, there is an important element of perception of increasing reading competence, tied to a developing understanding of the nature of academic reading. Furthermore, those with a high English level would seem to have had an advantage in the latter respect. Competence in L2 reading represents a dimension in which self-perceptions can change, though the amount or significance of change may vary by individual.

### **6.1.7 Conclusion**

First, one consequence of adopting Harre's definition of the self-concept is that there is a very wide range of elements that are relevant to the L2 reading self-concept, and this is can be seen in the framework in Figure 6-2. This broadness of scope has meant that the terms 'self-views' and 'self-concept' are used interchangeably in this project.

Secondly, the framework developed not only also allows for a multi-faceted, comprehensive and dynamic approach to the conceptualisation of the L2 reading self-concept but also forms an overall narrative structure for the development and categorisation of its discourse throughout the duration of a course of study. Within this framework, it is clear that patterns of change in reading self-views are highly complex, and variations at the level of the individual, which may be linked in important ways to the impact of self-identity on the learning processes, may not be visible in the whole group.

## **6.2 Systematic differences in qualitative reading self-views**

The model in Figure 6-2 represents an overall framework which is not designed to distinguish systematic variations in self-views. However, in this study, two variables seemed to differentiate to some extent between types of reading self-views (see Table F-38 for a summary).

First, a finding of some significance was that qualitative self-view data varied according to students' numerical perception of competence ratings, as represented by the R-comp variable. Does this mean that some light is thrown on Hosenfeld's "good" and "poor" reading self-concepts and their association with "successful" reading (1984, p. 233)? As discussed in Chapter 2, self-concept is positively correlated with study success in the literature, and, consistent with this, the two low-low R-comp students were not successful in achieving their progression goal. Although they explained their lack of success by saying that they had not done enough to persevere with their studies, in fact they exhibited characteristics typically associated with lack of success in study. Thus, students rating themselves low as readers at the start of a course of this type may be in danger of failure unless they have the attributes shown by the low-high or high-high R-comp students.

However, Nadia, the low English, high-high R-comp student who failed to achieve the progression mark, was an exception. It was not clear whether she rated herself highly in reading because she was overestimating her ability, or felt proficient in reading different types of text to those required for study of business. Thus, while perception of competence in L2 reading may be a key

element in differentiating good and poor reading self-concepts, a good reading self-concept may not always be associated with study success.

Secondly, linguistic resources are key in learning (Pollard & Filer, 1996), and it may be thought that the better the English ability, the more positive the L2 reading self-concept is likely to be. To some extent this is the case, as can be seen in the positive correlations between English assessments and L2RSC in Tables 4-18 to 4-20. However, the correlations explained about 30% of the variance at most, so that it is clear that there was not an exact correspondence of English language level with L2RSC or its subscales. This was also seen in the perceptions of reading competence in relation to language level in the interviewees. Furthermore, in the qualitative data, English level appeared to make a difference to reading self-views in some areas but not all.

In sum, to understand the interrelationships between L2 reading self-views, L2 linguistic ability and study success, more research is needed.

### **6.3 The status of statements about the L2 Reading self-concept**

This thesis is concerned with students' self-concepts in relation to reading in another language. I have taken the view, after Harré, that the self is a category of reflexive discourse whose grammar provides "...the frame within which people acquire knowledge and come to have beliefs about themselves" (Harré, 1998, p. 137). These beliefs about the self, that is, the self-concept or Self 2, are expressed outwardly as Self 3, and are "constituted from moment to moment, from *context to context* [my italics]" (op. cit., p.136). Self-expression also entails the Self 1, using 'I' (or its functional equivalent), which is indexical of the spatio-temporal location from which the external world is apprehended by the agentic person. Thus, this study is about *what students talk about when they talk about reading*, that is, the outward expressions of their L2 reading self-concepts; or, in other words, the reading "stories" students were telling themselves (as well as me), which were "forever being updated and revised" (Harré, op. cit., p. 138).

As discussed in section 3.1.2, the questionnaire instrument was regarded as a form of conversation: almost all the L2RSC questionnaire statements contained the words *I* or *me*, indexing the singular point of view of a speaker (Self 1), and were perceptual reports or statements of intent, which are linguistic exponents associated with self discourse (Harré, 1998). Furthermore, the fact that the questionnaire was shown to be internally consistent can be taken to indicate that students found it meaningful. Put another way, students were able to understand, think about, and respond consistently to the language of the questionnaire so that the statements about reading provided a frame in which they could consider themselves as readers according to their beliefs about themselves (Self 2), their responses as seen by me constituting the Self 3, or “public display of Self 2 or aspects of it” (Harré, op. cit., p.135). Moreover, in the perspective proposed by Harré, inconsistencies in underlying structure between different questionnaire administrations, revealed in statistical analyses, are inevitable and unsurprising: since self-views are fluid, immanent and context-sensitive, people will always interpret items according to their frame of reference at a given time. However, the value of self-report inventories in self-concept surveys is considered further below (6.4).

By comparison, interviews are conversations in a different medium. In the interview situation, participants presented themselves to me as a “certain kind of person” having certain “qualities and capacities”, and what was said varied depending on the circumstances, reflecting students’ “ever-changing ‘take’ on [their] ever-changing and largely relational Self 2” (Harré, op. cit., p.127), again consisting of narrative, perpetual and intentional reports and commentaries. This “ever-changing” Self 2 became visible on occasion when a student said something in interview which appeared to conflict with their questionnaire response, or equally where the quantitative results for the cohort appeared to be at variance with an individual’s qualitative statements, as discussed above<sup>56</sup>. These divergences serve to underline the transient, context-sensitive nature of self-views.

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<sup>56</sup> In the areas of challenge, value of reading, affect, perception of competence, assessment impact on self-views.



Harré and colleagues' positioning theory (Davies & Harre, 1990; Linehan & McCarthy, 2000) provides a further way to conceptualise inconsistencies in student's self-presentations (or multiple selves). Conversation is a joint enterprise of making sense of speech acts, in the process of which participants are "positioned", or choose to position themselves, in certain ways, thereby calling up certain ways of being, specific to the occasion. This process was demonstrated when a student addressed me as their teacher rather than researcher, or as researcher not interviewer. An example of how the two forms of discourse (interviews and questionnaires) might result in a "discontinuity" (Davies & Harre, 1990, p. 62) of reading self-concept can be seen in the case of Emily, who, having rated her competence low in questionnaire #1, in interview #1 was keen to draw attention to her reading ability while talking to her reading teacher. On the other hand, the positioning concept also throws light on the limits of interviews as a research methodology: my "position" in the conversation determined how I saw the students and interpreted what they said, as well as how they presented themselves to me.

In fact, the interviews were extensions of the questionnaires since questions asked were in the same domains, though allowing for more detailed perceptual or intentional statements and narratives. Indeed, it could be said that students' talk about reading simply made use of language available in the context, such as that provided by me through the questionnaires and interviews, as well as the pedagogic language employed by teachers and course documentation. But this is not a trivial point. In his discussion of how young children learn about memories through parental conversations, Harré (op. cit.) indicates that dialogue enables cognitive concepts to develop. Here students were learning the discursive competence of L2 reading self-concepts for this context, and, as discursive psychology argues, conversation is both cognition made visible as well as being constitutive of self-views (Edwards, 2006; Harré, *ibid.*). This study illustrates this process in action: through talking and making statements about their reading, students' awareness of themselves as readers and learners would have been both defined and increased.

To conclude, taking Harré's view of the self means that L2 reading self-concepts are not, in themselves, causative variables in motivated action, but are

merely how students describe themselves as readers on a particular occasion. However, what students say about themselves is suggestive of their attributes and powers as persons, which is where the sources of action are located. From the point of view of the research methodology adopted here, Harré's theory has enabled me to treat both questionnaire and interview statements as exemplars of self-discourse, and consequently to match themes and examine where the data might converge or diverge. Furthermore, this theory is able to account for multiple or conflicting self-views such as might emerge in this mixed methods approach to research.

#### **6.4 The benefits of mixed methods**

It will be clear from the foregoing that the mixed methods approach to enquiry in this area has had many of the benefits discussed above in 3.1.1. The quantitative information was useful in suggesting routes for questioning in the interviews, and also in identifying ways of categorising the participants and the qualitative information. On the other hand, the qualitative data focussed on individuals, and showed how overall trends missed individual variations. The richness of the qualitative data added greatly to the quantitative information, expanding on the categories developed in the pilot study and adding new areas. Consequently, if the L2RSC scale is to be used in future research or for practical pedagogic purposes, it may be worth adding certain ASC items<sup>57</sup>, as well as items in the areas of persistence and strategy, and further items in the areas of affect and other aspects of motivational discourse.

Furthermore, although in many respects the questionnaire findings were borne out in the interviews, providing some triangulation of the questionnaire results, as noted, there was some divergence of data. This merely serves to underline the fact that mixed methods are able to reveal the complexities obtaining in a particular group, and giving a much fuller picture than can be achieved by quantitative methods alone. Furthermore, qualitative data can throw light on ambiguities found in questionnaire items. As noted in 3.1.2,

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<sup>57</sup> These are: clustering with RSC statements in Component 1 - 4. *I usually think carefully about an assignment before starting it*; 13. *I have a good vocabulary*. Clustering with RSC statements in component 2 - 16. *I find some aspects of my academic work very difficult\**; 6. *I need extra help with my work\**; 8. *I get anxious when I am faced with new work\**. Also loading on Component 1 - 15. *I prefer being told what to do than having to work it out for myself\**; 18. *I know how to be a good learner*; 11. *I don't have much difficulty in learning what I need to*. Also loading on component 2 - 12. *I'm not very good at solving problems\**

questionnaire items may contain several layers of meaning at once. For example, item 12. *I read in English only when I have to* implies behaviour, motivation and affect simultaneously. The qualitative data elucidated and added information: all categories of R-comp students talked of extrinsic, ought-to aspects of reading motivation, some limited their reading to reading for assignments, while negative feelings about reading leading to avoidance were shown by the low-low R-comp students.

From one perspective, the fact that the principal component analysis results did not absolutely confirm a consistent “structure” of the questionnaire reflects the problem of the replicability of factor analysis (Brace, Kemp, & Snelgar, 2006; Kline, 1994), at least partly arising from the fact that, from the researcher’s point of view, interpreting the factors is akin to identifying themes in verbal data. At the same time, this raises questions about the use and operationalisation of the L2 reading self-concept in a questionnaire format, given the theoretical perspective adopted in this thesis, in which self discourse varies according to what for the individual is salient at the time and who the imagined audience is. Variability in results or in comparison with qualitative data could be ascribed to unreliability of the questionnaire instrument, but can also be explained by the fact that “self and other are constituted and reconstituted as people move between discourses” (Linehan & McCarthy, 2000, p. 435).

Nonetheless, as I have shown, using both qualitative and quantitative methods for research purposes has provided some valuable insights. Furthermore, as Elliott states (2005), the approach which uses a combination of cases with quantitative variable-based data shows that the boundaries between quantitative and qualitative approaches can be blurred, and that using both is useful in examining process and change.

## **6.5 Conclusion**

In this chapter I have presented a framework which provides a structure for the articulation of L2 reading self-concept and how reading self-views change over the course of an academic programme. Integration of qualitative and quantitative data has led to insights into the extent, coverage and

development of L2 reading self-views in an academic context. I have argued that there are benefits in using mixed methods for research into this area, and that these are usefully underpinned by Harré's discourse psychological approach to self theory.

In the next chapter, I will summarise the findings, evaluate the study and consider implications for the classroom, as well as suggesting areas for further study.

In Raymond Carver's short story<sup>58</sup> to which the title of this study alludes, four people, each with their individual personal histories, talk of how they understand love. Their views, which are as different as their backgrounds, reveal their self-beliefs, characters and attributes. Similarly, this thesis has attempted to deal with the range and complexity of what a particular group of students *talked about when they talked about reading in a second language*, what this tells us about how they experienced L2 reading, and therefore how they saw themselves as L2 readers in the context of an academic course.

In this chapter I will summarise the main findings and consider the pedagogic implications of the study. I will also discuss its limitations, and make some recommendations for further research.

### **7.1 Main findings**

#### **7.1.1 Substantive**

The substantive aims of this study were to investigate reading self-concepts in second language users of English in an academic context and how students' views of themselves as readers might change over a period of instruction.

First, my research has led to a redefinition of L2 reading self-concept, increasing the range of areas which are relevant. I have proposed a descriptive framework (or model) for the expression of L2 reading self-concepts by applying the insights from Pollard & Filer's (1996) model, which conceptualises the interaction of the individual with the learning context. This model was modified and expanded to categorise talk which focused on the experience of the subject in order to capture the scope of L2 reading self-views, resulting in a rich, holistic approach to L2 reading self-concept, reflecting its complex and dynamic nature.

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<sup>58</sup> "What we talk about when we talk about love"

The proposed L2 reading self-concept discourse framework consists of the following categories. First, the *context* in which the L2 reading takes place impacts on the content of the L2 reading self-concept. In the academic context of this study, reading was associated with learning and assessment. Secondly, students' characteristic attributes and features of *self-identity* informed their responses to the learning processes and helped illuminate how they experienced L2 reading.

The learning narrative begins with a discernment of the reading *challenges*. In this context, students had simultaneously to improve their reading ability and to learn through reading. How the challenges are met depends on the student's internal *learning stance*. The latter umbrella term consisted here of several areas: motivation, a sense of L2 reading competence, strategic resources, and persistence with reading. Motivation talk encompassed a wide range of themes, including the high instrumental value placed on reading that appeared to derive from the autobiographical context, or life plans. Affect towards reading was associated with perceptions of difficulty and competence, with possible impacts on persisting or giving up. Talk about strategies related to how students tried to improve their reading and how they approached text.

The external *setting* of learning and the support systems were significant. Here students faced differences compared to their home educational experience, such that they had to learn new types of task and ways of thinking, and deal with novel teaching approaches. In the final stage of the cycle, learning *outcomes* entailed both formal and informal consequences of assessment: all assessments potentially affected students' L2 reading self-views, as well as their general self-views and ultimately their desired life plans. A key aspect of this final stage was students' accounts of what they had learnt: these were seen in terms of their changed and final perceptions of competence in reading, which by now for most showed an increasingly sophisticated understanding of the nature of academic reading, as well as feelings of greater reading proficiency.

In the proposed framework, the potential for L2 reading self-views to change is embodied in the temporal dimension as well as the categories

themselves. In other words, the L2 reading self-view discourse framework becomes the story of L2 reading self-views in a learning context. Within the framework, the sense of improved reading ability appeared to be the most dynamic element of the L2 reading self-concept, though this varied at the individual level.

Finally, I examined how the discourse of L2 reading self-views varied systematically in the areas described above. Self-concept profiles of students with high or low levels of language ability and high or low self-perceptions of reading competence suggested the forms which positive and negative L2 reading self-concepts might take.

### **7.1.2 Theoretical and methodological**

In this project I used a discursive psychological orientation to explore the self-concept as well as to underpin a longitudinally-based, mixed methods approach to enquiry— a theory and methods which are perhaps unusual in the field of self-concept research. Based on Harré's (1998) theory of the self, questionnaire and interview data were treated as two genres of self discourse, which is a product of social interaction and context.

The research methodology adopted resulted in a richer, more complex and holistic understanding of self-views of L2 reading than I had previously achieved. The longitudinal approach was able to capture elements of change in self-views. The use of numerical data revealed common characteristics of the whole group: this helped in the focus on the individuals and led to identification of systematic differences in reading self-views. The qualitative data revealed how real students engaged with the difficult business of reading and learning through another language.

## **7.2 *Practical implications***

Firstly, the findings of this project may go some way to enabling understanding of how and why international students succeed on pathway courses such as the Graduate Diploma in Management and Finance in which students are studying to gain access to degree-level study. For example, it is

clear that knowledge of the language of study is not the only, or even main, cause of failure, contrary to beliefs held by many teachers and lecturers: self-perception of competence also plays a role, as do persistence, strategic resources, motivation and responding positively to challenge. These points are likely to apply to international students on degree courses such as business masters or other programmes, as well as the course considered here.

Secondly, teachers and other stakeholders (including parents, sponsors, educational institutions, students themselves) would benefit from better understanding of the challenges facing students learning through another language in another country. Enriched understanding of the processes and phases of development of reading in this kind of study context should enable more informed pedagogy and support. For example, L2 reading teachers need to be aware that students are social beings with autobiographies and aspirations that contextualise their reading experiences so that their self-identity and individual webs of significance will inform reactions to these experiences. Furthermore, the informal effects of assessment on self-concepts and consequent behaviours and attitudes should not be underestimated. It is important in this high stakes setting that adequate support and advice is provided for students by educational institutions when assessment results are made known.

In practical teaching terms, an L2RSC questionnaire expanded with additional items in areas that have emerged in this study could be used in the L2 reading classroom to raise awareness among teachers and students, leading to class discussions on reading, or identification of students at risk. Sets of statements characteristic of students with high and low reading competence perceptions may also prove instructive for teachers in identifying students in need of support. Taking account of the role that language plays in how quickly students understand what is needed in a new, second language learning context should enable teachers to make informed decisions about syllabuses and teaching strategies.

Students reading in an L2 on pre-degree pathway courses need to focus strongly on text content (rather than language) in order to develop appropriate



academic reading strategies. Therefore L2 reading teachers should ensure that they choose interesting, relevant and useful texts for reading classes, and that they demand analytical, evaluative responses through discussion and writing. Raising awareness of study reading strategies should also be part of an L2 reading syllabus, but it is important to 'sell' effective strategies since students need to see that they work.

Finally, the framework proposed in this study could also be relevant to other aspects of learning or used to investigate other pedagogic contexts.

### **7.3 *Limitations of the study***

First, in relation to the sample, the students were from a social science discipline, so that some of the categories of L2 reading self-concept talk described may not be relevant in other disciplines, such as mathematics or natural sciences.

From the point of view of the qualitative methods, in the data collection I was both interviewer and teacher. Consequently, interviewees may have felt inhibited in what they could say to me. Furthermore, in interviews people may not talk articulately and perceptively about themselves. Here, additionally, the students were using a second language: not only might they have misunderstood questions, they may have been less able to articulate detailed insights into their lives and learning processes than in their first language. Although I hoped to pre-empt this by sending them the questions in advance, in the transcripts there is evidence of some misunderstandings. Sometimes it was difficult to be sure that I had understood the intended meanings of utterances correctly. In interview #3 some students did not understand the significance of the questionnaire results, with some appearing to think that they were a kind of test result. Finally, for logistic reasons it was not possible to involve the participants in member checking of my interpretations of the interview data.

On the quantitative side, there was some attrition of subjects leading to lower than ideal numbers in the second questionnaire. In addition, the inconsistencies of clustering of items (or underlying structure) between the two

questionnaire administrations may be seen as reflecting the problem of the replicability of factor analysis.

#### **7.4 Recommendations for further research**

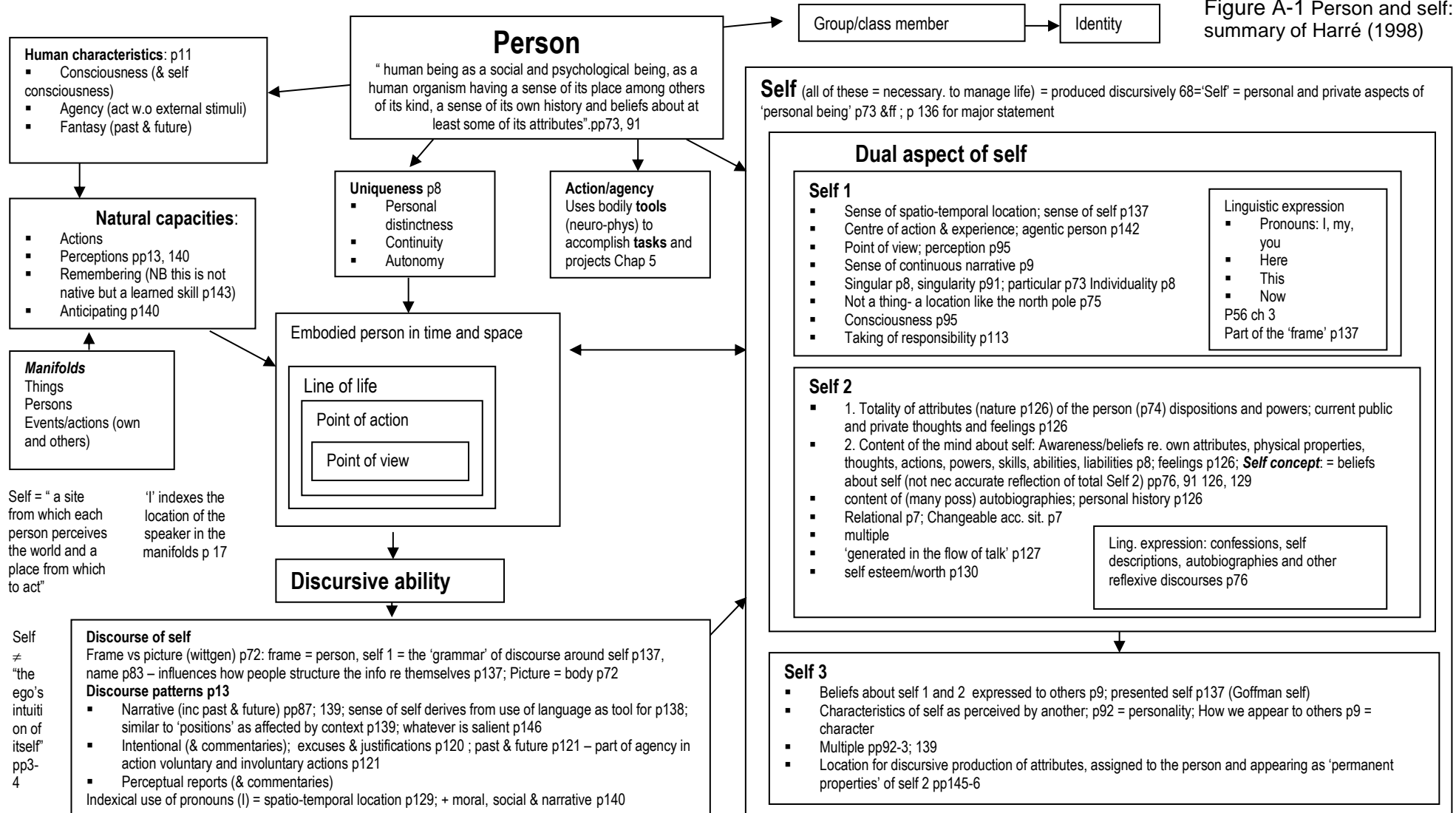
An important aim for further research is to explore further the relationship between students' L2 reading and learning self-beliefs and successful study outcomes. Some questions which focus on this are: are perceptions of reading competence the key factor in defining 'good' or 'poor' L2 reading self-concepts? What is the role of language proficiency in determining L2RSC? What else can be discovered about the role of L2RSC in relation to study success? What study reading strategies are most effective, and why do some strategies prove ineffective for some students?

Secondly, some further investigation in relation to the nature of change in self-views in an academic context is called for: it was unclear why learning self-concept measures and some aspects of the L2RSC self-report inventory, such as affect, did not show change over time, and certain individuals showed little change in competence perceptions.

Thirdly, this study has not been able to go deeper into the motivational processes of L2 reading. Some further research would be valuable which can explore further the origins or drivers of instrumental values of L2 reading, as well as how more precisely perceptions of competence, intrinsic interest, text difficulty and perceived importance of a text for study interact in relation to persistence in this type of L2 reading context.

Finally, the impact of a new cultural setting on L2 reading for learning needs much more research than has been possible here. For example, to what extent do students resist or accept new approaches to study reading? What else can be discovered about the role of self-identity in relation to study success in new cultural contexts?\*\*\*\*\*

**Appendix A Overview of Harré (1998)**



**Figure A-1 Person and self: summary of Harré (1998)**

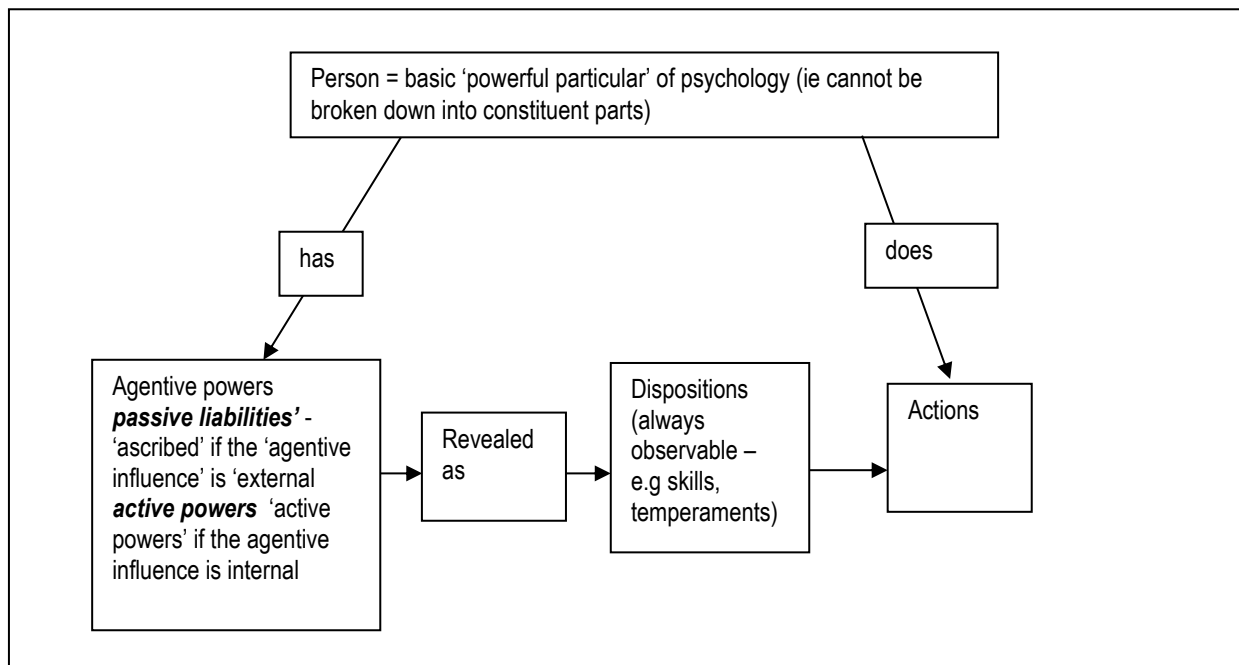


Figure A-2 Person in relation to agency and actions (based on Harré (1998, p. 115&ff))

## Appendix B Research questions

Table showing the preliminary and refined research questions, and specific questions for data collection and methods of analysis

Type	Research Questions	Questions refined after literature review	Quantitative or qualitative data?	Instruments and/or analysis methods
Substantive	1. What is the scope and nature of students' L2 reading self-concepts in an academic learning context?	Does Pollard and Filer's (1996) framework capture the scope of, and a means to categorise, L2 Reading self-views in an academic learning context?	Quantitative & Qualitative	Self-report inventory: learning self-concept scale (Myself-as-learner scale (LSC)) and L2 reading self-concept scale (L2RSC) x2 at start (Q#1) and towards end of course (Q#2) given to students taking a Graduate Diploma pathway programme at INTO University of Exeter; 104 subjects (ss) at start; 81 completed both questionnaires; Map L2RSC subscales onto framework; Semi-structured interviews x 3: at start, middle and end of course with 9 participants; Coding data with categories from framework; data comparison and integration (discussion chapter); develop framework further (discussion chapter)
		<b>Specific sub-questions for data collection &amp; analysis</b>		
		What does the preliminary analysis of the questionnaire reveal about students' L2 reading self-concepts?	Quantitative	Descriptives of scales and subscales (all ss, 81 ss) Q#1 and q#2 Correlations of subscales
		How do the LSC and L2RSC sections relate to each other?	Quantitative	Q#1 LSC and L2RSC correlation PCA of whole q'aire (104 ss)
		How do the items cluster in the L2RSC scale to make broader themes? (underlying structure)?	Quantitative	Principal Component Analyses of L2RSC #1 and #2 (81 ss)
		Is there an association between level of English and measures of self-concept?	Quantitative	Correlations of English test scores with (a) Q#1 (81ss) (b) Q#2 (81 ss)
		What do interviewees say about themselves as L2 readers?	Qualitative	narrowish transcription; coding using Nvivo 8 software; codes emerged out of data; modified and applied Pollard and Filer (1996) framework; coded data put into concept/time matrices and grouped according to categories suggested by quantitative data (R-comp, language);
		What systematic variations do qualitative self-views of L2 reading show?	Quantitative & Qualitative	'good' and 'poor' perception of competence of interview participants defined by mean scores of perception of L2 reading competence subscale over the period - this variable (R-comp) used to group themes from interviewees' statements Language variable (high vs low English group) used to group themes from interviewee data

Table showing the preliminary and refined research questions, and specific questions for data collection and methods of analysis (continued)

Type	Research questions	Questions refined after literature review	Quantitative or qualitative data?	Instruments and/or analysis methods
Substantive	2. How do L2 reading self-concepts change as students proceed through an academic course?	Does Pollard and Filer's (1996) framework capture the narrative structure (i.e phases of development) of L2 reading self-views in an academic learning context?	Quantitative & Qualitative	As above in Row 1 Data comparison and integration (discussion chapter) Develop framework further (discussion chapter)
		<b>Specific sub-questions for data collection &amp; analysis</b>		
		How do the students' L2RSCs change over the period of instruction?	Quantitative	descriptives and means: Q#1 and Q#2 compared: whole Q, LSC, L2RSC and its subscales
		Are any L2RSC changes significant?	Quantitative	Q# 1 and Q#2 compared – t-tests and Wilcoxon matched-pairs signed ranks tests of means of Whole Q, LSC, L2RSC and its subscales with effect sizes. Examine each item to see where changes are actually occurring and use Wilcoxon matched-pairs signed ranks tests for significance of differences
		Do the students' assessment results show correlations with their (i) LSC (ii) L2RSC?	Quantitative	Correlations of all test scores with (a) Q#1 (81ss) (b) Q#2 (81 ss)
	What developments and changes are reported by the interviewees in relation to their reading during the course period?	Qualitative	As above in Rows 1 and 6.	

Type	Research questions	Questions refined after literature review
Theoretical	3. What is the theoretical justification for methodologies often considered incommensurable (Johnson & Onwuegbuzie, 2004; Smith & Heshusius, 1986)?	Does the Self theory proposed by Harré offer a useful theoretical basis for mixed methods research into the L2 RSC?  What is the implication of this theory for the nature of the reading self?
Methodological	4. To what extent do qualitative and quantitative approaches complement each other?	

## Appendix C Data collection information

Table C-1 Chronology of assessment, release of results and data collection

Event	Dates	Interviews	Term
October placement test (no results given) (Note: students progressing from a previous English course did not take this. Their English course mark was substituted).	28/29.9.09		Term 1 (T1)
Reading test (in-class)	5-12.10.2009		
<b>Questionnaire #1</b>	<b>5-16.10.2009</b>		
Results given for Reading test	Approx W/b 19 & 26.10.10	Interviews # 1	
Term 1 assessment of Finance in-class test 1	3-4.11.2009	VC 28.10; WI 29.10; ER 3.11; IG 9.11; AN 16.11;	
Results given for assessment of Finance in-class test 1	26.11.2009	EM 17.11; NA 19.11; ZA 23.11;	
Term 1 assessment of English: group presentations (summative)	1-4.12.2010	AL 2.12	
Term 1 assessment of English: prepared reading/language/timed writing (formative)	8.12.2009		
Term 1 assessment of Finance in-class test 2	9.12.2009		
Term 1 assessment of Finance: Finance exam (2 hours)	11.12.2009		
Results given for Term 1 assessment of English (formative): overall plus reading, language, timed writing	11.1.2010		Term 2 (T2)
Results given for Finance	12.1.2010		
Term 1 assessment of Human Resources: assignment hand-in date	15.1.2010	Interviews #2:	
<b>Results given for HR assignment</b>	15.2.2010	VC 22.1; IG 25.1	
Finance resits (1)	15.2.2010	EM 28.1; AL 29.1	
Term 2 assessment for operations: group presentations	23.2.2010	AN & ZA: 5.2;	
Term 2 assessment for marketing: case study test	23.2.2010	WI 8.2; ER 16.2	
Finance resits (2)	12.3.2010	NA 24.2	
HR resubmission	15.3.2010		
Results given for operations: group presentations	18.3.2010		
Finance resits (3)	19.3.2010		
<b>Results given for assessment for marketing: case study test</b>	23.3.2010		
<b>Questionnaire #2</b>	<b>6.4-21.5.2010</b>		
Results given for Dissertation literature review	6.4.2010		
Results given for HR resubmission	12.4.2010		
Term 2/3 assessment for dissertation- research report (1) submission	16.4.2010		
Results given for Finance resits	16.4.2010		
Term 2 summative assessment for English: reading, listening, writing and speaking	19-23.4.2010		
Operations assignment hand in	30.4.2010	Interviews #3	
Results given for Dissertation methodology	30.4.2010	IG & AL 27.4	
Term 3 assessment for investments: individual assignment	7.5.2010	ZA 30.4;	
Term 2/3 assessment for dissertation- analysis etc (2) submission	11.5.2010	WI 4.5	
<b>Results given for English T2 summative assessment: overall plus reading, listening, writing and speaking</b>	13.5.2010	ER 7.5	
Marketing assignment hand in	14.5.2010	VC 17.5	
Results given for Dissertation for analysis & conclusions	18.5.2010	EM 21.5	
		NA 1.6	
		AN -10.6	

Table C-2 (continued) Chronology of assessment, release of results and data collection

Event	Dates	Interviews	Term
Term 3 assessment for investments: group assignment presentation	17-21.5 2010		Term 3 (T3)
Term 3 assessment for investments: group assignment hand-in	28.5.2010		
Term 2/3 assessment for dissertation- complete diss (3) submission	4.6.2010		
Results given for marketing	7.6.2010		
Results given for Operations	7.6.2010		
English resits	11.6.2010		
<b>Results given for whole programme including overall subject mark, and final English mark (including resits)</b>	after 17.6.2010 (exam board)		
Progression decision			

Note: Results in bold were used in the analyses

Table C-3 Descriptions of assessments used in the quant data collection and analysis

Placement test	Assessment of English at the beginning of the course in order to place students in appropriate groups for English classes. The test consisted of a 10-sentence dictation, a 40 item multiple choice grammar test, a 20-item multiple choice cloze test, a 250 word essay, and a 10 minute interview. Students continuing from a previous English course at the Centre did not take this test. Instead their course mark was used for placement purposes. These students were told their course mark, whereas the new students, who took the placement test, were not – although they would have taken an English test such as IELTS prior to enrolling on the programme.
Reading test	A 1-hour cloze test of approximately 170 items based on extracts from graded readers, administered in the first reading class. Students were told their results approximately two weeks later and suitable reading material was recommended based on the results.
Formative English	At the end of the first term, students took exams in Use of English, Reading and Writing. The reading test involved a text given out for preparation one week before, and questions involving vocabulary meaning, deixis, multiple-choice comprehension, summary and paraphrase. The writing test was a short essay.
Finance module	This was a Term 1 module. Three types of written exam assessment were used. The results of the first two exams were released during the first term, and the results for the whole module released at the start of the second term.
Human Resources module	This was a Term 1 module. The assessment was a 2000-word reflective essay based on team work done during the module, completed in Term 2.
Marketing module	This was a Term 2 module. There were two tasks: first, a case study given as a timed, in-class test. This formed 40% of the mark for the marketing module. As the results were released to students shortly before the Questionnaire Second Wave, and also as one interviewee seemed especially affected by his result, this was included in the analysis.
English module	Summative English assessment at the end of the course consisted of exams which were similar to the formative assessments. In addition there was a group interview and two listening exams (note-taking, and conventional listening comprehension). An overall mark for English was computed, as well as subscores for reading, writing, speaking and listening. Any student who had scored below 60% in any aspect was able to take a resit exam. The resit marks, if taken, would be the ones included in the final overall results.
Overall programme marks	As well as marks for each module, students were given an overall programme mark, and an overall mark for English. Finance students were given an overall mark for the two financial modules. These marks were used to determine whether or not students would be able to progress to their chosen masters programme at Exeter. For the purposes of this study I also computed an overall subject mark for management students. Final results for the whole programme were confirmed at an exam board on 17 <sup>th</sup> June 2010, and released to students the following week.



Table C-4 Full set of pilot (MSc) questionnaire items with sources, factors and whether or not included in the analysis

Subscale	No. in questionnaire	item	Sources for questions: numbers =Chapman & Tunmer 1999; MW = Williams et al 2002; + = Mullis et al. 2002; *=author; MRQ = Wigfield & Guthrie 1997.	Subscale after completed factor analysis
A - i – positive feeling	2	I feel good when I am reading in English.	2	Affect 2
A - ii– intrinsic	3	I like doing vocabulary exercises.	5	Affect 1
A - ii– intrinsic	6	I like to read English texts in my free time	*	Affect 1
A - ii– intrinsic	10	I like reading long texts in English.	13	Comp
A - ii– intrinsic	23	I enjoy lessons in reading in English	25	Affect 1
A - ii– intrinsic	25	I like reading about my subject in English	10, 30, 22,	Affect 2
A - ii– intrinsic	33	If an English text is interesting, it doesn't matter if it's difficult	MRQ 48	excluded
A - ii– intrinsic	37	I like reading newspapers or magazines in English	10, 30, 22,	Excluded from factor scores since loaded equally on FA
A - ii– intrinsic	39	I like reading story books in English.	10, 30, 22,	excluded
A – ii– intrinsic	8	I like talking with other people about English texts that I have read	+	excluded
A* - ii– intrinsic	14	I find reading in English boring.	+	Affect 2
A* - iii – beh	16	I read in English only if I have to	+	Affect 1
A* - iii – beh	31	I do as little reading in English as possible	MRQ 4	Affect 1
C - i – pos comp	11	I can work out the meaning of new words without help from a dictionary or another person.	12, 4	Comp
C - i – pos comp	13	I know when I have made a mistake in reading.	15	excluded
C - i – pos comp	30	I can work out the meaning of difficult sentences.	29	Comp
C - i – pos comp	32	I can work out how to say new English words.	12, 21	excluded
C - i – pos comp	1	I can work out the meaning of English texts.	1	Excluded from subscales after FA since didn't load at .4 or above on any factor
C - i – pos comp	36	I can understand at least 95% of each English text that I read	*	Comp
C – ii – easiness	5	Reading in English is easy for me.	7	Comp
C - iii – pos self eval	34	I can read well in English.	27	Comp
C – iii – pos self eval	20	My reading in English is improving quickly.	24	Excluded from subscales after FA since didn't load at .4 or above on any factor
C – iii- pos self eval	7	I am good at remembering English words.	9	Comp
C- iii – pos self eval	26	I read fast in English.	27	Comp
D* - i task diff	4	The texts I read in class are too hard for me.	6, 26	Diff
D* - i task diff	15	Guessing the meaning of new words is difficult for me.	17?	Diff
D* - i task diff	24	It is hard for me to understand the English texts that I must read.	26	Diff
D* - i task diff	38	Reading in English is hard work	*	Affect 2
D* - ii self vs others	12	The other students in my class read English better than me.	14	Diff
D* - iii self vs others	9	The other students in my class understand more difficult words in reading than I do.	11	Excluded
D* - iv – neg affect	28	Reading in English makes me feel unhappy.	28	Affect 1
D* ii neg SC of competence	17	I make lots of mistakes when I read in English.	18	Diff

Table C-4 (continued) Full set of pilot (MSc) questionnaire items with sources, factors and whether or not included in the analysis

Subscale	No. in question-naire	item	Sources for questions: numbers =Chapman & Tunmer 1999; MW = Williams et al 2002; + = Mullis et al. 2002; *=author; MRQ = Wigfield & Guthrie 1997.	Subscale after completed factor analysis
D* ii neg SC of competence	19	I feel stupid when I'm reading in English.	20	Diff
D* ii neg SC of competence	22	I need extra help in reading English texts.	23	excluded
TV - i - desire	21	I want to be a good reader in English.	mw 10	TV
TV - i - desire	27	I want to get better at reading in English	*	TV
TV - ii - usefulness	18	I will need to read English in the future.	Mw 19	TV
TV - iii (b) - absolute imp	29	Reading English is important for me	MRQ 53, mw 3	TV
TV* - iii (a) relative imp	35	Other English language skills are more important for me than reading.	MRQ 54	TV - excluded
Items excluded from PCA and discussion				
*Negatively worded questions reversed for analysis				

Table C-5 Final Ed D questionnaire items, showing comparison with pilot

Subscale type in pilot	No. in pilot qu'aire	No in Ed D qu'aire	Item	Notes: subscale according to factor analysis in pilot; changes made	Subscale type for Ed D	Discourse category
C - i – pos comp	1	1	I can work out the meaning of English texts.	Excluded from subscales after FA since didn't load at .4 or above on any factor	Comp: positive Comp	Perceptual report
A - i – positive feeling	2	2	I feel good when I am reading in English.	Affect 2	Affect: pos affect	Perceptual report
A - ii – intrinsic	3	3	I like doing vocabulary exercises.	Affect 1	Affect: intrinsic	Perceptual report
C – ii – easiness	5	4	Reading in English is easy for me.	Comp	Comp: easiness	Perceptual report
A - iii – beh	6	5	I often read English texts in my free time	Affect 1 – but Changed from 'like to read' to increase behaviour and also because ambiguous – pos behaviour	Affect: behaviour	Perceptual report
C – iii- pos self eval	7	6	I am good at remembering English words.	Comp	Comp: pos self evaluation	Perceptual report
D* - iii self vs others	9	7	The other students in my class read English faster than I do.*	The MSc version was excluded from analysis since it didn't have good item total correlation. This was changed from "understand more difficult words")	Diff - self vs others	Perceptual report
A - ii – intrinsic	10	8	I like reading long texts in English.	Comp	Comp: easiness	Perceptual report
C - i – pos comp	11	9	I can work out the meaning of new words without help from a dictionary or another person.	Comp	Comp: Positive Comp	Perceptual report
A* - ii – intrinsic	14	10	I find reading in English boring.*	Affect 2	Affect: neg affect	Perceptual report
D* - i task diff	15	11	Guessing the meaning of new words is difficult for me.*	Diff	Diff: task diff	Perceptual report
A* - iii – beh	16	12	I read in English only if I have to.*	Affect 1	Affect: behaviour	Perceptual report
D* ii neg SC of competence	17	13	I make lots of mistakes when I read in English.*	Diff	Diff: neg SC of competence	Perceptual report
TV – ii – usefulness	18	14	I will need to read English in the future.	TV	TV: usefulness	Perceptual report/commentary on intent
D* ii neg SC of competence	19	15	I feel stupid when I'm reading in English.*	Diff	Diff: neg SC of competence	Perceptual report
TV – i – desire	21	16	I want to be a good reader in English.	TV	TV: desire	intent
A - ii – intrinsic	23	17	I enjoy lessons in reading in English	Affect 1	Affect: intrinsic	Perceptual report
D* - i task diff	24	18	It is hard for me to understand the English texts that I must read.*	Diff	Diff: task diff	Perceptual report
A - ii – intrinsic	25	19	I like reading about my subject in English	Affect 2	Affect: intrinsic	Perceptual report
C- iii – pos self eval	26	20	I read fast in English.	Comp	Comp: pos self evaluation	Perceptual report
TV – i – desire	27	21	I want to get better at reading in English	TV	TV desire	intent
D* - iv – neg affect	28	22	Reading in English makes me feel unhappy.*	Affect 1	Affect: neg affect	Perceptual report
TV – iii (b) – absolute imp	29	23	Reading English is important for me	TV	TV: (b) – absolute imp	Perceptual report/commentary on intent
C - i – pos comp	30	24	I can work out the meaning of difficult sentences.	Comp	Comp: Positive Comp	Perceptual report
A* - iii – beh	31	25	I do as little reading in English as possible.*	Affect 1	Affect: behaviour	Perceptual report

Table C-5 (continued) Final Ed D questionnaire items, showing comparison with pilot

Subscale type in pilot	No. in pilot qu'aire	No in Ed D qu'aire	Item	Notes: subscale according to factor analysis in pilot; changes made	Subscale type for Ed D	Discourse category
C - iii – pos self eval	34	26	I can read well in English.	Comp	Comp: pos self evaluation	Perceptual report
D* - ii self vs others	12	27	The other students in my class read English better than me.*	Diff	Diff: self vs others	Perceptual report
TV* - iii (a) relative imp	35	28	Other English language skills are more important for me than reading.*	Left in because extra info re reading motivation even though little item-total correlation in pilot q'aire	TV (a) relative imp	Perceptual report/commentary on intent
C - i – pos comp	36	29	I can understand at least 95% of each English text that I read	Comp	Comp: Positive Comp	Perceptual report
A - ii– intrinsic	37	30	I like reading newspapers or magazines in English	Loaded equally on Affect 1 and Comp -	Affect: intrinsic	Perceptual report
D* - i task diff	38	31	Reading in English is hard work.*	Affect 2	Affect: neg affect	Perceptual report

Note: Asterisked items are negatively worded and were reverse-scored for analysis

Table C-6 Items omitted from construction of Ed D questionnaire because of poor item-total correlation in pilot study

D* ii neg SC of competence	22	I need extra help in reading English texts.
A - ii– intrinsic	39	I like reading story books in English.
A - ii– intrinsic	33	If an English text is interesting, it doesn't matter if it's difficult
A – ii– intrinsic	8	I like talking with other people about English texts that I have read
C - i – pos comp	13	I know when I have made a mistake in reading.
C - i – pos comp	32	I can work out how to say new English words.
D* ii neg SC of competence	22	I need extra help in reading English texts.

Note: Asterisked items are negatively worded and reverse-scored for analysis

Table C-7 Items from pilot questionnaire omitted from Ed D questionnaire because not relevant at start of course

C – iii – pos self eval	20	My reading in English is improving quickly.	24	Excluded from subscales after FA since didn't load at .4 or above on any factor
D* - i task diff	4	The texts I read in class are too hard for me.	6, 26	Diff

Note: Asterisked items are negatively worded and reverse-scored for analysis

Table C-8 Notes on construction of L2RSC questionnaire for current research

1	The four original task value items were included. One item (35. <i>Other English language skills are more important for me than reading</i> ) had been excluded from the pilot questionnaire because of poor item-total correlation. However, I decided to retain it since I felt it would provide useful motivational information. This gave a total of five TV items.
2	Most of the 24 items from the final version of the pilot were retained, with the exception of one which I felt was ambiguous since it could either be interpreted as liking or as behaving (6. <i>I like to read English texts in my free time (Affect 1)</i> ). I modified this to: <i>I often read English texts in my free time</i> . This also had the effect of increasing to 3 the items relating to behaviour. In addition one item was excluded since it did not make sense in the context of the start of the programme. This was a Difficulty item: Q. 4 <i>The texts I read in class are too hard for me</i> .
3	Three other questions from the original questionnaire – but not included in the final set for analysis - were also included as follows: (i) Question 1 <i>I can work out the meaning of English texts</i> . This had been excluded from the final set of subscales after FA since it had not loaded at .4 or above on any factor. However, I felt it was useful to increase the number of competence items. (ii) Question 37 <i>I like reading newspapers or magazines in English</i> had loaded equally on Affect 1 and Competence and so had not been included in the final set of 24 items. However, again, I felt that it would provide useful information. I provisionally added it to the Affect subscale. (iii) Question 9 <i>The other students in my class understand more difficult words than I do</i> had been excluded from the MSc analysis since it had poor item total correlation. However, since the Difficulty subscale was relatively small, I changed the item to: <i>The other students in my class read English faster than I do</i>

Table C-9

Biographical information on initial interview subjects

Initials	group	q'aire #1 idno	Domi- cile	Lang 1	Lang 2	gender	age	UG degree	subject	last English course	finish date of last English course	English course in last 18months ? Yes=1, no = 0	placement score	reading test score	reading grade	English Qualificati on 1 Name	English Qualificati on 1 Overall Score	English Qualificati on 1 Listening	English Qualificati on 1 Reading	English Qualificati on 1 Writing	English Qualificati on 1 Speaking	
GC	F	74	INDIA	Hindi	English	M	21	BSc honors	economics & managem ent			0	82	63	A							
IE	F	75	NIGERIA	English	Ibibio	F	24	Bachelor degree	accounting			0	87.5	70	U1							
AG	F	76	RUSSIA	Russian		M	23	Specialist Diploma	banking			0	74	61	A	IELTS	6.5	7.0	7.5	5.5	6.0	
OH	F	78	EGYPT	Arabic		M	26	BA	Accountin g			0	80.5	63	A	TOEFL Paper Based Test						
IG	F	81	RUSSIA	Russian		M	25	Specialist Diploma				0	75	48	B	Oxford Placement Test (INTO internal exam)	166			5.0		
AN	F	82	RUSSIA	Russian		F	22	Specialist Diploma	maths & cybernetic s			0	86.5	68	X	Oxford Placement Test (INTO internal exam)	167			5.0		

Table C-9 (continued)

## Biographical information on initial interview subjects

Initials	group	q'aire #1 idno	Domi- cile	Lang 1	Lang 2	gender	age	UG degree	subject	last English course	finish date of last English course	English course in last 18months ? Yes=1, no = 0	placement score	reading test score	reading grade	English Qualificati on 1 Name	English Qualificati on 1 Overall Score	English Qualificati on 1 Listening	English Qualificati on 1 Reading	English Qualificati on 1 Writing	English Qualificati on 1 Speaking
NO	F	84	NIGERIA	English	Ibo	F	21	Bachelor degree	banking			0	82.5	67	X						
AL	F	85	RUSSIA	Russian	German	M	21	Bakalavr	IT			0	74.5	54	B	IELTS	7.0	7.5	6.5	6.0	7.0
NA	G	89	SAUDI ARABIA	Arabic		F	25	Other Qualificati on		Pre- Masters English - July Start - 1 Term	Sep-09	1	59	29	D						
CS	G	92	TAIWAN ROC	Taiwanese		M	25	Bachelor Degree				0	59	36	C						
GJ	G	96	CHINA P.R.	Chinese		F	23	Undergrad uate programm e - 4 year certificate (Chin	accounting			0	61	50	B	IELTS	5.5	6.0	6.5	5.0	5.0
EM	G	97	VIETNAM	Vietnames e		F	25	Bachelor Degree / Bang tot nghiep dai hoc	Business Administra tion			0	63.5	48	B	IELTS					
ER	G	100	CHINA P.R.	Chinese		M	24	Undergrad uate programm e - 4 year certificate (Chin				0	61	50	B	IELTS	6.0	6.0	6.5	6.0	5.5

Table C-9 (continued)

## Biographical information on initial interview subjects

Initials	group	q'aire #1 idno	Domi- cile	Lang 1	Lang 2	gender	age	UG degree	subject	last English course	finish date of last English course	English course in last 18months ? Yes=1, no = 0	placement score	reading test score	reading grade	English Qualificati on 1 Name	English Qualificati on 1 Overall Score	English Qualificati on 1 Listening	English Qualificati on 1 Reading	English Qualificati on 1 Writing	English Qualificati on 1 Speaking
WI	G	101	CHINA P.R.	Chinese		M	22	Other Qualificati on	electronic business	Academic English Summer School - July - 10 Weeks		1	61	43	C						
ZA	G	103	CHINA P.R.	Chinese		M	24	Other Qualificati on		Pre- Masters English - July Start - 1 Term	Sep-09	1	60	32	D	Oxford Placement Test (INTO internal exam)					
FZ	G	104	CHINA P.R.	Chinese		M	24			Pre- Masters English - January 2009 Start - 2 Terms	Jun-09	1	61	33	D	Oxford Placement Test (INTO internal exam)	119				



**Correspondence with subjects**

**Graduate Diploma October – June 2009-2010**

**Research project into reading in English**

Dear Student

As you may be aware I am doing some research into reading and learning. In addition to the questionnaire about this, which you may have already completed, I need more data. I would be very grateful if you would tell me whether you are willing to do the following.

Please tick (√) the boxes below if you are happy to:

	Yes
<b>Take part in an interview</b> with me (plus do a short further questionnaire). The interview will last about 30 minutes and will take place as soon as possible this term.	
Take part in <b>another similar interview</b> in April/May.	
<b>Keep a diary.</b> The diary will be done on-line. You will be asked to spend about 30 minutes each fortnight, writing about things which have happened, and also about your ideas on various topics related to reading in English. You will be asked to write about 100-200 words each time, and then to send me your work via WebCT. I will respond to you with comments and feedback – and will also correct your writing if you want me too!	

If you are willing to do any of the tasks above, please write your name so I can contact you: .....

Many thanks

Carolyn Walker

## Letter to arrange 3<sup>rd</sup> Interview

### Interview about reading

Please can you come and see me for the final interview

On.....

At.....

Please let me know if you can make this time. If not, we can arrange a different time.

Please could you email me ([c.r.walker@ex.ac.uk](mailto:c.r.walker@ex.ac.uk)) or phone or text ( ) or else come to my office (room 9) to let me know if the time is suitable for you.

I will send you the questions in advance by email.

Many thanks

Carolyn

## CONSENT FORM

I have been fully informed about the aims and purposes of the project.

I understand that:

There is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation;

I have the right to refuse permission for the publication of any information about me;

Any information which I give will be used solely for the purposes of this research project, which may include publications;

If applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this project in an anonymised form;

All information I give will be treated as confidential;

The researcher(s) will make every effort to preserve my anonymity.

.....

(Signature of participant ) (Date).....

(Printed name of participant).....

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s). If you have any concerns about the project that you would like to discuss, please contact: Carolyn Walker, Room 9, Old library; [c.r.walker@ex.ac.uk](mailto:c.r.walker@ex.ac.uk); Tel.: 01392 264283

Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

## Appendix D Data gathering instruments

### Questionnaire #1 October

#### Graduate Diploma 09/10

#### Questionnaire about learning in general and reading in English

This questionnaire is part of some research which a teacher is carrying out into how people learn another language. Specifically, the questions are designed to find out what you feel about learning in general, how you see yourself as a learner and how you feel about reading in English.

You will be asked to do the questionnaire twice: once now, at the beginning of your course, and a second time at the end of your course.

First, please read the following carefully:

1. All your answers will be completely confidential, and will be known only to the researcher. You will not be identified in any reports on the results.
2. Your answers will not affect any of your assessments on this course.
3. You do not have to complete this questionnaire, and if you start, you can stop at any point if you wish.

If you are happy to continue, please read on.

#### **Before you start**

Please complete the following information about yourself.

Your name: .....

Are you      Male                          Female          ?

Your age: .....

Which languages do you speak? .....

.....

Which is your first or most used language?.....

Your home country.....

What was the last course of study that you took?.....

.....

When did you finish it? .....

Now please turn over/

October 2009

Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

## Section 1 Learning

Below are some statements about learning. After each statement please choose whether this is definitely true about you, or a little true about you, or sometimes true and sometimes not, or not very true, or definitely not true.

If you think the statement is definitely true, please put a cross (X) in box **A**.

If you think the statement is a little true, please put a cross in box **B**.

If you think the statement is sometimes true and sometimes not, or you are just not sure, please put a cross in box **C**.

If you think the statement is not very true, please put a cross in box **D**.

If you think the statement is definitely not true, please put a cross in box **E**.

If you don't understand something, please ask someone to explain.

	A	B	C	D	E
	Definitely true for me	A little true for me	Sometimes true and sometimes not – or I'm not sure	Not very true for me	Definitely not true for me
1. I'm good at taking exams.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
2. I enjoy problem-solving activities.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
3. I usually feel confident that I can do new work.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
4. I usually think carefully about an assignment before starting it.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
5. I often make useful contributions to discussions.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
6. I need extra help with my work.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
7. I like having challenging work to do.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
8. I get anxious when I am faced with new work.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
9. I am capable of solving most of the problems that I am set.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

	A	B	C	D	E
	Definitely true for me	A little true for me	Sometimes true and sometimes not – or I'm not sure	Not very true for me	Definitely not true for me
10. When I get stuck with my work, I can usually work out for myself what to do next.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
11. I don't have much difficulty in learning what I need to.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
12. I'm not very good at solving problems.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
13. I have a good vocabulary.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
14. I often hurry my work without thinking about it a lot.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
15. I prefer being told what to do than having to work it out for myself*.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
16. I find some aspects of my academic work very difficult.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
17. I'm quite an intelligent person.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
18. I know how to be a good learner.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
19. I like using my brain.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
20. I've always found learning quite easy.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

Section 2 *Reading in English*

Please do the same with the following statements about reading in English.

	A	B	C	D	E
	Definitely true for me	A little true for me	Sometimes true and sometimes not – or I'm not sure	Not very true for me	Definitely not true for me
1. I can work out the meaning of English texts.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
2. I feel good when I am reading in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
3. I like doing vocabulary exercises.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
4. Reading in English is easy for me.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
5. I often read English texts in my free time.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
6. I am good at remembering English words.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
7. The other students in my class read English faster than I do.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
8. I like reading long texts in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
9. I can work out the meaning of new words without help from a dictionary or another person.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
10. I find reading in English boring.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
11. Guessing the meaning of new words is difficult for me.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
12. I read in English only if I have to.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

	A	B	C	D	E
	Definitely true for me	A little true for me	Sometimes true and sometimes not – or I'm not sure	Not very true for me	Definitely not true for me
13. I make lots of mistakes when I read in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
14. I will need to read English in the future.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
15. I feel stupid when I'm reading in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
16. I want to be a good reader in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
17. I enjoy lessons in reading in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
18. It is hard for me to understand the English texts that I must read.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
19. I like reading about my subject in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
20. I read fast in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
21. I want to get better at reading in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
22. Reading in English makes me feel unhappy.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
23. Reading English is important for me.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
24. I can work out the meaning of difficult sentences.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
25. I do as little reading in English as possible.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
26. I can read well in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E



	A	B	C	D	E
	Definitely true for me	A little true for me	Sometimes true and sometimes not – or I'm not sure	Not very true for me	Definitely not true for me
27. The other students in my class read English better than me.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
28. Other English language skills are more important for me than reading.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
29. I can understand at least 95% of each English text that I read	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
30. I like reading newspapers or magazines in English	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
31. Reading in English is hard work.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

That is the end. Thank you very much!

**Questionnaire # 2 April**

**Graduate Diploma 09/10**

**Questionnaire about learning in general and reading in English - #2**

This questionnaire is the second part of the quantitative data collection that I am doing. As you may remember, I asked you to do the questionnaire twice: once at the beginning of your course, and a second time, now at the end of your course. The questions are designed to find out what you feel about learning in general, how you see yourself as a learner and how you feel about reading in English. This time fill in the questions according to how you feel about things now that you are near the end of your course.

As before, please read this first:

4. All your answers will be completely confidential, and will be known only to the researcher. You will not be identified in any reports on the results.
5. Your answers will not affect any of your assessments on this course.
6. **You do not have to complete this questionnaire, and if you start, you can stop at any point if you wish.**

This time, if you are interested I will let you have your results so you can compare what you thought at the start of the course with how you feel now.

If you are happy to continue, please read on.

**Before you start**

Please write your name:

.....

Would you like to see your questionnaire results?

Yes/No

Now please turn over/

## Section 1 Learning

Below are some statements about learning. After each statement please choose whether this is definitely true about you, or a little true about you, or sometimes true and sometimes not, or not very true, or definitely not true.

If you think the statement is definitely true, please put a cross (X) in box **A**.

If you think the statement is a little true, please put a cross in box **B**.

If you think the statement is sometimes true and sometimes not, or you are just not sure, please put a cross in box **C**.

If you think the statement is not very true, please put a cross in box **D**.

If you think the statement is definitely not true, please put a cross in box **E**.

If you don't understand something, please ask someone to explain.

	A	B	C	D	E
	Definitely true for me	A little true for me	Sometimes true and sometimes not – or I'm not sure	Not very true for me	Definitely not true for me
21. I'm good at taking exams.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
22. I enjoy problem-solving activities.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
23. I usually feel confident that I can do new work.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
24. I usually think carefully about an assignment before starting it.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
25. I often make useful contributions to discussions.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
26. I need extra help with my work.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
27. I like having challenging work to do.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
28. I get anxious when I am faced with new work.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
29. I am capable of solving most of the problems that I am set.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

	A	B	C	D	E
	Definitely true for me	A little true for me	Sometimes true and sometimes not – or I'm not sure	Not very true for me	Definitely not true for me
30. When I get stuck with my work, I can usually work out for myself what to do next.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
31. I don't have much difficulty in learning what I need to.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
32. I'm not very good at solving problems.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
33. I have a good vocabulary.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
34. I often hurry my work without thinking about it a lot.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
35. I prefer being told what to do than having to work it out for myself*.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
36. I find some aspects of my academic work very difficult.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
37. I'm quite an intelligent person.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
38. I know how to be a good learner.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
39. I like using my brain.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
40. I've always found learning quite easy.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

Section 2 *Reading in English*

Please do the same with the following statements about reading in English.

	A	B	C	D	E
	Definitely true for me	A little true for me	Sometimes true and sometimes not – or I'm not sure	Not very true for me	Definitely not true for me
32. I can work out the meaning of English texts.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
33. I feel good when I am reading in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
34. I like doing vocabulary exercises.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
35. Reading in English is easy for me.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
36. I often read English texts in my free time.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
37. I am good at remembering English words.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
38. The other students in my class read English faster than I do.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
39. I like reading long texts in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
40. I can work out the meaning of new words without help from a dictionary or another person.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
41. I find reading in English boring.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
42. Guessing the meaning of new words is difficult for me.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
43. I read in English only if I have to.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

	A	B	C	D	E
	Definitely true for me	A little true for me	Sometimes true and sometimes not – or I'm not sure	Not very true for me	Definitely not true for me
44. I make lots of mistakes when I read in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
45. I will need to read English in the future.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
46. I feel stupid when I'm reading in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
47. I want to be a good reader in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
48. I enjoy lessons in reading in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
49. It is hard for me to understand the English texts that I must read.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
50. I like reading about my subject in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
51. I read fast in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
52. I want to get better at reading in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
53. Reading in English makes me feel unhappy.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
54. Reading English is important for me.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
55. I can work out the meaning of difficult sentences.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
56. I do as little reading in English as possible.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
57. I can read well in English.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

	A	B	C	D	E
	Definitely true for me	A little true for me	Sometimes true and sometimes not – or I'm not sure	Not very true for me	Definitely not true for me
58. The other students in my class read English better than me.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
59. Other English language skills are more important for me than reading.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
60. I can understand at least 95% of each English text that I read	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
61. I like reading newspapers or magazines in English	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
62. Reading in English is hard work.	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

That is the end. Thank you very much!

## Qualitative schedules of questions

Interview #1 October- December (Term 1)

RQ	Interviewer sheet	General area
1	Who is in your family? (explore rels re siblings to some extent)	<b>About your family:</b>
1	What is your father/mother/head of household's occupation? Educational background?	
1	Can anyone else in your family speak English or another language? How well?	
1	Before coming to INTO how successful were you at school and at your university? In English? & In other subjects? How do you feel about your successes/failures? What were the reasons for your successes and failures?	<b>About you</b>
1	What other things in your life are you good at? Not so good at? How do you feel about this?	
1	Who has helped you most in your life?	
1	Why did you come to the UK to study? Was it your choice?	<b>Motivation for course</b>
1	Did anyone (such as parents, relations, friends) help you to choose where to study? If so how did they help? What did they do or say? Who helped you the most?	
1	Why did you choose this programme?	
1	How do you feel about being a student at this university? *	
1	What are your feelings about taking this programme?	
1	How important is this programme to you? Why ?	
1	What are your long and short-term goals? Where do you expect to be in a year's time and after that?	
1	How interested are you in the subject of management? Finance??	
1	How much do you enjoy studying management/finance	
1	How do you feel about studying English (for example, how interested are you in it?)	
1	How much do you enjoy studying English?	
1	How important is reading in English to you?	
1	How interested are you in reading in English? Does this matter?	
1	How much do you enjoy reading in English? Does this matter?	
1	How do you feel about reading in English: (for example, how interested are you in it? Do you enjoy it? How important is it for you? Why?)	
1	How difficult do you think it will be to become good at reading in English? Does this matter? What does it depend on?	
1	Can you imagine yourself at the end of the course in terms of English and reading in English? How do you imagine yourself?	
1	Will you be able to achieve this?	
1	How will you achieve this?	<b>Strategic awareness/behaviour</b>
1	Do you think you will be successful?	
1	Are you worried about whether you will achieve this?	
1	What will happen if you are not successful?	



<b>RQ</b>	<b>Interviewer sheet</b>	<b>General area</b>
1	In general how are you feeling now about your life here? For example: Do you feel settled here or do you feel that you are a stranger? Have you made friends who you feel comfortable with? Do you feel that other people value you and respect you as a person? In what ways do you find support for your everyday life or your studies? Do you feel happy here? More or less compared to the start of last term?	<b>About you</b>
2	What have been key inside-the-classroom and/or outside-the-classroom experiences for you so far?	
2	Do you think you have changed since the beginning of last term? In what ways?	
2	What aspects of life here help you or hinder you from studying/progressing?	
2	Have your long and/or short term goals changed since last term?	
2	How do you feel about your mid-course results? (especially in reading in English)	<b>About your progress so far</b>
2	Do you think that your scores are an accurate reflection of your ability? (especially in reading in English)	
2	Do you feel more or less confident about your abilities now than you did at the start of last term? (especially in reading in English)	
2	Tell me about your experiences of learning to read in English in the past (before you came here). What methods did you use? Were they useful/successful?	<b>About reading in English</b>
2	Are your methods of learning to read in English different now or are they the same? If different, what advantages/disadvantages are there in both?	
2	What can you do well now when you read in English? How does this compare with your reading at the start of the course?	
2	What is difficult now about reading in English? How does this compare with your reading at the start of the course?	
1	What are the reasons for the choices of texts you read outside class?	
1	Do you have to be interested in something in order to read it successfully? How do you keep yourself motivated to read?	
2	How do you experience reading in English now? What is it like? Can you suggest a picture which helps to explain how you experience reading in English now?	

Interview #3 April/May (Term 3)

RQ	Interviewer sheet	General area
2	What have you learnt about yourself in general since last October? Or about being a student? Or about studying?	<b>About you</b>
2	How well have you been able to manage your life in this country? What helped or hindered you in coping?	
2	What have been the most important experiences for you since last October? Inside-the-classroom and/or outside-the-classroom?	
2	What do you see as your biggest achievement this academic year? Is there anything that you would do differently if you did it all again? Is there anything that you wish had been different?	
1	How do you feel about the future? About continuing to study?	
2	To what extent has your experience of being here/overseas helped or hindered your ability to improve your business/finance knowledge/ your English/your reading in English?	<b>About your course and studying</b>
2	Has your management/finance knowledge/ English improved as much as you expected or wanted? Why/why not?	
2	Has your approach to learning changed as result of your course? Have you noticed any difference in how you learn? Or what you do with the information you read about?	
2 & 4	What do you think about the two sets of questionnaire scores? Can you explain the differences between the sections? Between your scores last October and now?	
2	How do you see yourself as a reader of English now compared to at the beginning of your course? How has this course affected what you read in English? Would you like to have read different things?	<b>About reading in English</b>
2	Do you feel that your reading has improved since the beginning of the course? How do you know? In what way is it better/worse/ the same? What can you do better now? What is still difficult?	
2	How does your ability in reading in English compare to the other aspects of your course (Reading, writing, speaking, listening) – better? Worse? How does your progress compare? Is reading more or less important than the other skills for you now?	
2	What methods have you used to try to improve your reading? Is there anything (or anyone) that was especially helpful? Is there anything that prevented you from making progress? Who should be most responsible for making sure you improve your reading in English: you? Your teacher? Your classmates? Your family?	
2	Has anything that you have read in English affected your understanding of the world? Of how you think of the world? Or yourself?	
1	Is reading an activity that is seen as important in your culture? Do people read for pleasure? Do parents read books to their children? What does reading mean to you personally? How do you feel about it?	

## Appendix E Quantitative results

Table E-1 Cronbach's Alpha for questionnaires #1 (October) and #2 (April) and the sections and subscales

	Whole questionnaire	Whole questionnaire (excluding L2RTV items)	Learning Self Concept	L2 Reading Self Concept	L2 Reading Self Concept (excluding L2RTV items)	L2RSC - affect	L2RSC – perception of competence	L2RSC – perception of difficulty	L2 reading task value
No. of items	51	46	20	31	26	11	9	6	5
Alpha (Q#1 October)	<b>.94</b>	<b>.94</b>	<b>.83</b>	<b>.93</b>	<b>.94</b>	<b>.88</b>	<b>.90</b>	<b>.78</b>	<b>.37</b>
No. of cases	98	99	101	100	101	103	103	103	102
Alpha (Q#2 April)	<b>.93</b>		<b>.83</b>	<b>.91</b>	<b>.93</b>	<b>.86</b>	<b>.88</b>	<b>.75</b>	<b>.54</b>
No. of cases	80		81	80	80	80	81	81	80

Table E-2 Low point-biserial correlations in questionnaire #1 (October)

Whole questionnaire	LSC	L2RSC
L2RSC 14 = .0518 (.9394)		L2RSC 14 = .0127 (.9301)
L2RSC 16 = .1327 (.9386)		L2RSC 16 = .1328 (.9282)
L2RSC 21 = -.0464 (.9390)		L2RSC 21 = -.0363 (.9288)
L2RSC 23 = .1453 (.9385)		L2RSC 23 = .1150 (.9281)
L2RSC 28 = .0894 (.9396)		L2RSC 28 = .0541 (.9306)
LSC 6 = .1512 (.9392)	LSC 6 = .0963 (.8367).	
LSC 8 = .1651 (.9391)		

Note: brackets indicate the alpha if the item is deleted

Table E-3 Low point-biserial correlations in questionnaire #2 (April)

Whole questionnaire	Learning self-concept	Reading self-concept
LSC 8 = .0443 (.9336)	LSC 8 = .0210 (.8442)	
LSC 14 = .2218 (.9325)	LSC 14 = .1804 (.8381)	
LSC 16 = .1677(.9330)	LSC 16 = .1656 (.8394)	
L2RSC 7 = .2371(.9326)		L2RSC 7 = .2017 (.9164)
L2RSC 14 = .1425(.9331)		L2RSC 14 = .1447 (.9167)
		L2RSC 16 = .2707 (.9142)
L2RSC 21 = .0578(.9326)		L2RSC 21 = .0139 (.9159)
		L2RSC 23 = .2710 (.9142)
L2RSC 28 = .1064(.9356)		L2RSC 28 = -.1149 (.9217)

Note: brackets indicate the alpha if the item is deleted

Table E-4 Pearson correlations between subjects' mean scores on questionnaires #1 (October) and #2 (April) and the sections and subscales

		<b>October</b>								
		Whole questionnaire (inc L2RTV variables)	Whole questionnaire (exc L2RTV variables)	Learning self-concept	Reading self-concept (inc L2RTV variables)	Reading self-concept (exc L2RTV variables)	Affect	Self-perception of competence	Difficulty	L2 reading task value
		<b>April</b>	Whole questionnaire (inc L2RTV variables)	<b>.726</b> (.000)	.727 (.000)	.613 (.000)	.716 (.000)	.724 (.000)	.718 (.000)	.676 (.000)
Whole questionnaire (exc. L2RTV variables)	.730 (.000)		<b>.732</b> (.000)	.611 (.000)	.722 (.000)	.733 (.000)	.726 (.000)	.687 (.000)	.510 (.000)	-.003 (.976)
Learning self-concept	.615 (.000)		.617 (.000)	<b>.630</b> (.000)	.553 (.000)	.561 (.000)	.554 (.000)	.520 (.000)	.401 (.000)	-.001 (.996)
Reading self-concept (inc L2RTV variables)	.720 (.000)		.720 (.000)	.545 (.000)	<b>.740</b> (.000)	.747 (.000)	.742 (.000)	.700 (.000)	.517 (.000)	.039 (.727)
Reading self-concept (exc L2RTV variables)	.724 (.000)		.727 (.000)	.540 (.000)	.749 (.000)	<b>.761</b> (.000)	.754 (.000)	.716 (.000)	.523 (.000)	-.005 (.968)
Affect	.655 (.000)		.653 (.000)	.464 (.000)	.689 (.000)	.696 (.000)	<b>.745</b> (.000)	.609 (.000)	.440 (.000)	.029 (.800)
Self-perception of competence	.702 (.000)		.704 (.000)	.543 (.000)	.716 (.000)	.726 (.000)	.684 (.000)	<b>.751</b> (.000)	.467 (.000)	.014 (.899)
Difficulty	.527 (.000)		.537 (.000)	.408 (.000)	.538 (.000)	.556 (.000)	.507 (.000)	.501 (.000)	<b>.503</b> (.000)	-.094 (.402)
Task Value	.068 (.548)		.053 (.635)	.112 (.319)	.040 (.720)	.010 (.930)	.019 (.865)	-.018 (.872)	.031 (.784)	<b>.313</b> (.005)

Notes: N=81; two-tailed significance values are in brackets

Table E-5 Q#1 October: descriptive statistics for mean scores for the questionnaire, sections and subscales (all subjects)

	Whole questionnaire (inc L2RTV variables)	Whole questionnaire (exc L2RTV variables)	Learning self-concept	L2 reading self-concept (with L2RTV variables)	L2 Reading self-concept (exc. L2RTV variables)	Perception of competence	Affect	Perception of Difficulty	L2 reading task value
Valid N	104	104	104	104	104	104	104	104	104
Missing	0	0	0	0	0	0	0	0	0
Mean	3.47	3.37	3.46	3.48	3.289	3.08	3.48	3.22	4.50
Std. Error of Mean	.048	.053	.045	.056	.066	.074	.074	.070	.034
Median	3.45	3.36	3.50	3.42	3.27	2.94	3.41	3.17	4.60
Mode	3.18	3.56	3.55	3.06	2.77	2.89	3.36	3.50	4.40
Std. Deviation	.494	.541	.457	.569	.6697	.759	.754	.710	.351
Variance	.244	.293	.209	.3239	.448	.576	.569	.504	.123
Skewness	.089	.021	-.017	.185	.108	.352	-.113	.037	-.876
Std. Error of Skewness	.237	.237	.237	.237	.237	.237	.237	.237	.237
Kurtosis	-.525	-.477	-.077	-.436	-.331	-.249	-.595	.385	.536
Std. Error of Kurtosis	.469	.469	.469	.469	.469	.469	.469	.469	.469
Range	2.13	2.42	2.54	2.55	3.08	3.67	3.18	3.67	1.60
Minimum	2.36	2.07	2.21	2.19	1.65	1.33	1.73	1.33	3.40
Maximum	4.49	4.49	4.75	4.74	4.73	5.00	4.91	5.00	5.00
Sum	361.14	350.47	360.02	361.85	341.51	320.06	362.23	335.75	467.80
normal distribution? (KS test)	YES	YES	YES	YES	YES	NO	YES	NO	NO

N=104 (with no missing cases)

Table E-6 Q#1 October: descriptive statistics for mean scores for the questionnaire, sections and subscales (subjects who completed both questionnaires)

	Whole questionnaire (inc. L2RTV variables)	Whole questionnaire (exc. L2RTV variables)	Learning self-concept	L2 Reading self concept (inc. L2RTV variables)	L2 Reading self concept (exc. L2RTV variables)	Perception of competence	Affect	Perception of Difficulty	L2 reading task value
Mean	3.49	3.39	3.47	3.51	3.32	3.10	3.54	3.24	4.48
Std. Error of Mean	.054	.059	.048	.064	.075	.080	.087	.080	.039
Median	3.55	3.42	3.47	3.55	3.39	3.00	3.55	3.33	4.60
Mode	3.18	3.56	3.40	3.06	2.88	2.89	3.36	3.50	4.40
Std. Deviation	.487	.533	.430	.575	.676	.719	.781	.719	.354
Variance	.237	.284	.185	.331	.457	.517	.611	.517	.125
Skewness	-.046	-.092	-.058	-.008	-.083	.196	-.233	-.218	-.841
Std. Error of Skewness	.267	.267	.267	.267	.267	.267	.267	.267	.267
Kurtosis	-.711	-.673	-.653	-.549	-.423	-.319	-.677	.328	.419
Std. Error of Kurtosis	.529	.529	.529	.529	.529	.529	.529	.529	.529
Range	2.00	2.24	1.70	2.55	3.04	3.33	3.18	3.50	1.60
Minimum	2.41	2.16	2.60	2.19	1.65	1.33	1.73	1.33	3.40
Maximum	4.41	4.40	4.30	4.74	4.69	4.67	4.91	4.83	5.00
Sum	282.71	274.69	280.81	283.95	268.85	251.17	287.05	262.00	362.55
normal distribution? (KS test)	yes	yes	yes	yes	yes	yes	yes	yes	no

Notes: N=81 (with no missing cases)

Table E-7 Q#2 (April): descriptive statistics for mean scores for the questionnaire, the sections and subscales (subjects who completed both questionnaires)

	Whole questionnaire (inc. L2RTV variables)	Whole questionnaire (exc. L2RTV variables)	Learning self concept	L2 Reading self concept (inc. L2RTV variables)	L2 Reading self concept (exc. L2RTV variables)	Perception of competence	Affect	Perception of difficulty	L2 reading task value
Mean	3.55	3.46	3.46	3.61	3.46	3.28	3.66	3.38	4.35
Std. Error of Mean	.051	.056	.050	.057	.067	.079	.074	.073	.050
Median	3.55	3.44	3.50	3.58	3.46	3.33	3.73	3.33	4.40
Mode	3.31	3.24	3.25	3.55	3.50	3.44	3.73	3.33	4.60
Std. Deviation	.461	.505	.453	.516	.603	.708	.667	.661	.450
Variance	.213	.255	.205	.267	.364	.502	.445	.436	.203
Skewness	-.150	-.209	-.120	-.093	-.142	.041	-.247	-.362	-.639
Std. Error of Skewness	.267	.267	.267	.267	.267	.267	.267	.267	.267
Kurtosis	.124	.289	.868	-.306	-.113	-.491	-.563	-.104	.040
Std. Error of Kurtosis	.529	.529	.529	.529	.529	.529	.529	.529	.529
Range	2.24	2.53	2.55	2.29	2.85	3.00	2.73	2.83	2.00
Minimum	2.27	1.98	2.05	2.42	1.92	1.78	2.18	1.67	3.00
Maximum	4.51	4.51	4.60	4.71	4.77	4.78	4.91	4.50	5.00
Sum	287.39	280.29	280.05	292.13	280.48	265.78	296.16	273.83	352.70
normal distribution? (KS test)	yes	yes	yes	yes	yes	yes	yes	yes	no

Notes: N= 81 with no missing cases



Table E-8 Decision-making process for whole questionnaire Q#1 principal components analyses

An initial principal components analysis (PCA) was first run, which extracted 14 factors with eigenvalues greater than 1, explaining 71.46% of variance. In this PCA there was good ‘factorability’ shown by fairly large correlations in the correlation matrix (Brace, Kemp, & Snelgar, 2006, p. 313); other tests of factorability were also positive (a Bartlett’s test of sphericity showed a probability of  $< 0.05$ , and a KMO measure of sampling adequacy gave a value of .740 (Brace et al., p. 318)). Brace et al. recommend dropping any variables that have a value less than .5 on the anti-image correlation matrix. However, although LSC 14 and LSC 16 had values of .358 and .453 respectively, these were not excluded as the as initial PCA communalities were not especially low and these variables had not been identified as having low item-total correlations. However, the task value items had low values on the anti-image correlation matrix (L2RSC 14 = .380, L2RSC 16 = .275, L2RSC 21 = .282, L2RSC 23 = .363, L2RSC 28 = .230); since these also had low item-total correlations, they were omitted from the second PCA.

A second PCA with a Varimax rotation was run on 46 items, excluding the task value items. This showed 13 factors explaining 72.51% of the variance. The scree plot (Figure E-1) appeared to show that five factors could be extracted i.e the point of inflexion occurred at component 6. However, Brace et al. op. cit.) suggest that there is some discuss over whether to include the factor at the point of inflexion. Extracting five factors explained 50.94% of the variance, and 21% of residuals were greater than 0.05. Extracting six factors explained 54.42% but with 42% of residuals greater than 0.05, suggesting a less good fit of the data (Field, 2005). Extracting 1 factor explained only 29.64% of the variance, which is clearly not sufficient. Furthermore in this model, nine variables loaded at less than 0.4 (Brace et al., 2006). Thus the solution decided upon was for five factors.

Scree Plot

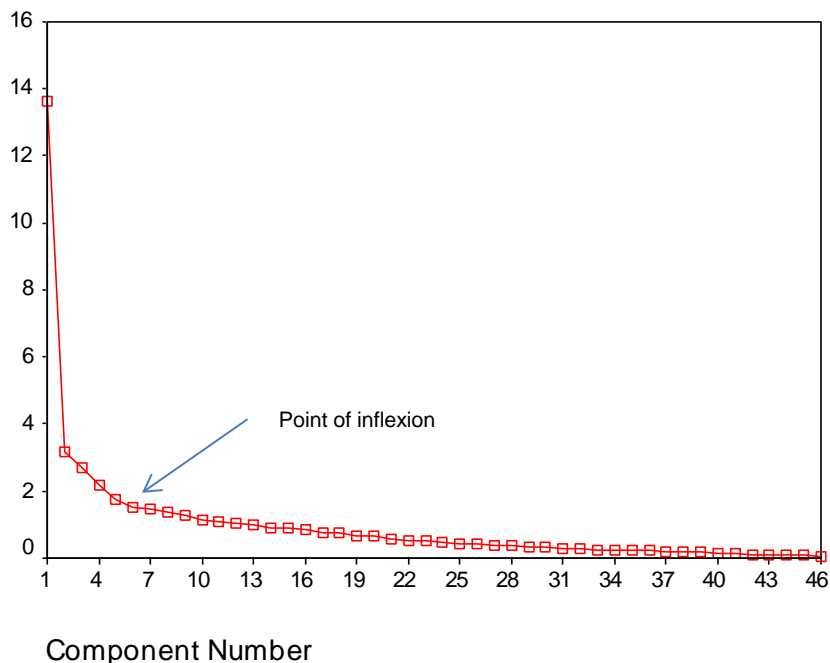


Figure E-1 Scree plot of eigenvalues and components for whole questionnaire Q#1 (excluding the task value variables).

Table E-9 Principal components analysis of whole questionnaire Q# 1 (Oct 09)  
(excluding L2 reading task value variables): total variance explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	13.634	29.640	29.640	13.634	29.640	29.640	7.189	15.628	15.628
2	3.170	6.891	36.531	3.170	6.891	36.531	4.759	10.346	25.975
3	2.681	5.828	42.359	2.681	5.828	42.359	4.340	9.434	35.409
4	2.194	4.769	47.128	2.194	4.769	47.128	4.306	9.361	44.770
5	1.752	3.810	50.938	1.752	3.810	50.938	2.837	6.168	50.938

Extraction Method: Principal Component Analysis.

Table E-10 Principal components analysis of whole questionnaire Q# 1 (Oct 09) (excluding task value variables): rotated component matrix showing factor loadings.

Scale	Items	Components				
		1	2	3	4	5
L2RSC	19. affect (intrinsic) I like reading about my subject in English.	.778				
L2RSC	8. comp (task easiness) I like reading long texts in English.	.723				
L2RSC	30. affect (intrinsic) I like reading newspapers or magazines in English	.702				
L2RSC	5. affect (behaviour) I often read English texts in my free time.	.676				
L2RSC	3. affect (intrinsic) I like doing vocabulary exercises.	.627				
L2RSC	6. comp (pos self eval) I am good at remembering English words.	.603		.365		
LSC	13. I have a good vocabulary	.578		.366		
L2RSC	10. affect (neg affect) I find reading in English boring*.	.570	.474			
L2RSC	29. comp (pos comp) I can understand at least 95% of each English text that I read	.558			.486	
L2RSC	17. affect (intrinsic) I enjoy lessons in reading in English.	.548				
L2RSC	4. comp (task easiness) Reading in English is easy for me.	.544			.494	.308
L2RSC	2. affect (pos affect) I feel good when I am reading in English.	.542			.502	
L2RSC	24. comp (pos comp) I can work out the meaning of difficult sentences.	.475			.408	.306
LSC	4. I usually think carefully about an assignment before starting it	.431				
L2RSC	11. diff (task difficulty) Guessing the meaning of new words is difficult for me.*		.628			
L2RSC	25. affect (behaviour) I do as little reading in English as possible.*	.398	.609			
LSC	16. I find some aspects of my academic work very difficult*		.588			
L2RSC	18. diff (task difficulty) It is hard for me to understand the English texts that I must read.*		.586		.456	
LSC	8. I get anxious when I am faced with new work*		.574	.324		
LSC	6. I need extra help with my work*		.559			
L2RSC	22. affect (neg affect) Reading in English makes me feel unhappy.*	.350	.557			
L2RSC	12. affect (behaviour) I read in English only if I have to.*	.382	.515			
L2RSC	13. diff (neg sc of comp) I make lots of mistakes when I read in English.*	.302	.489		.335	
L2RSC	15. diff (neg SC of comp) I feel stupid when I'm reading in English.*		.468			
L2RSC	31. affect (neg affect) Reading in English is hard work*.		.428		.307	
LSC	2. I enjoy problem-solving activities			.642		
LSC	19. I like using my brain			.625		
LSC	7. I like having challenging work to do			.624		
LSC	3. I usually feel confident that I can do new work			.599	.378	
LSC	9. I am capable of solving most of the problems that I am set			.586		
LSC	12. I'm not very good at solving problems*		.415	.525		
LSC	10. When I get stuck with my work, I can usually work out for myself what to do next			.522		
L2RSC	9. comp (pos comp) I can work out the meaning of new words without help from a dictionary or another person.		.353	.394	.304	
L2RSC	27. diff (self vs. others) The other students in my class read English better than me.*				.723	
L2RSC	7. diff (self vs others) The other students in my class read English faster than I do*.				.676	
L2RSC	26. comp (pos self eval) I can read well in English.	.465			.537	.314
L2RSC	20. comp (pos self eval) I read fast in English.	.458			.506	.344
LSC	5. I often make useful contributions to discussions			.321	.435	
L2RSC	1. comp (pos comp) I can work out the meaning of English texts.				.423	
LSC	1. I'm good at taking exams					.637
LSC	20. I've always found learning quite easy			.300		.556
LSC	17. I'm quite an intelligent person					.510
LSC	14. I often hurry my work without thinking about it a lot*			.339		-.488
LSC	15. I prefer being told what to do than having to work it out for myself*	.374				-.451
LSC	18. I know how to be a good learner	.365				.433
LSC	11. I don't have much difficulty in learning what I need to	.308	.331	.300		.372

Notes: Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.. Rotation converged in 12 iterations. Note that only those loadings above .3 are shown, as recommended by Kline (1994, p. 54); N=99

Table E-11 Decision-making process for L2RSC questionnaires principal components analyses

Although the number of participants was perhaps low at 81, Kline (1994) gives a ratio of 2:1 participants to variables as the minimum so that it was felt reasonably safe to continue. The L2 Reading task value items were omitted, leaving 26 items for this analysis.

Q#1 October

There were fairly large correlations in the correlation matrix, indicating that there was good 'factorability' (Brace et al., 2006, p. 313); other tests of factorability were also positive (a Bartlett's test of sphericity showed a probability of  $< 0.05$ , and a KMO measure of sampling adequacy gave a value of .882 (Brace et al., p. 318)). Of the communalities there was nothing less than .4 so that enough variance was explained by the analysis.

An initial PCA of the October data resulted in 5 components with eigenvalues greater than 1. This explained 66.16% of the variance, with 35% of non-redundant residuals greater than .05. Although extracting four components might have been indicated by the scree plot (see Figure E-2), it was decided to leave it at five in order to be able to make a comparison with the April wave

Q#2: April

There were fairly large correlations in the correlation matrix, indicating that there was good 'factorability' (Brace et al., 2006, p. 313); other tests of factorability were also positive (a Bartlett's test of sphericity showed a probability of  $< 0.05$ , and a KMO measure of sampling adequacy gave a value of .836 (Brace et al., p. 318)). Of the communalities the lowest figure was .51 so that enough variance was explained by the analysis

An initial PCA of the April data resulted in 6 factors with eigenvalues greater than 1 and explaining 66.72% of the variance, with 37% of non-redundant residuals greater than .05. Figure E-3 below gives the scree plot. However, to enable comparison with October a 5-factor solution was necessary. This gave 62.49% of variance explained, and 39% of non-redundant residuals greater than .05 (which was considered satisfactory).

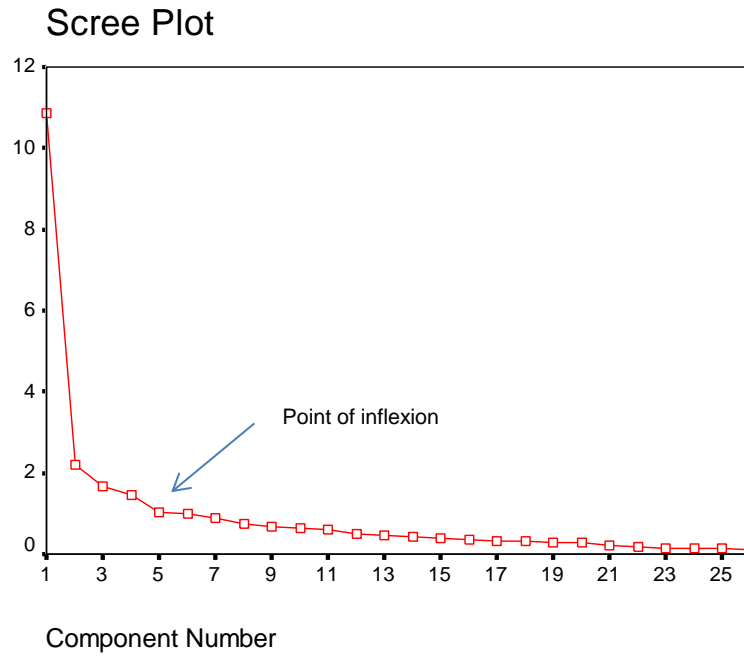


Figure E-2 Scree plot for principal components analysis of L2 reading self-concept scale for Q#1 (October 09) (without task value items) (n= 81)

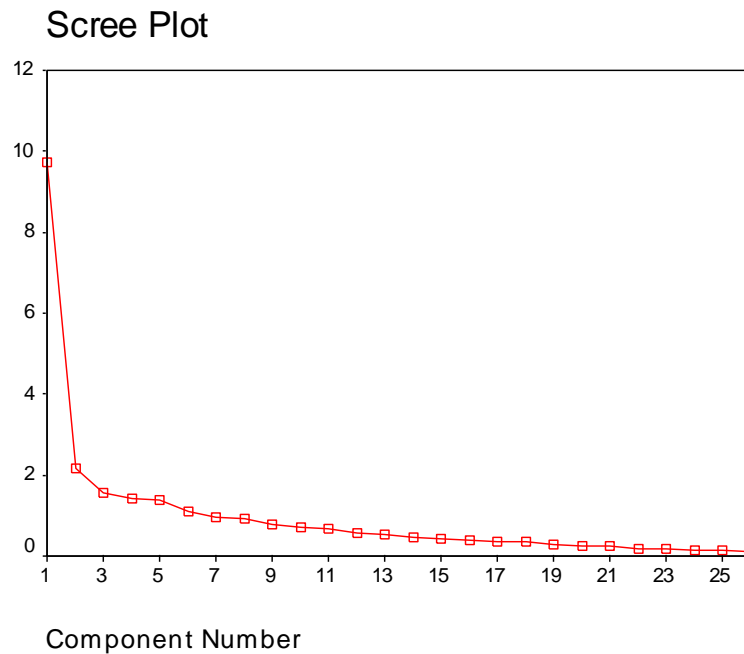


Figure E-3 Scree plot for principal components analysis of L2 reading self-concept scale for Q#2 (April 10) (without task value items) (n=81)

Table E-12 Paired samples t-tests for October and April mean scores on whole questionnaire, learning self-concept and L2 reading self-concept sections

	Paired Differences						t	df	Sig. (2-tailed)	Effect size (Cohen's d)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
				Lower	Upper					
Whole questionnaire #1 October (exc L2RTV variables) - whole questionnaire #2 for April (exc. L2RTV variables)	-.0691	.38051	.04228	-.1533	.0150	-1.635	80	.106		
Whole questionnaire #1 October (inc L2RTV variables) - whole questionnaire #2 for April (inc L2RTV variables)	-.0578	.35167	.03907	-.1355	.0200	-1.478	80	.143		
Reading self concept October #1 (inc L2RTV variables)- Reading self concept April #2 (inc L2RTV variables)	-.1009	.39743	.04416	-.1888	-.0130	-2.285	80	.025	0.19	
Reading self concept October #1(exc. L2RTV variables - Reading self concept April #2 (exc L2RTV variables)	-.1435	.44766	.04974	-.2425	-.0445	-2.885	80	.005	0.22	
Learning self concept October #1- Learning self concept April #2	.0094	.38016	.04224	-.0747	.0934	.222	80	.825		

Notes: N=81

Table E-13 Paired samples t-tests for October and April mean scores on L2 reading self-concept subscales

	Paired Differences						t	df	Sig. (2-tailed)	Effect size (Cohen's d)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
				Lower	Upper					
Oct competence - April competence	-.1804	.50350	.05594	-.2917	-.0691	-3.224	80	.002	0.253	
Oct affect - April affect	-.1126	.52849	.05872	-.2294	.0043	-1.917	80	.059		
Oct difficulty - April difficulty	-.1461	.68940	.07660	-.2985	.0063	-1.907	80	.060		

Notes: N=81

Table E-14 Wilcoxon matched pairs signed ranks test of the differences between students' October and April mean L2 reading task value scores

		N	Mean Rank	Sum of Ranks
Mean scores for April task value - mean scores for October task value	Negative Ranks	43 <sup>a</sup>	36.88	1586.00
	Positive Ranks	25 <sup>b</sup>	30.40	760.00
	Ties	13 <sup>c</sup>		
	Total	81		

a mean scores for task value for April < mean score for task value for October

b mean scores for task value for April > mean score for task value for October

c mean score for task value for October = mean scores for task value for April

Table E-15 Significance

	mean scores for April reading task value - mean scores for October reading task value
Z	-2.540 <sup>a</sup>
Asymp. Sig. (2-tailed)	.011

Notes: a Based on positive ranks.

Table E-16 Perception of competence variables: descriptive statistics for Q#1 (October 09)

	1. comp (pos comp) I can work out the meaning of English texts.	4. comp (task easiness) Reading in English is easy for me.	6. comp (pos self eval) I am good at remembering English words.	8. comp (task easiness) I like reading long texts in English.	9. comp (pos comp) I can work out the meaning of new words without help from a dictionary or another person.	20. comp (pos self eval) I read fast in English.	24. comp (pos comp) I can work out the meaning of difficult sentences.	26. comp (pos self eval) I can read well in English.	29. comp (pos comp) I can understand at least 95% of each English text that I read
Mean	3.72	3.06	3.06	2.61	2.93	2.94	3.27	3.26	3.05
Std. Error of Mean	0.09	0.11	0.12	0.12	0.11	0.12	0.10	0.11	0.11
Median	4	3	3	3	3	3	3	3	3
Mode	4	2	4	3	3	2	3	3	3
Std. Deviation	0.79	1.00	1.12	1.11	0.99	1.049	0.91	0.96	1.026
Variance	0.636	1.01	1.26	1.23	0.97	1.08	0.83	0.92	1.05
Skewness	-0.21	0.18	-0.29	0.25	-0.01	-0.01	0.15	-0.02	0.04
Std. Error of Skewness	0.27	0.27	0.27	0.27	0.27	0.27	0.27	0.27	0.27
Kurtosis	-0.31	-0.84	-0.88	-0.61	0.03	-0.77	-0.33	-0.4	-0.64
Std. Error of Kurtosis	0.53	0.53	0.53	0.53	0.53	0.53	0.53	0.53	0.53
Range	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Minimum	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Sum	301	248	248	209	237	238	265	264	247

N=81, missing = 0; non-normal distribution in all cases (Kolmogorov-smirnov)



Table E-17 Affect variables: descriptive statistics for Q#1 (October 09)

	2. affect (pos affect) I feel good when I am reading in English.	3. affect (intrinsic) I like doing vocabulary exercises.	5. affect (behaviour) I often read English texts in my free time.	10. affect (neg affect) I find reading in English boring*.	12. affect (behaviour) I read in English only if I have to.*	17. affect (intrinsic) I enjoy lessons in reading in English.	19. affect (intrinsic) I like reading about my subject in English.	22. affect (neg affect) Reading in English makes me feel unhappy.*	25. affect (behaviour) I do as little reading in English as possible.*	30. affect (intrinsic) I like reading newspapers or magazines in English	31. affect (neg affect) Reading in English is hard work*.
Mean	3.44	3.26	3.05	3.70	3.44	4.07	3.83	4.07	3.63#	3.44	3.02
Std. Error of Mean	0.12	0.12	0.13	0.12	0.14	0.11	0.11	0.10	0.13	0.13	0.13
Median	3	3	3	4	4	4	4	4	4	3	3
Mode	3	2	3	4	4	5	4	5	4	3	3
Std. Deviation	1.07	1.12	1.16	1.11	1.29	0.96	0.99	0.93	1.18	1.16	1.17
Variance	1.15	1.24	1.35	1.24	1.65	0.92	0.97	0.87	1.40	1.35	1.37
Skewness	-0.04	0.08	-0.05	-0.45	-0.49	-0.85	-0.29	-0.52	-0.49	-0.21	-0.14
Std. Error of Skewness	0.27	0.27	0.27	0.27	0.27	0.27	0.27	0.27	0.27	0.27	0.27
Kurtosis	-1.01	-1.06	-0.80	-0.71	-0.86	0.21	-1.01	-0.88	-0.67	-0.8	-0.78
Std. Error of Kurtosis	0.53	0.53	0.53	0.53	0.53	0.53	0.53	0.53	0.53	0.53	0.53
Range	4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00	4.00	4.00
Minimum	1.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Sum	279	264	247	300	279	330	310	330	290	279	245

N=81, missing = 0; except # = N=80, missing = 1; non-normal distribution in all cases (Kolmogorov-smirnov)

Table E-18 Perception of difficulty variables: descriptive statistics for Q#1 (October 09)

	7. diff (self vs others) The other students in my class read English faster than I do*.	11. diff (task difficulty) Guessing the meaning of new words is difficult for me.*	13. diff (neg sc of comp) I make lots of mistakes when I read in English.*	15. diff (neg SC of comp) I feel stupid when I'm reading in English.*	18. diff (task difficulty) It is hard for me to understand the English texts that I must read.*	27. diff (self vs. others) The other students in my class read English better than me.*
Mean	2.88	3.10	3.25	4.02	3.28	2.88
Std. Error of Mean	0.11	0.11	0.11	0.13	0.12	0.11
Median	3	3	3	4	3	3
Mode	3	3	3	5	3	3
Std. Deviation	0.99	0.98	1.01	1.14	1.04	1.01
Variance	0.99	0.97	1.01	1.3	1.08	1.01
Skewness	0.02	-0.04	-0.29	-0.98	0.02	0.03
Std. Error of Skewness	0.27	0.27	0.27	0.27	0.27	0.27
Kurtosis	-0.26	0.05	-0.03	0.1	-0.75	-0.37
Std. Error of Kurtosis	0.53	0.53	0.53	0.53	0.53	0.53
Range	4.00	4.00	4.00	4.00	4.00	4.00
Minimum	1.00	1.00	1.00	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	5.00	5.00	5.00
Sum	233	251	263	326	266	233

N=81, missing = 0; non-normal distribution in all cases (Kolmogorov-smirnov)

Table E-19 L2 reading task value variables: descriptive statistics for Q#1 (October 09)

	Oct 14. (usefulness) I will need to read English in the future.	Oct 16. (desire) I want to be a good reader in English.	Oct 21. (desire) I want to get better at reading in English.	Oct 23. (absolute importance) Reading English is important for me.	Oct 28. (relative importance) Other English language skills are more important for me than reading.*
Mean	4.54	4.80#	4.89	4.88	3.27
Std. Error of Mean	0.09	0.06	0.04	0.04	0.11
Median	5	5	5	5	3
Mode	5	5	5	5	3
Std. Deviation	0.82	0.56	0.32	0.37	0.99
Variance	0.68	0.31	0.10	0.14	0.98
Skewness	-2.42	-3.14	-2.52	-3.08	-0.02
Std. Error of Skewness	0.27	0.27	0.27	0.27	0.27
Kurtosis	7.13	10.18	4.47	9.64	-0.53
Std. Error of Kurtosis	0.53	0.53	0.53	0.53	0.53
Range	4.00	3.00	1.00	2.00	4.00
Minimum	1.00	2.00	4.00	3.00	1.00
Maximum	5.00	5.00	5.00	5.00	5.00
Sum	368	384	396	395	265
Kolmogorov-Smirnov normal distribution?	NO	NO	NO	NO	NO

N=81, missing = 0, except # = N=80, missing = 1; non-normal distribution in all cases (Kolmogorov-smirnov)

Table E-20 Perception of competence variables: descriptive statistics for Q#2 (April 10)

	1. comp (pos comp) I can work out the meaning of English texts .	4. comp (task easiness) Reading in English is easy for me.	6. comp (pos self eval) I am good at remembering English words.	8. comp (task easiness) I like reading long texts in English.	9. comp (pos comp) I can work out the meaning of new words without help from a dictionary or another person.	20. comp (pos self eval) I read fast in English.	24. comp (pos comp) I can work out the meaning of difficult sentences.	26. comp (pos self eval) I can read well in English.	29. comp (pos comp) I can understand at least 95% of each English text that I read
Mean	3.77	3.31	3.04	2.84	3.19	3.05	3.33	3.60	3.41
Std. Error of Mean	0.08	0.10	0.13	0.12	0.11	0.11	0.10	0.10	0.12
Median	4	3	3	3	3	3	3	4	3
Mode	4	3	3	3	3	3	3	3	3
Std. Deviation	0.76	0.90	1.18	1.07	0.96	1.01	0.89	0.93	1.08
Variance	0.58	0.82	1.37	1.14	0.93	1.02	0.80	0.87	1.17
Skewness	-0.27	0.07	0.02	0.14	-0.38	-0.10	-0.50	0.02	-0.03
Std. Error of Skewness	0.27	0.27	0.27	0.27	0.27	0.27	0.27	0.27	0.27
Kurtosis	-0.14	-0.33	-0.83	-0.58	0.04	-0.51	0.31	-0.88	-0.83
Std. Error of Kurtosis	0.53	0.53	0.53	0.53	0.53	0.53	0.53	0.53	0.53
Range	3	4	4	4	4	4	4	3	4
Minimum	2	1	1	1	1	1	1	2	1
Maximum	5	5	5	5	5	5	5	5	5
Sum	305	268	246	230	258	247	270	292	276

N=81, missing = 0; non-normal distribution in all cases (Kolmogorov-smirnov)

Table E-21 Affect variables: descriptive statistics for Q#2 (April 10)

	2. affect (pos affect) I feel good when I am reading in English	3. affect (intrinsic) I like doing vocabulary exercises	5. affect (behaviour) I often read English texts in my free time	10. affect (neg affect) I find reading in English boring*	12. affect (behaviour) I read in English only if I have to.*	17. affect (intrinsic) I enjoy lessons in reading in English.	19. affect (intrinsic) I like reading about my subject in English.	22. affect (neg affect) Reading in English makes me feel unhappy.*	25. affect (behaviour) I do as little reading in English as possible.*	30. affect (intrinsic) I like reading newspapers or magazines in English.	31. affect (neg affect) Reading in English is hard work*.
Mean	3.64	3.38	3.36	3.72	3.60	4.04	3.90	3.99	3.93#	3.49	3.16
Std. Error of Mean	0.10	0.12	0.12	0.11	0.12	0.10	0.09	0.10	0.11	0.13	0.13
Median	4	3	3	4	4	4	4	4	4	3	3
Mode	4	4	3	4	4	5	4	5	4	3	3
Std. Deviation	0.93	1.09	1.11	0.97	1.07	0.94	0.85	0.93	0.97	1.16	1.18
Variance	0.86	1.19	1.23	0.93	1.14	0.89	0.72	0.86	0.93	1.35	1.39
Skewness	-0.09	-0.28	0.03	-0.34	-0.53	-0.72	-0.19	-0.46	-0.80	-0.13	0.01
Std. Error of Skewness	0.27	0.27	0.27	0.27	0.27	0.27	0.27	0.27	0.27	0.27	0.27
Kurtosis	-0.83	-0.55	-0.96	-0.42	-0.30	0.07	-0.82	-0.81	0.21	-1.11	-0.85
Std. Error of Kurtosis	0.53	0.53	0.53	0.53	0.53	0.53	0.53	0.53	0.53	0.53	0.53
Range	3	4	4	4	4	4	3	3	4	4	4
Minimum	2	1	1	1	1	1	2	2	1	1	1
Maximum	5	5	5	5	5	5	5	5	5	5	5
Sum	295	274	272	301	292	327	316	323	314	283	256

N=81, missing = 0; except # = N=80, missing = 1; non-normal distribution in all cases (Kolmogorov-smirnov)

Table E-22 Perception of difficulty variables: descriptive statistics for Q#2 (April 10)

	7. diff (self vs others) The other students in my class read English faster than I do*.	11. diff (task difficulty) Guessing the meaning of new words is difficult for me.*	13. diff (neg sc of comp) make lots of mistakes when I read in English.*	15. diff (neg SC of comp) I feel stupid when I'm reading in English.*	18. diff (task difficulty) It is hard for me to understand the English texts that I must read.*	27. diff (self vs. others) The other students in my class read English better than me.*
Mean	2.83	3.26	3.64	4.22	3.49	2.84
Std. Error of Mean	0.12	0.11	0.10	0.11	0.10	0.12
Median	3	3	4	4	4	3
Mode	3	3	4	5	4	3
Std. Deviation	1.08	1.03	0.87	0.95	0.92	1.08
Variance	1.17	1.07	0.76	0.90	0.85	1.16
Skewness	-0.13	-0.2	-0.16	-1.36	-0.18	-0.04
Std. Error of Skewness	0.27	0.27	0.27	0.27	0.27	0.27
Kurtosis	-0.77	-0.41	-0.6	1.93	-0.36	-0.66
Std. Error of Kurtosis	0.53	0.53	0.53	0.53	0.53	0.53
Range	4	4	3	4	4	4
Minimum	1	1	2	1	1	1
Maximum	5	5	5	5	5	5
Sum	229	264	295	342	283	230

N=81, missing = 0; non-normal distribution in all cases (Kolmogorov-smirnov)

Table E-23 L2 reading task value variables: descriptive statistics for Q#2 (April 10)

	Apr 14. (usefulness) I will need to read English in the future	Apr 16. (desire) I want to be a good reader in English	Apr 21. (desire) I want to get better at reading in English	Apr 23. (absolute importance) Reading English is important for me	Apr 28. (relative importance) Other English language skills are more important for me than reading.*
Mean	4.35#	4.75	4.79	4.75	3.12
Std. Error of Mean	0.11	0.06	0.05	0.05	0.12
Median	5	5	5	5	3
Mode	5	5	5	5	3
Std. Deviation	0.97	0.56	0.44	0.43	1.11
Variance	0.94	0.31	0.19	0.19	1.24
Skewness	-1.79	-2.65	-1.9	-1.2	-0.03
Std. Error of Skewness	0.27	0.27	0.27	0.27	0.27
Kurtosis	3.01	7.97	2.77	-0.58	-0.60
Std. Error of Kurtosis	0.53	0.53	0.53	0.53	0.53
Range	4	3	2	1	4
Minimum	1	2	3	4	1
Maximum	5	5	5	5	5
Sum	348	385	388	385	253

N=81, missing = 0, except # = N=80, missing = 1; non-normal distribution in all cases (Kolmogorov-smirnov)

Table E-24 Wilcoxon signed ranks test of the difference between the scores in April and October for L2RSC item 4

**Hypothesis Test Summary**

	<b>Null Hypothesis</b>	<b>Test</b>	<b>Sig.</b>	<b>Decision</b>
<b>1</b>	The median of differences between 4. comp (task easiness) Reading in English is easy for me. and 4. comp (task easiness) Reading in English is easy for me.(April) equals 0.	Related-Samples Wilcoxon Signed Ranks Test	.009	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

(n=81)



Table E-25 Learning self-concept variable mean scores in April and October and differences between them (variables 1-12)

	1. I'm good at taking exams	2. I enjoy problem-solving activities	3. I usually feel confident that I can do new work	4. I usually think carefully about an assignment before starting it	5. I often make useful contributions to discussions	6. I need extra help with my work*	7. I like having challenging work to do	8. I get anxious when I am faced with new work*	9. I am capable of solving most of the problems that I am set to do next	10. When I get stuck with my work, I can usually work out for myself what to do next	11. I don't have much difficulty in learning what I need to	12. I'm not very good at solving problems*
Oct mean variable score	3.12	3.86	3.78	3.99	3.57	2.77	3.91	2.90	3.78	3.59	3.47	3.59
April mean variable score	3.12	3.77	3.68	4.19	3.85	2.77	3.81	3.06	3.67	3.65	3.44	3.65
April minus Oct	0.00	-0.09	-0.10	0.20	0.28*	0.00	-0.10	0.16	-0.11	0.06	-0.03	0.06
Movement	same	down	down	up	up	same	down	up	down	up	down	up

Notes: all variables N=81, missing = 0; \*= significant difference

Table E-26 Learning self-concept variable mean scores in April and October and differences between them (variables 13-20)

	13. I have a good vocabulary	14. I often hurry my work without thinking about it a lot*	15. I prefer being told what to do than having to work it out for myself*	16. I find some aspects of my academic work very difficult*	17. I'm quite an intelligent person	18. I know how to be a good learner	19. I like using my brain	20. I've always found learning quite easy
Oct mean variable score	2.68	3.46	3.22	2.81	3.59	3.81	4.27	3.15
April mean variable score	2.73	3.65	3.04	2.68	3.49	3.79	4.21	2.89
April minus Oct	0.05	0.19	-0.18	-0.13	-0.10	-0.02	-0.06	-0.26*
Movement	up	up	down	down	down	down	down	down

Notes: all variables N=81, missing = 0; \*= significant difference

Table E-27 Assessment scores: descriptives for those students who completed both questionnaires

	Placement test score (Oct 09)	Reading test score (Oct 09)	Formative mark for reading (Jan 10)	Formative overall mark for English (Jan 10)	HR mark (Feb 10)	Finance mark (Feb 10)	Marketing case study mark (March 10)	Mark for reading (before resits) (May 10)	mark for reading (after resits) (June 10)	Final Overall mark for English (June 10)	Subject mark (June 10)	overall mark for programme (June 10)
Valid N	81	79	81	81	80	81	81	79	79	79	76	76
Missing	0	2	0	0	1	0	0	2	2	2	5	5
Mean	59.01	43.89	67.07	63.17	69.84	62.42	60.65	67.87	68.18	67.73	64.20	66.05
Std. Error of Mean	1.277	1.383	0.792	0.687	0.811	0.961	1.364	0.827	0.790	0.585	0.563	0.634
Median	58.50	43.00	66.50	63.00	68.00	64.00	62.00	67.00	67.00	67.00	65.00	67.00
Mode	48.0	32	65.00	62.00	65.00	61.00	64.00	67.00	67.00	66.00	68.00	70.00
Std. Deviation	11.490	12.294	7.128	6.182	7.254	8.651	12.273	7.347	7.020	5.198	4.904	5.523
Variance	132.018	151.154	50.813	38.211	52.619	74.847	150.629	53.984	49.276	27.018	24.054	30.504
Skewness	.488	.447	-.302	.050	.430	-1.405	-.741	-.728	-.769	.133	-.899	-.774
Std. Error of Skewness	.267	.271	.267	.267	.269	.267	.267	.271	.271	.271	.276	.276
Kurtosis	-.129	-.613	.331	.091	1.119	4.394	.365	2.464	3.261	.036	1.178	1.130
Std. Error of Kurtosis	.529	.535	.529	.529	.532	.529	.529	.535	.535	.535	.545	.545
Range	51.0	48	36.50	31.00	41.00	56.00	57.00	45.00	45.00	28.00	25.00	30.00
Minimum	36.5	22	46.00	47.00	48.00	23.00	22.00	38.00	38.00	54.00	49.00	46.00
Maximum	87.5	70	82.50	78.00	89.00	79.00	79.00	83.00	83.00	82.00	74.00	76.00
Kolmogorov-smirnov = normal distribution?	NO	YES	YES	YES	NO	NO	YES	YES	NO	YES	NO	NO

Table E-28 Non-parametric correlations (Kendall's tau\_b) between assessment scores for students who completed both questionnaires.

	Placement test score (Oct)	Reading test score (Oct)	Formative mark for reading (Jan 10)	Formative overall mark for English (Jan 10)	Finance mark (Feb 10)	HR mark (Feb 10)	Marketing case study mark (March 10)	Mark for summative reading (before resits)	Mark for summative reading (after resits)	Final Overall mark for English (May 10)
Reading test score (Oct)	.539~									
Formative mark for reading (Jan 10)	.309+	.430~								
Formative overall mark for English (Jan 10)	.478+	.579~								
Finance mark (Feb 10)	.187+ *	.271~	.416+	.473+						
HR mark (Feb 10)	.201^ *	.284 <sup>D</sup>	.270^	.305^	.331^					
Marketing case study mark (march 10)	.207+	.239~	.393+	.403+	.484+	.282^				
Mark for summative reading (before resits)	.345~	.401 <sup>C</sup>	.409~	.458~	.345~	.299 <sup>D</sup>	.344~			
Mark for summative reading (after resits)	.335~	.394 <sup>C</sup>	.386~	.433~	.338~	.315 <sup>D</sup>	.338~			
Final Overall mark for English (May 10)	.589~	.622 <sup>C</sup>	.524~	.696~	.429~	.381 <sup>D</sup>	.431~		~	
Subject mark	.320 <sup>B</sup>	.317 <sup>A</sup>	.485 <sup>B</sup>	.436 <sup>B</sup>	.			.414 <sup>B</sup>	.410 <sup>B</sup>	.553 <sup>B</sup>
Overall mark for programme	.447 <sup>B</sup>	.448 <sup>A</sup>	.516 <sup>B</sup>	.564 <sup>B</sup>						

Notes: 1. All correlations significant at the .01 level (2-tailed); except for \* = significant at the .05 level (2-tailed).

2. <sup>A</sup> N= 74; <sup>B</sup> N=76; <sup>C</sup> N=77; <sup>D</sup> N= 78; ~N=79, ^N=80; +N=81

3. Correlations are not given in some cases where overall scores include other test scores in the table.

Table E-29 Correlations (Kendall's Tau) of L2 Reading task value mean scores with assessment data for October and April

	Students' mean score for L2 Reading task value (October)	Students' mean score for L2 Reading task value (April)
Placement test score (Oct 09)	.105	.022
Reading test score (Oct 09)	.049~	.032~
Formative mark for reading (Jan 10)	-.080	.026
Formative overall mark for English (Jan 10)	-.083	.001
HR mark before resubmissions (Feb 10)	-.123 <sup>^</sup>	.082 <sup>^</sup>
Finance mark before resits (Feb 10)	-.111	-.006
Marketing case study mark (march 10)	-.116	.067
Final Overall mark for English (May 10)	.018~	.053~
Mark for reading (before resits)	.027~	.039~
Mark for reading (after resits)	.025~	.053~
Subject mark	-.083 <sup>B</sup>	.064 <sup>B</sup>
Overall mark for programme	-.045 <sup>B</sup>	.085 <sup>B</sup>

Notes: N = 81, except for: <sup>B</sup> N=76, ~ N = 79, <sup>^</sup>N=80

## Appendix F Qualitative data summaries and tables

Table F-1 Biographical information on final selection of interviewees for data analysis

Student pseudonym (& abbreviation)	English language group	q'aire #1 idno	Domicile	Language(s)	gender	age	UG degree	Degree subject	date of last English course (if known)	Progressed to masters?
IGOR (IG)	F (higher)	81	Russia	Russian	M	25	Specialist Diploma (1991-)			Yes
ANASTASIA (AN)	F (higher)	82	Russia	Russian	F	22	Specialist Diploma (1991-)	maths & cybernetics		Yes
ALEXEI (AL)	F (higher)	85	Russia	Russian	M	21	Bakalavr (1991-)	IT		Yes
NADIA (NA)	G (lower)	89	Saudi Arabia	Arabic	F	25	Other Qualification		Pre-Masters English - July Start - 1 Term Sep-09	No
VINCENT (VC)	G (lower)	92	Taiwan	Taiwanese	M	25	Bachelor Degree			Yes
EMILY (EM)	G (lower)	97	Vietnam	Vietnamese	F	25	Bachelor Degree / Bang tot nghiep dai hoc	Business Administration		Yes
ERIC (ER)	G (lower)	100	China	Chinese	M	24	Undergraduate programme - 4 year certificate (China)			Yes
WILLIAM (WI)	G (lower)	101	China	Chinese	M	22	Other Qualification	electronic business	Academic English Summer School - July - 10 Weeks – Sept 09	No
ZAC (ZA)	G (lower)	103	China	Chinese	M	24	Undergraduate programme - 4 year certificate (China)		Arr. Jan 09 Essential English; progressed to Pre-Masters English by July 09. To GDip Sep-09	No

Table F-2 English level on entry to Graduate Diploma

Student	English group	Pre-arrival test	Grade	Centre placement test Sept 09	Centre reading test	Reading grade
Anastasia	higher	Oxford Placement test overall/writing	167/5	86.5	68	X
Alexei	higher	IELTS overall/ reading	Overall 7 (reading 6.5;listening 7.5; writing 6; speaking 7)	74.5	54	B
Igor	higher	Oxford Placement test	166/5	75	48	B
Emily	lower	Not available	-	63.5	48	B
Eric	lower	IELTS overall/ reading	Overall 6 (reading 6.5;listening 6; writing 6; speaking 5.5)	61	50	B
Vincent	lower	Not available	-	59	36	C
Nadia	lower	Not available	-	59*	29	D
William	lower	Not available	-	61*	43	C
Zac	lower	Oxford Placement test (2008) Centre Placement test Jan 09	163/6 (= IELTS 5.5-6.0 equivalent) 35%	60*	32	D

\*These scores were the results of the preceding course in English for postgraduate study at INTO

Table F-3 Questionnaire #1 learning self-concept and L2 reading self-concept mean scores for interviewees

Language level	student	LSC	RSC overall with RTV variables	RSC overall without RTV variables	Perception of competence	Affect	Perception of difficulty	Reading task value
high	Anastasia	3.55	4.23	4.19	3.89	4.45	4.17	4.4
	Alexei	3.55	3.1	2.85	2.78	2.55	3.5	4.4
	Igor	4.05	4.03	3.96	3.89	4.27	3.5	4.4
low	Emily	3.25	3.1	2.77	2.56	2.73	3.17	4.8
	Eric	3.9	3.42	3.27	2.78	3.82	3	4.2
	Nadia	3.47	4.21	4.12	3.89	4.5	3.83	4.75
	Vincent	3.3	3.1	2.77	2.67	2.91	2.67	4.8
	William	3.7	2.87	2.54	2.33	2.55	2.83	4.6
	Zac	2.75	2.19	1.65	1.33	2.09	1.33	5
Overall means		3.0	3.36	3.12	2.90	3.32	3.11	4.59

Table F-4 Questionnaire #2 learning self-concept and L2 reading self-concept mean scores for interviewees

Language level	student	LSC	RSC overall with RTV variables	RSC overall without RTV variables	Perception of competence	Affect	Perception of difficulty	Reading task value
high	Anastasia	3.75	4.39	4.38	4.33	4.64	4	4.4
	Alexei*	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Igor	4.45	4.52	4.46	4.56	4.64	4	4.8
low	Emily	3.45	3.68	3.42	3.33	3.27	3.83	5
	Eric	3.75	3.74	3.58	3.11	4.09	3.33	4.6
	Nadia	3.7	4.48	4.42	4.44	4.55	4.17	4.8
	Vincent	3.25	3.68	3.5	3.11	3.82	3.5	4.6
	William	3.25	2.74	2.5	2.56	2.36	2.67	4
	Zac	2.8	2.58	2.12	1.89	2.55	1.67	5
Overall means		3.55	3.73	3.55	3.42	3.74	3.40	4.65

\*Note: Alexei did not complete Q#2



Table F-5 Differences between mean scores in L2 reading self-concept Q#1 and Q#2

Language level	Student	LSC#2-LSC#1	RSC#2 (inc. RTV) -RSC#1 (inc. TV)	RSC#2 (exc. RTV) -RSC #1 (exc. RTV)	comp#2-comp#1	affect #2-affect#1	diff#2 - diff#1	RTV#2-RTV#1
high	Anastasia	0.2	0.16	0.19	0.44	0.19	-0.17	0
	Alexei*	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Igor	0.4	0.49	0.5	0.67	0.37	0.5	0.4
low	Emily	0.2	0.58	0.65	0.77	0.54	0.66	0.2
	Eric	-0.15	0.32	0.31	0.33	0.27	0.33	0.4
	Nadia	0.23	0.27	0.3	0.55	0.05	0.34	0.05
	Vincent	-0.05	0.58	0.73	0.44	0.91	0.83	-0.2
	William	-0.45	-0.13	-0.04	0.23	-0.19	-0.16	-0.6
	Zac	0.05	0.39	0.46	0.56	0.46	0.34	0
Overall means		0.05	0.33	0.39	0.50	0.33	0.33	0.03

\*Note: Alexei did not complete Q#2

Table F-6 Mean scores on perception of reading competence measures in October and April with English level, progression/non-progression to masters, and type of competence perception (R-comp)

English Level	Student	Q#1 October: mean perception of competence score	Q#2 April: mean perception of competence score	competence perception (R-comp) type
High (progression)	Anastasia	3.89	4.33	High-high
	Igor	3.89	4.56	High-high
	Alexei	2.78	n/a*	Low-high
Low (progression)	Emily	2.56	3.33	Low-high
	Eric	2.78	3.11	Low-high
	Vincent	2.67	3.11	Low-high
Low (non-progression)	Nadia	3.89	4.44	High-high
	William	2.33	2.56	Low-low
	Zac	1.33	1.89	Low-low

\*Note: although Alexei did not complete Q#2, it was deduced from his interviews that he had a positive self-perception of reading competence.

Table F-7 Students' mean perception of competence scores grouped according to perception of competence (R-comp) and English level

Group	Student	Q#1 October	Q#2 April
High →high R-comp +High English	Anastasia	3.89	4.33
	Igor	3.89	4.56
High →high R-comp +Low English	Nadia	3.89	4.44
Low →high R-comp + High English	Alexei	2.78	n/a*
Low →high R-comp + Low English	Emily	2.56	3.33
	Eric	2.78	3.11
	Vincent	2.67	3.11
Low →low R-comp + Low English	William	2.33	2.56
	Zac	1.33	1.89

\*Note: although Alexei did not complete Q#2, it was deduced from his interviews that he had a positive self-perception of reading competence.

Table F-8 Students' mean affect scores grouped according to perception of competence (R-comp) and English level

Group	Student	Q#1 October	Q#2 April
High →high R-comp +High English	Anastasia	4.45	4.64
	Igor	4.27	4.64
High →high R-comp +Low English	Nadia	4.5	4.55
Low →high R-comp + High English	Alexei*	2.55	n/a
Low →high R-comp + Low English	Emily	2.73	3.27
	Eric	3.82	4.09
	Vincent	2.91	3.82
Low →low R-comp + Low English	William	2.55	2.36
	Zac	2.09	2.55

\*Note: Alexei did not complete Q#2.

Table F-9 Students' mean perception of difficulty scores grouped according to perception of competence (R-comp) and English level

Group	Student	Q#1 October	Q#2 April
High →high R-comp +High English	Anastasia	4.17	4
	Igor	3.5	4
High →high R-comp +Low English	Nadia	3.83	4.17
Low →high R-comp + High English	Alexei*	3.5	n/a
Low →high R-comp + Low English	Emily	3.17	3.83
	Eric	3.0	3.33
	Vincent	2.67	3.5
Low →low R-comp + Low English	William	2.83	2.67
	Zac	1.33	1.67

\*Note: Alexei did not complete Q#2.

Table F-10 Challenges: texts read + ease/difficulty (high English group by perception of competence and term)

		High-high R-comp (AN, IG)	Low-high R-comp (AL)
T1	Easy Texts		<ul style="list-style-type: none"> <li>• Class texts (AL)</li> </ul>
	Hard texts	<ul style="list-style-type: none"> <li>• Fiction, literature (AN)</li> </ul>	<ul style="list-style-type: none"> <li>• Economist (AL)</li> <li>• Financial Times (AL)</li> </ul>
	Other texts	<ul style="list-style-type: none"> <li>• Newspapers (AN)</li> <li>• Magazines (AN)</li> <li>• Internet (AN)</li> <li>• Business texts (AN)</li> <li>• Literature (IG)</li> </ul>	
T2	Easy Texts	<ul style="list-style-type: none"> <li>• Academic business texts (AN)</li> <li>• Class texts (AN)</li> </ul>	
	Hard texts	<ul style="list-style-type: none"> <li>• "advanced" fiction (AN)</li> <li>• Science magazines (nano-technology, bacteria) (IG)</li> </ul>	<ul style="list-style-type: none"> <li>• "specific" literature (AL)</li> <li>• Finance journal articles (AL)</li> </ul>
	Other texts	<ul style="list-style-type: none"> <li>• Business news articles (AN)</li> <li>• L1 Academic business texts (AN)</li> <li>• News online, Newspapers (AN)</li> <li>• Fiction: Agatha Christie novel + CD (IG)</li> <li>• Book on oratory (IG)</li> <li>• Other L1 texts (IG)</li> <li>• Science fiction (IG)</li> </ul>	<ul style="list-style-type: none"> <li>• "normal literature" (AL)</li> <li>• Academic business texts (AL)</li> <li>• News online, Newspapers (AL)</li> </ul>
T3	Easy Texts	<ul style="list-style-type: none"> <li>• Class texts (AN)</li> </ul>	
	Hard texts		
	Other texts	<ul style="list-style-type: none"> <li>• Academic business texts (AN)</li> <li>• Biographies (AN)</li> <li>• Business books/magazines for pleasure (AN)</li> <li>• Internet articles (AN)</li> <li>• Extra material for assignments (IG)</li> </ul>	<ul style="list-style-type: none"> <li>• Business books/magazines for pleasure (AL)</li> <li>• Extra material for assignments (AL)</li> <li>• Newspapers (AL)</li> </ul>

Table F-11 Challenges: texts read + ease/difficulty (Low English group by perception of competence and term)

		Low-low R-comp (ZA & WI)	High-high R-comp (NA)	Low-high R-comp (EM, VC, ER)
T1	Easy Texts		<ul style="list-style-type: none"> <li>Some books (NA)</li> </ul>	<ul style="list-style-type: none"> <li>“short” articles (VC)</li> </ul>
	Hard texts	<ul style="list-style-type: none"> <li>Management books (WI, ZA)</li> </ul>	<ul style="list-style-type: none"> <li>Some books (NA)</li> <li>Management books (NA)</li> </ul>	<ul style="list-style-type: none"> <li>Long texts (VC)</li> </ul>
	Other texts			<ul style="list-style-type: none"> <li>Bloomberg (EM)</li> <li>BBC news online (EM)</li> <li>Business news (EM)</li> <li>Newspapers (ER)</li> </ul>
T2	Easy Texts			<ul style="list-style-type: none"> <li>Newspapers (EM)</li> <li>Short articles (EM)</li> <li>Story books (EM)</li> <li>University newspaper (EM)</li> </ul>
	Hard texts	<ul style="list-style-type: none"> <li>Academic business texts (ZA, WI)</li> <li>Class texts (ZA)</li> <li>Fiction: The Lovely Bones + CD; Harry Potter (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>Academic finance texts (NA)</li> <li>Financial Times (NA)</li> </ul>	<ul style="list-style-type: none"> <li>Academic finance texts EM, ER</li> <li>Class texts (ER)</li> <li>Economist (ER)</li> <li>Financial Times (EM)</li> </ul>
	Other texts	<ul style="list-style-type: none"> <li>L1 academic business texts (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>‘books’ (NA)</li> <li>Neuro-linguistic programming (NA)</li> <li>Newspapers (NA)</li> </ul>	<ul style="list-style-type: none"> <li>Class texts (EM, ER, VC)</li> <li>Academic business texts (EM, VC)</li> <li>Newspapers (EM, ER)</li> <li>Business news (EM)</li> <li>Local newspaper (ER)</li> <li>Movie subtitles (ER)</li> <li>News online (EM)</li> <li>Websites (ER)</li> <li>Business book for pleasure (VC)</li> </ul>
T3	Easy Texts		<ul style="list-style-type: none"> <li>“normal books” (NA)</li> </ul>	<ul style="list-style-type: none"> <li>Finance textbooks (ER)</li> <li>News articles (VC)</li> <li>Magazine articles (VC)</li> </ul>
	Hard texts		<ul style="list-style-type: none"> <li>Academic books (NA)</li> </ul>	<ul style="list-style-type: none"> <li>Reading class materials (ER)</li> </ul>
	Other texts	<ul style="list-style-type: none"> <li>Magazines (mobile phones, cars) (skimming) (WI)</li> <li>Internet (skimming) (WI)</li> <li>Class texts (ZA)</li> <li>Prepared texts for exams (ZA)</li> <li>Subtitles on TV (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>Newspapers (NA)</li> <li>Books (NA)</li> <li>Stories (from bookshop) (NA)</li> </ul>	<ul style="list-style-type: none"> <li>News online. (EM, VC)</li> <li>Newspapers (EM, VC)</li> <li>Business texts (EM, VC)</li> <li>Magazines (ER, VC)</li> <li>Masters course finance book (EM)</li> <li>Fiction: Jane Eyre (Study Centre) (EM)</li> <li>Online Economist (ER)</li> <li>What is in everyday life (ER)</li> </ul>

Table F-12 Challenges associated with reading tasks (high English group by perception of competence and term)

		High-high R-comp (AN, IG)	Low – high R-comp (AL)
T1	Reading for study	<ul style="list-style-type: none"> <li>Amount of reading for assignments (AN, IG)</li> </ul>	<ul style="list-style-type: none"> <li>Amount of reading for assignments (AL)</li> </ul>
	Reading skills/ processes	<ul style="list-style-type: none"> <li>Speed and efficiency (re. Amount of business reading) (AN)</li> <li>Need to reread an</li> </ul>	<ul style="list-style-type: none"> <li>Speed and efficiency (re. Amount of business reading) (AL)</li> <li>Understanding (AL)</li> <li>Concentration for &gt; 15 minutes (AL)</li> </ul>
	Language for reading	<ul style="list-style-type: none"> <li>Specialist vocabulary (AN)</li> <li>Vocabulary for finance (AN)</li> </ul>	<ul style="list-style-type: none"> <li>Specialist vocabulary (FT &amp; Economist) (AL)</li> <li>Vocabulary for finance (AL)</li> </ul>
T2	Reading for study	<ul style="list-style-type: none"> <li>Need to use a lot of sources (AN)</li> <li>Hard to read all the sources for assignments (AN)</li> <li>Need for extra reading for “critical thinking” for assignments (AN)</li> <li>Self-direction in location and selection of extra material (AN)</li> <li>Trying to improve time management - not procrastinating (AN)</li> <li>Thinking a lot (AN)</li> </ul>	<ul style="list-style-type: none"> <li>Journal content (AL)</li> <li>(need to) persevere with difficult material (AL)</li> </ul>
	Reading skills/ processes	<ul style="list-style-type: none"> <li>Speed and efficiency (re. Amount of business reading for assignments) (AN)</li> <li>Can't adopt speed reading techniques (AN)</li> <li>Background knowledge/concepts as a source of difficulty (IG)</li> </ul>	
	Language for reading	<ul style="list-style-type: none"> <li>Specialist vocabulary (science, fiction) (IG, AN)</li> </ul>	<ul style="list-style-type: none"> <li>Specialist vocabulary (AL)</li> </ul>
T3	Reading for study	<ul style="list-style-type: none"> <li>Organising time (AN)</li> </ul>	<ul style="list-style-type: none"> <li>Feeling under pressure (AL)</li> <li>Relate theory to own experience (AL)</li> <li>Self-direction in location and selection of extra material (AL)</li> </ul>
	Reading skills/ processes	<ul style="list-style-type: none"> <li>Rereading (AN)</li> <li>Speed – don't remember whole text – just bits (AN)</li> </ul>	
	Language for reading		

Table F-13 Challenges associated with reading tasks (low English group by R-comp and term)

	Tasks	Low-low R-comp (ZA & WI)	High-high R-comp (NA)	Low – high R-comp (EM, VC, ER)
T1	Reading for study	<ul style="list-style-type: none"> <li>Understanding management texts (ZA)</li> <li>No prior knowledge of business subjects (WI)</li> <li>Reading is not good enough for study (ZA)</li> <li>Study is impaired (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>Understanding management texts (NA)</li> </ul>	<ul style="list-style-type: none"> <li>Amount of reading (VC)</li> </ul>
	Reading skills/processes	<ul style="list-style-type: none"> <li>Reading is poor because vocab is poor (WI, ZA)</li> <li>Reading = weakest skill (WI)</li> <li>Can't understand well (ZA)</li> <li>Takes a long time (ZA)</li> <li>Can't understand well (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>Reading in English (NA)</li> </ul>	<ul style="list-style-type: none"> <li>Lack confidence (ER)</li> <li>Long articles: lose concentration, need to reread to understand &amp; remember (VC)</li> <li>Concentration difficult for &gt; 15 mins (VC) slow speed (VC)</li> <li>Need to reread (VC)</li> <li>Can't remember what is in the previous paragraph (VC)</li> <li>Understanding (VC)</li> </ul>
	Language in reading	<ul style="list-style-type: none"> <li>Poor vocabulary (WI, ZA)</li> <li>Can't remember words quickly (ZA)</li> <li>Vocabulary for business subjects (ZA)</li> </ul>		<ul style="list-style-type: none"> <li>Understand words but not whole meaning"; know the words but not fully understand: vocabulary gives only a "general meaning". (ER)</li> <li>Vocabulary (ER)</li> <li>Structure (ER)</li> </ul>
T2	Reading for study	<ul style="list-style-type: none"> <li>Need to read business texts (WI)</li> <li>No time reading for outside study and assignment reading (ZA)</li> <li>Long time taken for academic reading (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>Theory in finance is hard (NA)</li> </ul>	<ul style="list-style-type: none"> <li>Not much reading outside study and assignment reading (ER)</li> <li>Reading enough for assignments (VC –T3)</li> <li>Supporting own ideas with references (VC – T3)</li> <li>Academic texts (EM)</li> <li>Need to read evaluatively/critically (ER)</li> </ul>
	Reading skills/processes	<ul style="list-style-type: none"> <li>Understanding exact meaning (WI)</li> <li>Reading is boring (WI, ZA)</li> <li>Needs to improve more (WI)</li> <li>Culture (ZA)</li> <li>Hard work (ZA)</li> <li>Rereading a lot (ZA)</li> <li>Tiring (ZA)</li> <li>Losing motivation (ZA)</li> <li>Understanding is poor (ZA)</li> <li>Reread a lot (ZA)</li> <li>Unpleasant experience (ZA)</li> </ul>		<ul style="list-style-type: none"> <li>No test score improvement (EM)</li> <li>Nest score lower than another's (ER)</li> <li>Concepts = source of difficulty (ER)</li> <li>Understanding detailed, exact meaning (ER, VC)</li> <li>Need to try more( EM, ER)</li> <li>Hard work/tiring (but beneficial) (EM, VC)</li> </ul>
	Language in reading	<ul style="list-style-type: none"> <li>Structure and long sentences are hard (ZA)</li> <li>Reading is poor because vocab is poor (WI, ZA)</li> <li>Specialist vocabulary (business, fiction) (WI, ZA)</li> </ul>		<ul style="list-style-type: none"> <li>Structure &amp; difficult grammar" (ER, VC)</li> <li>Know the words but not fully understand (ER)</li> <li>Vocabulary (EM, ER)</li> <li>Guessing meanings in academic texts (EM)</li> <li>Vocabulary for academic business subjects (EM, VC)</li> </ul>

Table F-13 (continued) Challenges associated with reading tasks (low English group by R-comp and term)

	Tasks	Low-low R-comp (non-progression) (ZA & WI)	High-high R-comp (non-progression) (NA)	Low – high R-comp (progression) (EM, VC, ER)
T3	Reading for study		<ul style="list-style-type: none"> <li>• Academic theory (NA)</li> <li>• Poor at exams (NA)</li> </ul>	<ul style="list-style-type: none"> <li>• Not much reading outside assignment reading (EM, ER)</li> <li>• Contents of masters finance book hard to remember (EM)</li> <li>• Self-direction in selection of extra material (ER)</li> <li>• Reading enough/ Amount of research for assignments (ER, VC)</li> <li>• You have to “read the whole book” (not just lecturer handouts) (ER)</li> <li>• Can’t guess exam questions in advance (ER)</li> <li>• Assignments = pressure/ stressful (ER, VC)</li> <li>• Difficult to know exactly what is wanted in assignments (VC)</li> <li>• Support own ideas with enough references (VC)</li> <li>• Need to work harder than at home (VC)</li> </ul>
	Reading skills/ processes	<ul style="list-style-type: none"> <li>• Reading is boring (WI)</li> <li>• Getting the main idea (WI)</li> <li>• Not doing enough work to improve (ZA)</li> <li>• Reading = weakest skill (WI)</li> <li>• Non-reader in L1 (WI)</li> <li>• Not as good as others in class (WI)</li> <li>• Reading is the most difficult skill (WI, ZA)</li> </ul>		<ul style="list-style-type: none"> <li>• It is up to you to work to improve (VC).</li> <li>• Less competent than thought (test)(EM)</li> <li>• But also reading less difficult than anticipated (EM)</li> <li>• Not good enough: “intermediate” (ER)</li> <li>• Understand the words but not the meaning (ER)</li> </ul>
	Language in reading	<ul style="list-style-type: none"> <li>• Vocab (=boredom with reading) (WI)</li> <li>• Vocab is still the problem (WI, ZA)</li> <li>• Unknown words (WI)</li> </ul>		<ul style="list-style-type: none"> <li>• Vocabulary remains hard. (VC)</li> <li>• Idioms with easy words (ER)</li> </ul>



Table F-14 Motivational elements for taking the Graduate Diploma Course (by English level, term and course outcome)

		High	Low/non- progression	Low/ progression
T1	Masters in Exeter		NA, WI, ZA	EM, ER, VC
	Masters/other qualification somewhere else	AN, IG		EM, VC
	Employment/working life after masters	AN, IG	NA, WI	EM, ER, VC
	Family guilt/consideration; sponsor pressure		NA, WI	VC, EM
	Failure to achieve progression mark (feared self)		NA	VC
	Intrinsic interest in subject	AL, AN, IG	NA, ZA	EM, ER, VC
	No intrinsic interest in subject		WI	
	Value of study abroad	AL, AN, IG	WI	ER, EM
	Improve English	IG	NA, WI	EM

T2	Masters in Exeter	AL, AN, IG	NA, WI, ZA	EM, ER, VC
	Masters/other qualification somewhere else		WI	VC
	Employment/working life after masters	AN		EM, ER, VC
	Family guilt/consideration; sponsor pressure		ZA	EM
	Failure to achieve progression mark (feared self)	AN	WI, ZA	EM, VC
	Intrinsic interest in subject	AN, IG	NA (HR)	VC
	No intrinsic interest in subject		NA – not finance	

T3	Masters in Exeter	AL, AN, IG		EM, ER, VC
	Masters/other qualification somewhere else	IG	NA, ZA	
	Employment/working life after masters	AN, IG	ZA	ER, VC
	Family guilt/consideration; sponsor pressure		NA, WI, ZA	VC
	Failure to achieve progression mark (feared self)	AN, IG	NA	VC
	Intrinsic interest in subject		NA – (HR)	EM
	No intrinsic interest in subject		NA (not marketing or finance)	

Table F-15 Different motivations for reading by term, English level and perception of competence

Term	Motivation type	High-high R-comp/ high lang	High-high R-comp/ low lang	Low-low R-comp	Low-high R-comp/ high lang	Low-high R-comp/ low lang
T1	A1. Instrumental value – learning/gaining knowledge	AN	NA		AL	VC
T2	A1. Instrumental value – learning/gaining knowledge	AN, IG			AL	EM, VC
T3	A1. Instrumental value – learning/gaining knowledge	IG	NA			

T1	A2. Instrumental value – reading to improve English	AN			AL	
T2	A2. Instrumental value – reading to improve English		NA	WI	AL	EM
T3	A2. Instrumental value – reading to improve English	IG				EM

T1	A3. Instrumental value – learning for assessment					VC
T2	A3. Instrumental value – learning for assessment	AN		ZA, WI		ER
T3	A3. Instrumental value – learning for assessment					EM

T1	B. Instrumental value -- gaining knowledge on masters					VC, EM
T2	B. Instrumental value -- gaining knowledge on masters					
T3	B. Instrumental value -- gaining knowledge on masters					

T1	C. Importance – curriculum				AL	
T2	C. Importance – curriculum					
T3	C. Importance – curriculum					

T1	D1. Importance/utility for life – future work/life					
T2	D1. Importance/utility for life – future work/life				AL	
T3	D1. Importance/utility for life – future work/life					

T1	D2. Importance/utility for access to knowledge					
T2	D2. Importance/utility for access to knowledge	IG,	NA			
T3	D2. Importance/utility for access to knowledge	IG, AN	NA			

Table F-15 (continued) Different motivations for reading by term, English level and perception of competence

Term	Motivation type	High-high R-comp/ high lang	High-high R-comp/ low lang	Low-low R-comp	Low-high R-comp/ high lang	Low-high R-comp/ low lang
T1	D3. Importance/utility for life in UK					
T2	D3. Importance/utility for life in UK					
T3	D3. Importance/utility for life in UK					ER

T1	E1. Desire to improve– reading ability (mastery)	AN, IG		ZA, WI	AL	ER, VC
T2	E1. Desire to improve– reading ability (mastery)	AN		WI, ZA		ER
T3	E1. Desire to improve– reading ability (mastery)					

T1	E2. Desire to improve – reading scores (performance)					EM
T2	E2. Desire to improve – reading scores (performance)					EM, ER, VC
T3	E2. Desire to improve – reading scores (performance)					EM

T1	E3. Desire to improve – English and subject scores (performance)					
T2	E3. Desire to improve – English and subject scores (performance)			WI		ER
T3	E3. Desire to improve – English and subject scores (performance)					VC

T1	F. Ought to self (deadlines; course requirements; need to make more effort)			ZA, WI		
T2	F. Ought to self (deadlines; course requirements; need to make more effort)	AN		ZA, WI		EM, ER
T3	F. Ought to self (deadlines; course requirements; need to make more effort)			ZA, WI	AL	EM, VC

T1	G. Feared self - failure to achieve sufficient level of reading					AL
T2	G. Feared self - failure to achieve sufficient level of reading					
T3	G. Feared self - failure to achieve sufficient level of reading		NA			

T1	H. Absence of motivation			WI		
T2	H. Absence of motivation		NA	ZA, WI,		
T3	H. Absence of motivation			ZA, WI		

Tables F 16-20 Summary of affect in reading in English by perception of competence and term

Table F-16 Affect towards the process of reading in English

	Feelings and attitudes towards process of reading in English (liking, enjoying)	High-high R-comp (AN, IG, NA)	Low-high R-comp (AL, VC, EM, ER)	Low-low R-comp (WI, ZA)
T1	positive	AN, IG, NA	EM, VC (short texts)	
T1	negative		AL, VC (long texts)	WI, ZA
T2	positive	IG, NA	AL, EM, ER	
T2	negative			WI, ZA
T3	positive	AN, IG, NA	VC, ER	
T3	negative			WI, ZA

Table F-17 Affect towards the content of the material

	Feelings and attitudes towards content: is topic interest important?	High-high R-comp (AN, IG, NA)	Low-high R-comp (AL, VC, EM, ER)	Low-low R-comp (WI, ZA)
T1	Interest of topic is important		AL	
T1	Interest of topic prevails over difficulty			
T1	importance for study prevails over interest of topic			WI
T1	Difficulty prevails over interest/importance			
T2	Interest of topic is important	IG, NA	VC, EM	ZA (when reading for language improvement)
T2	Interest of topic prevails over difficulty		EM, VC	
T2	importance for study prevails over interest of topic	NA		ZA, WI
T2	Difficulty prevails over interest/importance			ZA, WI
T3	Interest of topic is important	AN		
T3	Interest of topic prevails over difficulty		EM	
T3	importance for study prevails over interest of topic			
T3	Difficulty prevails over interest/importance			WI, ZA

Table F-18 Affect towards reading required and non-required business materials (by perception of competence)

	Feelings and attitudes towards business materials	High-high R-comp (AN, IG, NA)	Low-high R-comp (AL, VC, EM, ER)	Low-low R-comp (WI, ZA)
T1	interested	IG	AL, EM	
T1	not interested			
T1	difficulty prevails over interest			
T2	interested	AN, IG	AL, EM, VC	
T2	not interested	NA (finance)		WI
T2	difficulty prevails over interest	NA		ZA
T3	interested	AN,	AL, EM	
T3	not interested			
T3	difficulty prevails over interest			

Table F-19 Positive affect towards non-required reading (by perception of competence and term)

	<b>Non- required materials for which positive attitudes are expressed</b>	<b>High-high R-comp (AN, IG, NA)</b>	<b>Low-high R-comp (AL, VC, EM, ER)</b>	<b>Low-low R-comp (WI, ZA)</b>
T1	Fiction	IG		
T1	Non-fiction	IG		
T1	Short articles			
T1	News/newspapers (local, online, BBC)		ER	
T2	fiction	IG		
T2	Non-fiction	IG, NA		
T2	Short articles		EM	
T2	News/newspapers (local, online, BBC)		EM, VC	
T3	Fiction	IG, NA		
T2	Non-fiction	AN		WI
T3	Short articles		EM	
T3	News/newspapers (local, online, BBC)		VC, EM	

Table F-20 Negative affect towards non-required materials (by perception of competence and term)

	<b>Non—required materials for which negative attitudes are expressed, and/or for which students have little or no time for reading</b>	<b>High-high R-comp (AN, IG, NA)</b>	<b>Low-high R-comp (AL, VC, EM, ER)</b>	<b>Low-low R-comp (WI, ZA)</b>
T1	fiction			
T1	magazines			
T1	News/newspapers		ER	
T1	Economist			
T2	fiction	AN		ZA
T2	magazines			WI
T1	News/newspapers			
T2	Economist		ER	
T3	fiction	AN	AL, EM	WI
T3	magazines			WI
T1	News/newspapers			
T3	Economist		ER	

Table F-21 Initial (positive) competence perceptions: high-high R-comp, English level and term

		High English (AN, IG)	Low English (NA)
T1	Basis for perceptions of competence	<ul style="list-style-type: none"> <li>• Previous experience: texts read before, previous studies (AN, IG)</li> <li>• Comparison with L1 (AN, IG)</li> <li>• Initial lack of confidence - uncertainty about the difficulty of course ahead (AN, IG)</li> <li>• Amount of reading for the business subjects (AN)</li> </ul>	<ul style="list-style-type: none"> <li>• Some books are easy, some are hard (NA)</li> <li>• Management books are hard (NA)</li> </ul>
	Reading skills/processes	<ul style="list-style-type: none"> <li>• Happy with reading ability (IG)</li> <li>• Reading is best skill (IG)</li> <li>• Can read fast (IG)</li> <li>• Can read flexibly (IG)</li> <li>• Can survey/skim then read for detail (IG)</li> <li>• Improvement expected to take place (IG)</li> <li>• Academic texts are not problematic (AN)</li> </ul>	
	Language	<ul style="list-style-type: none"> <li>• Reading no different from L1 reading when text matches level of English) (AN)</li> </ul>	
T2	Reading skills/processes	<ul style="list-style-type: none"> <li>• No difficulties with reading (IG)</li> <li>• Business texts are not problematic (AN)</li> <li>• Can "get the general picture" (AN)</li> <li>• Reading is similar to L1 (business texts) (AN)</li> </ul>	<ul style="list-style-type: none"> <li>• General understanding of specialist texts (NA)</li> </ul>
	Language	<ul style="list-style-type: none"> <li>• Grammatical constructions are not problematic (AN)</li> </ul>	

Table F-22 Initial (positive) competence perceptions: low-high R-comp, English group and term

		High English (AL)	Low English (EM, VC, ER)
T1	Basis for perceptions of competence	<ul style="list-style-type: none"> <li>• Class texts (easy) (AL)</li> <li>• Initial lack of confidence - uncertainty about the difficulty of course ahead (AL)</li> <li>• Amount of reading for the business subjects(AL)</li> </ul>	<ul style="list-style-type: none"> <li>• IELTS score (EM)</li> <li>• Initial lack of confidence - uncertainty about the difficulty of course ahead (EM)</li> </ul>
	Reading skills/processes		<ul style="list-style-type: none"> <li>• Reading is best skill (EM)</li> <li>• Short articles (VC)</li> </ul>
	Language		<ul style="list-style-type: none"> <li>• Not fazed by new words: look up (EM)</li> <li>• Recognise vocabulary (ER)</li> </ul>
T2	Reading skills/processes		<ul style="list-style-type: none"> <li>• Pick up "details" very quickly (EM)</li> <li>• Newspapers, stories, movie dialogue = easy (EM, ER)</li> </ul>
	Language		<ul style="list-style-type: none"> <li>• Can guess meanings in newspapers and stories, and where general idea is required (EM)</li> </ul>

Table F-23 Initial (positive) competence perceptions: low-low R-comp and term

		<b>Low-low R-comp (ZA &amp; WI)</b>
T1	Basis for perceptions of competence	<ul style="list-style-type: none"> <li>• Previous experience: the Academic English course was easy (WI)</li> <li>• Academic reading is difficult (business – HR &amp; fin) (WI)</li> <li>• Not enough previous experience (WI)</li> </ul>
	Reading skills/processes	
	Language	
T2	Reading skills/processes	
	Language	

Table F-24 How students improve reading skills (by R-comp and term)

	<b>High-high R-comp (AN, IG, NA)</b>	<b>Low-low R-comp (WI, ZA)</b>	<b>Low-high R-comp (AL, EM, ER, VC)</b>
T1	<ul style="list-style-type: none"> <li>• Practice (with interesting material) (IG)</li> <li>• Read a lot (IG)</li> <li>• 'concentrate' on grammar and vocabulary (IG)</li> <li>• Increase speed (how?) (AN)</li> <li>• Get help (NA)</li> </ul>	<ul style="list-style-type: none"> <li>• Improve vocabulary (WI, ZA)</li> <li>• Read a lot (WI).</li> </ul>	<ul style="list-style-type: none"> <li>• Practice (to increase speed VC) (with interesting material - AL)</li> <li>• Read a lot (AL, EM, VC, ER)</li> <li>• Newspapers every day (ER)</li> <li>• Improvement will come from classes (EM, VC)</li> </ul>
T2	<ul style="list-style-type: none"> <li>• Improve vocabulary (AN re. Reading fiction)</li> <li>• Reading for assignments has improved reading (IG)</li> <li>• Audio books (reading and listening are linked) (IG)</li> </ul>	<ul style="list-style-type: none"> <li>• Improve vocabulary through reading subject texts (WI),</li> <li>• Improve vocab through listening to radio (ZA)</li> <li>• Read more and understand (ZA)</li> <li>• Read interesting (non-subject texts) tho' not sure what (ZA)</li> <li>• Read unsimplified novels because difficult texts → faster improvement) (ZA)</li> <li>• L1 versions first (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>• More effort needed (EM, ER)</li> <li>• Focus on vocabulary (ER)</li> </ul>
T3	<ul style="list-style-type: none"> <li>• Read a lot "beyond study" (IG)</li> <li>• Reading improved (esp. Speed) because of all the reading done (NA)</li> </ul>	<ul style="list-style-type: none"> <li>• Failed to do enough (WI &amp; ZA)</li> <li>• Preparing for IELTS (ZA)</li> <li>• Using TV subtitles (checking new frequent vocab with dictionary) (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>• Not enough leisure reading: (EM),</li> <li>• Used vocab learning targets (ER)</li> <li>• Improvement through reading English texts, newspapers (ER)</li> <li>• Translation helped (requires focus on language and close reading) (VC)</li> <li>• Use your own efforts (VC)</li> </ul>

Table F-25 Approaches and strategies for dealing with written texts: high-high R-comp, English group and term

	High English (AN, IG)	Low English (NA)
1	<ul style="list-style-type: none"> <li>• Some concern/focus on with language (mainly vocab), where vocab is difficult (fiction AN)</li> <li>• Focus is on content and understanding (AN)</li> <li>• Rereads a lot (AN)</li> <li>• Change: taking notes (AN)</li> <li>• Strategic reader: vary approach depending on text and purpose : read 'slowly' when reading for relaxation, but change approach when reading for essays (IG)</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Some resistance to SQ3R (AN)</li> <li>• Change: reading critically (IG);</li> <li>• Change: Evaluating sources (IG)</li> <li>• Apply insights from non-business to business reading (IG)</li> <li>• Guessing meanings of words in difficult material (AN)</li> <li>• Not much focus on language (IG)</li> </ul>	<ul style="list-style-type: none"> <li>• Previously: no importance put on reading at home (NA)</li> <li>• Changes: <ul style="list-style-type: none"> <li>○ Reads first and then uses dic if necessary (NA)</li> <li>○ Reading for information (NA);</li> <li>○ Doing a lot of leisure reading (NA)</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>• Change (teaching instigated): using surveying techniques for e.g IELTS (AN)</li> <li>• Still reading 'whole text' (AN)</li> </ul>	<ul style="list-style-type: none"> <li>• Now reading much faster (NA)</li> </ul>



Table F-26 Approaches and strategies for dealing with written texts: low-low R-comp, low-high R-comp, English group and term

	Low-low R-comp ( low English) (ZA & WI)	Low-high R-comp (low English) (EM, VC, ER)	Low-high R-comp (high English) (AL)
T1	<ul style="list-style-type: none"> <li>• Focus on vocabulary (WI, ZA)</li> <li>• Proceed slowly (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on vocabulary (EM, ER)</li> <li>• Will reread until understands and to ensure remembers what read (VC)</li> </ul>	<ul style="list-style-type: none"> <li>• Change (teaching instigated): use of genre structure knowledge (AL)</li> <li>• Checks words every 15-20 minutes (AL)</li> <li>• Focus is on content and understanding (AL)</li> <li>• Some concern with /focus on language (mainly vocab), where vocab is difficult (FT, Economist) (AL)</li> <li>• Thinks over what read every 15-20 minutes (AL)</li> </ul>
T2	<ul style="list-style-type: none"> <li>• Previously: <ul style="list-style-type: none"> <li>○ In china “word by word” + dictionary; (WI)</li> <li>○ lets practice = reading quickly and answering questions &amp; checking dic (ZA)</li> </ul> </li> <li>• Changes (teaching instigated): <ul style="list-style-type: none"> <li>○ Surveying techniques (WI)</li> <li>○ Summarising while reading (WI)</li> <li>○ Vocabulary system knowledge (WI)</li> <li>○ Parsing long sentences (doesn’t always work) (ZA)</li> </ul> </li> <li>• Change: reviewing text in order to remember words (WI)</li> <li>• Focus on language esp. Vocabulary as is still “ a barrier” (WI, ZA)</li> <li>• Understanding business texts = a lot of rereading (ZA)</li> <li>• Change: rereads long sentences (ZA)</li> <li>• Change: use of I1 texts (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult material dealt with step by step (EM)</li> <li>• Taking notes (EM)</li> <li>• Focus on language to access meaning (EM)</li> <li>• Change: guessing words in easier material (EM)</li> <li>• Guessing and then checking in dic (EM)</li> <li>• Using new words in writing (EM)</li> <li>• Change (self instigated - cannot read everything): <ul style="list-style-type: none"> <li>○ VC - in Taiwan checked each word in a dictionary; in language school skimming for main idea; now reads, guesses words, checks and rereads; reads quickly the first time, and “then read what that means”; then scans again and again; underlines difficult words, guessing if possible when he scans the first time, finally checking in a dictionary.</li> </ul> </li> <li>• Read for detail in some texts (e.g Belbin) (VC)</li> <li>• Change (consequence of exam results): <ul style="list-style-type: none"> <li>○ “Critical approach” (as a result of realisation of reason for exam result in finance) : summarises the author’s ideas and thinks about what the author is saying (ER).</li> <li>○ Need to know the concept (as well as vocab/structure) (ER)</li> </ul> </li> </ul>	<p>Changes (teaching instigated):</p> <ul style="list-style-type: none"> <li>○ SQ3R (AL)</li> <li>• Reading selectively (AL)</li> <li>• Reading actively (AL)</li> <li>• Reading critically (AL);</li> <li>• Evaluating sources (AL)</li> </ul>
T3	<ul style="list-style-type: none"> <li>• Even when reading interesting text, if the words were difficult, just skimmed (WI)</li> <li>• Still focused on checking words in dic (ZA)</li> <li>• Likes to prepare text in advance with dictionary (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>• Skimming/scanning for information for all texts (VC)</li> <li>• Translation for practice (focus on language and very close reading) (VC)</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify text structure (AL)</li> <li>• Not just reading for information – reading actively and critically (AL)</li> </ul>

Table F-27 Persistence/perseverance: high English group, R-comp and term

		High-high R-comp (AN, IG)	Low-high R-comp (AL)
T1	Persisting with a text	<ul style="list-style-type: none"> <li>Has to reread ( AN)</li> <li>Reads 'slowly' when reading for relaxation, but will skim over and then start "working with information" when reading for essays (IG)</li> </ul>	<ul style="list-style-type: none"> <li>Concentration issues (AL)</li> </ul>
	Language as obstacle	<ul style="list-style-type: none"> <li>When reading fiction, which is hard, is "in pain" and must use a dictionary – "not that enjoyable" (AN)</li> </ul>	<ul style="list-style-type: none"> <li>Checks words every 15-20 minutes AL</li> </ul>
	Role of topic		<ul style="list-style-type: none"> <li>If topic not interesting will not want to read (AL)</li> </ul>
	Persisting with study	<ul style="list-style-type: none"> <li>Uses own method for study developed during previous self-study (IG)</li> </ul>	<ul style="list-style-type: none"> <li>Needs to read a lot for study (AL)</li> <li>If fail, will have to read a lot while others relax (AL)</li> </ul>
T2	Persisting with a text	<ul style="list-style-type: none"> <li>Reading a difficult text is like a puzzle in which you must fill in the gaps (AN)</li> <li>Will push himself by reading texts about which he knows nothing (IG)</li> </ul>	<ul style="list-style-type: none"> <li>If can succeed with a difficult text (e.g journal article), this will give confidence for more difficult texts (AL)</li> <li>SQ3R reading selectively/actively 'critically' and this enables him to cope with "these article that seems endless" (AL);</li> <li>No longer focuses on vocab as = tedious (AL)</li> </ul>
	Language as obstacle	<ul style="list-style-type: none"> <li>Still anxious about vocabulary in fiction (AN)</li> <li>Not so much language which is difficult, but the background knowledge and theory (re scientific texts) (IG)</li> </ul>	
	Role of topic	<ul style="list-style-type: none"> <li>When a text is less enjoyable, will try to find "positive things " about it (IG)</li> <li>Reading for interesting information (IG)</li> </ul>	
	Persisting with study	<ul style="list-style-type: none"> <li>Realises she must "read a lot to learn a lot" and worries about her speed (AN)</li> <li>Proceeds in a thoughtful unhurried way, as learnt from a maths teacher, in which he takes a critical, analytical approach to what he is studying (IG)</li> </ul>	<ul style="list-style-type: none"> <li>The strategies he has learnt for reading enable him to cope with amount of reading needed for study (AL)</li> </ul>
T3	Persisting with a text	<ul style="list-style-type: none"> <li>Still reading 'whole text' but stopped doing so much rereading (considered not effective) but surveying instead AN</li> </ul>	<ul style="list-style-type: none"> <li>Helped by the strategies learnt e.g text structure, reading actively and critically AL</li> </ul>
	Language as obstacle	<ul style="list-style-type: none"> <li>Will keep on working to improve English so as not to forget words (IG)</li> </ul>	<ul style="list-style-type: none"> <li>You still have to learn the vocab for a particular topic (AL)</li> </ul>
	Role of topic	<ul style="list-style-type: none"> <li>Reading in English helps to get information about the world (AN)</li> <li>Topic influences choice of reading (AN)</li> <li>Reading is about getting knowledge, which then gives you more confidence (IG)</li> </ul>	
	Persisting with study	<ul style="list-style-type: none"> <li>Focuses effort where it is needed e.g if reading = a problem, will read more (IG)</li> <li>A lot of reading needed for assignments (AN)</li> </ul>	<ul style="list-style-type: none"> <li>In UK you must search out additional material for assignments (AL)</li> </ul>

Table F-28 Persistence/perseverance: low English group, low-high/high-high R-comp and term

		Low-high R-comp (EM, VC, ER)	High-high R-comp (NA)
T1	Persisting with a text	<ul style="list-style-type: none"> <li>Concentration issues with long texts (VC)</li> <li>Need to reread (VC, EM)</li> </ul>	<ul style="list-style-type: none"> <li>Will get help with a difficult text e.g subject books where ideas are difficult (NA)</li> <li>Doing a lot of leisure reading (NA)</li> </ul>
	Language as obstacle	<ul style="list-style-type: none"> <li>Focus on learning new words from reading (EM, ER)</li> </ul>	
	Role of topic		<ul style="list-style-type: none"> <li>Will work hard if likes subject (e.g in first degree) (NA)</li> </ul>
	Persisting with study		<ul style="list-style-type: none"> <li>Wants to do all she can to achieve her aim and will "work hard" (NA)</li> </ul>
T2	Persisting with a text	<ul style="list-style-type: none"> <li>Difficult material dealt with step by step (EM)</li> <li>Persistence brings rewards of more knowledge (EM)</li> <li>Developed strategy for coping with amount of reading needed: - several readings: read quickly the first time, and "then read what that means"; then scan again, reread after checking words if nec; achieving detailed reading of some texts (e.g Belbin) (VC)</li> </ul>	<ul style="list-style-type: none"> <li>Will read a lot of texts that she is interested in</li> </ul>
	Language as obstacle	<ul style="list-style-type: none"> <li>Guesses words in easier material (EM); but guessing and then checking in dic where there are 'key' words e.g finance texts (EM VC)</li> <li>Sometimes can know all the words, but still not meaning: as well as vocab/structure, need to know the concept (ER)</li> <li>Needs to focus on vocab as texts have become more difficult (ER)</li> </ul>	<ul style="list-style-type: none"> <li>Reads first and then uses dic if necessary (NA)</li> </ul>
	Role of topic	<ul style="list-style-type: none"> <li>Will give up with a difficult text, so prefers text to be short (EM); but if interesting and/or important for study, will persevere (EM)</li> <li>Leisure reading is both interesting and useful; will give up if text uninteresting (VC)</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty with subjects she does not like e.g finance where theory is hard (NA)</li> <li>But will read anything she is interested in (metaphor of reading = swimming in the sea)</li> </ul>
	Persisting with study	<ul style="list-style-type: none"> <li>Works in library to encourage effort (EM)</li> <li>Finance results push to greater effort in investments (EM)</li> <li>Is being pushed to study harder through "stress" (VC)</li> <li>Reading strategy which enables selecting key material has helped with study (VC)</li> <li>As a result of realisation of reason for exam result in finance, now summarises the author's ideas and thinks about what the author is saying (ER)</li> <li>Does 'extra work' (ER)</li> </ul>	<ul style="list-style-type: none"> <li>Has to spend a lot of time studying as topics are new for her (NA)</li> <li>Will now work hard with other subjects to counteract the poor finance results (NA)</li> </ul>

Table F-28 (continued)

Persistence/perseverance: low English group, low-high/high-high R-comp and term

		Low-high R-comp (EM, VC, ER)	High-high R-comp (NA)
T3	Persisting with a text	<ul style="list-style-type: none"> <li>• Translation for practice = sustained effort with close reading - useful (VC)</li> <li>• Persisting with CFA book which is difficult but interesting (EM)</li> </ul>	<ul style="list-style-type: none"> <li>• Read a lot and so reading now much faster (NA)</li> <li>• Enjoying novel (Prisoner of Teheran) (NA)</li> </ul>
	Language as obstacle	<ul style="list-style-type: none"> <li>• Better vocab so better reading (VC)</li> <li>• Translation led to close understanding (VC)</li> </ul>	
	Role of topic	<ul style="list-style-type: none"> <li>• Interest sustains persistence with difficult, non-compulsory material (EM)</li> </ul>	
	Persisting with study	<ul style="list-style-type: none"> <li>• Coming back to study after working has been hard; and is harder than working; had to use "brain much more" (EM)</li> <li>• Strategy that he has developed for coping with reading has enabled study persistence ("how to scans and catch the information that I want") (VC)</li> <li>• Now understands how much is needed for preparation for exam/assignment (VC)</li> <li>• Had to study harder here than at home university (VC)</li> <li>• It is up to student to do the work to improve (VC)</li> </ul>	<ul style="list-style-type: none"> <li>• Learnt that she needs to read a lot, and not to depend on teachers (NA)</li> <li>• Spent 4-5 hours per day; got up early to study (NA)</li> </ul>

Table F-29 Persistence/perseverance: low-low R-comp and term

		Low-low R-comp (ZA & WI)
T1	Persisting with a text	<ul style="list-style-type: none"> <li>Not good at reading (WI)</li> <li>Reading requires a lot of time (ZA)</li> </ul>
	Language as obstacle	<ul style="list-style-type: none"> <li>Difficulty with reading ascribed to vocabulary (WI, ZA)</li> <li>Can't remember vocabulary quickly (ZA)</li> </ul>
	Role of topic	<ul style="list-style-type: none"> <li>Management and finance is not interesting (WI)</li> <li>Management and finance is useful for future career (WI)</li> </ul>
	Persisting with study	<ul style="list-style-type: none"> <li>Will "work hard" to improve vocab (WI, ZA)</li> <li>Business texts are hard because of poor vocab and subjects are new (WI)</li> <li>But not doing enough (WI)</li> <li>Studying is difficult (ZA)</li> <li>You should work hard (ZA)</li> </ul>
T2	Persisting with a text	<ul style="list-style-type: none"> <li>Tries to use strategies taught e.g surveying, predicting, summarising while reading reviewing text in order to remember words (WI)</li> <li>Rereads long sentences ZA</li> <li>Has to reread often which takes a lot of time (ZA); consequently does not persist with English text but uses L1 text as a way in (ZA)</li> <li>Checking a lot of key words is "boring" (ZA)</li> <li>After a long time with reading (2-3 hours) "you feel your brain's er not working it's stop running" (ZA)</li> <li>Feels like giving up in the face of difficulty (ZA)</li> </ul>
	Language as obstacle	<ul style="list-style-type: none"> <li>Focus on language esp. vocabulary is still "a barrier" to study and understanding meaning (WI)</li> <li>Trying to learn/remember more words (WI)</li> <li>Learnt some 'study skills' for vocab (WI)</li> <li>Checking 'key words' in dictionary (ZA)</li> <li>Parsing long sentences (doesn't always work) ZA</li> </ul>
	Role of topic	<ul style="list-style-type: none"> <li>Reading is boring (WI, ZA)</li> <li>Not interested in business subjects (WI)</li> <li>Need to be interested in a text if reading for improvement, but this does not apply to study (ZA)</li> <li>Doesn't know what he's interested in (ZA)</li> </ul>
	Persisting with study	<ul style="list-style-type: none"> <li>Need to improve reading more (WI)</li> <li>Intends to persist with more reading (WI, ZA)</li> <li>Poor results due to lack of hard work (WI)</li> <li>Has not managed to do more reading practice (ZA)</li> <li>Has difficulty in understanding subject books = a lot of rereading = tired (ZA)</li> <li>Had poor motivation in T1 – was "lazy" and wanted to "play with friends (ZA)</li> <li>Motivation to study improved after poor T1 results (ZA)</li> <li>Feels like giving up (ZA)</li> <li>As failure is a possibility, also feels anxious and stressed, can't concentrate (ZA)</li> </ul>
T3	Persisting with a text	<ul style="list-style-type: none"> <li>Even when reading interesting text, if the words were difficult, just skimmed (WI)</li> <li>Bored by reading (as could not understand) so did not persist (WI)</li> <li>Became uncomfortable in class if not sufficient time to work on meanings (ZA)</li> </ul>
	Language as obstacle	<ul style="list-style-type: none"> <li>Still focused on checking words in dic (ZA)</li> <li>Likes to prepare text in advance with dictionary (ZA)</li> <li>Tried to build up vocab and perhaps there is some improvement (ZA)</li> </ul>
	Role of topic	
	Persisting with study	<ul style="list-style-type: none"> <li>Did not study hard enough (only 1-2 hours outside class) (WI)</li> <li>Does not like studying (WI)</li> <li>Now understands the need to persist (ZA)</li> <li>Did not take study seriously enough from the beginning (ZA)</li> <li>Did not follow teachers' advice about study – just wanted to 'relax, take a break' (ZA)</li> </ul>

Table F-30 External setting: high-high R-comp, English group and term

		High English (AN, IG)	Low English (NA)
T1	Cultural setting: effect on reading practices & comparison to home	<ul style="list-style-type: none"> <li>• Need for critical thinking here (AN)</li> <li>• Need for extra reading here (AN)</li> <li>• In Russia only had to read textbook (AN)</li> </ul>	<ul style="list-style-type: none"> <li>• Has come to like reading here (because of teacher) (NA)</li> </ul>
	support		<ul style="list-style-type: none"> <li>• Teachers can motivate their students to read by 'give a good or bad feeling for their students' (NA)</li> </ul>
	Community of learners		
	Resisting/ accepting instruction		<ul style="list-style-type: none"> <li>• Likes reading on the gdp course (NA)</li> </ul>
T2	Cultural setting: effect on reading practices & comparison to home	<ul style="list-style-type: none"> <li>• Working in the library has been beneficial: she can concentrate and has easy access to sources (AN)</li> </ul>	<ul style="list-style-type: none"> <li>• At home (school) only read textbooks and in university read internet materials related to subject (arts); (NA)</li> <li>• Now reads newspapers e.g FT even though difficult; (NA)</li> <li>• In Saudi no emphasis put on reading, people don't read - "just a hobby" - unlike here (NA)</li> </ul>
	support	<ul style="list-style-type: none"> <li>• Teachers give strategies for 'speed reading' (AN)</li> <li>• Friends help with advice (on sources) (AN)</li> </ul>	<ul style="list-style-type: none"> <li>• Mother is strongly supportive of reading: she is surprised and pleased by NA reading more (NA)</li> </ul>
	Community of learners	<ul style="list-style-type: none"> <li>• Working in the library with friends is beneficial e.g they give each other advice (on sources) (AN)</li> <li>• Group work – which is new for her – has stimulated her to think further and find more sources (AN)</li> </ul>	
	Resisting/ accepting instruction	<ul style="list-style-type: none"> <li>• The strategies for 'speed reading' don't work – she can't change the way she reads (AN)</li> </ul>	
T3	Cultural setting: effect on reading practices & comparison to home	<ul style="list-style-type: none"> <li>• In fact using text structure as a survey tool turned out to be a useful strategy – Russian texts don't have topic sentences (AN)</li> </ul>	<ul style="list-style-type: none"> <li>• Unlike in Saudi, here you must                             <ul style="list-style-type: none"> <li>○ Read a lot</li> <li>○ Be self directed "not just depend on the teachers"</li> <li>○ Go to library &amp; find references</li> <li>○ This is good and more interesting because you 'open your mind' &amp; 'gain a lot of information'</li> <li>○ Here it is not just passively going to lectures &amp; then going home (NA)</li> </ul> </li> </ul>
	support		
	Community of learners	<ul style="list-style-type: none"> <li>• Gives opinion of wrong level text difficulty for her group (AN)</li> </ul>	
	Resisting/ accepting instruction	<ul style="list-style-type: none"> <li>• Reading texts too easy for her group (AN)</li> <li>• In spite of initial scepticism, in fact the faster reading strategies were useful for her – especially <i>not</i> reading things &amp; in IELTS test (AN)</li> </ul>	

Table F-31 External setting: low-low and low-high R-comp by English group and term

		Low-low R-comp ( low English) (ZA & WI)	Low-high R-comp (low English) (EM, VC, ER)	Low-high R-comp (high English) (AL)
T1	Cultural setting: effect on reading practices & comparison to home support	<ul style="list-style-type: none"> <li>Teacher suggests improving vocab (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>Friends advise that since masters needs a lot of reading, he needs to improve his speed (VC)</li> </ul>	
	Community of learners			<ul style="list-style-type: none"> <li>Talks as part of group of students ('we') (AL)</li> <li>His group is the 'smartest' (AL)</li> <li>The group has the challenge of reading a lot (AL)</li> </ul>
	Resisting/accepting instruction		<ul style="list-style-type: none"> <li>Likes reading class as it gives skills for reading 'effectively' (EM)</li> <li>Reading classes are 'most useful' because they are useful for the masters next year (VC)</li> </ul>	<ul style="list-style-type: none"> <li>Material given to group is too easy; (should be/is/is not interesting)(AL)</li> </ul>
T2	Cultural setting: effect on reading practices & comparison to home	<ul style="list-style-type: none"> <li>In China just did reading practice for IELTS tests (boring) (ZA)</li> <li>Here you must read more as essential for living here (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>Before just read textbook story and 'enjoyed'; now must focus on and 'think about' what author is saying and 'summarise' to self (ER)</li> <li>Reading in English is essential for life here - 'becomes part of your life' (ER)</li> <li>Before used the dictionary a lot (VC)</li> <li>Had to do some reading in English at Uni &amp; summarise &amp; present chapters of books (VC);</li> <li>Methods changed for reading IELTS and after going to language school in UK (VC);</li> <li>Home all 'theory' books but here a textbook in English links with real life (belbin) (VC)</li> </ul>	
	support	<ul style="list-style-type: none"> <li>Teachers give feedback and recommend more practice/reading – they say 'it is not enough' - this makes him want to improve his reading (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>Relies on T to correct if she uses wrong a new word found in reading text (EM)</li> <li>Friend left him a marketing book to read ( VC)</li> <li>Teacher's questions in class help him to understand a text since they show him what he hasn't understood. (VC)</li> </ul>	<ul style="list-style-type: none"> <li>Method of reading taught (SQ3R) has been a 'revelation' – has shown him how to cope with the quantity of reading, and also now reading 'critically' (AL)</li> </ul>
	Community of learners			
	Resisting/ accepting instruction	<ul style="list-style-type: none"> <li>Tried choosing things he was interested in, but this not useful – instead needs to read e.g finance etc to get vocab for his subject – even though he's not interested in the topic! (WI)</li> <li>'learned' some methods from his class e.g survey, question, summarise, review etc (WI)</li> <li>Tried dividing sentence into shorter ones – as suggested by teacher - but 'sometimes it's not working'. (ZA )</li> </ul>		

Table F-31 (continued) External setting: low-low and low-high R-comp by English group and term

		Low-low R-comp ( low English) (ZA & WI)	Low-high R-comp (low English) (EM, VC, ER)	Low-high R-comp (high English) (AL)
T3	Cultural setting: effect on reading practices & comparison to home	<ul style="list-style-type: none"> <li>• More difficult here compared to previous learning (WI)</li> <li>• Had not read enough &amp; did not understand what was required for reading (WI)</li> <li>• Now too difficult so negative impact on motivation (WI)</li> </ul>	<ul style="list-style-type: none"> <li>• Found that the books she read at home (Vietnam) had mistakes in (EM)</li> <li>• Good to study subject through English (EM)</li> <li>• Here must 'read whole book' for exams, at home only read 'prepared' material (ER)</li> <li>• At home can guess the questions but not here (ER)</li> <li>• Reading is important here for study and everyday life (ER)</li> </ul>	<ul style="list-style-type: none"> <li>• Essays are harder than the exam system in Russia (AL)</li> <li>• Study is harder here as have to be self-directed (AL)</li> <li>• Here have locate and select materials – do most of the work yourself (AL)</li> </ul>
	support	<ul style="list-style-type: none"> <li>• In China father encouraged him to read (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers may supply resources and teach reading skills but it's up to you to work to improve (VC)</li> </ul>	
	Community of learners	<ul style="list-style-type: none"> <li>• Compares himself to others in group: they were successful and he wasn't: didn't work as hard &amp; reading ability is not as good (WI)</li> </ul>	<ul style="list-style-type: none"> <li>• In T2 looked at others' work for HR to see why they had better marks and found they had more references (VC)</li> </ul>	
	Resisting/accepting instruction/evaluating course	<ul style="list-style-type: none"> <li>• Feels 'not comfortable' in lessons where has not had enough time to check the meanings of words/grammar (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers give much support (VC)</li> </ul>	



Table F-32 Formal outcomes: formative English marks (January)

English group	Student	Reading	Language	Writing	Overall mark
high	AN	80	77	78	78
high	AL	75	63	77	72
high	IG	75	70	80	75
low	EM	75	69	68	71
low	ER	71.5	66	66	68
low	NA	54	42	60	52
low	VC	73.5	52	64	63
low	WI	60	50	64	58
low	ZA	57.5	44	57	53

Table F-33 Formal outcomes: final English marks after resits (June)

English group	Student	Reading	Language	Writing	Speaking	Listening	Overall
high	AN	80	90	82	77	82	82
high	AL	67	73	66	77	79	72
high	IG	72	78	83	72	72	76
low	EM	71	74	65	68	74	70
low	ER	71	74	71	68	76	72
low	NA	64 (52)	58 (54)	57	64	68	62!
low	VC	79	67	66	68	71	70
low	WI	n/a	n/a	44	66	n/a	26!
low	ZA	62	55 (50)	59 (50)	64	66	61!

Notes: the score for the 1<sup>st</sup> attempt is in brackets; ! = score not adequate for progression to masters.

Table F-34 Formal outcomes: final course marks after resits (1<sup>st</sup> attempt in brackets)

	Module taught in:	Term 1	Term 1	Term 2	Term 2	Term 3	Term 3			
Group (Eng)	Student	Financial Management	HRM	Marketing	Operations	Dissertation	Investments	Management overall	Finance Overall	Overall course mark (Inc English)
high	AN	67	88	72 (77#)	81		68		68	76
high	AL	76	82	58 (55#)	74		65		69	71
high	IG	70	86	77 (79#)	79		73		72	76
low	EM	69	78	71 (78#)	84		60		63	70
low	ER	67	73	65 (78#)	81		69		68	71
low	NA	50	74	43 (47#)	65 (64^)	68		61		62!
low	VC	65	66	66 (63#)	67	68		67		68
low	WI**	47	58	17 (43#)	18 (72^)	13		28		27!
low	ZA	54 (49*)	65 (58*)	46 (49#)	74 (63^)		57		56	59!

Notes: the score for the 1<sup>st</sup> attempt is in brackets with an \*; case study mark = (xx#); group presentation mark = (xx^); \*\* = withdrew before completing Term 2 assignments; ! = score not adequate for progression to masters.

Table F-35 Informal outcomes of assessment (in reading & other subjects with a link to reading): low English group by R-comp and term

		Low-low R-comp (ZA & WI)	High-high R-comp (NA)	Low-high R-comp (EM, VC, ER)
T1	self-views			<ul style="list-style-type: none"> <li>reading is her best skill (IELTS score for reading was 7.5)(EM)</li> </ul>
T2	attributions	<ul style="list-style-type: none"> <li>Focussed mainly on English (ZA)</li> <li>Did not review lectures (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>Focussed on finance</li> <li>Didn't have time for English</li> <li>Didn't prepare for reading test</li> </ul>	<ul style="list-style-type: none"> <li>Approach to finance study was wrong (ER)</li> <li>Should not have just focussed on doing calculations in finance (ER)</li> <li>Should have "analyse the knowledge" and "concentrate on the concept" (ER)</li> </ul>
	self-views	<ul style="list-style-type: none"> <li>Feels "so bad" about all results (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>If had had time, would have got 70 in reading</li> </ul>	<ul style="list-style-type: none"> <li>Reading result was good (VC)</li> <li>Reading result was "not very good" (ER)</li> <li>Result was not as good as EM's: "in our group someone like Emma yeh, she got, she got 77, I think, that's very high" (ER)</li> <li>Disappointed with reading score "score "but...er did I get more (laughs)" (EM)</li> <li>Happy with result (VC)</li> </ul>
	consequences	<ul style="list-style-type: none"> <li>Feedback from teachers on how to improve (inc. Reading) so "will do it" (ZA)</li> </ul>		<ul style="list-style-type: none"> <li>Will have to "try my best more and more" (EM)</li> <li>Needs to make more effort in reading &amp; keep up with others in the class "I should follow, and er ...and if I didn't make effort I will, I will be behind [laughs uh huh]" (ER)</li> <li>Approach to reading for subjects changed (ER)</li> <li>Needs to read more in finance (ER)</li> <li>Needs to take a more analytic, evaluative approach to business subjects (finance) (ER)</li> <li>Feels encouraged to try to get even higher score in reading e.g. Will try to improve IELTS score (VC)</li> </ul>

Table F-35 (continued) Informal outcomes of assessment (in reading & other subjects with a link to reading): low English group by R-comp and term

		<b>Low-low R-comp (ZA &amp; WI)</b>	<b>High-high R-comp (NA)</b>	<b>Low-high R-comp (EM, VC, ER)</b>
T3	Attributions	<ul style="list-style-type: none"> <li>• Did not work hard enough(WI)</li> <li>• Did not read enough (WI)</li> </ul>	<ul style="list-style-type: none"> <li>• Gets nervous in exams &amp; doesn't know why she does things;</li> <li>• Hates exams</li> <li>• Usually prepares well &amp; studies hard so doesn't understand reason for marks</li> <li>• Maybe misunderstood question</li> <li>• Same difficulties at home</li> <li>• Very nervous as the result will determine university entry</li> <li>• Also got overall 6 in IELTS</li> </ul>	<ul style="list-style-type: none"> <li>• Uncertain about reason for not improving her English and reading scores (EM)</li> <li>• Believed she had prepared well but perhaps just "didn't think very carefully" (EM)</li> <li>• Perhaps it's just a "fluctuation" (EM)</li> <li>• Sometimes she confuses question numbering (EM)</li> </ul>
	self-views	<ul style="list-style-type: none"> <li>• His class mates passed but he didn't so clear he didn't work hard enough by comparison (did 1--2 hours per day) (WI)</li> <li>• His reading ability is not as good as class mates (WI)</li> <li>• Assessment results made him feel "less confidence" (WI)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading result is not a good reflection of her ability</li> <li>• Feels much more competent now than in October</li> <li>• Has good marks for dissertation (68, 67)</li> </ul>	<ul style="list-style-type: none"> <li>• Has not developed English skill, especially speaking (EM)</li> <li>• "the result in the reading English test make me disappointed because it's lower than the formative test."</li> <li>• Feels "sad" about reading result ; it's a "setback": the result should be the same or higher, if not it can make you depressed (EM)</li> <li>• Feels "maybe I'm not good"; and "I found I'm not good as I suppose in reading" (EM)</li> <li>• Disappointed with HR result 66 in T2 (VC)</li> </ul>
	consequences	<ul style="list-style-type: none"> <li>• Withdrew from course in April (WI)</li> <li>• Will apply to another university (WI)</li> </ul>	<ul style="list-style-type: none"> <li>• Will take resits</li> <li>• Embassy angry with her (has a difficult supervisor)</li> <li>• Will apply to another university – but embassy may not pay</li> </ul>	<ul style="list-style-type: none"> <li>• In T2 looked at others' work for HR and saw he didn't have enough references (VC)</li> </ul>

Table F-36 What was learnt (later perceptions of competence in reading): high English group by R-comp, term and course outcome

		High-high R-comp ( + progression)(AN, IG)	Low – high R-comp ( + progression) (AL)
T1	Reading for Study	<ul style="list-style-type: none"> <li>Note-taking (AN)</li> <li>Importance of using sources correctly in writing (avoiding plagiarism) (AN)</li> </ul>	
	Reading skills/processes		
	Language for reading		
T2	Reading for Study	<ul style="list-style-type: none"> <li>able to research (AN)</li> <li>Acquiring knowledge from reading (AN, IG)</li> <li>Applying insights from other areas to own subject (IG)</li> <li>Integrating new knowledge (IG)</li> </ul>	
	Reading skills/processes	<ul style="list-style-type: none"> <li>Read faster (IG)</li> <li>Reading is improving through assignment work (IG,)</li> <li>Read actively/ questioning (IG)</li> <li>Read analytically/evaluatively/critically (IG)</li> <li>Surveying/predicting/skimming/scanning ( SQ3r method) (IG)</li> <li>Increased confidence (IG)</li> </ul>	<ul style="list-style-type: none"> <li>Reading is improving through assignment work(AL)</li> <li>Read flexibly according to purpose (AL)</li> <li>Read actively/ questioning (AL)</li> <li>Read analytically/evaluatively/critically (AL)</li> <li>Surveying/predicting/skimming/scanning ( SQ3r method) (AL)</li> <li>increased vocabulary therefore increase in fluency (AL)</li> <li>not stopping all the time to check word meanings (AL)</li> </ul>
	Language for reading	<ul style="list-style-type: none"> <li>Increased vocab (through being in English environment and interaction of all language skills) (IG)</li> </ul>	<ul style="list-style-type: none"> <li>Increased vocab (AL)</li> <li>Guess meanings from (familiar) contexts (AL)</li> </ul>
T3	Reading for Study	<ul style="list-style-type: none"> <li>Understood how she studies (AN)</li> <li>Locate suitable sources (AN)</li> <li>Time management improved (AN)</li> <li>Can read a lot for assignments (AN)</li> <li>read extra material (IG)</li> <li>Learnt from reading (IG)</li> </ul>	<ul style="list-style-type: none"> <li>Be self-directed in research (AL)</li> <li>read extra material (AL)</li> <li>Locate suitable sources (AL)</li> <li>Apply theory to own experience (AL)</li> </ul>
	Reading skills/processes	<ul style="list-style-type: none"> <li>Generalised improvement (AN)</li> <li>adapted some faster reading techniques (surveying) (AN)</li> <li>Can read faster (IG)</li> <li>Can remember what read (IG)</li> <li>Increased confidence (IG)</li> </ul>	<ul style="list-style-type: none"> <li>SQ3R consolidated (AL)</li> <li>Read more actively (AL)</li> <li>Knowledge of text structure (AL)</li> <li>Read deeply (AL)</li> <li>remember information better - Ascribed to SQ3R method (AL)</li> <li>Increased confidence (AL)</li> </ul>
	Language for reading	<ul style="list-style-type: none"> <li>Can guess meanings (IG)</li> <li>“think” in English (IG)</li> <li>Reduced dictionary use (IG)</li> </ul>	<ul style="list-style-type: none"> <li>No longer phased by unknown words (AL)</li> </ul>

Table F-37 What was learnt (later perceptions of competence in reading): low English group by R-comp, term and course outcome

		Low-low R-comp ( + non-progression) (ZA & WI)	High-high R-comp ( + non-progression) (NA)	Low-high R-comp ( + progression) (EM, VC, ER)
T1	Reading for Study			
	Reading skills/processes			
	Language for reading			
T2	Reading for Study			<ul style="list-style-type: none"> <li>• Acquiring knowledge from reading (EM)</li> <li>• Must change approach →analytic (ER)</li> <li>• Skimming/scanning' approach (+several readings) for academic business texts (VC)</li> <li>• Read/study 'deeply' (VC)</li> </ul>
	Reading skills/processes	<ul style="list-style-type: none"> <li>• Surveying/predicting (WI)</li> <li>• Review text (WI)</li> <li>• read more actively: summarise paragraphs while reading (WI)</li> <li>• More reading skills than before "academic English" (WI)</li> <li>• some success in class (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>• Reads more often and a lot (NA)</li> <li>• Understands better &amp; reads faster than 5 months ago because of improved vocab (NA)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise general ideas (ER)</li> <li>• Think 'critically' about sentences (ER)</li> <li>• Guess meanings, then checking (VC)</li> <li>• Scan/locate key points (VC)</li> <li>• Summarise key points (VC)</li> <li>• Understand better: "catch the meaning" (VC)</li> <li>• Read faster (VC)</li> <li>• more confident (VC)</li> </ul>
	Language for reading	<ul style="list-style-type: none"> <li>• Word families/morphology (WI)</li> <li>• Remember words in texts better (WI)</li> <li>• Divide sentences into sections (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>• Improved vocabulary (NA)</li> <li>• Reduced dictionary use (NA)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Increased vocabulary (EM, VC)</li> <li>• Vocabulary for business subjects (EM, VC)</li> <li>• guess word meanings in easier texts and where general understanding only is needed (EM)</li> </ul>

Table F-1 (continued) What was learnt (later perceptions of competence in reading): low English group by R-comp, term and course outcome

		Low-low R-comp ( + non-progression) (ZA & WI)	High-high R-comp ( + non-progression) (NA)	Low-high R-comp ( + progression) (EM, VC, ER)
T3	Reading for Study	<ul style="list-style-type: none"> <li>• Failure to manage time (WI)</li> </ul>	<ul style="list-style-type: none"> <li>• Self-directed and active approach to study (NA)</li> <li>• Acquired new knowledge from reading (NA)</li> <li>• Learning and studying is about reading (NA)</li> <li>• location and selection of sources (NA)</li> <li>• Use of library (NA)</li> </ul>	<ul style="list-style-type: none"> <li>• Learnt to study subject through English (EM)</li> <li>• Found that L1 business texts translated from English have mistakes (EM)</li> <li>• Be self-directed in research (ER)</li> <li>• Acquired knowledge from reading (ER, VC)</li> <li>• Do references (ER)</li> <li>• Read whole book (ER)</li> <li>• Need to read many sources (VC)</li> <li>•</li> </ul>
	Reading skills/ processes	<ul style="list-style-type: none"> <li>• No improvement in reading ability (WI)</li> <li>• Reading weaker than other skills (WI)</li> <li>• Failure to change attitude to reading (WI)</li> <li>• some speed improvement (WI)</li> <li>• Failure to read enough (WI, ZA)</li> <li>• some improvement in reading but not as much as wanted (ZA)</li> <li>• can understand if sufficient time to check words (ZA)</li> <li>• improvement felt in doing practice tests for exams (ZA)</li> </ul>	<ul style="list-style-type: none"> <li>• Can read fast (NA)</li> <li>• Can read a lot (NA)</li> <li>• Generally a good reader (NA)</li> <li>• More competent (NA)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in confidence (EM, ER, VC)</li> <li>• Generalised improvement (ER, VC)</li> <li>• Not as much improved as hoped (EM)</li> <li>• Setback: score = lower (EM)</li> <li>• 'Skimming/scanning' approach (several readings) (VC)</li> <li>• A lot of improvement in reading (VC)</li> <li>• Can read e.g BBC news easily (VC)</li> <li>• translation into L1 (medical text) (VC)</li> <li>• More competent (ER)</li> <li>• likes reading more and reads more as vocabulary improved (ER)</li> <li>• Intermediate level (ER)</li> </ul>
	Language for reading	<ul style="list-style-type: none"> <li>• Some increased vocab (WI, ZA)</li> <li>• Lack of vocab →poor reading (WI)</li> <li>• Knows less vocab than others in class (WI)</li> </ul>		<ul style="list-style-type: none"> <li>• Increased vocab (ER, VC)</li> <li>• Increased knowledge/understanding of grammar (VC)</li> </ul>

Table F-38 Overall summary of differences in interviewees' statements according to their perception of competence in reading

	<b>Low-low R-comp</b>	<b>Low-high R-comp</b>	<b>High-high R-comp</b>
<b>Challenge: quantity &amp; type of reading done</b>	Read less; little reading outside course; narrow range of material	Read more but not much reading outside course – for time pressure reasons	Read more; read widely outside course
<b>Challenge : language &amp; reading process (high English)</b>		Difficulties caused by vocabulary, speed and comprehension	
<b>Challenge: language &amp; reading process (low English)</b>	Difficulties caused by vocabulary, speed and comprehension; texts are hard; take a lot of time; hard work;		
<b>Challenge: academic reading</b>	Did not seem to understand scale and nature of task: focused on only comprehension, especially vocabulary	Better understanding of what was required e.g need to read a lot, need to be self- directed in text selection; need to read critically	
<b>Initial judgements of L2 reading competence</b>	No positive statements – focus is on difficulty of reading	Either no positive statements, or mix of positive and negative	Positive statements of competence
<b>Strategies for improving reading</b>	Believed should read/practise a lot (but read less); main focus on need to increase vocabulary; strategies seemed ineffectual e.g: read far too difficult texts; read mainly to improve vocabulary; read in L1 first (1 student); listen to radio; learn words from TV subtitles	Believed should read/practise a lot (and did read more) and increase vocabulary; read and listen simultaneously (1 student)	
<b>Strategies for dealing with text</b>	Were very concerned with language, and did not overcome vocabulary preoccupation; did not have strategies that worked for them; did not substantially change approach as a result of instruction; resorted to L1	Focussed on information (less concerned with language); overcame any preoccupation with vocabulary (became less reliant on dictionaries); had or developed (or changed as result of instruction) strategies for coping with difficulty of study reading and with quantity of reading (e.g text structure knowledge, SQ3R); developed critical/analytical approaches	
<b>Value of reading</b>	Wanted to improve reading; saw reading as a way to improve English; mainly performance/ought-to/extrinsic reasons to read e.g need to read to learn about subject to get better grades, need to increase vocab; poor self-discipline and some absence of motivation	Wanted to improve reading; saw reading as a way to improve English; read to learn about subject; wanted to improve reading scores (low language only).	Wanted to improve reading; saw reading as a way to improve English; read to learn about subject; read to gain knowledge in non-academic contexts.
<b>Affect towards the activity of reading (content and process)</b>	Little or no interest in business; too difficult; not interested in reading (boring); not interested in reading in L1 (one student)	Interested in business topics; derived pleasure from learning new information	Interested in business topics; were 'readers'; derived pleasure from learning new information



Table F-38 (continued)

Overall summary of differences in interviewees' statements according to their perception of competence in reading

	<b>Low-low R-comp</b>	<b>Low-high R-comp</b>	<b>High-high R-comp</b>
<b>Persistence</b>	Tended to give up in the face of difficulty; poor self-discipline	Persevered if interested or text was important for study	
<b>Learning outcomes: perceptions of reading competence (high English)</b>		Sense of improving; can read faster; increased confidence; increased vocabulary; became more sanguine about unknown words; learnt to use text structure knowledge; understood earlier in the course what they needed to do to succeed in academic reading; acquired knowledge from reading; learnt to be self-directed in research.	
<b>Learning outcomes: perceptions of reading competence (low English)</b>	Some sense of improved reading skills and language - but not study reading skills; increased vocabulary; did not find strategies that worked for them; did not seem to understand what they needed to do to succeed in academic reading.	Sense of reading improvement but variation in views of amount by end of course; can read faster; increased confidence/competence; increased vocabulary; better able to guess word meanings; had text-based strategies that worked for them; developing understanding and use of study reading skills, and this complete by end of course; acquired knowledge from reading; learnt to be self-directed in research.	
<b>Effects of Term 1 assessment (high English)</b>		Good results; no threat to life plans; positive effects on self-views	
<b>Effects of Term 1 assessment (low English)</b>	Some poor results; threat to life plans; lowered self-perceptions of reading competence and in other areas; lowered motivation for reading and study.	Good results; no threat to life plans; positive effects on self-views; adaptive responses if results not as good as hoped; increased motivation for reading and study	Some poor results; threat to life plans; adaptive attributions (to unstable causes); no change to perception of reading competence; no change to motivation for reading and study

Table F-39 masters results (2011)

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<b>AN</b>	distinction	74.25
<b>AL</b>	merit	60.67
<b>IG</b>	distinction	69.75
<b>EM</b>	merit	62.17
<b>ER</b>	distinction	72.67
<b>VC</b>	merit	61.17
<b>NA</b>	n/a	
<b>WI</b>	n/a	
<b>ZA</b>	n/a	

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## Appendix G Extracts from the qualitative data

### Key to symbols

(...) – material deleted

... - pause

(?) or (words ??) – material unintelligible

(laughs) - sounds made by speaker

[xxx] – listener utterance overlapping with speaker

Int. = interviewer

### 5.3 Self-identity and general self-views

#### Igor (Section 5.3.1)

##### Extract 1

*...first of all she really does believe in myself [uh huh] and she said er you know it is just er marks and er the first thing I think the really important is your er spirit, your erm health, your erm character, your attitude to life [uh huh] and if you really if you willing it to learn something, you will, you will be able to do it by yourself because there are a lot of er books for information so it is not a problem [uh huh], (...)because I always understood that my mother erm wouldn't punish me [uh huh] so I er tried studying, I tried to do my best [uh huh] because I don't have erm ... feeling of fear [right] [IG T1]*

##### Extract 2

*...outside study, also, I have met a lot of new people (...) when you communicate with a lot of different peoples, who came, who come from different backgrounds, cultural, economical, social, you you acquire some more experience, some knowledge from that [IG T3]*

##### Extract 3

*I realised that erm English ... not just English, just foreign languages are really important at present [uh huh] because mm ... nowadays our wor world is not just one country [uh huh] and it is a lot countries which communicate with each other so the world going to be a big village [uh huh] and erm ... if you want to erm to get ... er understanding, good understanding of all the process, process that take place around the world you need the grounds from different cultures [uh huh] and from different countries [uh huh] and the key to that is er ... foreign languages [IG T1]*

**Extract 4**

*I had a lot of subjects to learn [uh huh] and actually my college was really a tough time [uh huh] because I had lessons for six er days a week [uh huh] and it took me about one and a half hour hours to get to my college [six days a week is tough] yes, yes, yes [yeh] so when I ... got home I ... actually at the time I erm ... could developed develop quite good time management [uh huh] because when you had a lack of time [yes] you had to organise your schedule [IG T1]*

**Extract 5**

*...actually I work on myself, I am trying to do better, I am trying to er eliminate some disadvantages about myself so all er mm all this communication is a er sort of litmus paper, yes [uh] do you have, because I can test my progress and actually I think the most er important thing in the road is your ability to communicate er and ability er to make other people er like you, because er you can be a great expert in some sphere but if your boss doesn't like you [laughs] he won't promote you [IG T2]*

**Extract 6**

*Int: ...do you think you've changed as a person since the beginning of last term?*

*IG: yes (...) I think I had my mindset changed er and for the better because erm ...when erm because I changed my attitude to ... er ... some events which may happen ... now I think I can ... I have more, I am more able to er see the (light side of ??) you understand? [no] (laughs) I think my mental positive attitude became much more better...*

*Int: you got a more positive attitude?*

*IG: yes, yes, so er I think I don't...er take something wrong to my heart so I'm just trying to find something good about that, because actually every experience every, anything happened with you er gives you opportunities and your task to seize it and use for your purposes [IG T2]*

**Extract 7**

*by the end of my studying in the term I realised that er some homework er weren't useful for me, I'd better spend my time on something else, so this term, actually I am trying to er do what I think is useful for me, not spending all my time researches on homework ... because actually I am here to study for myself, it er ... tutors, they ... they er... they have their own aims ... yes, they have some programmes, they have to follow but I know what I need,*

*what I don't need so I I'm just trying to use my er time and er researches more efficiently [IG T2]*

#### **Extract 8**

*IG: ...I ... actually now I'm reading some ..er...books and magazines but as I said about science, also I'm reading about er ... oratory [uh huh] yes, it is quite interesting because the writer is erm teaching you how the great orators in the past er wrote their speeches, what method they used*

*Int: and you're reading this in English?*

*IG: yes [yes] all in English [uh huh] and also I read in Russian but but a little [um] because, because I enjoy reading in English ...*

*Int: so you're reading this stuff in English because erm you want to improve your English? or because you [partly yes] and what other reason?*

*IG: because it helps me to improve myself it I find it interesting ... [IG T2]*

#### **Emily (section 5.3.2)**

#### **Extract 9**

*EM: ...my parents have to work very hard because in the same t er in the same in the same age, and in the one temporary (= contemporary?) like them many person cannot raise their children and give them a good education like like them so I think I very I am very proud of them because like my parents although they just know a little just have a little knowledge about everything but they can do something that body the others cannot.[EM T1]*

#### **Extract 10**

*EM: ...she has er open mind [ah] yes, er she can listen, she can listen you and she um she is um eager to um to put into the new things [mhm] yes bring to her new things and she can empathise your status, if you are reasonable you can convince her [EM T1]*

**Extract 11**

*Int: so working in the class with Chinese people is OK [is OK] but when it's more informal [yes] that it's ..you feel not comfortable [not comfortable much] um ...*

*EM: more comfortable with the others than the Chinese one because they have tendency to go to their groups [um] and sometimes you feel not a part so I not persist with the tendency I go to another room [right] with the international like the international ones coming from other countries except China [EM T2]*

**Extract 12**

*Int: And before university, when you were at school [yes] were you also very successful at school?*

*EM: In the high school I just er ... maybe about the (?strength) the studying record is perfect*

*Int: Sorry say again, I didn't hear that*

*EM: The about the studying record in high school [mhm] I think perfect*

*Int: Perfect. A perfect record*

*EM: yes because we have 10 maximum [mhm] and the average I get is er 9*

*Int: Wow*

*EM: But is a very poor I have a poor performance on outdoor activities in high school (laughter) because my family don't want, they they didn't want they told me to have to concentrate on the study*

**Extract 13**

*mm after four year after four after working four years, go back to school is er maybe a big challenge for me [mm] I have to study and to study to get the result is quite different from what I do in the past because I just work, I earn money such as I but now I have to study and get the result to get to the master course mm it's a lit it's a little bit challenging for me, um but I get acquainted in the process of studying again [hm] sometimes it's difficult cos I I think when I'm studying I I have to use br my brain much more than when I work because you know, at first time you started a job you have to learn a lot of things but after maybe one year or half a year when you get acquainted*

*with all the jobs all the jobs that you do in the job you can feel it's easier, but er in studying it's not because you have another subject another subject it's new information new knowledge and you have to study. It's mean that e every time you feel motivated by your job, by your studying mm its require you work hard harder rather than when you working. [EM T3]*

**Extract 14**

*EM: But qu I'm quite not satisfied with the result, but (tsk) however I have to accept and looking to the result looking (?) the result (f?) to rec to clarify what is my weakness (...) so it's a bit different from my past experience in studying [mm] and the current situation now*

*Int: mm but of course when you studied at home you were younger then*

*EM: mm yes younger then yes because I'm afraid that I'm older now (laughter) [yeah] yes*

*Int: So maybe for that reason you*

*EM: yeah and it cannot deny that that the operate at the er at the high when you are older is not as very sensitive reactive than when you are in the university (laughs). Maybe it's not one ... er five years ago no sic six years ago because I graduate from my university in 2005, five years*

*Int: hm so you feel that your brain is not so quick [yeah] already? [yes] But you're still young [yes] (laughs)*

*EM: Not not quick as the past [EM T3]*

**Extract 15**

*...when I study in university [mm] and when I study in now ah the past I more creative than now [ok] I explain that why I'm not creative now because I my work before er four years I'm not very be very creative [right I see] (...) we er we afraid to er we are afraid that if we go another place for creativeness sometime it's a wrong way [ok] and it damage your work your business, damage your company [yes, right] so it's the way that be er I'm not very not very be eager to creative creative more [mm] [EM T3]*

**Extract 16**

*Int: Did your mother read books with you?*

*EM: No [no] this time it is very very .. it's we cannot afford and maybe this time we have we are just ...after the it's the time of reforming the economy and we we have to pay attention much more on our eating rather than [yeah] reading some book to the children [yeah] and this time we have no book and just if you have book just a book in the very bad paper and the it's no cartoon it's no picture book it's just about it's just a book of from mm Russia [oh right] yes soviet union for [yes yes] yes we have just this and it's maybe it's very luxurious [ yeah oh ok] and this time is we have not enough to money to pay for our eating rather than reading a book [yes] [EM T3]*

**Zac (Section 5.3.3)**

**Extract 17**

*in China also father will hit children when he do something wrong [yes] but my father never [he never did that] he just told er some something you should all things you should do I think you couldn't do [mm] just like this [mm] so the education situation is good [yes] so it's most helpful [ZA T1]*

**Extract 18**

*Int: ...if your father had been here in the Uk with you (whispers: ah) do you think your life would be different?*

*ZA: yes much different (laughs) probably different I think er my father is er have oo have er he can control his time his work he can do manage it very very well er but er this point I want to learn from he but er I can't so if oo he's in here ah I think er he c he help control manage my my studies life but he I can't I'm I'm idle erm I should do it myself. [ZA T3]*



**Extract 19**

*Int: So do you do what he tells you?*

*ZA: yeah (laughing) [laughs]*

*Int: even if you don't want to*

*ZA: mm yeah*

*(...)*

*ZA: ...so I will if he do something (let I do?) I will do it [you will] I think er he's good for me, it is good for me [yeah] so I will do it but if I don't do it he will be angry (laughs) [ZA T3]*

**Extract 20**

*I have manage the all things f for a long time [ah] after the primary school I nearly almost things I I just do what (I make er these??) myself [ah] because er both of my parents is busy they didn't have enough time to (take care of?) me [ZA T3]*

**Extract 21**

*I'm not so interesting it, I think it's er because er my fail with one exam, once er English exam I got a mark is so low [oh] yeah and er my teacher er told some things so mm make me sad [yes] and er I I in that time I hate English I hate my teacher of English and I didn't study it [ZA T1]*

**Extract 22**

*Oh! In my graduate degree I can do the study, is good in my class in my university [mm] but er..mm I don't know why maybe the because I ...have two years er because I finish my university in 2007 [right] and I came here last years have two two years free time for work for job for work maybe this time change change something [ZA T3]*

**Extract 23**

*Just is want to study more hardly the er therefore some problem like er er pronounce speaking no chance have to talk with anoth foreigners foreign students so I just folli following the radio following the some movie try to improve it, it's not enough for me, yeah" [ZA T2]*

**Extract 24**

*Int: are you a pessimistic person? You'll always you look on the dark side of things you everything is a bit negative for you*

*ZA: ss mostly like that*

*Int: yes? Mostly like that [may be yeah] why is that?*

*ZA: ...mm when you have the badly plan but when you got the result is better than this you will feeling oo is not bad [mm] but if you are expected too high but you didn't got it you will feeling loss [ok] yeah*

*(...)*

*Int: So if I if I understand you you prefer not to aim very high you prefer to have a low aim because [mmm] if you aim high and you don't succeed you will feel bad*

*ZA: er I always have a high aim [oh] but I will think I will consider about if something I do is not good [ok] I will think about the worst things [right] so mm maybe my aim is too high that I can't do it...[ZA T3]*

**Extract 25**

*ZA:...when do the questionnaire we had the questionnaire [mm] maybe my feeling is more negative*

*Int: you were just feeling negative [yeah] yeah. So do you think it was just on that day? [mmmm] that you felt negative?*

*ZA:...not in that day I think it's personal habit or something like that when I something sometimes tsk er when people like someone will ask you what do you think about er mm this issue maybe some people will say ah it's good or it's not good but but er for me I will just in the middle I will give advantage or disadvantage for this so...[ZAT3]*

**Extract 26**

*Int:...you're not satisfied with your results?*

*ZA: yes, because like the parents they always want you get success but now so far I did not got the good mark (laughs) So I feel is er (laughs)*

*Int: So does that make you feel bad or does it help you to concentrate? Is it positive or negative?*

*ZA: Both*

*Int: Both*

*ZA: yeah, negative er positive is er it will make er let me want to study but er p negative is er m the lots of the er lots of the stress for it make me sometimes can't sleep, yeah, always is (?) yeah, aah if I say I don't know how to ssss sssso tsk solve this problem every night after the mm review when you go to bed the mind also is running running [mhm] (laughs) can't sleep so some er next day morning classes sometimes I can't focus myself, yeah, just ah just this (laughs) [ZA T2]*

**Extract 27**

*Because last term I not put more attention for ... er ss sometimes I just want too lazy (laughs) and sometimes I want to play with my friends, um so is (sniffs) is not good and something I have-oo already learned I forgot it but er now I pick it pick it up again, er so is more confident [T2]*

**Extract 28**

*Int: What do you think you've learnt about yourself maybe [mm] or about studying*

*ZA: At this moment I think the most er I think the most important thing is something if you have a mind have the idea sh want to do it you just you need to do it right now do not delay it to maybe tomorrow next tomorrow, it will make your your work (laughs) like me and the work is more and more an you can't do it very well so I think*

*Int: when did you learn that?*

*ZA: hha every time when when I needed to submit some essays (laughs) [ZA T3]*

**Extract 29**

*I'm good at to make plan but I have (laughter) er I can't I'm bad I'm can't follow this plan [ah] yeah [yes] I just er I think it have a lot of this kind of people just good at er [ah] will plan (it?) very well [ZA T3]*

**Extract 30**

*I just maybe I .. I don't know if I say this word is right I look er the study is light is not not ea I think is easy [ah] but I just er some and er just make it light so .. is h how can I say if er if the people who er just er focus on themself and think another thing is not important just focus on themself is (?)*

*(...)*

*er I just er I did not got the right opinion about the study, I, right attitude about the study [m] so I make a lot of mistakes [m] yeah [ZA T3]*

**Extract 31**

*Int: do you think that you were better you were more organised in China? Before you came here?*

*ZA: mm ...sometimes mm ...because er this this question is ...is very interesting I think because er if if er maybe now I think I yeah I do very w I do no bad to organise my life in China but I should er the er normally people should do very well will do better than China when he when he study in another country but er the result is I didn't er manage my study time my life very well here [mm] so I think maybe I don't I didn't got manage my time also in China*

*Int: Oh?*

*ZA: I think is this question is very interesting [laughs] ...yeah oh generally I think I know myself very well [mm] you this question make me confuse. In fact I don't know myself very well, I just think I do well [ZAT3]*

**Extract 32**

*ZA: ... now I have a one course is failed that I can't go to the the university require score [right] so I can't stay here [ZA T3]*

*....*

*ZA: mm I just er I now I apply for another university. I just think about ... if I I will, not if I, I am going to do very well in the next year and if I got when I got offer I got the master (?) master degree I want to because now I apply university just for the number is not good as the Exeter so I want I want er after that master degree I want to apply another or ..maybe I will apply back to Exeter or another much better than this university [hmm ok] so*

*Int: so you feel that you want to continue studying?*

*ZA: mmm I just got a master degree, I just want to got er the good er a good er er degree because er sometimes is er important for your find the work a job so*

*Int: So the masters degree is is important for work really*

*ZA: er maybe not but er in China is [ZA T3]*

**Extract 33**

*ZA: ... my father like reading he al sometimes maybe I don't want but he will give er after he work he will take a lot maybe a lot of book and he will give it to me in this week this month you should finish this ok (laughs)*

*Int: So do you do what he tells you?*

*ZA: yeah (laughing) [laughs]*

*Int even if you don't want to*

*ZA: mm yeah er because I ... I can't see the (affair about it?) but also I er how to say that some people is you you believe it you mm you think it is good for you yourself [er] res*

*Int: respect?*

*ZA: yeah yeah respect yeah [yeah] so I will if he do something (let I do?) I will do it [you will] I think er he's good for me It is good for me [yeah] so I will do it but if I don't do it he will be angry (laughs) [ZA T3]*

## 5.4 Challenges

### Alexei (section 5.4.3)

#### Extract 34

*We will have to check a lot of books and we have to read quite fast and it's obvious that you can't read everything so but you have to read particularly and be able to understand what you're reading about [AL T1]*

#### Extract 35

*I can't read I still can't read for hours maybe so yeah maybe fifteen twenty minutes then I have just to stop a bit just to chill out chill to think over what I've read, then maybe to have a look at dictionary to check some words and then to continue reading so but yeah but on the whole maybe at once I can read still I cannot read for more than two hours maybe one just yeah [mm] you know it my brain is just filled it they're filled up with English (?) and so that's enough [AL T1]*

#### Extract 36

*it's er maybe yeh it's a good idea just to compare with a river because sometimes it depends on the book you have chosen because sometimes you can choose really difficult book then you cannot just swim in this river you know you'll be just ..squ ..squashed up [uh] with all the figures and numbers and the ideas and then can't understand it's just still hard for me for example read artic, not articles but academic journals because...a big piece of a good piece of research under the article and then you have just to know lots and lots of words ..so you get lost in all these facts and analysis .. er so yeh ,... it's some kind of river, yeh ... but still if you are just can deal with it, can cross it, so yeh, that would be fine so you can do this so [uh] that will help you at least just to cope with other maybe more powerful river so to say ...*

*Int: sometimes it feels like drowning then?*

*AL: yeh , sometime [laughs] it really feels oh my god, what am I reading about ...phhh, [yeh] you get lost and you don't know where you are [um] yeh ..[AL T2]*

#### Extract 37

*AL: (compared with working for exams)...writing essay of course we have a little bit more free time so we can manage our time as we want not as our tutorials or lecturers so it's kind ...a bit more flexible but on the other hand*

*you have just to be quite you know quite focussed all the time and then ..be concentrated not lazy from time to time so ...(...)... at home normally we have exams or just write something or we have oral exams or we should learn material and then they give us questions and we answer them ... erm....but here it's some kind of whole exams written, we don't have oral exams ...the first difference, and the second one, have lots of essays, written works and they're quite long, I don't think, 3000, which I think it's quite long work so have ... just all the time I have to search material yourself and then just add some ...er...find some additional information and all this stuff so ..[um] that is a bit harder than in my home town, in my university [it's harder?] yeh it's harder, because you have to do most part of the work you have to do yourself [yeh] so ..that's a difference [yeh]*

### **Zac (Section 5.4.4)**

#### **Extract 38**

*ZA: Still also difficult is er vocabulary [vocabulary still] yeah and also some mm structure is some long sentence, mm maybe when I finish read I don't know the meaning and I should read again again but er also sometimes I can't understand it, mm is it now I try to ... divide the long sentence into into some several simple sentence try to make it clear for me but sometimes it's not working, yeah I think it's er I don't know I think is er culture problem or language problem (laughter) so I as you say I should er reading more to get the idea what kind of sentence what kind of verb what kind of structure shows what kind of meaning, and just this (laughs)[ZA T2]*

#### **Extract 39**

*ZA: This kind of book is already make like make me more tired er [tired?] yeah because I should focus er focus on the book and understand what the author to say he want to show what kind of opinion but but er I don't know is er ts ...sometimes it's difficult to understand so I should read it again and again, review it its er its er co is lots of time, sometimes I no time didn't have time to reading another things, um ... [ZA T2]*

#### **Extract 40**

*ZA: Now I just now sometimes I try to find a way a new way to got some more time to reading more but er it's always not working [ah] yeah the subject, I want to study here yeah I should improve my finance so I r I need to read more about it [mm] I should understand it that I can got a good mark so sometimes I need to read the English book also find like er the Chinese book know what's the general idea and now read it again [right] yeah so*

*Int: So you go to the Chinese translation sometimes*

*ZA: Just um mm you know some good book also in China have the translation so I got the another one which use Chinese and I generally got the idea and understand what is the se what is the point and er finish, after that I read it again English I English way [T2 ZA]*

**Extract 41**

*Int: can you give me a picture [ah] what it feels like, reading in English?*

*ZA: erm at the beginning it's exciting er because er you want got er knowledge got information so you eyes focus, but a few minutes later when you find the difficult you will worry about it and er not exciting you, the interesting become a text, test, er more reading is make the feelings sometimes is terrible sometimes is boring and you want to give it up, erm another way er another is er how to keep keep to reading or sometimes (?) you give it up, so I think is the process have different style style, is that is one picture, the beginning is colourful and the end is black and white [black and white (laughs)] yeah (laughs) sometimes but sometimes if-oo if you finish the reading and you understand it ts you will feel I I'm good at yeah its success I do it I got it so is er is change er to black and white colour black and white colourful [ok] mos yeah like this, mm*

*Int: Can you give me an example when you felt good about reading, something that you read that you felt good about?*

*ZA: mm sometimes in the class er you will give some practice, maybe at the beginning er like er for me I can't er sometimes I can't er understand it in the first I finish all the article and er I don't I don't know what's the point what's the topic er so I r l r l reread it again, ah I get some new idea er and er but always but is er cost some time but I got the idea and I feel aah I understand it is what I got today er I can read it I can got er the something I need I can finish the question, like this yeah (laughs) [(laughs)] yeah just like this, s er in the normally life in the normal life the reading I always the ending is black [oh] yeah sometimes in the class maybe I can got some exciting things got some surprise yeah mm just like this [just like that] yeah [ZA T2]*

**Extract 42**

*ZA: Sometimes when I feeling feeling tired you always want to give it up [yeah yeah ] er is er er its in fact I don't know how how to do it how do it, the more mm more successful*



#### Extract 43

*ZA: as now like er this moment is nearly to finish the diploma course because the in the (?during) finish, but my English not so also did not got big improve ts, sometimes I worry about it and and it's not, yes er how much you spend you will got how much but er when you think about the time is not er enough oo you will feel so ts ...so worry and er you lost your aim you lost your goal you don't know what should I do um always after the class I now today I will I should finish it and I I should er review it and I should do something something um but er w-when I go back and be just have a meal I lost er my lost it and I don't know when I (?reback) the study I don't know what should I do, the feeling is so strange, so ts*

*Int: Can you make a plan, on a piece of paper?*

*Z; yeah I have the leave a little white board, I writing what should I do on it, that's er ...sometimes it's not working (laughs) [not working] yeah it's very way when the long time reading or the long time study you feel your brain's er not working it's stop running...[ZA T2]*

#### Extract 44

*sometime we in a class maybe you give we have the er we have er essay and we read it we didn't have enough time to check the words the meaning and also the sentence structure so under that situation er I I don't know but er I don't know another people's feeling but I will feeling tsk is a little not is not boring just a little j make make me like s is not comfortable about it [ZA T3]*

### Vincent (section 5.4.5)

#### Extract 45

*maybe some grammar maybe will lead you to understand a wrong way b er its but actually its you misunderstand that, but I don't know I still don't know [laughs] yes so maybe so maybe I should improve my grammar especially to understand their sentence in the paragraph [VC T2]*

#### Extract 46

*VC: reading in English? [mm] Erm maybe I think maybe you ... just like climb the mountains its very difficult and er very tired during the process but after that when you stand on the top of the mountain you can see a beautiful*

*sunset [mm oh good] or sunrise, yes [yes] and er you will maybe you will feel surprise or you will feel confident, yes or you will feel satisfied, and peace maybe peace (laughs) and happiness I think, yes because you will finally find the meaning of the text in reading or you will find some surprise, maybe its er hide in the paragraph and you will f you will think oh it's interesting, yeah, may be some result make you feel surprised and happy or you will feel confident because you can understand that [ok] yes, but the process is very difficult and er very difficult and very tired for you and maybe exhaust all energy but you will get more after that [mm mhm] yeah*

*Int: Ok that's a good picture [yeah that's good] I mean can you can you erm tell me one text where you felt like that(...)?*

*(...)*

*VC: Belbin yes Belbin [yeah] (...) at the beginning it's very difficult to read this book because it's hard to because it's too much page and it's hard to catch the point [mhm] but after understand that, you find it's very interesting to analyse people's behaviour and according their behaviour and all their their attitudes and you can define them to different ways... [VC T2]*

## 5.5 Learning stance

### 5.5.1 Motivation

#### 5.5.1.1 Course motivation

##### William

###### Extract 47

*Int: OK ...so at what point did you start to think that ... you were not going to be successful in your plan? When did you start to think that?*

*Wl: mmm tsk I think that because tsk I can't control myself very well so m even I have some plan but d um I didn't didn't do it very well so and because of the results of tests so make me tsk mm make me to be a little afraid about this [right right] so*

*Int: So when did you get the test results?*

*Wl: in the first term the finance [the first term the finance] then HR [ok] yeah so [Wl T3]*

#### 5.5.1.2 Value of reading

##### Anastasia (section 5.5.1.2)

###### Extract 48

*I can say what made me begin reading in English was the internet really because I found out I can find a lot of information in English about topics that I like and none about it in Russian [laughs] so that's why you have to be reading in English, I ...er think that like everybody who uses the internet, well probably not now because it develops [um] but three years ago to use internet you have to read English, there's no way...*

*Int: and that's what got you going?*

*A: probably not what get me really started but what helped me to [um] move the process..." [AN T3]*

### William (section 5.5.1.3)

#### Extract 49

*Int: So do you find the subject of management and finance is interesting for you?*

*WI: mm interesting? maybe ...not, but I think it's very useful*

*Int: so it's not interesting exactly but useful*

*WI: actually I'm not interesting in it just I think it's very useful [WI T1]*

#### Extract 50

*Int: OK um so I mean do you do you think that your results from last term do they help you to study now or do they stop you from studying?*

*WI: I think it can motivated me to study much harder than last term but still a litt because this make me a little sad and I think tsk make me feel less self-confidence mm so I think it ... it can motivated me but in on the other side a little stop me, mm so ... I think I will try work much harder than before, yeah [mm] I will try my best [WI T2]*

#### Extract 51

*...if I read books about finance or management I can learn more words and this words are relevant relevant to what I study [ok] this is much useful, [mm] if I just learn something like cars or basketball yeah I interested that but it's not useful I can't learn some words to support my study [WI T2]*

#### Extract 52

*WI: mm tsk I think I don't interested in it (laughs) but I will read it because it's useful it can mm improve my vocabulary [ok] I will try it yeah*

*Int: Does that make it harder to stay motivated?*

*WI: yes a little bit*

*Int: yes? What do you do to keep yourself motivated then?*

*WI: mm I think if I keep doing this if I can get a higher mark I in my final exam I think this is good motivation [laughs] (laughs) if I can get a high mark [ok] I will do this [WI T2]*

**Extract 53**

*WI: ... I still want to have some free time to play computer, play basketball but maybe in the future I think this ... I I have to spend only less time on this, just I need to spend more time on study on study [WI T1]*

**Extract 54**

*WI:... I think if I'm a student I will try to do more reading because it's useful to my study maybe when I mm pass all exams when I mm leave school maybe I just choose something which I which I like to read, yeah, so now although it's boring but I still want I still try to do more reading, yeah. [WI – T2]*

**Extract 55**

*WI: when I come here I haven't read enough so I don't know what was reading what er reading was but here I have tried to read a lot of things so I find it's very difficult to me so*

*Int; so it's become it turned out to be more difficult than you thought yeah*

*W: yes so I don't want to read (laughing)*

*Int: ok yeah I can understand that (laughs) erm ... so this this question is er how important is reading for you, so in October it was very important actually ..., it's still quite important for you [yes] but again the number has gone down [yes]*

*WI: I know it's important in my mind but [yes] but I didn't do it enough [WI T3]*

Emily (5.5.1.4)

**Extract 56**

*EM: ... that is is the refund if you try your best in the difficult in the most difficult words you can refund a lot, you can understand many things, that's the picture of reading in study*

*Int: so if it's a very difficult text [yes] it's rewarding for*

*EM: yes rewarding because the more difficult the more knowledge you can get from this, of course.*

**Extract 57**

*I found that the words they use very fantastic, very very fantastic, and sometimes in one sentence you have to read reread many times to understand all what is all what they want to say [mm] and I er I try to write in this way but maybe it's very hard to (?write) [yeah] but I love the way to express in the very academic way [mhm] but in Reuters and some news in BBC especially when is er is the business news a lot a lot of academic words about economic [uhuh] it's very very lovely [EM T2]*

**Extract 58**

*...if there's some exciting words I can look up for dictionary... especially in Cocoa Cola, in the Chapter One I have er one or two one or two words that is very ...very very ... academic and it's very strange, so if the words is very strange I very inspired in the words and look up (others??) [oh] yeh*

*Int: do you like to find new words?*

*E: yes and especially apply in my writing (laughs) [laughs] but sometimes it's not, it's not right but just practise [yes] and then the teacher the tutor can correct for me [of course] yes, it's the steady progress [EM T3]*

**Extract 59**

*EM: In the comparison with the other skill I think reading is my best*

*Int: It's your best skill [yes] yes ok and do you feel you want to improve it?*

*EM: mmm because I think all have the all need to be link so I think I like now I also like to improve my reading too because now I just er my my score in reading in IELTS is 5, 7.5*

*Int: Oh that's very good*

*EM: yes and I would like to upgrade*

*(...)*

*EM: Although I set my target at the high level but if I if I can't erm if I can't I will accept because erm and I will review why I didn't [ok] I didn't get this mark that my target but usually I get the er but usually I er bring out the reason and er how can I make it better before er er after [EM – T1]*

**Extract 60**

*I think it's not enough because I have to keep it very frequently but I'm just do it when mm when some when I have to do and I'm not very very um active ... when it's mean that I just read especially when have the requirement and when not requirement I just I have just read a little, not so much [EM T3]*

**5.5.1.5 Affect**

**Emily (5.5.1.5.1)**

**Extract 61**

*Int: yeh, what does it feel like, reading in English? Can you compare it to some picture or some image? For example is it like climbing a mountain or is it like going for a walk or is it like eating something delicious ...I don't know ..*

*EM: ah just like a picture... it's er like a landscapes picture, a landscape [a landscape] er, there are hills [uh huh] mountains, rivers, and just imagine that I go to, I go along the bank of the river when is very easy material with a lot*

*of flowers, laughs [laughs] and then past the river you go uphill [uh huh] uphill to...you can see the flowers and some very lovely animals like squirrels and rabbits is the... average of the material so just er [it's the what of the material?] it's...not very easy but it's not too difficult, it's just in the middle [EM T2]*

### **Nadia (5.5.1.5.5)**

#### **Extract 62**

*NA: Before er this course I think I don't like to read in English but in this course I like it*

*Int: On the graduate diploma course you mean?*

*N: yeah I like it*

*Int: So what's different?*

*NA: I think the teacher um give a good or bad feeling for their students [uhuh] if the teacher very good the student like it, if the teacher not very good the student will not like anything*

*Int: (laughs) [yes] so it's all about the teacher*

*N: yes and I work as a teacher [yes] and I know [so yeah] students*

*Int: Sometimes the students whatever the teacher does sometimes the students don't don't do*

*N: this is the lazy students [NA T1]*

#### **Extract 63**

*NA: I think reading like the sea [like the sea?] you swim, swim, swim...because when you when you like the reading you will read more and you finish this book and you will read another, another, another*

*Int: OK, [um] and it, you could just go easily [yes] through [yes] [NA T2]*



## **William (5.5.1.5.6)**

### **Extract 64**

*Int: ...what does it feel like reading in English?*

*WI: tsk actually I feel a little boring [right] yes just like ... mm because I don't mm not very glad to read because umm just like mm I like movie I don't like opera [right], if I if you want me to opera I will feel very boring just like this the feeling just like this [mhm] but mm but this is important I think so tsk it's hard to choose [laughs] [WI T2]*

### **Extract 65**

*WI: Some people like reading they they read a lot but I didn't I didn't like really reading*

*Int: It's not something you do much at home?*

*WI: yes not it's not it's er isn't because English, mm in China I didn't read either*

*Int: Ok so and your friends are the same?*

*WI: No some of my friends like reading [ah] just er ... but don't I don't.*

*Int: so what do you what do you like to do instead?*

*WI: mm I like I like playing basket ball [right] I like drawing pictures [oh] yeah I think mm ...maybe ff tsk what to say I feel that reading is a little boring so I don't like it [WI T3]*

## **5.5.2 Initial self-perceptions of competence in reading**

### **Anastasia (5.5.2.1)**

#### **Extract 66**

*AN: Actually if the reading is not very hard, and it doesn't have many words that I don't know [mhm] I don't feel the difference actually, I can sometimes if*

*the reading is of my level of English, ah just the same for me reading in Russian reading in English.*

*Int: So you don't do you do you when you're reading in English, then do you do you not really notice that you're reading in in English?*

*AN: Ah it's not that, I know that I'm reading English but it's quite natural for me because I used to do quite a lot of English reading for my qualification work in the university [AN T1]*

**Extract 67**

*I was actually judging myself against things I had read before [um] which ranged from newspapers and magazines which were like quite easy to academic subjects and fiction [um] which could be quite hard so that's why it wasn't that high. [AN T3]*

### **5.5.3 Strategic resources**

#### **5.5.3.1 Improving reading skills**

##### **Zac (5.5.3.1.1)**

**Extract 68**

*now is I always chose the wrong one because I want to I think I I think if I learn the more difficult one maybe I can improve quickly but er I think is wrong, it also needs a process to from easy to difficult, yeah [ZA T2]*

#### **5.5.3.2 Reading strategies**

##### **Emily (5.5.3.2.3)**

**Extract 69**

*so I have the way that I told you before, just step by step [step by step] yes if two page you can spend two days, one days one page, the others is the left [um] is OK, or just take erm .. half an hour for one page that is very difficult*

*and then let it out later tomorrow you can finish [um] so it's just step by step accumulation it's .. the most .. I think ..the most.... the most perfect plan that I do for difficult material [EM T2]*

*sometimes I find it's very difficult so I do it day by day er just take example like investment module ah is a quite a very interesting book but is quite a very difficult book too so I read the book chapter by chapter each day so I can digest in forma, the knowledge in the book, not rush not condenses in all...in one.... in one day and try an effort to complete it so just do it step by step, day by day so (???) [um] is easier for me [little by little] yeh, little little [yeh] you can chew and chew again [yes, laughs] [EM T2]*

#### **5.5.4 Persistence**

**Eric**

**Extract 70**

*Int: So how..what made you successful in the Gao Cao?*

*ER: er I think maybe ... effort*

*Int: Effort*

*ER: yeah*

*Int: yeah*

*ER: And er pay attention, do er do some extra homework [mm] if not just teacher told you to do work and you do work [mm] it's not enough... Other like... I think just effort [ER T1]*

**Anastasia**

**Extract 71**

*AN: As with my studies I think it was my grandmother because she was ... she was a teacher of Russian literature [oh] but as she was a teacher she*

*knew how to teach in general so when I was little I used to stay at her place a lot and she helped me with all the studies actually because she even could do she could teach me math and geography and stuff because she just knew a basic principle and she could like revise the material and make me study a lot so I think she really helped me a lot [AN T3]*

## **Vincent**

### **Extract 72**

*VC: I realise I must get the 60 ... 60 mark in the finance er finance management so therefore I realise I have to study er study study more hard here*

*Int: study more hard compared to what?*

*VC: university*

*Int: so do you think you've become a different student now?*

*VC: erm yes, I think the press, a lot of pressure to make me grow up, yeh, because I always er tell to my friends er the pressure here is I have never feeled in my study life*

*Int: really*

*VC: yeh , er because I p I paid a lot of money to study here [yeh] and er I can't, I couldn't get any, er nothing after finish this course [yeh] so I must pass this exam to prove I have er this kind of abilities to study abroad, yes [yeh] and also to prove it to my family, yeh,*

*Int: right, OK,*

*VC: so I think um, I think er pressure will make me to grow up so I think I was not used to be, ... yes, and I not what I used to be before [VC T3]*

## William

### Extract 73

*WI: maybe I think my father [your father] he set a good example for me, [uh huh] he has a very strong mind, [right] he establish the company all this he does it by himself, nobody help helps him [OK] so I think he helps me a lot*

*Int: Who, how did you decide to come here?*

*WI: erm my father and my mother, my parents want me to come here and in my opinion I want to come here too [OK] we all think I need to come here [you all think the same thing] yeh [yes, yes OK] [WI T1]*

## Alexei

### Extract 74

*AL:...about the reading? [uh] er .. it's yeh, it's er maybe yeh it's a good idea just to compare with a river because sometimes it depends on the book you have chosen because sometimes you can choose really difficult book then you cannot just swim in this river you know you'll be just ..squ ..squashed up [uh] with all the figures and numbers and the ideas and then can't understand it's just still hard for me for example read artic, not articles but academic journals because...a big piece of a good piece of research under the article and then you have just to know lots and lots of words ..so you get lost in all these facts and analysis .. er so yeh , ... it's some kind of river, yeh ... but still if you are just can deal with it, can cross it, so yeh, that would be fine so you can do this so [uh] that will help you at least just to cope with other maybe more powerful river so to say [AL T2]*

## Emily

### Extract 75

*EM:.... so it's the image of the hill [that's the hill] yes [yes] so you go to the mountain, at the top of the mountain it's very difficult but the size is very is very is very .....extraordinary [extraordinary] yeh, you can see a lot of a lot distance a lot things ..with quite a big pictures and the sky, the cloud, many many animals like er the bear the giraffe or anything which is very excited and er with the big trees and very wonderful flowers its mean that is is the refund if you try your best in the difficult in the most difficult words you can*

*refund a lot, you can understand many things, that's the picture of reading in study?...*

*Int: so if it's a very difficult text [yes] it's rewarding for you*

*EM: yes rewarding because the more difficult the more knowledge you can get from this, of course*

*Int: yeh, OK, that's a very beautiful image (laughs)*

*EM: but is a very it's a long way to go*

*Int: it's a long way to go yes, [yes] and I suppose it's hard work too*

*EM: yeh, hard work too [yeh] [EM T2]*

#### **Extract 76**

*Int: so do you prefer when it's easier?*

*EM: yeh when easy and the part ... the (language of this??) easy er it's interesting topic and if is, is very useful for my er for my study [um] I will read it although it is difficult um] just about the rate of important, ...the most important will be the highest so the less important will be lower [um] if it is important for my study I will read it ..[EM T2]*

#### **William**

#### **Extract 77**

*Wl: yes mm actually mm ... I don't like reading yet but not only English books, when I in China I didn't like read Chinese book too [oh ok] I yeah so I have tried to change here, [mm] I think now I have tried to read some thing than than the beginning but maybe it's not enough [mm] yes*

*Int: So reading is something that that you don't like really [indrawn breath] it's not something that you do much?*

*Wl: mm becau I have tried but you know sometimes mm er er mm when I read something there are lot of mm words I don't know so that make me feel*

*boring because I can't the main idea of the of the test (= text) so I think that make me boring so I don't want to [yeah] read*

*...nt; so it's become it turned out to be more difficult than you thought yeah*

*WI: yes so I don't want to read (laughing) [WI T3]*

## **Zac**

### **Extract 78**

*ZA: ...when you told us do the reading diary yeah maybe today I do it, tomorrow I forgot, I just wanna have a relax take a break I forgot one day forgot another day it forgot I can't make it like a serious things so er it's not enough [ZA T3]*

### **Extract 79**

*Sometimes when I feeling feeling tired you always want to give it up [yeah yeah ] er is er er its in fact I don't know how how to do it how do it, the more mm more successful [ZA T2]*

### **Extract 80**

*I know I have a lot of work to do but er I don't know why ... I just I always give up my some ideas some ideas about the study (laughs) hh so ... er as we know the study is not like one day can do that is need is need er a long terms process so maybe I just see it's not right maybe the problem is not maybe the problem is from is begin with last October [ZA T3]*

## 5.6 Social setting

### 5.6.1 Impact of the new cultural setting

#### Nadia

##### Extract 81

*NA: here in England you have to go to library and find books, and in my country, no, there is no people go to library [oh] just maybe the student who study in masters*

*Int: as so you're talking about undergraduates I suppose [yes] so it's enough ...*

*NA: they didn't use the library any more [right]*

*Int: so were you surprised about that when you came here?*

*NA: yes [oh] it's very important to go to library, find books and reference and*

*Int: that's right, yeh [um] so it's quite different?*

*NA: yes [yeh] very very different*

*Int: uh which one do you prefer?*

*NA: er England, because they help you to, to, to ... like er ... can I say open your mind or can gain a lot of information, not just go to lecture and go home lecture go home [um] [NA T3]*

#### William

##### Extract 82

*WI: maybe when I come here I haven't read enough so I don't know what was reading what er reading was but here I have tried to read a lot of things so I find it's very difficult to me so [WI T3]*



## **5.7 Outcomes of learning**

### **5.7.1 Informal outcomes of assessment**

**Eric**

**Extract 83**

*ER: I think it's more ... more important ... analysis...*

*Int: analysis is more important? [yeh] OK ..*

*ER: because calculation only require how to do the problem ... but er... once you can, if you can ...unless you can solve the problem by calculating you can not analyse, you can not know exactly how to evaluate the project, yeh something like that ....*

*Int: so when did you find out that it's different here?*

*ER: erm, after the exam last term [ah hah] yeh, because the form of the exam is different so I feel a little regret (laughs) [laugh, why?] regret about the way I read a book, I pay more attention on the calculation so ... I think if I ... if I concentrate on the concept I will get more higher, I will get much higher marks [for finance?] yeh". [ER T2]*

**William (5.7.1.2)**

**Extract 84**

*WI: maybe I think I didn't manage my time very well, maybe out class I just spend little time on studying [oh] so I think it's not enough*

*Int: How much is a little?*

*WI: just one or two hours*

*Int: everyday?*

*WI: yes and I didn't do enough reading or listening [mm] so I think this is bad to me yeah...*

*...At that time I thought that was [did you think it was enough?] enough but now I think it's not enough [laughs]*

*Int: so I mean how did you compare with the other people your your other students were you doing do you think you were doing the same as them or*

*WI: mmm I think it it depends on my test results [right] mm you know in my class lot a lot of class mates passed the exam but I but I didn't so so I think I didn't spend mu I didn't spend enough time on my study [WI T3]*

#### **Extract 85**

*WI: yes I think it's (i.e. reading) better than mm the October [mm] mm especially in the reading speed I think I read much more quickly than before [right] and now I know erm more English words than before [mm] s I think it is still not enough [mm] if I compare compare to other class mates in my class [ok] yes [WI T3]*

#### **Zac (5.7.1.3)**

#### **Extract 86**

*Int:...so has anything changed from last term?*

*ZA: er...just some changing is about the study*

*Int: About the study?*

*ZA: Because the last term my finance result is not good and I will want to study finance here so er is er study I this wee this term is more more hardly, just like this (laughs) another is nothing.*

*Int: I think you told me before that last term [mhm] that you had got into the habit of studying only English because [yeah] because you studied on the English [yeah I] full time [then] so you didn't really do much for finance.*

*ZA: yeah but er I'm I'm make a big mistake because I have put the how to say erm just er haven't er keep the balance about the subject and the English and now I got the result, it's er terrible (laughs) yeah (laughs)*

*Int: do you do you think the result is because you didn't [yeah] do enough work?*

ZA: Yeah, last term I just listen the lecture the class room I when it finish go back and er no review it, but er this term I changed (laughs) [ZA T2]

**Extract 87**

*Int: um what what do you think what do you think you were most successful with this year from October? What's the biggest success for you?*

ZA: ...er I think I'm a loser ...[s]..loser I'm not, everything is no good

*Int: everything is not good*

ZA: yeah I'm a loser for from this for this year

*Int: so you think you think nothing was successful for you*

ZA: yeah I think er..when we talk about some people is successful [mm] we normally we will have a standard [mm] like er as a student a diploma student..my aim is to study in the next October I can study in Exeter I can study my pathway but now I have a one course is failed that I can't go to the the university require score [right] so I can't stay here so I I think I'm a loser (sighs) ah now for students the successful is get you get the results what you want [yeah] yeah so I'm not good (?) [ZA T3]

## **5.7.2 What was learnt (mastery)/ later perceptions of competence**

### **Alexei (5.7.2.1)**

**Extract 88**

*when I had an aim to write some essay I had to read some books and while reading I had to analyse that materials to find the key elements what I need so while the process erm ... my reading skills were improving [AL T2]*

**Extract 89**

*stopped stopping all the time because you know when you have lots of uncommon words and then you just bridge just from time to time so it seems that I have you know some coherence and flow while I've started reading [oh*

*right, that's good] yeh ...phrase after phrase, sentence by sentence [oh]  
started to flow yeh [AL T2]*

**Extract 90**

*this sq3 method help me a lot [right] yeh, and er ... yeh, now it's a bit easier  
when you know you have a questions in your head ...you just start to ask it  
before you read the article, start after you read the title [um] start think OK  
what's it going to be about and it's a bit more easier then because while  
you're reading start not just to absorb the information but you're start finding  
answers to your questions and maybe you're wrong at the beginning but then  
it's a little bit ..er.. on the inner level, it's I think a little bit more detailed  
reading and you just...remember this information [um] better [AL T3]*

**Extract 91**

*normally I've got so you know ...sense of OK, here's the abstract, here's  
...here's the first part of it, here's the second part for example, we're talking  
about education, educational literature, OK here's the main ideas, and here's  
support topics so, I can see, easier to see the structure [AL T3]*

**Vincent (5.7.2.3)**

**Extract 92**

*I think er maybe improve my vocabulary because it's very important in  
reading [mm] yes and er its maybe it's it will help me to guess the word's  
meaning because if you un you don't understand the word before the word  
you don't understand [of course] you can't guess that word (laughs) [of  
course] yes so [of course] I should improve my vocabulary to guess the word  
[VC T2]*

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