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Abstract

The researcher in this study attempted to ask the following question: why one student improved in her language more quickly than another? He measured this by coding errors in students' papers; this demonstrated differentiation in learning rate. He then observed and assessed the class, interviewed subjects, and drew conclusions from this information. The questions were primarily designed to assess the role of input in students' lives. The researcher's conclusion was that one student was more willing to make mistakes and diversified the things she did more than the other student. The research did, however acknowledge that the reasons why could be many different things, as much goes into learning a second language.

Why one Chinese student's writing improves more quickly than that of another.

In the following study I asked the following question: why does one student in particular acquire English at a faster rate than another? I mostly tried to answer this question through the lens of the amount of comprehensible input each student took in on a daily basis.

Thus, my study begins at the conclusion of many others. The following research seeks to ask why two ELL (English Language Learner) s are learning English at different rates. Why are the abilities of Student 'a' in theirs of grammatical conventions in writing progressing more quickly than with Student 'b'? Why is Student B not progressing in terms of grammatical accuracy?

As you might well have guessed, the 'why' question is not one so easily answered, and curriculum and classroom time does not account for the entirety of the progression of a student's 'interlanguage.' This is why I looked at the students from multiple viewpoints. While class and curriculum was initially the bulk of my research I secondarily attempted to peer into the lives of the students I was studying. This is where I found the answers to the questions I was asking.

Originally, I planned on selecting subjects from a group of immigrant ELL students from Mexico. The problem I ran into with this was in the desire of their parents to sign consent forms. For some reason or another, official papers of any kind would not be signed.

So as an alternative, I did my study on students learning English in the Center for English Language Education at Northwest University. There were three students in the

program who were from China. As I was seeking to find subjects for my study who were relatively similar, these seemed to be candidates who would satisfy my research. All three students were from a town in China called Shandong.

Literature Review

Throughout this study, I made a few basic assumptions on which my conclusions depended. All of these assumptions are accepted by the greater TEFL community and/ or is supported by empirical evidence.

- 1) A learner's first language has an impact on the learning of a second language (Kalt, 2012).
- 2) People are in large measure, products of their environment.
- 3) Language and Culture are inter-related, co-dependent and therefore inseparable (Wardough, 1986).
- 4) Learning a language is important, if not for any other reason then for the sake of learning another language (and therefore another culture).
- 5) As a result of assumption 2, culture is of utmost importance in teaching another language.
- 6) Language is learned in a grammatical sequence (Krashen, 1977).
- 7) Input outside the classroom greatly increases the abilities of the language learners.
- 8) Errors indicate differing stages in a language learner's 'interlanguage.'

All of these assumptions have practical implications in this study whether those connections are explicitly stated or not.

In this study, language learning will be treated as H. Douglas Brown (1987) says in the first page of his book, *Principles of Language Learning and Teaching*:

Becoming bilingual is a way of life. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling and acting. Total commitment, total involvement, a total physical, intellectual, and emotional response is necessary to successfully send and receive messages in a second language. (Brown, 1978)

What Brown is saying in his book, is that language learning is a difficult process and that it requires the learner's whole participation, affecting the entire being of the student. If the language learner does not give total commitment, and all factors are not addressed, the new language learned will be incomplete. Because of this, I approached English language learning as a highly involved process, and I was very critical (and at times come across overly so) of the language habits of the language learners and of the classroom environment.

Curriculum and Instructor

In his article on the content and intents of a curriculum, Brown (2002) made a list with 12 points on what a good curriculum and teacher should focus. This particular list is an article in a much larger textbook. The points Brown came up with are largely accepted by most linguists in the TEFL community and is holistic and designed to affect every aspect of a student's life. According to H.D. Brown, a good ELL curriculum should focus on promoting:

1. Automaticity – The encouragement of the ability to speak language ‘automatically’; without thinking about the rules of the language itself. This is accomplished more effectively in ESL classes by not ‘overanalyzing language,’ (Brown, 2002) or lingering too much on grammatical rules.
2. Meaningful learning- Learning that is more focused on real-life, applicable language learning rather than ‘rote memorization,’ (Brown, 2002).
Many curricula have extrapolated this point this toward task-based language learning or a communicative approach, which focuses on authentic activities to enforce authentic language acquisition.
3. The Anticipation of Reward- There needs to be a system of long-term and/or short-term rewards available to the ELL student. This “keeps the class interesting, if not exciting,” (Brown, 2002).
4. Intrinsic Motivation- The encouragement of students to ‘want’ to know the language for the sake of knowing the language. Brown states that intrinsic motivation to want to know the language correlates with good language learning.
5. Strategic Investment- The encouragement of students to invest in the language through reading and listening, writing and speaking, according to Brown (2002).
6. Language Ego- The awareness of the curriculum and teacher of the fact that learning a new language has to do with a completely “new mode of thinking, feeling and acting- a second identity,” (Brown, 2002). The language learner can become fragile, defensive and raise his or her inhibitions as taking on a new identity involves changing a former identity.

7. Self-Confidence- According to Brown (2002) the encouragement of high self-confidence correlates with more efficient language learning.
8. Risk-Taking- Brown (2002) encourages the encouragement of students to take risks and make mistakes. This correlates with the mastery of new grammatical schemas.
9. The Language-Culture connection- As Brown states, because language and culture go hand-in-hand, teaching culture is essential in good language learning.
10. The Native Language Effect- Language students often try to predict grammatical schema, which is often based on the native language. Brown (2002) states that this is sometimes positive and sometimes negative. The more a curriculum addresses this, the more effective that curriculum might be.
11. A progression of the individual Interlanguages of the students- Brown (2002) implies that a good language instructor will often provide strategic language feedback in order to help the student develop their own interlanguage, but also helps learners “generate their own feedback outside of the classroom,” meaning they are given the tools to be critical of their own language.
12. Communicative Competence- “Given that communicative competence is the goal of a language classroom, instruction needs to point toward all of its components: organizational, pragmatic, strategic, and psychomotoric,” (Brown, 2002).

Multiple Intelligences

According to Maftoon (2012), Gardner came up with a theory that attempts to reach students with different abilities. He called it Multiple Intelligences. Gardner came up with the theory in an article 1983. Maftoon explored this idea in articles by Gardner

written in 1983, 1993, 1999 and 2009. Following are the different intelligences as described by Maftoon:

a) Verbal/ Linguistic Intelligence

“Gardner has described Linguistic intelligence as sensitivity to spoken and written language and the ability to use language to accomplish goals, as well as the ability to learn new languages,” (Maftoon, 2012).

b) Logical/Mathematic Intelligence

“Gardner (1993) described logical/mathematical intelligence as the ability to study problems, to carry out mathematical operations logically and analytically, and to conduct scientific investigations,” (Maftoon, 2012).

c) Spatial/Visual Intelligence

“Spatial intelligence is the ability to comprehend mental models, manipulate and model them spatially and draw them in detail,” (Maftoon, 2012).

d) Musical Intelligence

“Musical intelligence may also make some students more attuned to accent and pitch in language study,” (Maftoon, 2012).

e) Bodily-kinesthetic Intelligence

“Bodily-kinesthetic intelligence involves our ability to use the body to express feelings or desires,” (Maftoon, 2012).

f) Interpersonal Intelligence

“Interpersonal intelligence is expressed in our human relationships where we cooperate with each other or agree or disagree with each other,” (Maftoon, 2012).

g) Intrapersonal Intelligence

“Intrapersonal intelligence, as conceptualized by Gardner, includes the awareness of one's own desires, fears, and abilities, and also using this information to make sound life decisions,” (Maftoon, 2012).

h) Naturalistic Intelligence

“Gardner (1999) described a naturalist as one who is able to recognize and classify objects,” (Maftoon, 2012).

i) Existential Intelligence

“Gardner (1999) considered existential intelligence as the intelligence of understanding in a large context or big picture. It is the capacity to tackle deep questions about human existence, such as the meaning of life, why we die, what my role is in the world,” (Maftoon, 2012).

In his article, Maftoon (2012) concludes the following: “With regard to classroom instruction, teachers should provide conditions that encourage students to use all kinds of Intelligence.” Maftoon further goes on in his article to explain that some methodologies focus on one of the intelligences, but a good teacher of English as a second language will try to cater to each individual learner in the classroom.

Sequencing in Acquisition

As Stephen Krashen highlights in multiple articles on language acquisition (1989, 2006), there are various sources on the sequencing of the acquisition of English. According to Krashen, the idea of sequencing in acquisition began with Brown (1973). He studied children in the acquisition English as a *first* language. Since then, researchers have continued his research and have expanded this idea to the studying of people learning *second* languages. There are many similarities between the grammatical

sequencing of people learning first and second languages, but as Krashen points out, the differences are crucial.

The sequence I will be using will be that of Krashen (1977). In his study, he does admit that this is the *average* sequence of acquisition for child learners of English as second language and not a complete universal truth. This is a description of how students *generally* learn English across languages. He does state, however that “most studies show significant correlations with the average order [of the grammatical schemas found in English].” The sequences are generalized in order to encapsulate a larger group of ELLs. Below is the Krashen’s ‘Language Acquisition Chart.’

The Order of Acquisition (Krashen, 1977)

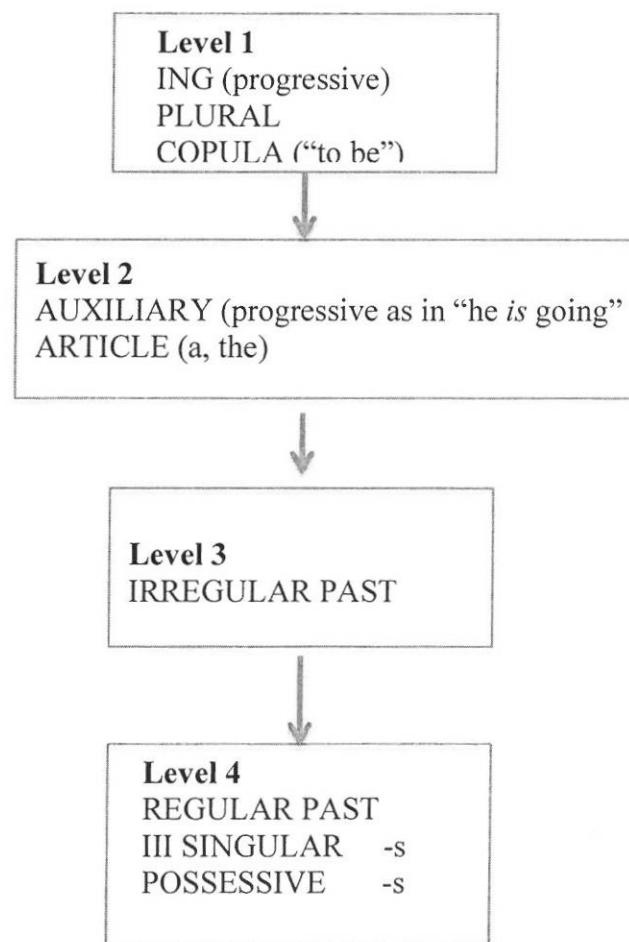


Figure 1

- * There are several grammatical features that are not contained in Krashen's model on the sequence of acquisition. I therefore only counted the mistakes made in the above categories.

Figure 1 demonstrates the sequence of acquisition according to Krashen (1977). He explains in his book that this is the average sequence of acquisition, meaning *most* people learn English according to this pattern. However, among the general population of ELLs there are subtle differences.

Input

In Stephen Krashen's article, *Principles in Practice on Second language Acquisition*, he states that the input hypothesis, "...may be the single most important concept in second language acquisition today," (Krashen, 1982).

In explaining what the input hypothesis, he defines 'input' as all of the target language that a language learner hears, in this case, English. According to this hypothesis, 'input' is divided into two different types: comprehensible and incomprehensible. 'Incomprehensible input' is the language that the language learner cannot understand. 'Comprehensible Input' is the language that the language learner can understand. The 'input hypothesis' is the idea that when much 'comprehensible input' is provided to the language learners, the target language will be acquired at a much faster rate.

Methodology

My original intent for this study was to compare two different Spanish-speaking students who had recently transitioned from ELL programs. I was going to study the students and ask ‘why’. Why did one student learned English so quickly, while the other student not?

It was my intent to address this demographic for two reasons: because I was intending on working with Spanish speaking immigrants and because I am proficient in speaking the language. The problem I ran into however, was this: the students in which I was planning to study were often absent from classes and their parents were unwilling to sign a permission slip of any kind. The posed problem rendered my study at this particular school completely impossible.

My ‘Plan B’ was what made this study not only possible, but successful. I found a group of Chinese students studying at a University in the greater Seattle area and decided to study them. They came from the same high school in Shandong, China and had travelled to study English on July 1st, 2013. Their high school has a partnership with Lake Washington Technical College and that was how they arrived in the United States. The students I reviewed were those who transferred to Northwest University in hopes of getting a better education in English. Class time and the pedagogical theories of the instructor had little impact on the differences in improvement of the students as it was effectively a ‘constant’ (all of the students received the same instruction, day in and day out). The only differences that might have come in the classroom would have been derived from the theory of multiple intelligences (Gardner, 1983; 1993; 1999; 2009 via Maftoon, 2012). I reviewed the classroom from this viewpoint as well.

Within this study, I addressed only a very small part of the much larger topic of language learning. To take every factor into account when researching how a student learns English is one that would take much more than the allotted time and space to write.

Classroom Review

The first portion of my study had much to do with simple observation of classes. I sat, watched and took notes of two different two-hour classes, often trying to make my presence in the class as unnoticeable as possible so that every participant-both students and teacher- would learn and teach as they had all semester long. The criteria with which I critiqued the classroom and my assessment of the different elements of what H.D. Brown calls an effective curriculum (Brown, 2002), are defined and explained in the literary review under the subheading of, 'Curriculum and Instructor.'

As I previously mentioned, in addition to reviewing the classroom setting from the perspective of H.D. Brown, I also reviewed it from the perspective of Gardner's Multiple Intelligences (1983; 1993; 1999; 2009).

Selecting the Subjects

In this study I focused on three different Chinese students. They all learned English in China, and came to the United States of America at the same time to learn English at Northwest University. They will all leave at the same time as well.

I looked at two different essays written by the students. Essay one was written as a final for the Spring writing class, and the other as a mid-term for the summer writing class. One specific thing I took into account when interpreting the data is that essay one was half the length of essay two. This was taken into account when counting and

assessing the number of mistakes made by the students and making a selection for which students to study.

In light of the sequence in which Krashen (1977), claims students acquire the English language, I coded the errors the students made in two separate essays which were two months apart. One essay was written in May and one in July. Table 1 contains the number of errors in each of the different essays. My purpose was to demonstrate with an objective eye, a difference in improvement among students. Of the three students I studied, I chose Steve and Jane to study more extensively as Jane improved greatly and Steve improved less. The other student, Jessica, improved more than Steve, but not as much as Jane. I do acknowledge that this is not an entirely flawless method of choosing subjects as other factors could play into how well or poorly they did on the in-class essays. It does however, accurately represent a progression in writing ability in terms of grammatical interlanguage.

Table 1

Number and level of mistakes made by the students in their written essays

Name	Level 1 Score		Level 2 Score		Level 3 Score		Level 4 Score	
	Essay 1	Essay 2	Essay 1	Essay 2	Essay 1	Essay 2	Essay 1	Essay 2
Steve	1	1	3	3	0	1	1	1
Jessica	0	3	4	6	1	4	0	0
Jane	10	4	0	5	0	5	1	0

The errors described in table 1 are in need of explanation. The concept of counting errors is taken from the assertion from H.D. Brown (2002) that the

encouragement of errors is important and my 8th assumption that higher-level errors demonstrate progress. The higher level of the error, the more progress is demonstrated. Steve shows a reduction in errors (as essay two is twice the length of essay one). This demonstrates a growth in writing ability, but not great improvement, as upper level errors were not found in his writing.

Jessica, however, did show improvement, as her errors on essay one were second and third-level errors (four and one, respectively). Jessica's errors on essay two were significantly greater in number, even when the length of the essay was taken into account. Where the improvement was found was in the level of the errors committed. Jessica made three level-one errors, six level two-errors, and four level-three errors. Her attempts to communicate through higher levels of grammatical schema demonstrate improvement.

Jane improved the most. Her first essay was comprised of very low-level errors. She made 10 level-one errors and one level-four error. This is indicative of simple writing. Her next essay on the other hand, contained four level-one errors, five level-two errors, and four level-three errors. Not only was the *number* of errors made altogether lower in essay two compared to those made in essay one when word-count was taken into account, the level of those errors *significantly* changed.

Steve improved in his abilities and demonstrated this by not making errors, but did not continue to progress by making higher-level errors. While Jane did not progress as much in her grammatical accuracy in terms of sheer numbers, she did improve in the *types* of errors she made. Many grammatical schemas, in which she did not make errors

in essay one, were attempted two levels higher in essay two. This demonstrates great improvement.

The Interviews

For the bulk of my study, I interviewed both Steve and Jane. What I attempted to elicit in the interview questions was the amount of input to which students were daily exposed. The questions I asked the students can be found in Appendix A. The interviews came across as somewhat informal, yet both were given in a similar situation. The questions were asked in a dorm hall lounge at Northwest University with students coming in and out during the interview. I was seated with my back to a wall and the interviewee sat across the table from me. Both students, Steve and Jane seemed very comfortable with being interviewed. The questions I asked in the subject interviews were intended to demonstrate the amount of input found in the daily lives of the students. Based on the answers to the questions, I then drew conclusions as to why students learned English at the rate they did.

Results

Classroom Observations

The classroom observations were reviewed under the following criteria proposed by H.D. Brown (2002) on the characteristics of an effective classroom.

- 1) Automaticity – The instructor focused much on automaticity. There was a large amount of authentic discussion on real issues. This all elicited automatic speech-speech that came without thought or focus on the formal aspects of the language, such as grammar.

1. Meaningful learning- Many of the ideas brought up in class such as 'racism' or stereotypes were discussed. This is very meaningful as it is such a large part of the news, culture and the daily lives of the students as they are a minority in the greater Seattle area.
2. The Anticipation of Reward- While there was a system of grades and the students involved in the study are highly motivated by those grades, there were no short-term rewards. The grades given, however, were long-term rewards.
3. Intrinsic Motivation- There was a sense of students learning the language and enjoying that language learning during class. However, to automatically extrapolate that to students be motivated intrinsically, is not possible due to the uncertainty of causality.
4. Strategic Investment- The encouragement of strategic investment was not seen in the three hours I attended class. This does not mean, however that it did not exist.
5. Language Ego- This was expressed very well in the classroom. Students were not made to speak, and when they were encouraged, they were encouraged to give one-word or very grammatically simple examples, which they had previously thought out in a group setting. One example of this was in the warm up prompt given on one on the days. The prompt was as follows: "Americans are _____." They had to fill in the blank and were encouraged to report it to the class. The one word answers were acceptable. This took into account the Language Ego.
6. Self-Confidence- The students were encouraged to talk in class, although not overtly so. This made them realize their abilities in speaking in class and therefore more self-confident.

7. Risk-Taking- There was an occasional risk that the instructor encouraged the students to take. For example, as a follow-up to the warm-up statement made earlier was another question: “Chinese People are _____.” This made the students take risks as they were surrounded by other Chinese students and asked to make generalizations about Chinese people.
8. The Language-Culture connection- The language-culture connection was taken into account when the instructor told the class about ‘if-then statements.’ This grammatical schema tells us a lot about how speakers of English think in regards to why things happen.
9. The Native Language Effect- As many concepts found in the native language- Mandarin-Chinese, were contrasted in the class-time studied with those found in English, such as the ‘If, then’ grammatical schema, this criteria was fulfilled.
10. A progression of the individual Interlanguages of the students- During the lesson, students were given some input from the teacher. One day, they were writing a lesson and the teacher gave a small correction. “You can’t have ‘can’ and ‘do’ next to each other. They really don’t like each other.” Copious errors were not corrected and this takes the interlanguage of the students into account as they were not required to correct errors that were too difficult for them to understand.
11. Communicative Competence- Students were encouraged to be a part of the class organizationally in the fact that all assignments were turned in online. Pragmatically, in that the instructor gave pragmatic commands as opposed to strictly semantic commands. Strategic, in that the students were encouraged greatly to try to speak in class, even if they did not possess the grammar required

speaking about their desired subject. They were not, however encouraged to participate in a psychomotoric manner.

After this review of the curriculum, I have come to realize that this teacher and the given curriculum were very responsive to the language needs of the students. Although he and the curriculum omitted certain things in the lessons I watched, he also made sure to accomplish the majority of the tasks. It was apparent that the students were engaged in the material and that is what will in large measure encourage learning.

In regards to the idea of multiple intelligences, the following is how I evaluated the teacher with regards to his diversification in instruction:

a) Verbal/ Linguistic Intelligence

Students did much work together. In the beginning of each class and throughout they were given whiteboards to write on in order to solve problems and work together. This requires much work together via verbal interaction.

b) Logical/Mathematic Intelligence

Throughout the classes, students were required to work together to come up with pragmatic, rational answers to the problems.

c) Spatial/Visual Intelligence

With regards to visual and spatial intelligence, many videos and pictures were shown during both classes I attended in order to convey messages to the classroom over the course of the days I was in the classroom.

d) Musical Intelligence

The teacher of the class was very deliberate in playing modern music during the work time of the students on both days.

e) Bodily-kinesthetic Intelligence

The teacher did not involve Bodily-Kinesthetic intelligence on either day.

f) Interpersonal Intelligence

Students were required to work in partners to solve problems on portable whiteboards. They were asked questions such as, “You are stranded on a desert island. You are able to take three things with you. What are those three things?” This was asked on observation day one.

g) Intrapersonal Intelligence

Students were asked a few questions that involved this kind of intelligence, On day two they were asked to complete the statement, “Chinese people are _____.”

h) Naturalistic Intelligence

As I mentioned before, the students were given the following question on observation day one: “You are stranded on a desert island. You are able to take three things with you. What are those three things?”

i) Existential Intelligence

Many questions of a philosophical nature were asked. They examined the ‘big picture’ (Gardner, 2009) of life.

Subject Interviews

Lastly, after observing the classroom, I interviewed the students in order to find out what was making them learn at different rates in terms of the amount of input that the students were receiving. The results of the interviews were compiled in Table 1 with the questions I further investigated, which pertained to the role of input in their lives. During

the interview, I did ask more questions (as seen in Appendix A), however the questions in table 2 were the questions I investigated further and made conclusions from as they pertained specifically to the topic of ‘input.’

Table 2

Question	<i>Information from Subject Interviews</i>	
	Answers	
	Steve	Jane
Age	20	19
Hometown	Shandong, China	Shandong, China
Job in America	The Northwest Cafeteria doing various jobs.	The Northwest Cafeteria doing various jobs.
Language spoken most in America	English. Most of Steve’s friends are from America or other countries.	Chinese. Jane has two friends who speak Chinese at Northwest and lives with one of them.
Entertainment while in America	Computer game: League of Legends (in English), movies (in Chinese), music (classical and American).	Shopping, going to new places (amusement parks etc.), going to Pike’s Place Market, China Town and Chinese restaurants. Jane listens to Chinese music, reads Chinese books, and watches Chinese Movies.
Schedule	Very regimented. Steve works out everyday and does his homework at an appointed time every night.	Regimented up until about 7:30 each night of the week. After that her schedule is free.

Discussion

When reviewing the errors found in Steve and Jane's essays, I was immediately drawn to the question, why, when looking through the lens of 'input,' did Steve improve so little and Jane improve so much? The interviews were expected to clear up this question, but the reality was that the water only became murkier when asking this question. My hypothesis was that Jane probably spends more time around native English speakers and receives more input than Steve, but rather I found the opposite.

Jane spends time with many of her high school friends from China and Steve spends his time with people who are not from China in his dorm hall. Steve plays the computer game, *League of Legends*, in English during much of his free time. Jane hangs out with her friends. When it comes to the sheer amount of input, it seems as though Steve gets much more. This is when I began to question the quality of input that Steve was getting. Specifically, Steve goes through everyday as he did the previous. He gets up in the morning and goes to class. During the breaks in his set routine, he goes to the gym in the afternoon after class but before work. He goes to the store everyday to buy likely the same food to eat. He plays the same video game day in and day out. What I began to wonder was whether or not this regimented routine was truly beneficial to his language improvement. Steve experienced the same input day in and day out. There were few new grammatical schemas for Steve to learn and use in his speech.

When I viewed this in contrast to Jane's experience it was different. Jane engaged in many different activities. She talked about going shopping with her friends, going new places such as Pike's Place Market (a market in Seattle), China Town, and

amusement parks such as 'Wild Waves (in Tacoma).' This is a very possible answer to the question of 'why.' This is just one possibility.

Another possibility is that the error coding was flawed. There are many different variables that might make this possible. First of all, the improvement was gaged simply from two essays. As previously stated, both essays were given in similar situations (both in class and major portions of the students' grades), however the personal lives of the students could have interfered with their writing abilities.

The answers to questions involving the 'why' are practically endless and it is likely that there are many different reasons for the improvement or lack of improvement in students' grammatical abilities in their writing, and not just one reason. Following is the conclusion that I believe to be the reason for Steve and Jane's differences in improvement.

During my interview with Steve, I got the feeling of intentionality in learning English. He was constantly making choices that might make him more proficient in the English language. Jane, on the other hand was quite the opposite. When I asked her the question on whether she spoke English or Chinese more, she laughed and answered, '...Chinese.' This unveiled a truth in student's views toward learning English as a second language. Steve viewed this as an academic pursuit he needed to perfect. Jane viewed it rather differently. There was little intent in her schedule or how she spent her free time. While many might say that this would indicate a much better of improvement by a student with the mind-set of Steve, Jane's mindset might, in reality benefit more.

When reviewing table 1, I noticed one thing. Steve did not made any higher-level mistakes. He, in reality, attempted fewer mistakes. This very well may be Steve's fatal

mistake in language learning. His lack of willingness to be wrong- to make mistakes and attempt grammatical schemas, which he is not absolutely sure of- may actually hurt his language learning.

Jane on the other hand made many mistakes (albeit fewer in essay two than essay one) at higher levels. The encouragement to make mistakes as H.D. Brown states, is essential to a good curriculum (Brown, 2002). If Jane continues to trudge forward in her uncertainty, she is much more likely to continue in improvement.

Of course in the end, there is likely no 'one' true answer to the question posed in this thesis. There are many different factors that go into language learning and input and making mistakes is only one of those factors.

I can in no way generalize the findings found in this study to the greater population of English Language Learners in the United States, but there are two things that can be taken away: teachers of students of English as a Second Language need to encourage students to be okay with making mistakes and to diversify their experiences while living in the United States of America or another country in which English is the primary language.

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Appendix A

Subject questions

Basic Information

- Name
- Age
- Country of Origin
- Length of stay in the United States

Affective Aspect

- Describe your classroom.
- How often did you talk in your classroom?
- When you made mistakes in your classroom, do you feel like you were looked down upon?
- Were you excited to come to class everyday? Why?

Motivation/Views of Learning English

- What is better: United States culture or your native culture?
- Do you want to learn English? Why?
- What language do you speak the most here?
- What kinds of things do you do for entertainment?
- Do you listen to music? What kind?
- Do you watch movies? Which ones?
- Do you read books? What books are your favorites?
- Describe your daily schedule.
- During you stay, which have you spent your time with the most? What do you do?

- What do your parents think about you staying here? (if negative, ask them how often they talk to them.)