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“If I had never learned another language, I don’t know how I would teach English”: Investigating the language learning experiences of plurilingual TESOL teachers

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Abstract

This study investigates how plurilingual MSc TESOL student teachers' language learning experiences contribute to their knowledge and professional beliefs about language teaching. Seven in-depth semi-structured interviews are conducted with teachers from an MSc TESOL programme at a large UK university to explore their language learning histories characterised by numerous circumstantial and elective language learning experiences. The results from the study suggest that teachers' rich and diverse experiential knowledge manifested through their language learning experiences is an important contributor to their professional knowledge and beliefs. Based on the findings, it will be argued that teachers' plurilingualism should be addressed by policymakers, recognised as part of teachers' knowledge base, and explored through reflection in teacher education.

Keywords: plurilingualism; language learning experience; teachers' beliefs; teacher cognition; MSc TESOL student teachers

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1. Introduction

This study investigates the language background of plurilingual MSc TESOL student teachers and its relation to the formation of their professional knowledge and beliefs about teaching English. In order to explore the connection of teachers' formal, or naturalistic, language learning experiences to their knowledge, beliefs and reported teaching practices, a qualitative research design with semi-structured interviews is used to obtain rich and in-depth data about their language biographies. The seven plurilingual student teachers in this study gained their experience either as 'circumstantial bilinguals' (Valdés and Figueroa, 1994), which involves being raised in a bilingual family or migrating to other countries, or as 'elective bilinguals' (Valdés and Figueroa, 1994) who decided to take up language learning out of their own volition and interest. The term 'plurilingualism' in this study refers to the linguistic repertoire of individuals who have varying degrees of proficiency in several languages and an ability to use these languages for communicative purposes (Coste et al., 2009). In considering that plurilingualism is a dynamic ability susceptible to development depending on the different trajectories taken over the course of our lives (Coste et al, 2009), I will not describe teachers' plurilingualism as a state, but, rather, experiences that vary and change over the course of a lifetime. The term 'multilingualism' will be used only when referring to societal contact of languages (Marshall & Moore, 2013).

1.1 Purpose and importance of the research

With the recognition of English as the world's lingua franca (Widdowson, 1994) and the general state of super-diversity and multiculturalism in the world (Vertovec, 2007), a number of researchers (Lin, 2013; Ellis, 2016a; Hall & Cook, 2012; Jessner, 2008) criticise the compartmentalisation of learners' languages in the classroom and urge teachers to draw on learners' full linguistic repertoire (Canagarajah, 2013; Cenoz & Gorter, 2013; Garcia, 2008). However, while the field of TESOL undergoes this paradigmatic change and experiences 'the multilingual turn' (Conteh, 2014; May, 2014), the argument that bilingual and plurilingual English language learners preparing to become global citizens might be better assisted by teachers who have successfully learned other languages and engage in plurilingual practices themselves goes almost unrecognised (Ellis, 2016). Consequently, research that investigates English language teachers' linguistic repertoires and how they influence their beliefs about language teaching remains scarce. Due to teachers, in school settings, being the main promoters of plurilingualism, I argue that the challenging move towards a more plurilingual

TESOL (Cenoz & Gorter, 2013) is only possible if teachers' own plurilingualism is recognised and valued by the profession and their skills fostered in teacher education programmes.

In considering the factors outlined above, the purpose of this study is to investigate how plurilingual teachers' language learning experiences inform their beliefs and complement their professional knowledge gained through teacher training. Acknowledging the significance of teachers' language learning histories as a contributor to their understanding of language teaching could serve as a positive step towards further debunking the problematic and messy notion that only 'native speakers' are acceptable models of 'good' English teachers (Cook, 1999; Davies, 2003; Philipson, 1992). Moreover, with the increasing global mobility of people, teachers who engage in translingual practices (Canagarajah, 2013; Garcia, 2008) can be considered as mediators between languages and cultures (Lantolf & Thorne, 2006; Byram, 1997), as knowledge of any language is strongly connected to the 'cultural experiences that have been lived in that language' (Kramsch & Zhang, 2018, p. 8).

1.2 Rationale for the research

As well as my intellectual interest in this topic, there is also a personal element in my decision to engage in this research. As a speaker of Macedonian and a plurilingual teacher myself, I have experience of formally learning English, Spanish, Italian and French and informally acquiring lower level Serbian and Bulgarian. Despite my numerous language learning experiences and knowledge of many languages, in my brief teaching experience I tended to use only English, as I strongly believed it demonstrated my professionalism and capabilities as an English teacher. However, after learning about the many benefits of multilingualism and the interconnectedness of the languages in our minds, I was challenged to reflect on my beliefs and approach to teaching English. Through the process of carrying out this research, I have come to accept my language learning experience as a vital part of my professional identity and my beliefs about language learning and teaching.

1.3 Background and context

The interviewees in this research were selected from an MSc TESOL programme at a large UK university. While they come from many different parts of the world, the interviewees and I, the researcher, are connected as members of a community of practice (Wenger, 1998) through the MSc TESOL programme, during which we actively participated in formal and informal discussions on topics such as multilingualism, own language use in the foreign language classroom and the native/ non-native speaker dichotomy. Additionally, the

interviewees are familiar with the notion of reflection (Dewey, 1933) and have been encouraged to engage in this during the programme.

1.4 Structure of the dissertation

This dissertation is structured in five chapters. Chapter One provides a brief overview of the research topic, definition of 'plurilingualism' and the purpose and rationale of this research project. Chapter Two contains a review of the body of literature relevant to the current research and provides a theoretical framework for investigating the influence of teachers' language learning experiences on their knowledge and beliefs. Chapter Three presents the rationale for the research design and the method employed in the study, and explains the ethical issues, the instrument for data collection and the approach to the data analysis. Chapter Four focuses on the results of the study in relation to answering the two research questions by establishing connections to the relevant literature. Finally, Chapter Five presents a summary of the findings and considers the limitations of the study, the application of the findings and the implications for teacher education and the profession in general.

2. Literature review

In this chapter, I present the benefits of the use of learners' own and additional languages in the English classroom and discuss the teachers' role in promoting such an inclusive classroom environment. I argue that teachers' awareness of their own plurilingualism is instrumental in promoting plurilingual approaches to TESOL and discuss traditional views of teachers' knowledge base that excludes teachers' language learning experiences. I present a new and updated model for teachers' language awareness and limited empirical evidence of the value of teachers' language learning experiences as a source for reflection and development. Finally, I conclude the chapter by identifying a research gap and providing a framework for the present study.

2.1 The case for own language use in the English classroom

All English language learners already speak at least one language, which is described by Swain and Lapkin (2005, p. 181) as 'our most formidable cognitive resource'. Many different terms are used in the literature to refer to the concept of learners' first learned languages. In this dissertation, I employ Hall and Cook's (2012) term 'own language', but expand it to encompass multiple languages that learners may have grown up with. Arguing for own language use in the classroom, scholars point to the fact that learners' own language is an undeniable part of their identity (Norton & Toohey, 2011). As such, it can be said that its use in the foreign language classroom is also a 'moral obligation' (Edstrom, 2006) that the teacher has towards the learners in creating a positive learning environment, and its rejection from the classroom is essentially exclusion of the learners' 'most intense existential experience' (Philipson, 1992, p.189).

2.1.2 Studies on own language use

Studies on the functions of own language use (Carless, 2004; Duff & Polio, 1990; Liu et al., 2004; Levine, 2011, Macaro, 2001) find consistency in the factors that affect teachers' own language use, such as: explaining things that are different in terms of writing systems and grammar in the new language, managing the classroom, responding to learners who speak in their own language, attending to learners' lack of understanding in the new language and showing empathy. Brooks-Lewis (2009) emphasises that monolingual teaching for adult learners can be stressful and a way of asserting teacher power. This view is also held by

several other researchers (Auerbach, 1993; Canagarajah, 1999; Edstrom, 2006; Stibbard, 1998), who argue that own language use can reduce anxiety, put the learners at ease, help the teacher connect with the learners and provide a favourable learning environment. Cummins (2007) and Macaro (2006) note that learners' own language can be used as a mediator of knowledge between the languages. Similarly, Cook (2001) encourages teachers to take advantage of the connections between learners' own language and the new language that they naturally form in their minds by comparing them in terms of their similarities and differences.

2.1.3 Teachers' beliefs about own-language use

While researchers show that learners' own language is beneficial, they also call for its use to be 'purposeful' and 'judicious' (Edstrom, 2006; Crawford, 2004) and for teachers to maximise the target language input (Cook, 1995, 2001). Studies on teachers' beliefs (Macaro, 2006; Littlewood & Yu, 2011) find that teachers feel a sense of guilt when they use learners' own languages in their classrooms, because of institutional policies based on the widespread use of the direct method. Moreover, due to a lack of clear research findings regarding what is considered purposeful and an appropriate amount of own language use, they determine own-language use based on the learners' proficiency in the new language (Crawford, 2004). However, it is worth noting that teachers' beliefs are prone to change over time and several researchers report changing beliefs in favour of own language use (Atkinson, 1993; Burden, 2000; Mattioli, 2004) as a result of reflection on their practices and re-examination of the pedagogical assumptions that underpinned their teaching earlier in their career.

The above studies clearly indicate the usefulness of learners' own languages to subsequent language learning and make a case for inclusive classroom environments. The following section extends this argument to include benefits that can be obtained from learners' other languages.

2.2 The benefits of bilingualism and plurilingualism for language learning

Research on bilingualism and plurilingualism continuously shows that knowledge of two or more languages aids the acquisition of an additional language and is associated with cognitive flexibility (Bialystok, 2010; Cenoz, 2001; Edwards, 1994). Studies also indicate that, compared to monolinguals, bilinguals and plurilinguals have higher metalinguistic awareness and can think about language in an abstract way (Ben-Zeev, 1977; Bialystok, 1991, 2001; Moore, 2006; Jessner, 2008) and this finding, along with the finding of interaction of the languages in the mind (Herdina & Jessner, 2002), can serve to enhance their language learning abilities. Despite some authors' critiques of strategy use (see Macaro, 2006) being related to language learner success (Gillette, 1994), bi-/plurilinguals' strategy use influenced by their language learning experiences is positively associated with success in subsequent language learning (Thomas, 1992) and attributed to their metalinguistic and metacognitive awareness (Jessner, 2006, 2008). To be more specific, findings indicate that, as a result of their past language learning experiences, plurilinguals make early effort to use the new language (Bowden et al., 2005), frequently employ grammar learning strategies (Kemp, 2007) and are good at handling the affective demands of language learning (Naiman et al., 1996).

2.2.1 The case for use of learners' and teachers' other languages in the classroom

It is important to note that the positive effects of knowing other languages on language learning are not always automatic (Moore, 2006) and, as Cenoz (2013) highlights, emerge in additive learning contexts (Cenoz, 2003) where the other languages are not silenced, but invited into the classroom. Studies investigating subtractive learning contexts (Cenoz, 2003), where learners' other languages are not perceived as beneficial, or encouraged, in the classroom, find no significant effect with regard to third language learning (Cenoz, 2009; Sanz, 2000; Van Geleren, 2003). Additionally, research suggests that teachers' actions and expectations directly impact on learners' attitudes and achievements (Falomir, 2014). For instance, teachers' role in pointing learners to similarity-based language learning strategies has been linked with learners' success (Otwińska, 2015, Haukås, 2016). All of the above findings highlight teachers' importance in the promotion of learners' plurilingualism, and the argument of this study is that teachers who, themselves, have experiential knowledge of what it means to be a language learner might be better equipped to do so. Moreover, since many teachers are predominantly in this profession due to their love of languages (Ellis, 2016a), being able to actively use them in the classroom with their learners can be incredibly rewarding for them and, in some cases, can avert the process of attrition. If we consider teachers' central role in the promotion of plurilingual TESOL, it is important to revisit and critically examine the

competencies required for teachers in such an inclusive classroom environment. Having established the importance of teachers' languages, the next section considers how they are represented in the theoretical literature.

2.3 The knowledge base of English teachers

The call for reconceptualization of the knowledge base of L2 teacher education (Freeman & Johnson, 1998) and research on teacher cognition that followed (Borg, 2003, 2006, 2009) caused a shift from the cognitive to the sociocultural paradigm (Lantolf & Thorne, 2006). This shift was based on major criticisms of teacher education relying on disciplinary knowledge from theoretical linguistics and second language acquisition (SLA) and failing to account for the knowledge and experience that underlie the complex teaching processes (Freeman & Richards, 1998; Johnson, 2009). A key factor to building this new and improved knowledge base to lead to a better understanding of language teaching is the recognition of teachers as rational professionals and decision-makers whose practice is influenced by their complex 'mental lives' (Walberg, 1977) and their thoughts, beliefs and knowledge (Freeman, 2001; Borg, 2003, 2009, Tudor, 2001). Contemporary constructionist views (Richardson, 1997) now perceive teachers' learning as an interaction between the knowledge from their teacher education programmes and teachers' own beliefs and experiences (Borg, 2006) and it is generally accepted that these factors powerfully influence their teaching practices and pedagogical decisions (Freeman, 2001). However, even in light of the recent developments in the field of bilingualism and multilingualism reviewed in the previous section, to date, plurilingualism is not perceived as a competency for English language teachers. Ellis (2016a) reviews policy statements from the UK, the USA, Australia, New Zealand and Canada and notes that none of the accrediting bodies in these countries, except for New Zealand, recognise language learning experience (LLE) as being necessary or valuable for TESOL teachers. In the European context, although plurilingualism is considered a goal and teachers are expected to know at least two languages (Otwinowska, 2017), the policy guidelines that include elements of plurilingual pedagogy are vague and scarce (Newby et al., 2007; Otwinowska, 2017; Vetter, 2011).

2.3.1 Language awareness for English teachers

In theoretical discussions regarding teachers' knowledge base, the closest component that accounts for the type of awareness teachers gain through LLEs is 'subject matter knowledge' (Richards, 1998; Grabe et al. 2000). The main goal of this type of knowledge for teachers is teachers' language awareness or 'understanding of the nature of language, language use and second language learning' (Richards, 1998, p.15). Similarly, Andrews' (2007, p.29) framework demands 'awareness of language from the learner's perspective'. However, as Otwinowska (2017) observes, this traditional view of language awareness does not require that teachers possess competence in any other languages but the target one, meaning that it is acceptable for English teachers to remain monolingual speakers of English. If this is the case, teachers will not have first-hand experience from the perspective of the learners and, consequently, will not be fully prepared to educate their learners into bi-/plurilinguality (Ellis, 2016a). Based on the above observations, Otwinowska (2017) proposes a useful extension to the traditional model for language awareness (Figure 1), which is particularly applicable to the present study.

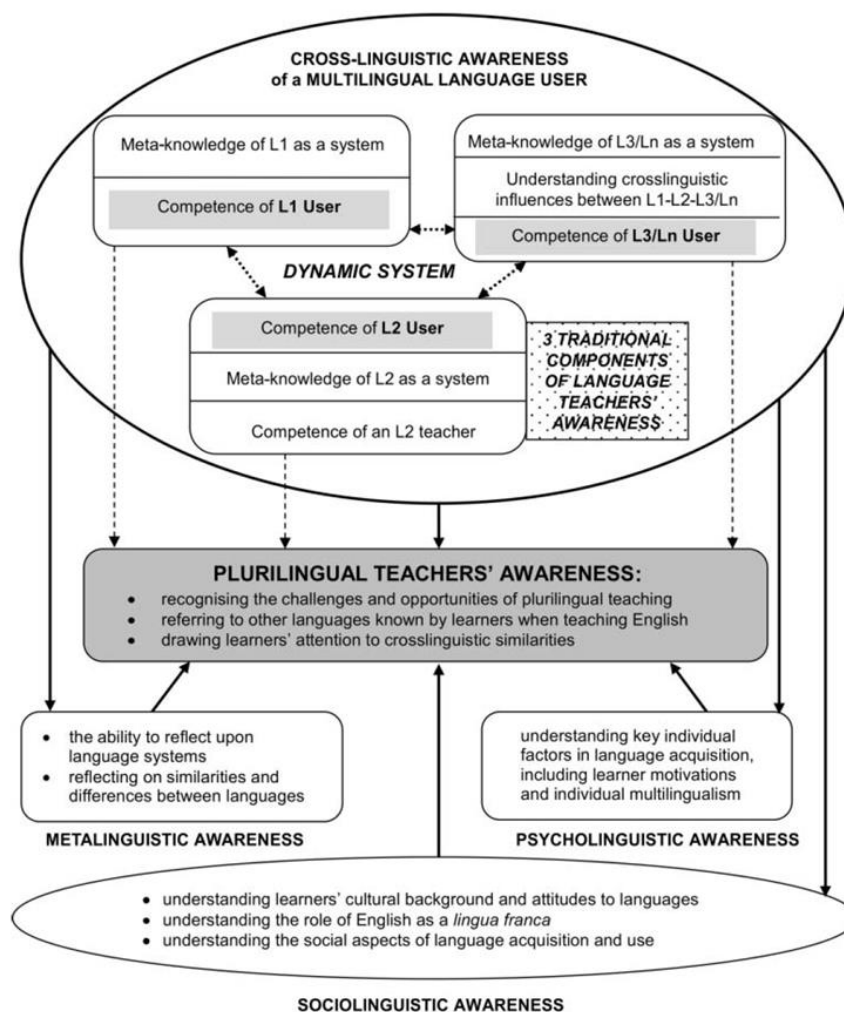


Figure 1. A model for teachers' plurilingual awareness (Otwinowska, 2017, p. 310)

As well as the three components of metalinguistic, psycholinguistic and sociolinguistic awareness, which she contends can be taught through teacher education, it also contains the cross-linguistic factor, which is unique to plurilingual teachers and dependent on their language learning experiences. If we consider teachers as crucial promoters of learners' plurilinguality and their other languages as inherently connected with an aspect of the desired competencies for teachers in a plurilingual TESOL (Otwinowska, 2017), it can then be argued that teachers' language learning experiences should be considered as an essential part of their mental toolkit (Ellis, 2016a).

2.4 Teachers' cognition and the 'apprenticeship of observation'

From the research findings reviewed thus far and the new framework proposed for language awareness, there is no doubt that teachers' knowledge gained through their LLEs can serve as an asset to their profession. However, it is necessary to consider that LLE does not have an automatic positive effect on teaching (Bailey et al., 1996; Ellis, 2016a). On the contrary, the effect can even be problematic, if teachers' experiences remain 'unanalysed, intuitive and imitative' (Borg, 2006), while influencing them for the duration of the teacher training and beyond. In teacher cognition literature, the phenomenon of the many hours teachers spend as students observing other teachers is known as 'the apprenticeship of observation' (Lortie, 1975, p. 61). This concept raises an important question about the effectiveness of teacher training in competition with the beliefs teachers hold from many years of experience as students. To be able to make sense of this experience and avoid mindlessly reproducing the way they were taught, teachers are encouraged to critically reflect on it in teacher training and challenge their underlying beliefs and ways of knowing (Schon, 1983; Farrell, 2007).

2.4.1 Studies about teachers' language learning experiences

In order to gain some insight into teachers' knowledge of language teaching, it is important to include teachers' past language learning experiences in the concept of 'experiential knowledge' (Wallace, 1991), which was originally proposed to refer only to teachers' classroom experiences. Surprisingly, the type of knowledge that stems from teachers' past 'language lives' (Ellis, 2016a) has been downplayed in the literature over the years (Birch, 1992; Cohen, 1992; Grabe et al., 2000) and after the initial research in the 1990s that examined it (Bailey et al., 1996; Golombek, 1998; Gutierrez Almarza, 1996; Johnson, 1994; Numrich, 1996), teachers' language learning experiences have been overlooked in TESOL research for over two decades. With the call for recognition of learners' plurilingualism, a new, but small, wave of studies emerged investigating teachers' language learning experiences

(Ellis, 2016a; Moodie, 2016). These two bodies of research are reviewed in the following sections.

2.4.2 1990s studies on pre-service teachers' 'apprenticeship of observation'

The 1990s studies collectively show that teachers' formal and informal language learning experiences are a powerful force for understanding and developing their tacitly held beliefs. For example, the pre-service teachers in Numrich's (1996) study tended to imitate techniques that they deemed useful from their language learning experiences, whereas the teachers in Johnson's (1994) study criticised their previous teachers based on their memories of them, which differ from the preconceptions they have about themselves as teachers. The students in Bailey et al. (1996) also have ideas of 'good' and 'bad' teaching models they witnessed as learners, but they were unaware that they had shaped their beliefs about teaching until they reflected on them. Similarly, as previously mentioned, Guetierrez Almaraza's (1996) findings suggest that teachers do not simply act on their 'pertaining' knowledge, but inform their actions through reflection on the interaction of their prior language learning experiences and knowledge from teacher education courses. Golombek (1998) also shows that teachers' response to their classrooms is directed by personal experience, factors and values as much as their professional knowledge.

2.4.3 Recent studies on in-service teachers' language learning experiences

From the recent studies investigating in-service teachers' LLEs, it can be said that Ellis's (2004, 2006, 2013, 2016a, 2016b) body of research has provided the most important arguments for the inclusion of teachers' other languages in the TESOL profession. Building on the work of the early studies about the apprenticeship of observation, Ellis's research draws a necessary comparison between the experiences of monolingual and plurilingual teachers and shows that the benefits for learners from their bi-/plurilingualism, which were reviewed in a previous section, also apply to plurilingual teachers. In other words, plurilingual teachers have more successful LLEs and more insights than monolingual teachers into the linguistic, social and emotional nature of language learning. Her research also effectively expands the thinking on teachers' linguistic identities beyond the NEST and NNEST dichotomy (see Medgyes, 1994) to include teachers' rich circumstantial and elective language learning histories. Moodie (2016) who specifically investigates teachers' negative language learning experiences finds that with a lack of reflection on their 'anti-apprenticeship of observation' teachers are left with beliefs that they should make the classes fun for the students, instead of basing them on disciplinary knowledge. All of the studies on teachers' LLEs clearly indicate

the importance of reflection on teachers' experiential knowledge if it is to complement their formal knowledge derived from teacher education in a meaningful way.

2.4.4 Studies on structured language learning experiences (SLLEs)

Some teacher educators have recognized that reflection on own language learning is crucial to bridging the gap between theory and practice. The result of this realisation is the introduction of SLLEs as part of teacher education courses, where student teachers learn a new language and reflect on the experience. The rationale for reviewing studies that investigate SLLEs is because the teachers who engage in SLLEs, even though they are not necessarily plurilingual, experience the learning processes of their future students. Combined with knowledge from teacher education programmes, these experiences can lead to valuable insights about what language learning is and what it requires.

My literature review search identified several studies investigating SLLEs (Flowerdew, 1998; Lowe, 1987; Olivero, 2015; Forman, 2015). The findings from these studies collectively assert that language learning experiences are a valuable pedagogical resource for teachers. Lowe's (1987) student teachers, who underwent a 12-week course in Mandarin, report insights related to language learning strategies (Macaro, 2006, Oxford, 1990) and affective and cognitive factors (Dörnyei, 2005), such as awareness that people learn in different ways. Olivero (2015) reflects on her experience of learning Czech through journal entries and maintains that decontextualized presentation of the language had an impact on her understanding and made her realise that it should be presented meaningfully and purposefully. Flowerdew's (1998) student teachers were bilingual in English and Cantonese when they studied an L3 on a BA TESL programme in Hong Kong. They reported heightened language awareness as a result of being able to compare and contrast their two languages with the new language. It seems that this study, along with Forman's (2015), which reports on teachers' awareness of the linguistic distance of languages and cultural awareness, are the only studies on SLLEs that focus on insights about language and not only on what it is like to be a learner.

While all of these studies detail the many benefits of SLLEs, such as increased understanding of language teaching and learning and empathy for the students, it is important to also note some key issues in the context of the present research. They are very short and part of official teacher training courses, which means that they pose little threat to the student teachers' identity and survival, and do not include insights gained from informal interactions in the new language. Due to the short nature of the courses, which range from a day to a few months, the languages are learned only at beginner level, and are limited to formal classroom

experience. Consequently, the student teachers do not gain insights that could emerge from speaking the language at a higher level. Otwinowska's (2014, 2017) studies on teachers' language awareness suggest that teachers' ability to reflect on the similarities and differences of languages is strongly dependent on teachers' level of proficiency in the languages. This is perhaps why only the teachers who were already proficient in two languages prior to the SLLE (Flowerdew, 1998) reported being able to compare and contrast them with the new language. In considering these limitations, it can be concluded that these SLLEs are limited and artificial when compared to the richness, complexity and diversity of teachers' own lived experiences.

2.8 Research gap and conceptual framework for the present study

The present study is a response to the call for more research on teachers' own formal and informal language learning experiences (Bailey et al., 1996; Borg, 2006; Ellis, 2016). It does not focus on whether teachers' LLEs influence their practice, but aims to provide an understanding of how they relate to teachers' beliefs and knowledge about language teaching and learning. Unlike the recent studies on teachers' LLEs that investigate in-service teachers, the present study is set in the context of a teacher education programme. It is important to note that the study does not argue that plurilingual teachers are better than monolingual teachers, and the researcher recognises that 'good teaching' is determined by a complex range of factors other than teachers' LLE alone. Rather, the study is based on the argument that making the distinction between 'monolingual teachers' with understanding of only one language and limited language learning experiences and 'plurilingual teachers' with understanding of two or more languages and many language learning experiences is more beneficial to the TESOL profession than the traditional 'native speaker' and 'non-native speaker' dichotomy (Kramsch, 1997; Llurda, 2016; Pennycook, 2012), as it captures teachers' experiential understanding of how languages are taught and learned and expands the thinking in the profession about teachers' background. Moreover, it is in line with the call for teacher cognition research to take into account 'the shifting emphasis from the monolingual native speaker model to learners' multilingual competencies and repertoires' (Kubanyiova & Feryok, 2015, p. 442).

Since teachers' internal cognitive processes cannot be observed, this study uses the framework of teacher cognition to gain an understanding of teachers' language learning experiences and adopts the terms used in Ellis's (2016) studies, namely beliefs, knowledge and insights, to categorise them. The term 'beliefs' refers to 'the acceptance of a proposition for which there is accepted disagreement' (Woods, 1996, p.195). The term 'knowledge' refers

to 'things we know' (Woods, 1996, p. 195) or 'facts which we hold to have been demonstrated or are demonstrable' (Ellis, p. 215). The term 'insights' encompasses teachers' 'personal practical knowledge' (Golombek, 1998) and refers to an understanding gained from experience that allows teachers to see something in a new perspective or understand something that they previously thought to be incomprehensible. Given that teachers' lived experiences are very detailed and subjective, this study uses an interpretative approach, which will be presented in the next chapter.

3. Methods

In this chapter, I present my research design and explain my rationale for the methodology. I discuss my role in the research and the steps I took to ensure that the research follows the guidelines for good practice. My respondents, instruments and methods are also discussed. Finally, I explain the research procedure and the thematic coding and analysis of the data.

3.1 Rationale for the research design

In order to explore how plurilingual MSc TESOL student teachers' language learning experiences relate to their knowledge gained from teacher education and beliefs about language teaching and learning, I use a qualitative research design with interviews as the data collection instrument on account of my research questions, which are exploratory and interpretative in nature and are as follows:

RQ1: How do plurilingual MSc TESOL student teachers' language learning experiences relate to their beliefs about teaching English to speakers of other languages?

RQ2: How do plurilingual MSc TESOL student teachers' language learning experiences interact with their knowledge gained from the MSc TESOL programme?

I situated my study within the social constructivist paradigm (Denzin & Lincoln, 2011), as my research concerns the subjective reality of my interviewees' language learning experiences, knowledge and beliefs. I employed a narrative methodology (Bold, 2012), using semi-structured interviews to collect rich and detailed data to explore the interviewees' multifaceted experiences. My rationale for using a narrative approach is that, in the context of my study, narrative is useful for gaining an understanding of the participants' perspective of how they learned to teach (Johnson, 2006) and serves to provide insights into the language learning experiences of my interviewees by connecting their past with their present and future experiences, situating them in social and institutional contexts (Benson, 2011).

3.2 Role of the researcher

I, the researcher, consider that the outcome of qualitative research is essentially 'a product of the researcher's subjective interpretation' (see Dörnyei, 2007, p. 38). For this reason, I constantly engaged in researcher reflexivity throughout the research process to ensure that my interviewees' voices are not distorted or falsified and are heard in their entirety. I engaged in construction of meaning during both the data collection and the data analysis stages. I encouraged my interviewees to explore and narrate stories from their LLEs and co-constructed meaning of the stories through follow-up questions and interpretative restatements that they either confirmed or rejected and elaborated on. During the data analysis stage, I provided my interviewees with the written transcripts of the interviews and invited them to conduct member checks (Lincoln & Guba, 1994) of the data analysis to even out the power relationship, to increase the trustworthiness of the research and to ensure that my analysis did not favour aspects of their answers that suited my subjective experience or understanding of the topic.

3.3 Ethical considerations

One of my main goals in this research project was to protect my interviewees from harm and to conduct the research in an ethical manner. Firstly, I informed potential interviewees about the nature and purpose of the research through a comprehensive participant information sheet (Ap. 2) in which no deception was involved. Following this, interested interviewees voluntarily identified themselves as either bi- or multilinguals. They were given time to read an informed consent form and ask questions, after which they signed the form (Ap. 3). By signing the consent form, the interviewees were agreeing to a set of standards, including use of the data collected during the interviews for this dissertation and other subsequent publications, as long as their confidentiality is maintained. All of the interviewees confirmed that they understood both their role and the researcher's in the study and its potential benefits for their professional development.

The research was designed in such a way as to avoid causing any psychological, emotional or physical harm to my interviewees. During the data collection stage, I became aware, through their responses, that the interviewees held conflicting beliefs about my research topic. I followed good practice guidelines as a researcher by respecting my interviewees' interests (see BAAL, 2016) and not challenging them to address the contradictions in their beliefs. I also made my interviewees aware that they could withdraw from the research at any given

point without having to provide any explanation of their decision and ensured them they would not suffer any consequences as a result of that.

With regard to data protection, I encrypted all of the data and stored it on a password-protected hard drive. I used pseudonyms for the transcripts of the interviews rather than the interviewees' own names. With the interview containing personal questions, in order to avoid potential harm or identity disclosure, I asked each interviewee verbally if there was anything they would prefer not to be included in the final paper. All of the interviewees granted permission for me to use all of the collected data.

Another ethical issue that was important to be addressed is my relationship with the interviewees. Since the interviewees were also my classmates and I know some of them personally, I had to be very careful, and to ensure, that they did not feel coerced into participating in my research (see BAAL, 2016). I, therefore, repeatedly reminded them that it would be perfectly acceptable for them to refuse to participate in the research or decide to withdraw from it at any given point and that this would, in no way, negatively impact on our personal relationship. Finally, the research process followed all of the institutional guidelines of, and was approved by, the University of Edinburgh Review Board (Ap. 1).

3.4 Interviewees

I interviewed seven MSc TESOL students (five female and two male). I chose to recruit the interviewees using purposive sampling (Patton, 2002) by identifying classmates with diverse plurilingual language experiences. All of the seven interviewees are English language teachers enrolled in a TESOL Master's programme at a large UK university. During the data collection stage all but one of the interviewees had already completed all of the diploma courses as part of the MSc TESOL programme, with the only remaining component being the dissertation project. The teachers who took part in the study come from several different countries: China, the United States, Scotland, Indonesia and Luxembourg. One of the interviewees also associated her national identity with Germany and another with Montenegro. They have varying levels of teaching experience and varying levels of proficiency in their spoken languages and have collectively encountered, attempted to learn, or speak a total of seventeen different languages (Table 1). Some of the interviewees have had 'circumstantial' language learning experiences, while others have had 'elective' language learning experiences (Table 2). Several of the interviewees have had both circumstantial and elective language learning experiences.

Table 1 – Plurilingual teachers’ demographics

Name	Teaching experience	First learned language	Other language learning experiences
Amelia	4 years	English (US)/German	Swahili, Thai, Spanish, Russian
Brenda	7 years	Banjarese	Bahasa Indonesia, English, Korean, Dutch, Russian
Caroline	6 years (part-time tutoring)	Serbo-Croatian/Luxembourgish	German, French, English, Spanish
Daniel	2 years	English (US)	German, Spanish
Elena	2.5 years	English (US)	French, Swedish, Lithuanian
Frank	3.5 years	Teochew	Mandarin, Cantonese, English, Spanish
Grace	2.5 years	English (UK)	Japanese, French, Chinese

Table 2 – Plurilingual teachers’ language learning experiences

Name	Circumstantial LLEs	Elective LLEs
Amelia	English, German, Swahili	Thai, Spanish, Russian
Brenda	Banjarese, Bahasa Indonesia	English, Korean, Dutch, Russian
Caroline	Serbo-Croatian, Luxembourgish, French	English, German, Spanish
Daniel	English	German, Spanish
Elena	English	French, Swedish, Lithuanian
Frank	Teochew, Mandarin, Cantonese	English, Spanish
Grace	English	Japanese, French, Chinese

3.5 Research procedure

I used a qualitative semi-structured interview to gather in-depth data about the interviewees’ lived language learning experiences and beliefs about teaching. I chose the interview method due to its flexibility of allowing interviewees to express themselves freely through detailed and rich answers (Bryman, 2012). The detail and richness of the data is very important for this study, in order to gain insight into the importance of the interviewees’ LLEs from their own perspective. For this reason, I opted for a semi-structured interview schedule adapted from Ellis (2016) that contained open-ended questions, providing the interviewees with a lot of leeway in their responses. I precisely chose to employ a semi-structured interview as this enabled me to ask follow-up questions and be flexible with the order and wording of my questions (Kvale, 2007). I also found that this type of interview provided me with the right

balance between being able to gain genuine access to the world of my interviewees and having a plan to follow that allowed me to clearly focus on my topic and address specific issues relevant to answering my research questions. This balance of structure and flexibility was also particularly helpful to me as a novice researcher to maintain my focus during the interviews.

To demonstrate my process of learning and growing as a novice researcher as part of this dissertation project, I decided to report on my methodological journey in its entirety. McKinley and Rose (2017) point out that novice researchers are usually only exposed to the 'ideal' research designs in the literature, perpetuating a stereotype that problems in research are rarity and not the norm. They contend that the limitations and the problems with the research are not known to the researcher from the outset, but, rather, encountered as the data collection and data analysis processes unfold and should not be minimized or downplayed in the published papers.

In order to test whether my interview schedule was appropriate and would provide good data, I piloted my interview. However, it was only after I had conducted several interviews and was able to draw comparisons between them that I noticed the word 'beneficial' in question 15 (Appendix 4) was leading my interviewees to frame their answer in a certain way. After consulting my supervisor, I made the decision to slightly alter my interview schedule during the data collection phase by changing question number 15 into "If so, to what extent did your experience affect your teaching even if you couldn't teach multilingually?" I also updated the schedule by introducing a new question, which some of the interviewees addressed on their own and seemed to be a good starting point for further understanding the interviewees' changing beliefs, as it yielded interesting data (Question 16, Appendix 4). I conducted all of the interviews in person using English. The interviews were audio-recorded and lasted between 45 and 65 minutes, depending on the interviewees' engagement with the topic and amount of language learning experience discussed.

3.6 Data analysis

I made the decision to analyse the data thematically by implementing Braun and Clarke's (2006) six-phase guide, due to the time constraints of the project and the overwhelming amount of multifaceted data collected during the interviews that equaled 166 pages. Thematic analysis is a flexible method not directly tied to any particular theoretical position or methodology (Braun and Clarke, 2006), which makes it suitable for narrative research, as there is no single process identified by researchers to analyse narrative data (Bold, 2012). Moreover, thematic analysis is considered to provide novice researchers with the foundation

and core skills associated with many other types of qualitative analysis (Braun & Clarke, 2006). As there is no consensus about what thematic analysis is and how it is done (Attride-Strirling, 2001; Braun & Clarke, 2006), I found the six-step guide particularly helpful, due to its clarity and concision, and also because it maintains the flexibility that this method of data analysis offers.

I transcribed the seven interviews applying Seedhouse's (2004) conversation analysis transcription convention. Following the transcriptions, I read them to gain a holistic idea of the content that was covered. During this stage I also reviewed literature and took initial notes (see Bazeley, 2013; Braun & Clarke, 2006). In the next stage of the data analysis, I used 'pencil-and-paper' qualitative coding to focus on the most important elements of the data and to seek patterns in the responses. The coding was done both deductively, by implementing categories based on my review of the literature and the research questions, and inductively, based on identification of elements emerging from the data itself. The initial round of coding helped me to explore the storylines of the interviewees and identify their larger meaning and significance, which allowed me to group the data into five themes. However, at this stage there was a lot of data that did not yet fit into any of the established categories, making it evident that the categories and themes needed to be refined. Upon recursive readings of the data, which continued throughout the analytical process (see Bazeley, 2013), I modified and expanded the categories several times until I managed to arrange the data in a meaningful way to tell my interviewees' rich and complex stories. Finally, I revisited the data one more time, coded it electronically by color and grouped it into a total of seven overarching themes. It is also important to note that I recorded all of the decisions I made over the course of the research to enable me to reflect on my increasing understanding of the process. As the researcher is also an instrument in this study, my evidentiary database provides an audit trail of the whole process from the first step of the data collection to the conclusion drawn from the results (see Bazeley, 2013), which further increases the dependability and conformability of the research (Lincoln & Guba, 1994).

The qualitative research design of this study allowed me to gather rich and in-depth data that captures the details of my interviewees' language learning experiences, while the thematic analysis served to make meaning of the interviewees' narratives and group them into categories to build a storyline of their rich experiences. In the next chapter, I present and thoroughly discuss the results from this research process.

4. Results and discussion

4.1 How do plurilingual MSc TESOL student teachers' language learning experiences relate to their beliefs and knowledge about teaching English to speakers of other languages? (RQ1 and RQ2)

Through recursive readings of teachers' complex narratives, it became evident that their language learning experiences continuously interact with their professional beliefs and knowledge from teacher education to inform their reported teaching practices and own language learning (Figure 2). Since it is impossible to effectively separate these linked cognitive processes, the two research questions will be answered simultaneously through the seven themes identified in the data.

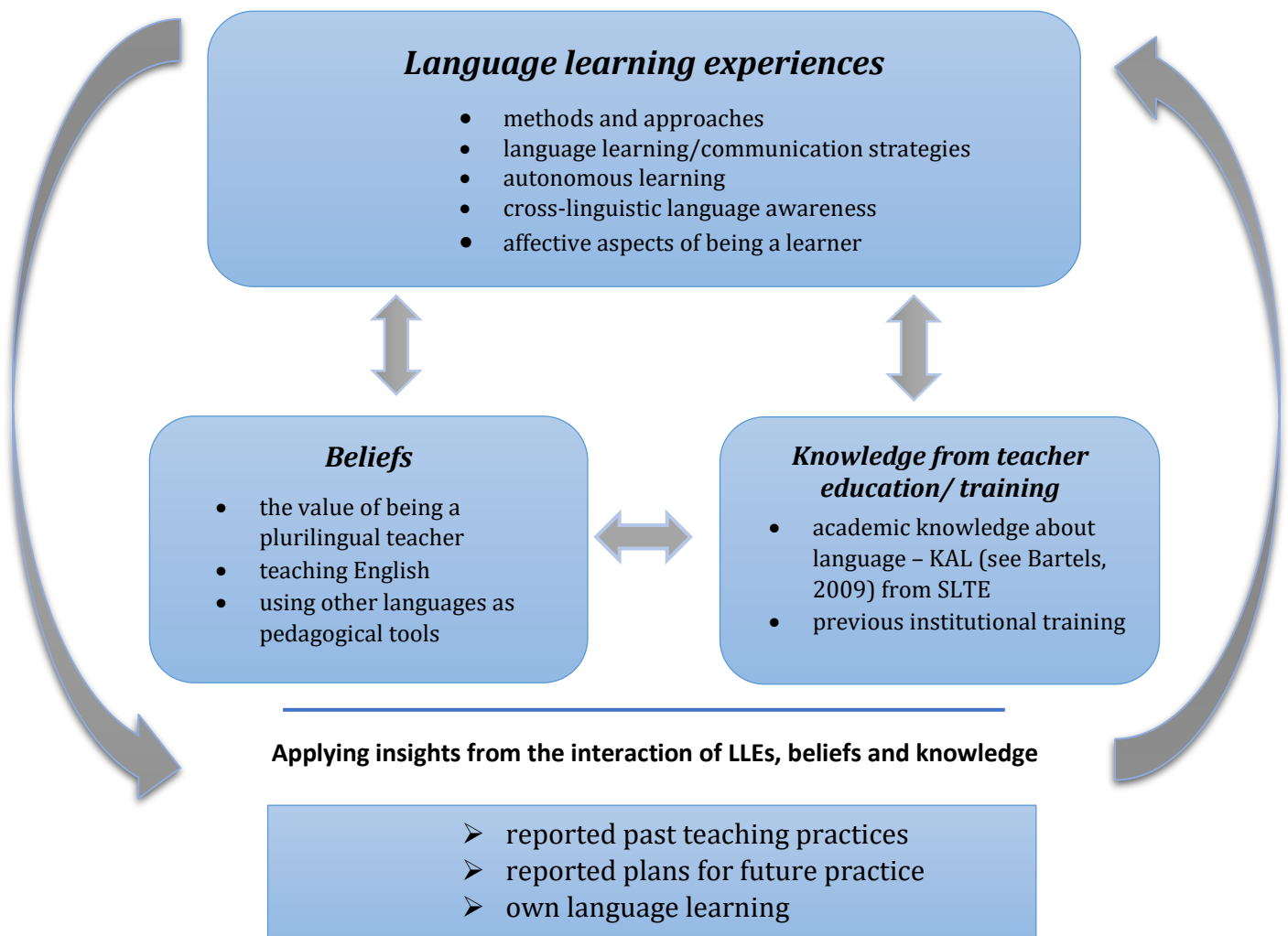


Figure 2. The interaction of teachers' LLEs, beliefs and knowledge

4.1.1 Beliefs about the value of being a plurilingual teacher (Thematic analysis - Ap. 13)

The interviewees' beliefs that having learned multiple languages is valuable for language teachers was one of the most striking themes to emerge from the data. Whilst there was a question that addressed the difference between monolingual and plurilingual teachers (Ap 4: 17), it was framed in neutral terms and did not, in any way, present plurilingualism as an asset for language teachers. Despite this, all seven interviewees' answers were shaped by what they perceived to be the benefits for language teachers of speaking multiple languages.

For instance, five teachers pointed out that plurilingual teachers' 'successful experience' (Frank, Ap.11: 566) of learning other languages means that they have 'background knowledge' (Elena, Ap. 9: 727) they regard as helpful for being 'a good teacher' (Grace, Ap.12: 596). Additionally, one of the teachers, who deemed her languages as part of her identity, metaphorically noted that teaching English as a monolingual would be like 'teaching someone to ride a bike if you don't know how to ride a bike' (Amelia, Ap.13). All of these views can be summarized by the comment that plurilingual teachers essentially have 'the skill that they are hoping to help their students develop' (Daniel, Ap.8: 833), which they believe helps them to relate to the learners and empathize with their struggles, strategically use their learners' own language, compare and contrast languages to address areas of difficulties and help the learners develop metalinguistic awareness, as well as having more non-essentialist understandings of culture.

From the above comments it is evident that all seven teachers think of their languages as an asset to their teaching. However, comments by three teachers strongly indicated that they had not given much thought to their plurilingualism with regard to their professional lives, nor reflected on their language learning experiences as part of their teacher education:

I never thought about it before (Amelia, Ap.10: 708)

um:: (1.9) I never think about that (Brenda, Ap. 7: 865)

(..) I don't know (.) I've never thought about that because (.) <we are all> multilingual teachers (Caroline, Ap.6: 1183)

Despite this, their language learning experiences seem to be readily available to be invoked at the moment of speaking and, from other comments they made throughout the interview, it is evident that they do contribute to their thinking about English language teaching. In this sense, the fact that these teachers have not consciously considered their plurilingualism as

an inner professional resource could be attributed to the monolingual focus of the profession dominated by the direct method and the neglect of teachers' language learning experiences, which is a criticism most recently expressed by Ellis (2013) and echoed in TESOL Quarterly's 2013 special issue on plurilingualism (Taylor & Snoddon, 2013).

In this section I provided an overview of teachers' overtly expressed statements regarding their beliefs about the value of being plurilingual. The following sections will explore their stories in more detail.

4.1.2 Plurilingual teachers' experiences with teaching methods and approaches (Thematic analysis - Ap. 14)

All of the seven plurilingual teachers in the study frequently referred to the methods and approaches through which they learned their languages. Brenda, a plurilingual teacher with numerous circumstantial and elective language learning experiences, made a comparison between theory and practice based on her experience of learning English:

sometimes uh like many theories say like (.) behaviourism is not effective (.) ... audiolingual is not that effective (.) many articles say that bu::t since I have that experience when (.) with my teacher when she like fully taught me in audiolingual (..) I still have it in my head like right now (.) ... and I remember it (.) because I made friends with (.) many of my students and they still remember it (.) that makes me — I think that's still effective (Brenda, Ap 7: 366 -377)

Through this comment it is evident that Brenda, who has theoretical knowledge of teaching English, informs her beliefs about the effectiveness of the audiolingual method based on her own personal experience of it as both a student and teacher. While Brenda was convinced of the effectiveness of a method she was told did not best reflect contemporary ideas about language teaching, Daniel, who was trained in the Berlitz method and was assured it is highly effective, also arrived at his own, but different, conclusion through his personal experience. After his student failed a class he was challenged to reconsider his beliefs about this method, which he initially thought 'was the way to go' (Ap.8: 393) based on his experience with overuse of his own language as a student. He recalled being taught Swahili as part of his training in an attempt to understand the struggles his student must have been going through:

sometimes I felt like we were making progress (..) but for 'him it must have been just like with me with the Swahili thing (.) where you just kind of like (.) maybe you understand like a 'little bit of what you're doing and saying be – based on like the interaction you're having in that moment (..) but outside of that interaction (.) I don't

know if your mind really makes the connection (.) 'without being able to use (.) their L1 (Daniel, Ap:8: 535-541)

As a result of his reflection, Daniel concluded:

I really don't think that it makes much sense to (.) enforce this direct method with (.) absolute (.) beginners (..) it just doesn't make sense (Daniel, Ap.8: 547-549)

The views expressed above with regard to teaching methods clearly show that teachers do not simply turn to theory in search of the answer to how to teach 'best', nor do they blindly implement what they are taught in teacher education or institutional training. On the contrary, these examples, corroborated by Gutierrez Almaraza (1996), Ellis (2016) and Golombek (1998), indicate that teachers' personal hypotheses and beliefs are largely influenced by their experiential knowledge. Based on these findings, I argue that teachers' experiential knowledge of different methods and approaches could be a valuable resource in their teaching, if we consider that the field of TESOL is currently experiencing a 'post-method condition' (see Kumaramadivelu, 1994), which places much emphasis on teachers' freedom to make informed decisions based on a variety of methods and contextual expertise.

4.1.3 Language awareness: insights from comparing languages (Thematic analysis - Ap. 15)

Both the differences and similarities between different language systems were commented on by all of the seven plurilingual teachers. Language structure was commented on by the teachers in terms of the similarities between English and Spanish grammar in contrast to Russian, the way Chinese and Thai lack past and future time, the syntactical differences and similarities between English, Korean and Indonesian, the differences in conjugation grammar between French and English, and the way English differs to Indonesian in terms of grammatical number and third person singular -s (see Ap. 15). In making these comparisons, two of the teachers perceived that the psychotypology, or the linguistic distance, between languages was a source of the difficulties that learners face in English:

if you're teaching (.) you know one romance language to another romance language (.) you're going to have a lot more similarities whereas (.) if it's (.) you know (.) a completely unrelated language (.) it becomes much more difficult (Amelia, Ap. 10: 360-363)

Teaching pronunciation was mentioned by two teachers who believe that learners' struggles with English sounds are closely connected to the other languages they speak. Frank spoke about the difficulty of pronouncing certain sounds in English that are absent in the Chinese

language (Ap11: 96). Amelia, who commented on the language proximity of Romance and Germanic languages, recalled that Thai speakers have 'a different set of issues' than German speakers, such as being unable to hear the final consonants 'd' and 's', or the difference between 'l' and 'r' (Ap.10: 422).

Misunderstandings due to low proficiency and different cultural and pragmatic norms in languages were experienced by Grace (Ap.12: 65), who recalled a situation where, despite her best intentions, she offended a Japanese speaker. Lexical similarity between languages was also mentioned by two teachers. Elena (Ap.9: 256) commented that she noted some similarities in vocabulary between English and Swedish, while Caroline (Ap.6: 47) recalled how she found the high lexical similarity between French and Spanish helpful as a language learner.

To sum up, the interviewees spontaneously and confidently commented on the grammatical, syntactical, lexical, pragmatic and phonological similarities and differences in the languages they speak in 22 instances. The ability to do so can be interpreted as an indicator of the interviewees' high metalinguistic awareness and 'cross linguistic awareness of a multilingual language user' (Otwinska, 2017). This type of experiential knowledge, which consequently enables the interviewees to identify areas of difficulty their students might face in learning English, is particularly desirable for language teachers (Jessner, 2006, Otwinowska, 2017). Moreover, research findings (Ellis, 2004, p.104) suggest that the cross-linguistic component of language awareness 'cannot develop as highly in relation to only one language as it can in relation to two or more languages, which is corroborated by the findings of the studies on the SLLEs that were concerned mostly with what it is like to be a learner. High metalinguistic awareness has also been associated with the development of plurilinguals' learning strategies (Jessner, 2006, 2008), which will be explored in the next section.

4.1.4 Plurilingual teachers' experience with learning strategies (Thematic analysis - Ap. 16)

One key trait of all of the seven plurilingual teachers in this study is that they are keen language learners who consciously planned for, and worked towards, achieving success in their languages. The comments made by the teachers about their own language learning suggest that they are highly autonomous learners who employ a wide range of strategies to facilitate their learning, which, in turn, seems to be closely related to their beliefs about how languages are learned best and their conceptions of how language works.

For instance, five plurilingual teachers, who see language as being interactive and cultural, expressed that their preferred way of learning a language is through communication, immersion and exposure to media. They explained intentionally using social strategies, such as seeking conversational partners with whom they can use the target language:

you know (.) when I start to learn something I need to find friends to speak to talk to (.) so I agreed (..) me and my friend agreed to learn Russian together (.) by ourselves and then practice together (.) but then she stopped and I have nobody else to talk to and then I stopped #that's how (Brenda, Ap.7: 947-951)

I'm someone who learns <on the go> (.) like even with English now I've realized that in the past five ?years 'with my boyfriend ?here (.) there's so many things I just ask him:: what does what do you how do you say <this> and how do you say <that> and then he doesn't know what I mean so I rephrase it <explain it> so it's like I'm giving (.) <synonyms to myself> but I want the word 'from him # (..) ... that's how I learn how I like to learn (.) a few things here and there (Caroline, Ap.6: 512-518)

In Brenda's case, the social strategy for language learning involves cooperating with a peer, while Caroline relies on communication with a proficient speaker in the language in combination with a compensation strategy of using synonyms to convey her intended meaning. Caroline and Brenda, who both learned six languages, reported that they often used other compensation strategies as language learners. Brenda spoke about using gestures to indicate the meaning with Dutch speakers (Brenda, Ap.7: 165), while Caroline explained how she would guess words in Spanish based on her knowledge of French and the perceived linguistic proximity between the two languages (Ap.6: 264).

Other teachers also reported numerous direct and indirect strategies that enhanced their learning. For instance, Grace, who learned Japanese successfully through using flashcards, used this memory strategy to aid her learning of Chinese (Ap.12: 173), and Elena employed the cognitive strategy of practicing the sounds in Swedish by comparing them to the sounds in English (Ap. 9: 191). Frank meticulously explained his process of learning English and his reliance on the metacognitive strategy of centering his learning and delaying speech until he felt ready (Ap.11: 253), and Amelia explained benefiting as a learner from taking notes and 'physically writing things down' (Ap.10: 196).

From the above examples it can be concluded that these plurilingual teachers are consciously aware that approaching language learning in a certain manner is beneficial for them. The plurilingual teachers' use of learning strategies is evident in the findings of the SLLEs (Flowerdew, 1998; Lowe, 1987; Olivero, 2015; Forman, 2015). Moreover, Ellis (2016), whose

studies included both plurilingual and monolingual teachers, found that monolinguals, unlike plurilinguals, could not answer the question of how they like to learn best, resulting in a sharp difference between plurilingual and monolingual teachers in their personal experience of learning strategies. If we consider the controversy surrounding the theoretical debate about learning strategies (see Macaro, 2006), it can be hypothesized that plurilingual teachers are in a better position to help their learners discover which strategies work for them based on their own personal experience than teachers who have no successful experience of having learned another language.

This theme considered teachers' knowledge about what they do as learners based on their LLEs. The next section will consider plurilingual teachers' knowledge about what it means to be a language learner, or the affective aspects (see Dörnyei, 2005).

4.1.5 Plurilingual teachers' insights into the affective aspects of being a language learner (Thematic analysis – Ap. 17)

This theme considers the plurilingual teachers' insights from their own experience into the affective aspects of what it means to be a language learner. Feelings of anxiety when communicating in their languages were reported by five teachers. For example, Daniel, who now speaks an intermediate level of German, claims that his ability and desire to speak the language varies to this day:

(.) <some::times> I just get this feeling (.) like it's just starting to come together and 'I'd use it (.) more (.) and I kind of and (.) it's like I'm enjoying it (.._ and then other times where it's like (..) where I almost just feel like 'oh I can't be bothered to try (..) it's (.) too intimidating or (..) I'm embarrassed or something (..) so it 'kind of comes and goes (.) basically (Daniel, Ap: 8: 160-164)

What Daniel refers to in the above comment is known as 'willingness to communicate' (Dörnyei, 2005) in the target language which is related to many factors, including as evident from the above comment, language anxiety. Similar feelings are reported by Grace when she was asked about how often she uses her Chinese with our classmates:

I don't know I am kind of embarrassed to use it to be honest (.) because the people on our course are so good at it and like (.) so good at English (Grace, Ap. 12: 508-510)

While Grace's and Daniel's inconsistent willingness to communicate in their languages could be attributed to lack of proficiency, three plurilinguals (Ap. 17) who perceive themselves as being fully proficient in their languages also reported that similar feelings were stopping them from engaging confidently in communication in their languages.

Caroline recounted an experience with French, a language she learned formally through the grammar-translation method and has never felt emotionally connected to:

sometimes I also feel intimidated:: when someone is speaking <super good and you know wow:: and everything> and it's so fast:: and so perfectly with such a nice (.) French accent (.) and then there's me with my half broken Luxembourgish ?accent:: um (.) so (.) then for me the answer would also be – this (.) this <emotion> just like (.) blocks me from like being free about the language (.) I don't know why (Caroline, Ap.6: 994-1000)

These teachers' perceptions of their languages being closely tied to their identities prevented them, many times, from 'speaking up', due to the potential of humiliation. However, these experiences are not unique to the teachers in this study and the plurilingual teachers in Ellis (2016), as the teachers in Lowe's (1987) SLL also reported having dealt with these feelings which seem to be universal to language learning. Despite them not being pleasant, these feelings related to their LLEs seem to contribute profoundly to their ability to empathize with their learners and attend to their needs.

whereas if:: (.) say I didn't (.) know any languages and I just knew <English::> you know I wouldn't really think to do that like (.) I don't think I would be as empathetic to their situation (.) whereas like if you are a language learner and you understand the struggles that they go through (..) it maybe makes you more open to 'asking them what they need (Grace, Ap. 12: 362-367)

As it is evident in Grace's example, it seems that the teachers in this study directly attribute their ability to feel empathy towards their learners and be sensitive to their needs to their own language learning experiences. While, as Amelia notes (Ap.10: 762), it is possible for a monolingual teacher to have empathy, plurilingual teachers' empathy is accompanied by a personal and experiential understanding of the struggles their learners are experiencing, making it also available for reflection.

4.1.6 Beliefs about using other languages as pedagogical tools (Thematic analysis – Ap. 18)

Overt use of learners' own languages in the classroom is believed to be necessary, according to six of the teachers, whose views resemble those expressed by the plurilingual teachers in Ellis's (2016) studies. Based on the stories of all seven teachers, the functions of their own language use, as reported in this study (Ap.18), closely mirror those in other studies investigating the same issue (Carless, 2004; Duff & Polio, 1990). From the comments it is evident that the teachers often based their beliefs about own language use on their own experience as language learners. For example, Grace, who had a negative experience learning Japanese through the direct method, expressed a belief that learners' own language can be 'a shortcut to understanding' and could contribute to 'reducing frustration' (Ap.12: 306). Similarly, Caroline, who witnessed classmates 'switching off' during her French classes conducted in the target language, expressed a belief of 'balanced' use of learners' own language and the target language, which was shared by four other teachers (Ap.6: 752)

Daniel and Brenda, who were originally trained in the direct method, reported that their beliefs about own language use have changed as a result of the knowledge they have gained through their Masters in TESOL:

'we learned about that here later after (..) and then we learned later after that it's not a sin if you use your first language. (..) so now my belief is kind of — I moved (..) like I don't think (..) I don't think that I need to be feeling guilty anymore (Brenda, Ap.7: 405-408)

The feelings of guilt reported here by Brenda are also expressed in other studies on teachers' beliefs (Macaro, 2006; Littlewood & Yu, 2011), where the teachers felt constrained by the institutional policies demanding English only classrooms. However, while Brenda felt guilty about using her learners' own language, but changed her belief through reflection, Amelia also expressed guilt over using her learners' own language and insisted that it should be used 'as little as possible' (Ap.10: 253) She based this belief on her personal experience of learning languages and her success in teaching through the direct method. However, she noted that she 'hasn't taken the same classes' as the rest of the interviewees and expressed receptiveness to new ideas that could lead to changing her beliefs:

I am looking forward to certain topics that I know have been covered in other classes (..) um a lot of the bilingual education stuff I am 'quite curious about (..) the pros and cons of that (..) ?so that would probably feed into a lot of what you are talking about that I haven't learned yet (Amelia, Ap.10: 778- 782)

The stories of these three teachers are good examples for the interaction of teachers' experiential knowledge, beliefs and knowledge gained through teacher education and show that reflecting on all three is important to arrive at informed conclusions about how languages are best taught and learned.

While six of the teachers recognized that the use of learners' own language is important, only two of those teachers, Elena (Ap.9: 143) and Grace (Ap.12: 644), believed it was possible to include their learners' languages in the instruction in a mixed-language classroom. Even though the idea of translanguaging (Garcia, 2008) was introduced on the programme, none of the teachers in this study referred to it overtly when they were asked about possibilities of plurilingual teaching.

4.1.7 Applying insights from plurilingual teachers' LLEs to their teaching practices

(Thematic analysis – Ap. 19)

There was evidence in all of the seven plurilingual teachers' stories that their past teaching practices, or their plans for future teaching, are strongly guided by their positive and negative language learning experiences (see Ap.19). This section is largely data-based and provides evidence from the plurilingual teachers' stories of the interaction between their beliefs and LLEs.

Grace's Japanese teacher, who welcomed the learners' cultures and languages in a mixed method classroom, made a lasting impression on her and inspired her to want to adopt the same practice in the future as an English. Based on that experience which was validating for her as a learner she became more open to 'integrate lessons between cultures and try like make the Japanese language seem more worthwhile in the English classroom' (Ap.12: 208)

Frank also claimed that his successful experiences as a learner immensely influenced his beliefs about how students learn and that his beliefs guide his teaching regardless of the institutional constraints he is under:

and no matter what (.) pedagogical um teaching techniques the Chinese school uh like (.) ask you to (.) to (.) implement in your class 'you still would have your ?own way of – uh 'I think I attempted to replicate my learning experience (.) on my students ... so I kind of have some guidance on their out of class learning (.) and I think they should do that (..) a::nd I would also encourage them to (.) to speak (..) like (.) okay when you view your TV series you can (.) 'maybe you maybe you can imitate the way they speak (.) or you can have some deliberate learning strategies like you use (Frank, Ap.11: 295-323)

Amelia, on the other hand, draws on her 'anti-apprenticeship of observation' (Moodie, 2016) to avoid ineffective teaching practices:

that's when I was in high school what we would have to do is (.) we'd write a vocabulary word a certain amount of times # it's so stupid! (.) we had to draw a picture of the vocabulary word (..) which I would just get so invested in the pictures that I forgot what I was drawing # um:: or:: (..) I think one of my big pet peeves also was really um (.) <bizarre> listening experiences you know (.) really inorganic (.) inauthentic (.) listening tapes talking about things that you will ?never talk about ever (..) so trying to make things more relevant is something that I try (.) to do with my own students talk like (.) use language that would actually be useful (Amelia, Ap.10: 210-229)

The stories by all of the seven plurilingual teachers illustrate how insights gained from their language learning experiences inform their reported past or future practices. These findings are corroborated by the teachers in Numrich (1996), Bailey et al. (1996) and Ellis (2016), who all found that teachers' models of 'good' and 'bad' teaching to which they have been subjected as learners are strong contributors to their beliefs about teaching. While, as a part of previous themes, I showed evidence of changing beliefs based on knowledge gained from teacher education, it appears that the majority of the teachers' reported that their practices are guided primarily by their own personal experiential knowledge. Therefore, these findings reiterate the main argument of the study, which calls for inclusion of teachers' other languages in the TESOL profession. The next chapter presents the possible implications and applications of these the findings.

4.2 Plurilingual identities (Thematic analysis – Ap. 20)

One of my initial focuses of this study, apart from teachers' beliefs, was plurilingual identity, but due to the constraints of a 12,000 word dissertation, I cannot explore this further (see Ap. 20).

5. Conclusion

5.1 Summary

In conducting this study I aim to add to the limited body of research that explores teachers' language learning experiences and how they influence their beliefs and knowledge about teaching and learning English. For this purpose, I drew on empirical literature in teacher cognition that advocates for more research on teachers' experiential knowledge. The literature review has shown that teachers' language learning backgrounds and language learning awareness (Ellis, 2016) are not yet considered as being an official part of the knowledge base or a desirable competency in terms of policy. However, the findings of this study, corroborated by other studies on teachers' LLEs (Ellis, 2004, 2006, 2013, 2016a), have broadened our understanding of teachers' language backgrounds and shown that plurilingual MSc TESOL student teachers draw immensely on their diverse experience as language learners to either tacitly or overtly inform their beliefs and complement their knowledge gained from their teacher education programme.

The language biographies of the teachers in this study encompass rich elective and circumstantial experiences in both official and naturalistic environments in numerous different contexts. In answer to the two research questions it can be concluded that based on their LLEs, the teachers in this study recognize the value of learning languages, have experience with a number of different methods and approaches to learning languages and have developed a wide range of learning strategies on which they can advise their students. Additionally, they have insights into the nature of languages and possess cross-linguistic awareness, which helps them determine areas of difficulties in English for their learners. They are also empathetic and sensitive to the learners' needs and with exception of one teacher, report positive beliefs about the use of learners' own languages in the classroom. However, the teacher who expressed beliefs against own language use has not yet been exposed to the theoretical debate and research findings on this topic which other interviewees reported as key factors for their changed beliefs on the matter. Strong evidence emerged from these teachers' stories for some level of reflection on their LLEs, based on their reported teaching practices or plans for future practice. In contrast to the evidence for reflection, it was evident from the stories of the interviewees that some of them have never consciously considered their language learning experience as a possible useful classroom tool. This is important to consider, as, without reflection on experience, on practice, and influence from teacher education programmes, plurilingual teachers' languages may not contribute anything to their

professional practice. In the following sections I explain the implications of the findings of this study and propose SLTE curriculum development changes to maximise the benefit of teachers' LLEs on the MSc TESOL programme.

5.2 General implications of the study

The general implications of the findings of this study are that it does appear that teachers' language learning experiences, although useful, are still an untapped source for reflection and development in the profession as a whole, due to the widespread use of monolingual pedagogies. As the field of TESOL moves towards plurilingual pedagogies and recognition of learners' language backgrounds (Taylor & Snoddon, 2013), I argue that more attention in teacher education should be paid to teachers as 'multicompetent users' (Cook, 2001) and what their personal experience has to offer in creating effective and inclusive classroom practices. The interviewees in this study come from many different contexts and speak a variety of first-learned languages. While it is impossible to generalize the findings of this study, due to the qualitative and interpretative nature of the research, they suggest that the language learning experiences transcend the native/non-native speaker debate and are a valuable resource for teachers, regardless of the amount of teaching experience they have and their ascribed identities as NESTs or NNESTs (see Medgyes, 1994). Moreover, corroborated by the body of literature reviewed earlier, these findings could have policy implications in many different contexts, especially in societies where multilingualism is the norm and not the exception. However, due to the fact that the interviewees come from different parts of the world, individual policies for different contexts will not be reviewed here.

5.2.1 Application of the findings and implications for SLTE curriculum development

The implications of the findings that have emerged from this study for SLTE curriculum development (Graves, 2009) specific to the programme the student teachers are enrolled in are twofold. Firstly, this particular MSc TESOL programme offers a wide array of optional courses in the second semester. While one of the courses on language awareness lists 'critical reflection on student teachers' own languages and their language learning and language teaching experiences' (DRPS: Course Catalogue, 2018) as one of its aims, the fact that this class is optional means that it is taken by only a small percentage of the students. Given the fact that most student teachers enrolled on the programme are at least bilingual by definition, I propose a more central role for critical reflection on their language learning experiences in the curriculum. To be more specific, I suggest that reflection on teachers' LLE is incorporated into the workshops of the compulsory course that covers current research on language

teaching and learning from the fields of SLA, sociolinguistics and psycholinguistics, such as theories on multilingualism, research on own language use, the native/nonnative speaker debate and world Englishes. In considering that the student teachers are enrolled in a compulsory methodology course at the same time and many of them have teaching experience, reflection on their own LLEs could be a useful way of bridging the gap between theory and teachers' experiential knowledge and beliefs. Additionally, this could serve to prepare student teachers for their assessed assignments in the second semester that involve reflection on specific topics.

Secondly, the findings of this study reflect that the student teachers interviewed are not fully aware of the possibilities for teaching multilingually with learners from mixed language backgrounds and they reported that, in such classes, they would only use English. Despite translanguaging (Garcia, 2008) being introduced in the MSc TESOL programme, only one of the interviewed teachers made tacit mention of having had engaged her learners in such practice. Therefore, another suggestion for MSc TESOL curriculum development would be to include more focus on translanguaging practices (Garcia, 2008) and plurilingual pedagogies combined with reflection on teachers' own language learning experiences. This could help student teachers to deepen their understanding of the concept and potentially provide them with a different perspective on multilingual teaching.

5.3 Application of theory to practice

5.3.1 Reflection for action (Farrell, 2007)

Several of the interviewees believe that openness to lifelong learning and keeping up with the developments in their profession are important qualities for English teachers. Since the teachers in this study will be provided with the results of this study and its implications, they will have the opportunity to additionally reflect for practice (Farrell, 2007) on their language learning experiences, but this time with reference to their own classrooms as part of their ongoing teacher development.

5.3.2 Action research

Based on reported disparities between teachers' beliefs and classroom practices (Richards and Pennington, 1998; Borg, 2006, Phipps & Borg, 2009), and the personal contact of the researcher with the interviewees, further research on this topic could involve observing these teachers' classroom practices upon their return to work and organizing action research

projects to foster translingual practices (Canagarajah, 2013; Garcia, 2008) and set attainable goals for the students. As part of this action research project the teachers could collaborate with other language teachers to create translanguaging activities, in order to raise awareness of communication in different contexts. Additionally, if they are teaching in schools where the students are taking classes in other languages, they could work with other language teachers on the same type of text or grammar points to reinforce the connections between what is learned in each language.

5.4 Limitations

One of the main limitations of this study stems from the short-term nature of the research. While there was evidence in the teachers' stories that their beliefs about teaching English have changed as a result of the MSc TESOL programme, this study is not longitudinal and there is no other official account of their beliefs prior to entering the programme than the teachers' own retrospective recollections during the interviews conducted at the end of the programme. If we take into account the longitudinal study by Richards and Pennington (1998), which followed pre-service teachers in Hong Kong for a year after completion of their degree and found that the teachers had abandoned their training and reverted to a traditional approach to teaching, it is difficult to predict whether the teachers in this study, who are undergoing teacher training, will act in accordance with their expressed beliefs and knowledge about language learning and teaching when faced with institutional or other types of constraints. Another limitation of this study that should be mentioned relates to the criteria for ensuring rigour (Linclon & Guba, 1994). Despite me taking all of the necessary steps to increase its trustworthiness (member checks, data trails), this study does not use triangulation, which could improve the credibility of the research.

5.5 Suggestion for further research – teacher identity

Plurilingual speakers use language in social interaction as a tool for communication, through which they develop and construct their identities (Cenoz, 2013), and it is now accepted that understanding teacher identity is crucial to understanding teaching and learning (Varghese et al., 2005). Therefore, a proposal for further research is increased focus on teachers' plurilingual identities and the translingual practices they engage in to make meaning, as they currently seem to be underrepresented in the literature.

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Appendix 1 Ethics form



THE UNIVERSITY of EDINBURGH
Moray House School
of Education

Research and
Knowledge Exchange
Ethics Committee

Student Application Form

V2

PROCEDURE FOR ETHICAL APPROVAL

This form must be completed electronically by all Postgraduate students (taught or research degree) prior to research commencing.

MSc Student

Level 1, 2 & 3 : Applications must be authorised by your supervisor and submitted to the Ethics Committee. The Ethics Committee will hold your application for auditing purposes only and no feedback will be given.

Level 4 : Applications must be authorised by your supervisor and submitted to the Ethics Committee. The Ethics Committee will review your application and provide feedback and authorisation.

Research should not commence until the supervisor(s) and, where necessary, the Ethics Committee have approved the ethics application.

Level 1: Your research project is completely desk-based (i.e. does not involve participants) and does not use information about living, identifiable individuals ('data subjects').

Level 2: Applies to non-intervention research where you have the consent of the participants and data subjects. This may include, for example, analysis of archived data, classroom observation, or questionnaires on topics that are not generally considered 'sensitive'. This research can involve children or young people, if the likelihood of risk to them is minimal.

Level 3: Applies to novel procedures, research without consent, sensitive personal data, or the use of atypical participant groups. Also projects in which ethical issues might require more detailed consideration but are unlikely to prove problematic.

Level 4: Applies to research which is potentially problematic in that it may incorporate an inherent physical or emotional risk to researchers or participants; involve covert surveillance or covert data collection; or includes research studies in the NHS involving humans, their tissue and/or data.

SECTION 1: STUDENT & PROJECT DETAILS

1.1 Student Name: Bojana Petrova

1.2 Programme: MSc

1.3 Supervisor(s): Charlie Kemp

1.4 Institute: ETL

1.5 Title of Research Project: Investigating the relationship between plurilingual MSc TESOL student teachers' language learning experiences and their knowledge and beliefs about teaching English

1.6 Proposed research start date: 01/05/2018

1.7 Project Duration: 3 months

SECTION 2: ETHICS CATEGORY & GUIDANCE

2.1 Please tick the box which best describes your proposed research study:

- Level 2:** Applies to non-intervention research where you have the consent of the participants and data subjects. This may include, for example, analysis of archived data, classroom observation, or questionnaires on topics that are not generally considered 'sensitive'. This research can involve children or young people, if the likelihood of risk to them is minimal.

2.2 Ethical guidelines followed (tick all that apply)

2.3 Does the project require the approval of any other institution and/or ethics committee? _____

NO

SECTION 3: DESCRIPTION OF THE RESEARCH

It is now accepted in the field of TESOL that teachers' professional practice is influenced by their beliefs and knowledge which are in turn largely influenced by their own experience. However, even though the majority of English language teachers are at least bilingual, teacher education does not account for a very important aspect of their experience: their language learning backgrounds.

As an MSc TESOL student at a large UK university I had a chance to engage in formal and informal discussions with teachers from all over the world. During these interactions it became obvious to me that all of the teachers I had met spoke at least two languages and filtered all information about how languages are learned and should be taught through both their language teaching and language learning experiences. Considering the dearth of research in the area, I set out to explore their language learning experiences through the following research questions:

RQ1: How do plurilingual MSc TESOL student teachers' language learning experience relate to their beliefs about teaching English to speakers of other languages?

RQ2: How do plurilingual MSc TESOL student teachers' language learning experience interacts with their knowledge from the MSc TESOL programme?

To answer these research questions, I will conduct seven in-depth semi-structured interviews with student teachers on my MSc TESOL programme. The study does not seek to isolate the teachers' language learning experiences as a variable that influences their classroom practices, but instead draws on the research tradition of teachers' personal practical knowledge and employs narrative methodology to holistically examine the role of plurilingual teachers' language learning histories in shaping their professional knowledge and beliefs about language teaching which undoubtedly, but not exclusively, influence their classroom practices. The data will be coded and analysed thematically.

SECTION 4: PARTICIPANTS

4.1 How many participants is it hoped to include in the research?: 10

4.2 What criteria will be used in deciding on the inclusion and exclusion of participants in the study?

Sampling: purposive (Collingridge & Gantt 2008), snowball sampling – a total of seven interviewees will be chosen purposefully to ensure that different linguistic, cultural, and education backgrounds are represented and reflect the diverse community and language learning backgrounds of students on the MSc TESOL programme.

Since the study focuses on plurilingual student teachers on the MSc TESOL programme, the language histories and their participation in the particular programme will be taken into account when including/excluding participants in the study.

4.3 How will the sample be recruited?

An open call for interviewees who fit the criteria for participation will be made through unofficial channels (Facebook messenger and groups, Wechat).

4.4 Will participants receive any financial or other material benefits because of participation? NO

4.5 Are any participants likely to experience difficulties in participating fully in the study? (e.g. due to age, knowledge of English language, physical ability, additional support needs etc). NO

SECTION 5: POTENTIAL RISKS TO PARTICIPANTS/RESEARCHER

5.1 Could the research induce any psychological stress or discomfort in the participants? NO

5.2 Does the research require any physically invasive or potentially physically harmful procedures NO

5.3 Does the research involve the investigation of any illegal behaviours? NO

5.4 Is it possible that this research will lead to the disclosure of information about child abuse or neglect? NO

5.5 Is there any purpose to which the research findings could be put that could adversely affect participants? NO

5.6 Could this research adversely affect participants in any other way? NO

5.7 Could this research adversely affect members of particular groups of people? NO

5.8 Is this research expected to benefit the participants, directly or indirectly? YES

If YES, give details.

By taking part in this research project, the interviewees are expected to develop better understanding of their (sometimes tacit) beliefs about teaching English to speakers of other languages and how they are affected by their own rich and diverse experiences of language learning. The data produced during the interviews will be made available to the interviewees and could be used for reflection for practice and professional development.

5.9 Will the true purpose of the research be concealed from the participants? NO

5.10 At any stage in this research could researchers' safety be compromised or could the research induce emotional distress in the researchers? NO

SECTION 6: PARTICIPANT INFORMATION AND CONSENT

6.1 Will written consent be obtained from participants? **YES**

Attachments: (NB you can upload multiple files at the same time)

2 files: (click to download)

 Participant information sheet.docx	 Research consent form.docx
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Administrative consent may be deemed sufficient:

- a. for studies where the data collection involves aggregated (not individual) statistical information and where the collection of data presents:
 - i. no invasion of privacy;
 - ii. no potential social or emotional risks;
- b. for studies which focus on the development and evaluation of curriculum materials, resources, guidelines, test items, or programme evaluations rather than the study, observation, and evaluation of individuals.

6.2 Will administrative consent (eg. from a headteacher) be obtained in lieu of participants' consent? **NO**

6.3 Might any potential participants find it difficult to provide/withhold ongoing informed consent? (e.g. due to age, knowledge of English language, additional support needs, student/professional/dependent relationship with the researcher etc). **NO**

If YES, please outline the nature of this issue, and explain how participants will be supported during the ongoing consent process. If NO, give reasons.

All of the interviewees are proficient speakers of English (the language in which the interview will be conducted) and have been informed of their rights as participants.

While the interviewees are known to the researcher, they have all voluntarily agreed to take part in the research and the researcher has made it known to them that they can withdraw at any point without having to provide reasons or there to be any consequences to their relationship with the researcher.

SECTION 7: RESEARCH INVOLVING CHILDREN/VULNERABLE ADULTS

Complete this section only if your research involves minors, (ie individuals who are less than 18 years) or vulnerable adults.

7.1 All researchers who plan to work directly with children and vulnerable adults should obtain application forms from the Protecting Vulnerable Groups Scheme (PVG Scheme) See <http://www.disclosurescotland.co.uk/apply/>

Have you obtained the necessary, up to date Disclosure Scotland Clearance? **n/a**

7.2 In the case of minors participating in the research on an individual basis, will the consent or assent of parents be obtained? **n/a**

7.3 Will the consent or assent (at least verbal) of minors participating in the research on an individual basis be obtained? **n/a**

SECTION 8: CONFIDENTIALITY AND HANDLING OF DATA

8.1 Will the research require the collection of personal information from e.g. universities, schools, employers, or other agencies about individuals without their direct consent? **NO**

8.2 Will any part of the research involving participants be audio/film/video taped or recorded using any other electronic medium? **YES**

If YES, what medium is to be used and how will the recordings be used?

An audio recording device will be used to audio record the semi-structured interviews.

8.3 Who will have access to the raw data?

The researchers, the markers, and external examiner will have access to the data. Additionally, if the research appears in journal publications, the reviewers and editors of the journal will have access to the data as well.

8.4 How will the confidentiality of data, including the identity of participants, be ensured?

The data will be stored encrypted.

8.5 Specify where the datafiles/audio/video tapes, etc. will be retained after the study, how long they will be retained and how they will eventually be disposed of.

The raw audio files and transcripts will be stored on a password-protected external hard drive. They will be retained for up to six years due to the possibility of publication of the research.

8.6 How do you intend for the results of the research to be used?

The results of the research may have implications for second language teacher education and curriculum design of the Msc TESOL programme.

8.7 Will feedback of findings be given to participants? YES

If YES, how and when will this feedback be provided?

Member checks of the findings will be conducted to ensure they are free of my subjective interpretations and enhance the credibility of my findings. (Lincoln & Guba, 1994). This will be done after the completion of the results and discussion chapter which will be revised should any inconsistencies appear between the researchers' and the interviewees' interpretation of the data.

8.8 Does your research concern groups which may be construed as terrorist or extremist? NO

8.9 Will your research involve accessing material that could be viewed as promoting terrorism or extremism? NO

SECTION 9: CONFLICT OF INTEREST

The University has a draft 'Policy on the Conflict of Interest' (copies available from the Research Support Office). Regarding research the draft states that a conflict of interest would arise in cases where an employee of the University might be

"compromising research objectivity or independence in return for financial or non-financial benefit for him/herself or for a relative or friend."

The draft policy also states that the responsibility for avoiding a conflict of interest, in the first instance, lies with the individual, but that potential conflicts of interest should always be disclosed, normally to the line manager or Head of Department. Failure to disclose a conflict of interest or to cease involvement until the conflict has been resolved may result in disciplinary action and in serious cases could result in dismissal.

9.1 Does your research involve a conflict of interest as outlined above? NO

SECTION 10: SIGNATURES

Students Signature: Bojana Petrova

Date: 08/05/2018

Supervisor Signature: Charlotte Kemp

Date: 16/08/2018

N.B. Have you attached copies of participant information sheet(s) and consent sheet(s) if appropriate? Have you checked through your application to ensure that you have answered all relevant questions?

Application Form ID=865

Close window

Appendix 2 Participant information sheet



THE UNIVERSITY *of* EDINBURGH

Moray House School of Education

How do plurilingual MSc TESOL teachers' language learning experiences relate to their identities and beliefs about English teaching?

Participant information sheet

This research project aims to examine the role of bilingual and multilingual MSc TESOL teachers' language learning experiences in shaping their professional identities and beliefs about language teaching. As a multilingual MSc TESOL teacher myself, I am interested in hearing other teachers' stories about the languages they speak and their beliefs about how languages are learned and should be taught. The interview will last for about sixty minutes.

How the data will be used

The interview will be recorded and the data from the audio files will be transcribed and analysed. Both, the transcripts and analysis by the researcher will be shared with the participants before publication and revisions will be made if necessary. I will keep all the data and your information confidential – pseudonyms will be used for my MSc dissertation and any other official publications. The data will be encrypted, stored on a password-protected external hard drive, and destroyed after six years (due to any possible publications in academic journals).

To participate in the research

- You must be 18 years or older
- You must be a bilingual or multilingual

Benefits of the project

By taking part in this research project you will develop better understanding of your (sometimes tacit) beliefs about teaching English to speakers of other languages and how they are affected by your own rich and diverse experiences of language learning. The data produced during the interviews will be made available to you and could be used for reflection and professional development.

The main results of the study will be accessible to all participants through the link below on 01.09.2018

https://www.dropbox.com/sh/lyhry2ia84dfuug/AADljHOrRbyGfT6A4VcXpFD_a?dl=0

Should you require more information, contact Dr. Charlotte Kemp – Charlotte.Kemp@ed.ac.uk

Appendix 3 Consent form



THE UNIVERSITY *of* EDINBURGH

Moray House School of Education

How do plurilingual MSc TESOL teachers' language learning experiences relate to their identities and beliefs about English teaching?

Interview Consent Form

This consent form is necessary to ensure that the ethical procedures for academic research are followed and that you, the participant, understand the purpose of the research and how the information contained in the interviews will be used. The interview will take approximately sixty minutes.

By signing this consent form, you certify that you agree with the following:

- I am 18 years or older.
- I have read and understood the participant information sheet and purpose of the project.
- My participation in this research is voluntary. I understand that I can withdraw from the research at any time without any reasons or consequences.
- The interview will be audio-recorded, and a transcript will be produced.
- I will be sent the transcript of the interview and given the opportunity to make any edits I feel necessary.
- All or part of the content of my interview may be used in academic publications.
- My words may be quoted directly, but any information in direct quotations or mentions in academic journals that could be used to identify me will be removed, and my identity will be protected.
- The data will be encrypted and stored on a password-protected external hard drive for up to six years due to possibility of publication in academic journals.
- I don't expect to receive any benefit or payment for my participation.
- I am able to ask any questions I might have, and I understand that I can contact the researcher with any questions I may have in the future.

Participant's printed name

Signature

Date

Researcher's printed name

Signature

Date

This research has been reviewed and approved by the Edinburgh University Research Ethics Board. If you have any questions or concerns, please contact Dr. Charlotte Kemp at Charlotte.Kemp@ed.ac.uk

Appendix 4 Interview schedule

LANGUAGE LEARNING EXPERIENCES

1. Tell me about your language learning experiences

Prompt questions

- Do you speak any other languages?
 - Have you studied or had contact with any other languages?
(If the answer is yes – Could you tell me more about it?)
 - Have you worked or traveled in other countries? Can you tell me about it?
 - How did you cope with the language in each case?
 - Can you tell me about a positive language encounter?
 - Can you tell me about a negative language encounter?
2. Tell me about your language teaching experience.
 - Why and how did you decide to become an English teacher?
 3. Do you have any experience teaching English to speakers of other languages?
 - If so, please tell me about it.
 4. How would you go about learning a new language from scratch?
 5. Does your previous language learning experience influence your own language learning? (If not touched upon during the previous question)
 - If yes – Can you tell me how?
 - If no – Can you tell me why?
 6. To what extent does your previous language learning experience influence your language teaching?
 - If yes – Can you tell me how?
 - If no – Can you tell me why?

BELIEFS ABOUT TEACHING

7. What are your beliefs about students using their first language in the classroom?
8. What do you think are the challenges to teaching English through English? (as opposed to teaching through the students' L1)
9. How did you learn English yourself?

10. What is your approach to (or belief about) teaching:
vocabulary;
grammar;
pronunciation?

TEACHERS' LANGUAGE LEARNING BIOGRAPHY

11. For each of the learned languages (mentioned previously)
- Tell me about how/when/at what age you learned _____.
 - How often do you use the language? (daily, monthly, once a year)
 - How do you feel about language x?
 - What is your level of proficiency in this language?
 - Which language do you prefer? (Which is your dominant language?)

ONLY FOR TEACHERS WITH SUBSTANTIAL L2 PROFICIENCY AND TEACHING EXPERIENCE

12. Have you done any bilingual teaching (of English or another language)?
13. How do you use each of the languages you use when teaching? What do you use them for in the classroom?
14. Have you ever had to teach a class of students with mixed L1?
15. If so, to what extent did your language learning experience affect your teaching even if you couldn't teach multilingually? (this is changed because it was a leading question – I realized that it was not working)
16. Has the MSc TESOL programme contributed in any way to your beliefs about language learning and teaching?

FOR ALL TEACHERS

17. There is a debate as to whether or not multilingual teachers are different from teachers with less language learning experience - from your own experiences, what is your understanding or belief about this?
18. Is there anything else that you would like to add that we haven't touched upon?
19. What do you think are the two or three most important qualities of an English teacher?

Appendix 5 Thematic codes for the interviews

Thematic codes
Circumstantial language learning experience (LLE)
Elective language learning experience (LLE)
Language learning is a complex and lengthy process
Grammatical comparison of languages
Phonological comparison of languages
Lexical comparison of languages
Comparison of different varieties of English
Cultural and pragmatic norms in languages causing misunderstandings
Perceived ease/difficulty (for learners) due to differences between languages
Sensitivity to students' needs/awareness that everyone learns differently
Insights into the struggles that students go through
The value of being multilingual
Experience as a learner/teacher with the direct method
Experience as a learner/teacher with the audiolingual method
Experience with autonomous learning
Experience with learning through exposure to the language
Experience as a learner/teacher with the grammar translation method
Experience of acquiring a language naturally
Experience with rote learning of grammar
Experience with the PPP model as a language teacher
Experience as a learner with irrelevant language
Experience as a learner with overuse of the L1
Negative influence of own LLE on teaching
Experience with bilingual teaching
Experience of the affective aspects of being a learner
Experience with translanguaging
Preferred language learning strategies
Positive/Negative language learning experience (LLE)
Preferred way of language learning

Communication strategies
Policies against the use of L1
Reality of the use of L1
Reason for (not) using the L1 or another language in practice
Belief about the use of L1 or another language as a pedagogical tool
The students using their L1 in the classroom
Strategic use of the L1
The L1 as a crucial aspect of identity
The L1 as influence on teaching grammar
Advice given to students based on own language learning experience (LLE)
Applying insights from own LLE to own language learning
Applying insights from own LLE to language teaching
Beliefs about best approach to teaching based on own LLE
Attrition
Varying levels of proficiency in a language
Using different languages for a different purpose
The teacher as (a model of) a long-term language learner
Knowledge of one language helpful in learning a new language
Multilingualism does not automatically make you a better teacher

Appendix 6 Thematic analysis (1)

Beliefs about the value of being a plurilingual teacher

PARTICIPANT	DATA	REF.
Caroline	<p>well (.) I think that could be right:: I've never seen it cause (..) as I said (.) all the teachers like (.) even my French teachers (..) if you teach in Luxembourg you have to (.) you must speak your three languages (.) so we're all there (.) at least trilinguals (.) um:: so I can't really tell I've never had – well:: maybe here:: but these teachers are also at least bilingual (.) uh: (..) I don't know (..) I don't know 'I've never had actually a monolingual teacher (.) who only speaks one language (.) so I don't know but I can I can (..) I can ?imagine <that they er have ?problems> because if they only speak this one language and they try to teach you that language (.) and you don't understand 'what the hell they are saying (.) well how are you going to explain it (.) you're gonna explain it with <synonyms> and <pictures> etc. etc. (.) but if you - if it's like <a concept> like a <totally complicated concept> how:: are you gonna explain it if you can't translate it for example (..) 'are you going to google it and translate it into their language yeah (..) but (.) you know that's a different thing (..) I'm not sure (.) I think I think er:: multi - multilingual teachers have it perhaps (.) easier cause they can grasp <this language and that language and (.) you know if:: (.) if you're for example Spanish and I speak French (.) maybe there's a few words - and we are teaching English - maybe there's a few words I can you know use 'from my French and (.) to say it in (.) your ?Spanish like (.) cause there are a few 'similar words (.) so I think uh (.) 'they can also maybe relate <better> if uh (..) if uh (.) if I'm monolingual and I'm teaching you English and you don't understand it I'm going to be like - <how can you not understand this> - I don't know I don't know but (..) I don't know cause I am not monolingual but (.) that could maybe be one of the <thoughts that they have> cause for them it's normal:: and for them it's like (.) straightforward:: whereas for someone who speaks ?more languages (.) it can be (..) what the hell (.) or maybe the other way ?around cause he speaks ?more languages so he has more receptors (.) and she only has ?one (..) I don't know (.) I've never thought about that because (.) <we are all> multilingual teachers</p>	<p>Ap: 6 Int: 1</p> <p>Lines: 1176- 1210</p>
Brenda	<p>always had a dream to travel all over the world # so (.) that's why I think I need (.) at least English (.) I think I need to speak this language (.) to be able to travel all over the world that's my (..) goal (.) and 'also Indonesian (.) because if I don't (.) if I don't speak Indonesian it's going to be hard</p>	<p>Ap: 7 Int: 2</p> <p>Lines: 124-132</p>

	for me to communicate with people (.) from other cities especially (..) we have like thirty (.) four provinces all of Indonesia (..) and each province has (.) has different languages and I do need the official language to communicate with each	
Brenda	so I guess because I know I (.) uh (.) like the benefits of being able to speak at this kind of foreign language so I want more people to do it (..) especially everyone around me	274-277
Callie	being here like (..) you (.) you live only once (.) of course you don't want to waste your one time living in this area (.) you ? need to go somewhere else to see the other places (..) and to see other places you need to speak to people and that's why you need your language (.) you need to learn a new language	293-298
Brenda	R:and um let's see (..) okay (..) and there is a debate in our field (..) um so I want to ask you what you think about that (.) rhe debate is as to whether or not multilingual teachers (.) who have a lot of language learning experience (.) are different from monolingual teachers (.) in what they have to offer to the students (..) what do you think about this? I: um:: (1.9) I never think about that (.) can you repeat that again? it's kind of hard for me to understand um:: (..) but maybe (..) like unconsciously (..) I think it's gonna still influence (.) 'because it's influenced the way you talk to your students (.) it influence the way (.) you try (.) to deliver the lessons (.) to your students (.) and the way you think (.) again the way you believe (.) the best way for your students to learn (.) uh (.) but it's just like unconsciously (.) you make decisions in that (..) 'I really cannot describe (.) how (.) because (.) again I think (.) it's just my impression I guess (.) officially (.) like when you (..)when you teach (..) especially in my context (.) it doesn't have that much influence (.) but I think there must be something	877-884 893-902
Brenda	what it is? (.) I don't know (.) um I am still in the process of learning (.) I am always interested in a lo::t (.) many languages (..) I am gonna think a lot of this (.) thing (.) later probably (..) you know (.) you tend to think of something that you just talk about (.) especially I really want to learn a lot more languages aside from Korean (.)	932-936
Daniel	that's a good question (..) um I guess it depends on what you mean by teacher # so (.) for example (.) a colleague of mine that I would never say this to him in person (..) but I don't think he's a very good teacher (..) he does speak though (.) he does have two native languages (.) because his parents are from different language communities (..) and then he also (.) on top of that (.) speaks German as well (..) so um he speaks English and German – I mean (.) English (.) French and German (..) and because he speaks fluent French he can get around with Spanish and Italian if	Ap: 8 Int: 3 822-836

	he has to (.) or he understands it (..) 'and he speaks a little Dutch too (.) because he grew up in Holland (..) now (.) 'I don't think that he's a good teacher (..) and I've heard (.) from a lot of people like got a lot of complaints (..) now (.) I think that's because he doesn't like teaching. (.) but if you take someone like that who has a <passion for teaching> then ?oh yeah (..) I would (.) I would be very surprised if they weren't (..) significantly <more effective teachers> than monolingual teacher –	
Daniel	= well (..) just to go back to what I was saying before (.) because they could use the <L1 strategically in the classroom> for their students (.) but that they themselves would also (.) to help them develop a way of thinking between the languages (.) 'and that they themselves would also be able to do that – 'that (.) they can switch between the languages and think about it in this way (..) so it's just that (.) you know (.) they have the skill that they're hoping to help their students develop (..) so that's what I think would be going on there (..) 'and you know (..)	839-846
Elena	I think that (.) <multilingual teachers um certainly have (.) you know the background knowledge of> (.) okay like this is what it was like when I learned the language (.) um (.) this is a <particular struggle that> (.) students might encounter when doing X Y and Z (.) um:: (..) I think too part of it depends on the '?teaching:: ?experience that the teacher has:: because:: um:: (.) so:: (.) maybe you <as a> non-native speaker of English (.) maybe you as a teacher you can remember:: the things that were kind of difficult for you to learn in English (.) and <then you'll know what> (.) things you need to maybe pay a bit more attention to when you're teaching English whereas me like (.) I just:: I just know:: English I <just know it!>	Ap: 9 Int: 4 740-750
Elena	but:: then I think also just:: multilingual teachers in general they have:: um:: a bit more <insight> into what it's like to not speak one ?language ?fully (.) as opposed to like an ESL teacher who is <completely monolingual> (.) um:: they might not have:: that experience that insight of what it's like to go through like the different stages:: of learning a language:: and you know getting to the point where you know you finally realize (.) that <you're> fluent enough to stand on your own two feet (.) um:: in a country:: that you might need:: to speak the language in (.) um (.) and so I definitely think that (.) being multilingual is an ?asset (.) 'for language teachers um (.) <just because (.) you know> by the nature of learning a language you can (.) sort of know:: what sorts of things are important to focus on:: as a language teacher yourself	763-775
Amelia	= um .?I would say definitely! (.) I mean this is going to be purely anecdotal because I haven't studied that (..) so 'I don't know (..) but (.) <I think that> it's kind of like 'teaching someone to ride a bike if you don't know how to ride a bike	Ap: 10 Int: 5 Lines: 687-695

	<p>(..) like (.) well (.) not quite the same thing I guess because it's your own language (..) but if you're if you're (.) monolingual and you've never learned a language it'd be very hard to empathize with the struggles that your students are going through (..) yeah I (.) I can't even ?wrap my mind around doing that to be honest #</p> <p>well (.) the kinds of struggles that they're going through (.) maybe ?what's confusing (..) because I think 'you notice (.) when you start teaching like ?oh wow! I've never thought about that! (.) you're right (.) that is weird (..) ?why do we do that (.) you know (..) um (.) like watch and see (.) you're like ?wait wait (.) hold on (..) or I had a kid say what's the difference between I go swimming. (.) and I (.) um like – no (.) I swim and I'm going swimming (.) cause I used them both (..) I was like ?oh I like to go swimming or ?oh I like to swim (..) so like ?what's the difference 'and I was like u:::h (..) and I had to really think about it (..) and so I think that if you've never learned ?another language that would be <quite> ?confusing almost like (.) ?why isn't that obvious</p>	697-708
Amelia	<p>I: I just (.) ?I can't wrap my mind around the possibility of doing that honestly # I never thought about it before R: so (.) um (.) you feel like your languages (.) the ones you have with you are like ? uh a very big part of your teaching I: yes (.) I mean (..) yeah (.) I would say it's huge (.) just because (.) if I had never learned another language before I don't know how I would teach English (..) but I mean ?it's obviously possible – people do it (.)I'm not saying it's impossible (.) I just – it's such a <strange notion to me> yeah</p>	713-721
Frank	<p>and I think empathy is very important which is why I think that the multilingual thing helps me a lot (..) ?I'm not saying that you can't have empathy and be monolingual (.) I would never say that (..) but (.) from my own personal thing that is where a lot of it comes from</p>	Ap: 11 Int: 6 Lines: 766-771
Frank	<p>a::h (.) yes (..) I think they are different (.) from my opinion (.) because like for multilingual teachers (.) they have more experience of learning languages (.) and of course (.) I said they have more maybe successful experiences (.) so this experience (.) I really think that would help the teachers (.) help the students to facilitate 'their language development (..) before for like monolingual or bilingual teachers (.) they have limited experience (.) so they (..) their ideas of language learning (.) may be limited by their experience (..) so I do think that multiple language really helps (..) yeah R: and you mentioned that they have more successful little learning experiences. Why is this important? I: it is very important # (.) because um either you think it – either you think so or (.) not (..) there are still more successful learners and less successful learners (..) even if you are like having similar classes (.) you (.) yes – for</p>	568-589

	<p>example like for Chinese students (.) we all go to classes at the same age (.) and we have the same exposure and the instruction from the teachers (.) but there are still some <very proficient speakers> while most others they are not (..) so (.) so I think we should really learn from the successful learners (.) we should listen to them (.) what they think about (.) uh is helpful (.) what they did that helps them (..) and I think we would benefit a lot from their experience</p>	
Grace	<p>slightly controversial # um:: I think they are very different and also I think it's (.) <better to be a multilingual> or at least have (.) the experience of being a language learner ?themselves (..) this is not a very good argument but how could they not be better because they're more like I said empathetic to the students' situation maybe they - and you know (.) you learn things from being a learner (..) like (.) that help you be a good teacher:: like (.) you know things you've struggled with things that you've had to overcome yourself like (.) you know <methods of> studying and (.) keeping on top of things:: and (.) these are all valuable lessons that you can pass on to your students I mean if you have (.) no experience with language learning how can you (..) expect to really (.) relate to (.) your students <in that context> of the classroom:: like (.) I think you're more at danger more in danger of (.) just putting yourself in the ?authority figure because (.) that's all you ?know (.) but you know I mean like and you just expect them to adapt to ?you (.) rather than the other way around (.) and I don't think that's - I don't think that makes for a like (..) `a great relationship between students and teachers (..) I think (.) you'd be able to get closer to your students if you were a bit - you were able to relate to them on that level `on their level (.) [more</p>	<p>Ap: 12 Int: 7 Lines: 601-621</p>
Grace	<p>um:: (..) as opposed to just:: their:: understanding of being like a (.) learner themselves:: 'um:: (.) I'm not really sure um:: (..) 'being able to relate (.) different languages to each other (.) <'might be helpful> (..) um:: different understandings of like culture (.) that you could incorporate (.) <into lessons> (..) maybe more realistic 'versions of ?culture like as opposed to just like (.) culture as factual and like (.) `oh this is how you do it in this country! it's just like well if they have a better understanding of different cultures (.) they can maybe help their students to be more:: ?critical (..) <of culture> as opposed to being like quite stereotypical and like (.) this is how they do it in:: (.) India:: or like (.) you know if they actually have some experience of being in India or (.) learning like (.) Indian languages or things like that they - it just seems like they'd be more knowledgeable:: about these kinds of things um (..) and it helps their students:: (.) in that area</p>	627-641

Grace	<p>=yeah like (..) I guess (.) the more languages you know the more comparisons you can draw and like (.) 'similarities even:: or like - I <know that> 'Korean and Japanese are quite similar grammatically (.) I mean if you knew both 'of them (.) it could be (.) a benefit especially if you had like (.) um (.) like a <mixed class> (.) like if you had Japanese 'and Korean students which is (.) really likely in ?Japan (..) you know if you knew both of these language - or like (.) you know Chinese people (.) in your classes as well it would be - if you were able to relate these languages to each other (.) it could prove beneficial `to your students (.) um (..) and like (.) I said if:: there was like you know if it's a multilingual ?classroom it's may- you know maybe it's helpful (.) like (.) say if it was:: me and I was like in a classroom and I knew Japanese and it's like okay well that's all I need to know and like (.) all my students will be Japanese (.) 'that might not actually be the case (..) there like (.) there might be (.) people from lots of ?different countries and then like you would only be able to help (.) some and not others:: and like that's:: maybe a little bit (.) unbalanced it's (.) if you're a multilingual teacher (.) I feel like you would have a better chance of helping (.) more people yeah and</p> <p>=sorry I was going say if they (.) were (.) say:: if you had Japanese students who were (.) studying Chinese as well as their like second or third language (..) if you were relating:: the three languages together (.) that might (.) strengthen (.) relations `between the languages it might help them 'remember them easier like (.) yeah (..) 'I feel like it (.) would be better for sure</p>	644-669
Grace	<p>learn Japanese! # it's a beautiful language! um:: no I would just say that like (..) I think (.) <the whole English teaching profession> could benefit from maybe being more open to learning (.) other languages (.) especially tha – you know as teachers I think we should be open to learning the language of our students:: (..) 'even if it was just to relate to them (.) a little bit better and I think especially like (.) you know maybe like (.) <'lower-qualified English teachers> um (.) like for example like I've got a TEFL certificate most people (.) probably do on this course um (..) and I know a few people who have recently went off to like Thailand who've (.) just got these:: certificates and they don't have any higher (.) like (.) teaching:: qualifications like (.) I would encourage people at that level even:: to (.) learn:: the language of their students I think it could really (.) benefit the (.) English teaching profession in general</p>	701-715

Appendix 7 Thematic analysis (2)

Plurilingual teachers' experiences with teaching methods and approaches

PARTICIPANT	DATA	REF.
Caroline	<p>okay so the first (.) language like my (.) mother tongue we learned it at home obviously with my parents:: and just speaking like (.) as a kid so (.) that's the first language you actually learn so I learn::ed it without actually like (.) <learning it> unconsciously and all that (.) so it wasn't like I was sitting there studying:: - just naturally like you said (..) the second language l:: kind of learned naturally as well cause (.) I was born in Montenegro but we moved when I was two:: to 'Luxemburg (.) so:: (.) I started going there to like preschool and then kindergarten and then (.) primary school so (.) with the friends with the people around you you just learn the language so it was naturally:: playfully as well in kindergarten (.) so (.) it wasn't like I was really learning the language and like (.) you know (.) vocabularies and stuff like (.) it was for example in:: French (.) um:: my third language was ?German (..) and we learned that at the age of six:: in:: first year primary school (..) um:: but German was easy for me (.) cause I was always watching:: uh German <TV shows> German - I don't know (.) a lot of German music as well when I was younger (.) and (.) it was just:: a natural thing and some of the words were similar to ?Luxembourgish which was the second language (.) so:: (.) mm yeah learning German was natural as well (.) kind of (.) there were a few like (.) you know (.) <verbs> and times - <tenses> where you had to like sit down and study those like how do you say this how do you say that – but:: it wasn't like I (.) was learning vocabularies and things cause I just knew that from the TV from all the cartoons I was watching (.) six hours a day you know #</p>	<p>Ap: 6 Int: 1 Lines: 9-36</p>
Caroline	<p>I also loved English – like I remember when I was:: about 6 7 (.) those were the Britney Spears days (.) and I was a Britney Spears fan and um (.) I al - listened to <all> her songs I wanted to know what she's singing about what does that mean what does this mean::</p>	208-212
Caroline	<p>so it wasn't like (.) it ?wasn't:: like in French where I didn't know it and I 'hated learning it (.) here I had already like a relationship with it I kinda <knew it> and um:: I just enjoyed it even though it was a similar (.) <teaching method> cause it was also grammar:: it was</p>	230-237

	also (.) <vocabulary> it was - every every test like (inaudible) test that we had - we had three tests per ?term (..) 30 40 points was about grammar (.) and then 20 points was like reading a text answering questions	
Caroline	it was:: fun cause I loved Spanish when I was younger we had so many Spanish telenovelas I don't know [if you oh of course (.) yeah (.) we did too] we watched the Spanish telenovelas at home <all night> and (.) all that <dramatic phrases> you know (.) I like – ‘it was a <funny> language and I liked it	254-259
Caroline	we ?never learned Luxembourgish how to write it for example we just <learned it> in in uh:: primary school and (.) preschool primary school kindergarten (.) and we learned it through <speaking funny way you know> like outside	290 322-325
Caroline	the way we got taught was just the vocabulary list left:: and right:: you know (.) um:: with um:: (.) phonetics ‘in between # how to pronounce it ‘and everything:: (..)	722-724
Caroline	those two languages because I learned them so:: (..) <here> and <there> and at <school> and at <home> and like (.) never learned them <properly> like I learned German for example or French (.) I know all the French rules all the German rules I know how to write every word - <the standard this the standard that> - you learn it (.) ‘you learn it in a very strict and very like you know (.) this and this and this and this and:: (..) no other way (.) whereas Luxembourgish and and (.) Serbo-Croatian I learnt <through speaking> and you know (.) just through <‘fun> (.) so (.) I never learned the real (..) # the real deal you know <how to (.) properly say this how to properly ?write this>	917-927
Caroline	even in primary school and that you learn Luxembourgish (.) we learned Luxembourgish singing:: the national anthem (.) uh singing <other songs::> like you know <folk songs> so (.) we never learned the grammar	948-951
Brenda	‘and also when we le (..) learn it in primary school not everyone speak Indonesian (..) not even the teachers (.) so we just learn just how people learn (.) like just how I learned English at the time as well (..) we only learn the vocabulary the structure and then also read the texts but (..) we don't actually speak the language (..) so that's what I remember from my experience	Ap: 7 Int: 2 Lines: 40-46

Brenda	I learned Indonesian — I like to read that's the first thing (.) so I am always interested in:: language especially (..) so when I found books I tend to read it and then I try (.) I tend to read aloud (..) I really (.) I really like to (..) 'maybe because I wanted to be news anchor # so I always pretend that I'm re::ading the ne::ws like [(inaudible)] so that's how I practice (.) probably	89-94
Brenda	and English I started it when I was in (.) senior (.) no junior high school (.) we didn't have it in primary school (.) 'but I actually started learning by myself (..) when I was in primary school because I was so interested in English at that time (..)	99-102
Brenda	especially like — you know (.) sometimes uh like many theories say like (.) behaviourism is not effective (.) like if you try to memory (..) memorize something (.) it's not that effective (..) audiolingual is not that effective (.) many articles say that bu::t since I have that experience when (.) with my teacher when she like fully taught me in audiolingual (..) I still have it in my head like right now (.) I still do it for several case (.) like when you learn about pronoun (.) subject pronoun (.) we had it like (..) we had table and we memorized with the song kind of thing (.) and then I mean it's just (.) stuck in my mind (.) and I remember it (.) because I made friends with (.) many of my students and they still remember it (.) that makes me — I think that's still effective	366 -377
Daniel	<p>when I took (.) German as a student (..) ?the language – the oral component of the class (.) wasn't really enforced in any way (..) now that sounds like a very strong word (.) but I mean I use enforced when I think of my (.) you know (.) home context (.) because as I said it's (.) you know (.) more or less monolingual (..) I mean (.) whether that's actually reflective of reality is another issue (..) but I mean (.) you know (.) 'my experience was as a monolingual <at that time or that's how I saw it> (..) and uh (..) so the kids would just speak in English as soon as they had a chance (.) if not the whole class (.) 'so the teacher (.) really had to (.) put extra effort into us speaking German in the class</p> <p>(.) 'most of it at that time (..) was just (.) filling out (..) worksheets (.) exercise worksheets (.) and things like that (..) I never thought (.) I would actually come to use it later in life</p>	<p>Ap: 8 Int: 3</p> <p>Lines: 71-82 85-88</p>

Daniel	<p>to say – yeah so (.) in 10th grade I had this English teacher (..) she was awesome! (.) it's funny though (.) because it was (.) 'and this is really funny to say because of (.) you know being an MSc TESOL student (.) it was like complete (.) like rote learning (.) but she somehow made it like kind of (.) <fun> (.) she kind of brought an energy to it. [R: Is this for English?] yeah (.) like grammar (.) like (.) like a high level English grammar (.) because <she believed like> you know – okay (.) we had a lot of writing composition assignments and reading assignments (.) you know book reports and things like that (..) but she also was like (..) the first teacher where –</p> <p>?the only teacher actually that I can remember at all in my memory very (.) strongly (..) explicitly teaching us (.) the rules of grammar (.) and you know (.) all the stuff that <we knew> we didn't know explicitly (.) but that we had acquired unconsciously (.) and then it was like (.) well here's this (.) here's the rules (..) and I remember those tests (.) and those drills (..) and it's just so funny to say now that' it was effective you know (.) because I guess (.) you know (.) there's a lot of (.) controversy surrounding the teaching of grammar in language learning (.) but ?it was effective</p>	260-278
Daniel	<p>um and I'll never forget my first lesson (.) going in there trying to use – like (.) they teach you like the PPP method in the Berlitz training (.) but there it's sort of envision that as needing (.) like the last P (.) the performance they sort of envisioned as like a communicative activity (..) so it's not really a task-based learning but they do kind of try to envision is as (.) um more active but there's also a lot of you know (.) controlled practice right (.) so I walk into this class with this guy (..) he didn't understand my accent (.) I was like (.) I was so:: nervous and (.) I just had all these controlled practice things for vocabulary and I (.) just remember I was asking him all these (.) because we were taught like a lot of this question and answer dynamic with the students (.) where you < use the new word in your question and they use it in their ques – answer back to you> and it's very artificial because everybody has to speak in full sentences (..) like no one actually does in real life and # I of course (.) you know cause I went – I did it for two years but I just that was just – I went into it with that (.) fun – and funnily enough or humorously enough (.) I feel like I eventually kind of</p>	349-367

	<let go> of all of the stuff that we were taught in Berlitz training (.)	
Daniel	but that (.) that became important for me was noticing – because when I learned German there was (.) so much use of English and so little use of German that I (.) I really (.) even as a kid I remember we would joke about how (.) there was no chance we were ever going to learn this (.) you know the students would be laughing behind the teachers' back (.) like ?what is this all about (.) like we're not (.) we don't even have to 'use this in the classroom (.) how are we going to (.) you know (..) it would be like if a teacher were calling you <a::h okay (.) the answer to number three is> and then you'd say it in German (..) 'you wouldn't say the whole answer in German # it would just be like (.) the fill in part # um:: so you know (.) I came to see that as really important (.) <ah like (.) okay we're doing this all in the target language>	411-423
Daniel	so they're having you go as a Berlitz teacher – they're sending you into classes with some people who barely speak English (.) and you're supposed to just <only use English to teach them the basics of English> (.) 'now they do this whole thing in (.) the (.) um training for Berlitz (.) where the teacher gives you a 15 minute demonstration of what a Berlitz lesson is like (.) <supposed to be like> (.) no one actually does this way (.) or if they do they're insane (.) but um:: the guy comes in and he uses Swahili with you (.) and he comes up to you and he talk (.) and he says to you (.) hujambo! which I guess means (.) hello and you're just kind of like huh? (.) and then you figure out you and you just go hujambo! (..) and then he says the next thing and it's like (..) uh basically you get – he goes around the room with everybody (.) until everybody has gone through (.) a very simple communicative so-called interaction where you're saying hello (.) how are you (.) have a good day or something like that (..) and you kind of figure out what it means just based on the context of the conversation you're having (.) and the things you're supposed to draw on the board (.) and write on the board and (.) pictures you're supposed to use (..) um:: but that's absurd (..) I mean if you ask any Berlitz teacher who does this (.) they don't do it that way (.) it just <doesn't really work> and people get – 'students get ?angry (.) um:: that's not really been a problem for me (..) I mean I have had experiences where students got irritated with me of	

	course (.) everyone's had them (.) especially where it's one on one (..) but like	
Daniel	<p>so they're having you go as a Berlitz teacher – they're sending you into classes with some people who barely speak English (.) and you're supposed to just <only use English to teach them the basics of English> (.) 'now they do this whole thing in (.) the (.) um training for Berlitz (.) where the teacher gives you a 15 minute demonstration of what a Berlitz lesson is like (.) <supposed to be like> (.) no one actually does this way (.) or if they do they're insane (.) but um:: the guy comes in and he uses Swahili with you (.) and he comes up to you and he talk (.) and he says to you (.) hujambo! which I guess means (.) hello and you're just kind of like huh? (.) and then you figure out you and you just go hujambo! (..) and then he says the next thing and it's like (..) uh basically you get – he goes around the room with everybody (.) until everybody has gone through (.) a very simple communicative so-called interaction where you're saying hello (.) how are you (.) have a good day or something like that (..) and you kind of figure out what it means just based on the context of the conversation you're having (.) and the things you're supposed to draw on the board (.) and write on the board and (.) pictures you're supposed to use (..) um:: but that's absurd (..) I mean if you ask any Berlitz teacher who does this (..) they don't do it that way (.) it just <doesn't really work> and people get – 'students get ?angry (.) um:: that's not really been a problem for me (..) I mean I have had experiences where students got irritated with me of course (.) everyone's had them (.) especially where it's one on one (..) but like</p>	513-537
Daniel	<p>and so I'll never forget – on the last day (.) I gave him the test and he failed the test (.) 'most of my students did well (.) especially later on after I've been teaching there for a bit but (.) I'll never forget that he failed (..) and I just – I was more disappointed than him (..) he thought it was kind of funny (.) and I was just like <oh man! ?what> like (.) and so (.) I really don't think that it makes much sense to (.) enforce this direct method with (.) absolute (.) beginners (..) it just doesn't make sense</p>	542-549

Daniel	my language learning experience uh:: (..) I'm going to say (.) no (..) the reason being that I come from this background (.) you know American (.) public education (.) where we learn languages and they <overuse> the L1 in (.) in my opinion from what I remember (..) so if I could have spoken more German (.) I wouldn't have taught it in the way that they did (.) the way I was taught (.) which was almost all in English	770-776
Elena	so I was (.) informally <studying Swedish> on my own::	Ap: 9 Int: 4 Lines: 25/26
Elena	(.) I was getting:: (.) students ready for their:: oral:: exam 'that they take at the end of the year (.) um so just really getting them to (.) talk more than anything it was:: (.) <less formal ?teaching> and <more just structured conversation ?practice> if they had a question about grammar or something or like - <why:: do you say this:: instead of this> - I'd obviously tell them but it wasn't really structured teaching:	94-101
Elena	- I wasn't really supposed 'to talk about grammar that much it was supposed to be more of a 'TBL approach um:: (..) but:: (..) well (.) I tried to do a TBL approach but they just like <did not want> (.) grammar at all they wanted like full <immersion> which (.) I didn't feel comfortable doing with them because their level just:: (..) wasn't (..) there:: and (.) <they were not> the student - when I say them I mean the students. um:: the students just (..) felt very ?disengaged (.) when:: I did a full on immersion approach and they (.) <didn't 'like that> kind of:: turned them off to learning the language	114-123
Elena	oh yeah 'oh ?yeah so:: um:: I ?learned - <it was:: largely the grammar translation ?method> (.) u::m I would say:: which:: (..) I know is frowned upon but I actually 'really enjoyed it (.) um (.) I I don't know if that's just because like I'm <into> the nuts and bolts of how a language works:: and maybe 'that's why I like it um:: (..)	280-284
Elena	which since um:: <my own classroom (.) when I was ?learning was::> largely grammar 'translation method (.) um (.) and I guess a tiny bit of audiolingual (.) in there	323-325

Amelia	?yeah (.)I would say so (.) 'just mostly for like what I don't do (.) um:: like I never really saw a huge benefit to making people write things fifty thousand times over and over and over again like that's not what I meant by writing things down (..) uh (.) like that's when I was in high school what we would have to do is (.) we'd write a vocabulary word a certain amount of times # it's so stupid! (.) we had to draw a picture of the vocabulary word (..) which I would just get so invested in the pictures that I forgot what I was drawing # um:: or:: (..) I think one of my big pet peeves also was really um (.) <bizarre> listening experiences you know (.) really inorganic (.) inauthentic (.) listening tapes talking about things that you will ?never talk about ever (..)	Ap: 10 Int: 5 Lines: 210-221
Amelia	– 'like in Thailand they all know how to – 'take America as an example because I'm American (..) everybody knows how to say ?donde esta la biblioteca (.) where's the library (..) ?why everybody knows how to say that (..) you know it's just one of those things it's every single book when you start learning (..) like you don't know how to say like (.) proper greetings yet (.) but you can say where is the library like (.) that's (.) # but like – I mean (.) for example (.) or in Thailand it was one of the readers (..) every time you had to say like <the snake is in the crab hole> (.) 'like which just sounds dirty first of all (.) but also like ?<why> # (.) ?when are you ever going to need that (..) but it was in one of the weird little light readers (.) that the kids would have	223-237
Amelia	(.) um Swahili I was a – immersively learned it – I didn't learn it in the classroom	444-446
Amelia	Thai 'I took an intensive two-week course (.) when I was twenty (.) three (..) and then I started learning the res - ?oh yeah! (.) yeah! (.) and then the rest I was learning through (.) <immersion> and self-study until I was (.) twenty (.) <five>	451-455
Frank	I think most of the learning even if I have a class (.) like two classes (.) three classes and no – two hour classes in school like between I was (.) 12 to 18 (.) but I don't think they're helpful (..) very much helpful (..) but (.) in the high school the teachers (.) they give us some tips or (.) some ideas of learning (..) which I listened to his advice (.)and I do it after class (.) but I don't really think that learning in that class with L1 (.) helps that much because I (.) for now (.) I think there is not enough input and exposure	Ap: 11 Int: 6 Lines: 544-552
Grace	(.) the way that (.) Japanese people 'learn English (.) is (.) maybe still quite (.) is not so modern it's very like (.) 'translation (.) like exercises 'and stuff (.) and I wrote an	Ap: 12 Int: 7

	<p>essay on how to like (.) incorporate that with like (.) more modern (.) like (.) CLT kind of:: (.) methods or – yeah like how to like (.) you know don't even (.) like don't throw away their methods of learning English either try to bring them into a more modern context don't just be like (.) we learned in Europe (.) we need to teach English like this:: so we're going to do that (.) in Japan (.) it might not be how (.) Japanese people are (.) used to learning English or want to learn English so you need to (.) you need to work with them you can't just ignore (..) their way of life cause I don't think ultimately it would (.) it make them better language learners I don't think it would make them want 'to learn English (.) I think (.) you need to be (.) understanding of (.) their language and their culture to be a better teacher</p>	<p>Lines: 237-252</p>
Grace	<p>yeah I can imagine like misunderstand (.) and plus from my own experience as a:: student (.) like (.) there's 'still things from like (.) learning Japanese in Japan cause it was only (.) it (.) you know (.) speak only (.) Japanese (.) like no English:: (.) teachers wouldn't speak English (.) or anything like that (..) and there's still things to this day I have no idea what they were trying to 'teach us (.) like to this day I am like I really wish I knew what that meant # and I've just not had time to like (.) figure it out or like (.) it's just always been a mystery to me and like (.) maybe if they were able to say like (.) oh it's this in English or like oh an equivalent saying would be this in English and then it would be like (.) okay got it! but (.) yet to this day there are still things that (.) I have no idea what they were trying to teach me</p>	<p>331-343</p>
Grace	<p>(..) I'm not really sure # I remember like (.) as a language learner (.) in Japan (.) it was more like (.) like a lot of words would 'look similar (.) like the (.) characters would look similar and then like (.) we'd go through why they were different (.) what they meant and then use them to make sentence like example sentences and then (.) the next time we would (.) get homework on it and then - I don't know if that was particularly useful</p>	<p>414-421</p>
Grace	<p>we had a really good teacher in Japan 'that did that for us:: (..) and then (.) there was this Chinese student in my class:: (..) and she was talking about like 'Scottish culture (.) and I was - she was just saying things like oh you know like (.) we only know like about like (.) <bagpipes and kilts> and stuff and the Chinese student was like (.) oh I thought kilts were just <skirts> (.) and I was just like # really 'not annoy::ed but like (.) it started this discussion and like (.) even though it was nothing to do with Japan or Japanese it was like (.) I felt ?included (.) and it felt like (.) <my> experience and <my> information was made valid:: and (.) I actually felt like I helped people learn about (.) things 'they didn't know about before 'like that Chinese student 'like I helped him 'learn more about Scotland</p>	<p>677-688</p>

Appendix 8 Thematic analysis (3)

Language awareness: insights from comparing languages

PARTICIPANT	DATA	REF.
Caroline	<p>um:: but German was easy for me (.) cause I was always watching:: uh German <TV shows> German - I don't know (.) a lot of German music as well when I was younger (.) and (.) it was just:: a natural thing and some of the words were similar to ?Luxembourgish which was the second language (.)</p> <p>and it wasn't hard cause it was similar to ?Luxembourgish so (..) it was a bit natural as well (.) and I liked the language as well (.) 'then French um:: completely different language to every other language I ?knew</p>	<p>Int:1 Ap. 6</p> <p>Lines: 26-30 38-41</p>
Caroline	<p>but I mean:: I didn't like the language it is so <difficult> I didn't like studying <vocabulary::> it was always <so much> all those <expressions::> and (.) because I didn't have the (.) initial exposure to the language like I wasn't listening to music I wasn't watching any TV shows I wasn't reading French (.) <in my free time> - I was only doing it when I had to (.) so:: (.) I didn't have that (.) like (.) that <emotional> like relationship to the French like I had to Luxembourgish and (.) German (.) so:: (.) it was more like I'm forced to learn this language</p>	47-56
Caroline	<p>we watched the Spanish telenovelas at home <all night> and (.) all that <dramatic phrases> you know (.) I like - 'it was a <funny> language and I liked it and I like realized so many similarities with the French (.) so even nowadays when I like speak um <Spanish> I like (.) like (.) I like (..) I don't know if you can like 'take the piss:: or 'make fun of it</p> <p>....</p> <p>because there's just so many words they're just the same</p>	<p>257-262</p> <p>268</p>
Caroline	<p>oh I love I love the ?language like I said when I was six I already loved the language (.) and:: uh:: 'to me it was such an easy language it was just always like (.) yep, yep that's it <that is just flowing> and it's just going it was never like in French::</p> <p>well you know all those conjugations with the <verbs> in the end if it's a female it takes e e all those things that doesn't exist in English (.) 'it's just simple in English like (.) [<she did he did></p>	<p>515-518</p> <p>523-527</p>

	yeah] (.) but I mean:: (.) um:: (.) still:: like in French it's just so much more complicated and:: (.) other things are so:: (inaudible in French) (.) it's like (.) the <the woman that I saw> or the woman that I saw so saw would take an E because it's <the woman that you saw> - oh come on	531-535
Brenda	I always loved ?German (..) easy language as well (..) um:: similar to Luxembourgish:: (..) <verb tenses easy> (.) not too complicated like the French:: (.)	Ap: 7 Int: 2 Lines: 1030 - 32
Brenda	(about Banjarese and Bahasa Indonesia) actually very different (..) like from the vocabularies and also the intonation (.) we do have accents and then uh	27-28
Brenda	so I went to — 'maybe in a big cities people:: (.) speaks more English (..) but since I went to (.) a kind of countryside (.) so people use (.) like speak Dutch a lot (..) so it's a little bit struck (.) like a bit of (.) a surprise for me at that time um:: but still (.) it's really exciting! uh I once (.) I used gestures a lot (.) besides using English (.) 'and sometimes people don't understand what I'm saying even though I spoke English (.) but it's always an exciting experience (.)	161-168
Brenda	like a Dutch and Indonesian has a very close relationship because we were once colonized by them (.) and then like the history of the language is kind of close to each other (..) several vocabularies are fr - derived from each other	217-220
Brenda	= I think so (.) just yesterday I was (.) kind of (.) analyzing a Korean language when I watched a program ? oh this is interesting that you know (.) they put it (..) just like English (.) hey put the adjective first and then the noun and then the subject comes first (.) but oh the proposition is like put in the beginning (.) it's just totally different from Indonesian so	352-357
Brenda	um:: (.) the grammar of English is a lot different from Indonesian so (.) there are things that (.) they cannot make sense because it's it's (.) not in their language for example (.) the article (.) s (.) for plural or maybe for like third person singular (.) it's really hard for them to make sense of it (.) so that's why I need to explain in my official language for them (.) it's only in English (.) you really can't find it in your language (.) in Bahasa Indonesia (.) our language is really simple in the grammar (.) I've (.) once (.) helped:: (.) foreigners learn our language (.) like American and so they are like 'oh it's really easy! # yeah (.) English is really complicated for us (..) so maybe that's when uh (.) that's when I explain it in my language	652-661

Daniel	(about the L1s of the students) yeah (.) no I never took it into account (..) um:: it did help of course sometimes when you're working with like students whose first language was French or German because those have enough similar words	Ap:8 Int: 3 Lines: 829-832
Elena	:: but in terms of how perhaps like:: learning English and French influenced Swedish (..) English:: you know is closer to Swedish so I guess I had:: some of <just like the> - there were <some> similarities in just like words:: (.) ?slight similarities in sentence structures but not really um:: (..)	Ap: 9 Int: 4 Lines: 256-260
Elena	I think it's <fun> because there's just like a lot of different (.) 'word endings:: and sometimes they're not all pronounced I just like (..) I like the way it's <said> like the pronunciation:: like the way it sounds:: (.) um:: (..) 'it's not as <rich and diverse> as English as there's just not as many words in the French language:: as there are in ?English:: which I feel sometimes frustrates:: me like if I'm <trying to (.) connote a particular idea> maybe the word that I would use <in English::> doesn't necessarily exist in French:: so I have to choose 'an alternate word	644-652
Elena	'I think it's <fun> um:: (..) it <sounds::> (.) much different from French:: and it sounds:: quite a bit different from English it:: sounds:: to me:: like (.) the people are <singing> and I think 'that's <fun>! um:: (..) and:: (..) I I really liked Sweden (.) the multiple times that I've visited so:: again just like something:: to help get me closer to the culture:: um (..) and (..) I just think it's a fun language to learn because there is:: some:: bit of like ?<overlap> in terms of:: um:: just like sometimes how you would say something in (.) English versus how you would say it (.) in Swedish um:: then there's also like a lot of differences:: too:: <and that (.) balance of like> well this is the same but this is totally different::	686-696
Amelia	but Russian is quite difficult (..) like Spanish I think for an English speaker (..) you retain it a lot better because the grammatical structures are much more similar (..) 'there's a lot more um similar words and 'everything whereas Russian is just so (.) different (.) and difficult (.) um yeah (.) ?I can still read Cyrillic #	Ap: 10 Int: 5 Lines: 107-111

Amelia	well for example (.) in Thai and Chinese (.) they don't do tenses (.) so (.) introducing the past tense and the future tense is just as bizarre as ?why would that even be necessary (..) um:: yeah so if you're (.) if you're teaching (.) you know one romance language to another romance language (.) you're going to have a lot more similarities whereas (.) if it's (.) you know (.) a completely unrelated language (.) it becomes much more difficult	358-364
Amelia	I don't have a really good answer for that because (.) I've um (.) first of all (.) I do think there's a big difference between teaching like (.) the past tense of Spanish speaker who (.) they have a past tense in Spanish (.) that's much more similar to English (..) obviously they still have a sense but it's not –	383-387
Amelia	well it depends again (.) ?oh goodness – ?can they read (..) so um in Thai and Chinese obviously they use a different alphabet (..) so I lump it into teaching phonics (..) so teaching to read and teaching phonics go together (.) um when they learn the letters they're going to learn them the way that (.) an American accent (..) um if you're teaching someone for example a Spanish speaker (..) they already can read (.) because they have the same alphabet (..) 'I haven't done it so I don't know (..) but I would assume it would be quite different then (..) again (.) I'm not quite sure (.) I haven't taught Spanish people # 'I only teach people who don't have the same alphabet as me (..) well if they have different phonemes like um (,) you're going to have more similarities in phonemes between you know Romance languages uh (.) or Germanic languages or (.) whatever (..) um:: yeah (.) so like in Thailand (.) you're going to have a whole different set of problems (.) because like for example in Thailand (.) it's the Ls and the Rs – they can't hear the difference (.) or:: final consonant Ds and Ss (..) stuff like that (.) um:: which are a different set of issues that a Spanish speaker would have (..) with – (..) yeah or a German speaker (.) 'so German speakers they would struggle more with things like – actually no (.) the 'th' (.) they struggle with in Thai too (..) but like a German speaker would have more issues with the R sounds (.) stuff like that (.) I don't know	405-415 417- 428

Frank	<p>then (..) but I can kind of like spell the words (.) because I think for Spanish it is quite easy to spell the words</p> <p>because you can you – it depends on the letters (..) if you can read the letters it's quite easy to like (..) pronounce it ...</p> <p>yeah yeah yeah (.) but for Chinese (.) for Mandarin it's different because there's no relation between the character and (.) the styles (.) so it's very hard for people outside China to (.) actually write something but they might learn to speak</p>	<p>Ap: 11 Int: 6</p> <p>Lines: 85 -97</p>
Grace	<p>mostly just like misunderstandings (.) um I've said things that have maybe seemed - 'yeah like I remember (..) it like (..) it was like the Japanese (.) society:: at Edinburgh:: (.) and like (.) me and my friend Fiona over there (..) and like there was this one guy who was like 'oh do you like (.) speak Japanese? and I said in Japanese like "yeah but it's like embarrassing" but I meant (.) it in the way (..) that I was embarrassed 'to speak ?it =because like I was bad at it (.) 'but he took it (.) as if it was (.) embarrassing to speak Japanese (.) 'so he got really offended</p>	<p>Ap: 12 Int: 7</p> <p>Lines: 65-73</p>
Grace	<p>any bad experiences I've had it's just (.) come from (..) lack of (.) ?proficiency or like misunderstandings:: or like even yeah like cultural misunderstandings of 'how to use words or like words (.) that mean (.) a certain thing to me might mean different things to them (..) so (..) yeah</p>	<p>78-83</p>
Grace	<p>I don't know if it's just because they're close (.) ?geographically or like (.) you know there's so many similarities with like (.) the 'writing <systems::> (.) you know like you learn (.) you kind of (.) whether you want to or not you kind of learn Chinese by learning Japanese (.) because some of the pronunciations do come from Chinese and it's like (.) you know and also like Japanese a lot of:: Japanese culture and whatnot comes:: originally from Chinese</p>	<p>188-195</p>
Grace	<p>the Eastern European students would do is that they would mispronounce like (.) `I as E (.) so like if (.) for example they would say big they would say like beak (.) like that</p>	<p>526-529</p>

Appendix 9 Plurilingual teachers' experiences with learning strategies (4)

Preferred ways of language learning and communication strategies

PARTICIPANT	DATA	REF.
Caroline	I had like a little dictionary at home that I found was (.) um:: a (inaudible) dictionary <German-English> and I was always - I was studying by myself (.) I was like (.) I started to self (.) self (.) self-teach myself (..) so:: I started doing that with a random <dictionary> and highlighting <words> and like reading li - cause that dictionary also had like texts with um 'pictures in it (.) so I also read a few <texts> I had the <music> I had the <words> um:: so at the age at 6,7 I started	Ap: 6 Int: 1 Lines: 212 -221
Caroline	sometimes I um (.) just like you - I don't know the <word> but I just <assume> it's like in <French> and I just say it (.) say the French word but in a Spanish way	264-266
Caroline	it was getting too much <verbs the tenses:: studying that all again> like I am again in in in (.) in second grade - I didn't - I wanted to do it for fun I wanted to learn it like in a (.) cool funny way and not in like that (..) sit down:: study by heart:: learn it:: do it for the test:: and then (.) and then it three weeks you don't remember anything anymore	273-278
	I don't know if I - I think I think (.) it's best if you um (.) if you find a friend:: who speaks that language (.) because:: with all these modern technologies apps where you can learn a language by DuoLingo:: Bubble or whatever they are called (.) um that's <all good and fun> but (.) I think it's:: um (.) the surrounding that makes the difference	492-497
Caroline	u::m (.) I would first - I have friends who speak Italian but we never ask them like I know Ciao and:: you know stuff like that (.) but:: um:: (..) that's that's all so I would first:: get super <close> or really <close> with (.) that person let's say Italian:: friend I would probably also <start listening to more Italian music> because 'I think:: through the music you can learn so much (.) even though in music the lyrics aren't always (..) right (.) grammatically and everything still you can ?learn (.) um:: (..) maybe <also watch some> Italian TV ?or:: that's super hard in the beginning because you understand - from a hundred words you'd understand 'three words (..) but um (.) yeah (.) so I think that's how I would do it I would surround myself with the language rather than (.) get <the books> and get (.) like - that's too dry! I don't - I (..) maybe it's effective for some but (.) I don't think it'll be effective for me because I'm someone who learns <on the	507-534

	<p>go> (.) like even with English now I've realized that in the past five ?years 'with my boyfriend ?here (.) there's so many things I just ask him:: what does what do you how do you say <this> and how do you say <that> and then he doesn't know what I mean so I rephrase it <explain it> so it's like I'm giving (.) <synonyms to myself> but I want the word 'from him # (.) I don't know the word (.) so:: I'm like yeah <that thing> but no not <that thing> last thing and then he just - <oh this you mean this oh you mean this> - and then we found it (.) so:: I think it's:: (.) I mean that's personal that's how I (.) that's how I learn how I like to learn (.) a few things here and there</p>	
Caroline	<p>I always learn (.) through TV and through surrounding myself even though like - so (.) when I was younger I had no German (.) no German people around me but I had the German ?TV (.) and that's kind of 'like a surrounding (..) but since I already had like a little (.) <grasp> through the Luxembourgish:: (.) it was easier to pick up the language (..) so (.) I like this - I think that could be it that could be my prior (.) language (.) influenced now my language learning</p>	537-544
Caroline	<p>yeah or:: maybe because this ?French:: experience that I had - this dry:: (.) sit in front of your vocabulary list:: and learn it (..) that I realised now that that - you know you learned it you knew all this vocabulary for a month or whatever but (.) in the end – 'still now (.) some of the words I just forget I don't know them (..) [so (..) that's probably why</p>	548-553
Caroline	<p>it's my <mother tongue> and there are still (.) still things that I am still learning and that I still don't know</p>	875-876
Caroline	<p>I appreciate it when anyone corrects me in <any> language English or whatever language it is (.) cause I love to learn and I love to improve it</p>	1135-37
Brenda	<p>but fro::m senior high school (..) teacher starts to:: speak 'more official language and then it's easier for me and also I (.) start (..) talking (.) 'like I start getting more friends from another province who come to our city:: and then they (.) then to speak the official language (..) they don't know uh (.) much Banjar (.) Banjar language so then I've got friends to talk to (.) so that's how (.) I think that's why 'and I'm kind of very talkative person and I like to make connections with people (.) so that's why:: probably</p>	<p>Ap. 7 Int: 2 Lines: 74-82</p>
Brenda	<p>I also (.) take her book and then learn by myself # (..) that's how I did it I guess (.) it's the same in the sense that (.) I:: built interest first (.) and the::n because of (..) me interested in language so much — interested in that language and then I (..) I tend to:: look for more and more (..) we didn't have much exposure (.) but I tend to look for more</p>	104-113

	exposure by ' myself (.) I tend to make friends (..) and also with English even though we didn't (.) like we learned it for foreign language (.) English as a foreign language (..) it's really hard to find exposure (..) I tend to (.) 'try to find friends from the internet (..)	
Brenda	this past year I am really interested in Korean language (..) um (.) I:: watch a lot of K drama (.) I watch a lot of (.) I listen to a lot of K pop music (.) that's also because of the language (..) 'maybe it's like um:: (.) the other way around sometimes (..) because I watch the entertainment a lot I got interested in the language (.) 'but also because I am interested in the language (.) I also watch everything related to it (.) uh (..) so the most positive one is actually that (.) now I think that sometimes (..) most of the times I enjoy watching:: (..) the drama (.) listening to the music even watching variety of shows without (.) subtitles 'even though I don't understand the whole thing (.) but it's still really exciting for me like (.) I love it! I understand part of it (.) and when I do ? I got really excited (.) oh I know what they meant! (.) oh I can really follow what they're talking about! (.) like I (.) I get the gist (..) even though I don't know the details but once they upload the (.) sub one (.) like with the subtitles I what they talk about already so it's really exciting	181-197
Brenda	how:: that's about the way I try to learn a language (..) like (.) right now I just — again (.) I love try to get as much exposure that I can (.) like right now I'm trying to learn Korean (.) It's hard since I don't have many Korean friends	309-312
Brenda	you go to internet and you find Web sites to help you learning particular language that you want (.) and then try to find friends who you can talk with (.) 'especially like right now I love Korean (.) I got Nikki who loves Korean as well (.) we'd like to speak Korean among ourselves (..) even though (.) it's like really messed up and (.) when we met like (.) Manu for example like what are you guys talking about? # [yeah (.) so that's how	317-323
Brenda	= I think so (.) just yesterday I was (.) kind of (.) analyzing a Korean language when I watched a program ? oh this is interesting that you know (.) they put it (..) just like English (.) hey put the adjective first and then the noun and then the subject comes first (.) but oh the proposition is like put in the beginning (.) it's just totally different from Indonesian so (..) it's like (.) because you know what's verb what's adjective (.) those are things that you learn from school and you start to analyze it (.) and then you start to make sense of it in the new language that you're trying to learn (..) so that's really that's like the real thing (.) [that's how I analyze	352-361

Brenda	uh:: I think (.) yeah (.) I mean when you — like for me it's (.) it's effective for me when I learn a language using (.) video or movie (.) or listening to songs	366-368
Brenda	you know (.) when I start to learn something I need to find friends to speak to talk to (.) so I agreed (..) me and my friend agreed to learn Russian together (.) by ourselves and then practice together (.) but then she stopped and I have nobody else to talk to and then I stopped #that's how	947-951
Daniel	erm yeah (..) basically I started from the beginning (.) to use what little bit of German I could remember	Ap: 8 Int: 3 Lines: 127-129
Daniel	I didn't get all the classes that I needed (..) and I felt like (.) it needed to be something regular for me to hold on (.) to the things I was learning (.) you know um (..) and it was — so it wasn't regular enough (.) and I would learn something (.) and by the next time I saw them (.) three four weeks later my teacher — 'I could barely remember what we did? um (.) or maybe some (.) things (.) stuck (..) but those were (.) you know (.) it wasn't enough to keep <building> this vocabulary repertoire	200-208
Daniel	if the training had done anything 'for me (.) and of course now I think about it very differently than I did then (.) but I'll talk about my perspective from that (.) you know (.) that point in time (.) that I thought you know <oh this direct method is the way to go> 'I don't think that anymore (.) but at the time I was like <oh this is great because you know (.) it's like (..) just throwing them into the water you know (.) like sink or swim kind of thing	390-396
Elena	so when <I was::> um:: teaching myself (.) <Swedish> ?right (.) <l> am at an disadvantage in that I <don't know> the International Phonetic ?Alphabet um:: so what I <did is I wrote down all the letters of the Swedish ?alphabet> and then I would write like a corresponding English pronunciation 'next to them (.) um:: (..) and <then I would:: look at some Swedish words that I already knew> how to pronounce just from talking to my boyfriend and I would sort of just like try to match:: the <?pronunciations> and then I would <practice> the pronunciations of the letters:: of just like different words until I felt <comfortable> enough:: with the pronunciation [of the words mhm] um:: (..) <and then I found::> (..) it was a website called <memorise::> so it would teach you:: like vocabulary:: and expressions so I used that:: a little bit (.) um:: and then I found this:: like <'online course> that was:: (.) like <meant> for I guess:: like people who want to move to Sweden:: or::	Ap: 9 Int:4 Lines: 191-215

	whatever I mean it was years:: ago that I did this (.) so I was studying that for a while:: um and I never got <'too far past basics> um (..) so I never got to like explicit – 'well: did I - I think I did end up (.) learning a bit about just like subject and verb placement in the sentence but (.) I definitely retained the pronunciation and basic vocabulary more than that (.) u::m but yeah so first starting with pronunciation:: then learning <basic vocabulary> (.) um:: and <phrases> and then after moving towards the grammar	
Elena	how would the French <have influenced it> (..) I guess:: (2.3) 'maybe in terms of ?motivation:: so:: when I was learning French:: I had the motivation:: to you know 'go to France:: (.) talk with French people et cetera (.) and that:: sort of motivation carried over into my learning Swedish because:: you know I was going to Sweden:: on:: (.) like a twice a year basis:: to visit my boyfriend and I did think that I wanted to ?move:: there so I had like (.) a strong motivation for learning it so:: (..) um:: I guess the motivation and then (.) seeing:: how:: much success I had in learning French:: sort of continued my motivation for Swedish:: cause I was like - <oh! well like I've had <eight> years of French and I'm (.) <fluent> in it already> - so just like if I (.) really take the time:: to learn Swedish 'on my own:: then there's no reason why I can't acquire ?that as well	261-273
Elena	when I was learning Swedish – 'I feel like I'm just giving you comparisons:: here I don't really have answers to how:: (.) one influence the other (..) um:: (..) but I don't I didn't really have:: a <particular:: methodology when approaching Swedish> I just (.) you know figured I would <start from the basics> and then (.) make things more complicated (.) um:: (..)	285-291
Elena	um:: (.) so (.) as somebody who likes language:: me:: as a per::son at a per::sonal level (.) I love the grammar # 'translation method just because I like (.) you know looking at the little bits of grammar (.) as a <teacher though> I realize that that is a horrible way to teach because that's not the way (.) most kids are going to learn and it's not (.) something that's going to <help them>	349-354
Elena	which I think might be kind of why like (.) in terms of learning <personally> I like the grammar translation method because it really gets you up close and personal with those <differences> (..) I I know:: that's a bad:: way of teaching which is why I don't do it	632-636
Amelia	oy! (..) um:: it depends on my resources probably (.) um:: (.) depends on a lot of things (.) I was living in a country where it was spoken or (.) if I wasn't (.) if I just decided I wanted to learn Danish for no good reason (.) and you	Ap: 10 Int: 5

	know downloading Duolingo or something (..) but 'if it was a I am moving to this country I want to learn the language (.) I would <probably> take a class of some kind at least introductory level class like um:: some kind of adult program (..) at least some kind of introduction (.) for some kind of basis and then (.) try to study on my own and (..) have some kind of immersion (.) I think that (.) yeah conversational partner is – getting to know people who actually speak the language properly (..) I think that's usually quite useful (..) 'it's awfully difficult to learn a language and never use it	Lines: 169-181
Amelia	= I mean ?I assumed it would (.) yeah (..) you know you learn a 'certain way and:: like 'I was always told that (.) if you're learning <five new words a day you're on a good track> so that was my thing in Thailand (..) I'd write down five words every day (..) ?I'm going to learn these! # which didn't work by the way (..) just because I was teaching English all day (.) so everything was in English (..) this is why I think it was hard for me to learn Thai because I – everything I did was in English (.) yeah	184-191
Amelia	I mean (..) I personally I think that people do learn differently(.) I personally (.) I don't 100 per cent believe in the whole like a < you are a visual or audio learner> e::h it's kind of (.) bull (.) but I do think that because everybody's all of those things # but (.) for me I've always (..) 'I've always really liked writing things down (.) I like making things look nice and notes and everything and so I do (.) I do actually benefit from physically writing things down not on computer (..) um:: and then yeah (.) just trying to actually use the language in a context (.) that is reasonable and (.) not just chanting things back at the teacher (..) yeah (..) I don't know (.) I didn't make much sense sorry #	196-206
Amelia	yeah to some level (.) but I also (.) like (.) I tend to be a very – like I kind of (.) love charts (.) and I know a lot of people hate charts (.) like grammar conjugation charts are my bread and butter	245-247
Amelia	well I think the biggest thing is just that people then will use English (..) and I think that the best way to learn the language is to use the language as much as you can	661-663
Frank	(.) so I went on to (.) to learn English (.) and when I was in 'high school I feel like I had a great improvement of English in high school because (.) my teacher encouraged us to do a lot of reading after school (..) extensive reading and extensive listening (.) and at that time I developed my interest (.) and I kind of like watch a lot of TV series (..) and tried to speak or uh you can also have some chance of	Ap: 11 Int: 6 Lines: 62-72

	<p>talking to people in classes or out of class (..) So that's the time that I started to speak a little (.) English and by participating in some speech contests or something (.) something like that (..) so that's why I think I was able to speak English (.) when I was in high school</p>	
Frank	<p>I think (.) based on the experience of learning English and (.) Spanish (.) but I'm not sure because is you know beginners (..) I would of course learn the vocabulary first (.) vocabulary basis (..) and I would try to find some things (.) that I'm interested in for example like (.) songs (.) like movies (..) because like for example (.) like movies or (.) TV series they have a very (.) contextualized the settings (.) that you can focus (.) and it's very interesting is not you'll not get bored (..) and um there is a lot of inputs (.) like the sounds (.) the context (.) the contents (.) the language 'even the culture (..) so basically learn vocabularies and then move on to like (..) do some (.) yes (.) listening (.) more about listening (.) listening first (..) and if you have any chance (.) do some basic reading and yes (.) it should suit your tastes (..) suits you interest (..) if you have the interest (.) you would have the motivation (.) you find it easier to get exposed to this language (.) and yes (.) get more chances of exposure to the language (.) implicitly or explicitly (..) and then you would try to speak (..) from the very basic stuff</p>	253-269
Frank	<p>uh (.) because (.) maybe you'll find there are some techniques which really helps you in that process and you would develop it in your mind that well (.) this works (.) and this doesn't work and you're like okay (..) actually (.) there are a lot of people studying English in China but not many of them (.) turn out to be very efficient (.) or effective learners (..) so you know that there (.) yes (.) there are some successful learners of course (..) in what ways you define it (..) and you know there are some methods (.) are working and some not (.) because it's very complex process (..) you <need to be> careful (.) like the materials you choose (.) it has to suit your like your level and it should not be too difficult (.) or not too easy (..) so when you develop (.) you change your contents (.) change materials and the (.) the difficulty of the materials just suits (..) your levels at that time (..) 'and you need a balance of all the language aspects (.) like vocabularies (.) listening (.) uh reading and writing (.) and speaking (..) yes (.) it kind of – you still need ?the right order <to learn> because it is a very complex process (..) so once you are successful in one language (.) then you would know that (.) okay (.) this</p>	274-293

	is the right way to do it when you study another language (.) yes	
Grace	I would say it's (.) easier if you've learned (.) another one because you actually pick up (.) a lot of (.) s::kills and a lot of like (..) ways of (.) doing things from like - say I've learned Japanese like I found a lot of like (.) helpful (.) <programs> online (.) so there's this one (.) I use for Japanese learning (.) it's (.) basically like an online:: 'flash card kind of (.) program and it's called I know (.) so it's just like (.) um like know um (.) and they did (.) a set of like Chinese f::lashcards and I was like well that's worked so well in helping me remember (.) 'Japanese maybe I could just try the Chinese version (.) and that's how I kind of got into it so it's almost like learning Japanese helped me (.) branch out into (.) Chinese	Ap: 12 Int: 7 Lines: 173-183
Grace	(.) you know and also like Japanese a lot of:: Japanese culture and whatnot comes:: originally from Chinese so you kind of (.) the more you become interested in Japan the more it kind of leads back (.) to Chinese or China for me (.)	194-197
Grace	that's difficult because (.) the way I learn it is (.) just myself (.) and like vocabulary is one of my more interesting things as a language learner to do like I love doing that on my own (.)	410-413
Grace	I guess like (.) memory-based like flash card (.) `systems have always worked for me	421-422
Grace	you don't really have 'opportunities to use these languages:: in Scotland so (.) unless you seek the opportunities yourself like (.) purposefully make yourself watch (.) <foreign films> or:: (..) you know like (..) maybe have like online acquaintances or:: some sort of like (..) tutor (..) student thing set up for:: (.) what d'you call it like ?tandem (.) conversations that you have where you like you're kind of mutually helping each other learn the other language I think if you (.) if you're not seeking these opportunities you wouldn't use these languages	504-512

Appendix 10 Thematic analysis (5)

Plurilingual teachers' insights into the affective aspects of being a language learner

PARTICIPANT	DATA	REF.
Caroline	I think it will take a bit to like get into that French:: train and to know like (.) yeah (.) I am good with French now I feel like at <ease> and I am like talking and I am not like nervous if like a French person approaches me (.) and I say I don't know (.) a grammar mistake:: and that's so embarrassing like you know:: like you don't wanna say (.) I don't know in front of them - it's not like you have a pressure or you have to like (..) justify yourself and prove yourself to them but (.) you still don't want to like - I mean (.) everyone else speaks it so well	Ap: 6 Int: 1 Lines: 167-175
Caroline	I felt (..) <kind of like embarrassed> but also like (..) it's not my fault	329-330
	but I think it's important to um (..) to to correct it like I wish they had corrected us cause uh:: I would feel more confident with speaking the language around <native> (.) um:: Serbo-Croatian people or:: whatever (.)	891-894
Caroline	in ?France:: if I would ?go it would be a little more (..) what's the word:: you know (.) if I was speaking about you know – it would take you it would take me more time:: (.) it would also:: I would also (.) because (..) sometimes I also feel intimidated:: when someone is speaking <super good and you know wow:: and everything> and it's so fast:: and so perfectly with such a nice (.) French accent (.) and then there's me with my half broken Luxembourgish ?accent:: um (.) so (.) then for me the answer would also be – this (.) this <emotion> just like (.) blocks me from like being free about the language (.) I don't know why	1008-1019
Brenda	maybe it's just like when you like I had experience when I mispronounced a word (.) or misuse of the word. And they said like 'no that's not how you say it (..) so it's kind of embarrassing (.) moment but 'it's still exciting for me 'it's a story that I can tell to everyone (.) like (.) you know (.) when you learn a language you will find it's like — you will face (.) this kind of experience (.) it's really embarrassing you know	Ap: 7 Int: 2 Lines: 208-214

Brenda	but in fact students try to always (.) uh extract the grammar like .<miss (.) can you please like describe us the formula? can you tell us how to form this sentence?> you know (.) they always try <'we need the grammar (.) we need the grammar> (.) and once they learn the grammar (.) they will be like (.) scared to speak because 'ugh it's wrong (.) ugh it's wrong	557-561
Daniel	(..) um (.) but I was also quite shy (..) so it was – when I first moved there (.) it was depending on how um (.) confident I felt in myself at the moment (.) if I were – if I wasn't feeling confident myself (.) this is kind of comical (.) I would ask them in German if they spoke English and then if they said yes (.) and they would say yes (.) and then I would speak English	Ap: 8 Int: 3 Lines: 122-127
Daniel	just a little bit that I can speak confidently with and (.) as I mentioned before (.) <some::times> I just get this feeling (.) like it's just starting to come together and 'I'd use it (.) more (.) and I kind of and (.) it's like I'm enjoying it (.._ and then other times where it's like (..) where I almost just feel like 'oh I can't be bothered to try (..) it's (.) too intimidating or (..) I'm embarrassed or something (..) so it 'kind of comes and goes (.) basically	160-166
Amelia	?yeah (.) it's okay!] it's fine! cause I hate it like (.) it breaks my heart like when you are teaching and they make a mistake (.) and you correct them (.) and they just shut down ?oh no no no no! come back! #	Ap: 9 Int: 5 Lines: 317-320
Amelia	yeah (.)] and then (..) also like (.) the kinds of mistakes I make in German are 'usually the kinds of mistakes a German child would make because I was never really (.) 'properly educated in Germany (..) so it would be like an uneducated English speaker speaking English (..) it's not that they sound foreign (.) they sound uneducated and:: uh (.) which is probably awfully like (.) narcissistic of me but I'm always scared of sounding uneducated when I speak German and stupid (..) and so I tend to (..) so like (.) yeah (.) that's always something that prevents me from really speaking up (.) like making silly mistakes that (.) ?again like (.) 'they wouldn't sound like I was a foreigner (..) but they would make me sound (.) not so bright #	558-568
Frank	I feel like I have uh:: (.) I spoke Cantonese (.) when I was in primary school (..) and after that I barely speak the language (.) but I can totally understand people speaking the language (.) and I do have Cantonese (people speaking Cantonese around but I do not attempt to like	Ap: 11 Int: 6 Lines: 448-455

	<p> speak to them (.) because I have the accent and 'I think they might laugh at me (..) so I can totally understand them (.) and I can actually (.) I think I can speak (.) but I just choose not to (.) because (.) it is gonna (.) embarrass me </p>	
Grace	<p> anyway (.) don't really speak (.) English (.) um (.) I think they (..) they understand it (..) and I think they probably 'could speak it but they (..) I think (.) they don't have enough experience they're quite embarrassed to use it </p>	<p> Ap: 12 Int: 7 Lines: 488-491 </p>
Grace	<p> I don't know I am kind of embarrassed to use it to be honest (.) because the people on our course are so good at it and like (.) so good at English </p>	<p> 520-522 </p>

Appendix 11 Thematic analysis (6)

Beliefs the use of other languages as pedagogical tools

PARTICIPANT	DATA	REF.
Caroline	I think it's okay (.) particularly in the first years:: when they are only learning the language when they don't know how to say tree:: you kno:: things like that (..) um:: so:: (..) <you would either go back> - I wouldn't go back to Luxembourgish right away to like give them the translation 'or something (.) you can always use <cards pictures> PowerPoint photos whatever (.) point out look through the window there's a tree (.) um:: (..) so:: (..) but unless like it's a super like (.) oh my God (.) we're not moving on we've been stuck on this for 5 minutes you know just say it in Luxembourgish (.) um:: so in the in the ?lower classes where they only learn:: start to learn the language:: I think (.) 'you can mix it up you can mix it up sometimes	Ap: 6 Int: 1 Lines: 712-724
Caroline	unless it's like (.) <super complicated book or something political that like they don't know the terms or they don't understand the concept of something they were just reading or doing	735-737
Caroline	=I think um:: the fact that they would not (.) understand you in the beginning so if you only say in:: <English> (..) if you only say in English (..) the students:: will struggle to understand you - some of them – I I know this from personal experience when we for example had ?French (.) some some of the students just switch off (.) because they are like I don't understand her (.) and she keeps talking I still don't understand her:: (.) and they've put their head on the bench and and they snooze they fall asleep whatever (.) so:: you would have people - and then there's no interest <at all> um:: <and if you ask them to just stay in that language and no one actually (.) or or maybe> only like a third or half of the classroom pays attention and is:: engaged in the classroom participates (.) then:: I think you still have a problem because the other half:: or whatever isn't paying attention so (.) you need to find the balance:: between um (.) how to switch and when to switch from:: your first language to the ?English language	752-767
Brenda	my belief (.) the first thing I need to emphasise is that (.) I use my first language in my like (...) # I mean I don't just use my native language a lot in my classroom (.) but I do use my official language (.) Bahasa	Ap: 7 Int: 2 Lines 393-394

Brenda	<p>Indonesia in my classroom like unconsciously (..) like subconsciously (.) it's just like (.) came out (..) especially when you tell jokes to them (.) you try to make like uh (.) the classroom atmospheres brighter then (.) you tell a joke and t's impossible to do it in English (.) it's just the way you want to make your class (.) naturally feel relaxed (.) 'uh but before I came to our programme (..) uh (.) like my institution have (..) like really told us like <you cannot use Bahasa Indonesia in your classroom (.) you have to use English the whole time (.) even in your like English for children classes (.) they need to get exposure (.) it's only two hours in a classroom (..) if they don't get exposure then it's going to be not really effective for them (..) you're not helping them> so (..) that thing (.) thing (.) they said when they trained us has like (..) really planted in my head as well (.) so every time I use my language you know (.) I always feel like I (.) I feel guilty at times (..) 'we learned about that here later after (..) and then we learned later after that it's not a sin if you use your first language. (.) so now my belief is kind of — I moved (.) like I don't think (..) I don't think that I need to be feeling guilty anymore (.) I need to find uh (.) you know (.) you need to have like consideration whether to:: (.) like (.) when you teach children it's going to be different from when you teach your adult classes (..) you need to know the lines (.) you need to consider those effects I don't know (..) I (.) have not yet back to my institution (.) I haven't practiced that yet (.) but right now I think it's (..) it's really okay (.) as long as you do it because you need it (.) not because you want it easier for you (.) that's I think (..) like a long time ago probably (.) I also did because it's easier for me (.) like I find it hard (..) I mean I never (.) even though I learn English from (.) long time ago (.) I still feel like my English is still lacking (..) so that's why I still mix it with Bahasa Indonesia when I need to express something uh (..) but (.) now I think I need to consider more for my students (..) I think it's fine</p>	397-429
Brenda	<p>(..) I know my students are stressed when I use English full (.) all that time (.) I remember the time when they said like (.) <miss (.) can you just say it in Indonesian? I really don't understand what you're talking about> (.) so it's stressful for them (.) but I still don't use Bahasa Indonesia because the institutions said like <you cannot do it! you need to force them like (.) right now (.) like they need to get used to it (.) t's going to be hard for them in the beginning (.) but it's going to be easier for them later> (.) but now it's like they — I'm thinking like (.) 'do I give them traumatic</p>	506-516

	experiences (.) in learning the language if I keep using English (.) when they actually (.) know zero (.) about the language like that? so I need to think about that	
Brenda	(..) sometimes (.) I don't know (.) it's harder for me but sometimes it's easier for them (.) since they (.) they don't care (..) whatever you're saying is it just like gets through their ears they forget it (.) sometimes they don't respond (.) sometimes they just — most of the kids like (.) it's okay you just can speak English (..) and then uh (.) you know kids like (.) grasp things easier so it's easy for them (..) but (.) some other like (.) there are a small number of kids who find it really hard to understand you (.) and they keep silence (.) they don't know what to do (..) and it disrupts the flow of (.) of uh (.) your teaching process (.) and in that case it's really really hard for me to pull that particular kids to the task (.) and do everything everyone else in the classroom is doing (.)	523-534
Brenda	70 per cent in English and 30 per cent in Indonesia (.) just to help them with the instruction for example (.) or maybe uh (.) yeah (..) mostly about the instruction (.) uh:: for the vocabulary probably (.) I always ask them to (..) have this like (.) discuss it with their friends (.) but I never (..) I don't think (.) uh I really never forbid them to use Bahasa Indonesia in the classroom when they discuss but when they like (.) do the activity or they talk to me (.) they have to use English (.)	544-551
Brenda	uh (.) yup (.) through English (.) and maybe mix it sometimes 'again with a guilty feeling kind of thing (.) because you got stressed right? 'like you need to understand this!	641-643
Brenda	there are cases when (.) again when the students find it difficult to understand us especially when they are really a beginner (.) again it's not hurting when we explain the instruction in Indonesian (.) so far in our institution it's always in first (.) in the target language (.) and it's stressful for our students so it's not hurting if we change it in our language	736-741
Brenda	uh:: (...) for several cases like instruction (.) that's what I said (.) if it is about the vocabulary (.) I still think it's best to use it to target language (..) 'they need the exposure (.) they need to think in English in that case (.) but when you're explaining something:: uh (.) that has like (.) the goal 'to finish the task for example (.) you can you can explain in in (.) your language (..) they need to understand that (.) 'because if not (.) they won't be able to finish the task (..) if not the task is not done and (.) then they already start doing the task but in the wrong way (.) then you will u::h (.)	754-764

Brenda	<p>what is that (..) you will be disadvantaged since it's taken up the classroom duration like time allocation yeah you are not achieving anything] so that's good (.) I mean that's why (.) it's not hurting (.) because you you (.) you have goals and there are ways to achieve those goals</p>	768-770
Daniel	<p>another thing too would be strategic use of the L1 in the classroom (.)</p> <p>well just the sense that (.) the combination of languages like (.) perhaps it's helping them sort of draw – gain a metacognitive awareness right (..) they're starting to draw connections between the grammatical structures of their language (.) with the grammar structures of the new language with (.) – ‘especially with vocabulary I mean (.) ‘teaching vocabulary was such a <pain in the ass> when I would do it with just English because sometimes (.) there are really complicated stuff where it's just like (.) you can't just give them a bunch of ‘synonyms in English and they are like (.) <ah I know what that is> sometimes (.) it would be really frustrating (.)and if I just had the word German I could just go like (gesturing) and then it would be that quick (.) it would be that quick (.) um I used to think there might be some benefit from them sort of <figuring it out> and maybe ‘there is something to inductive discovery (.) ‘but with vocabulary and it's a really tough word (.) sometimes it would be nice to be able to just (click sound) uh:: (.) but yeah (.) and also for especially with <beginner level students> (..)</p>	<p>Ap: 8 Int: 3</p> <p>Lines: 556-557 566-582</p>
Daniel	<p>so that's why I think that if you were to go to these places (.) you would be a more effective teacher you (.) would be (.) maybe contributing more towards their – (..) your students' own sort of a sense of (.) their power that they have as speakers (.) of their native language (..) the validity of their culture (.) and their language. (.) ‘not only the validity but the <strength> and the (.) interesting aspects of it (..) and um:: that is something to be affirmed in that (.) you know that this can be spee – (.) be spoken alongside this global lingua franca of English</p>	667-675
Daniel	<p>= oh yes (.) we're <not supposed to> (.) uh and I also didn't find myself able to (..) now um (.) I know some of the other teachers who had been living there for far longer (.) and were working there for far longer would (.) use German (..) especially with the beginner classes</p>	803-807

Daniel	<p>yeah (..) I mean uh yeah (..) just that I think it you know (.) it helps raise metacognitive awareness for students uh (.) that they (..) can you know (.) draw connections between their language and the new language that they're learning (.) that it (.) you know (.) 'maybe addresses power imbalances (.) between you know the culture (.) that you're sort of representing in their view when you're standing there as the teacher (.) a native speaker of English from the United States and they're from (.) wherever (..) um:: and yeah (.) I think it could just be because it helps raise their metacognitive awareness (..) ?I think it does (.) I imagine it would (..) the students would often do it themselves actually (..) so if I (.) 'if let's say I had a student who was struggling to understand (.) and I was explaining a grammar point that someone else in the class understood (.) 'they would turn to them and then they would say to them in <German> and that person would say a::h (.) okay (..) so:: I feel like it's (.) it's not just like it's faster (..) 'I think it's also just it's helping them draw these connections (.) that they might be scrambling to (.) <form> (..) um:: so (..) yeah (.) I think it helps (.) it could be used effectively to help them learn better (..) and almost to sort of develop <a way of thinking> about the language that will help them (.) as they continue learning that language (..) 'it's not just for that <convenience of the moment> but like (..) as a sort of <a way of thinking> (..) between languages</p>	857-879
Elena	<p>'one time though I did try:: doing an activity:: that:: - I mean I gave like the instructions <in English> but:: it was like them comparing:: um (..) a:: Spanish text 'to a French translation:: to see like differences among the ?words:: and the:: kids with L1 Spanish (.) <really seemed to like that> (.) I feel like maybe it was sort of (.) '<validating for them> to:: have their 'language brought into the ?classroom (.) um:: but yeah kids who just like (.) didn't normally participate did participate when I did that activity which I found (.) <very interesting></p>	<p>Ap: 9 Int: 4 Lines: 143-151</p>

Elena	<p>'yeah:: so um:: there was:: (..) this like (.) just like this <packet> of materials that one of the French teachers:: in the school had found online (.) and:: in that <packet> was:: just 'a <page> um and there was a text in French and in ?Spanish (.) um which one of the other teachers was just like - <yeah I probably am not going to use:: this just because it's in Spanish> - but I was just thinking to myself - <'you know (.) 'I do have a lot of kids who speak Spanish" (..) and there's enough:: like kids in one of my classes who speak Spanish they could all easily <pair up with> like an English speaking student (..) um:: (.) 'and my rationale behind it was:: just like a lot of times in the United States (.) um:: the kids - well people in general are told like ' <don't speak Spanish! this is America! we speak English!> -even though the US doesn't (.) 'have an official language but (.) Spanish um:: - I mean for lack of a better word people shit on it they're just like:: - <it's <not our language::> like you shouldn't speak it!> - u::m so I thought that <maybe by bringing> (.) Spanish into the ?classroom - 'cause I mean it's a modern lingua - it was like a foreign ?language classroom so I mean why ?not:: talk about a different foreign language (.) um:: (..) I was:: hoping to sort of just '<interest the students> a bit more in the lesson I wanted to take some::thing:: that:: they one:: for sure would ?understand:: um (.) to:: like 'draw them in:: to:: the lesson um and maybe make it a bit more relevant 'to them (.) and also tell them that (.) you know like - <your language is (.) okay> - um:: and I also felt like:: it maybe put them at an advantage and let them like you know (.) sometimes it's fun to just let the kids 'feel:: like they have the upper hand I told them you know like - <I don't speak Spanish:: you're going to have to help me out here> - so I think it was:: maybe:: um:: (..) I wanted them to have like a little bit of fun in:: you know knowing more:: than the teacher:: in that regard</p>	154-183
Elena	<p>I think it can be:: very ?validating for them like I was saying:: in the United States like there's this big push that you know like anything other than English is just <bad> and it's just <wrong::> um:: (..) when it's really:: not:: like <people's languages are so rich and varied> and (.) especially when you're learning:: a second language:: you're just not automatically going to have:: the words you need to express everything:: that you want to say (.) um:: (..) so I definitely think that:: using students' L1 (.) in the classroom is a good way to just not only get them motivated (.) um but to let them know that they:: and their cultures matter:: um:: (.) because (.) 'just in the US (.) I feel</p>	386-408

	<p>like there's just like this push to: <?assimilate> and to make everybody sort of like speak the same:: think the ::same do the same:: um:: (..) but when you're:: incorporating students' L1:: into the classroom:: it lets them:: sort of (.) you know (.) tells them that you know you are:: - we are all different as people but you know that <okay> to be different in this way (.) you <don't have to::> totally:: <?assimilate to American culture> um in order to speak English like English isn't <just for> Americans like it can be for you ?too (.) and your language still does have a place:: in this country:: (.) um and in:: the different cultures of America (.) um (.) your language and your values and your culture do you still have a place:: even though:: I'm trying to teach ?you (.) a language that maybe represents something a bit ?different</p>	
Elena	<p>well ?yeah because I mean like your first language:: - I mean I would be completely ?lost:: if I (.) you know couldn't - if somebody told me like - <you can't speak English (.) anymore> - I'd be just:: (.) up the creek without a ?paddle really cause I mean like even though:: I've been:: formally:: - I have like what like eight nine years 'of formal French instruction just like - there're <still>:: just ways:: (.) that I can only express myself in ?English (.) there's still just like (.) big differences between:: <how different concepts> are presented in English versus French: um:: (..) I don't know nearly as as much French slang as I do English slang um:: so <just like to (.) not have:: my L1 would be like to rip (.) a part from me a vital part of like how I need to communicate really></p>	414-425
Elena	<p>ah so demotivation first of all:: um:: (.) you know if the students' English level:: isn't:: (.) high enough to where they can understand a lot of what's going on in the ?classroom then they're automatically going to be (.) at a disadvantage:: and probably then their motivation is <going to::> be a bit lower because you know if they can't even understand:: the ?instructions:: then how are they going to understand:: the assignment (.) um (..) 'and I also feel like it can:: <maybe (.) damage:: the students> in terms of <just:: like> (..) um (.) in terms of what I was saying like before like identity (.) it's sort of saying just like - <well (.) this is the only:: valid language to be using in the classroom <regardless of where you come from> (.) um you need to:: ?assimilate and learn English> - 'I mean:: (.) for:: students <who have> maybe like a C1 or C2:: level of English (.) I think that English-only instruction could be:: you know a very good way of challenging:: them to:: (.) um perform at a</p>	429-446

	more rigorous level (.) uh (..) but just like for students who are just starting out:: like maybe A1 A2 (.) I don't think they stand to gain anything from English-only instruction	
Elena	<p>um:: 'how did I explain that to them (..) what I did (..) was (..) I would write some sample sentences:: on the board:: in French (..) and I <labelled the parts of speech> (..) in English (..) [um</p> <p>so I think:: giving them that contextual example of what a sentence looked like in French (..) and then breaking it down for them:: um:: (..) in <terms of::> like units of language they were familiar working with in ?English:: (..) sort of helped provide an example (..) for them</p>	679-681 687-691
Elena	and I guess in terms of disadvantages it takes away from the contact time 'in the target language (..) um but I think there's something to be said for just like (..) <'do you want to teach a language> or 'do you want to teach a lesson entirely 'in the target language:: and:: know that the students are only going to be paying attention like '50 percent of the time or:: (..) <do you want to incorporate other languages> and know that they're paying attention like 85:: (..) percent of the time (..) um:: so there's a balance to be had there um and at a certain:: point it's just:: - you're ?gambling a little bit like (..) do you 'want them to have:: the exposure to the language even though you know it might have 'less meaning to them or:: do you want to present the language:: 'in a meaningful way that you know they're more likely going to:: um <retain>	706-719
Amelia	<p>as little as possible</p> <p>well um:: (..) <I think> (..) what I've noticed a lot recently (..) so I've been teaching kids in China (..) right (..) ?I don't speak a lick of Chinese (..) nothing (..) I don't speak any Chinese (..) no Mandarin (..) no Cantonese (..) 'neither of them (..) and so I'll get kids from day one (..) 'don't know how to say <hello my name is> (..) and we still get to the point (..) where they can hold real ?conversations (..) so I know it's possible! (..) and I've noticed that (..) when they'd struggle <a lot> is when I can hear people in the background speaking <their (..) language> um (..) it's so hard for them to focus (..) 'or have you ever tried to study a language while listening to music in ?your own language (..) it's <really hard> (..) um so I think that that back and forth churning your brain both ways (..) is really silly</p>	<p>Ap: 10 Int: 5</p> <p>Lines: 255 257-268 270-273</p>

	yes (..) and I 'will admit in Thailand (.) as I started learning Thai mostly it was behaviour issues I would do in Thai (..) like I know really well (.) how to tell kids to sit down and be quiet (..) 'I am good at that in Thai # and you keep saying quiet (.) and they don't know what that means and eventually (.) ngeīyb is the Thai word for quiet #	278-280
Amelia	so (..) another time I would sometimes use Thai (..) uh (.) is when (.) I noticed a lot of them were getting really <discouraged> cause they'd be making mistakes (.) an um (.) I think that (.) like they – it was even more discouraging in Thailand (.) to make a mistake because it's such a (.) like (.) shame society (.) um (.) and so sometimes I would (.) pretend (.) I would speak Thai (.) and they would all laugh at me # and I think that would make them feel better cause ?yeah I am crap at this #	308-315
Amelia	yeah (.) sometimes – again (.) I probably wouldn't do this <anymore> (.) but (.) since I was so (.) I had no experience and no studies or anything (.) I would occasionally do a really quick translation (.)	481-484
Amelia	because they can't (.) speak to each other (.) except for in (.) English (..) and I think that that really <encourages people> to want to speak (.) 'because you want to talk as your neighbour (..) so (.) I don't know (.) I like it (..) 'so one time I had a Chinese girl in one of my Thai classes (..) it was the best (.) because the Thai kids – they weren't kids (.) they were adults (..) most of them were like college age (..) they would go out of their way to try to include her 'because they were being really sweet (.) and so they would try really hard to speak in English (.) 'and the second she was gone (.) all in Thai #	632-640
Amelia	(3.2) # (..) ?I guess that when I when (.) I think about teaching (.) a big part of (.) what I consider (.) like if I'm preparing a lesson let's say (.) ?oh have to teach (.) this grammar point (.) 'I've never taught this grammar point before (.) ?how am I going to do this (.) I think a huge part of it is using what I already know (.) <about> how to do it in other languages 'even if it's not the language of my own ?students (.) knowing that it can be different (..) so like for example (.) 'the tenses (.) like I was saying 'in Thai (.) there's no conjugation of verbs you don't (.) you don't – I mean it's (.) it's <I ride you ride he ride they ride> for future (.) past and present (.) all the same (.) in every conjugation and:: they make a difference by using the ?pronoun or by using like (.) they have like these ?little words like (.) if you say <'I ride yesterday (.) he ride yesterday> and now it's in past tense ?isn't it # it just seems really obvious to them (..) 'like ?why would you need to change that (..) um:: I was	723-745

	going somewhere with this hold on # (.) and so I would say:: 'when I'm sitting there and I'm thinking 'okay (.) I have to introduce past tense in my next lesson (.) ?how am I going to do that (.) a big part of it is I think (.) oh! (.) well (.) ?it's different in this language and different in that language so therefore I have to (.) present it in a way (.) with <the assumption> that they won't know anything about it (.) 'as opposed to assuming if I say past tense they're going to be like ah yes! past tense! I know what that is! #	
Frank	for beginners (.) it's <very important> (.) because if you don't ask them (.) if you ask them to just (.) just get rid of subtitles they would not understand yes (..) so for (.) 'I think it depends on the learners (..) if they are just beginners levels then (.) they should view the Chinese that that helps them (..) but actually they are also listening to English (.) so that helps them to develop their language	Ap: 11 Int: 6 Lines: 331-336
Frank	students using L1 (..) uh (.) I think L1 might be (.) necessary in some conditions (..) for example when you give (.) instructions (.) it is more clear when you use L1 and (.) and it also depends on the level of the learners (.) if they're very beginner levels and it's very hard for them to (..) maybe it's very hard for them to understand your language (..) and also one of the most important factor is the ?efficiency (..) if you feel like (.) okay (..) for example (.) like explaining the words (.) if you feel like the L1 is very efficient or very time-saving in explaining the words then you should use L1 (..) because I feel like if you use L2 all the time then (.) sometimes you would ?spend a lot of time (.) like explaining some basic ideas (.) and it might not be helpful for language improvement (..) so it depends on the learners (.) and it depends on the situations	351-363
Frank	I'm ?totally fine with speaking English all the time (.) I'm totally fine with it (..) but for some students (.) they just <do not believe they can do that> or they feel like they get tired sometimes (.) because they need to have extra attention to the language and (.) the same problems is when they lost the contact (.) contact (.) they might not follow again (..) yes that's one – so sometimes (.) at one point or another (.) maybe you need the L1 to like (.) seize their attention again (..) yeah but I do think that the (.) the whole English lesson is really good because it gives them more exposure of the language and that would help of course (..) too much L1 does not help	372- 382

Frank	yeah yeah (.) really really (..) and yes (.) you should really notice the language you use (..) 'and if it's too easy (.) it's not really helpful for the language development (..) if it is too hard (.) they might lost their motivation (...) so again (.) 'it's very difficult to balance (.) it's very strategic	385-389
Frank	okay (.) one of the advantage of doing it (.) as I mentioned before (.) is to improve the efficiency (..) I feel like okay (.) here (.) I should use our L1 to improve the efficiency (.) and maybe for like explaining some techniques of the exams (.) or I should make sure that everybody understands because when you speak English ?some people may lose contact (.) that's why (.) so one of the (.) biggest (.) thing (..) advantage is the efficiency (..) and for disadvantage I think (.) um 'if you use too much L1 (.) then you would not (.) ensure the exposure of this language to the students (..) yeah (.) and that's very important for learning language	519-528
Grace	I think it's important because (.) you know like you don't want them to (.) you don't want your students feeling like their language doesn't matter especially in a world where (.) from a very young age people across the world are being told "you need English" (.) and it's almost like well you need your own language too like don't forget that like (.) that still plays a really important part in your:: (.) upbringing your life (.) everything it's just like (.) maybe for you English will just be a skill that you need (.) to pass ?exams (.) or like maybe you'll (.) need it (.) in your workplace but you also need your own language like (.) to communicate 'with your family (..) you need both! kind of thing and um	Ap: 12 Int: 7 Lines: 225-235
Grace	I personally think it might help them in terms of like (.) 'fully understanding things rather than just saying they understand things but they can't personally relate it to them (.) or like how they (.) think about (.) things in their own language I think (.) I don't know I think one of the most beneficial things is (.) you can (.) help them (.) how to understand English in their own:: (.) language or like (.) be able to really (.) like relate it to themselves or their lives (.) so like (.) I was talking (.) I was like (.) talking to my boyfriend the other day about how (.) different (.) people or different cultures perceive different 'emotions:: and (.) feelings and things like that so like a:: situation that might be embarrassing (.) to a Japanese person (.) may be funny (.) to a British person:: (.) that's really overgeneralizing but like (.) there's (.) there's certain cultural things that might be there (.) and like (.) really being able to understand both (.) sides of that (.) and being able to (.) like really explain it to	263-291

	<p>your <students> I think that's like a huge benefit and also like if:: (.) you know like if they really want to say something if they really want to express themselves in class (.) and they can't do it in English:: (.) like (.) if they can just (.) like if you just say something you can say it in Japanese it's fine and they can just like (.) and they can say what's in their head and get it out there's such a benefit of like (.) <them working through their thoughts (.) aloud> (.) it's like (.) and then we can we can get to the English later (.) we can use that okay you've said that how can we formulate that in English? maybe that would help them better (.) rather than just like (.) oh I can't say it in English (.) so I'll just:: be quiet (.) and then (.) not fully formulating their ideas or (.) working through what's hard for them or (.) I think that would be a big benefit</p>	
Grace	<p>but – yeah but I think (.) using their own language could almost be a shortcut to understanding (.) so (.) okay fine maybe you are using English less (.) to start with (.) maybe (.) but I think it does work as a shortcut to getting (.) further (.) if that makes sense R: to achieving like your end goal? I think so and also like reducing like frustration (.) I think (.) it would help a lot like (.) if they could just say what they want to say like (.) and then:: (.) we can work on getting:: what they want to say to the English (.) but (.) I think the important thing is just (.) 'communication regardless of what language it's in (.) and then (.) you know you could (.) you could reduce the Japanese as the English gets ?better (.) kind of thing</p>	300-312
Grace	<p>yeah (.) for like the Polish and like the (.) Hungarian (.) students (.) and what would happen is that they would just end up speaking in (.) their own languages to each other and like one person would maybe understand better than the others and they would spend time (.) trying to explain it to each other (.) in their own language (.) so really (.) they would end up using their own language anyway (.) like (.) you're not using it but they are:: (.) and it's like (.) there was I feel like maybe there's a lot of breakdown in (.) understanding (.) like (.) luckily:: (.) one of the students would maybe ?understand (.) better than the others and they would be able to (.) 'explain it to them as best as they could</p>	318-328

Appendix 12 Thematic analysis (7)

Applying insights from plurilingual teachers' LLEs to teaching practices

PARTICIPANT	DATA	REF.
Caroline	it was more about the student (.) it wa – <I only taught them how they kind of like> - they guided me you know like I was:: I was helping them but we were going in their direction it wasn't like I was telling them you need to do it like this like this like this (.) they told me (.) how they want to do it and I was just there to help them (.) because it was more like (.) a help - it was always like after school it wasn't like during school or anything it was like (.) <private lessons> like (.) someone who's struggling in in English (.) I would then go and <help them> and they tell me how they want to do it so (..) 'it was mostly their thing it wasn't like I told them - <you know the best way for you to learn is just surround yourself with all I know> - I never told them that like (.) I might have like given that (.) like (.) 'as an advice (.) but I've never told them (.) this is how you should do it	Ap: 6 Int: 1 Lines: 560-573
Caroline	I would try to pass it on in the best possible way (.) because (.) we - it depends which class I would have if I would have (.) a (.) class that's more advanced in <English> (.) I <wouldn't be doing so much grammar> I would try to like (..) teach them the language in a playful and joyful way rather than (.) this is your grammar:: and learn it now (.) so but if they're young (.) cause we learn it in the second year of (.) secondary school (..) you kind of have to teach them the vocabulary (.) and (..) teaching them through like (.) <reading (.) would be hard because (.) if they don't know> if they don't already have a base – a basic vocabulary (.) kind of like (.) at least 'an intermediate knowledge since it's their first year they have no knowledge (.) we assume (.) um:: (..) it'll be hard::	584-595
Caroline	(.) I would always try to at least make it a little ?playful (.) and a little enjoyable at least (.) I mean - like one of the ideas that I for example have is always whenever we read a book or something we could always watch a film (.) or or:: we could watch (.) after:: a certain ?passage we could watch that scene and then analyze it so that they like learn through <watching it> through <listening to it> and (.) rather than just sitting here with the book (inaudible) cause (.) I don't know (.) <some people:: like a> ?visual:: thing:: some people like just ?reading:: it some people like (.) you know	600-610

	(..) it's 'just different but (.) from (.) for me for example when we would watch TV (inaudible) so I don't know	
Caroline	but I don't want (.) my students when I have students to like (.) have this - <l'm forcing myself> - if 'if I ever have a student who forces themselves to learn English (.) no I'm going to have to sit down and talk about that cause (.) why like I mean (.) I don't know (.) I once had a cousin he never liked English I was like 'how can you not like English like (.) <first:: 'it's such a simple language> ?second (.) everyone speaks it and in - wherever you go:: if if if you go to Greece you don't speak Greek and he doesn't speak French (.) how are you going to order your your I don't know your meal when your drink (.) so you have to have like a mutual language with the world and they (..) I don't know (..) I don't know I think I'd have to <trigger this> (.) this at least <interest> so that they have an interest for English if they don't (.) <like it> and enjoy it like I do #	618-631
Caroline	my first approach would always be um the positive one the good one to like make it fun make it enjoyable and and (.) I don't know make it maybe through like <group work> (.) obviously (.) group work will will always be my first thing (..) um:: to let the students work # I: # I mean:: no I mean:: (.) they will learn way more if they do it than:: if I do it and they just watch (.) cause:: [for inst – it's about <engaging> the students yes yes (.)] like but not like only engaging them (..) 'just making them do the work (.) I think that's gonna (..) they will learn by doing it so like that (.) <learning by doing> process	734-743
Caroline	but:: I would expect - I want my students always to like (.) work it out - that's one of the things even when I was doing tutoring (.) I hate giving the answer (..) I <don't like to give you the answer> cause it doesn't make you think 'does it (.) I want ?you to think like I give you all those - I literally put it in front of your nose # and <you just have to say it> like (.) I've always been like that even like when I was like – I have a younger sister and I was always helping her out as well (.) and I want you to like (.) you do the learning (.) and I'm just there to guide you (.) so (.) if it's:: one on one or me and twenty five students (.) I would always like do the nudging and the and the ?pushing (.) but I want the students to come up with the:: (.) with the result or the final (.) whatever it is phrase or vocabulary or whatever (.) um I don't like giving the answer cause I think - oh if you've just said it (.) and half of the class maybe didn't even hear it (.) [you know (.) so (.) yeah	771-785
Caroline	so I think (.) it's <really> important to teach if you're already teaching like an international lang - like a world language (.)	807-816

	um (.s) that you have to tell them you have to show them all the facets of the language (.) so:: if we were to do pronunciation we would have a word <l would find different> videos or different (.) like (.) like all your records (.) of the word (.) how how Indian people <say it::> how Jamaican people <say it::> how American people <say it::> how Chinese people <say it::> (.) 'all' in English (.) and then they would hear it and then (.) 'and then they would say it so let's hear how you say it you know	
Caroline	you have to be (..) you have to teach the language um:: (.) in a fun way (.) in a (.) in an <open fun way that the kids will enjoy it or> or even adults if you are teaching 17 18 year olds whatever (.) still kids (.) um:: <you have to> (..) I don't know you have to also (.) be open for um – 'you have to be spontaneous as well so open for -every day will probably bring a different vibe (.) a different atmosphere 'in the class	1225-1231
Brenda	I try to do that to my students to (.) uh what I try is like sometimes I tell them like <this is really effective for me (.) try to do it by yourself too (.) if you don't find it effective then you need to change the way you learn> so it's just like I like to talk to my students (.) I like to incorporate what I have used in my language learning to them (the experience with the audiolingual method)	Ap: 7 Int: 2 Lines: 368-373
Brenda	'because u::h (.) why don't you explain this to me in Bahasa Indonesia? like (.) no no I don't want to explain that in uh (.) 'I mean you have to try! (.) 'try to ask your friend first (..) that's what I usually do (..) if they still —I uh (.) I try to explain that in English to the friends (.) and then the friends trying to explain to them (..) you know what (.) ' what I'm trying to do is (.) 'they need to have this mindset that they need the exposure	497-504
Brenda	again (.) I like them to speak (.) I like them to create conversation (.) maybe it's just like production	574-575
Brenda	um:: (..) not directly (.) I think (.) I mean like I explained to you when I learn (.) new language by myself (.) I try to analyze the language (.) 'the way that I learn the other languages(..) but in the classroom (.) if:: (.) I don't think I've (.) ever (.) like (.) consciously considered those things (..) to teach my students R: you didn't think about it? maybe I used it (.) but not (.) like (.) consciously	729-735
Brenda	um:: (..) not directly (.) I think (.) I mean like I explained to you when I learn (.) new language by myself (.) I try to analyze the language (.) 'the way that I learn the other languages(..) but in the classroom (.) if:: (.) I don't think I've	919-925

	(.) ever (.) like (.) consciously considered those things (..) to teach my students you didn't think about it? maybe I used it (.) but not (.) like (.) consciously	
Daniel	and <maybe a lot of what I did> could have just been (..) we did a lot of controlled practice and drilling in (.) German lessons when I was a kid in high school and 'I feel like (.) that's kind of what I did a lot with my students (.) but with the added layer (.) the fact that we only spoke in English which was their target language so (..) and I would be – 'I don't know if I just <started doing it> without realizing where it was coming from (..) it's possible that I had picked it up from my former teachers (.) but I would like (.) you know (.) write things on (.) write like a sentence on the board and if it was grammar 'sometimes I try and write a bunch of examples (.) and have them kind of like figure out the rule (.) explain it to me (.) I don't know if it was worth it at the time but you know (..) okay figure out the rule is (.) tell me about it (.) and then we'll start constructing our <own > sentences (..) 'and that's a lot of what <I did> at first um:: and it was still (.) it was still important for me as I continued on (.) but I placed less emphasis on it with sort of control practice (.) with like showing them examples of the structure (.) having them kind of <fill it in> and then (.) coming up with their own unique examples (..) um (.) so I try and provide them the new vocabulary that was in the text book that we had to use (.) or I try and get them to do something you know humorous (.) or something that came from their experience (..) and I wonder if you know that's <probably> how I had learned German when I was a kid too (..) yeah	Ap: 8 Int: 3 Lines: 367-391
Daniel	and also the fact that um:: since we didn't do many communicative activities in the classroom when I learned German (.) or if we did they were so poorly managed or like the oversight was so poor (.) that it would just devolve into goss – 'you know gossip about what's going on (.) in school (.) in English (.) um and you know (.) the teacher would call on you and you would just sort of (.) you know um (.) <rattle off> some German that isn't really German and then you know (..) so (.) yeah (.) it became really important to me 'to try and get them to be really involved in the whole process (..) and they teach you that in Berlitz too (..) oh like they should be speaking most of the time (.) keep your teacher talk time to a minimum (.)	423-434
Daniel	one funny thing that I came to see was totally <futile> # but it was a way that I guess I had been taught German and (.) a way that it was reflected in our textbooks (..) cause I	437-452

	<p>thought for a while that the building blocks of the language are (.) is the grammatic structure and that if I taught (.) 'you know the grammar in exceedingly complex or more complex (.) you know progression from simplest to more complex(.) that they would <somehow> you know (.) that's how they would <master the language> right (.) oh you know (.) for today we're going to be doing <present simple and past simple and at the end of the week we're doing now present perfect and> (..) I always tried to sort of – yeah (.) I feel like that was an influence from the way I had learned (..) and also from these textbooks that like (.) <oh just teach from one thing to the next (.) 'as if they're going to somehow ?pick up the whole language just fine (.) moving along these progression of grammatical forms> #</p>	
Elena	<p>so I did try to put more grammar in there because I mean like (.) 'it was a shock to me when they were just like - <miss we need more grammar like (.) please teach us the grammar> - and I'm like - <'I'll do it for you (.) even though I'm not supposed to> - #</p>	<p>Ap: 9 Int: 4 Lines: 123-127</p>
Elena	<p>I don't necessarily think that:: (.) you know going to:: French classes and taking French as a formal course (.) particularly <'influenced (.) the way in which I:: (.) learned Swedish> I mean I guess I took:: (.) because when I was learning French:: you know we started from like the alphabet:: and:: get to know you greetings and stuff (.) and so I kind of mirrored that in:: my Swedish approach and I don't think I did that (.) ?consciously:: I think I was just like - <okay:: well I mean:: I might as well start with the stuff that seems easy:: and then:: move on to the stuff that seems a bit more complicated> - um (..) yeah:: (.) because I mean I hadn't had any:: 'teaching experience really by the time that I 'started learning Swedish:: (.) so I was kind of still just:: (.) you know <figuring out:: methods and methodology> and all that stuff and</p>	<p>291-304</p>
Elena	<p>(.) um:: so my 'first job:: after I graduated was teaching ?French (.) as a foreign language (.) and I was just like well:: shit like 'what am I doing really um:: so I really <just thought hard about you know what did my French teacher do in my classes> and how could I implement that in my own classroom</p>	<p>318-323</p>
Elena	<p>but like I said:: (.) the kids <did not like that there wasn't any grammar (.) at all (.) present in the lessons) so I did have to start to add a little bit (.) 'in there (.) the way that I was taught to teach was:: show the kids:: a particular text (.) and just to show it to them enough times:: and have them read it enough times:: until they start to notice patterns:: (.) and I'm like (.) well (..) okay:: (.) I understand</p>	<p>332-347</p>

	<p>what you're getting at here (.) but you the supervisor need to:: realize that one:: not everybody learns ?best that way:: (.) two:: some of these kids have learning disabilities so it's going to be perhaps a little bit more difficult for them to do that (.) and three:: some of these kids are just taking this:: for an <easy grade> so like (..) <if your goal as the supervisor of this department is to make sure that> (.) as many students as po::ssible attain the 'highest grade po::ssible (..) <trying to::> (.) teach them in a way that they're not going to be ?receptive to (.) isn't going to help me do that</p>	
Elena	<p>if it was - if I was having my way (.) I would:: you know have taught them about just like - <ok so like this is how <you're going to::> like learn to rent an apartment (.) in France (.) this is how you're going to learn to navigate the public transit system in Canada:: (.) um (..) so focusing:: on practical tasks that they can do and then giving them the grammatical structures:: they would need:: in order to do that</p>	372-378
Elena	<p>- and of course this isn't going to be the main:: way (.) of teaching the words but just sometimes like it's fun to just you know like play like a stupid game:: like bingo or something:: like using:: the words:: just because it's something:: ?different to keep 'their interest going (.) <and um> (.) ?kids like competition! (.) they really like competition it's (.) funny almost like there was um (.) a game that:: I would play (.) when I was learning French that I (.) um brought into:: my own language class and just because it was so <fun> - what would happen is just like <all the target> 'French words would be 'on a piece of ?paper:: (.) and the teacher would say the word in <English> and (.) you and your partner:: you would have to like be the first person to circle the ?word</p>	464-476
Elena	<p>um:: (.) it's not (..) it's completely <decontextualized> um:: <and if the goal of teaching here> um is to:: <give the students what they need to> produce language 'in a meaningful way (.) grammar translation:: doesn't really (.) do that (..) it teaches you like the nuts and bolts:: and how to ?<translate> a language (.) but it doesn't really teach you:: <how to use::> - it teaches you:: like (.) this is this word:: (.) and this is the sentence:: in your L1 (.) and this is how you put it into the L2 (.) it's very just like <input output> (.) <X to Y></p>	648-656
	<p>like the grammar translation is a lot of memorization (.) um (.) which doesn't really teach you how to (.) ?think in your target language and if you're wanting to 'achieve fluency (.) to where you can complete relevant tasks in the target</p>	667-675

	language (.) then you're going <to need:: to achieve a certain level of> (.) fluency like (.) in terms of like (.) you know thinking:: in your target language so you can produce:: in your target language as opposed to just like having this <file folder::> (.) in your head of expressions that you've learned	
Amelia	so trying to make things more relevant is something that I try (.) to do with my own students (..) talk like (.) use language that would actually be useful as opposed to	Ap: 10 Int: 5 221-223
Amelia	(..) so this is a (.) weird example which I think (..) yeah (.) so that's influenced it a lot (..) I think trying to keep things relevant is important	237-239
Amelia	(.) but I wouldn't force that on a student (.) necessarily (.) like to look at charts all day cause I know that 'not everyone benefits from that	247-249
Amelia	as contextualized as possible (.) um I think (..) I like to present the words before we do the reading (.) and to see 'do we know them already (.) I think sometimes you need to also give your students the chance to show what they do know and so (.) present them before reading usually or you know (.) video or whatever (.) however you're presenting them (.) and then show them in the context that they're being used (.) as opposed to just (.) floating words in the stratosphere #	338-346
Frank	of course! (.) I feel like yes (..) u::m (..) I feel like once you experience (.) some development of your language through your own working and in your mind you believe that this should help students learn (..) and no matter what (.) pedagogical um teaching techniques the Chinese school uh like (.) ask you to (.) to (.) implement in your class 'you still would have your ?own way of – uh 'I think I attempted to replicate my learning experience (.) on my students (.) I feel like okay my student should develop their interest in certain things (.) in this language (.) for example like (.) <okay if you like listening to English songs you (.) should go to find out (.) if you're like like TV series (.) or even if you like playing games you might find some online (.) English games that you can play (..) and you can yes you can find it quite interesting to learn language> (.) and I would also like (.) ask them to do some extensive reading (..) after the class (.) find more chances of expose to the language because (.) I feel like the time in class is very limited (.) and that's what <you should do> because ?that's what I do and it helps me a lot (.) and I think you should do that (.) so I kind of have some guidance on their out of class learning (.) and I think they	Ap: 11 Int: 6 Lines: 296-327

	<p>should do that (..) a::nd I would also encourage them to (.) to speak (..) like (.) okay when you view your TV series you can (.) 'maybe you maybe you can imitate the way they speak (.) or you can have some deliberate learning strategies like you use (.) one episode and uh (.) view it like several times first and you'll see the subtitles in both versions (.) Chinese and English (.) and then maybe you would just block the Chinese and (.) see the English and you – maybe there's some vocabularies that you don't know (..) you can look into dictionaries (.) write in a notebook (.) and later you might view it again and without the subtitles</p> <p>R: are these some of the things that you did as a learner? yeah yeah (.) of course (..) and that all influences my way of teaching</p>	
Frank	<p>I would ask them to read some paragraph (.) and record it and listen (..) because sometimes you're not aware whether you pronounce it well or not and because of the L1 (..) and 'maybe they have L1 and L2 before the language (..) and there is no sounds (.) maybe there is no (.) some kind of sounds in English that they have in their L1 or L2 they are just very hard for them to pronounce (.) for example (.) I don't have that sound (.) so in Chinese it is very hard for me to do that (.) o like I asked them to record it and to (.) to do like compare it with the native speakers and develops (.) and also they can sing songs (..) helps you to like yeah</p>	425-434
Grace	<p>for when I become a teacher if I go back to Japan (.) for example (..) it would probably make me want to like 'integrate lessons more between ?cultures and maybe try and like (.) make (.) the Japanese language seem more worthwhile (.) in the English classroom like try and like integrate culture and language more rather than (.) it just be like (.) you're in an English class you need to speak English and your culture and your language doesn't (.) matter here (.) like I'd rather (.) bring it together and see that they (.) can somehow like marry the two (.) if that makes sense</p>	<p>Ap: 12 Int: 7</p> <p>Lines: 211-219</p>
Grace	<p>I'm not really sure (.) like I guess like I would (.) try and be reflective of what 'I've found difficult (.) as a language learner like (.) you know like maybe like specific areas:: like grammar:: or like (.) it would maybe make me more like (.) <sympathetic> to 'their (.) problems I would maybe try and like (.) yeah I think I would maybe be (.) like more open to like (.) <collaborative> (.) learning like (.) you know like asking the students what would help them (.) and like (.) if I was able to:: like (.) language-wise like I would try and</p>	361-385

	<p>incorporate (.) <my> like knowledge of their languages (.) where it was appropriate for <them> (.) whereas if:: (.) say I didn't (.) know any languages and I just knew <English::> you know I wouldn't really think to do that like (.) I don't think I would be as empathetic to their situation (.) whereas like if you are a language learner and you understand the struggles that they go through (..) it maybe makes you more open to 'asking them what they need (.) and what they want rather than (.) oh they're gonna learn English and (.) you know I just need to keep (.) teaching it to them and they're gonna learn it eventually like (.) I think (.) I think it makes you more like empathetic and (.) more open:: (.) to asking them what they need (.) I think (..) like just asking them what they need and like if they need (..) like (.) translations or:: like if they need this - cause you can't (.) just expect everybody to learn the same (..) so (.) yeah I think that's</p>	
Grace	<p>but I guess like a good approach would be to use loads of `different approaches (.) and see what worked for students like (.) like I said flashcards worked for me they wouldn't work for everybody</p>	423-426
Grace	<p>um (..) if I didn't speak their language (.) um:: (..) I think I would still get them to offer:: (..) examples or like (.) offer information about their culture or their language and still (..) still try to make it seem like it was valid information for the class:</p>	674-677
Grace	<p>I think I would try:: to use that approach:: even if it <wasn't directly like (.) you know> targeted towards the (.) English or (.) whatever I'd want to make it (.) part of the class:: I think (..)</p> <p>R: just validate their previous experiences?</p> <p>'pretty much yeah and just (.) like make them feel like their (.) yeah like their:: (.) experiences are valid and (.) make it (.) 'part of the learning experience:: like there's no reason why you can't talk about (..) Chinese culture or Japanese culture (.) in English:: like (.) and it makes them feel - I would like to think it would make them feel more (..) valid (.) kind of thing</p>	689-698