How Do Non-Turkish Students Whose Native Language is Urdu and the Second Language is English Transfer Their L1 and L2 to Their L3 (Turkish)?

Kubra Saygili *

EFL Instructor, Istanbul Şehir University, Turkey

Tugce Kose

EFL Instructor, Istanbul Şehir University, Turkey

Abstract

The purpose of this study is to examine how, if at all, non-Turkish students whose native language is Urdu and the second language is English transfer their L1 and L2 to their L3 (Turkish). It also explored the particular structures that those students might transfer both consciously and unconsciously in the L3 learning process. This study is conducted with 30 students whose nationality is Pakistani. These students native language is Urdu and the second language is English. The study is designed as a qualitative and quantitative method. The data is collected through percentages by rubrics and the content analysis by means of a questionnaire. In the light of the data analysis, the result and the analysis of the rubrics and questionnaires, we explored how students transfer their L1 and L2 knowledge to their L3. We also indicated that transferable particular structures are analyzed with the help of examples and students errors.

Keywords: L1 (First Language), L2 (Second Language), L3 (Third Language), Transferability

INTRODUCTION/ BACKGROUND INFORMATION

L3 learning is thought to be a standout amongst the most difficult issues among numerous analysts since each language is interesting and has its own structure. Learners discover it entirely troublesome because of a few reasons. A reason why it is hard for the learners to center L3 is the variety of the languages regarding cross-linguistic patterns or interlanguage systems.

The study aims to investigate the issue of transferability for Urdu speakers with English L2 when they learn Turkish. We authors, also want to investigate the errors that those learners may experience after or before their learning processes by illustrating procedures with some samples. Moreover, the point of the study is firmly identified with the issue which will be discussed later on.

* **Correspondence:** Kubra Saygili, Email: saygili.kubra@hotmail.com

The research is significant for researchers in Turkey who want to carry out similar researches in this field since there are many non-Turkish university students who live or have to study in Turkish Universities due to several sociological reasons. Those students are generally from Asia and the Middle East, mostly they are Pakistani, Iraqi, Syrian, Palestinian, and Bangladeshi. We also believe that the hypothesis in this study will represent a realistic progress in understanding the stages L3 learning for those learners. The study is conducted by considering three concepts as Ortega (2009) indicated: The 'Transferability/psychotypology (Kellerman, 1979, 1983, 1985) which claims that the L1 transfer is partly a function of the learners' (conscious or subconscious) intuitions about how transferable certain structures are' and cross-linguistic patterns or interlanguage systems ideas.

RESEARCH QUESTIONS HYPOTHESIS

This study aims to provide answers to the following research questions;

1) How, if at all, do non-Turkish students whose native language is Urdu and the second language is English transfer their L1 and L2 to their L3 (Turkish)?

2) What are the particular structures that those students might transfer both consciously and unconsciously in the L3 learning process?

LITERATURE REVIEW

L1 (First Language), L2 (Second Language), L3 (Third Language)

L1 and L2 have both similarities and differences. As it is noted in Ortega's book, it is generally hypothesized that differences between L1 and L2 are responsible for the L2 difficulties whose L1 is the same. The name of the study that compares the structures of L1 and L2 is called contrastive Analysis. The contrastive analysis hypothesis has two different types which are; a strong version and a weak version. According to Wardhaugh, the strong version is considered as neither realistic nor practicable, however, the weak version includes possibilities for usefulness. (Wardhaugh, R. 1970).

There have been numerous studies directed about the contrastive investigation. Contrastive Examination Theory is firmly identified with comprehension contrasts between local dialect and the second dialect learning. It can be said that there is a solid connection between adapting new reactions and beforehand separated boosts since youngsters make some sure sort of segregation while talking in their local dialect. (Upshur, 2006)

Another important phenomenon worth mentioning about L1-L2 differences and similarities is Error Analysis which is believed to have an impact on negative transfer. Since this issue is controversial and unsolved regardless of the many studies conducted, it is a very well-known fact that similarity between L1 and L2 does not always seem to have a positive transfer. Differences also do not always cause a problem for the learner.

According to Sanchez (2014) languages which are learned previously are generally regarded to have a higher background than the newly learned languages since learners are deeply interested in relying on the connections between words.

There have been many studies done about relying on distinct language combination and many of them have found the similar results. In one of the studies carried by (Clyne and Mocnay, 1999) Sanchez (2014) mentioned in her article, adults whose L1 is Hungarian, L2 is German, L3 is English mostly follow the transferability in a chronological order. As it can be predicted learners most likely to follow the chronological order when they to transfer the languages. However, L1 blocking is an important issue which has been put forward by Sanchez (2014).

Cross-Linguistic Influence

The cross-linguistic impact has dependably been an appealing subject for specialists, particularly in Second Language Acquisition. The expression "second dialect or language" does not generally mean the second dialect all together but rather it is connected to whatever another dialect which is produced after the first language and it can additionally be the third, fourth or even the fifth dialect/language obtained (Illomaki, 2005). Along these lines, second acquisition can be considered as any dialect which has been learned after the native language. It doesn't need to be the second language.

At the point when learners acquire a language or L3, transferring turns into a vital component in the learning process. Transfer can be characterized as the output impact because of similarities and contrasts between the target language and some other languages that have been beforehand obtained. It is sure that amount and the sort of the transfer shifts may change according to variables like; Foundation, interest, age, sex, social connection. (Odlin, 1989). It is essential to look into those different components since those variables will give instructors more precise data about the learners.

 Contrastive analysis has been widely discussed by many researchers especially researchers who approved the Universal Grammar idea of Chomsky, however, it started to lose its popularity in late 1960's. Researchers also conducted many studies related to this issue in order the see the impact of cross-linguistic influence in learning and acquisition.

An important study was conducted by Selinker (1992) claiming that interlanguage systems are believed to have a close relationship between the mother tongue and the target language. Recently, new approaches became the main topic of conversation which are mainly based on a comparison of how bilinguals proceed the language systems or structures that are present in one language but absent in other.

There are numerous studies illustrated that structures which are being exchanged for the most part depend on upon L1. As Ringbom (2001) emphasized exchange of forms to be more regular crosswise over related languages yet exchange of semantic pattern and word combinations are generally occurred in L1 regardless of the possibility that there

is no nearby connection between the first and second languages. This was proven by the consequences of his examinations, where Finnish-speaking understudies created lexical exchange from their L2 of Swedish in their L3 of English. The transferability of word order has dependably been far from being obviously true among a large portion of the specialists as it might be both identified with transferable property and the cross-linguistic significance of it. L1 speakers are not regarded all of a sudden to be speakers of another language. Acquiring a language is a procedure, which incorporates making speculations in regard the target language and altering these theories as per the learner's general knowledge of languages. As a matter of fact, the language is situated on an interlanguage continuum between L1 and the targeted language (Selinker, 1972). As it can be easily understood from researchers' statements that language acquisition is not the same as learning procedure since it is more similar to a procedure that requires certain theory about the both learner's L1 and learner's general knowledge of languages.

Interlanguage System

According to Selinker (1992), language transfer has smooth coherence with behaviors, processes, and constraints which are closely related to Cross-Linguistic Influence. To illustrate, usage and impact of primary linguistic data or knowledge. It can also be stated that this type knowledge cross at a point where learners use universal properties of strategies in a selective way to help build interlanguage systems. There are four types of Interlanguage Processes which are; simplification, overgeneralization, restructuring and U-shaped behavior. Explanations can be seen in a detailed way in Ortega's book. As he illustrates these four categories with very well organized examples and explanations. Simplification is generally associated with the basic forms of the language. Learner tries to convey the message with little language. Second important interlanguage process is the implementation of one rule to most of the other contexts and this is mostly related to morphology. Thirdly, restructuring is closely related to self-organization of grammar rules or knowledge. Last interlanguage process can be regarded as the part of the restructuring.

As it is specified Ortega's book, there is a psycholinguistic ability to coordinate the linguistic data and this coordinating has a progressive stage which is followed by learners. Stages for Processibility Hypothesis created by Pienamann's can be seen as takes after: Words and pieces with rising intonation, Accepted Word Order, Fronting of a questioning component, reversal in two limited setting, Reversal extends to the full scope of target like context and in conclusion Negative Questions, Question Labels process since it is the final product generally without errors. (Ortega 2009)

Psychotypology

It was Kellerman（1986）who presented the expression "psychotypology" into the proceeding with dialog concerning the part of the native language in SLA. In this manner, Kellerman basically brought ideas of L1 impact from the domain of behaviorism into the domain of insight, from a "highly contrasting" model that was

intensely robotic and whose forms were shaped generally by behaviorist hypothesis. This change can be gathered even from the evolving terminology: Kellerman rejected the term "transfer," with its fairly negative and shortsighted connotation, for the expression "cross-linguistic influence" which numerous in the field of SLA have come to receive as their own. Kellerman's model of cross-linguistic impact comprise of three variables while deciding the language transfer these three components are as following; a learner's psychotypology, how a learner arranges his or her NL; perception of NL-TL distance; actual information of the TL"（Gass and Selinker, 1994)

UG (Universal Grammar) and POS (Poverty of Stimulus) Phenomena

UG can be characterized as the standards and techniques that characterize the type of linguistic structures for all people. UG is free of the particular language structures that people (unconsciously) develop with the assistance of Primary Linguistic Data. (Ortega 2009)

UG claims that every person acquires a widespread set of standards or parameter that control the state of human languages. Universal Grammar structure Way to deal with language is closely related information of dialect which can likewise be characterized as belonging all people have, that is called capability as opposed to execution. (Mitchell and Myles, 2004)

In the field of Second Language Acquisition, the issue of UG has been a vital issue which has been touched upon in various studies and disclosures. UG has constantly been a propelling subject for the researchers. Chomsky's points of view, isolated through various eyewitnesses, have been greatly effective in the subjective sciences, because of the way that they combine legitimately propelled musings and numerical approaches to managing structure with cases. Universal Grammar (UG) is a hypothesis in linguistic, found by Noam Chomsky, and supports the idea that the capacity to learn grammar is repressed in the human mind. The hypothesis likewise expresses that phonetic capacity oversees itself without being taught any sort of linguistic structures, however 'Poverty of stimuli can show an exceedingly strong proof for the presence for Universal Grammar in the second language acquisition. The poverty of stimulus Phenomena is generally characterized as the situation when learner can't get either from properties of the speaker's first language nor deducible from data. The author also likewise mentions that POS wonders can give undeniable proof to the vicinity of UG in the linguistic uses of L2 speakers. Along these lines, it can be said POS phenomena is vital for both UG and mental representations. (Hawkins, 2001) It can likewise be said that in L2 context first dialect and second dialect are not generally existed. In the vast majority of the studies, it has been concluded that POS approve the thought that L2 language structures are the consequence of UG.

METHOD

Participants

Participants are non-Turkish university students who study in Turkish universities where both Turkish and English are the medium of instruction. Their age varies from 18-22 and they all come from different educational backgrounds, ranging from private high schools to public high schools. They travel from Pakistan to Turkey and must attend a school where the courses are mostly Turkish. When an international student comes to Turkey to study in any Turkish university, they need to take the one-year course called 'TÖMER' in order to be able to pursue the courses in their departments. In other words, they are supposed to learn Turkish for a year in order to continue in their area of study. In that Turkish course, learners are required to follow a schedule for a year in order to take the Turkish Proficiency Test.

All the participants in the current study acquired English during childhood both in their family and school settings and their native language are Urdu. All of the participants were bilingual, as they learned two languages simultaneously before the age of 4 and 6 years.

One of the participant's father was from Pakistan and mother from Turkey. However, the student's Turkish was really weak since she had lived in Pakistan for a long time and had not had enough exposure to the Turkish language.

Data Collection Instruments

To obtain a reliable result, Rubric for World Language Assessment, Rubric for Performance Assessment, Novice Mid Interpretive and Questionnaire are planned to be used. All three instruments are adapted for this study. Data collection procedure lasted for six weeks. Firstly, Questionnaire on Foreign Language Learning has been implemented before the activity that requires students to produce (write and speak) sentences in Past Simple and Past Continuous Tense. Secondly, after the implementation and the activity, Rubric for World Language Assessment and Rubric for Performance Assessment applied for each student by the teacher.

Rubric for World Language Assessment

The rubric for World Language Assessment (see Appendix A) consists of four sections which are; Message Type, Message Depth, Message Interaction and Cultural Awareness. Students are required to assess themselves according to four section by taking Novice Mid, Novice High, and Intermediate Low levels into consideration. Following statements is the sample from the rubric.

- ✓ I ask memorized questions and repeat myself but I have a hard time having a conversation without resorting to my first language.

- ✓ I can recombine parts of the language to create and connect new phrases on familiar topics

Rubric for Performance Assessment

In this Rubric for Performance Assessment (see Appendix B) there are six categories which are; Vocabulary, Function and Structure, Comprehensibility, Comprehension, Language Control and Task Completion. This rubric aims to measure the performance of the learners in any of the world languages included English. This rubric differs from the first one in terms of major focus since it consists; Novice Low, Novice Mid, Novice High, Intermediate Low, Intermediate Mid, Intermediate High, Advanced Low.

Questionnaire

Questionnaire on Foreign Language Learning (see Appendix C) is designed to look at cultural and social differences which may influence the way students learn a language. It can also be said that it aimed to collect demographic information including age, gender, background information, nationality, number years learning English, educational and language qualifications, reasons for learning English and so on. The questionnaire consists of different categories which aim to acquire more knowledge about the learner. Learners are required to make their own sentences and content analysis is partly used in order the measure the data provided by learners. This questionnaire is implemented to the students at the beginning of the study so as to perceive a more accurate result. Here are some statements from the Questionnaire;

- ✓ How would you describe language teaching in your country?

- ✓ Describe how you think to be male or female may influence your attitude to learning a language?

Data Analysis

The method chosen for conducting this study is both qualitative and quantitative. Content analysis and Mean, Median methods will be employed to analyze the data by defining more examples in detail. Qualitative research method and Content analyses are used for the Questionnaire part in order to have a reliable background data about each and every student. As for the Quantitative Method, each students' scores for both Rubrics are calculated through percentages.

Students were required to write a story in Turkish by using Past Simple and Past Continuous. When they complete the writing section, we authors made error analyses by checking each and every word of the students to see the effect of L1 and L2 in their essays which will be illustrated in the findings and discussion part in a detailed way. After the Error Analyses, students were asked to evaluate themselves in terms of their prior knowledge of L1 and L2, memorized vocabulary, using own culture to understand target language and so on.

FINDINGS AND DISCUSSION

Result of World Language Assessment Rubric

Figure 1 shows the percentage of the students who evaluated themselves in terms of Novice Mid, Novice High, and Intermediate Low. As it is quite clear from Figure 1 that, 23% of students evaluated themselves as Intermediate Low while 47% of the students regarded themselves Novice High.
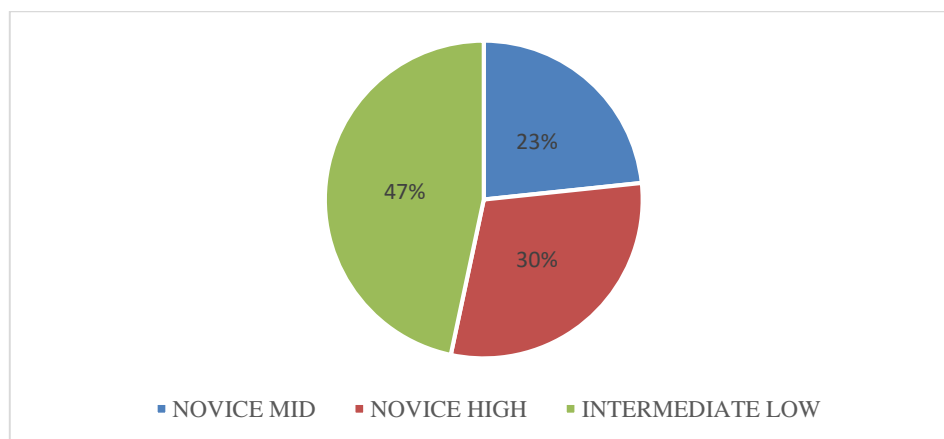

Figure 1. Result of World Language Assessment Rubric

Therefore, this figure shows that most of the students show variety in their vocabulary, recombine the parts of languages, react using some prior knowledge of L1, use culturally appropriate vocabulary because of the Linguistic proximity of Urdu and Turkish.

Result of Performance Assessment Rubric

Figure 2 indicates the result of the Performance Assessment Rubric on the basis of percentages. Seven different items were categorized as follows; Novice Low, Novice Mid, Novice High, Intermediate Low, Intermediate Mid, Intermediate High and Advanced Low. As it can be easily perceived from the pie chart that 23% percentage of students evaluated themselves as Intermediate Mid which means that, their self- awareness and consciousness is quite high. It is also important to remember that, there are students who thought they were Advanced Low.
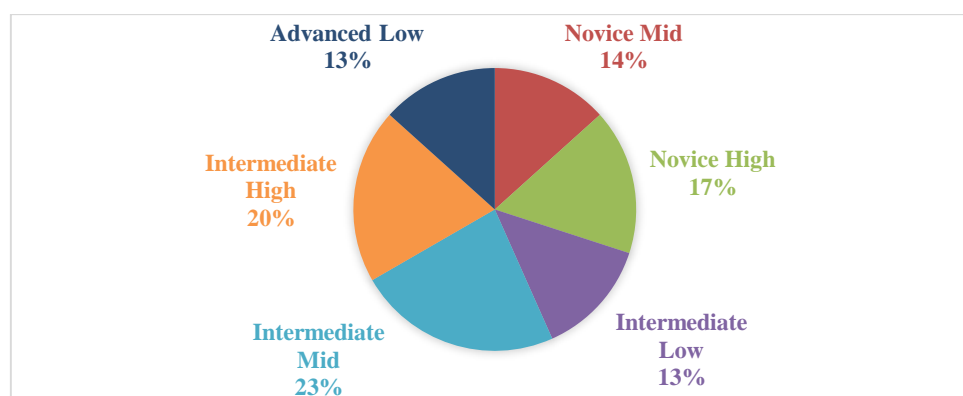

Figure 2. Performance assessment rubric

Grammar Structure of Urdu, English, and Turkish in terms of Word Order

We also wanted to conduct error analyses that learners make (consciously or unconsciously) while they are producing a sentence with past simple and past continuous. We hoped to explore the structure that learners transfer from their L1 and L2 in order to which has a great impact on L3 learning in terms of word order and lexical acquisition. Table 1 shows the samples of students' sentences except for L2 which is English. English sentences are just written to indicate the sequences of word order in each language. Most of the students did not encounter problems while practicing writing since the word order of L1 (Urdu) and L2 (Turkish) are similar. As it can be clearly seen from the table, there are also students who borrowed words from their native language (Urdu). It can be said that participants benefited from the lexical proximity of two languages (See, Tarbooz-Karpuz and Kitaab-khaana, Kütüphane).

Table 1. Samples of students' sentences

PAST SIMPLE	PAST CONTINOUS
L1 (Urdu):	
Mei kitaab-khaana gai thi	Mei kitaab-khaana ja rahi thi
Mei gaana gaati hun	Mei gaana gaa rahi hun
Mei tarbooz khaati hun	Mei tarbooz khaa rahi thi
L2 (English):	
I went to library	I was going to library
I sang a song	I was singing a song.
I eat a watermelon	I was eating a watermelon
L3 (Turkish):	
Ben kütüphaneye gittim.	Ben kütüphaneye gidiyordum.
Ben şarkı söyledim	Ben şarkı söylüyordum.
Ben karpuz yedim	Ben karpuz yiyordum

CONCLUSION

The Urdu language has similar vocabulary structure with the Turkish language since Urdu is the combination of Arabic, Persian, and Turkish. The Urdu Language mostly borrowed word structures from Persian and Turkish. Sentence structure (word order) of Urdu is also similar to the Turkish language as it can be clearly seen from the examples which are shown in data analysis part. Current findings of the study match with those of previous studies. According to Sanchez (2014) languages which are learned previously are generally regarded to have a higher background than the newly learned languages since learners are deeply interested in relying on the connections between words. However, English (L2) has a great impact on their sentence production both in written and spoken forms, it is hypothesized that their L1 (Urdu) played a more important role while they are producing a sentence with past simple and past continuous. The result of the current research is also in accordance with previously published research since students used their L1 first to retrieve for producing the new language. As Sanchez (2014) mentioned in her article, adults whose L1 is Hungarian, L2 is German, L3 is English mostly follow the transferability in a chronological order. As it

can be predicted learners most likely to follow the chronological order when they to transfer the languages.

The results are also consistent with those Selinker (1992) research claiming that interlanguage systems are believed to have a close relationship between the mother tongue and the target language as Urdu and Turkish languages.

The findings of the research corroborate Ringbom (2001) as emphasized exchange of forms to be more regular crosswise over related languages yet exchange of semantic pattern and word combinations are generally occurred in L1 regardless of the possibility that there is no nearby connection between the first and second languages.

On the other hand, it is also hypothesized that the more capable learners are in L2 and the more exposure they have had to it, the more prominent impact L2 will have on L3 vocabulary, sentence creation. It is additionally hypothesized that L2 will have little or no impact, if any, on the L3 vocabulary production of learners who have accomplished a low level of L2 capability and have little exposure to it. The Urdu morphological system and sentence structure (word order) significantly differs that of English language but very similar to the Turkish language.

LIMITATIONS

Students are only chosen from the same ethnic background and they may not represent various languages as everyone's native language (L1) is Urdu and second language (L2) is English. There were also no control and experimental group since there was only one group with the same background. Different cultures and different skills could be taken into consideration. The number of the students in the study can also be regarded as a limitation since we worked only with 30 non-Turkish students. The outcome might not reflect the real result when reliability is taken into consideration. The study could be conducted on a large scale. Another limitation of the study is about the individual differences and gender. Students are chosen randomly without paying attention to the gender.

REFERENCES

Gass, S. & Selinker, L. (1994). *Second Language Acquisition: An Introductory Course.* Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers

Hawkins, R. (2001). *The theoretical significance of Universal Grammar in Second Language Acquisition*. 17, 4, pp. 346

Illomaki, A. (2005). *Cross-linguistic Influence – A Cross-sectional Study with Particular Reference to Finnish-speaking and English-speaking Learners of German,* retrieved from Cross%20linguistic%20influence.pdf

Odlin, T. (1989). *Language transfer: Cross-linguistic influence in language learning.* Cambridge: Cambridge University Press.

Ortega, L. (2009). *Second language acquisition*. London: Routledge.

Questionnaire on Foreign Language Learning, Retrieved from Online Website: http://lab.fs.unilj.si/lan/Questionnaire%20on%20Foreign%20Language%20Learning.doc

Ringbom, H. (2001). Lexical transfer in L3 production. Cenoz J. et al. (eds.).: 59–68.

Sanchez, L. (2015). L2 Activation and blending in third language acquisition: Evidence of crosslinguistic influence from L2 in a longitudinal study on the acquisition of L3 learning. *Bilingualism: Language and Cognition,* 18, 253-254, doi: 10.1017/S1366728914000091

Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics*. 10, 209-231.

Selinker, L. (1992). Rediscovering Interlanguage. New York: Longman.

Mitchell, R., Myles F (2004). *Second Language Learning Theories*. Hodder Press. 52-565

Upshur, J. A. (1962), Language Proficiency Testing and the Contrastive Analysis Dilemma. *Language Learning*, 12: 123–127. doi: 10.1111/j.1467-1770.1962.tb00033.x

Wardhaugh, R., (1970). The Contrastive Analysis Hypothesis. *TESOL Quarterly*, *4*(2), 123–130. http://doi.org/10.2307/3586182

World Languages: Performance Assessment Rubric Retrieved from Online Website: https://opiadrenaline2012.wikispaces.com/file/view/JCPS%2BRubric%2BColor.pdf/372207424/JCPS%2BRubric%2BColor.pdf

World Language Assessment Rubric, Retrieved from Online Website: http://musicuentos.com/wp-content/blogs.dir/1/files/2015/08/2015-rubric-page-1.jpg

APPENDICES

APPENDIX A

PERFORMANCE TOWARD PROFICIENCY

World Language Assessment Rubric

NAME: _____ DATE: _____

ASSESSMENT: _____

1. Message Type: What language do I use?		Novice Mid	Novice High	Intermediate Low	NA/IE*
	Structure	I can provide basic information using single words and phrases in a structure influenced by my native language.	I can begin to recombine parts of language into new sentences. I can make and respond to simple requests for information.	I can recombine parts of language to create and connect new phrases on familiar topics.	
	Depth of vocabulary	I can use common, repetitive words and phrases I have memorized.	I can use common words and phrases I have practiced and I begin to show some variety.	I can show variety in my vocabulary by personalizing high-frequency expressions.	
	Context	I can usually handle everyday situations I have practiced well.	I can usually handle short social interactions in familiar everyday situations relevant to myself.	I can talk about myself, and sometimes others/my immediate environment, in familiar contexts.	

2. Message Depth: How do I support my communication?		Novice Mid	Novice High	Intermediate Low	NA/IE*
	Content support	I can sometimes support my responses with examples from my limited, memorized vocabulary.	I can begin to use minimal prior knowledge and some examples to support a predictable, standardized message.	I can react using some prior knowledge to logically support my message. I can sometimes elaborate on examples.	
	Communication strategies	I ask memorized questions and repeat myself, but I have a hard time having a conversation without resorting to my first language or silence. My language may seem unorganized.	I can sustain communication by using common sequencing and transition words and asking simple questions. I can begin to show some organization.	I can sustain communication by beginning to offer details, use circumlocution (inconsistently), and ask appropriate questions. I can show some deliberate organization.	

3. Message Interaction: How do we understand each other?		Novice Mid	Novice High	Intermediate Low	NA/IE*
	Comprehensibility	I can communicate accurately using language I have memorized, but when I try to create, my errors in grammar, word order, word choice, and pronunciation make me very hard to understand.	When using basic language I have practiced, I can usually avoid errors that interfere with communication. I clarify myself by using gestures and repeating.	My basic message is mostly free from significant patterns of error that interfere with communication. I sometimes successfully clarify myself by rephrasing and self-correcting.	
	Comprehension	I can understand some simple questions and statements I have practiced, but I frequently need to hear things again.	I can understand simple questions and statements I have practiced. Sometimes I ask for repetition.	I can understand familiar questions and statements. When I don't understand, I begin to ask for clarification.	

4. Cultural awareness: How do I show what I know about other cultures?	Novice	Intermediate	NA/IE*
	I may use culturally appropriate, memorized language in situations I have practiced a lot. I can show I'm aware of some obvious cultural differences, but I usually use my own culture to understand the target culture.	I can use culturally appropriate vocabulary, gestures, and expressions in familiar situations. In familiar situations, I can increasingly change the way I behave and communicate to show I know the culture is different.	
	Evidence: (expression, gesture, product mentioned, writing conventions)	Evidence: (expression, gesture, product/practice, writing conventions)	

*NA/IE = Not Applicable or Insufficient Evidence in performance sample
For educational purposes only. For more information, resources, and credits see Musicuentos.com/handouts.

A project of musicuentos .com

APPENDIX B

JEFFERSON COUNTY PUBLIC SCHOOLS

WORLD LANGUAGES: Performance Assessment Rubric

Student Name: _____   Class Period: _____
Assessment: _____   Date: _____

Major Focus	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
What language do I use? **Vocabulary**	I can use a small number of repetitive words and phrases for common objects and actions.	I can use a limited number of words and phrases for common objects and actions, but they are repetitive.	I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little.	I can use a variety of words and phrases on a range of familiar topics. I can begin to give more details and elaborate on a topic.	I can use words & expressions from a wide range of topics and begin to use expanded vocabulary within a topic. I can give details and elaborate on a topic.	I can consistently use words and expressions to communicate ideas on a wide range of topics and use expanded vocabulary within a topic.	I can use extensive vocabulary to communicate ideas on a wide range of topics and within a topic. I can use culturally appropriate idiomatic expressions.
How do I use language? **Function & Structure**	I can use some simple words to provide basic information.	I can use words, phrase and occasional sentences to provide basic information.	I can use phrases and short simple sentences to provide basic information. I can begin to combine words and phrases to create original sentences.	I can use strings of simple sentences to express my thoughts. I can combine words and phrases to create original sentences.	I can use strings of sentences to describe or explain. I can combine simple sentences using connector words to create original sentences.	I can use connected sentences to narrate, describe or explain. I can begin to communicate in paragraph length.	I can communicate in clear and organized paragraph length.
How well am I understood doing the task? **Comprehensibility**	I can be understood only with great effort.	I can be understood with difficulty by someone accustomed to a language learner.	I can mostly be understood by someone accustomed to a language learner.	I can be understood by someone accustomed to a language learner.	I can easily be understood by someone accustomed to a language learner.	I can generally be understood by someone accustomed and those unaccustomed to a language learner.	I can be understood by native speakers, even those unaccustomed to a language learner.
How well do I understand? **Comprehension** use only for Interpersonal Task	I can understand some isolated words.	I can understand some simple questions and statements. I frequently need to hear things again.	I can understand simple questions and statements. Sometimes I need to hear things again.	I can understand questions and statements. Sometimes I need to hear things again.	I can understand questions and statements from real-life situations which may take place face-to-face or electronically.	I can understand the main idea and most details in conversations on familiar topics.	I can understand and link ideas in extended discussions. I can participate actively in most informal and a few formal conversations.

Adapted from the ACTFL Proficiency Guidelines-Speaking (1999) and the ACTFL Performance Guidelines form K-12 Learners (1998) and LinguaFolio (2008).

APPENDIX C

Questionnaire on Foreign Language Learning 'Thinking about learning how you learn a language' The aim of this survey is to look at cultural and social differences which may influence the way you learn a language.	

Personal details	
Gender	
Age	
Nationality	
Number of Years learning English	
Language qualifications	
Educational Qualifications	
Reasons for learning a language	

- ✓ What **were** the best methods and activities to learn English you have had?
- ✓ What **were** the worst methods and activities to learn English you have had?
- ✓ How would you describe language teaching in your country?
- ✓ What are the characteristics of the education **or** the people of your country which influence how you learn a language?
- ✓ Describe how you think being male or female may influence your attitude to learning a language?
- ✓ Most English course books describe life and situations from an English western point of view. Describe how you think this may affect learners from different countries?
- ✓ Look at the following list of language learning items and write down how you think **you** learn them best.
- ✓ Vocabulary, Grammar, Listening, Reading, Writing, Speaking
- ✓ What kind of activities to do with the language do you do outside the classroom?
- ✓ Referring back to the title and aim of this survey, are there any other points which you would like to add which have not been included?