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Learning languages through the media: Toward an understanding of the
mediated language acquisition process and the
motivation cycle of mediated
language acquisition.

Kenneth F. Trent

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Master of Arts

Clark Callahan, chair
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John Davies

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ABSTRACT

Learning languages through the media: Toward an understanding of the mediated language acquisition process and the motivation cycle of mediated language acquisition.

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Utilizing in-depth interviews and constant comparative analysis through a qualitative approach, this research study examined the development of second language acquisition of US immigrants via the mass media as a part of the acculturation process. Nine international students (or international spouses of students) of a major midwestern university participated in 25-60 minute interviews. Based on participant responses, the author formulated the mediated language acquisition process, or the process by which the participants acquired English as an additional language with the help of the mass media. Additionally, motivation was found to be the primary indicator of the rate of language acquisition. The motivation cycle of mediated language acquisition attempts to describe the elements and factors involved in the increase or decrease of motivation during mediated language acquisition. Finally, the author presents some key findings of the study, regarding types of media and message which were most beneficial to participants as they acquired English as a new language.

Keywords: acculturation, motivation, media, language acquisition, interviews, qualitative, constant comparative analysis.

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Introduction

The phenomenon known as acculturation has a history of diverse applications among the varied scholarly disciplines. This may be a partial consequence of the lack of a clear definition in the early years of acculturation research (Stout, 1942). However, the general context in which the phenomenon is found is relatively strict, remaining close to its definition within cultural adaptation (Gillin & Raimy, 1940). Accordingly, Redfield, Linton, and Herskovitz (1936), as part of the Social Science Research Council, definitively stated that “Acculturation comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original cultural patterns of either or both groups” (p. 149). By way of emphasis, acculturation research generally focuses on the “changes in the original cultural patterns” of immigrants living in a new host culture.

The specific applications within adaptation contexts, however, are somewhat less standardized from one discipline to another, and even from one research study to another. Interestingly, some of these various applications have had a reverse influence on the phenomenon itself, conceptually modifying it over the decades (see, for example, the recent and rather complex method of acculturation measurement in the 2009 study by Fassaert, Hesselink, and Verhoeff, as compared with the more simplistic definition offered by Gillin and Raimy in 1940). The result, to a degree, has been a lack of cohesion among disciplines and many researchers over the decades relating to specific components of the acculturation process. This is not to say that research relating to acculturation has been disjunct or incoherent; rather that because of the variations in disciplinary and research emphases these components have had differing levels of importance among researchers. Because of this apparent lack of cohesion, acculturation research has passed through stages of development where a certain focus or emphasis receives greater attention than others until the area of emphasis changes.

Two components of the acculturation phenomenon which had little or no recognition early in acculturation research are advances in second-language acquisition and the role of the mass media as they relate to the phenomenon itself. In recent years these two components have received much greater recognition as the value of linguistic progression among acculturation subjects becomes more recognizable, as well as the value of the mass media to second-language acquisition (De Maio Del Pozo, 2008; Clément, Baker, Josephson, & Noels, 2005). The relatively recent recognition of these concepts as they relate to acculturation illustrates one example of how researchers are able to make subtle connections in their field of research or area of emphasis which pave the proverbial road for others to follow.

Linguistic progression and the influence of the mass media on acculturation subjects are, perhaps, two of the more influential components of the acculturation process, especially as they gain greater recognition among researchers. It is probable, therefore, that further research in this area may help to more fully establish their importance as relating to acculturation studies, as well as provide further insight into the acculturation process itself. More importantly, for the purposes of this research design at least, a study of how each of these particular components influences the others may yield useful results as to how to further develop each of these individual components within acculturation research. More specifically, an understanding of how the mass media influence second language acquisition may provide answers within the acculturation process as a whole. Thus, the general problem of this research design will be addressed by answering the question “how do the mass media influence second language acquisition among immigrants to the United States?”

Because of the crucial role which linguistic abilities plays in the acculturation process, an understanding of the development of language learning, and specifically the role of the mass media in that process, has significant utility among the body of research as it stands today. Research has acknowledged the vital role which linguistic acquisition plays for those seeking acculturation in a new

host culture, but surprisingly little specific research has been done as to the development of linguistic abilities throughout the process. Additionally, research has also shown that the media, without question, play one of the most influential roles of linguistic acquisition available to immigrants. This research design attempts to explore what specific roles the media play in aiding the development of language abilities among migrants attempting to achieve acculturation in a new host culture.

Achieving an understanding of how immigrants develop their second language abilities by utilizing the mass media may have several areas of relevance to mass communication research as a whole. Of primary significance, this understanding could either add a new dimension to, or solidify existing dimensions of, acculturation research in general. It may extend to acculturation research which extends beyond the confines of mass communication research. It may even find relevance in other culturally-based theoretical approaches to academic studies. Furthermore, it may add to a general understanding of media effects as a whole. The potential for inspiring and directing further research studies is substantial, especially considering the current lack of research specifically examining mediated language acquisition.

As mentioned, the purpose of this thesis is to examine how immigrants acquire second language proficiency by utilizing the mass media. The author attempts, within the review of literature following this introduction, to clearly explain the need to understand this phenomenon. To accomplish this end, the author methodologically approaches this research design via in-depth interviews with participants from various parts of the world. These participants are questioned regarding their previous English education, media habits, motivation, length of residence within the United States, etc. These findings are then transcribed and analyzed using constant comparative analysis to develop grounded theory pertaining to the circumstances of the individual participants involved in the study. Finally, the author offers an interpretation of what the participants describe through their experiences in the various interviews.

With a basic understanding of this research design, the reader is now prepared to approach the literature relating to acculturation, media effects, and linguistic acquisition. This review of literature attempts to establish a baseline in acculturation research as it pertains to media consumption and linguistic acquisition. From this baseline, the author describes the methodological approach in greater detail, followed by the results of the study as outlined above.

Review of Literature

Research on acculturation has been conducted throughout the past century and has been sufficiently developed in several necessary areas for a study pertaining to media and the process of second language acquisition. It seems as though each leg of the triangle (acculturation itself, second language acquisition, and media effects on acculturation) has developed individually early in acculturation research. However, over the decades each has needed more specifically directed research to discover how they fit together in the acculturation process as a whole. Second language acquisition, as it occurs through any medium of mass communication, is perhaps the sparsest leg of the triangle with regards to research when considering how these individual areas have developed over the years.

The following sections will address acculturation from various specific perspectives. The first perspective is to approach acculturation by understanding the influence which linguistics play in the acculturation process as a whole. The second perspective is to examine previous research which explores the role which the mass media play in the acculturation of migrants. The final perspective will examine research related to the relationship of linguistics and media in the acculturation process. Next, some notable views of opposing research within this section will be included in the discussion. Finally, the research outlined here will lead the author to formulate some basic research questions from which to approach this research design.

The Importance of Language in Acculturation

To begin with, it is important to understand that the “mother tongue” of any individual is intimately associated with that individual's culture (Pieris, 1951). Language, in many ways, is the cohesive which bonds individuals of a collective culture together. This is also the case with local dialects of the same language, an example of which can readily be seen between individuals from Great Britain and those from the United States. Even though the same language is spoken, variations in accents, idioms, and other local language traits distinguish each region from the other in very

distinctive ways. Indeed, according to Pieris' (1951) approach, the linguistic and cultural differences between members of the same nation are not coincidence; the cultural differences existent are not independent of the variations in language. All of these linguistic differences, both subtle and conspicuous, contribute to distinguishing one culture from another, both internationally and intranationally (a good example of which may be found in linguistically and culturally comparing residents of down-town New York City to residents of Liberty, Mississippi).

The international upper-class elites of various countries have long understood the underlying significance of the language-culture relationship. Pieris' (1951) study recounts another research design by Trevelyan in 1839 in which members of India's class of elites were the objects of “efforts at acculturation through the medium of the English language...” (p. 331). Where such cultural adaptation is necessary a serious study of the new culture's language is of primary importance to the elite desiring functionality (ability to function in host culture) and adaptability (feeling of being adapted to the host culture) – mostly because language and culture are inseparable, as well as because language poses an obvious barrier to becoming more fully adapted and functional in the new culture. Clearly, the language barrier is one of the foremost – and formidable – barriers which must be overcome as individuals of one culture attempt to integrate themselves into a new culture which speaks a distinctly different language from their mother tongue.

Second-language acquisition is not simply *useful* in the acculturation process, it is *vitally important*. Without the ability to communicate with those of the host culture, real adaptation simply cannot occur, and functionality, if present, is fixated at the basest of levels. A research project by Thananjayarajasingham (1973), whose six page study contains valuable insights into the importance of bilingualism in the acculturation process, examined living conditions and social interactions among the Kuravar community of Ceylon. The Kuravar consists of a small community of one primary language living amidst several surrounding communities, all of which speak a different language. Out of

necessity for survival, the Kuravar were forced into a state of bilingual competence for purposes of economic survival. Within this context, Thananjayarajasingham argues that “acculturation and bilingualism are here clearly interdependent” (p. 278), which point is foundational in understanding how culture is transmitted through a mediated form of communication.

The importance of linguistic adaptation in the acculturation process is such that it occurs both to individual immigrants and to entire populations in constant contact with others (Clark, 1977). With individual immigrants the second language is acquired over a number of years; with populations, a reverse influence on the smaller population's *primary language itself* occurs over the course of centuries. Indeed, this reverse linguistic influence is significant because, as Pieris (1951) noted, language and culture are intimately associated. As the language of the smaller country is modified over time, so the culture of that same nation experiences a certain degree of modification during that time frame as well.

As a stand-alone component, host culture language acquisition is, arguably, the best single indicator of acculturation (Unger, Ritt-Olson, Wagner, Soto, & Baezconde-Garbanati, 2007). While they admit that many other factors influence acculturation, Unger et al. state that “Previous studies have indicated that language usage explains a significant proportion of the variance in many other acculturation measures, and therefore may be an acceptable brief measure” (p. 557). More complex measures of acculturation are likely a better measure of the phenomenon, but linguistic adaptation maintains its primary importance when using measuring devices to determine levels of acculturation among cross-cultural migrants (for one example of a brief acculturation scale based on language, see Wallen, Feldman, & Anliker, 2002).

Understanding the importance of host language acquisition to acculturation is one of the two primary components of this thesis design. The way people speak in their daily efforts to communicate conveys unspoken meaning about who they are, both individually and collectively. These subconscious

cues are subtly perceived and interpreted by message recipients, adding depth to the words themselves. Those attempting to truly integrate themselves into another culture must not only come to grasp this vast array of subtleties, but must also attempt to duplicate them to one degree or another. To do this, some type of substantial, sustained interaction with the host culture is necessary to expose migrants to the new culture.

The Role of the Media in Acculturation

Although the degree to which the mass media affects consumers is still debated today, it is difficult to contend the notion that at least some effects are present. The purpose of this section is to explore what research has been conducted relative to media effects specific to the acculturation process. In the first half of the 20th century, virtually no research connecting the mass media to acculturation was conducted or attempted, for the obvious reason that acculturation as a phenomenon was still a new concept in general, as was the field of study for mass communication. When acculturation and mass media researchers did establish relevance between the two areas of study several decades later a large majority of the initial studies merely mentioned media as a potential contributing factor, as opposed to a significant driving force of the acculturation phenomenon. The following paragraphs attempt to address this development somewhat chronologically.

There is, however, at least one exception to the obvious generality that acculturation and media research failed to make the connection until recently. In the middle of the 20th century, Doob (1953) explored acculturation as influenced by the mass media in Central Africa. Doob posited that “the mass media of communication are being utilized to accelerate the process of acculturation” (p. 8). Doob then offers a number of reasons for this observed phenomenon, three of which are listed as follows: 1) The mass media implement government policy, 2) audience preferences are considered by information services, and 3) all available mass media are utilized. Although Doob's research was conducted in 1953, it took almost another two decades before the apparent popularization of mass media research

occurred within the framework of acculturation studies.

It appears that the decade of the 1960s resulted for the most part in only passing mention of the media's role in the acculturation process (Parker, 1964; Miller & Caulkins, 1964). By their very nature the media are able to reach vast communities even in remote areas where reception is possible. As acculturation research sought these more remote areas, the studies of this decade began to clue in to the fact that the media play a role in facilitating acculturation even at great distances and across diverse cultures. For example, Miller and Caulkins (1964) suggest that “the accelerating pace of change [among the younger generation of Chippewa adolescents]... is partly a result of increased intercultural communication, and many adolescents have been particularly receptive to external influences. Schools and the mass media have had the greatest direct impact on this age group” (p. 151). Thus the mass media were recognized as having a great impact, but research directed primarily at the mass media's influence on acculturation was much less prominent in this decade than in subsequent years. Yet these studies prepared those of the 1970s for more focused research in this area, and cannot be overlooked for their importance in acculturation research.

As recognition of the media's role in acculturation became more widely understood, some researchers began to theorize more specifically about the phenomenon. Kim (1979) offered one of the earliest theories which she termed an “interactive theory.” Kim's assertion was that “the role of mass media in [the acculturation] process is to provide cultural information beyond the immigrant's immediate environment” (p. 1). Additionally, “mass media works with interpersonal communication to reinforce acculturation and its influence is particularly strong during the initial phase of that process” (Kim, 1979, p. 1). This theory is particularly appropriate to this research design because of Pieris' (1951) previous assertion that language is intimately associated with culture. If this is the case, there is a significant possibility that a relationship exists between the media and its influence on second language acquisition, which, as also noted above, is interdependent with acculturation

(Thananjayarajasingham, 1973). That relationship is the emphasis of this research project, and questions pertaining to the extent to which it exists will largely structure and shape the theoretical and methodological design of this study.

In more recent years *motivation* has been introduced into acculturation research as an important variable influencing acculturation (Reece & Palmgreen, 2000; Yang, Wu, Zhu, & Southwell, 2004). Rizk (1986), for example, identified acculturation motivation as one of the predictors of international student television usage. Motivation is an important addition to acculturation research because it adds the missing individual, human element of agency to the process as a whole. Understandably, a person more motivated to adapt to and become functional in a host culture will become acculturated more quickly than those of little acculturation motivation. However, how and to what degree motivation plays a role specifically in the acculturation process has been only superficially explored. Motivation as an influencing factor is apparent, but needs more depth.

This raises another aspect of this research design: Which factors influence motivation? One possible answer may be environmental differences, such as those required to work or study in the host culture. In this case, it would be more difficult to confine oneself to isolation, and a certain degree of acculturation must occur for such persons to become functional. Without a minimal level of functionality, acculturation failure is inevitable. Therefore, those found under such environmental constraints may be more motivated to adapt to and become functional in the host culture so as to survive environmental constraints.

Another possible answer as to which factors influence motivation may be communal influences (Myers, 1978). Myers concluded that minority members of a smaller community will likely yield faster than those of a large community. The reasons for this are rather obvious; with less interpersonal communication opportunities with members of their own culture, minority members are forced to interact with other majority members much more regularly in the form of work colleagues, grocery

store clerks, and neighbors. In larger minority communities, however, such forced interaction is minimized and communal isolation may be preferred in some cases, especially among those cultures exhibiting primarily collectivist preferences. In either case, motivation is likely affected significantly by such communal influences.

A third possible answer pertaining to motivation factors may be cultural differences (Fan, 2002). Cultures of western countries, for example, tend to be much more individualistic by nature. Individualism tends to lend itself more readily to change as a westerner seeks personal success according to given circumstances. On the contrary, cultures of South American and Eastern countries generally tend to be more collectivistic with strong ties to the culture of their birth. Some examples of these include South American countries such as Chile, Ecuador, Guatemala, Panama, Peru, and Venezuela, as well as Eastern countries such as China, Malaysia, Singapore, South Korea, and Taiwan (Hofstede, 2010). This may make any substantial change more difficult especially as it relates to cultural norms and adaptation. It may be perceived in collectivistic cultures that an individual's variance from their own culture (through second language acquisition, host culture adaptation and functionality) may cause detachment from the original culture in what may be considered adverse ways to themselves and others of their culture (Fan, 2002). If this is the case, individual levels of motivation may naturally be influenced in one direction or the other depending on the cultural origins and attachments of the individual.

Unfortunately, however, some of these studies concerning motivation approach the matter through other theories instead of examining motivation itself. Reece and Palmgreen (2000), for example, express confidence that “The data show that need for acculturation is strongly correlated with motives of acculturation” (p. 807), but their research design couches motivation as an extension of uses and gratifications theory, as opposed to seeking to understand motivation as a unique contributing factor within the context of acculturation. Yang, Wu, Zhu and Southwell (2004) approach motivation

from a similar perspective as that of Reece and Palmgreen, couching it in the theoretical framework of uses and gratifications. Indeed, as Yang, et al. write, “Results indicate that need for acculturation is, in fact, correlated with media use motives and patterns” (p. 81). Understanding motivation as a part of uses and gratifications is indeed a worthwhile study, but the author contends that it may not be the best approach for understanding how language is transmitted through mass mediated means of communication.

The amount of time which immigrants spend consuming mass media in the host culture's language may be another indicator of acculturation (Chang, 1974). It appears that Gerbner's (1973) theory on the cultivating effects of the media on heavy television viewers, and Bandura's (2001) social cognitive theory converge here in Chang's study as those who spend more time with the media appear to be influenced more strongly toward the host culture. It seems reasonable, also, that motivation would influence time spent with news media, which provides an important link to this chain of acculturation research.

Croucher (2009) identified yet another component influencing the acculturation process of immigrants. Croucher's research indicates linguistic pressure as a factor of demotivation among French Muslims living among the dominant French culture. This may be related to the concept of Psychological Reactance (Brehm, 1966; Brehm & Brehm, 1981), which asserts that individuals may have a tendency to react in opposition to perceived loss of freedoms. Whether it is or not, it appears clear that linguistics plays a significant role in the acculturation process, and likely influences the motivation of immigrants to adapt to the host culture.

Additionally, other variables may certainly influence the process of language learning in question. Some will include age, gender, time using English-based media before and after arriving to the United States, time since arrival in the United States, etc. Unfortunately, including these variables in the study would provide a scope entirely too large for this work. This study will therefore include a

collection of data pertaining to these variables, but great efforts are not extended to include respondents of every category, simply for a realistic lack of time and available resources.

The Linguistic-Media-Acculturation Relationship

As the relationships between the mass media and acculturation, second language acquisition and acculturation, and finally media and second language acquisition, developed over the years, the inevitable convergence of the three relationships added a new level of understanding to the existing body of research. In more recent decades, the triangular relationship of the three has been confirmed in several research studies, some of which tend to maintain a focus on media language preferences as indicators of acculturation (Shoemaker, Reese, & Danielson, 1985; Aguirre, 1988).

Graham and Brown (1996), for example, support the notion there is a strong correlation between exposure to English-based media and English proficiency among residents of Colonial Juarez, Chihuahua, Mexico. In turn, they list language acquisition as one of the variables of acculturation. This is not surprising considering the global dissemination of US media, which often maintains at least some elements of the English language perceivable to the end consumer of the programming. The availability of English-based US media abroad is a significant contributing factor to language exposure across the globe (Thussu, 2006).

Various factors contribute to media language preference of immigrants. Ruggiero and Yang (2010) suggest “that *ethnic identity*, and by extension, Social Identity Theory... may affect Latinos preference for Spanish language media consumption. Specifically, [the] study argues that Spanish language media preference may be predicted by one's degree of *ethnic identity*” (p. 2). Ruggiero and Yang state that Social Identity Theory “postulates that individuals gain part of their self-concept from membership in social groups, and as such inculcate the values and emotions of that social group to help create a shared identity” (p. 0). Furthermore, the concept of *ethnic identity* is a part of Social Identity Theory, and “refers to positive identification with indigenous cultural roots and with use of the native

tongue, within a larger societal and cultural framework” (p. 0). In other words, *ethnic identity* describes the feeling of connection to the ethnic, or native, group from which the individual came. Ruggiero and Yang emphasize that a greater sense of *ethnic identity* influences media language preference, which then acts as the indicator to how deeply the individual has adapted (or become acculturated) in the new host culture.

Lee and Tse (1994) conducted research among Chinese immigrants in Canada, confirming the strong relationship between second-language acquisition, the media, and acculturation. This particular study reports findings on the media habits of migrants before, during, and after transition. In their conclusion, Lee and Tse report that “the acculturating individuals' adoption of the majority norms may be related to... the use of English, and their exposure to mass media” (p. 68). In spite of their insightful connections, however, Lee and Tse add that more emphasis should be placed on mass media usage in future studies. This recognition underlines both the importance of the mass media in host culture language acquisition among immigrants and the broad range of applications to which the research can be adapted.

Three years after Lee and Tse examined Chinese immigrant media usage before and after arrival in Canada, Stilling (1997) reported a positive correlation among Hispanic immigrants living in the United States between their English language media habits and their level of acculturation. This positive correlation supports both the perspective that acculturation occurs most effectively when immigrants attempt to acquire the host language, and that the media play a significant role in the immigrant's efforts to do so. What the studies of Lee and Tse (1994) and Stilling (1997) do not do, however, is examine the development of second language acquisition through media exposure. These articles support a need for such research, for which explicit purpose this particular thesis study was designed.

Media language preferences, as mentioned above, are significant indicators of acculturation

(Aguirre, 1988; Fan, 2002). This makes sense intuitively, but little can be found in the body of literature related to the development of media language preferences while the immigrant is becoming acculturated in the host society. The influence of the mass media on linguistic progression may be a key component of developing grounded theory as part of a qualitative research study, and at the very least may help guide the research process itself. As a part of this project, this development will be considered more carefully in hopes that the results may complete the last leg of the triangle more fully, which is to understand how immigrants in a new host culture learn that specific culture's linguistic norms and habits through regular and sufficient exposure to the mass media in its various forms.

Understanding this development of language acquisition through the media might help to bridge the gap between two apparently (at first glance, at least) opposing fields of thought: 1) Media language preference is an indicator of acculturation, and 2) “Factors such as...acculturation contribute in the linguistic preference for media (Galvez, 2005)” (McDaniel, 2006, p. 10). The first perspective apparently assumes that acculturation is still in process, while the second perspective apparently assumes that acculturation has already occurred. Both retain validity in their own right, but an understanding must be reached which will cross the boundaries between the two fields of thought – it is proposed that understanding linguistic development through mass media exposure will accomplish this very task.

Miglietta and Tartaglia (2008) are, perhaps, the closest to providing an understanding of the phenomenon of media language preferences acting as indicators of acculturation. By way of summary, “the authors hypothesize that language plays a central role in the acculturation process and assume that length of stay influences acculturation mostly through linguistic competence and mass media knowledge” (p. 1). Their insightful review of previous literature lead these authors to the following conclusion that

language, in particular, is indeed a central topic in immigrants' adaptation, because it represents

the main way to interact with the host population. However, language is also strictly related to identity issues, and represents a criterion for distinguishing between in-group and out-group status, thereby bonding people to their cultural groups (Vedder & Virta, 2005)... To sum up, language plays a double-faceted role: on one hand, host language proficiency could favor adaptation; on the other hand, the maintenance of ethnic language could contribute in strengthening the ties with the homeland culture. (p. 3-4)

Although Miglietta and Tartaglia (2008) are supportive of linguistic importance in the acculturation process, the focus of their study is related to time spent in the host culture as an indicator of acculturation. Miglietta and Tartaglia's review of literature accept that "the media [is] a subcomponent of the linguistic landscape" and that "the language of the media might play an acculturating role" (p. 4, conclusions drawn from a study by Landry and Bourhis, 1997). However, the media's role in language learning is not the emphasis of study for either Miglietta and Tartaglia, nor, apparently, of those from whom they draw their conclusions in their review of literature. Indeed, the language selected for their own published study identifies their perceived inferiority of this phenomenon, with words such as "subcomponent," "might," and, in other places, "may." It seems clear that they accept the media's role in host language acquisition as an indicator of acculturation, but have no definitive standing of the process involved with it. In other words, the study conducted by these authors, similar to those previously cited, is not overly concerned with the development of language acquisition through the mass media and simply accepts that it occurs.

An exploratory attempt, under a broader research design, was made to understand television usage as a means to learn English (Johnson, 1996). Johnson's research supports media language preference as an indicator of acculturation like most other research, but does so under the broader theoretical framework of uses and gratifications. While English learning through television was explored, the results were limited to the conclusion that English language acquisition through television

occurs most among immigrants experiencing low levels of acculturation stress among the host culture of the United States.

Although the triangular relationship under consideration is widely accepted among researchers, an apparent need remains among the body of literature to explain specifically how the media influence this development of an immigrant's language learning in the host culture. Much of the research has confirmed only that media language preference is an indicator of acculturation, but does not sufficiently explain the process by which it became an indicator of acculturation. By examining this more fully it is hoped that this research design will make a significant contribution to acculturation research.

Notable Opposing Views

In spite of the generally consistent body of research mentioned in this review of literature, some contrary publications are worthy of note. They are mentioned here as yet another means to guide this research, assuming that their findings are valid in their own right. Considering the rest of the research on acculturation, mass media, and second language acquisition, however, these interpretations are noticeably in the minority.

The first to be mentioned is Schumann's (1986) meta-analysis of linguistic processes. While much of his article supports the previous research mentioned on acculturation, Schumann devotes one notable section to his view that second language proficiency is not a sufficient indicator of acculturation or adaptation in a host culture. This position may simply be a difference of second language *proficiency* (i.e. adaptation) as opposed to *acquisition* (i.e. functionality), but without a better understanding of the development of host-culture language it is difficult to tell. Additionally, it is difficult to determine the weight of significance which should be placed on this particular perspective considering the publication was meta-analytical, as opposed to a field-study involving empirical evidence from real participants with unique demographics, experiences, motivation, incentives, etc. In

other words, a theoretical postulation may vary from actual data provided by respondents. Whether this is the case or not, this perspective will certainly help to guide this research in that some emphasis will now be placed on questioning acculturation in terms of language acquisition/proficiency.

The second contrary view is that motivation plays a minor role in language acquisition (Clément, 1986). Clément's study describes "the singular relationship between self-confidence, [language] proficiency and acculturation for both majority and minority groups" (p. 285), while also indicating that "motivation bore some limited relationship to the criteria, mostly for the minority groups" (p. 285). Thus Clément's study finds a much greater relationship between self-confidence and language proficiency than motivation and language proficiency. As with Schumann (1986) in the previous contrary research, this may be a difference between second language *acquisition* and second language *proficiency*. In either case, this study conflicts with other research conducted by authors previously mentioned, and will certainly help guide the research in question as a part of this thesis study.

Another contrary view, which is quite interesting, is by another Masters student studying Spanish-language media. De Maio Del Pozo (2008) contends that it is not *host culture* language which facilitates acculturation, but rather in this particular case it is "Spanish language media [which] supports the acculturation efforts of Hispanics and, consequently, accomplishes a very important social goal, that of integrating our immigrants into the mainstream of our society" (p. x). This position runs directly in opposition to media language preferences as an indicator of acculturation because of the underlying assumption that native language preferences more appropriately assist immigrants in the acculturation process.

Another research design agrees, though only fundamentally, with the previous article by De Maio Del Pozo (2008). Zhou and Cai (2002) conducted a mixed research design of content analysis with supplemental paper and face-to-face interviews which studied Chinese immigrant acculturation

through the lens of Chinese language media within the United States. One particular interview, with a well-informed, Chinese-only speaking elderly man, led the authors to conclude that “In this case, the Chinese language media is not only a source of information itself but also a supplement to the mainstream media [referring to a NBA game which the man watched, but could not understand]. This example also suggests that non-English speaking immigrants are acculturated via the Chinese language media” (p. 435).

These last two perspectives appear to be rather hasty conclusions, considering Pieris' (1951) research pertaining to the intimate relationship between culture and language, as well as in light of Redfield, Linton, and Herskovitz's (1936) definitive statement on acculturation. From Pieris' perspective, to truly become acculturated would require the acquisition of the host language. In a very real sense, native language media preferences would apparently retard the acculturation process of an individual more than assist it, if nothing other than for the simple explanation that functionality in the host culture, even at the basest of levels, is almost non-existent without sufficient understanding and use of the host culture's language. Moreover, Redfield, et al.'s declaration must be considered that “Acculturation comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original cultural patterns of either or both groups.” Arguably, the exemplar selected by Zhou and Cai (2002), who lived in one of the predominantly Chinese areas of the city, had not experienced a change in original cultural patterns; rather the only significant difference reported by the authors was a new exposure to English language media. However, this exposure to the English language had little apparent effect on the man who required both a Chinese language newspaper and radio program to explain what he had seen on the English television program.

Regardless of whether these opposing views agree or disagree with the previous body of literature, they certainly play a role in the shape and design of this thesis study. Specifically, they may

help in formulating or adjusting interview questions which will obviously elicit pertinent information regarding whether or not their perspectives play a role in the acculturation process of the participants whom are interviewed as a part of this research.

Basic Research Questions

Ample research has been conducted in the fields of acculturation research, especially with regard to linguistic and mass media influences. Additional research has also examined motivation as a construct in the acculturation process. However, little research has examined these components together to determine the connection which each has with the others, especially pertaining to the development of language acquisition through the mass media as a part of acculturation. This study attempts to address mediated linguistic development by understanding, in a general sense, what takes place as an individual migrates to a new host culture.

Based on the previous discussion of the literature, the author proposes to address the following basic research questions:

Q1A: Do the mass media have an influential role in the development of second language acquisition of migrants to new host cultures?

Q1B: If no, why not?

Q1C: If yes, in what way(s)?

By addressing these questions it is expected that this thesis will contribute to the body of literature as it stands today.

Method

To address the question of media effects on second-language acquisition within the acculturation process, 9 in-depth interviews were conducted by the author. Interviews took place from the perspective that a naturalistic, open-ended qualitative approach to the phenomenon may add to the theoretical foundation of acculturation. The process of conducting in-depth interviews as a method has been used for decades and remains useful in truly getting to the root of the phenomenon in question from the subject's perspective (see e.g. Steele & Brown, 1995). Although not considered “generalizable,” such a perspective is irrelevant as this approach is intended to understand individuals, not populations (Lincoln & Guba, 1985). In addition, it opens doors for research which provide a greater understanding to the phenomenon in general.

Interviews and Participants

Lincoln and Guba (1985, p. 270) offer five specific steps to add rigor in the interview process. The first is to decide whom to interview. In compliance with this first step, the subjects interviewed for this study met at least the following minimum criteria: They 1) are foreign-born persons of non-English speaking countries, 2) are currently living in the United States, 3) are fluent in the English language, and 4) have had regular exposure to the mass media. Persons fitting these criteria have, to one extent or another, necessarily become acculturated, and in the process have acquired English as a second language. Those thus acculturated are certainly able to construct their past, as Lincoln and Guba (1985) suggest should happen.

Because of the ubiquity of the mass media in nearly every country of the world (including developing countries), all suitable subjects have had at least some exposure to the media throughout their lives, thus fulfilling the last crucial criterion. Finally, because of the availability of international students at large universities, all participants were either students or spouses of students located in on-campus housing at a major western university.

The second step in the interview process is to prepare for the interview. This includes considerations of manner of dress and level of formality of the researcher, as well as confirming with the respondent as to date, time, and location of the interview. As a student myself, interviewing other students or students' spouses, the majority of the author's appearance and interactions with the interviewees did strive for comfort and familiarity, while not compromising professionalism. For example, a white shirt and tie was certainly considered much more than necessary, but the minimum standards of a clean-shaven face, well-groomed appearance, and presentable clothes were maintained so as to avoid any possible perceived lack of professionalism. The middle ground in both dress and formality was sought for each and every interview. In addition, a recording device was in place during each interview for later review.

The third step in interviewing is what Lincoln and Guba refer to as “initial moves.” This is essentially the process of allowing the subject to “warm up” to the interviewer, or establishing rapport. This involves confidence building, re-introducing the general content and purpose of the study as previously outlined, and attempting to create a level of comfort that will allow the respondent to open up throughout the interview process. Although rather short in duration, this step is critical to a good interview because this stage is where the formulation of the first real impression of the interview itself occurs.

Interviews came from the author's neighboring acquaintances from an on-campus housing apartment complex. The remaining interviews came from further social associations referred by previous interview participants (i.e. “snowballing”). These prior associations helped tremendously in both securing interview participants, and with “initial moves.” Participants appeared, in every case, comfortable communicating, were free and open with answers, and seemed comfortable speaking during the interview. Regardless of this fact, every effort was made to provide a comfortable atmosphere for the participants; the author and interviewer reminded them of dates and times of the

interview, the purpose of the interview, the fact that it would be recorded, and, in cases where the interview was with a member of the opposite sex, a request was made that their spouse would be present as a silent observer for the duration of the interview.

The fourth step offered by Lincoln and Guba constitutes the bulk of the interview. These authors remind the interviewer to keep an appropriate pace during the interview, and to remain productive throughout. This is important because the interview may become somewhat tedious as the interviewer pursues continuously more detailed responses about specific topics. Also, the interviewer may provide encouragement in times of need to a subject who may need gentle prodding to complete a thought. At the same time, however, the interviewer must not be overly concerned with productivity alone that he or she impatiently interrupts the respondent while merely paused in thought. This balance must be carefully maintained throughout the interview process. Because of the author's inexperience in conducting this class of personal interviews for research, this was necessarily a learned process which, fortunately, did not appear to hinder responses from participants.

The final step in the interview process is the termination and closure of the interview. This is where the "big picture" member check takes place and where the interviewer is now able to list some of the key points, seek verification, modify understanding, and agree with the respondent. It also provides an opportunity for the respondent to add missing important information to the recorded data and key points which the interviewer has collected. Once the data has been verified and the member check is complete, the interview is closed, the respondent thanked, and the transcript and record are preserved for later data analysis.

In accordance with this final step of the interview process, each interview was terminated with a member check to verify the interviewer's understanding of the participants' experiences. This stage proved invaluable in accurately interpreting the individual circumstances and perspectives of each interview respondent. In addition, time was left at the end for participants to add any relevant data,

clarify anything they believe was not well understood, or expound information which received only a light discussion during the interview.

It was intended for each interview to incorporate each of these steps from beginning to end where possible. Retrospectively, the author considers these efforts successful. He believes this added depth to the study and helped yield pertinent, quality information from each respondent. In the end, many of the rather common-sense steps outlined by Lincoln and Guba provided the foundation of this study as they guided and directed the method. Additionally, these steps added to the rigor and trustworthiness of the study itself, ensuring that the interviews were as well organized as possible.

Data Collection

In-depth interviewing is a rather straightforward methodological approach which has the potential of yielding extremely valuable results. Berg (2009) defines interviewing “simply as a conversation with a purpose” (p. 101). In this case, the purpose would be to obtain information from participants who have immigrated to the United States and are effectively functional and reasonably adapted to the American culture. The information which the author sought to obtain is to what degree the mass media have influenced the subjects' acquisition of the host culture language (in this case English), and what role, if any, did the mass media play in the development of their linguistic education. This is one of the important components of the acculturation process. Additionally, any information which could be obtained pertaining to motivation was noted and analyzed for relevance to language acquisition through the mass media.

One of the major advantages of interviewing is that it provides an opportunity to the researcher to observe respondents as they transverse time by reconstructing the past, interpreting the present, and predicting the future according to their own understanding (Lincoln & Guba, 1985). More than paper and pencil surveys, this allows the interviewer to interpret subtle nuances, visually and aurally, which would otherwise be lost through less personal responses. This is especially relevant for this study, given

the focus on language acquisition; personal interviews allowed the interviewer to perceive language proficiency and compare it with the participants' self-perception after the interviews concluded.

In-depth interviewing is somewhat unique as a research method in that it not only allows, but encourages the transversal of time proposed by Lincoln and Guba (1985) from a single respondent's perspective. This is due to a desire to understand the respondents' interpretations of their own past, as well as solicit any predictions which the respondents may have of themselves that may contribute to developing a theoretical understanding as to what factors might be in play as an individual experiences acculturation.

Another advantage to in-depth interviewing which Berg (2009) outlines is the inherent flexibility of information seeking. With semi-structured interviews (as opposed to structured, or non-structured) the researcher is able to maintain a general framework of questions which he or she may pursue while also maintaining the ability to pursue new streams of information from interviewees. Thus, should new information appear relevant, the interviewer is at liberty to question the subject further for information related to that line of thought. This makes interviewing particularly appropriate for developing grounded theory.

In addition to the flexibility which interviews offer, they allow for continuous, natural member checks, or verification of information obtained from the respondent him/herself (Lincoln & Guba, 1985). This may occur both during the interview for specific responses, or at the end for ensuring the correct interpretation of key points. Mid-interview member checking is advantageous in that it provides a simple checkpoint within the flexibility of the interview process. By verifying responses at appropriate times, the interviewer is able to cast better judgment as to whether or not a particular response is worth pursuing.

Continuous member checks may have been the single most important interview technique employed during the data collection process for this research design. Early in the interview process, it

was quickly realized that seeking accurate understanding of each participant was of primary importance, and the best tool at the interviewer's disposal for achieving this objective was, without a doubt, the continuous member check technique.

Additionally, member checks at the termination of the interview ensured that the interviewer's perception of salient concepts was similar to that of the subject, as well as ensuring that he had interpreted these key concepts appropriately. These advantages make in-depth interviewing highly appropriate for developing grounded theory in general, and are also equally appropriate for this specific thesis as the author attempted to discover what common threads existed among interviewees' media usage habits as they influence the development of respondents' second-language acquisition.

Analysis of Data

To analyze the data collected from participants, the author first transcribed each recorded interview (each of which lasted between 25 and 60 minutes). While reviewing the transcripts, the overarching theoretical framework which guided the examination was constant comparative analysis, a method originally developed by Glaser and Strauss (1967). Lincoln and Guba (1985) present the constant comparative method through the naturalistic paradigm as having the following components: 1) comparing incidents applicable to each category, 2) integrating categories and their properties, 3) delimiting the theory, and 4) writing the theory.

The process of comparing incidents applicable to each category is the process of creating classifications of incidents, or "categories." Here the tacit knowledge of the investigator as a human coding instrument is key as s/he intuitively makes judgment while developing the categories. In addition, s/he must pass judgment on which themes, events, etc. should be placed into which categories. This process may be done through marginal notes, index cards, or through the aid of computers. During this study, each transcript was reviewed with extensive marginal notes. As themes developed, they were annotated and highlighted for reference before compiling them into an integrative

theory.

Once categories develop, subsequent incidents should be compared with previous incidents in the same or other categories. This approach is what generates “theoretical properties of the category” (Glaser & Strauss, 1967, p. 106). This is crucial to a grounded theory approach when conducting qualitative research and was conducted for each transcript as well. Transcripts already annotated were cross-examined in light of new evidence for relevancy and consistency, striving to ensure that the developing theory was as true to the data as possible.

The second step is to integrate categories and their properties. This step is characterized by a shift away from category developing (through comparison of incidents to incidents) to theory developing as new incidents are compared “to the primitive versions of the rules (properties) describing the category” (Lincoln & Guba, 1985, p. 342). This process “tests” the categorical properties, adding a significant element of rigor to data analysis. The end goal of this step is to firmly establish the rules and properties of the categories in preparation for delimiting the theory. This process also took place, which narrowed the focus of the study considerably. As later interviews took place, the integration of the categories helped shape the questions used for interviews, eliciting more specific information which was considerably more valuable to the study.

Once the rules and properties of categories are established, the third step in constant comparative analysis is to delimit the theory. This is the processing of constructing and developing the theory and occurs even while data is still being collected. The idea is that further modifications of the rules and properties will be limited during data collection because of the previous stage of integrating categories and their properties. Thus the theory may be constructed and developed with confidence in the accuracy of the theory. Additionally, member checking for the validity of the theory adds a crucial naturalistic element of participant inclusion with regards to the analysis of the data and theory. All of these methods were employed with considerable success, and greatly shaped the outcome of this

research study.

The fourth step of writing the theory is of such significance that Lincoln and Guba (1985) devote the final chapter of their book to developing this singular idea. For the sake of brevity, it will merely be mentioned that writing the theory involves an intense process of creating and writing a case report (which for the present purposes may be contained within a thesis), conducting member checks (which occurred frequently during and concluding each interview, as well as through a number of follow-up conversations with participants), and conducting peer audits (which occurred with the author's graduate faculty committee chair). By adhering to these elements of constant comparative analysis, it is believed that both rigor and trustworthiness were obtained successfully.

Results

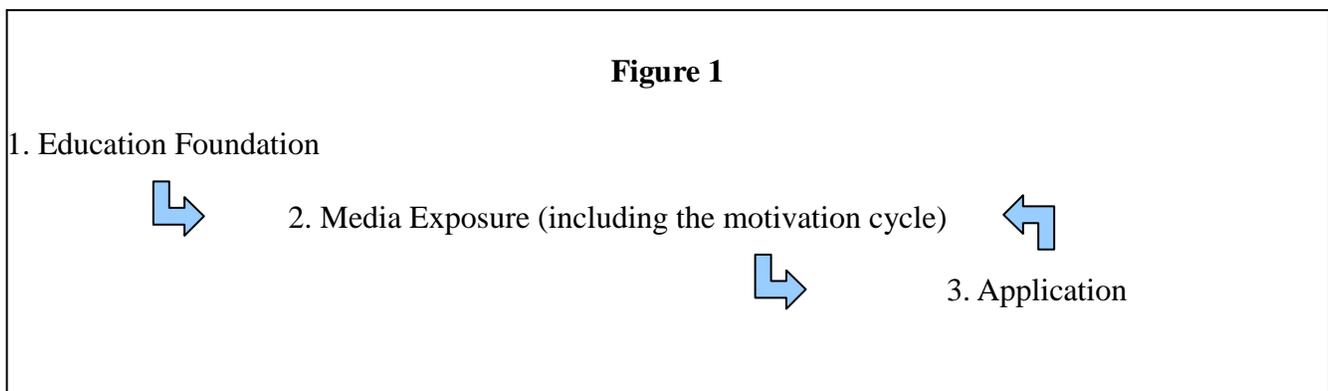
As interviews were conducted, the process of constant comparative analysis was employed for the purpose of developing a theoretical approach to understanding the mediated language acquisition process. The results were, in a general sense, almost universal among interview participants. Individual differences were minor in almost every instance, resulting in early redundancy among participants across the board. By the third interview, the author noticed identical patterns overarching each respondent's language learning process. Subsequently, the author modified interview questions every two or three interviews for more directed responses from participants. By the ninth interview, the author felt confident that a degree of saturation was reached as each of the nine participants described their language learning process as possessing nearly identical elements, though individual experiences varied.

This section will describe the results of the data collected, organized, and analyzed in this research design. It will begin by outlining the more general, overarching concept which the author terms *the mediated language acquisition process*. As an indicative construct, motivation was discovered to be the single most influential element of the mediated language acquisition process. Motivation was therefore explored among participants, from which the author formulated *the motivation cycle of mediated language acquisition*, including both the positive and negative portions of the motivation cycle. As would be expected, participants of this study exhibited greater linguistic acquisition when experiencing elements of the positive half of the motivation cycle, and were found to exhibit lower linguistic acquisition when experiencing elements of the negative half of the motivation cycle.

The Mediated Language Acquisition Process

Research Questions. The first research question of this design asked whether or not the mass media have an influential role in the development of second language acquisition of migrants to new

host cultures. The other research questions asked why or why not this would be the case. The following results are presented in response to these questions. Surprisingly, the process divulged by the interview participants, by which they effectively acquired the English language with the aid of the mass media, is rather simple. It consisted of three stages and a repeated cycle of the second and third stages. The process, which is here presented as *the mediated language acquisition process*, is diagrammed below as figure 1.



Education provides a foundation to the English language. In every case, participants being interviewed had received formal education in English language studies to one extent or another. All participants but one studied for a number of years in their native country's equivalent of elementary to high school ranges, the average length of study being seven to eight years, and the range of which was between five and ten years of study. Such study consisted of fundamental English grammar, vocabulary, etc.

One participant, a 24 year old male from Honduras, declared that education was vital to learning English because it “laid a foundation of grammar in [his] early life from first to sixth grade.” This foundation of grammar was a necessary first step for this participant in finding his bearings with the English language. This participant also made the distinction that the foundation of grammar in his educational pursuits, coupled thereafter with media exposure, helped primarily with *understanding*, as

opposed to actually speaking. From this, it is inferred that the foundation laid by elementary education prepared the participant to understand the media, which in turn helped the participant prepare to understand individuals in real application of communication in English.

In Brazil, according to one 25 year old female respondent, English is offered in public schools and practically everyone studies it. Additionally, many youth choose to attend specialty schools to learn English more proficiently, usually for approximately two hours per week. These specialty schools were necessary for serious students of the English Language because, according to the participant, the educational foundation laid at public schools was “not enough for [a person] to actually speak English.” Even with the help of the specialty schools, student proficiency in the language was inadequate to actually converse comfortably, even though the foundation was much better in general for them. What these specialty schools did, however, that the public schools did not was to regularly include the mass media in efforts to teach students. When employed, the medium of choice was typically in movie format.

Another participant from Brazil, a 25 year old male, stated simply that public education in Brazil is “just so [a person] can have a basic overview of the [English] language.” He described his experience as learning past, present, and future tenses of verbs, especially the irregular “to be” verb, as well as some vocabulary and sentence structure. This participant concurred with his female Brazilian counterpart that “you get the idea in school.” He also added the following.

Excerpt 1

The media helped reinforce that, and from that point on that's on you now, if you want to learn the language you just go for it. You know how it works now. If you don't want to learn the language it's fine. At least you are familiar with it.

This familiarity, it seems, is typically the extent of the practicality of English education in foreign countries.

Mere exposure and developing a solid foundation in school with regard to the English language was a theme expressed by essentially every interview participant. Because of the universality of this phenomenon, constant mid-interview member checks were conducted to verify understanding. At times, lengthy member checks were verified and added upon by participants, and in each case the feelings expressed by each of them were virtually identical, establishing a clear understanding that education – while important as a foundation for learning English – played only an introductory role in exposing participants to the English language.

Media exposure further prepares individuals for practical use of the English language.

One of the primary roles of the media in language acquisition is that of preparing individuals to speak with real people. Because of the studious nature of English language education in other countries, the primary source of learning is textbooks and teachers. These sources typically do not present the language in a setting of familiarity, but rather teach students “proper” language usage and structure. While correct, this approach is substantially different from the way English is spoken between individuals in social settings of friendly familiarity. In other words, a study of the English language in other countries is typically deficient in conveying the feeling of words as used in more common speech between friends or those of similar social backgrounds.

The 25 year old male participant from Brazil described his wife's experience (also from Brazil) in discovering this disparity.

Excerpt 2

My wife was trying to get into the communications program [at a major university], and she was taking one of the prerequisites, and she wrote an essay and the professor said, “You know the way you think is perfect. I love the way you write, the words, and everything, but it's not fluent. The way you use the words, it's just like...it's like, raw. You use the words the way they are, but you have to learn to use them the way the Americans think....”

So by watching TV, and listen[ing] to radio and all that stuff, [it] helps us to get this feeling.

You know? Because...for example, the word get. When you “get,” it's like, “Get this.” So you kind of use “get,” and you have a million different ways to use “get.” And “take” is the same thing. You use “Take off.” ... You don't learn that from the books.

This same participant expressed his views on the comparison of school versus media in English language acquisition by saying the following.

Excerpt 3

The media help you learn the slangs, the day to day language, and everything that you don't get out of the books...

In school you just learn grammar. In the media you learn the fluency. You know, because it's one thing to like...in the school you say, “I want to go.” On the media you learn “I wanna go.” You know, things like that. So school is like a robotic style speaking of the language, and the media is just like how you speak on [an] every day basis.

Such problematic occurrences are not unique among participants, yet media – and especially audiovisual media such as movies and television – help to bridge that gap.

Indeed, print media (e.g. books) and audiovisual media (e.g. movies, television, and online video content) play unique roles, it seems, in mediated language acquisition. A 25 year old female participant from Germany made the concise declaration that with “television you hear the English, you hear the pronunciation, and with books you read the words and can see the grammar.” For another participant, a 28 year old female from Chuuk, Micronesia, reading plays a facilitating role in conjunction with television to augment understanding.

Excerpt 4

I think the books help a lot because I read the words and I know what it is. Right now with television people are still fast to me sometimes [meaning rapid speech], and sometimes I still

can't get it, so I'm not into television...I'm more into reading than I am into television to understand English. So now when we watch TV, I always ask for subtitles because I can understand more than just listening to it.

Working hand-in-hand, print media and audiovisual media serve to aid those seeking to build upon their educational foundation in English.

Additionally, repetition plays a key role in mediated language acquisition. Some participants reported that repetition was one of the key components to consistent learning of the English language through the media. Said the participant from Chuuk, "They say things and then they do [them] so that you repeatedly see the same thing, and so you learn, so that's what it is." Opinions similar to this recurred throughout the individual interviews among nearly all participants during the data collection process.

In agreement with Kim's (1979) interactive theory, several participants expressed their fondness for educational programs because of their exposure to greater environmental atmospheres. A 26 year old female interviewee from Costa Rica expressed interest in the Discovery Channel, National Geographic, Animal Planet, and the Food Network. Each of these program types is primarily of educational nature, and serve the purpose of educating interview participants both in the content of the program and of the English language vocabulary pertaining to the content. The male participant from Brazil echoed these programming preferences and expounded the reasons why these particular programs were preferred.

Excerpt 5

I like watching Food Network, I like watching Discovery, and they have all sorts of TV shows that like, one talks about boats, another one talks about cars, another one talks about like, animals in Africa...things like that. And it just helps me get a better vocabulary...

Because you know, living here every day you face a different situation. You know, sometimes

my car breaks down and I have to take it to the shop and all that stuff, and if I don't know the vocabulary for that specific situation, it's going to be really hard to go through, you know? Because probably the people are going to start talking to you and you're going to have no clue what they're talking about. And sometimes, especially when with very specific things like cars, you have to know the words. You can't just pick it up by the sentence. You need to know the words. And that's what helps me, is watching shows with very specific subjects. Cars, boats, food, and stuff like that.

Another participant, a 24 year old female from Russia, expressed similar feelings with regard to exposure to scientific programming.

Excerpt 6

I like the Discovery Channel, so scientific or...I don't know, when they build something like with...Man Versus Wild, stuff like that...I like to know something new about what places where I have never been before, or about culture, or how to survive, or why this snake is poisonous and this is not.

So while cultural dissemination, the focus of Kim's interactive theory, is significant, it is, in one sense, heavily dependent upon the linguistic exposure to and transfer of vocabulary which occurs through the media.

Subtitles for visual media may or may not be a substantial component of the media's role in mediated language acquisition. For some, subtitles act as a resource aiding understanding of the English language. When used, subtitles are utilized in one or more of the following ways (listed in order of progression based on comprehension of the English language):

Native language subtitles to aid original English audio, for the purpose of comprehension.

When an American movie or television program retains its original English audio tracks, without native language translations via sound dubbing, participants were required to use native language subtitles for

comprehension of the media content while their comprehension of English was low.

Native language subtitles to aid original English audio, for the purpose of language acquisition. Once the participant has received sufficient educational exposure and is ready to further their English linguistic abilities, subtitles become a tool for learning, not simply a method of communication. As the participants view the program, they compare the subtitles of their native language to what is being said in English, seeking patterns and repetition to improve vocabulary and sentence structure.

English language subtitles to aid original English audio, for the purpose of comprehension. Once sufficient comprehension of the English language is achieved, participants were able to give more attention to the original English language audio. Not surprisingly, once native language subtitles are abandoned relative comprehension of program content declined. For this purpose, English language subtitles are employed once again for the purpose of comprehension, as printed subtitles often return the viewer to his/her comfort zone established through the educational foundation stage of the mediated language acquisition process. At this point, media audio and text are employed in conjunction for the greatest possible understanding on the part of the participant learning English. This is especially true for English language media of different national or ethnic origins where barriers in accents must be overcome.

English language subtitles to aid original English audio, for the purpose of language acquisition. Once audio comprehension is sufficient to render subtitles unnecessary, they may still be employed for the purpose of language acquisition. As new vocabulary is acquired, participants may have used English language subtitles for the purpose of learning the alphabetical composition of the new vocabulary words. Thus the purpose of the subtitles is, again, to aid in language acquisition, at least until the participant's motivation to learn declined to the point that subtitles were seen more as a nuisance than an aid to learning English. Subtitles are then removed, and the participants considered

themselves sufficiently fluent in the English language to comprehend media content without further helps or aids.

Aside from subtitles, some programming is easier to understand than other programming, possibly facilitating the learning of English because of a decrease in effort required to understand. The most common preference in this regard, is English news programming. This is largely due to the relatively clear, slow speech of news reporters, in addition to the increased vocabulary which they employ. One participant, a 28 year old female from the Philippines, said simply, “I really admire those reporters in the media...they speak so well, I like it.” This perspective was not unique among participants.

The last item to note, with regard to the media's role in an immigrant's language acquisition, is motivation. For every participant, motivation played a key role in their learning of English. Indeed, motivation appears to be the single greatest indicator of the rate of mediated language acquisition among participants of this study. For this reason, motivation as a vital and rather complicated construct is further explored with regard to its influence on participants in a following section of this research's results.

Interpersonal conversations are the final step to fluency in the Mediated Language

Acquisition process. Without question, the greatest component of language acquisition is the practical application of interpersonal communication. Whereas English education lays a linguistic foundation, and media augments understanding and fluency, only interpersonal communication with those fluent in English can provide corrective feedback and necessary solidification of principles learned so as to achieve real fluency in the English language. For most participants, while still in their native country, interpersonal communication with Americans usually occurred with missionaries visiting their native country.

As a private institution, Brigham Young University benefits from the support of the Church of

Jesus Christ of Latter-day Saints. As such, most of the students attending the university are members of the LDS (“Mormon”) Church. Many international members of the LDS Church seeking higher education seek admission to Brigham Young University because of the similarities in values and standards which they already possess.

Members of the LDS Church are encouraged to serve religious missions for a period of time typically ranging between 18 to 24 months, teaming up with other missionaries during the process. Serving together in pairs of two, they refer to each other as companions. Americans comprise the greatest population of LDS missionaries world-wide. American missionaries of the LDS Church serve all over the world to proselytize in cultures and countries ranging from Thailand to Chile, and nearly everywhere in between.

As a religious effort, one of the primary means employed by LDS missionaries in addition to finding and teaching those investigating the LDS Church is simply to teach English to the local natives of the country in which they proselytize. This provided prime opportunities for participants of this study to practice interpersonal communication with Americans visiting their native culture. As members of the Church, the participants would have been made aware of the lessons and could have the opportunity to attend. Additionally, other opportunities for interpersonal communication with American missionaries were possible; Sunday church services, meal times when missionaries were invited to dine with the family, church-sponsored activities, and service projects are just a few of such opportunities to communicate with missionaries.

Although contact specifically with LDS missionaries is obviously not essential in the learning process, interpersonal communication with *someone* fluent in English is a necessary part of language acquisition. Without this final stage of the process, a degree of comprehension may be achieved via formal education and the media, but fluency in speaking is not probable. One 30 year old male participant from Spain expressed these beliefs.

Excerpt 7

The media and the news, the newspaper, the different things [people learning English] can see on the internet, they are able to understand. Maybe not speak, but at least they can read and understand, and they are learning.

Thus the media help in understanding, but not necessarily in speaking. Additionally, this same participant from Spain emphasized this pretty clearly when he said the following.

Excerpt 8

...when I came here [to the United States] my English was actually OK because I served in an LDS mission, and even though I served in Spain my mission President and every single one of my companions was American. So I took the chance and I learned English on my mission. That was actually pretty easy because all I had to do was just be there and pay attention. So that's how I learned in my interaction with English.

In every case, consistent human interaction was a crucial part to participants' acquisition of the English language.

In some of the cases, participants would use visual media in conjunction with interpersonal communication for language acquisition. Watching movies, for example, with an American spouse provided an opportunity for immigrants to seek understanding with vocabulary or sentence structure. This instant feedback ensured contextual and explicit understanding of English grammar, which the media alone could not provide.

From the participants' perspective, the primary reason interpersonal communication is so important is because other humans are able to give corrective feedback which is simply not present with the mass media. The 24 year old male from Honduras expressed these feelings.

Excerpt 9

I work in the lab... and I have asked them whenever I say something [wrong], correct me. So

that helps a lot, but with movies you have to be aware, you have to be really paying close attention and sometimes you don't.

This corrective feedback is essential in the language acquisition process, and, incidentally, is a significant contributor to motivation, as will be discussed hereafter.

Interpersonal communication also extends beyond the confines of educational restrictions because languages are constantly evolving, a fact which textbooks will simply never be able to cope with. Even with updated editions, textbooks fail miserably in their inclusions of colloquialisms, for several good reasons. The first is that the colloquialisms vary substantially from one culture to another, even among those speaking the same mother tongue. Another is the simple imprudence of learning colloquialisms before fundamentals. Yet another is that colloquialisms are ever evolving, while the fundamentals remain relatively unchanged from one decade to another. The result, however, is the already mentioned disparity between the written and spoken word. From the perspective of the 30 year old male participant from Spain, we gain greater understanding of the problem.

Excerpt 10

In all of my years of English classes I never learned day-to-day sentences such as “Anyway.” I remember...I don't know, I think it was probably on the mission and I was 19 already, after all those years I didn't know that people used “Oh, anyway, blah, blah, blah.” That's such a day-to-day use and I didn't...many of those I didn't learn them until I actually had to interact with other people. So in school you don't really learn those basic casual things.

The unfortunate irony of his situation, as well as many others of similar situations, is that the colloquialisms which are so important to achieving verbal fluency were virtually absent from the seven to eight years of formal education which the participant had received in his earlier years as an adolescent. This same participant described his feeling of attempting to speak with humans after having studied English in school. Said he, “when it comes to speak[ing], you are just like a frozen piece of

wood.” This is not surprising, considering the substantial differences between written and spoken English.

Media exposure and interpersonal communication operate cyclically for augmented fluency in host culture language acquisition. Once a foundation is laid with English language education, further linguistic progression occurs cyclically as participants expose themselves to media, test new vocabulary and phrases with people, receive corrective feedback, expose themselves to more media, and repeat the process. This combination of exposure through the media, and corrective feedback through interpersonal communication, increases the individual's rate of language acquisition considerably.

Kim's (1979) interactive theory finds a comfortable home in this cyclical stage of mediated language acquisition. For example, as participants expose themselves to educational media, such as the Discovery Channel, a new possibility presents itself wherein immigrants have the capability to enter into interpersonal communication armed with an introductory arsenal of vocabulary which would have been previously absent. This hypothetical conversation would provide room for experimentation with vocabulary and grammar regarding the topic in question, which is a necessary precursor for corrective feedback. Once such feedback is offered and received, participants could re-expose themselves to pertinent media resources related to the topic at hand, thus solidifying the newly acquired linguistic proficiency.

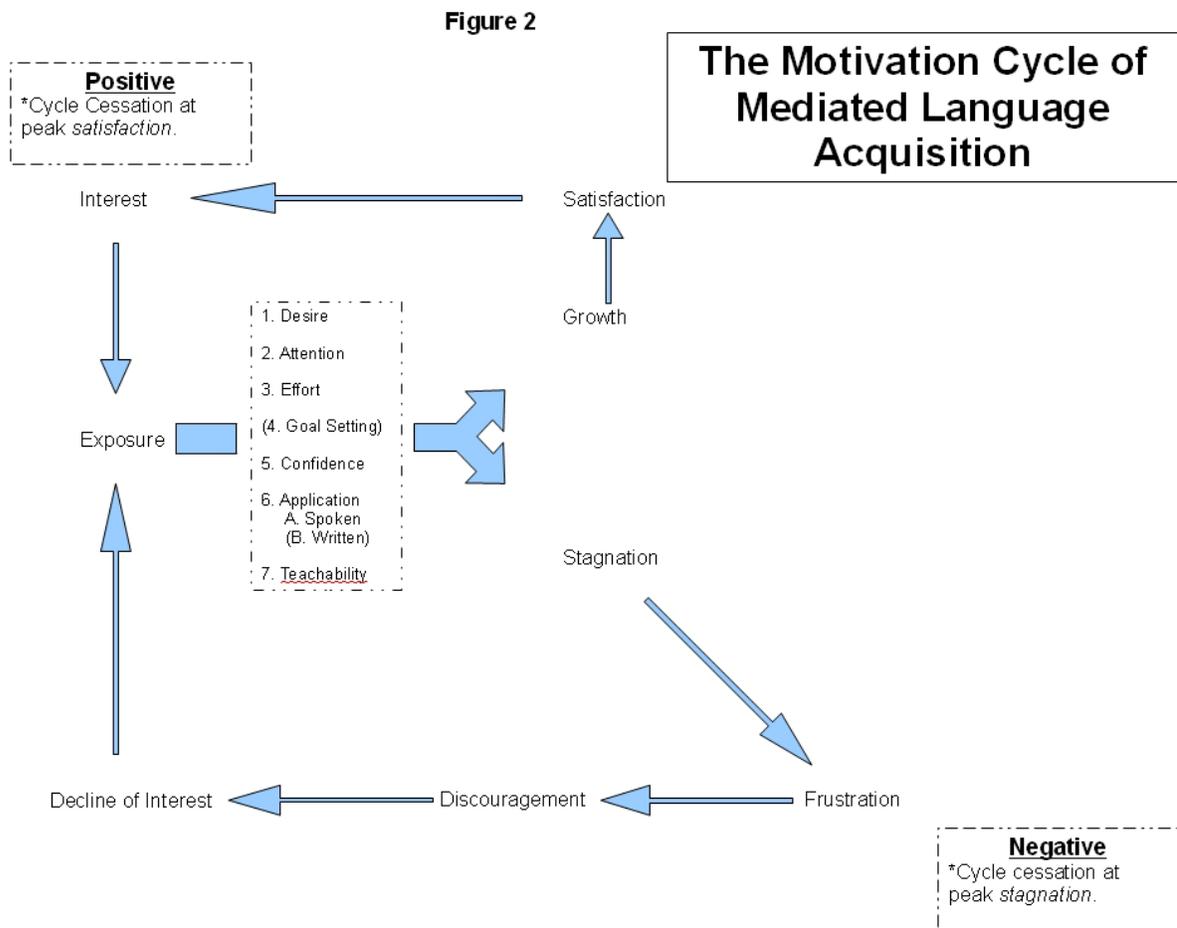
This cyclical process was expressed by the first participant interviewed for this study, and was confirmed by every participant throughout the duration of the project. The interviewer asked general questions pertaining to each of the three stages of the mediated language acquisition process (education, media, application), and once the participants expressed views concerning the cyclical nature of the process a member check was conducted for accurate understanding. In every case, without exception, participants expressed their agreement with the presence of this cyclical pattern in their own

experience with learning English.

The Motivation Cycle of Mediated Language Acquisition

Based on participant interviews, and the body of literature already reviewed, the author concludes that motivation is the single greatest factor influencing the rate of language acquisition in the mediated language acquisition process. Several other factors are significantly involved as well, but these factors appear to influence motivation itself, rather than the rate of language acquisition. Using in-depth interviews and constant member checks, the author organized interview responses into one concise diagram (see Figure 2). Although it is impossible to place any one person into such a confined “box,” the motivation cycle of mediated language acquisition nevertheless provides a reference point to begin understanding both what influences motivation, and how motivation affects the rate of linguistic acquisition.

To properly understand the motivation cycle, it first must be understood that there are two halves to the cycle, the *positive* half and the *negative* half. Typically, the motivation cycle occurs naturally as participants gain interest in American media, which is generally a result of desires for entertainment. The positive half of the cycle may continue consciously or subconsciously, with or without effort, though it is certainly most effective when conscious effort is exerted. The negative half of the cycle, however, occurs more as a result of a failed conscious effort to acquire English as a second language.



Motivation as its own construct is a crucial indicator of the rate of mediated language acquisition. Several other factors, as shown in figure 2, pertain to this cycle. It may be argued that motivation affects these other factors, but as the author attempts to convey in the diagram of the motivation cycle, they certainly affect motivation in a cyclical pattern; to put it another way, motivation and the other factors influence each other, but the other factors have a greater influence on motivation than the reverse.

Motivation is highly relevant in each phase of the mediated language acquisition process. During the educational foundation phase, motivation is often driven largely by desires to earn high

marks and achieve good grades. As the 28 year old female participant from the Philippines expressed, “I was motivated to learning [in school] because I was after the grades.” This was not uncommon, and several of the participants expressed feelings similar to these, noting that educational success was a contributor to motivation.

However, a certain degree of psychological reactance was present among one of the participants studying English in school, and it is possible that this phenomenon is not unique. When asked about motivation while learning English in school, the 30 year old male participant from Spain said he was “Not very motivated at all. It's not that I didn't want to learn,” he continued, “it's just that you do it because you have to, and that's fine.”

When asked what his level of motivation would be on a scale of 1-10 while studying in school, the male participant from Spain's response was a six. Relatively speaking, this self-perception may be considered low when compared to the level 10 he reported for motivation while serving a mission for the LDS Church. This is one instance of several which lead the author of this research design to the conclusion that motivation is an indicator of the rate of language acquisition. This conclusion is drawn, in this instance, from the fact that this participant studied in school for between six and eight years, yet learned substantially more English during two years of missionary service when his motivation was a self-reported level 10. Other similar instances ascertained from other participants lead the author to this conclusion as well.

Perhaps the most relevant stage of motivation within the mediated language acquisition process, however, is the second stage, during which media consumption is most prominent. High levels of motivation to acquire a new language during foreign language media consumption experiences will, in most cases determine the extent to which the participant will actively seek learning of the new language. Given enough time, linguistic acquisition may occur naturally, but sufficient levels of motivation will, without question, expedite the linguistic acquisition process substantially, especially

when coupled with interpersonal communication with those fluent and/or native to the language being acquired by the immigrant.

The Positive Motivation Cycle as an indicator of the rate of mediated language

acquisition. Because of the enormous volume of exported American media, which in turn is disseminated throughout the world, English language media is available in nearly every country in the world. In most cases, especially in developing countries, importing American media is less expensive than creating new, local media. This is certainly the case in the Philippines, according to a 28 year old female participant. “In the Philippines,” she said, “everything is in English. So for example, since I was a kid, on the radio everything is a mix, mixed Tagalog and mixed English. So in radio they use English, in television they use English.” In such cases, the opportunity to acquire English as a second language is readily available. Even when that is not the case, however, the American influence on media worldwide makes English an easy second option should the individual express sufficient desires and exert efforts to learn English from the media.

As can be seen from figure 2, the positive half of the motivation cycle begins with interest, which leads to exposure. As the immigrant is exposed to the media, several factors come into play which determine the level of growth the individual experiences with regard to linguistic acquisition. These factors are: 1) Desire, 2) Attention, 3) Effort, 4) Goal setting (listed in parentheses because it does not appear necessary, yet can contribute significantly to linguistic acquisition), 5) Confidence, 6) Application, both spoken and written (also in parentheses for the above reason), and 7) Teachability. Higher reported levels of each of these factors generally led to a greater level of growth pertaining to English language acquisition. If growth occurs, as opposed to the alternative of stagnation, the individual experiences satisfaction which again leads to interest in utilizing the mass media to acquire English as a second language.

The key element of the positive half of the motivation cycle is growth. If the individual

experiences growth, the positive half of the cycle will continue until the individual experiences a peak level of satisfaction, at which point cycle cessation occurs. After cycle cessation occurs, the individual may have an interest in the media for entertainment purposes, but not necessarily for the specific purpose of language acquisition, owing to the fact that their fluency in the language is sufficient to simply enjoy the media, similar to doing so in their native tongue.

The Motivation Cycle begins with interest. The initial step which every participant experienced is a certain amount of interest in American media. This level of interest must be sufficient to lead them to actively consume mass media, the most effective of which are audiovisual media (for spoken language acquisition) and print media (for reading comprehension in the host culture). Where interest is inadequate, exposure to the mass media will not occur regularly, nor will it produce the potentially beneficial effects which may otherwise result had the participant been more interested in the media content.

A person's interest in the mass media, at least in the case of this study's participants, is rooted in one or more of three things. The first is the desire for entertainment or enjoyment of the mass media. This appears to be especially true for audiovisual media, which may require less cognitive effort than other forms of media due to its appeal to a greater number of senses. With regard to language acquisition, movies tended to have the greatest effect among participants in this area, followed closely by television. Online sources of audiovisual media, while perhaps appealing to participants for entertainment, and also perhaps contributing to language acquisition, did not appear to play a significant role in the mediated language acquisition process except to the extent that participants could watch some movies or televised content via internet streaming. In such cases, the computer simply replaced the television while producing virtually the same effects.

The second key interest for participants was social in nature. Participants often consumed media with the express purpose of social inclusion, as well as utilizing the presence of family, friends, or

acquaintances to aid in language acquisition. This is especially true for the participants of this study, who were all married and living in the United States, and even more true in the case of females married to those born and raised in the United States. In the case of the 28 year old female from Chuuk she simply “told [her] husband to do it, to correct [her].” This social side effect of media consumption can be a significant contributor to acquiring English as a second language.

The third key interest for participants was the desire to learn, both in the sense of acquiring new knowledge and in the sense of becoming aware of current events. This third interest includes much more print media than either entertainment or social interests, yet audiovisual and print media alike are used when learning takes place from mediated sources. Undoubtedly, the two genres most common for this type of interest are the news and educational programming, though each is used for its own specific purposes. The news tends to be more related to a sense of awareness learning, where the participant desires updates with regard to politics, sports, events, etc. Educational programming, such as the Discovery Channel or National Geographic, tends to pertain more to learning with the intent to acquire new knowledge. Yet the fundamental desire for each genre is to learn, which forms the basis for this rooted interest while consuming media.

According to participants, a genuine interest in both the media and in the English language is crucial to the rate of language acquisition. With interest in only one of the two, media will not likely be consumed in English, nor will mediated language acquisition occur in a timely manner (though it may occur as a side effect given a sufficient duration of time). For this reason, the author concludes that interest is the initial step of the motivation cycle, which subsequently leads to English media exposure. For example, when asked how her learning of English would have been different without using English language media for entertainment, the 25 year old participant from Germany said, “I think it would have been slower, and I think the motivation wouldn't be there that much. I would have lost it along the way.” This realization occurred in spite of the fact that she “was really interested” in learning to speak

English in general.

As participants progressed through the positive half of the motivation cycle, interest was necessarily maintained to continue learning English through mediated sources. Based on participant responses, the author considers it doubtful that interest is significantly increased throughout the positive half of the motivation cycle, yet he is also fairly certain that sufficient interest is maintained as the immigrant experiences growth and satisfaction pertaining to English language acquisition through mass mediated sources.

When sufficiently interested, participants expose themselves to relevant media in the host culture's language. Exposure to English language media is one of the few external influences of the motivation cycle of mediated language acquisition. Without opportunities to consume media in another language, mediated language acquisition in general is improbable, if not impossible. In the case of American English, participants have an advantage while still in their home country which may, perhaps, not be present with other languages due to the near global saturation of American media. South Americans, for example, may have difficulty in exposing themselves to media from Mongolia, regardless of their interest in learning the culture and language of the country. After migration occurs, however, this becomes a non-issue; exposure to local and American media becomes a simple matter of interest at that point.

Responses from participants confirmed the notion that greater exposure facilitates a more rapid rate of mediated language acquisition. This is, of course, intuitive; complete immersion would increase language proficiency much more quickly than linguistic abstinence. Yet the actual exposure necessary for mediated language acquisition to occur may be less than assumed at first. As one example of this, the 25 year old female participant from Brazil expressed her views on the role of the media in her language learning experience. Although she had very little time at first to consume audiovisual media in the United States as a foreign exchange student, she concluded that the media most certainly had a

role in her English language acquisition. She considered it an “aid,” though perhaps “not a main source.” Even in her situation, however, media's gradual influence augmented her limited initial vocabulary considerably, especially when proper application of acquired words and phrases occurred via interpersonal communication with host families.

Perhaps even more remarkable with regard to limited English media exposure is the following experience of the 30 year old male participant from Spain.

Excerpt 11

Two of my sisters lived in Germany. They were working for the military, American...I was able to watch movies in English because of them, since they were living in American military bases.

I went to visit them a few times and being there actually helped me a lot to learn the language...

He continued as follows.

Excerpt 12

[Before coming to the United States, I used] basically no American media, but before...like in '97, I spent a summer in Germany and later...I went to Germany several times to visit my sisters and I would stay there for a month maybe. So being in their house, they were living with an American family, so I had interaction with English, and I was watching movies with them in English. Even though I didn't really understand much, I think that made a difference...

For example, I remember perfectly watching the Walt Disney movies when I was visiting with them. I couldn't really understand much but all of a sudden I would pick up words, and it's amazing how fast you pick up things, and your ear adjusts to a new language. And I think that made a big difference in my life, at least for English.

This participant's experience illustrates how a little bit of exposure, if coupled with other key elements of the motivation cycle, can go a long way toward English language acquisition. This participant concludes that, even though he “took classes in High School and Elementary School [for 7-8 years],

and they helped a lot...I feel that it helped more when I went to Germany for that month with my sisters and watched movies.”

Focused exposure, as opposed to subconscious exposure, certainly makes a difference as well. A 26 year old female participant from Costa Rica exemplified this conclusion. When asked about media usage, she replied, “Sometimes I just leave the TV on, or the computer on, so I can use both of them.” She indicated at least one or two hours per day of non-focused (or subconscious) media consumption. Her responses also correlated positively with lower levels of self-reported confidence, English language fluency, English language media comprehension, and other indicators of English language proficiency.

The role of exposure in the motivation cycle of mediated language acquisition is of greater importance to immigrants while still residing in their native country. To put it another way, when immersion is an unlikely option for the average individual, exposure to media in the new culture's language (in this case English) is of great importance in any attempt to acquire the new language. From participant responses, the author concludes that there is a positive correlation between exposure and language acquisition. The 25 year old male participant from Brazil notes the following.

Excerpt 13

you don't get to get with American help 100% of the time, but you always have your iPod, you listen to...especially in school now, you spend lots of time on the internet doing research. And...when you're not with anyone, you're watching TV, or playing video games, and things like that. You always learn new things.

Such exposure, to a certain degree, replaces the immersion which would otherwise take place in the host culture.

Perhaps the most significant aspect of exposure is the constant repetition which occurs when participants view media. Indeed, the word “repetition” was often used by participants as a key to

explaining their learning of English through both the mass media and interpersonal communication.

The 24 year old female participant from Russia expressed this view with the following words.

Excerpt 14

I think movies [help me learn English more than television], because television it's like...the shows, they...every time different. And when a person speaks fluently, if you're not like, good in English, you will not understand what they're about. But movies, especially when you watch them a lot, you understand. That is why a lot of Russian kids and teenagers know so many bad words in English, because they hear it in movies...because the movies are repeated every time. And yeah, if you get used to the speed of speech, and the voice, you will understand better.

The 30 year old male participant from Spain held a similar view, including the utility of movies in learning English.

Excerpt 15

I think [with] movies, you're just watching them, and you listen to certain sayings and things that they say. I think that after you hear them a few times, and ask somebody out there, what is the meaning of them, they make sense.

Repetition, it seems, is a vital component when considering exposure as a part of the motivation cycle of mediated language acquisition.

The seven factors of growth determination. Once the immigrant has felt interest in English language media and exposed themselves to it, they may either grow in their English language proficiency, continuing the positive half of the motivation cycle, or remain stagnate, embarking on the negative half of the cycle. Throughout participant interviews, seven factors were discovered to have an influential role in determining whether the participant experienced linguistic growth or stagnation. Six of these factors seemed necessary, while the seventh (listed in parentheses for distinction) was not necessary, but contributed substantially, when present, to determining growth or stagnation. The seven

factors, listed roughly in order of occurrence, are: 1) Desire, 2) Attention, 3) Effort, 4) (Goal Setting), 5) Confidence, 6) Application (both spoken and written), and 7) Teachability. It is important to understand that not all of these factors will occur every time in the cycle, but occur at different times, interacting with each other in different ways each time. This particular area of the motivation cycle is, generally speaking, rather complex and varies from one person to another. However, it is clear that each are present, excluding goal setting, among all participants.

Although a complicated, unique interaction among these factors occurred with each individual participant, the general rule of thumb for each is that a higher self-report of each factor led more directly to linguistic growth for the individual. Conversely, lower self-reports among these seven factors, when they occurred in the various stages of the participants' lives, correlated more positively with linguistic stagnation. To a certain and very limited extent, these collective factors may be considered predictors of linguistic growth; however, the complex interactions of these factors, coupled with the unique individual experiences among participants within this research design, make any true prediction of linguistic growth or stagnation simply too difficult without further empirical research and testing.

Desire. The initial factor which leads to linguistic growth is a desire to learn and understand the English language. As a participant from Honduras mentioned, "I was learning English. I studied a little bit in elementary school and...one of the reasons why we liked the movies...in English [was] because I wanted to learn. Everyone in my family as well." With such strong desires to learn English, growth is often inevitable, which ensures a participant's continuation through the positive half of the motivation cycle.

High levels of desire may come from various specific sources, yet most are fundamentally the same: A desire to understand and speak English better. As mentioned previously, grades were often a considerable influence in generating higher levels of desire. When a participant's desire increased for

the purpose of academic improvement, this desire in some cases carried over into personal media habits. Another common contributor was a simple desire for improved acculturation after immigration occurred. Social acceptance often fueled desire for English comprehension and fluency. Yet another common influence was the necessity for employment. This is often the case with those whose spouses are still students, such as the participant from Germany who works as a customer service representative. For her, improving her English language ability was significantly desired for the sake of employment, which affected how she consumed media. Regardless of the source, high levels of desire go a long way in leading toward linguistic growth in English.

Attention. Those with higher levels of desire to become linguistically proficient often give greater attention to the media than those with low levels of desire. Greater cognitive awareness allows for improved mental processing of languages, and therefore improves chances for linguistic acquisition (i.e. growth). Apparently, attention is difficult at first because the initial lack of understanding can be rather wearisome. The ability to focus seems to improve over time, effectively increasing the duration for which attention may be given. As the female participant from Brazil noted, “I think media helps on training your hearing. If you watched more, then you train more to hear English I guess.” Thus it may be a disciplined process.

Attention is particularly important when interpersonal communication is limited or nonexistent. The participant from Honduras expressed his approval of corrective feedback from coworkers, but added that “with movies you have to be aware, you have to be really paying close attention [to speak fluently].” Where interpersonal communication is possible, however, attention still plays a key (though apparently subservient) role to learning English. The participant from Honduras continued, “I guess in my case [media influenced how I speak English] because I listened and tried to repeat just as I listened.” When coupled with corrective feedback, attention given to the media acts as a sort of spark plug which ignites the cognitive engine of linguistic processing.

Low levels of attention may also produce linguistic growth if repetition in exposure is employed. This is a good example of the complex nature of interactions taking place among these seven factors of growth determination; even with low attention, linguistic growth may occur if other factors are high. However, greater attention levels tend to play a substantial role in determining linguistic growth in the motivation cycle.

Effort. Participants who give greater cognitive awareness (i.e. attention) to the media generally exert greater efforts to understand and recall English vocabulary and phrases learned from media programs. In the case of the participant from Spain, his own self-analysis synthesized these phenomena.

Excerpt 16

...I wasn't the kind of person who just listens and doesn't really care about the content, so sometimes I would try to read the lyrics [of American music], so I think sometimes that also makes a difference when you listen to it several times and you pick up more words, and that also affects your learning.”

In this example, awareness was exerted which resulted in a perceived deficiency in linguistic ability. This awareness sparked an effort to conquer the deficiency by pursuing understanding via printed lyrics. Without this effort to augment comprehension, the rate of linguistic acquisition would have declined to one degree or another due to the absence of growth in those moments. As another participant from Russia put it, “I think it's easy for me to learn, but I'm lazy.” Even where cognitive ability is present, lack of determined effort severely hinders what may otherwise be a prosperous experience of growth in the English language.

In some instances, great and repeated efforts must be exerted for basic comprehension. This is often the case with music, which has a tendency at times to hamper comprehension of verbal lyrics. One male participant experienced this while listening to American music in Brazil. “...you try to listen

to the words that the singer is singing, and you just try harder, and harder, and harder, and then it helps you....” This experience also demonstrates the value of attention while using mass media for the purpose of learning another language. Subsequently, he expressed similar feelings related to the effort required to learn English in general. “I find though, that if you want to learn the language you need to try hard, to sound like and to write like an American does.” A conscious effort to understand English media prepares immigrants to speak *with* Americans by providing experiences for them to speak *like* Americans, which enhances confidence substantially.

A final note regarding effort is that linguistic growth may still occur with low levels of effort in areas where near-complete saturation of English-language media is present without translation (such as in developing countries), especially at younger ages. This was the case with the female participant from the Philippines, who repeatedly emphasized that “In the Philippines everything is in English.” Without alternatives, and desiring entertainment via television, this participant acquired some basic English language skills at an early age, before official academic instruction began and before moving to the United States.

Goal setting. Although implementing and executing goals did not appear to be absolutely necessary for linguistic growth among participants, goal setting nevertheless can significantly increase the likelihood that growth will occur based on those efforts. Indeed, goal setting may be considered an extension of effort, yet goal setting can be much more complex than merely exerting an effort to understand. For instance, referencing the meaning of common or repeated musical lyrics for comprehension is an obvious effort to grasp the content, but simply does not compete in efficiency with establishing a fixed time and means of learning American music lyrics, such as a person who sets the alarm at 5:00 AM to listen to a new song every day which will be analyzed and dissected for vocabulary and grammar. The difference may be roughly compared to crossing the Atlantic Ocean in a ski boat, or crossing the ocean in a massive ocean liner. You may get there in the end with both, but the

latter will do so more effectively, more quickly, and with a much smaller chance of sinking along the way. The difference between the two concepts in question is sufficiently large to consider goal setting its own factor of growth determination.

Goal setting is, perhaps, the most difficult of the seven factors of growth determination to employ simply because it comes least naturally. Ironically, this may be what makes it so effective. The participant from Chuuk employed goal setting to achieve English language fluency before arriving in the United States. Although interpersonal communication was also a crucial factor in this process, she attributed much of her linguistic proficiency to setting goals with regard to reading. She admitted that she “would read books to learn [English]... Any English books. I grew up reading the dictionary,” she said. “There was a dictionary I had, and I learned a lot from it.” Such dedication, though not entirely common among immigrants, set this participant apart from others learning English without setting goals.

Goals set by participants are effective both on the micro (of the day-to-day category) level and the macro (long term growth) level. In other words, it may be as specific as a study plan, or as general as a paradigm, as in the case of the male participant from Brazil. When asked about his motivation, on a scale of 1-10, while here in the United States and now that he is fluent in English, he described his overarching goal as follows.

Excerpt 17

I think I'm still...still a 10 [out of 10]. Because when we got here, we said, you know, if we're living here...if we have to live here, we have to attend an American [church], we have to try to do everything we can in English, so we can, you know, take advantage of this period here and learn as much as we can. So everything we do is pretty much in English. So when I take notes [for school], I take notes in English. When I write...everything I write is in English now, everything I read is in English. I think I have like one or two books in Portuguese, and that's all.

One of them is the scriptures, and one I think my wife bought when we were in Brazil a couple of months ago. So...but everything else is in English...movies, English...radio...even music, I've been trying to listen to more music in English than Portuguese because I want to learn as much as I can.

...That's my goal. I want to go back home to Brazil knowing that I know the language as well as an American does. That's my goal.

This paradigm, or approach to daily interaction with people and media while living in the United States has helped this participant to grow tremendously in his understanding and proficiency of the English language. This sort of overarching mentality appears to be especially true for those who have married citizens of the United States, and who expect to spend the duration of their lives (or most of it) living away from their native country.

Goal setting may be especially effective when goals actively incorporate other factors of growth determination. One example of this occurred in the experience of the female participant from Russia. She said, "I enjoy using the media, but when I first got here it was my goal to sit in front of the TV and watch shows and switch channels." Even though she likely did not parse the action itself, she incorporated at least the factors *interest*, *attention*, and *exposure*. The fact that she had set the goal, combined with the fact that the goal itself incorporated these factors, facilitated her initial acquisition of the English language while in the United States.

Confidence. In addition to media interest and exposure, as well as the previously described internal factors of growth determination (*viz.* desire, attention, effort, and goal setting), a certain degree of confidence is required prior to any application of learned English. Confidence in the ability to use words and phrases correctly adds a considerable degree to the likelihood that a person will apply what they have learned via interpersonal communication. Without sufficient confidence, the rate of language acquisition may also be impeded, due to the various interactions of each of the factors of growth

determination. As the female participant from Russia observed, “Because I’m a scaredy-cat I slow down.”

In some cases, a person's perception of experiences (either past or future) may be an indicator of confidence. The 30 year old participant from Spain, for example, considered himself “more advanced than other students [in the classroom setting of Spain] because of those experiences, going to other countries. Even though it was just a little thing, it made a big difference.” Considering international travel a “little thing” which eventually contributed to his advanced academic advantage implies a degree of confidence within the participant. This appears to have contributed to his acquisition of English as a second language.

Additionally, a person's perception of their own abilities may be an indicator of confidence. The 25 year old participant from Germany expressed confidence in her own abilities to learn English when she responded to the question “Do you think you had to try more or less than anybody else to learn English?” Her response, simply, was “I think it came naturally.” When questioned further, she subsequently declared, “But now I’m confident. Like a 10 [out of 10] confident.” Although the discussion of whether abilities are innate or environmental in nature is beyond the scope of this study, it is clear that this participant felt confident in her ability to learn and understand the English language as she acquired it over the years.

The media can be particularly helpful in bolstering the confidence of immigrants before application of linguistic ability takes place. Where education fails to prepare adequately for comfortable conversation, due to the general absence of colloquialisms, the media succeeds exceptionally, directly affecting confidence among immigrants. When asked if the media helped him feel more comfortable speaking English, the 25 year old male participant from Brazil responded as follows.

Yes. Because if I speak like the way they speak on the movies, you know, like, my fluency of the language and the rhythm and all that stuff, I think people are going to be like, “Wow, he speaks well”...

When asked if that gave him more confidence, he again responded with the following.

Excerpt 19

Yes. Especially in Brazil, you think the way they speak English in movies, and people think like, that's the way they speak every day. That's their accent, you know, that's their everything. So when you learn the language, try to...at school...try to learn like movies.

In one notable case, however, a lack of confidence positively influenced motivation. The 28 year old participant from Chuuk experienced this, where she recognized her lack of confidence in speaking, effectively spurring her desires to acquire greater linguistic ability in preparation for interpersonal communication.

Excerpt 20

[I was] not very confident [speaking to other people in English while still learning]. I was embarrassed to speak [English] because I wasn't sure if I was going to say the right thing, and so I knew a lot, I understood a lot, but I didn't speak a lot. To speak, I was nervous that I was going to say the wrong thing...

[I think not being confident] makes it easier to learn. It makes me want to learn more so that way...I will know more and then be confident to speak.

Although this may at first appear to contradict the notion that high confidence improves motivation and the rate of linguistic acquisition, it actually tends to support the substantial need to have confidence before interpersonal communication occurs. Without direct human interfacing, true fluency is improbable, if not fundamentally impossible. Thus on the micro level, a lack of confidence inspires enough motivation to acquire sufficient language skills to bolster confidence for the purpose of

speaking with other individuals. On a greater scale, however, high levels of confidence are necessary for verbal exchange, which is another significant contributor to experiencing growth in the motivation cycle of mediated language acquisition.

Application. Without question, application of linguistic knowledge is essential in achieving true fluency in any language. Every participant discussed the crucial role of application in their progression of English language acquisition. Each participant had at least one live resource available prior to achieving their current level of fluency. Additionally, each participant used their live resource(s) in conjunction with mediated resources for a better understanding of the English language and how to use it. As the 28 year old female participant from the Philippines clearly put it, “it's useless to learn English if you don't practice it. So practice makes perfect, something like interaction with people, talk to people.”

The male participant from Brazil built on a proposed analogy of learning English to building a house. Upon agreement that education lays the foundation for English language acquisition, he modified the original analogy in the following way.

Excerpt 21

I think it's speaking with people [that] helps you build the walls and media helps you like, put the coverings in...

Because when you speak with someone, you have that face-to-face [interaction], and it gives you like, the opportunity to ask, is this right, am I saying this correct, is this word better than this one. Whereas on the media, when you're watching TV, you can't do that, you can't ask the TV, “Why are you using this word?”

Thus in his view, interpersonal communication in the English language is more structural (i.e. building walls) than mediated language acquisition. This is not to minimize the importance of the media, which he asserts “does have a role.” Rather the media assist in learning English by providing the bridge

between education and interpersonal communication, as well as providing experiences to expand vocabulary and grammar.

Those who achieve greater fluency in a shorter duration of time are those who take advantage of application opportunities when they arise. This was the case with both the 30 year old male participant from Spain and the 24 year old male participant from Honduras, as well as other of the participants within this study, all of whom learned a substantial amount of English while serving missions for the Church of Jesus Christ of Latter-day Saints in various geographic areas. The latter described his experience in the following words.

Excerpt 22

The things that helped me the most were definitely the media and speaking with other people whenever I had the chance. When I served my mission, whenever I had American companions and I got the chance I'd speak with them [in English]. And it also helped that I laid a foundation of grammar in my early life from first to sixth grade.

This experience was not unique among those serving LDS missions, but was a common thread discussed by others who similarly had mission experiences.

Even prior to his LDS mission, the participant from Spain recognized the importance of application while learning English. Because serving a religious mission is simply not an option for most immigrants, his perspective is especially applicable to those seeking to learn English. He described his rather short experience of living in Germany for a month while visiting his sisters as follows.

Excerpt 23

...even though I took six, seven, or eight years [of English classes] in High School I didn't really use it at all. Not at all. But all of a sudden I got to Germany and we go to buy stuff and I would go and talk to the customer service [person] with my broken English and say, "Hey." Or we go

even to buy a hamburger at McDonald's, and I would go and say, "Hey, I want a hamburger." So those little things actually make a difference because you speak out, you practice it, and then you hear other people talking and you pick up words. That made a big difference. I think that I learned to get out of my comfort zone and to talk and I think through practice and repetition we really learn things.

This description, the author asserts, catches the true essence of the spirit of application while learning a language. The role of the media is mostly preparatory in nature, and the task for which it prepares students of language is application, or interpersonal communication.

Spoken application, however great its importance (and it truly is vital to linguistic fluency), is only one side of the coin. The disparity between written and spoken English necessitates some application of the written language for a true mastery of English fluency. When asked what things helped her learn English the most, the participant from Germany responded with television and books. When asked to elaborate, she said, "Television you hear the English, you hear the pronunciation. And with books you read the words and can see the grammar."

Written application may take many forms, from friendly social exchanges on paper to spell-correcting word processors. The important element in written application, however, is not the means by which it happens, but rather the fact that it happens at all. Written documents allow the student of English to perceive differences, sometimes subtle and sometimes enormous, between the written and spoken words. This is especially true where the immigrant seeks any form of intellectual occupation requiring written literacy.

Teachability. The act of receiving corrective feedback, sometimes referred to as "teachability," is the final essential factor of growth determination. For those exhibiting a lack of teachability, true application may mean very little – after all, a person referring to a Chevrolet for ten years as a Ford would still be wrong until correction and application of the correction both occur. Thus

application and teachability often work in tandem, the one occurring in conjunction with the other, essentially inseparable.

It would be rather difficult, if possible at all, to indicate which human elements, internal or external, influence whether or not a person is teachable, yet the fact remains that those who are more teachable will progress more quickly while learning English. Emotional and environmental factors certainly have a role, it seems, in determining a person's level of teachability. The key to learning English, however, is to overcome hindrances in this area. This occurred in the case of the female participant from Chuuk.

Excerpt 24

I told my husband to do it, to correct me. But sometimes when he does I kind of feel embarrassed, but I like it when he does it all the time. It makes me feel good because I want to go out and not repeat the same thing. It's good, but at the same time it's kind of embarrassing. Maybe that's just me.

... when I went on a mission [for the LDS Church], my companions would [correct] me, but it was fun because I was still learning. Right now I think I know more, so that's why I'm like, OK, I'm still not good enough, so that's why it's kind of embarrassing.

Yet without hesitation, this participant agrees that receiving correction (i.e. being teachable) helps a person learn a language faster.

The female participant from Russia responded similarly with regard to corrective feedback. She agrees also that being teachable improves the rate at which a person will learn the language. She described her experiences in the following way.

Excerpt 25

Practically no one corrects me. That is why I have a lot of problems. [My husband] corrects me, and like, one guy who served [a mission for the LDS Church] in Russia too, he was here like, a

few times, and he always corrects me, and I'm like, OK. I feel fine, because I know that I need it, and if no one will tell me about my mistakes I will always do it. I remember [my husband] always told me, you have to say “must,” not “must to.” I always said “must to,” and he would say “No,” and I remember that. I try to speak correct[ly], but sometimes...I know that I should say it like this, but my tongue just says [it] wrong.

Her experience outlines the value of both being teachable and actually receiving corrective feedback from others.

From the perspective of the participant from Spain, being teachable was the “key” that made his experience so much easier than most people learning English. He recounted the importance of a teachable attitude with the following.

Excerpt 26

I think the key is that I just wasn't afraid of making errors and of saying things that didn't make sense. I wasn't afraid of speaking out. That made a big difference because people corrected me and I learned and I really didn't try hard. And I think that also the attitude [I had] made a difference.

Having the proper attitude is clearly a factor in being teachable, which in turn was an important factor in increasing the rate at which the participants learned English.

Growth is the key to a continuation of the positive half of the motivation cycle of mediated language acquisition. When higher levels of self-reported factors of growth determination are present, the likelihood of perceived growth, as observed by the individual, is substantially greater. This perception of linguistic growth is a key factor in an immigrant's cycle of motivation. It is the positive fork in the road, so to speak, which allows the cycle to perpetuate. This is crucial in maintaining motivation to continue learning a language.

Perceived growth can go a long way in positively influencing psychological and emotional

factors affecting motivation, regardless of the apparent significance or insignificance of the actual growth experienced. Even small steps of growth can spark a great deal of motivation over relatively lengthy periods of time. This also appears to remain true whether the growth occurs in a mediated exposure setting, or an interpersonal communication experience. As long as growth occurs, apparently, the motivation cycle will remain positive.

The subtlety of the influence of growth is expressed in the words of the 25 year old female participant from Germany. Whether she understood the individual elements at play or not is uncertain, yet she understood the end result of media exposure. When asked about changes in motivation after achieving English language fluency, she responded that “It's a little bit less, I would say now, because there is stuff to do during the day. Sometimes it's there with new words, or stuff that I don't understand...so I just look it up on the internet.” In this case, as in others, the motivation returns, even after it has previously declined, upon experiencing growth in an arguably insignificant manner (*viz.* Vocabulary).

For those still in the learning process, however, motivation obviously does not return if it has yet to disappear; rather it appears to increase in many cases, and maintain a degree of consistency in the rest. What generally determines whether motivation increases or remains constant appears to be the relative motivation to begin with. If motivation is already high, it tends to remain constant. If it is relatively low, an increase of motivation may be expected. In the cases examined in this study, at no point did motivation decline upon experiencing growth, nor did low levels of motivation remain constant afterward either.

Interestingly, a number of participants expressed lower levels of motivation while studying English in school, and subsequently reported higher levels of motivation later on in life when English language media exposure or opportunities for interpersonal communication were more abundant. Although not expressed by participants, the author asserts that this increase in motivation may be

directly related to the levels of growth experienced by the participant. Whether this refers to frequency, quality, or some other consideration of growth is unclear; what does appear to be the case, however, is that a positive correlation may exist among participants experiencing low levels of motivation and low levels of growth during academic exposure of English in school, while a subsequent increase in both areas occurs at roughly the same time in life.

Participants experienced satisfaction as a byproduct of growth in the positive half of the motivation cycle of mediated language acquisition. Naturally, participants experiencing growth will inevitably experience positive emotions associated with the experience (assuming the experience itself was positive). The most common emotion experienced among participants appears to be a degree of satisfaction in having achieved that which they desired. Satisfaction then perpetuated the positive half of the motivation cycle.

Sometimes feelings of satisfaction were more subconscious than conscious. When growth was experienced, participants sometimes felt simply that their efforts were not in vain. This subtlety, however, often became less subconscious when greater goal setting efforts were employed. The author believes that this is due to the fact that without consciously establishing a bench-mark by which to gauge growth, participants may not be actively aware that growth has occurred; yet they are not disappointed in their efforts, and recognize that *some* growth has occurred. They simply never surpassed a predetermined point at which time they could adequately congratulate themselves and experience satisfaction.

In some cases satisfaction was not only consciously present in the minds of participants, but was powerful enough to create long-lasting memories of specific experiences. Such was the case of the male participant from Brazil when he put his feelings into the following words regarding growth and satisfaction while listening to Johnny Cash music.

Excerpt 27

It was just that feeling like, you know, when you work hard on things and you see the results, you just feel like, “Aaaahhh” [expressed feeling of satisfaction, including facial and vocal expression]. You feel like you have accomplished something. [This helped me feel more motivated] because from there I would try to listen to rap music, and all that stuff where they speak a little faster.

As the reader may have noticed, if he or she has become familiar with the motivation cycle, this participant's satisfaction led him to take an interest in rap music (and subsequently expose himself to it), thus substantively continuing to experience the basic factors of the positive half of the motivation cycle.

Just as in the case of growth, satisfaction had a greater effect on motivation when self-perceptions of motivation were relatively low to begin with. When motivation was high, the influence of satisfaction on motivation was quite small, but in no instances within this research design did satisfaction diminish motivation. This concept may be perceived in the following dialogue between the interviewer and the 24 year old participant from Russia.

Excerpt 28

Interviewer: ... How did those feelings [of satisfaction, felt when experiencing growth in the English language,] change your motivation?

Participant: They didn't change it.

Interviewer: Because you were always motivated?

Participant: Yeah. Because I know that...if I will live with [my husband], and if we will live here in America, I need to learn it. And I will learn it because I am here, and every time I hear how people talk, and I will remember it.

Interviewer: ... When you feel satisfied for speaking well does it make you want to learn more, or is that again a small change?

Participant: No, it doesn't help me. You know when you're in this atmosphere, you just learn whether I want it or not. You just learn because you're here.

To understand why satisfaction did not change motivation with this participant, it may be worth noting that her self-report of motivation after marriage and immigration to the United States was 11 (on a scale of 1-10). With such a high self-report of motivation, it is no wonder feelings of satisfaction had little effect.

At some point in the participant's life, the motivation cycle must come to an end. In the positive realm of the motivation cycle, cessation appears to occur here at the satisfaction stage. It appears that once peak satisfaction occurs, the participants tended to feel contentment to the extent that interest in actively learning was no longer spurred. Gradual inactive learning will still occur to those living in a new host culture, but active learning takes a back seat to gradual learning when satisfaction leads to contentment in fluency. The participant from Chuuk described her experience of declining motivation after learning English as follows. “[My motivation] wasn't that high, because I learned some, and I thought, 'OK, I think I can speak now, and I don't really have to learn a lot.' So I think it went down.” The participant from Spain echoed these feelings with his experience.

Excerpt 29

Once you can communicate and people can understand you, you become comfortable and it is a big issue because you don't progress. And I think that happened to me a lot...when I talk to people I feel that they understand me and maybe I don't try harder with my accent and those things. I think that's a reality that happens to many of us in any language.

Thus when cycle cessation occurs, a significant decline in motivation accompanies it, apparently regardless of which language is being acquired.

The Negative Motivation Cycle as an indicator of the rate of mediated language acquisition. Participants who, at various stages of learning the English language, reported lower

scores pertaining to the factors of growth determination also reported lower levels of motivation during that time period. The negative half of the motivation cycle attempts a preliminary explanation as to what elements contribute to a decline in motivation. By understanding these elements, in addition to the positive half of the motivation cycle, the author hopes to contribute a well-rounded preliminary explanation of the motivation process as it affects language acquisition.

Just as the positive half of the motivation cycle attempts to describe the role high levels of motivation play in the increase of linguistic abilities, the negative half of the motivation cycle correspondingly attempts to describe the role which low levels of motivation play in the absence of linguistic ability growth through mediated sources. By understanding their differences, a broader picture may be painted by which researchers may come to understand the motivation construct as it affects linguistic acquisition, which, in turn, affects the acculturation process of immigrants in a new host culture.

Stagnation results, in place of growth, when reports of factors of growth determination are low. When growth fails to occur, most often due to low self-reported levels of growth determining factors, stagnation is most often the result. When using the media for entertainment, stagnation in linguistic abilities apparently does not affect motivation. When media is used for language growth, however, and factors of growth determination begin to decline within the participant, stagnation can have a significant influence on the levels of motivation felt by participants as they strive to acquire new language abilities.

This phase of the negative half of the motivation cycle may be almost imperceptible to participants; however, it may be compared to taking the wrong freeway ramp when trying to drive across the country. If a driver's destination is the west coast, but they take the wrong, east-bound freeway ramp, the consequences may be devastating to their efforts. Learning a language through the media is similar in the sense that motivation acts like the car taking the traveler to his or her

destination. A wrong turn with regard to motivation may simply land the language learner where he or she does not want to be. Stagnation acts as that wrong turn which puts the learner on the poor path to learning the language (*viz.* demotivated).

Not surprisingly, it appears that the longer an immigrant lives in the United States, the lower their levels of motivation become to actively learn English. This appears to be largely due to the fact that as growth continues to occur, it becomes increasingly difficult to maintain constancy in active learning. Stagnation is bound to occur as the immigrant becomes more fluent in the language because fewer words, phrases, or grammatical insights will occur. This is not necessarily undesirable; indeed, this may be a good thing once true fluency has been achieved. During the learning process, however, this may prove a substantial obstacle which must be overcome before true fluency may be obtained in the language acquisition process.

To prevent stagnation during second language acquisition, immigrants must actively develop higher levels of the seven factors of growth determination during the exposure process. Possessing a high *desire* to learn, *attention* given to the media, *effort* to learn, *setting of goals*, *confidence* that they can use what they know and have the ability to learn, *application* of what they have learned, and *teachability* to receive corrective feedback give the greatest likelihood that growth will replace stagnation and the participant can take the desired freeway ramp toward acquisition of the language as a part of the acculturation process.

Stagnation leads to frustration, the result of misunderstanding. When participants are unable to understand, or feel they are unable to convey meaning and, as a result, are misunderstood, the result is often a feeling of frustration. This appears to occur mostly among participants with some grasp of the language (i.e. still in the learning process), but tends to decline among those persons who consider themselves fluent. Such feelings are exemplified in the case of the male participant from Brazil, as recorded in the following dialogue.

Excerpt 30

Interviewer: How long has it been since you set that goal to do everything in English?

Participant: Well, three years.

Interviewer: Since you got here [to the United States]?

Participant: Since we got here.

Interviewer: Have you found yourself...now looking back on it three years later, has it been worth it?

Participant: Yes.

Interviewer: Has it been frustrating?

Participant: Sometimes.

Interviewer: But still worth it?

Participant: [Approval] Because even though I tried really hard to learn the language, sometimes you get to that point where you explain something but it's not the way that you do in your own language, you know. Sometimes you feel, "I know that he understood, but it's not the way that I want him to understand." It's just that sometimes you say like, "I could have said this phrase, or I could have explained this in two sentences in Portuguese, but in English it took me 10 sentences." You know, sometimes you try to find the word, but you can't, so you use the first one that comes to your mind and because of that word you need to use an extra phrase just to explain that word.

Frustration at this lack of understanding contributes, in addition to other factors in the negative half of the motivation cycle, to a decline in motivation.

Frustration with learning the language may be particularly devastating to motivation because of the hindrance which it tends to be against the seven factors of growth determination. While frustrated, the author posits, it is difficult to naturally feel the desire to learn a language, especially through the

media. It is also difficult to give attention to the media, to exert a concentrated effort to learn, etc. For this reason, it seems, frustration plays the role not of actually demotivating the immigrant, but preventing the immigrant from experiencing growth from exposure, ensuring a perpetuation of the negative half of the motivation cycle.

Frustration breeds discouragement, which debilitates motivation among immigrants. If there is a single factor of the motivation cycle which actually causes a decline in motivation, discouragement is the most likely culprit. When feelings of discouragement take root, participants typically found it difficult to muster the motivation and/or energy to continue learning and using English for communication. This decline of motivation is the most difficult obstacle to overcome in the negative half of the motivation cycle.

The female participant from Chuuk expressed her feelings regarding frustration and discouragement in the following way.

Excerpt 31

...Sometimes when I'm trying to express my feelings, sometimes I can't get it out. I get frustrated, and I just want to [say] like, "OK, I'm done, I just don't want to speak anymore," when I get discouraged. Because sometimes I still have a hard time expressing what I feel, and...I don't know.

Such an introvertive result to frustration and, subsequently, discouragement makes it difficult to exhibit the extrovertive nature necessary for verbal application. The decline in this crucial factor of growth determination is largely to blame for a perpetuation of the negative half of the motivation cycle of mediated language acquisition. Eventually, the difficulty in exerting extrovertive tendencies will begin to affect language learning in general, and other factors of growth determination will decline considerably as well, further perpetuating the likelihood that the negative half of the motivation cycle will continue in full force.

Discouragement leads to a decline of interest, which may eventually influence future exposure. When participants felt discouraged, a temporary decline of interest in utilizing the media for language acquisition presents itself. This decline of interest in using the media for this purpose tends to manifest itself most readily among the declining levels of growth determination factors, causing the cycle to perpetuate as these low levels among factors of growth determination lead so often to stagnation.

Interestingly, interest in the media as a form of entertainment or utility appears relatively unaffected, regardless of feelings of frustration or discouragement. For this reason, exposure to media will certainly occur in the future; however, a decline of interest in learning a language through media may influence *how* a person is exposed (such as removal of subtitles), and to what the immigrant chooses to expose themselves (such as a change in programming). An example of this may be an individual who watches the news because of the relatively slow, clear manner of speech so common among television news anchors. A decline of interest, however, may cause the immigrant to discontinue exposing themselves to television news programming, turning instead to a favorite movie or situational comedy.

Because exposure is still inevitable, causing the cycle to perpetuate, there must be a point at which the cycle ceases. The author posits that within the negative half of the motivation cycle of mediated language acquisition, cycle cessation occurs at peak stagnation. At some point, whether due to absolute failure or near-complete fluency, the immigrant will experience stagnation without feelings of frustration. For those achieving fluency, this is to be expected. For those in utter failure, however, the point will come when the immigrant simply no longer cares that stagnation occurs. They will have no real reason to feel frustrated because there was no real expectation to grow in the first place. Instead, they simply accept their stagnation and continue to experience mediated communication for other reasons, such as entertainment, and consign themselves to the fact that learning a new language will not

occur at this point in time.

Conclusion

Research Questions

After a thorough synthesis of information, both from the body of research already conducted and first-hand contact with those meeting the criteria of this study, the author concludes that media do play a significant, distinct role in the language acquisition process experienced by immigrants entering a new host culture. This conclusion addresses Q1A. Because of the affirmative conclusion, Q1B needs not be addressed. Q1C, which asks in what ways the media play a role, may be summarized by figures 1 (*mediated language acquisition process*, p. 35) and 2 (*motivation cycle of mediated language acquisition*, p. 48). Additionally, it is clear that the media alone cannot produce fluency, yet they provide a distinct and necessary bridge for the gap between the fundamental, rudimentary vocabulary and grammar acquired in an academic setting and the very different (and substantially more voluminous) colloquial manner of speaking present among members of the host culture.

Influential Factors Present in the Mediated Language Acquisition Process

Movies and audio-visual media. Movies comprised by far the single most influential medium aiding participants' acquisition of the English language. Several reasons may account for this, the first of which may be the simple fact that the high entertainment value given to movies may have led to greater exposure to this particular medium. This, in addition to the fact that American-made movies (at least in the case of the participants of this study) were far more abundant than any local movie productions, seems to account for the greater level of influence which movies had on the language acquisition process. Incidentally, this ratio between American and local media tends to marginalize somewhat when considering television programming.

Although movies had the greatest impact, television and other audiovisual media (such as online content) played a similar role as that of movies, but to a lesser degree of influence. It seems that adding the visual element to the audio (in which the English is actually discernible) adds significantly

to the learning process experienced by those learning English through the media. The explanation for this may be as simple as the perception that greater entertainment is present in audiovisual media compared with strictly audio media, and is therefore more likely to hold the attention of the viewer. It may also be as complicated as complex cognitive interactions being intensified due to the increased use of senses during the audiovisual experience. More likely, however, it lies somewhere in between those two. Whatever the explanation, it remains clear that audiovisual media is the most powerful form of media available for language acquisition.

Participants gave several reasons for the notion that audiovisual media succeeds so well in conveying language patterns to viewers. One such reason was that visual media allow the viewer to compare what is being said to what is being done. For example, if the viewer is unfamiliar with the word “wash,” as a part of the phrase “wash the car,” they may not at first understand what exactly will be done to the car. When the character gets a bucket and a sponge, however, and begins rinsing the car with water, the viewer has the opportunity to associate the word “wash” with the action which it represents. This marriage, so to speak, of words and meanings is only available in visual forms of media and greatly helps the language process.

Obviously, audiovisual media is not the only kind of media beneficial to the learning of a language. It is, however, apparently the most effective. In every case, participants described audiovisual media first when recounting ways in which the media helped them to learn English. Additionally, each participant listed some form of audiovisual media (movies or television, primarily) as one of the “kinds” of media they use regularly. The popularity of audiovisual media may account for its influence, but this was not explored due to the limitations of this study.

Radio and audio media. The radio also had a definite role in the language acquisition process, especially when participants consumed music content. Again, several reasons offered by participants accounted for this. One explanation discussed was that some slower-paced music was easier to

understand, after which the participant could progress to faster-paced music as they acquired greater English proficiency. Another explanation given was that music assisted in understanding word endings (because of the natural rhyming which occurs from one verse to another). Yet another explanation was that the music was interesting (i.e. entertaining) and language acquisition simply occurred as the participant listened to the music.

Even if audio plays a secondary role of importance in language acquisition, the influence of audio media should not be considered to have little value. The value of audio media, as compared with visual media, is that it is simply *different*. The potential for growth remains in both categories of media, regardless of the apparent advantage of movies and television. This is not to say their influence is equal; rather that audio media should not be considered inconsequential when compared with audiovisual media.

Print media. Newspapers and books, primarily fictional novels, comprised the majority of written media used by participants. Because of the large variety of written media, the specific purposes for consumption also vary from one participant to another. Newspapers, for example, provide an adequate illustration of the disparity between written and spoken English. Novels tend to incorporate colloquial grammar in the form of character dialogue, yet still maintain that sense of difference distinguishing written from spoken English. Therefore, those actively reading newspapers will have a very different experience in acquiring new language skills than those who read novels and other fictitious material for pleasure.

News reporters. The recurring theme of news reporters came as a surprise to the author during this study. News reporters generally speak slowly and clearly, providing great opportunity for maximum understanding and acquisition of new vocabulary and grammar skills. This is especially true when news reporters use synonyms for added consumer appeal. A participant may be familiar with a common word, for example, but may learn a more intellectually appetizing synonym from news

reporters, which increases vocabulary as well as confidence in speaking, as well as motivation in general.

Subtitles and translated media. As already noted, subtitles may have a unique and progressive role in the language acquisition process. Subtitles, when used with translated or original media, are flexible enough to suit the growth needs of the participant regardless of the status of their fluency. English language subtitles with translated audio, for example, allow the immigrant an introduction to English as a language (through the subtitles), while providing understanding of the media content (through the translated audio). On the other side of the scale, the original English language audio, when used with native subtitles, prepares the consumer to understand spoken English while supplementing unknown material in the native language via subtitles for maximum understanding. These two elements used conjunctively provide a sort of step-ladder for introductory learning of the English language.

Subtitles may also play a role in aiding written fluency. As noted previously, the disparity between written and spoken English requires, for those seeking true English language fluency, mastery of both written and spoken English. They are sufficiently similar to be the same language, yet sufficiently different to require time and dedication to both. Although subtitles are little more than written text corresponding to spoken English (and, therefore, equally colloquial) they nevertheless provide greater exposure to written English which may help those beginning a study of English grammar. From this perspective, familiarity precludes success.

Educational programming. Where television is concerned, educational programming was extremely popular among participants. Although there are a number of reasons for this, the most pertinent to this study is that educational programming provides additional exposure and vocabulary to specific settings and scenarios. This ranges anywhere from learning the English names of various ingredients on the cooking channel to learning the names of the parts of a vehicle. These exposure

experiences give the immigrant practical preparation for interpersonal interaction which includes topics of these subjects.

Motivation and the motivation cycle. From the experience and research of the author, motivation plays a significant role in the mediated language acquisition process. Indeed, among the elements influencing mediated language acquisition, motivation is arguably the single greatest element of them all in determining the *rate* of language acquisition via mediated sources. Furthermore, the depth of this construct constitutes the bulk of this research design because of its pervasive presence among participants.

The motivation cycle itself is constructed of a positive half and a negative half, so determined by whether the participant experienced growth or stagnation upon being exposed to the media. When considering both halves of the cycle, 15 separate components comprise the cycle itself in this initial study. The cycle may be expanded or reduced through more focused (and perhaps quantitative) research, but at present the motivation cycle remains fairly extensive. After presenting the cycle to participants as a part of the member checking process, the author feels confident that the motivation cycle, as it currently stands, is sufficiently well developed to present itself as a preliminary explanation of the cycle of motivation experienced by the immigrants of this study as they attempt to acquire a new language through the media. Only further research will determine the extent to which it applies to others of similar experience.

In understanding the motivation cycle of mediated language acquisition, it must also be understood that the motivation cycle pertains to *mediated* language acquisition. Some (or even many) similarities may exist between motivation experienced during language learning via the media and motivation experienced elsewhere in the language acquisition process (such as the academic setting). This, however, was neither a focus of this study, nor within the scope of this research design. The extent to which these similarities exist is beyond the author's ability, at present, to postulate with any

reasonable degree of confidence or accuracy.

Additionally, because of the qualitative approach to this research design, the author expects that the motivation cycle will likely be modified and develop as quantitative verification is employed in the academic world. As already mentioned, however, the author feels that the cycle as it currently stands offers a preliminary explanation of the motivation construct, and believes that such adjustments to the cycle itself will be as the course adjustments experienced in the nautical or aviation worlds, where the ship or aircraft will adjust course in minor, and possibly frequent, occasions as the vessel approaches final destination.

Limitations and Potential Criticisms to the Study

Some limitations obviously exist within this research design. Most of them pertain to the demographic composition of the research participants. As a Masters thesis, the scope of the work was narrowed to include international students (or spouses of students), effectively limiting the participant demographics to a relatively narrow age range of between 24 and 30. As a generation accustomed to mass media and new technology, the experience of an older generation immigrant may be considerably different from that of those included in this design, especially if change and adaptation proves more difficult with age. Those of a younger generation, arguably, are required to adapt more readily to their environment so as to secure a successful future life for themselves. Having already done this, a member of an older generation may find the transfer to a new host culture more difficult, and motivation to consume host culture media may be less significant.

The lack of considering a much younger generation, such as pre-teen children, may also pose a limitation. Such children may or may not be more sheltered by their parents with regard to host culture media, and therefore may or may not have a very different experience with mediated language acquisition. At the same time, younger children still growing and developing may or may not be more suited to adaptation than those interviewed as a part of this study. Considering younger children would

be wise, though were not within the scope of this study.

Another demographic limitation is that all participants interviewed were either students or recently graduated. The possible intellectual advantage of those having experienced greater educational opportunities may offer a very different experience than that of an individual of similar age who has not developed a proficient capacity to learn. Although the latter may be intelligent, higher education offers opportunities to learn in many settings, which may offer an advantage. The author does not believe this to be a real issue due to the observation that much of the linguistic abilities acquired through the media occurred with participants before studying at a university. However, the penchant to learn things of this nature may be a characteristic of those who eventually pursue higher formal education, and therefore may be a limitation.

Another consideration which the author readily admits may be a more significant limitation is the religious preference of students involved in the study. Because of the heavy influence of the LDS culture, as well as greater opportunity for intercultural exchange while serving as or interacting with missionaries of the Church of Jesus Christ of Latter-day Saints, opportunities may have been present with this selected group of participants which may have been more difficult to come by among members of different religious denominations. Thus the possibility exists where a broader group of respondents may have relied more or less heavily upon media while acquiring a new language. The author hopes such religious underpinnings have minimal effect upon the results of this study. However, the author also admits the possibility of results which may be at variation with larger populations when a quantitative study is conducted with the purpose of generalizing the results among a broader audience of respondents. Because of the qualitative nature of this study, the author is confident that the results accurately portray and explain the process of mediated language acquisition as experienced by this specific group of participants, but further quantitative research is necessary before confidence in generalizability is possible.

Future Directions of Study

Among the countless directions of future study which may be undertaken by academic scholars relating to this research project, the author offers a few which may be most helpful to the body of research at large. The first and perhaps most critical is to test and refine the motivation cycle of mediated language acquisition. Although the author feels confident that this cycle accurately represents the participants of this study, the nature of qualitative research demands no more. Therefore a quantitative design which attempts to both test and refine the motivation cycle will be of inestimable value to accurately generalizing the findings of this study.

Additionally, the motivation cycle of mediated language acquisition should be applied to various circumstances and situations to determine its greater application and limitations. Examples of this include respondents of greater age ranges and differing generations, respondents of differing classes of social status, respondents of differing occupations, etc. Assuming the cycle itself is not limited wholly to students, the extent to which the motivation cycle applies should be explored for greater understanding.

Even further, the motivation cycle of mediated language acquisition could be modified and adapted to other applications as well. Instead of a focus on motivation as a media construct, it could be applied to interpersonal communication within the language acquisition process. The motivation cycle could also become a construct of education within the language acquisition process, to determine whether it still has valid application to those learning languages in academic settings. Furthermore, the motivation cycle could be modified and applied to other areas of study entirely – theoretically to any research study incorporating motivation as a construct in which some knowledge could be acquired. Such areas could include learning to cook from the cooking channel, learning a craft from an art channel, or learning a new skill from a home remodeling television show. Non-media scholarly research could be included as well, such as examining the motivation of new employees to learn the

internal corporate operations of the new company in which they find themselves. The possibilities are open to be explored.

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Appendix A – Initial Interview Questions

The following questions were initially selected as the base from which to begin the interviews with selected participants:

1. What kinds of media (television, radio, newspapers, etc.) did you use most in your home country? How often did you use it/them? Why did you use it/them?
2. What genres did you usually watch/read/hear on the media in your home country? (i.e. entertainment, news, sports, etc.) Please be specific. How often did you use it/them? Why did you use it/them?
3. Did you ever view/read/hear American media content in your home country? If so, please describe in detail. What media? What genres? How often? Why?
4. What kinds of media (television, radio, newspapers, etc.) do you use most now here in the United States? How often do you use it/them? Why do you use it/them?
5. What genres did you usually watch/read/hear on the media here in the United States? (i.e. entertainment, news, sports, etc.) Please be specific. How often do you use it/them? Why do you use it/them?
6. How well did you speak English when you first arrived in the United States (On a scale of 1-10)?
7. How long would you say it took you to learn English? What things helped you learn the most?
8. Do you think you had to try more or less to learn English compared with others? Why?
9. Have the media (at home or American based) made any difference in your learning of English? If so, please be specific.
10. Do the media currently make any difference in how you speak English (after having a feeling of fluency in it)?

11. What other things have influenced your learning of English? Please be as specific as possible.
12. Do you recall any specific media content which helped you learn English in any way (or otherwise prepare you to come to the United States)? Please describe as many as you can recall.
13. Do you recall the first time you really started to understand English media (or one of the earliest significant experiences)? Please describe it with as much detail as possible.
14. How well do you think you currently speak English (On a scale of 1-10)?
15. Now that you speak English, do you prefer American media, or media from your home country/language? Why is that your preference?

Appendix B – Final Interview Questions

After several revisions, the final survey questions resembled, yet differed significantly from the original. The final list of questions is listed as follows:

PRE-INTERVIEW CONSENT

1. Do you understand that this interview is completely voluntary?
2. Do you understand that this interview is being recorded?
3. Do you understand that this interview will be used only for research purposes and your information will be kept completely confidential?
4. Do you give your consent to be interviewed?

DEMOGRAPHICS

1. Please tell me your age.
2. Please tell me your nationality / country of origin.
3. Please tell me what other language / languages you speak.
4. Please tell me your occupation.
5. Please tell me how long you have lived in the United States.

INTERVIEW QUESTIONS

1. What kinds of media (television, radio, newspapers, etc.) did you use most in your home country? How often did you use it/them?
2. Did you ever use American media in your home country? Please describe in detail. What media? What genres? How often? Why?
3. How much media was American versus local? How much of it was in English versus your native language?

4. How well did you speak English when you first arrived in the United States (On a scale of 1-10)?
5. How long would you say it took you to learn English? What things helped you learn the most?
6. Do you think you had to try more or less to learn English compared with others? Why?
7. What sort of formal education (i.e. school) have you had in helping you learn English? What kinds of things did you study? For how long did you study? Did being in school make you feel more or less motivated to learn?
8. What role have the media (at home or here) played in your learning of English? Please describe and be specific.
9. Do the media currently make any difference in how you speak English (after having a feeling of fluency in it)?
10. How motivated have you been to learn English over the years? In School? Here in the US?
11. How confident did you feel trying to speak to others while learning? How did you feel about others trying to give you correction? Do you think that helped you learn faster or slower?
12. Was your plan ever to use the media specifically for learning English? (Or was it more a natural side-effect of just using the media?)
13. How did feelings of discouragement or satisfaction affect your motivation to learn English?
14. What other things have influenced your learning of English? Please be as specific as possible.
15. How well do you think you currently speak English (On a scale of 1-10)?
16. Now that you speak English, do you prefer American media, or media from your home country/language? Why is that your preference?

17. Is there anything else you would like to add, or anything I did not touch on that I should have?

Appendix C – Interview 1 [Male Participant]

CONSENT

Me: To begin with, do you understand that this interview is completely voluntary?

Participant: Yes, I do understand that.

Me: Do you understand that this interview is being recorded?

Participant: Yes, I do understand that.

Me: After all that I should hope so. Do you understand that this interview will be used only for research purposes and that your information will be kept completely confidential?

Participant: Yes.

Me: Do you give your consent to be interviewed?

Participant: Yeah, I do.

Me: Thank you.

DEMOGRAPHICS

Me: Please tell me your age.

Participant: I am 24.

Me: OK. Please tell me your nationality or country of origin.

Participant: I am from Honduras.

Me: From Honduras. Please tell me what other language or languages you speak.

Participant: I speak Spanish, English, and I'm learning Hebrew...

Me: Are you really?

Participant: ...yeah, and a little bit of the Mayan dialect from my mission.

Me: Modern Hebrew or Biblical?

Participant: Both. I'm interested in both.

Me: I took two semesters of Biblical Hebrew and I loved it.

Participant: Yeah.

Me: Please tell me your occupation.

Participant: I am studying Biology – Microbiology.

Me: OK. Wonderful. OK, now to the heart of the interview. I may take some notes here and there just to help me pursue a particular topic.

Participant: OK.

INTERVIEW

Me: The first question is what kinds of media, such as television, radio, newspapers, internet...what kinds of media did you use most in your home country, in Honduras.

Participant: I personally watched more movies and internet, more than anything else.

Me: OK. Was there much, or more satellite there, or cable?

Participant: There is cable TV, we just don't watch it as much, we mostly watched movies.

Me: OK. How often would you say you watched movies?

Participant: Very often. Probably once a week, or twice a week.

Me: As in going to a movie theater?

Participant: Going to a movie theater. They're really cheap down there.

Me: OK.

Participant: We would go to a movie theater like, once a week, or sometimes just like, rent movies and watch them at home.

Me: OK. What was the primary purpose for going to watch the movies.

Participant: Family and entertainment.

Me: OK, so to spend time with family, to socialize, as well as entertainment.

Participant: [agreement].

Me: What genres did you usually watch?

Participant: None. Nothing specific. It was just every genre. I enjoy more kids movies, like animations, more than anything, but we didn't really have any real specific genre.

Me: OK. What about, as far as local media, aside from the movies, did you watch a lot of news, or sports, or things on television much?

Participant: Not so much news – sports sometimes.

Me: OK. Is there anything specific you remember following constantly or having a great interest in on a local scene?

Participant: I'm not sure if I understand the question.

Me: Like maybe local politics that caught your interest, or a favorite sports team that you followed, or a particular series of movies, like the Lord of the Rings series had 1, 2, and 3, or anything along those lines that caught your interest?

Participant: The Lord of the Rings, a little bit of Harry Potter...more Lord of the Rings. Teams that I followed, it was more the national country when they played, more than any other sport.

Me: More national?

Participant: [agreement]. When the country played.

Me: OK. And those genres, again you said it wasn't so much a specific genre, but the few that you mentioned, was that – like the sports team, for example – was that maybe once a year, was that every few months?

Participant: Every few months. Tours, like the World Cup is every 4 years, but 2 years before the World Cup teams start playing games to qualify for that, and they play...I don't know, every month, sometimes twice a month or something like that.

Me: OK, anything else along those lines, or similar?

Participant: Well, every time there was a movie that had a sequel, like the Lord of the Rings, if we liked the first one, if it was like something that interested us, we always watched the rest of them. We did it with Harry Potter, we did it with the Lord of the Rings, Pirates of the Caribbean...I can't think of any others, but I'm pretty sure...Toy Story...movies like that. Shrek, we saw all 4 of them.

Me: Were your purposes in viewing those specific genres, were they similar to the kinds of media that you used, with the socializing, the entertainment value for them...your reasons for watching those specific genres, I guess?

Participant: We enjoyed just doing it as a family, and since it was cheap, it was like a cheap thing we could do together every once in a while.

Me: Did you ever view, or read, or hear, American media content while you were in Honduras?

Participant: Oh yeah, movies.

Me: Mostly movies?

Participant: Yeah, movies were...all the movies that we saw were pretty much American. We had cable TV, but what we loved watching more on cable TV was like, the Discovery Channel. We didn't have as much interest in other things, but we watched a lot of Discovery Channel...some...sometimes something entertaining...I don't know, we watched America's Funniest Home Videos.

Me: Were all of these translated into Spanish?

Participant: No. We watched them in English.

Me: You watched them in English?

Participant: [agreement].

Me: OK.

Participant: I was learning English, I studied a little bit in elementary school and I liked...one of the reasons why we liked the movies like that in English because I wanted to learn...everyone in my family as well.

Me: What percentage would you say of the media that you watched or read was in Spanish versus English. That's a tough question, I know.

Participant: That is a tough question. But it would depend. Movies it was 100% English. Probably 90, sometimes we would see one in Spanish when it was made in Spanish, but very few. There was...I was constantly, I would say almost 100% English. As where TV would probably be 60 / 40, or 50 / 50.

Me: 60 being Spanish?

Participant: English.

Me: Oh, 60 being English? So there's quite a majority all around then.

Participant: Yeah. When you have cable TV then you have mostly English channels.

Me: Wow, OK.

Participant: A lot of these channels have subtitles, or movies have subtitles. Whenever you go, the way that you get the language, is that all of these movies have subtitles in Spanish, so every time you go to watch a movie at the movie theater it was in English, but there were subtitles in Spanish.

Me: So would you say that maybe the primary method of learning through the media would be through repetition?

Participant: [agreement].

Me: So there wasn't any kind of method, or I guess you could say there wasn't any kind of plan of attack in learning English through movies or anything like that.

Participant: No, I guess the most things I got out of movies was the cultural aspect of English.

Me: OK, good, good. What kinds of media do you use most now here in the United States, movie versus radio versus television?

Participant: Mostly internet.

Me: Mostly internet?

Participant: Yeah, mostly internet, more than anything else. But movies still.

Me: How often would you say you use those kinds of media.

Participant: Oh, internet every day.

Me: OK. About how many hours a day? 2 hours, an hour?

Participant: Depends on the day, but it averages between 1 and 4 hours. It depends on the day.

Me: And for movies?

Participant: Movies? I don't know, some weeks it could be between 1 and 3, or 1 and 4.

Me: OK. Do you still watch movies in Spanish very often?

Participant: No. It's entirely in English.

Me: What causes you to have those preferences? I'm assuming the internet is mostly school related.

Participant: Yeah, I do research a lot, and use it for buy stuff for the house, commercial.

Me: And movies primarily for entertainment and social[izing].

Participant: [agreement].

Me: OK. Here in the United States, has there been a change in what genres interest you, or has it been pretty consistent?

Participant: It's been pretty consistent, the only change has been that I pay more attention to ratings.

Ratings work different down there. Not always would a rated R movie over here be a rated R movie over there.

Me: OK. How well would you say, on a scale of 1-10, did you speak English when you first got here to the United States. 10 being the best. 10 would be you speak fluently, 1 would be you speak nothing.

Participant: 10.

Me: 10? And did most of that learning of English come from early elementary study and then media later? Did you serve a mission in the United States?

Participant: Both. No, I served a mission in Guatemala. So it was mostly education and media.

Me: And your education in English was in earlier years?

Participant: Yeah, it was from like, 1st grade to 6th grade.

Me: OK. And it laid a pretty solid foundation in English?

Participant: More in grammar. But more in the speaking and everything was whenever I had the chance to talk to someone, other than movies.

Me: Did you know very many people in Honduras that spoke English that you could converse with?

Participant: No, not really, no.

Me: How long would you say that it took you to learn English? And what things helped you learn the most in that process?

Participant: The things that helped me the most were definitely the media and speaking with other people whenever I had the chance. When I served my mission, whenever I had American companions and I got the chance I'd speak with them. And it also helped that I laid a foundation of grammar in my early life from 1st to 6th grade.

Me: You can count schooling if you want, but how long would you say it took to learn English?

Participant: I would count schooling, and it took about 15 years, I'd say.

Me: Do you think you had to try more or less to learn English compared to others.

Participant: That's a hard question also because I started so early that... and I was so into trying to learn it even when I was little, that... I don't know if it was because I was talented at learning English or because I really tried hard, so I couldn't say. But from my youth years it was fairly easy already.

Me: Again using our scale of 1-10, what would you say your level of motivation to learn English was?

Participant: 10.

Me: 10? You were just thrilled to learn it, huh? Did that remain constant over the years?

Participant: Yeah, pretty much.

Me: Excellent. Have the media, either at home or here in the United states, made any different in your learning of specific parts of English?

Participant: Yes they have. It has helped me in many aspects, such as how you say things. For example, in English we say to throw a party, whereas in Spanish it's to make a party. Little things like that, like how to say things in English, how to convey them. It's helped a lot in that.

Me: So would it be accurate to say that the media helped you learn more of the slang, or common speech, as where a text book would be more structured.

Participant: [approval]. The structure was definitely from my schooling years and from talking to other people, but the way to say things, just because it changes, like in Spanish we say there is a lot of sun, but here we say it's sunny. When you start learning language something you do a lot is you start translating what you would say in Spanish into English, even though it doesn't make sense. Like here we would say prince charming, but in Spanish it's blue prince. So things like that it helps a lot to have reference, whether it would be talking to someone else and them correcting you, or hearing other people, or hearing movies. When I was in Honduras, the most exposure I had was while watching movies, but here it has been talking with other people.

Me: How well would you say the media prepared you to come to the United States?

Participant: It prepared me well. It was funny because when I went to my mission, both media and my mission helped me before I came here, but now I came here I'm confident enough. Both media and my mission helped a lot.

Me: Do the media still have an influence on how you speak English now, even after having obtained fluency, even after being fluent in English, do the media affect how you speak it?

Participant: Not how I speak it, I guess understanding more than anything. The one thing that affects more how I speak right now is people I'm involved with, because sometimes I will still say something that is different and they will correct me.

Me: So people are able to provide that instant correction that movies can't.

Participant: [approval]. Yeah. That's the thing, because I work in the lab at BYU and I have asked them

whenever I say something, correct me. So that helps a lot, but with movies you have to be aware, you have to be really paying close attention and sometimes you don't. Right now I just do it...before, earlier in my life it was more learning, I wanted to learn, but now it's more entertainment.

Me: So the media played a much greater role early on in learning and now it's...

Participant: And now it's pure entertainment.

Me: What other things have influenced your learning of English? You mentioned your mission, and media was a great component of it...are there any other specific things that influenced your learning.

It's like from the 3 you mentioned, I guess, were the education, mission, and media.

Participant: People. Talking to other people. Media influences not how you talk the language...I guess in my case it did because I listened and tried to repeat just as I listened, and I think that that is one of the things that I had an easy...I don't know how to say this, but it's been easy for me to repeat the things I hear the way that I hear them.

Me: Would you say that pronunciation was a big part of what the media helped you with?

Participant: It helped a lot, because I was able to hear how the people said things, but the speaking part was more when I talked with other people, and the media wasn't able to provide that.

Me: I'm starting to formulate a process of how I understand that you learned English, so I'd like to lay this simple process out, so tell me if I'm right or wrong. Is it kind of like in the early years, with your schooling, your education in the classroom, you could learn the structure and be exposed to English and have a teacher that could provide some correction and some direction, but it was the media that helped you kind of learn the pronunciation and cultural components of the language and how to phrase things more common and not so much text book style, but it was interacting with people, though, that provided correction to you on specific phrases and ways to say things before coming here to the United States?

Participant: Yeah, I would say. The only correction I would think is that both media and text book, or

my elementary school education were the things that set the foundation while the thing that actually enhanced it, or made it more firm, was just people. Whether it was in my mission, or...I had some cousins that lived in the States and sometimes they went down to visit and I made sure I would speak English with them.

Me: It sounds like you were extremely motivated. Do you recall any specific media content that helped you learn English, like a specific movie that was a breakthrough for you?

Participant: No, not really, it was little by little. As I started watching movies I would pay attention to sub-titles and then after that I hated sub-titles because it wouldn't translate things the same. You lose a lot of what the movie said when you translate things just because you try to translate how you would say it in your language, not a literal translation. So...but I can't really say that like, "after this movie it made a big difference."

Me: So there wasn't some kind of major "click" in your brain when the media...

Participant: No.

Me: OK. Do you recall the first time that you really started to understand English movies, aside from sub-titles, do you recall a first instance when you really "got" a movie in English when you were in Honduras still?

Participant: I don't think I could say that because now I've watched some movies that I watched before in Honduras, but now I can understand it better than I did before. Even though I understood it and I got the general idea, there were like, little things that I had missed because I didn't know better yet. But now that I see it, it's like, oh, I've missed a lot of details before.

Me: They've replaced some of what you remember from the previous experience?

Participant: [agreement].

Me: I think I probably know the answer to this, but how well would you consider yourself speaking English now, on a scale of 1-10?

Participant: Well, I'm still trying to learn, but I would consider myself proficient. Either a 9 or a 10.

Me: Alright, this is the last question. Now that you speak English, I think we may have covered this, but do you prefer the American media, or media from your home origin, from Honduras for anything? I guess to phrase this better, you have American media which you started watching in Honduras, obviously, and then media from Honduras I guess, is there a preference, is it completely 1 sided to American media or do you have any preferences towards Spanish-based media?

Participant: It depends on what is the media. When it comes to movies, American. We don't have as much resources and the only Latin American movies that are not necessarily from Honduras I don't think I like. I hate soap operas. Las TelaNovelas, I hate them. But when it comes to sports, I would rather watch sports in Spanish than in English, it's much more entertaining...I don't know, it's better.

Me: Would you say the preference hangs more on the genre, or the kind of media, like internet versus movies? Does that make sense?

Participant: [hesitation].

Me: So does your preference hang more on the genre, like movies versus sports, versus politics, versus umm....

Participant: No, it's just like, who portrays it better. Movies are definitely portrayed better over here. American movies are better portrayed than any other...and I've seen a lot of international movies, and I've seen some that I like a lot, but definitely American movies, American style of film I love more. So it has to do with who does a better job a what. And I hate the way that commentators in sports of English...it's so boring. Whereas if you watch it in Spanish it's so much more entertaining.

Me: Do you think that would be the same case if you were reading a newspaper in English versus Spanish? Or maybe listening to it on the radio?

Participant: I don't know...I think I would...I don't know. I really don't know. Because I don't do that as often. I wasn't a newspaper reader over there, and I wasn't as much over here. And when it comes to

literature, I like both, in Spanish and English.

Me: OK. Is there anything else you'd like to add? You have kind of an open mic here if there's anything else you'd like to maybe inform me a little more on, something I didn't cover that I should have, or something that comes to mind that could help in this conversation in general.

Participant: I guess that what helped more with the understanding, what helped more with the foundation in my education was understanding with movies and media, but with speaking was people. So it was kind of like a combination of all of them. But interestingly enough they came at different periods of my life, because I wasn't able to speak as much as I have been over here, but it was really helpful that I already understood a lot or pretty much everything.

Me: Do you think it would have been significantly harder to learn English through the media if you didn't have your education background in school?

Participant: It would have been a little bit of a struggle.

Me: But you still would have done it, though?

Participant: I think so. I think so. I was really motivated...for some reason when I was a little kid I really wanted to learn English.

Me: That's wonderful.

Participant: So I think had I not had the opportunity I would have [still learned from the media], but it definitely played a really big role in my life, having that foundation was really helpful, I would have struggled.

Me: Well, I think that is it, I hope that if anything comes to your mind and you're willing to send me a quick email or give me a quick phone call that you wouldn't hesitate to do it. Thank you.

Appendix D – Interview 2 [Female Participant]

Me: Do you understand that this interview is completely voluntary.

Participant: Yes

Me: Do you understand that this interview is being recorded?

Participant: [approval]

Me: Do you understand that this interview will be used only for research purposes, and that your information will be kept completely confidential?

Participant: [approval]

Me: Do you give your consent to be interviewed?

Participant: Yes.

Me: Please tell me your age.

Participant: 26.

Me: Please tell me your country of origin.

Participant: I'm from Costa Rica.

Me: Please tell me what other language or languages you speak.

Participant: Spanish and English.

Me: And occupation?

Participant: Right now I'm at home.

Me: What kinds of media did you use most in your home country; television, radio, newspapers...any of those things, what did you use in Costa Rica?

Participant: I think I used most television.

Me: How long would you say you watched TV per day?

Participant: Maybe 1, 1 hour and a half hours a day?

Me: Why did you watch TV, was it for entertainment, social reasons, news...?

Participant: News. Watching the news.

Me: Do you know what a genre is?

Participant: No.

Me: OK, a genre is a kind of program, or a kind of thing, like news is a genre, sports is a kind of genre, fantasy is a kind of genre, comedy is a kind of genre...

Participant: Oh, OK.

Me: What was your favorite kinds of genres in Costa Rica? What did you typically watch, or hear, or read in Costa Rica?

Participant: Researches, or medical and scientific.

Me: So more like realistic type programs, not fantasy but maybe reality-based programs?

Participant: [approval].

Me: Why did you like those more than the other things you watched?

Participant: I think they are very interesting to me, like the Discovery Channel.

Me: Discovery Channel especially?

Participant: [approval]. Yeah, Discovery Channel, National Geographic, or Animal Planet...all those.

Me: Did you ever watch any other American television programs in Costa Rica?

Participant: Yeah, actually those were all translated into Spanish.

Me: OK, were there any other things you watched that were American based and translated into Spanish?

Participant: Movies. But I think that's part of television.

Me: OK, so the American media that you watched was mostly the Discovery Channel, right, or National Geographic type things, right?

Participant: [approval].

Me: What would you say is the ratio, or the percentage, between American media and local media that

you watched? Was it maybe 10% American media, 90% stuff in Spanish, from Costa Rica, or was it more 50/50 maybe...?

Participant: I think it was a 50/50.

Me: About 50/50?

Participant: Yeah.

Me: Was the American media you watched pretty much all translated into Spanish there?

Participant: Yeah.

Me: Did you ever watch any English media down there, English television or English newspaper, radio...?

Participant: Music. And some movies, but they always had subtitles.

Me: Here in the United States what kinds of media do you use the most? Is it still television, or have you switched more to movies, or internet maybe?

Participant: Internet, and television.

Me: How often here in the United States do you watch TV or use the internet?

Participant: Every day, both of them.

Me: How long per day?

Participant: It depends on the day, but it could be 4 hours, 5 hours.

Me: Both of them together?

Participant: Yeah. Sometimes I just leave the TV on, or the computer on, so I can use both of them.

Me: How long would you say you are sitting down and paying attention, really focused on television and internet per day?

Participant: 3 hours.

Me: Do you still watch the National Geographic-type programs here in the United States? Is that still your favorite genre?

Participant: Yes.

Me: Have there been any changes in... any other things or kinds of interests that you like to watch here that you didn't watch as much in Costa Rica?

Participant: Well now that I understand more English I watch more like, serious, or different kind of shows. Food Network, or TNT, or movies now in English...I read the sub-titles.

Me: How different is American media in Costa Rica from American media here in the United States? Are there differences in ratings, differences in how they portray special groups...what other differences would you find if you watched the Discovery Channel in Costa Rica versus the Discovery Channel here, is it basically the same content in different languages, or are there other differences?

Participant: If you watch the Discovery show, it's exactly the same, just translated. There is no differences. But with the news, if you watch the news, you can see a different type of interaction of the people who are talking, how they present the news, or their comments.

Me: Can you think of any specific differences that stand out to you...any examples maybe?

Participant: I think in Costa Rica they are more joking, and smiling...[here it is] different, more formal. I like both, but I think that's one difference.

Me: Thank you. Anything else that stands out to you?

Participant: I like from here is that they don't present so much bad news...like really bad news. But over there...well, I think that the reason is that more weird things happen over there.

Me: Do they have censorship laws in Costa Rica where they can't show certain things on the news, or...like in the United States they can't show certain [recording blip] and things like that...do they have laws like that in Costa Rica?

Participant: Yeah...censor....what is it?

Me: Censorship.

Participant: Yeah. I think here in the United States people are more conservative, which I like. Like the

way people dress and stuff.

Me: Has the content of the media changed because of these differences...what you're interested in, what you like to watch, has that changed because of the differences between Costa Rica and the United States?

Participant: Yes.

Me: So do you like the news less now because of those, or more now because of those, or do you like the Discover Channel more or less because of any differences between Costa Rica and the United States?

Participant: I think it's the same. It's just my...because the news I like to watch [unintelligible]. And Discovery things are always the same, I don't think that has changed much. But yeah my perspective of them, my points of view are different now that I understand.

Me: How well did you speak English when you first came to the United States, on a scale of 1-10, 1 being nothing, 10 being completely fluent, in your own opinion.

Participant: If I could say 0, I would say it. I never had spoken English, yeah, I never spoke English before I got here.

Me: How long did it take you to learn English after coming here.

Participant: It's still going, but as a program, taking classes, 5 semesters.

Me: I assume part of that education was one of the main things that helped you learn English, right?

Participant: That is the reason why I came here.

Me: That's right. What other things have helped in that learning process?

[RECORDING FAILURE, REMAINDER OF RECORDING LOST]

Appendix E – Interview 3 [Female Participant]

Me: Do you understand that this interview is completely voluntary?

Participant: Yes I do.

Me: Do you understand that this interview is being recorded?

Participant: Yes.

Me: Do you understand that this interview will only be used for research purposes and that your information will be kept completely confidential?

Participant: Yes I do.

Me: Do you give your consent to be interviewed?

Participant: Yes I do.

Me: Please tell me your age.

Participant: I'm 25.

Me: Please tell me what country you are from.

Participant: I'm from Brazil.

Me: Please tell me what language or languages you speak aside from English.

Participant: Portuguese and a little bit of Spanish.

Me: Please tell me your occupation, or what you are studying.

Participant: Well right now I don't have an occupation. I just graduated.

Me: What kinds of media did you use most in Brazil when you were at home? The kinds of media would be television, radio, internet, music, books.

Participant: TV the most, and then radio.

Me: How often did you use them back home in Brazil? How many hours a day or how many days per week?

Participant: Well the time I was there I was more like, a teenager, so...TV per week, I would say...TV

around 5-7 hours a day. And then radio I would say 3 hours a day.

Me: Why did you like TV and radio the most?

Participant: Radio for the music, mainly. And TV for soap operas.

Me: So were soap operas your favorite kind of genre to watch? You know what I mean by genre?

Participant: Yeah. Brazil is known to have good soap operas.

Me: Is that what you watched most, soap operas?

Participant: Yeah. And some news...some...but not a lot. Like once a week they would have the news.

Me: Why did you like the soap operas and the news.

Participant: Soap operas because everyone watches. Here it's more TV shows that people watch, but in Brazil we don't have that many TV shows. But we have more soap operas.

Me: So was it sort of to be more involved with the social aspect of it, you could talk about the shows...?

Participant: Also we enjoy watching TV. But it's because we didn't grow up in a more family environment with outdoors and things.

Me: Did you ever watch any American television in Brazil, or hear American radio when you were in Brazil?

Participant: Yes, we had a lot of English...or American songs. A lot of the bands that the radio plays were American.

Me: On television was there any American TV shows that you watched?

Participant: Yes. Full House....Fresh Prince of Belair....Family Dinosaur. And now they're showing Lost.

Me: And those American programs that you watched, were those translated into Portuguese or were those all in English with subtitles?

Participant: Translated. So there was no subtitles.

Me: And the American music was that all in English?

Participant: All in English, yeah.

Me: What do you think, if you could come up with some numbers for the ratio between American media and Brazilian media, what would they be? Let's say 50/50 would be the same amount of American TV shows as Brazilian TV shows.

Participant: Do you mean what we watched, or more so what was available?

Me: Moreso what you watched than what was available.

Participant: What we watched was more Brazilian. Now I think they're having a little bit more than when I was growing up, but TV shows...I think there are a lot of American TV shows. Not the new ones here, but the old ones. So I would say there are more American TV shows, but people watch a lot of Brazilian soap operas.

Me: So would you say it was maybe 80% Brazilian media that you watched, or maybe 90%, 70%...?

Participant: Maybe like 75. 75% Brazilian. Maybe 80% Brazilian and 20% American. But radio is different. Radio would be more, I would say, around either 50/50 or 60% American 40% Brazilian.

Me: So maybe just a little more American music? [Approval]. So here in the United States what kinds of media do you use the most? Again, kinds being radio, television, movies, books...

Participant: Internet.

Me: What made the change?

Participant: The internet is faster here, and it's easier to watch shows on the internet.

Me: So now you watch most of your television on the internet?

Participant: Yeah. There's no commercials.

Me: How many hours per day do you use the internet here?

Participant: I would say...more than 5 hours a day. Yeah. More than 5 hours a day.

Me: And mostly to watch TV, or for research, shopping...?

Participant: TV shows and emails, or facebook to keep in touch with people. And research when I was

in school, but now that I'm not it would be more TV shows.

Me: So in Brazil you liked to watch soap operas a lot, and some news. What kind of genres to you like to watch here, or do you like to hear on the radio, or watch television shows on the internet?

Participant: TV shows.

Me: More of the sit-coms? [Yeah]. What made the shift?

Participant: My husband. And there is one more thing I forgot to mention about movies. Movies in Brazil mostly are American movies but all translated into Portuguese, no subtitles. So any movie it's going to be mainly like, 98% American.

Me: Do you watch a lot of movies here with [your husband] in the United States?

Participant: Yeah.

Me: OK, let me come back to that. When you first arrived in the United States, on a scale of 1-10, 1 being the worst, and 10 being the best, how well would you say you spoke English?

Participant: 4.

Me: Why would you say 4?

Participant: Because I didn't really know any English. I knew some because I studied back home, where I had to go after school to another school to study English for 2 hours a week.

Me: How long were you studying English in Brazil?

Participant: Well we started learning English when we were like, I would say 10. So then we had some English classes in school, but it's not enough for you to actually speak English. So after school I would go to another school twice a week for an hour, and that I did for around 3 to 4 years.

Me: So that was when you were in your younger teens? [Approval]. And is that most of the education that you got for English, or did you study more when you got here to the United States?

Participant: I studied more when I started college. I had to take EIL, or English as an International Language. I studied that for a semester.

Me: OK, so maybe a few years of grade school education in Brazil and a semester here in the United States.

Participant: Yeah. But I was an exchange student before.

Me: Oh, in High School?

Participant: Yes, for High School.

Me: And did you have to take English classes in High School as well?

Participant: Yes. Not to learn English, but for like, English literature.

Me: Did any of those experiences in education use the media to help you learn English? Did they have you watch programs, or have you go home and watch TV for so many minutes a day to learn English?

Participant: Here in the United States you mean?

Me: In either place.

Participant: In Brazil it depends on the school you go to. Some of them had you watch movies and some of them also had like, conversations.

Me: Was that in the schools you went to?

Participant: Not the regular school, but the one I went to after to learn English.

Me: How long would you say it has taken you to learn English? How many years?

Participant: Since I've been here in America, 7 years, I would say. The first year I didn't know anything. I had a host family and that helped me a lot. And the beginning of college I had EIL....so I would say it was 2 years living in the US to speak and understand, not perfectly....

Me: So would you say maybe 2 years is what it took to get by in English, but it takes several more years to feel like you're speaking more comfortably?

Participant: Yes. And to get the slangs, so after the 2 years you get them.

Me: Do you think you had to try more or less to learn English than other people? You personally.

Participant: Oh I had to try harder. But I'm comparing to my sister. But if I compare with maybe

other...say Asian cultures, then I think it came easier for me.

Me: Because there are more similarities between English and Portuguese.

Participant: Yes. There are more similarities.

Me: Yes, and a lot of the words are related.

Participant: Yes, both Latin based.

Me: Have the media either here in the United States or back home in Brazil, made any difference in how you've learned English?

Participant: In the US, now I've been watching more TV shows, I pick up some words I don't know. I can ask your husband what it means, so that like increased our vocabulary or slangs that you use. In Brazil I would say no, it didn't really help. Except music, the music makes you want to learn the lyrics for it, but I didn't have the desire to know what it meant.

Me: If we were to use our scale of 1-10 again, when you were at home studying English, how motivated were you to learn English?

Participant: 4.

Me: And after coming to the United States?

Participant: My motivation I would say 9 to 10.

Me: So it makes a difference being in a place where everyone else speaks English? [Approval]. Does the media still have an influence on how you speak English? You know how there are phrases, or slang sentences that they use in TV sometimes....do you know what I mean?

Participant: Usually I kind of avoid too much slang, I think. Actually I don't know, but I think people influence more than TV.

Me: And that's now that you speak English, right? [Approval]. Did the media play a greater role earlier when you were learning English? Did you try to pay more attention to programs for learning English?

Participant: Not really, because I had a host family so when I was learning English I would talk to them

and they would talk to me and I would learn more with interaction. I watched some TV shows and everything, but I didn't fully understand, but it's still like...I didn't ask much, what does that mean.

Me: What other things have helped you learn English? We've talked about education, media, people...has there been anything else that's helped you learn English?

Participant: No, I think those are the main things. Education, people, media.

Me: So if the media haven't helped a lot, have they still helped some at least?

Participant: Yes, they helped.

Me: We talked about some of the specific ways, but with some of the other people I interviewed the media have played a big role in how they learned English. It's OK if it hasn't with you, but if it hasn't, where does the media fall? You said it helped a little bit, but in what ways?

Participant: I think media helps on training your hearing. If you watched more, then you train more to hear English I guess. Yeah, it didn't help that much to me.

Me: Here's a question about that. Do you think maybe the media helps you to train your ear because when you're watching television the people are speaking at a normal, quick pace, as opposed to when you're learning English, people slow down and talk more slowly or things like that. Do you think that plays a role, or am I imagining things?

Participant: That's a good question. Let's see...

Me: If not, that's OK. Feel free to correct me.

Participant: When I was learning, my host family...I talked to them later and they said they spoke a little bit slower with me, but not too slow. Slow enough that I could pick up each word. TV is definitely faster...After I got married...TV has helped me learn new words and vocabulary, but before I was married I didn't watch that much TV in America because I had to study. So that's why sometimes it's really hard to say if the media helped me or not. I was encouraged to like, try and hear, but I try to read as well.

Me: So did television and TV programs...was that more of a helping role in your learning of English.

Not something that really made a difference but was just kind of supporting?

Participant: Yeah, I would agree. Maybe like an aid, but not a main source.

Me: Can you think of any specific television shows or songs on the radio that you heard or watched that helped you learn English? A time maybe when something clicked in your brain from watching a TV show or hearing the radio?

Participant: I don't think this will answer your question, but in the beginning movies were really hard to understand.

Me: When you first started watching movies in English?

Participant: Yes. And then songs...some words I understood still but not fully. Then later on, being in America helped me pick up more until it became easier to understand the songs and movies.

Me: Because it was training your ear?

Participant: Yeah. But like, now I can see that there is a big difference when I was learning up to now.

Me: Do you remember the first time when you really started to understand English television, or movies, or radio? Or one of the earliest times? Or was it too gradual?

Participant: It was gradual. After a year you can pick up some. Like, movies become a little bit easier, but it's still not completely...like I couldn't understand. And the 2nd year movies were much easier, and then songs came along a little bit. I would say like, 3 years.

Me: So that 3 years is about the length of time for the process to work for you to really feel comfortable with the media? [Yeah]. Let's use our scale of 1-10 again. Right now, how well do you feel you speak English?

Participant: 8.

Me: So now that you speak English, do you prefer American media content, or do you prefer Brazilian media still for anything?

Participant: If it's English, I would rather watch it in English if it's not translated.

Me: Why is that?

Participant: It's just weird to see the American and then hear them speaking Portuguese. And also like, meaning...even though you translate, meanings are different, or even jokes. Some jokes you translate not the same as you would say in English, and vice versa.

Me: So can you think of any specific genres that you prefer either in English or in Portuguese? Like news, or sports, or sitcoms?

Participant: I like news in Portuguese. Yes, I like to listen to...

Me: As opposed to news in English?

Participant: Yes, but like the TV program...the news program...I like more the Brazilian program than the English one.

Me: Why is that?

Participant: Oh, I just think the reporters are more fun.

Me: Do you still prefer soap operas in Portuguese?

Participant: Oh yes. No American soap operas. But also like the sitcoms, the Americans are way better, so like yes, I think they do funny sitcoms, and all the TV shows.

Me: And for the rest of it, is the difference whoever created it, it's better in that language? So if with movies, if it's an American movie it's better in English, if it's a Brazilian movie it's better in Portuguese?

Participant: I guess it depends on the plot. It's just like, there are way more American movies and it's hard to compare to Brazilian movies. Because there are not that many. So like, the American movies there is more variety to pick from, and...I don't know about quality.

Me: OK. Is there anything else that you can think of that could help me in understanding how the media helped you learn English? Anything that maybe I should have asked but I didn't that you would

like to share?

Participant: I think it depends on the person a lot. The media can help or can not.

Me: OK, what do you mean?

Participant: Because some people do better to interact with people to learn English, and other people pick up very quickly from the media, like you have all the CD's like you can have to learn English....so

I think it depends on the person's motivation.

Me: So do you think maybe the way people learn might make a difference?

Participant: I never thought about that.

Me: I hadn't either until just now. You brought it up for me to think about.

Participant: It could be to...to think about the way we grow up. If someone is used to the media...because I didn't grow up with like, having computers all the time, it came later in my life, then it might have influence as well.

Me: Thank you. Did you have any other last thoughts or comments?

Participant: I don't think so.

Me: OK, thank you very much.

Appendix F – Interview 4 [Male Participant]

Me: The pre-interview consent questions are as follows: Do you understand that this interview is completely voluntary?

Participant: Yes.

Me: Do you understand that this interview is being recorded?

Participant: Yes.

Me: Do you understand that this interview will be used only for research purposes and that your information will be kept completely confidential?

Participant: Yes.

Me: Do you give your consent to be interviewed?

Participant: Yes.

Me: Please tell me your age.

Participant: 25

Me: Please tell me where you are from.

Participant: Brazil.

Me: Please tell me what other language or languages you speak other than English.

Participant: Spanish. We speak Portuguese in Brazil.

Me: You speak Spanish too? [Yes] So Spanish and Portuguese in addition to English?

Participant: Yes.

Me: Tell me your occupation.

Participant: Student, right now.

Me: What are you studying?

Participant: Information technologies.

Me: OK. In Brazil, what kinds of media did you use the most? Kinds meaning television or radio,

movies, internet...what type of media did you use the most?

Participant: Internet and movies, pretty much. I'm not a big fan of radio and TV.

Me: Why mostly internet and movies?

Participant: Movies because I love movies. Mostly for entertainment. And internet is...I don't know, I just love computers, and I think internet with computers.

Me: Did you watch television programs on the internet in Brazil?

Participant: Not that much. Television for me, even here, is for movies pretty much. Even in Brazil I used to watch, when I was younger, I would watch MTV a lot, and some other TV shows, but I wouldn't spend too much time on TV shows.

Me: Do you understand what I mean by genre?

Participant: Yes.

Me: OK, what genres did you usually watch when you watched movies?

Participant: Movies were action, drama, suspense, and comedy.

Me: OK, so you had a nice broad range there. Was there anything in particular you did not like?

Participant: I don't like terror...and dirty movies.

Me: While you were in Brazil, did you ever watch American movies?

Participant: 100%.

Me: Was the internet usually in Portuguese, or did you ever look at American websites?

Participant: Both. All movies you guys have here we have in Brazil, too. I used to go to the movie theaters and they would have, you know, English, with subtitles in Portuguese.

Me: So most of the movies you watched were in English with Portuguese subtitles?

Participant: Yes.

Me: And it was that way more or less while you were growing up?

Participant: Yes.

Me: What would you say was the approximate ratio of percentages between American media and Brazilian media? You said the movies were almost 100% American, right?

Participant: Yeah.

Me: You didn't watch much television?

Participant: TV I think was half and half, 50-50 for TV. Movies was like 90% American stuff.

Me: And practically all of it was in English with Portuguese subtitles.

Participant: Yeah. And music...half and half.

Me: With what you used on the internet you said it was kind of split, you used Portuguese websites sometimes, English websites sometimes?

Participant: Yeah.

Me: Did you understand much of the English when you were using the websites?

Participant: Pretty much. I think sometimes, especially in the computer world, everything is in English...programming, coding, stuff like that. And that helped me a lot to get understanding, and everything I would do on the internet would be about computers, so we researched and tried to come up with the newest technology available and you had to go to the American websites. Brazilian sites are good, but most of them are ages behind.

Me: Is this stuff you did for school where you were learning about computers in school, or did you just enjoy computers?

Participant: Just a hobby.

Me: What kinds of media here in the United States do you use the most? Is it still internet and movies?

Participant: Yeah, internet and movies.

Me: You don't watch television too much?

Participant: Television we...I do watch a little bit more, but there's only one channel I watch, the Food Network. It has amazing shows.

Me: So the kinds of media you use hasn't changed much here in the United States?

Participant: No. Well, on the internet now I do watch more movies, and listen to more music. That has increased a lot.

Me: Do you think that's because technology has allowed those things to happen? It's easier? So now you find those kinds of media...or the different things you can see or hear through media are all coming to the same medium of internet?

Participant: Yeah.

Me: So you were already using the internet, and now it's all coming to you, right?

Participant: Yeah.

Me: Have the genres changed that you like to watch here in the United States?

Participant: No, it's pretty much the same.

Me: How different is American media in Brazil from here in the United States?

Participant: What do you mean?

Me: Let's take an American movie that goes to Brazil, let's say, how different are those...are there differences in ratings, or are people portrayed differently, do they cut certain kinds of things out, or are other things more allowed?

Participant: The rating system is completely different from here. Here you have PG, PG-13, that kind of stuff. In Brazil it goes by age, so this is for up to 13, up to 16, or up to 18. The violence is a bit more open. [inaudible portion due to background noise]

Me: So what do they base the ratings off of down there?

Participant: The sex content.

Me: OK. So did that change what you watched when you came here?

Participant: Not really, because I watch the same kinds of movies. The sex content [inaudible].

Violence I don't really care. I don't like extreme violence, when there's like blood spitting from the

mouth. But normal violence you see on TV is OK.

Me: Are there any other differences you can think of besides the rating system?

Participant: I think it's pretty much the same. The Brazilians media tries to copy everything from the United States. So the movies are pretty much the same. The music, we have all the famous bands and groups from the United States playing here in Brazil. So the radio like...you have stations where you can get 80% music in English, from England or the United States, and other Stations are almost all Brazilian, and others with half and half.

Me: So it's not so much that the media changes, it's just that the options are how much of which country or languages, English versus Portuguese, or even Spanish, I would suppose, right?

Participant: Spanish not so much, because people of Brazil don't like to be considered South American people, so they try to avoid Spanish as much as they can.

Me: I served a mission in Paraguay and was on the border of Brazil for 10 months, and half of the media was in Spanish and half in Portuguese.

Participant: Yeah, that's because of the border. When you leave the area it just...completely Portuguese.

Me: In your opinion, on a scale of 1-10, how well did you speak English when you first got here in the United States. The day you stepped off the airplane.

Participant: 4. I could understand, but the speaking part was hard.

Me: Did you take any kind of formal education in English before coming to the United States.

Participant: In the schools in Brazil it's part of the curriculum, to study a foreign language. So English is pretty much the option. Some schools offer Spanish as well. So you pretty much have the idea of English, but it's just like, the "to be" verb, pretty much...past tense, future tense, present tense, a couple words, how to make a....create a phrase, form a sentence. But it's just so you can have a basic overview of the language.

Me: How long was that, for a semester, or year...?

Participant: No, that's for the whole time you're in school, all the years.

Me: From how old?

Participant: From like, 10 years old until the time you finish high school.

Me: At 17 or 18?

Participant: 17.

Me: And you were part of that as well, where you started when you were about 10 until you were about 17 years old?

Participant: Yeah. But it's ridiculous the way they teach. The focus is...they know what English is, if they want to get a better education they go somewhere else, but they know what the language is and how the phrase works, and how the idea...how they think, and that's pretty much their main goal.

Me: Did that foundation in English help you when you would go on the English websites?

Participant: Yes.

Me: Was there anything else that prepared you or was it that school that helped you read the English on the websites.

Participant: My situation is kind of different. My dad used to have an English school in Brazil. I attended for a semester and then I stopped going. English wasn't my....I wasn't a big fan of English. My wife went to an English school course for 7 years, so she understood English really well. But my situation was just...the mission was my biggest contact with the English language. Pretty much all my companions were Americans...

Me: Where did you serve your mission?

Participant: Southern Brazil. So pretty much all...well, 11 out of 12 companions were American. And out of 11 I think 6... were like, greenies, new. So they had a very basic Portuguese knowledge, so pretty much all of our conversations would be in English.

Me: So they would try what Portuguese they knew, perhaps, and you would use what English you knew

to communicate?

Participant: Yeah.

Me: How effective was that? Did the mission help you learn English more than your education did?

Participant: Yeah.

Me: How long would you say, from your very first days in studying English at school, how long has it taken you to learn English...until you felt fluent or comfortable speaking.

Participant: Never.

Me: You still don't feel comfortable speaking?

Participant: No.

Me: Is it still a struggle for you?

Participant: Yes....sometimes, it depends on the subject.

Me: OK. And you said you're 25...so you're working on 15 years, roughly.

Participant: I don't consider that [unintelligible] at school as an indication to get fluent. It's just an idea of the language.

Me: OK. How motivated were you to learn when you were in school. 1-10 again.

Participant: 1.

Me: And on your mission how motivated were you?

Participant: A 10. 100%. I bought books so every morning I could wake up a half an hour early and study English.

Me: What made the change in your motivation?

Participant: I don't know. I thought, you know, I have a bunch of Americans here, my [mission] president is American, he's trying to get the Brazilians to learn English, and I just need to take advantage of all the things I have right now.

Me: So by far the most progress you made was in the mission where your motivation was a 10?

Participant: Yes.

Me: Do you feel like you had to try more or less to learn English than anyone else?

Participant: ...what do you mean by that?

Me: So anyone else who has had to learn English coming here to the United States...in your opinion, did English just come to you naturally, or did you have to work harder than other people?

Participant: I had to work harder. An example of that is my brother. He just like...you can say a phrase for him once, and he can repeat it for you perfect. No accent. I have to listen to that phrase 10 times to get it.

Me: And you think that's typical of most people, not just your brother, where you have to try harder?

Participant: I think it's most people. I dunno, I think it's very personal. Some people it's easier for them to learn another language. I have to work harder.

Me: Have the media, whether in Brazil or here in the United States, have they made any difference in how you speak English?

Participant: Yes. Always. The media help you learn the slangs, the day to day language, and everything that you don't get out of the books.

Me: So how would you compare the English that you learned in school versus the English that you got from the media?

Participant: In school you just learn just grammar. In the media you learn the fluency. You know, because it's one thing to like...in the school you say "I want to go." On the media you learn "I wanna go." You know, things like that. So school is like a robotic style speaking of the language, and the media is just like how you speak on every day basis.

Me: You said the media definitely made a difference in how you speak English, right? [Yes] Did it help you feel more comfortable speaking in English?

Participant: Yes. Because if I speak like the way they speak on the movies, you know, like, my fluency

of the language and the rhythm and all that stuff, I think people are gonna be like, wow, he speaks well.

Me: So it gave you more confidence perhaps?

Participant: Yes.

Me: That's interesting, I hadn't considered that yet.

Participant: Especially in Brazil, you think, the way they speak English in movies, and people thing like, that's the way they speak every day. That's there accent, you know, that's their everything. So when you learn the language, try to...at school....try to learn like movies.

Me: Do you feel like it's the same way with maybe radio, where everything is in English still, or is it different because it's set to music?

Participant: The radio helps a lot in the way like, understanding people speaking faster. Because you try to listen to the words that the singer singing, and you just try harder and harder and harder, and then it helps you like, to pick up some...because like when you're speaking with people here most of the time they don't speak like, the end of the words, you know? And the radio helps you get, just that sound. It sounds like this word. And they understand that.

Me: And to kind of fill in the gaps mentally, right?

Participant: Yes.

Me: Do the media continue to influence how you speak [English] even today?

Participant: Yes.

Me: In what ways?

Participant: Um. Vocabulary, now. Because I try to watch...or even though I like watching Food Network, I like watching Discovery, and they have all sorts of TV shows that like, one talks about boats, another one talks about cars, another one talks about like, animals in Africa...things like that.

And it just helps me get a better vocabulary.

Me: So maybe with some of those programs, like where the focus is on cars...Americans, they grow up

and over the course of spending decades in the United States, they learn about pieces of the car because they've been exposed to it so long, whereas you, you learned it in a different language, that helps to kind of provide a focus to you, where you can kind of learn about what the muffler is, or what the fender is, or how you say windshield and things like that...is that about right?

Participant: Yeah, the muffler and all that stuff.

Me: OK, so vocabulary is kind of the main thing that helps you at this point.

Participant: Yeah. Because you know, living here every day you face a different situation. You know, sometimes my car breaks down and I have to take it to the shop and all that stuff, and if I don't know the vocabulary for that specific situation, it's going to be really hard to go through, you know? Because probably the people are going to start talking to you and you're going to have no clue what they're talking about. And sometimes, especially when with very specific things like cars, you have to know the words. You can't just pick it up by the sentence. You need to know the words. And that's what helps me, is watching shows with very specific subjects. Cars, boats, food, and stuff like that.

Me: I have 2 questions for you, so before I forget them let me pose both of them to you so you can help me remember. The first would be, am I correct in saying that in Brazil American media helped you learn more how people normally speak, but here in the United States English media helps you learn more vocabulary.

Participant: The Brazilian side is correct. You get used to the sound of the language by watching movies, and you think, you know, that's the way they speak. Here there's vocabulary and you get to know how to think in English.

Me: So it adds a new dimension to it?

Participant: Yeah. Because...well, an example. My wife was trying to get into the communications program, and she was taking one of the prerequisites, and she wrote an essay and the professor said, you know the way you think is perfect, I love the way you write, the words, and everything, but it's not

fluent. The way you use the words, it's just like...it's like, raw. You use the words they way they are, but you have to learn to use them the way the Americans think. Do you know what...?

Me: Sure. I think so.

Participant: So by watching TV, and listen to radio and all that stuff, helps us to get this feeling. You know. Because...for example, the word get. When you "get," it's like, "Get this." So you kind of use get, and you have a million different ways to use get. And take is the same thing. You use "Take off."

Me: Right, "take a break," "get a clue."

Participant: Right. You don't learn that from the books.

Me: So now, that's what the media is help you do, to use those words in different contexts, the way we use them. [Yeah]. OK. How motivated would you say you are not to learn English, after...how long have you been in the United States?

Participant: 3 years.

Me: How motivated are you now that you've kind of gone through the worst of it and you can speak English now?

Participant: I think I'm still....still a 10. Because when we got here, we said, you know, if we're living here...if we have to live here, we have to attend an American ward, we have to try to do everything we can in English, so we can, you know, take advantage of this period here and learn as much as we can. So everything we do is pretty much in English. So when I take notes, I take notes in English. When I write...everything I write is in English now, everything I read is in English. I think I have like 1 or 2 books in Portuguese, and that's all. One of them is the scriptures, and one I think my wife bought when we were in Brazil a couple months ago. So...but everything else is in English...movies, English....radio....even music I've been trying to listen to more music in English than Portuguese because I want to learn as much as I can.

Me: How long has it been since you set that goal to do everything in English?

Participant: Well, 3 years.

Me: Since you got here?

Participant: Since we got here.

Me: Have you found yourself...now looking back on it 3 years later, has it been worth it?

Participant: Yes.

Me: Has it been frustrating?

Participant: Sometimes.

Me: But still worth it? [Approval].

Participant: Because even though I tried really hard to learn the language, sometimes you get to that point where you explain something but it's not the way that you do in your own language, you know, sometimes you feel, I know that he understood, but it's not the way that I want him to understand. It's just that sometimes you say like, I could have said this phrase, or I could have explained this in 2 sentences in Portuguese, but in English it took me 10 sentences. You know, sometimes you try to find the word, but you can't, so you use the first one that comes to your mind and because of that word you need to use an extra phrase just to explain that word.

Me: Yeah, I can imagine that would be frustrating sometimes. I'd like to paint a picture in your mind of what I understand from your situation, and tell me if I'm right or wrong. Early on, you started studying English in school. You weren't very motivated for it, but it gave you exposure to it. With that exposure, when you began to look through the internet, and especially for the websites that sparked your interest with computers and things like that...the exposure you had helped you understand some of what was going on on the websites and you probably had to look some terms up and things like that, but it gave you a great sense of exposure. So the media, or in that case, the internet, supported or reinforced what you learned in school, and took it a little bit beyond what you had learned in school. But it wasn't until you could actually speak with Americans in Brazil on your mission that you could practice what you

learned, and the things you learned in the media that were written down you could now practice, and the American missionaries you served with could correct you. I imagine even in the websites, written English, as probably in Portuguese, is not quite the same as spoken English. So I imagine there was probably some differences, even though it wasn't maybe academic English, it was still English that was written, and that was different than we speak it, so there was probably some trial and error going on, is that true?

Participant: Yeah, every day.

Me: So is that kind of idea of what I'm understanding correct, would you say? [Approval]. So the media kind of supported what you learned in school, took it a step farther, and prepared you to use it with people.

Participant: Yeah, that's the thing. You get the idea in school, the media helped reinforce that, and from that point on that's on you now, if you want to learn the language you just go for it. You know how it works now. If you don't want to learn the language it's fine. At least you are familiar with it.

Me: Do you think you could have gone straight from studying it in school to speaking with people, or was the media an important piece there.

Participant: I think you can have like, a very basic conversation from school. Basic, I mean, what's your name, where are you from, how old are you, my name is, the book's on the table, things like that. Just very basic. But they focus on kind of, introduction, you know. But how can you survive with like, I need to use the restroom, I'm hungry, I'm lost, you know things like that. But that's to this point [with school]. Beyond that, it's you.

Me: So do you think the internet, in your case, was sort of an important piece towards fluency.

Participant: Aaaahhhh...no. In Brazil no, it was just...it's kind of like to consolidate all you learn in school. Because you learn the "to be" verb, the past tense, the future tense, and on the internet you have to use all of that. And you see all the grammar in action and then say oh, that's the way how it works.

Me: So it sort of brought it all alive to you.

Participant: Yes.

Me: So how important was the media in your learning of English in general...that's really what I'm trying to get at here. Was it a key piece on your road to fluency?

Participant: Yes. I think it would be really hard to get fluency without the media...in general....music, movies, internet...it's really hard...

Me: Without those thing....?

Participant: Without those things.

Me: Why do you say that?

Participant: Because you don't get to get with American help 100% of the time, but you always have your iPod, you listen to...especially in school now, you spend lots of time on the internet doing research. And [unintelligible] when you're not with anyone, you're watching TV, or playing video games, and things like that. You always learn things.

Me: So it's extra exposure, then, on your own time, then? [Yeah]. So we've kind of talked about your education with English, the media, specifically, with English, and speaking with people. Has there been anything else that's helped you learn English along the road that we've left out.

Participant: Books. History books and things like that. I'm not a big fan of reading, but I do my reading, you know, and they help a lot. Because you know, as you said, the spoken language and the written language...they should be the same, but they're not. So when you read books it just helps you know to sort of keep your foot on the way it's supposed to be....maybe this is not used correct, this is the way it's supposed to be. And you have both sides of the coin, so it helps when you like, on a social situation where you have to speak, from the movies and everything, you learn how to speak, how the words are used, and all that kind of stuff. But when you're writing or reading, you know how this is the right stuff. So when I write, I need to use this, and not "wanna," and "gotta," and "aint," and things like that. So

the books help a lot on this side.

Me: What about culture. I'm back peddling a little bit to look at the cultural aspect. But in Brazil, when you have American media down there, language is not the only thing you are exposed to. The movies are in English with Portuguese subtitles, but there are a lot more things than just language...what sort of cultural things did you pick up from watching American movies or visiting American websites? Did it change the way you dressed, or the way you interact with people, or your personality, maybe?

Participant: Personally I think it's more like, the way you dress, things you eat. The way you speak and interact with people it's...not that much, but like, things you eat like, you know, hamburgers. Brazil you can have McDonald's, Burger King...things you have here we have there...Coca Cola...they all came from movies.

Me: You might not know the answer, but do you think the reason these American restaurants, the fast food chains, Coca Cola and things...do you think that the reason they have done so well is because they are constantly in movies or TV programs?

Participant: Oh, yeah.

Me: So it's kind of the constant exposure to it?

Participant: Yeah.

Me: Can you think of a specific movie you were watching, or a specific webpage you were on on the internet that helped you learn English somehow, where something in your brain turned on that helped you understand English better because of that movie, or that webpage, or that song, or whatever?

Participant: I don't remember the movie, but I was watching one once, and they were using "aint" a lot. Like, every 10 words. And I was just like, I can't understand...they use this aint every time. Every single time. And it was a different situation, different sentence...and then I remember I went online and I saw the meaning, and I tried to, you know...and every time that he would say something I would just like, OK, pay really close attention to that sentence and say, no, no, OK, now I got it. I don't remember

what it was, but it was some really old movie about southern United States or something.

Me: So you said in school your motivation level was about a 1, on your mission your motivation level was about a 10...

Participant: Yeah, because in school, it's like you have to learn the language. On the mission, it was like, it's my choice, you know, so I decided to learn the language, so it changed the motivation.

Me: Where do you think your motivation level was when you were watching the American movies?

Like that time when you were trying to understand the word ["aint"], you apparently were motivated enough to go home and look it up to understand it, but in general how motivated were you in that time of your life, do you think?

Participant: Uh...6, 7...6?

Me: It was enough, though, to at least look up words that were repeated?

Participant: Yeah. Sometimes you get like, phrases or sentences, or something that intrigues you, and you're like, that's interesting, and you try to repeat those lines so you can remember later and then to go try to find the meaning for it.

Me: Did you ever watch movies...most movies were in English with Portuguese subtitles, right? Did you ever watch movies that were in Portuguese with English subtitles?

Participant: I tried.

Me: For the purpose of learning English?

Participant: No, it was curiosity.

Me: OK, what do you mean?

Participant: I just wanted to see how they translate things from Portuguese to English.

Me: So was this after you had learned English?

Participant: Yes.

Me: And how did you feel about it?

Participant: It was all messed up. Because I was trying to read in English and I was listening to Portuguese at the same time...it was horrible.

Me: What about when it was translated in English with the Portuguese subtitles? After learning English, how did you feel about the translations?

Participant: I can't do it as well. It needs to be all English, or all Portuguese.

Me: OK, kind of the same problem.

Participant: Yes. So now I just...sometimes, especially like with Harry Potter, they have the accent...

Me: From England?

Participant: Yeah. I watch the English subtitles.

Me: Because the words sound different...?

Participant: Yes. The accent and all that stuff.

Me: And it's more difficult to understand then.

Participant: Right, yes. Most of the time I try to avoid the subtitles, so I can just [unintelligible].

Me: Do you recall, or can think about a specific movie or webpage where you really started to understand English, where it was like finally English was clicking for you, you understood it well enough where you finally felt like you got it.

Participant: Johnny Cash music.

Me: That was kind of "it" for you?

Participant: Yeah, I was kind of listening to it and, ah, yeah, I get it now, and I was able to listen to every single word, and understand every single word he was singing. It was kind of that country music, you know, and that helped.

Me: What did that do for you, that experience? How did that make you feel?

Participant: I don't know...happy? It was just that feeling like, you know when you work hard on things and you see the results, you just feel like, "aaaahhh." You feel like you have accomplished something.

Me: So kind of a positive reinforcement. [Yeah.] Did it help you feel more motivated?

Participant: Yes. Yeah, because from there I would try to listen to rap music, and all that stuff where they speak a little faster.

Me: On a scale of 1-10, in your own opinion, how well do you think you speak English now?

Participant: I think I...7.

Me: OK, why 7?

Participant: Sometimes I get messed up with the grammar still and when that happens I go back to the books and I just review everything. Sometimes I just forget words, things that I used to know and I don't remember anymore. So...but it's an everyday, step-by-step process of learning. Every day I learn new things and I remember new things...or old things that I used to know.

Me: Do you feel like you've kind of reached a point where you speak well enough that you don't have to try as hard anymore, or are you trying to get to a 100%, 10 fluency?

Participant: That's my goal. I want to go back home to Brazil knowing that I know the language as well as an American does. That's my goal.

Me: OK, good for you. Now that you speak English, do you prefer American media or Brazilian media?

Participant: That's funny, though, because now that I speak English I'm trying to pick up the Portuguese again, you know. And the media has been helping me a lot with that because I've been forgetting everything in Portuguese, especially grammar and how to write in Portuguese and everything. It's been horrible. Horrible. Because like in English, when you write words they don't have accents and things, but in Portuguese we have. But I don't know how to use them anymore. It's been 3 years that I've been trying to avoid Portuguese to learn English as much as I can, and now I'm at a point where if I don't watch myself I'm going to forget Portuguese. So every day now I go to a Portuguese news website and I try to read something in Portuguese.

Me: So is that more now because you enjoy it, or because it's more a study now to maintain?

Participant: It's both. Because I love Portuguese, and like, for me like, if you know how to use the grammar and you know how to use the words and everything, it just makes the language beautiful. And I try to do the same things with English, even though I wasn't a big fan of English in the beginning. But I find though, that if you want to learn the language you need to try hard, to sound like and to write like an American does. And I tried and started getting that.

Me: Are there specific kinds of programs or genres that you prefer in English versus Portuguese.

Participant: In Portuguese I like sports, to watch like, sports news. Because you know like soccer is really hard to get here. I'm not a big fan of American football.

Me: Is it because of the way sports are presented, or is it because you don't have as much access to worldwide soccer stuff?

Participant: Yeah.

Me: So it's more availability than presentation.

Participant: Yes. Because presentation, it's like, everything you guys do here we do in Brazil. We try to copy the American style news 100%. So the way you watch CNN, the Brazilians like they have the same reporter, same style...everything's the same, it's ridiculous. And sports news is like the same thing, but it's a different focus. In Brazil they talk more about soccer, and I like soccer, and it's really hard to get soccer here. Or then I have to watch Spanish news, and they talk about soccer. Or Italian. My wife speaks Italian, so sometimes I try to like, you know, "uuuhhhhhh." translate it because all my family is from Italy, starting from my Grandparents. So my Grandfather, he speaks Italian, but I don't. I have that idea, but it's...I try sometimes, but it's....it just reminds me of the process of learning English, and I'm not ready for that yet.

Me: Things like movies, or radio, is there a preference of language?

Participant: Movies....English.

Me: You prefer them in English now?

Participant: Yes. I can't listen to them in Portuguese anymore. Or even subtitles in Portuguese. It doesn't sound like, natural and real.

Me: OK, that was more or less what I wanted to ask. Is there anything that I maybe should have asked that I didn't, which you could help me understand better how you've gone through the process of learning English, especially how the media has played a role?

Participant: Media does have a role. And in Brazil there is like, lots of English schools, with people trying to learn English. And even though they study the language in high school they go to these English schools to learn. That's probably like, 80% of Brazilian people, are the people that have been trying to learn English. That happened to my wife. She spent 7 years going to community school to learn English, and her English is way better than mine. Even though she still has an accent, and it's really hard to lose. But her grammar and vocabulary and everything, it's way better.

Me: So the education provides the foundation, and then you can begin to build on that foundation with...OK, how about we make an analogy to a house. In your opinion, would it be accurate to say that education provides the foundation [yes], the media perhaps help you build the walls, some superficial things, and speaking with other people kind of fills everything in and puts the roof on, finishing out the house.

Participant: I think its speaking with people helps you build the walls and media helps you like put the coverings in.

Me: OK. Just out of curiosity, why would you pose it that way? Do you feel like speaking with other people is more structural with the walls, and the media kind of fills in some gaps?

Participant: Yes. Because when you speak with someone, you have that face-to-face... and it gives you like, the opportunity to ask, is this right, am I saying this correct, is this word better than this one...whereas on the media, when you're watching TV, you can't do that, you can't ask the TV why are

you using this word?

Me: So you get feedback from people and that helps you develop how you speak. But the media is more...kind of putting the icing on the cake, filling in the gaps that you've already got with your structure of speaking.

Participant: Yeah, because the media, especially like when you're watching the news...and that's because people are trying hard to use the English correct, and they don't use the same word twice....they try to use all the grammar correct, and when you speak to someone, that person won't do that. She's used to speaking this way, and that person won't change. You know, if she's used to using "wanna," instead of "want to," she won't change. She will just say "wanna, wanna, wanna," like that. Now on TV, you get all the different views, because that person she won't use the same word twice in a sentence. She's going to use a synonym. But still, even though it has the same meaning, it's a different word. And that helps us get this vocabulary, that fluency that we don't get from people sometimes.

Me: So vocabulary is one of the big ways that media help to fill in the gaps?

Participant: Yes.

Me: OK, anything else you would like to add?

Participant: No.

Me: OK, thank you for your time, we will end here.

Appendix G – Interview 5 [Female Participant]

Me: Do you understand that this interview is completely voluntary?

Participant: Yes.

Me: Do you understand that this interview is being recorded?

Participant: Yes.

Me: Do you understand that this interview will only be used for research purposes and that your information will be kept completely confidential?

Participant: Yeah.

Me: Do you give your consent to be interviewed?

Participant: Yes.

Me: Please tell me your age.

Participant: 25.

Me: Please tell me what country you're from.

Participant: Germany.

Me: Please tell me what languages you speak.

Participant: German and English.

Me: Please tell me your occupation.

Participant: Customer Service Representative.

Me: Please tell me how long you have lived in the United States.

Participant: Almost 2 years.

Me: What kinds of media did you use most in Germany? Kinds of media would be like, television, radio, newspaper, magazines, books, internet, things like that.

Participant: Television. And books.

Me: How much did you use those? How many hours per day, or days per week?

Participant: I would say watching TV probably 2 or 3 hours per day, and an hour reading a book.

Me: Why did you like television and books more than the other kinds of media that are out there.

Participant: Because you don't have to think about anything, really. With television you can just lay on the couch and watch.

Me: And books?

Participant: It's just for your own fantasy, or imagination.

Me: Did you ever watch any American television in Germany, or read any American books, whether they had been translated or not?

Participant: No.

Me: All of the media that your watched and read was based in Germany?

Participant: Yes.

Me: So it was basically 100% German media and 0% American media? Is that right?

Participant: I would say it's a question that sometimes we don't really know if it's an American show.

Me: Were there any American programs that were translated into German that you watched while you were there?

Participant: Some of them. Not that many.

Me: Here in the United States do you use mostly television and books still or do you use other kinds of media more now in the US?

Participant: I use more internet now than before.

Me: Why did you change to the internet when you came to the United States?

Participant: Because I have more time here than I had in Germany.

Me: OK. Why internet?

Participant: To connect with friends back in Germany and to just connect with people that you get to know here.

Me: How many hours a day do you roughly use here in the US?

Participant: Roughly 10 per day.

Me: How well did you speak English when you first came to the United States. If you were on a scale of 1-10 with 1 being the worst and 10 being completely fluent, how well do you think you spoke when you first got here?

Participant: I would say a 6.

Me: How long would you say it took you to learn English to where you're at now, how many years?

Participant: I started in 5th grade, so about 14 years.

Me: What things would you say helped you to learn English the most?

Participant: Television. And books.

Me: Why do you say television and books?

Participant: Television you hear the English you hear the pronunciation, and with books you read the words and can see the grammar.

Me: So you can kind of break it down as you're reading it I guess, and take it at your own pace?

Participant: Yes, and understand it better.

Me: Do you think you had to try more or less than anybody else to learn English? Did it come more naturally, or did you have to work harder for it?

Participant: I think it came naturally.

Me: You said you studied it when you were in school. How much formal education would you say you had? How many classes did you take, or how many years did you study it in school?

Participant: I would say 8 years. 8 or 9 years.

Me: Most of it through Elementary, Jr. High, High School equivalents in Germany?

Participant: Yes.

Me: Was it required?

Participant: Yes, it was required.

Me: How motivated were you to learn English when you were studying it in school? Let's put it on a scale of 1-10 again.

Participant: An 8.

Me: So did you actually enjoy it when you were studying?

Participant: Yeah. It just came naturally.

Me: So you said that television and books helped a lot in your learning of English, which is kind of curious to me because if you didn't get a lot of American media in Germany, explain to me, if you would, how they helped in that process. Was it after coming here to the United States, or did you use that as part of your curriculum in school, or....how did television and books help you in learning English?

Participant: It was just like, after I came over here I could work, and I didn't have anything else to do, so I watched TV and read books.

Me: So it was after coming here that television and books helped you learn English.

Participant: Yeah.

Me: So you said you were about a 6 on the scale when you came here to the United States at first. How much do you think the media helped you speak, to a level 8, or all the way to a level 10?

Participant: Definitely not a level 10 yet. I would say probably about an 8.

Me: How motivated were you to understand the English media when you got here. Now that you're kind of thrust here in the United States. You're living in the United States with all the American culture...did your level of motivation change? You said you were an 8 when you were in school, were you still an 8 when you got here? Were you more confident so maybe your motivation backed off, or did you feel like you were more motivated when you were here? How did it change?

Participant: So at the beginning I was kind of shy because I was scared to make a mistake and have

people laugh at me. But now I'm confident. Like a 10 confident. Actually I was a 10 at the beginning too, I was just shy then.

Me: So did your motivation change any when you got here?

Participant: No, at the beginning I just thought, I want to live here for the rest of my life.

Me: Is that your goal?

Participant: Yeah. I guess.

Me: You are married now to an American citizen, right?

Participant: Yeah.

Me: So your motivation was an 8 roughly when you were studying in school and it has kind of carried over and now that you're here in the United States it's still a level 8 to continue learning...is that true?

Participant: Yeah, it was higher, actually, because you live in the country and need to speak the language.

Me: OK, so it came up to maybe a 9 or 10?

Participant: Yeah.

Me: And now that you feel fluent in English, has your motivation to continue learning died down, or is it still pushing strong?

Participant: It's a little bit less, I would say now, because there is stuff to do during the day...sometimes it's there with new words, or stuff that I don't understand...so I just look it up on the internet.

Me: Do the media still make a difference in how you speak English? Now that you have learned English and feel fluent in it...I assume you still watch television and read books, right? [Approval]. Do they continue to influence how you speak English?

Participant: Yeah. I always pick up new stuff.

Me: New stuff like what?

Participant: Like sayings....some other words I've never heard before....

Me: So maybe some vocabulary.

Participant: Yeah, vocabulary. And also the dialects. I try to learn and understand those.

Me: Yes, people speaking from the south are much different than people speaking from New York, right?

Participant: I have trouble to understand people from Georgia.

Me: Yes, so do I sometimes. So vocabulary seems to be one of the main things that media help you with still?

Participant: Yeah.

Me: What other things, aside from education, aside from the media, have helped you to learn English over the years?

Participant: I would say the missionaries. Before I was converted to the Church I was really interested. But when I met the missionaries then I had more opportunity to learn more, to speak more, to understand.

Me: So interactions with people, especially missionaries...did they provide English lessons or teaching opportunities, or was it more you just asking a question and they answered it?

Participant: They had classes, but I just went there a couple times. It was more just interacting with them, just asking them stuff and listening when they talked with each other, and I picked up stuff.

Me: Can you think of any specific television programs or books or anything that helped you learn English? I mean a specific moment when you were watching something very particular that helped you in your understanding of English, where maybe something clicked in your brain when you began to understand a principle better, or something sunk in better, and helped you in your process of learning English. Can you think of anything like that?

Participant: I was reading the Twilight series. That helped a lot.

Me: Do you have any examples of what it was that you learned?

Participant: I can't remember.

Me: But you know it was while you were reading the Twilight series that things were....OK...was it more like grammar type things, like sentence structure, or verb usage, or things like that that came up, or was it mostly vocabulary, or something else?

Participant: I think it was mostly vocabulary.

Me: Do you happen to recall the very first time or one of the first times when you really started to understand an English television program or a book that you were reading or something like that, where it was much less using the media for learning and much more using the media because you enjoyed it, because it was entertaining. Do you recall any specific experiences like that where you really started to understand the content?

Participant: Yeah, I watched Hanna Montana. It made a lot more sense to me. And I watched other stuff. I think they were easier to understand, and used more simple words.

Me: How do you think your learning of English would have been different without television, or even books for enjoyment. If it was just textbooks, or something along those lines. Without using the media for entertainment, how would it have been different?

Participant: I think it would have been slower, and I think the motivation wouldn't be there that much. I would have lost it along the way.

Me: So you think the media helped you maintain a motivation to learn because it was enjoyable, it was entertaining.

Participant: Yeah.

Me: How well do you think you speak English now, on a scale of 1-10. After years of learning, and living here for a couple of years.

Participant: I would say an 8.

Me: OK, so now that you are fluent in English, do you prefer American media or do you prefer German

media.

Participant: American.

Me: OK, why is that?

Participant: Because the movies have the original voices. Now when I look at the German movies, it just sounds bad to me. I like German TV shows, but I wouldn't watch an American TV show in German. It just sounds blotchy.

Me: Is that because of translation, or does the dubbing feel weird?

Participant: It's the translation. And the voices.

Me: Is that true for all media, or just for movies?

Participant: For everything.

Me: OK. I'm going to tell you the picture I have painted in my mind, from our discussion. I'll tell you what I have understood and what I have seen from what you have told me, and you can correct me if I'm wrong, or you can add to it, or you can tell me I did right, or whatever...and then I'd like to leave it open to share anything along with what we've been talking about.

Participant OK.

Me: From what I am understanding, and this is very common with others as well...education, and the years you spent in school, that provided a foundation for you for English grammar and vocabulary...it provided a starting point. Afterward, once you had a starting point, or a foundation there, you could use the media to help you continue learning vocabulary, you could use the media, the books you read, or the movies you watched, or the television programs you watched, after coming to the United States especially, those programs helped to kind of build on your foundation, they helped you understand maybe more...we didn't talk much about culture, but is it true that the media helped you with culture as well...with American culture?

Participant: Yeah, the culture is not that much different.

Me: Oh, OK. I guess that shows my ignorance. So with the language, the media helped you build your vocabulary, maybe give you more common sayings and phrases...with the missionaries, the people, you could put those things that you understood into practice...you could use that. Even though you had been shy in the beginning you were still able to take what you had learned, the foundation from school, and what you had learned on top of that from the media, from television and books, you could now practice with people, you could speak with them because of what you had learned through education and the media. And when you practice with people, they could provide...is it true that they could provide feedback and help you kind of correct some things that maybe you had learned that weren't correct in the beginning?

Participant: Yes.

Me: Is that kind of the general process of how you learned English? Is that true? Did I miss anything? Did I assume too much?

Participant: No, you're right.

Me: OK. Is that pretty much the right path?

Participant: Yes.

Me: Is there anything else you would like to add, maybe anything I should have talked about that relates to media and English in your process of learning, or maybe anything that I didn't touch on as much that I should have?

Participant: No, I think you did a good job. You pretty much got it all.

Me: OK, thank you very much.

Appendix H – Interview 6 [Male Participant]

Me: Do you understand that this interview is completely voluntary?

Participant: I do understand.

Me: Do you understand that this interview is being recorded?

Participant: I do understand.

Me: Do you understand that this interview is completely voluntary?

Participant: I do understand.

Me: Do you understand that this interview is being recorded?

Participant: I do understand.

Me: Do you understand that this interview will be used only for research and that your information will be kept completely confidential?

Participant: I do understand.

Me: Do you give your consent to be interviewed?

Participant: Yes.

Me: Please tell me your age.

Participant: I am 30 years old.

Me: Please tell me what country you are from.

Participant: I am from Spain, born and raised.

Me: Please tell me what languages you speak.

Participant: My native language is Spanish since I was born, but I also speak English, and I speak Japanese...not completely fluently, but I can communicate. I also speak the dialect from where I come from, which is called Catalan.

Me: Please tell me what you are studying.

Participant: Currently I am a masters student, doing my MBA, Masters of Business Administration.

Me: Please tell me how long you have lived here in the United States.

Participant: I moved to the United States in 2002 in April, and I lived here for about 6 years...or 7 years...and then I went back to Spain for about 2 years, or year and a half, and I recently returned [to the United States].

Me: What kinds of media did you use most in Spain? And by kinds I mean television, radio, internet, books, movies...

Participant: I would say I used all of them...internet, movies...radio not so much. Recently I've been listening to radio, but just the local news and stuff. Music, books...I don't know what else there was.

Me: Those, more or less. Which ones did you use the most. Was it internet and movies?

Participant: Yeah, internet to read the newspaper as well, and movies...you mean in my native language or in English?

Me: Either one. In Spain, which kinds did you use?

Participant: All of them.

Me: Was there was that was most dominant?

Participant: The internet.

Me: How often would you use the internet?

Participant: Every day.

Me: How long per day?

Participant: Just consistently throughout the day...in the morning, or maybe I would go into it like 6 or 7 times a day to check my email and read the newspaper...I wouldn't be sitting down for many hours, but just maybe a half an hour or an hour at a time, it depends on if I have any assignment at the time.

Me: Why did you use the internet most out of all those kinds of media?

Participant: Mostly to read the news and network, communicate with friends. That's pretty much...and

email, whether it was for some professional setting or just personal.

Me: So the internet was more functional than other kinds of media, you could do more with it?

Participant: Definitely.

Me: Did you ever watch or hear any American media content when you were in Spain?

Participant: Before I first arrived in the United States, not much at all. Since I left and came back I did read the New York Times or read other newspapers as well. And I did watch movies in English...through the internet you can sometimes watch them. And I did things both in Spanish and in English and in Japanese using the internet.

Me: So before you came here from Spain the first time, most of your internet usage, or even movies and things like that, was Spanish media. Is that right?

Participant: [Approval]. 2 of my sisters lived in Germany, they were working for the military, American...So I had a lot of...how do you say that...I was involved, or I was...I was able to watch movies in English because of them, since they were living in American military bases. I went to visit them a few times and being there actually helped me a lot to learn the language. I always was...in my class setting in Spain I think that I was always more advanced than other students because of those experiences, going to other countries. Even though it was just a little thing, it made a big difference.

Me: OK, so just to clarify, before you came here in 2002 there was very little American media that you used?

Participant: Yeah, there was basically no American media, but before...like in '97 I spent a summer in Germany and later I spent...I went to Germany several times to visit my sisters and I would stay there for a month maybe. So being in there house, they were living with an American family, so I had interaction with English, and I was watching movies with them in English, even though I didn't really understand much, I think that made a difference. Other than that, not so much.

Me: Why do you think it made a difference?

Participant: I think it made a difference because in my class I was always more advanced in my understanding, I think it came more naturally for me. Not because I was smarter, but because I came in contact with the language in different settings with different vocabulary. For example, I remember perfectly watching the Walt Disney movies when I was visiting with them. I couldn't really understand much but all of a sudden I would pick up words, and it's amazing how fast you pick up things, and your ear adjusts to a new language. And I think that made a big difference in my life. At least for English.

Me: So it was the exposure that made a difference?

Participant: I think so, definitely.

Me: Was there any American media that you watched that was translated into Spanish?

Participant: Many. A lot of movies that came from Hollywood I watched in Spanish. And with music, now that I'm remembering, I did listen to a lot of American music. I used to like hip hop and R&B. So when you listen to it you pick up words and you pick up stuff and you learn a few sentences here and there. I guess I need to make a note, that I wasn't the kind of person who just listens and doesn't really care about the content, so sometimes I would try to read the lyrics, so I think sometimes that also makes a difference when you listen to it several times and you pick up more words, and that also affects your learning.

Me: So would you say you gave more attention to what was actually being said than other people would?

Participant: I think so. Yeah.

Me: The media that you watched that was American media that was translated into Spanish, was the sound dubbed over or was it subtitles?

Participant: No, it was completely...actually Spain has one of the best interpretation for movies and so on...at least that's what they say...so everything was in Spanish, there was no subtitles or anything like that.

Me: So now that you're here in the United States, do you still use the internet the most?

Participant: Definitely. It's funny because when I lived in the US before since I arrived in 2002 until I left, I never watched TV. Because I was a student, and didn't have much money, and I never got me a TV, and I just didn't have the time. It wasn't a priority. I spent my time on other things, and I spent especially my time in other activities. As you see, there is no TV in my apartment currently...I will get one for my wife to watch movies, you know DVDs and stuff. But it's funny how in Spain I'm very involved with the radio, listening to the news and current events. Here, not at all, just the internet. I still read the newspapers, but not as much.

Me: Here do you read them in English or in Spanish?

Participant: Both. I read my country newspapers, maybe some other country just to see opinions, and sometimes also the American newspapers. Everything over the internet. I don't purchase any newspaper. The internet is so much more easy and convenient to use.

Me: When you first arrived here in the United States in 2002, how well did you speak English then, on a scale of 1-10, 1 being the worst, 10 being the best?

Participant: That is a very hard question because for some reason I feel that my English has just gotten worse over the years. I think it's maybe because I'm able to realize more of my mistakes, I'm probably better but I'm more realistic about the things I should be doing better. I don't know, but I feel that I can tell my accent more than I used to, and I think it's because of that.

Me: Do you think maybe it's because now you know what you don't know?

Participant: Probably. I mean I don't want to think that I'm worse, I don't think so. But when I came here my English was actually OK because I served in an LDS mission, and even though I served in Spain my mission President and every single one of my companions was American. So I took the chance and I learned English on my mission. That was actually pretty easy because all I had to do was just be there and pay attention. So that's how I learned in my interaction with English. So when I got

here I would say I probably spoke like, a 6 or 7. I was able to communicate, but probably with a thick accent and not so...I'm guessing, I really can't...I wish I could hear myself now, back then, to give me a score.

Me: So by contrast, how do you think your English has changed? If you spoke a 6 or 7 out of 10 when you first got here, how do you think you speak now?

Participant: That's a tricky question. I think communication skills, to be able to communicate and talk, I improved a lot, probably I would say an 8 or 9. I still have an accent, and it doesn't seem like I'm going to get rid of it anytime soon, even though I would really like to...but I think my skills, vocabulary, and interaction and everything, I think I'm much better because of the experiences that I have, but again I think I still have a lot of room for improvement.

Me: How long would you say it took you to learn English?

Participant: It's an ongoing process, I didn't really set up a date or goal. It's something you take classes in in High School and different things. I'm still learning English, I don't consider myself like, perfect, but I think the mission made a huge difference. Before my mission I could communicate a little bit, understand things and be able to be in some settings, but the mission made the huge difference, but when I first got into the field I was...my English was very basic, I would say, but when I left I think it was pretty much fluent, like it is now, but obviously...probably much less. But when I left the mission I could communicate.

Me: So from when you first started trying to learn English until you felt comfortable enough speaking and communicating and had a certain level of fluency, how long would you say that took?

Participant: I would say it took about 2 years, the mission time. Not that I tried super hard, it's just that I was every day learning words, just the interaction, being surrounded by people who spoke English, it just allowed me to...so it took me 2 years. Now, if I could do it in a faster pace, I think I could do the same results or even better if I studied harder in much less amount of time.

Me: Do you think you had to try more or less than other people learning English to actually catch on to it.

Participant: It depends. I think less. I really didn't try, it just came. I think the key is that I just wasn't afraid of making errors and of saying things that didn't make sense. I wasn't afraid of speaking out.

That made a big difference because people corrected me and I learned and I really didn't try hard. And I think that also the attitude made a difference. There were quite a few Spanish missionaries in my mission who claimed that they were in Spain and that it was the responsibility of the American missionaries to just speak Spanish, which is right but it's not going to happen. So the attitude to learn English, I did learn English. It's a normal thing. If I was in China as a missionary I would speak Spanish with my fellow Spanish [people], that's just the way it is. So I think I'm OK with languages, I can learn them, so I didn't try as hard as other people would have.

Me: Let's talk about education for a minute. Can you describe in detail what your education process was in learning English? How did you go about it in school, what did you learn in school, how long did you study in school....and things of that sort?

Participant: So um...you know, we take English in school since we're kids...I think it's almost the same as in the United States. Since I can remember probably I was like, 9 or 10, and I think I was already taking some kind of English classes in school...that was part of our school experience. So you can only imagine I took many many years of English education. And for me it was pretty easy, and I don't think it was really hard either for anybody. You don't really learn that much, you don't really learn to communicate because you only study for like 1 hour a day at school and not even so, you're speaking in Spanish with your classmates, you know, cracking jokes and stuff. So a lot of years, probably from when I was 10 until I was 18...maybe like 7 to 8 years...6 to 8 years. I took classes in High School and elementary school, and they helped a lot, but I feel that it helped more when I went to Germany for that month with my sisters and watched movies. And from that experience, I feel that I learned much more

than...that set maybe a base, but...it's like my Japanese. I haven't gone to Japan or anything, so my Japanese is here [low], but it's not really improving at all, unless I do something about it. But I know that if I went to Japan in about 4 or 6 months I would be able to at least communicate much more effectively and comfortably.

Me: So you say that the month in Germany helped more...in what ways did it help more. Because I mean, you've got 7 or 8 years of studying English, versus 1 month of learning it through observation and through watching movies. So in your mind, what does learning it more mean. Can you explain that to me a little bit?

Participant: I guess it means usage. How you use it. Because even though I took 6, 7, or 8 years in High School I didn't really use it at all. Not at all. But all of a sudden I got to Germany and we go to buy stuff and I would go and talk to the customer service [person] with my broken English and say "Hey," or we go even to buy a hamburger at McDonalds, and I would go and say "Hey, I want a hamburger." So those little things actually make a difference because you speak out, you practice it, and then you hear other people talking and you pick up words. That made a big difference. I think that I learned to get out of my comfort zone and to talk and I think through practice and repetition we really learn things.

Me: So in those years of studying English would you say that the education sort of laid a foundation for exposing you to the basic principles of English.

Participant: Oh, definitely.

Me: It kind of laid the foundation of sentence structure and grammar.

Participant: Definitely. And a lot of vocabulary we have to memorize it, obviously, and all the verbs and irregular verbs...however, when it comes to speak[ing], you are just like a frozen piece of wood.

You don't really say much. You just throw words and you're very very...not very good. I think it's kind of similar to when kids here take Spanish in High School, they don't really know how to speak it, but

they have some knowledge about it. Have them go to Mexico for like, 3 months, and it's going to make a big difference.

Me: So then that month in Germany, or those couple of times in Germany, that made a big difference because now...would you say that it's because you had been exposed to real conversation, to sort of practical communication?

Participant: Real life situations, not only conversation, but also listening to 3rd parties speak. And more media...I mean you're in the car, and all of a sudden...there's no Spanish, everything is in English even if you don't want to listen to it it's there. So all those interactions make you learn faster. It seems like it sinks, the knowledge.

Me: When you were studying, how motivated were you to learn in that 6 to 8 years?

Participant: English? Not very motivated at all. It's not that I didn't want to learn, it's just that you do it because you have to, and that's fine. I liked languages, I always did. So I was OK with taking English and learning stuff. But I never, to be honest, never studied at all, like for a test or anything. I just looked up the notes, skimmed through it, and passed it alright, and that was good enough for me. So I wasn't very motivated to learn.

Me: On a scale of 1-10, what would you say your motivation was?

Participant: Probably...I would say a 6 because I liked it. But I wasn't like, looking to find ways to learn more.

Me: And when you got to the mission, how did that change your motivation?

Participant: Oh, it changed a lot. Probably I would say it was a 10, I wanted to learn English. Even though I didn't really study or try hard, I always was willing to...whenever I heard a new word, I would repeat it, maybe write it down to remember it. It's not like I would be studying, but it would be an ongoing process throughout the day always to try to catch up new vocabulary and stuff.

Me: Excellent. So let's look again at the media, whether it's back in Spain or here in the United States.

What role has the media played in your learning of English? You said it helped a lot, and you gave me some examples, but how would your learning of English been different without the media, I guess is a different way to pose that question.

Participant: It would be very very different, because without the music, or without the movies, I mean... without the music, basically...that's one of the main things that allowed me to learn....it probably would have been much slower without all that media...and the internet, it all helps, all the resources.

Definitely I think the media really helps everyone. I think now for example the world is becoming smaller, and I think there are plenty of people who don't really speak any language in particular, who doesn't speak English fluently, but thanks to the media and the news, the newspaper, the different things they can see on the internet, they are able to understand. Maybe not speak, but at least they can read and understand, and they are learning. So I think it makes a crucial difference.

Me: We talked about motivation while you were at school, but what about motivation to understand English media. When you were getting exposed to English media, whether it was in Germany or here in the United States, how motivated were you to understand the media itself? So when you watched something, would you just kind of hope you picked something up, would you look up words, would you...?

Participant: I was motivated. I wasn't trying super hard, but I was seeing if I would pick up some words, and at the same time, I would look up a few words. I wouldn't stop the movie and try to listen or anything, but...I was motivated, I wouldn't say a 10, not at all, but maybe a 7. It was a good time, and a good way to learn.

Me: Do the media still make a difference in how you speak English?

Participant: I definitely think so because all this time that I spent in Spain I think my reading skills and other things, other skills that I have in English, were kept somehow because of the media. Not so much of speaking, actually, because I didn't really use anything to speak...so I wouldn't say they really helped

me too much in speaking, but maybe for some things in pronunciation because you can listen to the words and stuff, so I think it definitely helps.

Me: So now that you are fluent in English and you are fluent in communicating, how does the media effect your communication still? Or does it?

Participant: Oh, it still does. For example, when I listen to...I mentioned I don't watch much TV, but whenever I listen to the news in English, and to NBC, I always some how...I consciously pay attention to the way reporters or people talk. And I pay attention to things that before I didn't pay attention to, and I think it helps me improve my English because I want to be a better communicator, and I want to use sentences in a better way, just the communication patterns and style, so definitely...

Me: So the spoken communication that you find through the media helps you to learn and become familiar with more common ways to say things? Is that true?

Participant: It is true.

Me: OK, so as opposed to reading or studying that is a bit more formal, right?

Participant: [Approval] For example, just as a note, in all of my years of English classes I never learned day-to-day sentences such as "Anyway." I remember...I don't know, I think it was probably on the mission and I was 19 already, after all those years I didn't know that people used "Oh, anyway, blah blah blah." That's such a day-to-day use and I didn't...many of those I didn't learn them until I actually had to interact with other people. So in school you don't really learn those basic casual things.

Me: What other things have influenced your learning of English? Anything else aside from education, people, media...anything else that's had a major impact on how you learned English?

Participant: I don't think so. Not that I can think about.

Me: Can you remember any specific things, specific movies or web pages, or anything that helped you learn a specific part of English, or can you remember any examples of when something just clicked in your brain as to how to speak or how to communicate better?

Participant: I think...well, I think movies, you're just watching them, and you listen to certain sayings and things that they say, I think that after you hear them a few times, and ask somebody out there, what is the meaning of them, they make sense. But I couldn't really tell you something specific because before my mission I didn't...maybe I watched a few movies, that's it. And then on my mission just interactions with other missionaries, then after my mission it's just the internet, so I couldn't really tell you...

Me: So it was a gradual process.

Participant: It was a gradual process.

Me: So now that you are fluent in English, do you prefer here in the United States English media or Spanish media?

Participant: The thing though about the United States is that the media in Spanish is not the same as the media in my Spanish. It's a big, big difference.

Me: It's more Latin American media...South American?

Participant: Yeah, it's like for example if you listen to all the media in Australian accent, and their jokes. You're going to understand, but it's different, and after a while you're going to get tired of it. I don't know. With me, it happens totally the same thing. I can take only so much of that media in Spanish. So definitely here I prefer the media in English. Now when it comes to my Spanish, I love it. There's something about it.

Me: You said that you get the newspaper in like, a Spain Spanish newspaper, right? [Approval]. And you prefer to read that over English newspapers?

Participant: Yes, because it involves situations and problems and concerns that I would have as a Spanish citizen. However, also American newspapers concern me a lot because I'm living in the US and somehow I'm involved in those events. But yeah, I usually pay more attention to the Spanish ones just because, but I shouldn't, I should be paying attention to both.

Me: Here's something that I just thought of. Would you say it's true that when you first got here to the United States, did you try to use more American media to learn English, and as your English became more comfortable, did you go back and try to use more Spanish media?

Participant: Actually I was living in Phoenix with a roommate, and I noticed that he did everything in Spanish. He spoke English just fine. And he would criticize me because I did everything in English, all on my computer. Everything was in English, even the scriptures, everything. So he would be like, "Oh, I really know English." But for me it's a different perspective, I still want to keep learning English. But it is true that you get comfortable. Once you can communicate and people can understand you you become comfortable and it is a big issue because you don't progress, and I think that happened to me a lot. I wouldn't say that I rely on Spanish media and that's one of the reasons, but I would say that when I talk to people I feel that they understand me and maybe I don't try harder with my accent and those things. I think that's a reality that happens to many of us in any language. But media-wise, I would say that I always try...me, as an individual, me...I always try to take advantage of different things to keep learning English, so I wouldn't say I got comfortable with the media, even though I try to also have media in Spanish and everything.

Me: So that's not exactly true, then that you used English media while learning English then went back to Spanish media...

Participant: I think I kept it, I kept using English media to at least...I wouldn't say to learn English, but I would say use it so I don't forget it.

Me: OK. Is there anything else that you would like to add, anything that maybe we touched on a little bit and maybe could have explored more to help me understand your learning process?

Participant: So basically your concern or interest is about media?

Me: How media have helped you learn English, yes.

Participant: Well, I think we covered pretty much everything. I'm probably not the best example of a

media user...I'm not really into technology...I mean I like technology, but I'm not into it that much. So I think we covered everything.

Me: OK, excellent. Thank you very much.

Appendix I – Interview 7 [Female Participant]

Me: Do you understand that this interview is completely voluntary?

Participant: Yes.

Me: Do you understand that this interview is being recorded?

Participant: Yes.

Me: Do you understand that this interview will be used only for research and that your information will be kept completely confidential?

Participant: Yeah.

Me: Do you give your consent to be interviewed?

Participant: Yeah.

Me: Please tell me your age.

Participant: I am 28 years old.

Me: Please tell me what country you are from.

Participant: I am from the Philippines.

Me: Please tell me what languages you speak.

Participant: I speak Tagalog, I speak English, and a little bit of Spanish. And that's it.

Me: What was the first one?

Participant: Tagalog. That's our national language. And the second one is English.

Me: Are you studying right now in school?

Participant: No, I am done.

Me: Are you working?

Participant: No.

Me: How long have you lived in the United States?

Participant: This is my first time to live here in the United States.

Me: So for just a couple weeks then?

Participant: Yeah.

Me: Oh, wonderful. When you were in the Philippines what kinds of media did you use the most? By kinds I mean internet, radio, television, newspapers.

Participant: In the Philippines everything is in English. So for example, since I was a kid, on the radio everything is a mix, mixed Tagalog and mixed English. So in radio they use English, in television they use English. And music is in English, and some Tagalog also.

Me: And did you listen the radio most there? Is that the kind of media you used the most?

Participant: I think not so much. I think most in school. In elementary everything is in English. High School, the University, everything is in English. So I think I learned more in the school and at the same time, I learned also in television and in movies.

Me: So you watched a lot of television, and watched a lot of movies?

Participant: Yeah.

Me: How much television did you watch...how often...how many hours per day, how many movies per week?

Participant: Not much. Every time I have time I do. But as I told you a while ago, that in television in the Philippines most of the time they use English, so most of the time also I learn more English in television there in the Philippines. And also we have programs that are from here in the United States.

Me: So would you say you watched maybe an hour or so of television per day?

Participant: Yeah, about that.

Me: And you said it's mostly all American content there?

Participant: Definitely.

Me: Here in the United States did you watch more television than you did in the Philippines?

Participant: No, this time not much because we don't have a television [yet].

Me: Do you use the internet here?

Participant: Yeah.

Me: Did you use the internet in the Philippines?

Participant: Yeah.

Me: What did you use the internet for in the Philippines?

Participant: English.

Me: To learn English? Or were you trying to watch movies on the internet, were you looking at web pages to buy things...?

Participant: Yeah, but everything is in English. And also for example in the Church, so everything is in English, the Hymn Books...the Bible...everything we use in the Church is all in English.

Me: So was it almost like you had...when you were talking to people in the Philippines....

Participant: But something like interaction with people, not much. So most of the time I learn more English in television, and at the same time also in the school. In my house, it's something more mixed. So I learned more English in the television and at the same time in the school.

Me: But when you were speaking to friends and family, it was all Tagalog?

Participant: We used mixed. Mixed languages.

Me: So since you basically just got here to the United States, how well do you think you speak English.

On a scale of 1-10, where 10 is the best, and 1 is the worst, how well do you think you speak?

Participant: Maybe 7, I think.

Me: And how long do you think that it took you to learn English, how many years of studying or learning before you felt like you could communicate well?

Participant: I'm not sure, but when I was in Kindergarten, we used simple words in English until Elementary, High School, College...everything is in English, so I learned more in English and at the same time maybe I think one of the best things is I learned more English in watching movies. So if I

watched English movies I put on the English subtitles so I can really understand them.

Me: So the movies were in English and the subtitles were in...

Participant: In English. For example, in England, they speak the same but different, their accent is different. So for example if I'm watching movies from England, I put on the subtitles so I can really understand.

Me: OK. So there were some movies in Tagalog there? And you would put English subtitles on?

Participant: No, if it was in Tagalog I don't put subtitles on.

Me: But when it was in English you put the English subtitles on so you could read and hear?

Participant: So that I could really understand them well. But sometimes, like I told you a while ago, that for example in England, their accent is different.

Me: Yes, very different. Do you think that it was harder or easier for you to learn English than other people? Do you think you had to try harder, or try less to learn English?

Participant: I think practice makes perfect. So for example, I learned English since I was a kid so, it's useless to learn English if you don't practice it. So practice makes perfect, something like interaction with people, talk to people...

Me: Was it harder for you to practice to make your English better?

Participant: I think it's easier to practice because if you don't practice you will not improve.

Me: You said that you started studying English when you were a child. How old were you?

Participant: Maybe 5 years old.

Me: 5 years old? And was that all through school?

Participant: Yeah. But in my house we don't speak much English, something like just mixed. Sometimes we used English, sometimes no. But more often in the school.

Me: So when did you graduate from school in the Philippines? How old were you?

Participant: That was 2002, I think.

Me: So that was...so you were about 19?

Participant: In the Philippines we graduate...we go something like for example in elementary, since we are about 7 years old so 6 years in elementary...then in High School 4 years.

Me: So you were studying English in school for about 10 years?

Participant: Something like that.

Me: How motivated were you to learn English in school? How excited were you about it?

Participant: Maybe I think to tell you the truth something like...I was motivated to learning because I was after the grades.

Me: So on a scale of 1-10 again, how motivated were you in school?

Participant: Maybe a 9.

Me: OK. So here in the United States or in the Philippines, what have the media helped you with the most in learning English?

Participant: In every aspect. It's something like...in media, you would learn different words, and more things.

Me: OK, so it helped your vocabulary?

Participant: Yeah.

Me: So how was English in the media different from the English you studied in school?

Participant: Because in the school you know, something like for example, adjectives, nouns, verbs, it's different...but the media is the application of all that.

Me: So the media more helped you prepare to talk to a real person?

Participant: Yeah.

Me: Do the media still help you in learning English?

Participant: Yeah.

Me: OK, how so?

Participant: So for right now, if I don't know how to speak English, if I don't practice, and if I don't watch media, or if I don't watch television, it will lessen my knowledge in English. So I can say that the media helped me a lot in English. And one thing more, I have a cousin in Spain, she's Philippina, before she's really fluent in English, then she got married to a [Spaniard], and they live in northern part of Spain, but now when I try to talk to her in English, she told me that it's hard for her now to speak in English because everything is in Spanish, and she talks with her husband in Spanish, so it's really hard.

Me: So is it true then that the media helps you retain what you learned? It helps you to keep it when you're not talking to people every day, if you also don't watch television, or watch movies, or use the media, you might forget words, or forget how to say something, unless you are watching television or movies so you can practice it later. Is that true?

Participant: Definitely. I remember my sister, one time, she speak English also, one time she had a vacation in the Philippines and we were walking the street, then all of a sudden, so she was usually speaking in English and in Spanish, then all of a sudden, there was somebody, like a bachelor or something like that, accidentally stepped on her feet. And then she accidentally said it in Spanish, "Ai," and then she said oh, I forgot the word, I forgot the word. So something like that, if you don't practice, if you don't watch TV or something in English, then of course, you've forgot the language that you've learned.

Me: What other things have helped you to learn English? We've talked about school, we've talked about how the media helped you learn English, we've talked about people, communicating with people. Has there been anything else that has helped you learn English?

Participant: I think by reading books.

Me: Books helped you a lot with that then? [Approval]. With vocabulary? With grammar?

Participant: Yeah.

Me: With all of it?

Participant: Yeah, with all of it.

Me: Do you remember a time when you were watching something that really helped you learn English in some way? When something in your brain clicked, and you understood something about English better because of it. Do you remember anything like that?

Participant: I can't really remember. But what I told you is that it's really helpful to watch television. It's something like, [with television] you learn more grammar, you learn more English perfectly. And I really admire those reporters in the media...they speak so well, I like it.

Me: It's easier to understand them, isn't it? [Approval.] So it's been more of a gradual process of learning English than a specific event. Is that true?

Participant: Yeah.

Me: So now that you speak English and you can communicate well with other people who speak English, do you prefer the American media here....or rather would you prefer English media, or media in Tagalog?

Participant: I think it's the same.

Me: You like them both the same?

Participant: Yeah, I like them both.

Me: Is there anything else you can think of telling me that we haven't talked about already?

Participant: I don't think so. All I can say is that I really love watching those reporters on television. It really amazes me how they speak well, how they...when they're like speaking on television. I really like it.

Me: Is it easier to understand reporters because they're speaking more clearly?

Participant: Yeah, definitely.

Me: Excellent, thank you very much.

Appendix J – Interview 8 [Female Participant]

Me: Do you understand that this interview is completely voluntary?

Participant: Yes.

Me: Do you understand that this interview is being recorded?

Participant: Yes.

Me: Do you understand that this interview will only be used for research purposes and that your information will stay confidential?

Participant: Yes.

Me: Do you give your consent to be interviewed?

Participant: Yes.

Me: Please tell me your age.

Participant: 28.

Me: Please tell me what country you are from.

Participant: Chuuk Micronesia.

Me: Can you spell that for me?

Participant: C-H-U-U-K.

Me: Tell me what other languages you speak.

Participant: Chuukese.

Me: And English.

Participant: And English, yeah.

Me: Tell me your occupation. If you are a student, tell me what you are studying, if you're working...

Participant: Right now I'm not working.

Me: And tell me how long you have lived in the United States.

Participant: 7...6 to 7 years.

Me: When you lived in Chuuk, what kinds of media did you use the most? Kinds of media would be television, internet, movies, radio, magazines, newspapers...

Participant: TV.

Me: And how many hours a day did you watch TV?

Participant: Probably 2 hours a day, I think.

Me: And was any of the American media?

Participant: Yes. Most of them.

Me: How much would you say was American?

Participant: All of it. We didn't have any...

Me: Was it in English?

Participant: Yes, in English.

Me: Was it translated into Chuukese?

Participant: No, we would just watch it in English. You would just have to figure it out.

Me: So you were probably growing up with that, right?

Participant: Yes.

Me: What kinds of things did you watch on television mostly?

Participant: I watched a lot of cartoons. That was my favorite.

Me: All growing up basically?

Participant: Yes, I think.

Me: Did you ever use any kind of subtitles, or was it all just straight in English?

Participant: I don't think that back then there were subtitles...we couldn't put the subtitles on, so you just had to listen to it.

Me: How well do you think you spoke English when you first got here to the United States if you were to put it on a scale of 1 to 10?

Participant: Probably about a 5.

Me: How long would you say it took you to learn [English] as you grew up?

Participant: From back home? [Approval]. It took a while. Growing up as a little girl I read a lot of English books that I can understand, but it was something I wanted to learn because to speak English, people looked up to you. And so I read books even though I couldn't understand, and just from reading the books I learned a lot. So gradually I just learned from reading, so I don't know how long.

Me: Can you tell me about how old you were when you felt like you could speak well.

Participant: ...probably...16.

Me: So you probably started reading when you were about 5 or 6 or something like that? [Approval].

So is about 10 years maybe a decent guess?

Participant: Well, just like the basic English, my name is this, how are you, the basic stuff.

Me: What things helped you learn the most?

Participant: Reading. That helped a lot.

Me: Did television help in addition to the books?

Participant: Yes.

Me: Do you feel like you had to try more or less to learn English? Was it easier or harder for you?

Participant: Well I think it was easier for me. I didn't feel like I learned, like I...I think it's because I grew up just reading. I used to just...from reading when I was a little girl growing up. Turning 15 or 16 years old I feel like I had just learned and that...I would just go and ask, OK, what is this. It's just learning from reading.

Me: Did you have someone that you could ask those questions from? Someone who spoke English already?

Participant: Yes, my dad.

Me: So you could ask your dad the question...

Participant: My dad and there were other people around, older people that spoke English.

Me: Did you study English in School at all? [Approval.] OK, what was that like, when did you start, how long did you study?

Participant: They usually start teaching in elementary school and high school.

Me: About how old were you do you think when you started?

Participant: I remember 3rd grade I started learning, I don't remember how old I was.

Me: OK, so maybe 7 or 8 when you started? [Approval.] And you said that went all through high school? [Approval.] So again, maybe 10 years or so in school? [Approval.] What kinds of things did they teach you?

Participant: I don't even know how to explain it. I remember learning what is a noun, a verb, adverb, all those things. You start learning those and then just put them together, forming sentences.

Me: And they taught you mostly out of school books, is that right?

Participant: School books, yeah.

Me: Do you think that because you were in school, learning from a school book...did that help you want to learn English more, or did that make you want to learn English less because you were in school?

Participant: I think it helps you want to learn more.

Me: OK, why do you say that?

Participant: I think it's just because when you have your grades and they show you how good you were with English, you feel like you just wanted to learn more to improve the grades to compete with others. Because children back there they want to learn the language, and they compete with each other. So that's kind of like why I think it helps, it makes you want to compete with other students.

Me: So let's talk about the media now...how did the media, whether it was at home in Chuuk or here in the United States, how have the media helped you in learning English? How did television help you,

for example, or any movies that you may have watched, or reading the books...what specific things did they help you with?

Participant: Well I think it's what they do. They say things and then they do so that you see repeatedly you see the same thing, and so you learn, so that's what it is. That's what that means. Some of that, that's how I learned, I think. And sometimes I ask people, because sometimes now...I think my English improved the last 6 to 7 years that I'm here, because I've been living with people and I just turn around and ask, what is that? I think that's how it helps.

Me: So is it true that you would learn something from television, for example, then ask a person what it meant, or to clarify, or to help you understand, and then you could learn more from television and practice with people. Is that true, that it went back and forth?

Participant: Yes, I think so.

Me: Do the media still make a difference in how you speak English? Do they still change the way you talk?

Participant: A little.

Me: In what way?

Participant: There are words that I see people say on television, and I think oh, that will be nice to say. Just kind of to make it nice and, what do you say, flowery. So I think it does.

Me: So it helps with vocabulary the most.

Participant: Yeah, vocabulary.

Me: Let's talk about your motivation for just a minute. You said when you were in school you were motivated to learn because you were competing with other students.

Participant: Yes.

Me: So if you were to put your motivation on a scale of 1-10 while you were in school, what would that have been?

Participant: I would say it was a 9 or 10. It was really high.

Me: So in school, you really wanted to learn English.

Participant: Yes.

Me: After leaving school and growing up a little bit, so to speak, how did that change your motivation?

Participant: I think it kind of like...it wasn't that high, because I learned some, and I thought OK, I think I can speak now, and I don't really have to learn a lot. So I think it went down.

Me: When you were watching television or reading books, what was your motivation like?

Participant: Between books and movies I think the books help a lot because I read the words and I know what it is. Right now with television people are still fast to me sometimes, and sometimes I still can't get it, so I'm not into television...I'm more into reading than I am into television to understand English. So now when we watch TV, I always ask for subtitles because I can understand more than just listening to it.

Me: So if we could put it on a scale again, what do you think your motivation was like for books, or television....on that scale of 1-10?

Participant: Probably about a 7.

Me: In reading books or watching TV?

Participant: Watching TV. Reading books it's higher...maybe a 9.

Me: What's your motivation like in general here in the United States compared to back home learning English? Is it higher here?

Participant: It's less here.

Me: OK, why is that?

Participant: Because I think I feel comfortable now and so I don't feel like oh, I need to learn more, I can speak, I think I am good now. I am fine with just...right now I don't think I need to learn more...I know I need to learn, but I can talk to people and I think that's why I...I don't know...yeah.

Me: So maybe you don't feel so much a need to learn now because you speak already and can get by?

Participant: Yes.

Me: When you were learning English, how confident did you feel in speaking with other people in English?

Participant: Not very confident. I was embarrassed to speak it because I wasn't sure if I was going to say the right thing, and so I knew a lot, I understood a lot, but I didn't speak a lot. To speak, I was nervous that I was going to say the wrong thing.

Me: Do you think that made it harder or easier to learn? If you felt like you weren't very confident, do you think that made it harder to learn English?

Participant: No, it makes it easier to learn. It makes me want to learn more so that way I can...I will know more and then be confident to speak. If that makes sense.

Me: I think it does. Let me tell you what I understand, and you tell me if I'm right or not. When you weren't confident, you felt a little bit embarrassed to speak with other people – it made you want to learn more so that you could speak with other people.

Participant: Yes.

Me: How did you feel about people giving you correction when speaking English? If you said something wrong and they told you the right way to say it?

Participant: I told my husband to do it, to correct me. But sometimes when he does I kind of feel embarrassed, but I like it when he does it all the time. It makes me feel good because I want to go out and not repeat the same thing. It's good, but at the same time it's kind of embarrassing. Maybe that's just me.

Me: What about other people? With your husband, you have a good relationship of trust.

Participant: I don't know, people never corrected me before.

Me: When you were learning?

Participant: Yeah, when I was learning. But when I went on a mission, my companions would do it to me, but it was fun because I was still learning. Right now I think I know more, so that's why I'm like, OK, I'm still not good enough, so that's why it's kind of embarrassing.

Me: Is it more embarrassing now because you feel like you should know?

Participant: Yeah.

Me: Do you think that when you do receive correction that it helps you learn faster?

Participant: Yeah.

Me: Did you ever plan to use the media to learn English at any time? Was it ever your goal to learn English through books, or to learn English through...

Participant: The books, yeah.

Me: OK, so you would read books hoping to learn English, but not television?

Participant: Not television when I was a little girl, but I did learn from television too.

Me: So with television, it was more of a side effect?

Participant: Yeah, mostly like OK, let's watch it for fun.

Me: But with the books, you were actually trying to learn English.

Participant: Yeah, I would read books to learn.

Me: The kind of books you were reading, were those entertainment books, or were they...

Participant: Not really, just any books. Any English books. I grew up reading the dictionary. There was a dictionary I had, and I learned a lot from it.

Me: An English dictionary?

Participant: Yeah.

Me: So it wasn't just...you weren't just picking up novels, or entertainment books alone, but just any book in English?

Participant: Yeah.

Me: I assume that as you learned English you had feelings of discouragement at times, feelings of satisfaction sometimes...[Yes]...how did those feelings affect your motivation to learn? Does that make sense?

Participant: I'm not sure, but I think I...

Me: So if you get discouraged, did that make you want to learn more, or less? And if you felt satisfaction, like, Yes, I'm finally getting it, did it make you want to learn more or less?

Participant: Not really, sometimes when I say things that I am pleased with, when I say...when words just come out, and I'm like, whoa, where did that come from? And I get excited and I'm like, OK, I'm good now. But sometimes when I'm trying to express my feelings, sometimes I can't get it out, I get frustrated, and I just want to like, OK, I'm done, I just don't want to speak anymore, when I get discouraged. Because sometimes I still have a hard time expressing what I feel, and...I don't know...

Me: So when you feel discouraged, your motivation to learn goes down.

Participant: Yeah.

Me: Is that right?

Participant: Yes.

Me: When you feel happy or satisfied that you spoke well, does that make you want to learn more, or does that not affect your motivation?

Participant: It doesn't, it just makes me excited, I'm like, yeah, I'm good, that's exciting, I can say what I want. But I doubt how it affects my motivation.

Me: What other things have helped you to learn English? Is there anything that we missed? Anything aside from school, or talking with people, or books and television?

Participant: I don't think so, I think that's pretty much it.

Me: So on a scale of 1-10, how well do you think you speak English now?

Participant: Probably a 7 or 8. But that's just me, some people may think it's lower, but I think about a 7

or 8.

Me: So now that you speak English, here in the United States, do you prefer...let's see, there wasn't a whole lot of media from Chuuk, right?

Participant: No, it was all American.

Me: OK, nevermind, this question won't make sense then. Sometimes, with people who have a local media, you know, Spanish-based media or something, I'm curious whether they like the American media or the Spanish media, but for you it's all American.

Participant: Right now, they are starting to have some Chuukese media, and I prefer English than Chuukese.

Me: Do you? Why is that?

Participant: I think it's because I have grown up and I'm used to just seeing people speaking English. And even right now, I'm having a hard time speaking my...I still speak my language, but sometimes I...right now I am forgetting stuff. Because I've been here in the United States for 7 years, and it's hard, I'm having a hard time with it.

Me: Sure. Is there anything else that you would like to add, or anything that I should have talked about more that I didn't?

Participant: I don't know, I don't think so.

Me: Alright, thank you very much.

Appendix K – Interview 9 [Female Participant]

Me: Do you understand that this interview is completely voluntary?

Participant: Yes.

Me: Do you understand that this interview is being recorded?

Participant: Yes, I do.

Me: Do you understand that this interview will only be used for research, and that your information will be kept completely confidential?

Participant: Yes.

Me: Do you give your consent to be interviewed?

Participant: Yes.

Me: Please tell me your age.

Participant: I am 24.

Me: Please tell me what country you are from.

Participant: I am from Russia.

Me: Please tell me what languages you speak.

Participant: Russian, and a little bit of English.

Me: Please tell me your occupation, or what you're doing in life right now.

Participant: Nothing. I'm a house-keeper.

Me: Please tell me how long you've lived in the United States.

Participant: A year and 4 months.

Me: In Russia, what kinds of media did you use the most? Kinds being internet, or television, or books.

Participant: Me? TV, newspapers, and books.

Me: How often would you say you watched TV, or read books or newspapers.

Participant: Because of my specialty, I was supposed to watch news every day because my teachers

told me to do so, and I am pretty interested in situations in the world, so...

Me: Like politics?

Participant: Politics, nature, everything. So I like a lot of information, I'm like a sponge.

Me: How many hours of television would you watch per day? An estimate?

Participant: 2 or 3. It depends if I had free time. Sometimes more.

Me: Did you read a newspaper every day, or a few days a week?

Participant: Right now no, but in Russia almost every day, or once every 2 days.

Me: In Russia, how much of the media that you watched was American media, as opposed to Russian-based media?

Participant: We have a lot of American movies, and MTV.

Me: So if you could give it a percentage, is it 50/50, is it 75% Russian, 25% American...?

Participant: Yeah. 75 to 25 American. 75 Russian, 25 American, I think.

Me: Is that pretty normal for most of the media, for movies, for television, for radio...?

Participant: It depends. Sometimes they just got a lot of American films on every channel, so it's just...sometimes it's Russian, but MTV is all about American movie videos, or reality shows.

Me: And since you said you watched television at home, how much was Russian versus American in what you watched?

Participant: Maybe 50/50.

Me: But with the newspapers, were those all in Russian?

Participant: Yeah.

Me: Were there specific genres that you liked the most? Do you know what a genre is?

Participant: Yeah. You mean TV, or like, what?

Me: Yeah, since television was...

Participant: I like the Discovery channel, so scientific or...I don't know, when they build something like

with...Man Versus Wild, stuff like that.

Me: Why do you like those the best?

Participant: It's very interesting, and I like to know something new about what places where I have never been before, or about culture, or how to survive, or why this snake is poisonous and this is not.

Me: So it kind of helped to expose you to other things?

Participant: Yeah, and I like news because of the politics and about like, earthquakes, and stuff like that.

Me: How much of the media that you watched on television was in English, verses Russian? Was all of it in Russian? Was it in English with Russian subtitles for the American media part...?

Participant: In Russia they almost...with American movies, I can hear original voices and Russian translation too, so like...

Me: So you can pick which one you want?

Participant: No, it's like at one time.

Me: Oh, so you can hear the English quietly, and Russian over it?

Participant: Yeah, so when I start to understand English better I could compare if it's right translation or not, so it was kind of funny.

Me: So they didn't remove the English entirely, it was just quiet, with Russian louder over it.

Participant: Yeah.

Me: So there weren't subtitles for any American stuff?

Participant: No.

Me: Interesting. Was television like that also?

Participant: Yeah, it's most of the time like that. Very rare it's like...on the first channel, the most important channel, they have movies which are translated without original voice, you can hear only Russian.

Me: OK, I'm going to come back to that. How well do you think you spoke English when you first

came here to the United States, if you could put it on a scale of 1-10?

Participant: That's difficult, because I could understand, but I couldn't speak so well as I do now.

Maybe 5.

Me: Why do you say a 5?

Participant: Because I studied English since I was in first grade at school, and then I went to missionary classes.

Me: At church? Where the missionaries came and taught English?

Participant: Yeah. So it's kind of...if I will be alone by myself, I could talk to people. So people will understand me, and I will understand them, but vocabulary is poor and my grammar is bad.

Me: So you said you first started studying English in first grade in Russia. How long would you say it took you to learn English where you felt comfortable speaking with people. How many years?

Participant: About 10 years.

Me: And what things helped you learn the most in that process.

Participant: It's a difficult question, because I can't just memorize words because I always forget them. But when I already start to talk to people, it was very hard because I felt stupid, but practice, real practice with a person, helped a lot.

Me: What other things might have helped? Did studying at school do much for you?

Participant: Yeah, definitely, but we had a very difficult program and I hated it, but now I'm very thankful for it.

Me: Did the media help in learning English at all?

Participant: In Russia, I could hear the original language, like the English language, and I could catch some words that I knew already and some phrases, sentences. Yeah, I would say that it helps.

Me: So it at least had a role?

Participant: Yeah.

Me: In your own opinion, do you think you had to try more or less to learn English? Do you think it was harder for you, or do you think it came easier than other people?

Participant: I think it's easy for me to learn, but I'm lazy.

Me: At least you're honest.

Participant: It's [my husband's] fault. We speak in Russian all the time.

Me: So you think it comes to you easier, especially if you practiced more.

Participant: Yeah.

Me: So you mentioned that you started studying English starting in 1st grade. Can you talk to me a little bit about what learning English was like in Russia? What kinds of things did you study? Was it every year in school...?

Participant: Yeah, it was every year, since first grade. We start to learn from alphabet and pronunciation. We get these cards with...I forgot the word...how to pronounce the right [sound]. It's symbols, specific symbols, I don't know, I forgot. And then we memorized a lot of words, like practically...we got I think 3 lessons a week, English lessons. And we memorized words and every next lesson we would dictate, or something like that, and we learned grammar. We learned how to read, how to spell correct. We wrote some notes about like, different things, like tell about your day, or what do you want to do, and we learned a lot about...we learned British English, so we learned about like, English literature...like...

Me: So you went into history as well.

Participant: Yeah, a little bit. And every year, every next grade, it would become more difficult.

Me: So would you say that in school it was basically laying the foundation and that's about it?

Participant: Yes, because in my university we got 2 years of English but we had to start all over again. Because the basic...the foundation of English was different from any student, so we started all over again from alphabet, and it was boring.

Me: In school, at least, in elementary school...let's see, in first grade you would have been about 7 or 8 or something like that?

Participant: Yeah, 8.

Me: So you studied in school for about 10 years or so? [Approval.] So in your schooling as a child growing up to adulthood, it was basically laying a foundation preparing you to really learn the language?

Participant: Yeah. When I was 11 I was at the camp and the American guy came to us and he was from 911 service, or...I don't know...I could communicate with him, I could understand a lot of things, I even asked some questions like, small questions, but...

Me: Was it a summer camp?

Participant: Yeah.

Me: Here or in Russia.

Participant: In Russia.

Me: Interesting. So at least it prepared you to communicate at a base level.

Participant: Yeah.

Me: You mentioned that the media did have a role in helping you learn English. Can you kind of tell me what role...describe how the media helped you? You mentioned that you could hear it in the background, did that make it more difficult to learn from movies or television?

Participant: No, it's much easier because we had a lot of cartoons with this double language, and we watched them many times, like kids like to watch cartoons. And every time you hear this you already memorize it and you understand because of the translation so it's kinda...you remember already like the whole sentence, and sometimes you just tell the whole sentence to people and they're like, whoa, that's cool. Yeah, so cartoons and movies, it helps to know a lot of new words.

Me: So it helped with vocabulary the most?

Participant: Yeah.

Me: Would you say that movies helped more than television, or is that not true? With learning English.

Participant: I think movies do, because television it's, like...the shows, they...every time different. And when a person speaks fluently, if you're not like, good in English, you will not understand what they're about. But movies, especially when you watch them a lot, you understand. That is why a lot of Russian kids and teenagers know so many bad words in English, because they hear it in movies.

Me: Do you think maybe that's because in movies you have more time with the same character and you start to get used to the way they speak? Or is that not the case? I'm trying to understand.

Participant: Yeah, maybe. The first one is because the movies are repeated every time. And yeah. If you get used to the speed of speech, and the voice, you will understand better.

Me: I forgot to ask a question about school, let me go back to school for just a second. When you were in school you said you didn't like it very much, but you were glad that you had the experience. Did you not like it because it was school, and you had to study it?

Participant: It was pretty difficult to learn, because our teacher was a monster. We had English Monday, Wednesday and Friday. And you are supposed to learn 100 new words from Monday to Wednesday, and Wednesday you had a dictation or something like that, to spell correct, and....yeah, and then the same day you should translate the text, you should write like, a resume or something like that. So it was a lot of homework, and it was very difficult, especially when you are not used to the language. You try to memorize, you try to...you do not understand like, the grammar, but you should remember how to do that, how to speak correct. And without practice, it's pretty difficult. But still, if you memorize, and memorize, and memorize, then you will remember those words forever, I think. I had a lot of problems with the word elephant. It is very difficult to spell.

Me: Do you think you would have learned more if the classes had been more enjoyable?

Participant: Yeah, if the teacher would not have been so hard, it would have been better.

Me: So now that you're here in the United States, you obviously speak English very well, and you have become fluent in it...do the media still influence the way you speak?

Participant: Yeah, always. Huge role. Because first when I got here [my husband] had work, and I had a lot of time by myself. And I just went downstairs, sat in front of the TV and watched a few shows. CSI, the Food Channel, the Discovery channel, and one where they built, or remade houses or something like that. I try to get used to speed of speech, like voices like I said, and I try to remember words, so it helped me a lot, and helps me now. And I watched a lot of movies in English, and I tried to find out first the movies which I already watched in Russian, so I could remember the lines, so it would be easier for me to understand what's going on and catch what's new.

Me: So here in the United States they still help you with vocabulary?

Participant: I think it was at the first place when I got here.

Me: So you said they helped with vocabulary when you got here and with speaking the way we speak English.

Participant: Yeah.

Me: So now almost a year and a half later, how much has that changed? Does it still help with vocabulary or not so much?

Participant: Yeah, it still helps me a lot because I do not talk to people a lot in English. Every time at home we speak in Russian. Even when I speak to people, we always speak on the same themes and I always use the same words every time, so it's kinda...but on TV, with internet or movies, it's always something new.

Me: So again, it's the exposure to more words, or more scenarios?

Participant: Yeah.

Me: Let's talk about motivation for a second. How motivated have you been to learn English over the years? In school...after school...here in the United States, what has your motivation been like? Let's put

it on a scale of 1-10 again?

Participant: When I was at school, I was motivated maybe a 9 on the scale. Because of the grades. In the university I already understand that everyone speaks English, so if I need to go somewhere abroad, people will understand me better if I speak French, or German, or Chinese, and because of my specialty I was supposed to learn English because if someone would come we could communicate. Maybe a 9 and a half. When I got married, it's 11. 10+.

Me: What's your motivation like now that you've lived here for a while, you've been married for a while?

Participant: I need to get a job.

Me: So your motivation is still pretty high?

Participant: Yeah, because if I need a job I need to understand what people are saying.

Me: While you were learning, how confident did you feel when speaking to other people?

Participant: I'm still not very confident.

Me: How has that made a difference in your learning of English?

Participant: It's hard. Because of that I slow down, maybe.

Me: So you know that practicing will help you, but sometimes not being as confident....

Participant: Because I'm a scardy-cat I slow down.

Me: How did you feel about people offering correction when you would say something that wasn't right and they would correct you...were you grateful for it, or was it hard to take?

Participant: Practically no one corrects me. That is why I have a lot of problems. [My husband] corrects me, and like, one guy who served [a mission] in Russia too, he was here like, a few times, and he always corrects me, and I'm like, OK. I feel fine, because I know that I need it, and if no one will tell me about my mistakes I will always do it. I remember [my husband] always told me, you have to say must, not must to, I always said must to, and he would say no, and I remember that. I try to speak

correct, but sometimes...I know that I should say it like this, but my tongue just says wrong.

Me: I think I know the answer, but do you think it helped you learn faster, being willing to receive correction?

Participant: Yeah.

Me: Did you ever plan on using the media specifically to learn English, or was it more that you enjoyed using the media and the English came as a side effect?

Participant: Yeah, I enjoy using the media, but when I first got here it was my goal to sit in front of the TV and watch shows and switch channels.

Me: We talked about motivation a minute ago. How did feelings of discouragement or feelings of satisfaction with learning affect your motivation? Does that make sense?

Participant: I need you to repeat the question.

Me: OK. We talked about motivation. Feelings of discouragement when you speak and say something that's not correct, or maybe you are trying to say something some way and it doesn't come out the way you mean it, perhaps you felt discouraged at the time, you felt like it was really hard. And learning a different language is very hard, and you felt it. Versus when you wanted to say something and you knew you said it right, and you were really communicating with the person, and you felt very satisfied. That you spoke well with someone. How did those feelings change your motivation?

Participant: They didn't change it.

Me: Because you were always motivated?

Participant: Yeah. Because I know that I need...if I will live with [my husband], and if we will live here in America, I need to learn it. And I will learn it because I am here, and every time I hear how people talk, and I will remember it.

Me: So when you felt discouraged, it didn't make you want to learn less? It didn't demotivate you?

Participant: It maybe made it slow down, but it doesn't stop me.

Me: When you feel satisfied for speaking well does it make you want to learn more, or is that again a small change?

Participant: No, it doesn't help me. You know when you're in this atmosphere, you just learn whether I want it or not. You just learn because you're here.

Me: It kind of comes to you.

Participant: Yeah.

Me: So from what I understand, you had kind of a similar process to most other people learning English, you got sort of a foundation in school where you learn the basic principles of English, you learn grammar, you learn parts of sentence structure, you learn vocabulary and all those other things...that set the foundation in school. When you had a chance to communicate with people, then communicating with people was one of the biggest things that helped you learn. And the media kind of played an in between gap, where – and correct me if I'm wrong, this is just what I understand so far – the media kind of played that in between role where you're past the basics and you kind of need the media to help you learn so you can practice with people.

Participant: Yeah.

Me: Is kind of how it works?

Participant: Correct, yeah.

Me: Is it true then that you could learn from the media and then practice with people and kind of go back and forth in that learning process?

Participant: Yeah.

Me: Has there been anything else that really helped in your learning of English?

Participant: Yeah, talking on the phone with someone, because it's really hard to understand when people talk on the phone, and [my husband's] grandma helped me a lot with phone talking.

Me: In your opinion again, on a scale of 1-10, how well do you speak English now? You were a 5 when

you got here, how has it changed?

Participant: A 7.

Me: So it's improving, at least. So now that you speak English, and you are obviously living here in the United States, do you prefer American media or Russian media for anything, whether it's television or movies or books...?

Participant: I prefer Russian books, and some of Russian songs because I miss my country. And I like to watch movies in Russian, even English movies in Russian, but still if I have a lot of interesting...on TV or like, new movies in English, I have no problems with it. I already understand like, I think 98% of the words and information, so I'm...yeah, because in Russia it's a little bit like, oh this is a little bit late, the information, but here I can get news like...I don't know how it's called...new news. Hot news. I don't know. Yeah, latest news.

Me: So if you have your choice, you would choose to use Russian media. Is that true?

Participant: I can't say so. I'm not sure. I like to, like I said, I like watching Russian movies because I miss my country and my culture and I love those movies. And I watch American movies in Russian because they're already in internet, but in English they're not in internet. Russian pirates work very good. Do not say that to anyone.

Husband: Let's put it this way. If you have a Russian movie or an English movie side by side, which one would you pick?

Participant: It still depends, I don't know. It's 50/50, I can't say.

Me: So either one you would be OK with?

Participant: Yeah.

Me: Is there anything that you would definitely pick in English over Russian? Or is it just whatever it's in, it's in?

Participant: I don't know, if it's newest like, shows, like TV shows. Yeah, because like I said I have no

problems to understand what's going on.

Me: But you don't really have a preference either way?

Participant: Yeah.

Me: OK, there is one last thing I want to look at and I'd like you to tell me...I'm going to show this to you and kind of explain it a little bit, and you can tell me if there is anything on here you disagree with. This is sort of a cycle that I came up with for motivation. Motivation is one of the big factors that helps in our understanding of what makes people want to learn another language, they have to be motivated for it. So this is kind of how I see motivation happening. We start here with interest. First we get an interest to learn the language. So your interest makes you want to be exposed to English based media. So because you're interested in learning English, or are interested in English media, maybe, you try to expose yourself to it, you go watch an English movie, or listen to an English song, or read an English book. While you're being exposed to it, you have to pay attention, you have to have some confidence in that you're learning something, you have to be able to apply what you've learned, so if you watch a movie then you have to be able to practice it with someone....and that says teachability, meaning you're OK with people correcting you. You're humble, willing to learn. Once you experience all of these things you either grow in learning English, or you stay stagnate. Do you know what stagnate means? [Approval.] If you grow in your learning of English, then that makes you feel satisfied that you learned something, and then you become more interested in it. Does that make sense? [Approval.] So then you go through that experience again. If you don't grow, and you stay stagnate, then that leads to frustration, which kind of makes you feel discouraged, and then you start to lack interest, and then you remain stagnate. Does that make sense?

Participant: Yes.

Me: So in each one of these...this is the positive side of it, and that's the negative side of it...On the positive side of it, once you have become so satisfied that you have learned English, you don't really

feel more interest because you have kind of reached the peak.

Participant: You already speak it.

Me: Yeah, you already speak it. When you don't grow, you keep going on this cycle until you are just so stagnate you don't care to be frustrated anymore. So you kind of stop when you are completely flat on learning. Is there anything that you would like to correct on this in your own opinion? This is entirely your opinion...is there anything in here that you would change or that you think is not true or correct? I know it's kind of a lot to take in all at once.

Participant: We are talking about motivation, but you could add here [to attributes during exposure] motivation because if you have no motivation...OK, if I will not use this language in my profession or in my life or whatever, somewhere...I will not spend time to learn it. Even if I have interest.

Me: So you would put motivation down here while you're being exposed to it?

Participant: Yeah, I think so. Because if you like...I know a person who speaks like 8 languages, I think it's talent, and she could maybe learn in one day, but for a person who doesn't have this motivation I think he or she will not spend time to learn language if he's still has interest.

Me: So even if they're interested, if they're not motivated it won't make a difference?

Participant: Yeah. I don't know if you understand what I mean.

Me: I think I do. I was kind of looking at it, and I'm not saying I'm right, I kind of put this together because it seemed like it could make sense, but you're the one who has gone through it. So you would know better than I would. So I'm kind of looking at this like this whole thing is kind of a cycle of motivation. There's a positive part of it and a negative part of it, but this is kind of motivation as a whole. Do you think that's too broad? Should I take motivation and narrow it down to one of these points [in the exposure process]?

Participant: You can name it different word. You can say it's motivation cycle, but here it's something like, I don't know, some other word for motivation.

Me: But that definitely plays a role in this exposure process also, is what you're saying?

Participant: Yeah. And I had another thought, but I forgot.

Me: OK, take your time.

.....

Participant: Hm. I forgot.

Me: For the most part, though, this looks pretty accurate?

Participant: It's great.

Me: Excellent. Last question. Is there anything else that I should have talked about more that we didn't talk about, anything else that you would like to add in this discussion? We kind of covered a lot of stuff, but if there is anything else that you think would help me in understanding how media has played a role in your learning of English, I would love to hear it.

Participant: I don't know.

Me: It's alright if there's nothing else, I just want to make sure we cover everything you want to talk about.

Participant: Right now I can even recognize the accent, like Australian, or British...

Me: That's a good point too. Have accents been difficult over time to get used to?

Participant: Yeah, like I even had passed the audio test when they played different roles, like men from Texas, or a little girl, or a grandma.

Me: Was this an audio test for college?

Participant: No, it was for a job I was applying for. It was very scary and very difficult in the first minutes to get used to it, because there were different voices, different speeds. And yeah, people from Texas, they speak....yeah. It's kind of helped me when I watch commercials, or a lot of English shows, so I understand the accent, and I understand the difference between some words and pronunciation.

Me: Did you learn very much about accents from the media?

Participant: From the media, yeah, because I never saw a person from Australia. So media helped me to learn more about accents too.

Me: OK. That's something I hadn't considered before, so thank you for bringing that up.

Participant: Like, my teacher was not from England, but we learned in school British English and they all talked [with a British accent]. I started like, attending missionary classes at 15 during my school, and I already heard American English, and I started to speak like American English, and my teacher was very angry about that. So I speak with a Russian accent.

Me: Well, thank you so much for the interview.