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Formative Self-assessment and Identity in Language Learning

by

Seif Eddine Ziad

Thesis for the degree of <u>Doctor of Philosophy</u>

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<u>Abstract</u>

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This research project explores the development of self-assessment, as a form of formative assessment, with Algerian language learners. The contribution of this study is in conceptualising and understanding assessment not as a tool or a skill to be used only when needed, but rather as an identity that language learners construct. Thus, understanding the Algerian English language learner's construction of a self-assessor's identity went through three layers of investigation. First, the multiplicity and complexity of the participants' identities have been investigated, then the factors that shaped the identities of the five cases have been explored, and finally the ways those factors helped in the construction of a self-assessor's identity have been discussed. The answer to these three objectives provides novel insights into the construction of a self-assessor's identity. To address these three layers of investigation, a mixed method's research design–a survey and five case studies– was implemented. The quantitative survey investigated the perceptions of 518 participants on four language identities (Arabic, French, English and Tamazight), and on investment in learning English inside and outside the classroom. The qualitative case studies, through dairies and follow-up interviews, provided detailed narratives with deeper investigation of the relationship between investment, self-assessment and language learner identity. The results suggest that the participants developed multiple identities as language learners and language users. The case studies illustrate how the activities they were engaged in like geek events or reading contributed significantly to language learning. The findings revealed eight factors that influenced the participants' construction of their identities, namely: technology, environment, hobbies, family, friends, video games, music and YouTube. In relation to self-assessment, the learners who were successful and confident users of English had the practice of self-assessment integrated in their daily use of English. In addition, the study showed that the participants who had a strong desire to develop an English language user's identity enjoyed the learning process, and when they enjoyed learning English through enjoyable activities, that feeling of joy fuelled the desire to invest more in learning English.

Table of Contents

List of Tables

List of Figures

Research Thesis: Declaration of Authorship

Print name: Seif Eddine Ziad

Title of thesis: Formative Self-assessment and Identity in Language learning

I declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. None of this work has been published before submission

Signature: Date: 21/09/2021

Acknowledgements

Abbreviations

EFL	English as a Foreign Language
L2	Foreign Language
Int	Interview
S/He	He or She
[…]	Deleted from original text
[]	Added by the researcher, or corrected by the researcher
..	speaking simultaneously
…	Et cetera
E	Edris
F	Fatma
A	Amine
I	Imad
K	Kahina
S.Z	Seif Ziad
hh/mm/ss	hours/minutes/seconds
TED	Technology, Entertainment and Design
RQ1	First Research Question
RQ2	Second Research Question
RQ3	Third Research Question
MAA	Modern Algerian Arabic

Chapter 1   Introduction

It is widely acknowledged that language learning is a complex task and it becomes even more complex the more we know about it. One of the major elements in this complexity is assessment. Its main purpose in the context of language learning has been deciding if a learner deserves an acknowledgement (a certificate) form a trusted body (e.g. institution) of being a proficient language user, which allows him/her to have a job or do a degree abroad among other possibilities. This purpose encouraged language learners to focus on learning and becoming proficient language users, however through time that focus started to change towards the purpose of achieving high scores and certificates (Stiggins, 2002). In this situation, formative assessment (known also as assessment for learning) theories (Sadler, 1989; McManus, 2008; Moss and Brookhart, 2009; Wiliam, 2011) addressed the issue arguing that assessment must assist the learning process by making the focus on learning rather than scores and certificates.

Another element in the complexity of language learning is identity, which is a concept that received wide attention in the last three decades. There has been a shift from defining identity as "unitary, fixed and immutable" into defining it as "multiple, site of struggle and changing across time and space" (Norton, 2015, p. 376). Identity in language learning areas of research include: Identity, investment and imagined communities (Norton Pierce, 1995; Norton, 2000, 2013) (Block, 2007) (De Costa & Norton, 2016) imagined communities and imagined identities (Kanno and Norton, 2003) classroom discourse (Norton and Early, 2011) identity and second language acquisition (Norton & McKinney, 2011) teacher's identity (Norton and Toohey, 2011) Imagined communities and language learning(Pavlenko and Norton, 2007).

This study argues that the two elements (self-assessment and identity) are connected with the concepts of desire and investment. In 2002, the Assessment Reform Group advocated that learners should be equipped with "the desire and the capacity to take charge of their learning through developing the skills of self-assessment" (p. 01). Kramsch (2006) argued that desire "touches the core of who we are" (,p. 101), i.e., desire is deeply attached to identity. Desire and investment are two sides of the same coin, as Norton (2013) argued that investment "offers a way to understand learners' variable desires to engage in social interaction and community practices" (p. 06). This shows that desire is crucial for the development of language learners' identities–including self-assessment identity– and the quality of desire and investment is reflected in the quality of practice. Based on what is mentioned earlier in this paragraph, self-assessment as the central element in formative assessment (see section 2.1.3.) is defined on a timeline. Through desire and investment, a self-assessor develops an understanding of the current situation (strengths and weaknesses), the target situation (goal), and determines the required practices to close the gap between the two situations. Importantly, the past experiences (social, cultural, historical etc) informs the judgment of the strengths and weaknesses, the goals, and the decisions about the required practices.

The aim of this study is to explore the participants' multiple identities, the factors that shaped the construction of their identities and the ways these factors influenced the construction of a self-assessor's identity. Achieving the aims will provide an insight to understand the phenomenon that some Algerian university students construct an English language learner's identity while others do not construct that identity when they graduate, despite the fact that they may share the same university, the same classroom and/or the same social environment. A mixed method research design was applied to address this research problem using a survey, case studies that included diaries and interviews.

1.1   Researcher Experience in Language Learning

This first section gives an account on the researcher's experience with learning languages starting from primary school until doctoral level. The reason for writing about my experience is to clarify my motivation to investigate assessment and identity in language learning. Ultimately, sharing my experience in light of literature gives the reader a picture on this experience has led to this study.

My experience of learning a second language can be different than other language learners' experiences. This difference in learning a foreign language can be devoted to the cultural aspect and its influence, to the personal aspect or to both of them (the cultural and personal aspects). This difference can be attributed to the languages I have learned: Arabic (started with MAA or Modern Algerian Arabic which is a mixture of multiple languages including mainly Arabic, French and Tamazight), English, French and a to a limited extent Tamazight. In this section I will give an overview about this journey starting from pre-school, primary school (grade 1-6), passing through the middle (grade 7-9) and secondary schools (grade 10-12), entering university and graduating with a Bachelor's (three years) and a master's (two years) degrees. The school grades were categorised differently at my time (see the grades between brackets) than they are now (see 1.3.).

In the pre-school stage at started learning Classical Arabic at home and the kuttab (Arabic and Quran school) starting at the age of five. At the age of six, I entered the primary school where I was studying in Arabic for three years (grade 1-3). In the primary school, I started learning the second foreign language, which is the French language, at the age of nine years old. This new experience was mostly about learning the basics of grammar, vocabulary, and more focus on pronunciation. After the end of my fourth year of primary education, which is the first year with French, I was able to achieve acceptable marks, speak some basic sentences that I learned by heart, but I did not have much interest in investing more efforts in learning this new language. At the beginning of the new year (grade 5), I had a new teacher of French, who was known as being an experienced teacher.

This teacher was one important element in changing my position of not being excited to learn French to being more curious about it because of the changes she brought to the class. Unlike

the previous teacher, who treated his pupils as friends, she had a professional (teacher-pupils) relationship in the classroom like being serious about preparing and revising the lessons and a mother-like treatment outside the classroom and in school parties. This kind of relationship resulted two outcomes. One is that I showed more respect to the teacher in the classroom, and because of her different treatment outside the classroom, I became more understanding that whenever she was angry at me (in the classroom) that was for my benefit. The other is that such a relationship encouraged me to reflect on what was happening around me, to have the desire to speak more than one language, and to invest by doing extra practice at home and attain my goal.

One year later (Grade 6), I was able to read fluently, speak basic French, and achieve excellent grades in school exams. Additionally, my teacher at this stage involved me in correcting my classmates' reading, which may have the intention of teaching me responsibility and rewarding my efforts. This kind of involvement can be seen as an engagement in a realm where I can develop an understanding of the symbolic resources of social power that can be achieved alongside the material resources when I invest in learning French (Norton, 2015, p. 37). Outside the class, I tried to answer some exercises with my friends, who were my classmates as well, and we used to discuss our techniques in revising our lessons at home and how we solve the issues that we find problematic. They were able to use French, but at a certain stage they were struggling to improve, which we sometimes talked about in our discussions. Then, when I go home, after those meetings, I used to think about the difficulties they faced in improving their language, and I always had that desire to create something to help language learners overcome such kind of stagnations. These reflections are a demonstration of self-assessment as seen in this study (see 2.1.3.).

This situation of performing better than my classmates in improving my language and the ability of having those excellent scores continued only for the first three months of my first year in the middle school, in which I got the best mark in the class for this exam. The teacher, who was leaving the job in the school, came personally to give me the exam paper. Then, I had a new teacher for only about one month. After, I had new teachers approximately every three months until the end of the year. The lack of stability by having multiple teachers in a short period of time, shifted the focus from constructing the identity of a French language learner into merely building strategies to keep up with the new teacher's teaching styles and objectives.

The second year was under the same conditions of teachers' availability for the French language, with a noticeable decline in my level and motivation. In the same year, it was the start of the English language course, with the hope of having a better situation than the one that I was facing with the French language. This hope did not thrive with a teacher wasting most of the time of many sessions either in struggles with some students and trying to manage the class or in making the tables in straight lines (which I could not find any reason for doing it). The next year was not so much different for English, with the same teacher and the same atmosphere in the class, but I had a new teacher in French. This teacher was able to manage the class and push pupils to do more

exercises, which, unfortunately, were not enough (at least for me) to regain that desire and enthusiasm to learn and improve my performance in French after a gap of about two years.

In the primary school, my success was a result of the self-efficacy and motivation gained from the healthy atmosphere in the class, whereas in the middle school there was self-efficacy but motivation was declining more and more under the conditions that I saw as bad.

Despite the fact that I did not have clear goals and focus, I started the secondary school with the intention to challenge the confusing situation I was facing and work harder to improve my level. This adjustment in my vision towards difficulties was partially inspired by the determination of my cousin and his friends (Medicine practitioners) who developed a dictionary in Shawiya variety (one of the Tamazight varieties) with the use of computer. In this period of my education, I started to think of turning obstacles into opportunities by becoming more independent and trying to learn about using the personal computer to improve my weaknesses.

My reliance on the computer was for several reasons. First, my relationship with the teacher of English was not so good in the class because of a misunderstanding at the beginning of the year. This led to preventing me from participation or asking questions (i.e., passive presence in the English sessions). Second, there were high quality and cheaper English materials in CDs like dictionaries and encyclopaedias, which I used while trying to answer my questions. Third, I was not convinced by the idea of taking expensive supportive classes outside the school, which, in my point of view, were run merely for the aim of passing exams.

The electronic resources provided some answers to my questions like giving more clarifications about grammar rules. For the cases that needed human interaction I used the classroom assessment to understand them. In other words, I may have the right answer for a specific question, but I try the one I was not sure about, in the test, in order to check it. In addition, I was not struggling to pass from one year to the next, so I was enjoying learning the language rather than being afraid of failure or of not having the required scores. By the end of this year, my level became better and even the relationship with teacher. In other words, my investment was directed towards improving my learning rather than achieving higher marks, but that choice was dependent on a lower risk of failure.

The second year in the secondary school was better than the previous one. I was trying to become more independent in my learning and sustain my motivation to learn English. For example, I started learning about some software (as a hobby) through videos presented in clear English, i.e., slow speaking pace, simple vocabulary and new technical words were explained. Those courses were divided into short clips with the option of having subtitles on the screen, which allowed me to follow the speaker in complex explanations. In addition, the courses were accompanied with practise, so I should understand the details of the tips that the speakers sometimes talked about but did not show on the screen. Using those videos as a means of learning required self-reflection on my works and my development of the language, and hence I had the opportunity in the classroom

to discuss the difficulties I face with the teacher and practice the new knowledge through the activities.

By the time I finished my secondary education, I was able to have very good marks in English but I was not able to speak it fluently. The marks allowed me to major in English studies at the university. During this period, internet was available for me and more importantly YouTube popularity was expanding, and it had many advantages on education such as having easier access to different areas of knowledge, including the contributions of the best institutions in the world. The availability of high quality content allowed me to self-assess my level of knowledge and thinking compared to my peers around the world (through watching videos of conferences, seminars and webinars and involve myself as if I am present like pausing the video and answering the questions) and push my ambitions far ahead. Technology and videos added a new dimension to language learning experience, which can be seen in the factors that shaped language learners' identities (see 6.2.1. and 6.2.3.).

When I was at first year of university, I was ambitious but I was not among the best students, in terms of grades. However, my successful experiences in the primary school and secondary school with French and English were a solid ground for my self-efficacy in goals' attainment. As a first objective I tried to improve my speaking and pronunciation with the belief that this is going to reinforce my confidence and help to avoid embarrassing situations in the classroom. Furthermore, focusing more on fluency and later on accuracy allowed me to feel more comfortable in concentrating on the content of the lectures, raising discussions, and having more control in dealing with comments from students.

In the third year of university, there was a strong competition among students who were, most of them, competent language users. Consequently, I enjoyed taking the challenge and working harder outside the class to enhance my English in other contexts, learn presentation skills, and improve my academic writing. Then, I started the master's degree which was mostly learner-centred, in which students researched a given topic as a group, wrote a report, and presented the findings to the class under the supervision of the lecturer. This kind of teaching was a preparation for the students to be more independant and able to do their first research project in the last six months of the second year of the master's degree. When I was preparing for my master's research project, I was thinking about two issues. The first one is how students can be engaged in the learning process especially outside the classroom and how they can improve their performances and have more agency over their learning. The second one is how the learners' focus on achieving high scores and certificates affected the quality of learning. For these two reasons, I started reading articles related to assessment with a focus on developing learning by engaging language learners. I read "Inside the Black Box: raising standards through classroom assessment" meta-analysis article by Black and Wiliam (1998), then formative assessment (known also as assessment for learning) theories (Wiliam, 2011; Sadler, 1989; McManus, 2008; Moss and Brookhart, 2009), so I chose to do my master's research project on formative assessment because I believed that it addressed the

two issues I mentioned earlier. This was the first inspiration to do this research project. The next section will discuss the rationale of the study.

1.2   Rationale of the Study

The rationale of this study is based on that inspiration to continue working on formative assessment with the focus of contributing to the development of its theorisation to be more learner-centred by moving from feedback as a central element to self-assessment. Besides, formative assessment theories have been focusing on educational (teaching and learning) practice inside the classroom, and missing the practice outside the classroom. The term 'outside the classroom' is used in this thesis instead of a term like 'informal learning' for several reasons. The main reason is that this study focuses on the use and practice of English as a form of investment in learning English outside the classroom, while the concept of informal learning is mostly linked with learning and used by sociolinguists to describe learning activities taking place in an informal context. Therefore, the term 'outside the classroom' is broader because it does not only include informal learning activities but even formal learning practices that take place outside the classroom. For instance, joining an online community to learn English language culture in an online course is formal but it is outside the classroom. The second reason is that since the term 'outside the classroom' inspires the transformative nature of practices, it is more appropriate to be associated with other main concepts of this study namely: investment and identity construction, which is noticeable in studies related to this context (see Norton, 2013).

Another important term is 'EFL learners' which in this study is related to belief that students who speak English not as their first language, then English is a foreign language. The concept of EFL Learners is out the debate of 'second language vs foreign language' because English is a third or beyond after Arabic, and/or MAA, French, Tamazight, sometimes Spanish. The dichotomy of 'acquisition vs learning' is away from the debate because this study is about higher education students, and the theories backing my research learn towards language learning argument than language acquisition.

The shift towards learner-centered theorisation can be seen in the literature. In their article "From Teaching to learning", Barr and Tagg (1995) explained that the shift in higher education should be from providing instruction to learning production; i.e., from an *instructional paradigm* to a *learning paradigm*. They added that the latter, which they are strongly advocating, "necessarily incorporates the perspectives of the assessment movement" (p. 16). This "assessment movement" has been calling, since the 1980s, to a change from an over-reliance on assessment *of* learning to an integration of assessment *for* learning in language education daily practices. In other words, a movement from a one-way assessment (teacher to student) that summarizes the student's performance in grades, given at specific points along the academic year (Ajjawi et. al., 2018, p.

08), to an ongoing two-way assessment (teacher to student and student to teacher) based on exchanging descriptive feedback.

After about three decades from this movement, Sadler (2010) published an article with the title "Beyond Feedback: Developing student capability in complex appraisal". In the article, he presented a critique of descriptive feedback as "telling"; telling in the form of general or detailed comments from teachers to students about their works' strengths and weaknesses. Instead, he suggested that a more efficient way to improve learning is through sharing assessment experiences in practice. This can be referred to as 'transmitting the logic of assessment', because the teacher is sharing from his/her experiences of assessment, but each student receives that 'logic' uniquely on the basis of his/her (the student) experiences.

When language teachers share their assessment experiences with the learners, they are helping them construct an identity of a self-assessor. The development of this identity shapes the educational process to be learner-centred, and influences the formative assessment theory focus to move from descriptive feedback to self-assessment. The repositioning from descriptive feedback to self-assessment can be explained as bringing the language learner's voice to the forefront and guiding him/her to gain the necessary level of confidence to self-assess. This shift helps the language learner to have the desire to learn the language and it gives this desire sustainability through investment-return (achievements) dynamism. Self-assessment is one type of assessment, and the main aspect of distinction from other types of assessment is the 'self' that has been investigated from a psychological standpoint like Dörnyei's (2005) theory of the 'L2 Motivational Self System'. This theorisation explains the inside view (inside the language learner), and hence an outside (outside the language learner) view is needed from the sociological perspective that presents 'identity' and 'investment' alongside 'self' and 'motivation' which can be demonstrated in the work of Norton (2013).

To sum up, there have been studies on self-assessment and its role in language learning (see Table 2), but self-assessment was addressed as a tool. On the subject of identity, there have been a change on seeing a language learner as a "'whole person', that is, a cognitive, social, affective, and physical being who finds her- or himself within (a) distinct social, cultural, political, and historical context(s)" (Mensel and Deconinck, 2019, pp. 535-536). This research project argues that self-assessment is used in daily life to inform decisions, and hence self-assessment must be constructed as an identity and not merely developed as a tool. This is investigated in the Algerian higher education context.

1.3   The Context of the Study

This section gives a brief historical account on the four main languages in Algeria (Arabic, Tamazight, French and English), which is important for understanding the "language conflict" (Benrabah, 2013, p. 1) in Algeria. Then it elaborates on the contribution of policy changes, the

change of the educational system, and difficult employment situation after graduation in complicating this language struggle. A struggle that confused students in general and language learners in particular in choosing the language that serves their future careers.

Historically, Algeria was colonised by France for 132 years (1830-1962), in which an "assimilationist process was imposed" (Bouazid and Le Roux, 2014, p. 883) since the very beginning of colonisation. The purpose of the assimilation process is to erase the Algerian identity in order to mould the Algerians into the 'French society' (as second-class French citizens) and with it the land with its natural resources. The linguistic application of this process was by forcing the French language in schools instead of Arabic or Tamazight. A large number of parents were aware of the assimilationist colonial plan, but they were in a dilemma. They had to choose between sending their children to school and putting them in the risk of losing their identity of the language of origin (Arabic or Tamazight) and what is implied in that language from history and culture, or not sending them to school and putting them in the risk of illiteracy if they do not go to 'Kuttab'. The 'Kuttab' was an alternative to the official primary school at that period, and it provided Islamic education and basic Arabic literacy. "Many" of those parents chose that their children would better "remain illiterate rather than send them to the secular French colonial schools which they perceived as driving their children [away] from Islam (Saad, 1992, 24). Literacy rates plummeted" (Bouazid and Le Roux, 2014, p. 883). This identity struggle (i.e., language identity struggle between Arabic, Tamazight vs. French) continued after the independence with English becoming part of the discussion for its potential role in the country's development internationally. The presence of the four languages in the Algerian context is one of the reasons I included them as a section in the survey (Appendix C).

- **Policy Changes on Language Teaching**

Before university, three languages (except Tamazight which is not taught in schools yet) are taught at different stages and not all of them taught in all grades (see Figure 1). In Algeria there are 13 grades before university: one year in pre-school, five years in primary school, four years in middle school, and three years in secondary school. In total, Arabic language is studied in school for thirteen years (from pre-school until the end of secondary school), French is studied for eleven years (from second grade in primary school until the end of secondary school), and English is studied for seven years (from first year in middle school until the end of secondary school). However, Tamazight language is learned only at home in Tamazight speaking families with plans from the government to teach it in schools in the future after it has been recognised as a second official language in 2016. The figure below summarises teaching the three languages (Arabic, French and English) in pre-university school years.

Pre-school		Primary school		Middle school		Secondary school
1 year		5 years (G1-G5)		4 years (G6-G9)		3 years (G10-G12)
Arabic only		Arabic 5 years (G1-G5)		Arabic 4 years (G6-G9)		Arabic 3 years (G10-G12)
		French 4 years (G2-G5)		French 4 years (G6-G9)		French 3 years (G10-G12)
				English 4 years (G6-G9)		English 3 years (G10-G12)
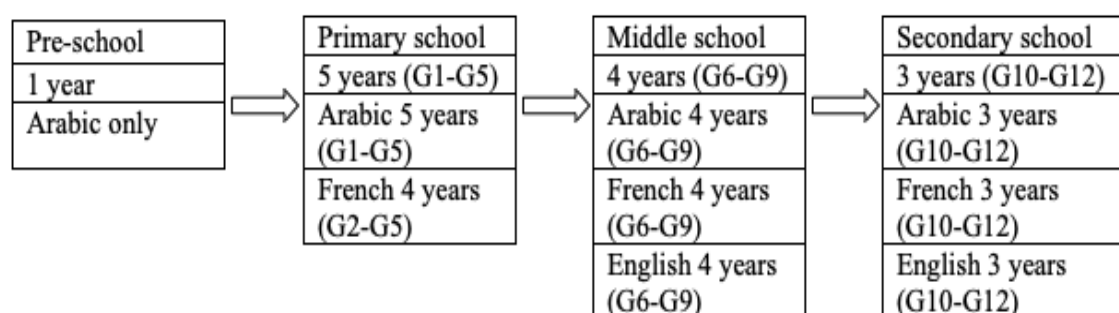
Figure 1 Teaching Languages in Pre-university School Years

Table 01 below summarises the chronological policy changes regarding teaching the three languages (Arabic, French and English) since the independence of Algeria from France (in 1962) as described by Bouazid and Le Roux (Why Algerian students strugle to achieve in English literature: an appraisal of possible root causes, 2014, pp. 883-884):

Date or Period	Change in Policy
After independence (after 1962)	-Arabic is the official language of the country
By 1976	-All teaching was in Arabic, except teaching foreign languages
In 1977	-Bilingualism (Arabic and French) was back in primary school -Subjects like Biology and mathematics were taught in French
In 1979	-French was moved to grade 4 -English was introduced at grade 8
In the 1990s	-pupils and their parents had to choose between French or English at grade 4
In 2001	-French was mandatory again and was moved from grade 4 to grade 2
In 2004	-English was moved from grade 8 to grade 6

Date or Period	Change in Policy
In 2007	-French was moved from grade 2 to grade 3

Table 1 The Chronological Policy Changes on Teaching Languages in Algeria Since Independence

In 2016, Tamazight was recognised as the second official language, and the government started to plan and determine the necessary needs for Tamazight to be taught in schools all over the country. Tamazight was not added to the table above because 'table 1' is a summary of the chronological changes as reported by Bouazid and Le Roux (2014), and Tamazight was recongnised officially in 2016. Actually, the changes in language teaching policies since the independence shows what Benrabah (2013) called the 'language conflict in Algeria', which intensified at times of instability.

During the 1990s (known also as the black decade), there was an armed civil war between the army and the political Islamic parties. In the war between 100,000 to 200,000 people died. After the war, people has been more frustrated because Classical Arabic was used by political Islamic parties and French is the language of the coloniser, Tamazight and English did not have the same position as Arabic and French. Many Algerians, at this situation, felt that they have to choose one language. However, Bouazid and Le Roux (2014) stated that the "[p]resident Abdelaziz Bouteflika openly acknowledged Algeria's cultural and linguistic plurality and candidly used French in public address" despite the fact that "Act No. 91-05 of 1998 prohibited all official public use of languages other than Arabic". They concluded that "[c]learly, foreign language issues remained contentious" (Bouazid and Le Roux, 2014, p. 884), because Algerians were confused witnessing a breach of a law, to use only Arabic in official public matters, by the president. This confusion was fed with the new policies to engage in the global education community.

- **Change of Educational System**

In 2004, Algeria started applying the LMD (License (Bachelor)-Master-Doctorate) system which is a reform in higher education known internationally as the 'Bologna Process'. Joining this international reform is part of the country's development policy that set multiple objectives in this regard, such as [1] the democratization of access to the university, [2] the satisfaction of the national economy's human capital needs for managerial staff and senior executives, and [3] the training of a national body of lecturers and university researchers to assume leadership through international cooperation (Bouzid, et al., 2013, p. 104). The purpose Algeria joined the Bologna Process was to have access to the international higher education community and be able to achieve the three goals mentioned earlier.

The educational system reform was gradually implemented in the pre-university level in order to prepare learners to be ready for the changes taking place in higher education. Pre-university reform started in the secondary school (10th to 12th Grades) and later in the middle school

(6th to 9th Grades) and primary school (pre-school year to 5th Grades), and I am one of the students who have been taught under the reform process starting in the secondary school and then in the university. In the secondary school, I remember the teacher of English who was teaching the new textbook in the same way as the old textbook, with the feeling of dissatisfaction because the new textbook was different in content and form than the old one. The teacher did not know how to address the syllabus content through the textbook because no training was provided at that time. Other teachers of other subjects had training sessions, but they claimed that they are not practically doable because of the insufficient amount of time (time of sessions or the total time for the trimester) and large number of students who hardly do their homework. Teachers and parents were not motivated to get involved in the new system because, as those I knew claimed that, they have not been involved in the discussion on this change from one educational system to a new educational system. This way of implementation of the LMD system seems that it is not a pure decision from the Algerian government, as Lepoivre (2007, as cited in Bouzid, et al., 2013, p. 108) noted that "The European universities adopted an organization of studies which they impose on their African counterparts which have to imitate them." (p. 37). For example, the government's decision, in the 1990s, to include parents in their children's decision to choose either to study the English language or the French language, and not involving them in the educational system reform process, supports what Lepoivre (2007) said about European universities imposing the reforms on the African universities. This is mainly done by putting these universities under pressure to implement the reforms in exchange of the 'cooperation' they need. Meanwhile, the Algerian universities, like other African universities, have been struggling to improve the efficiency of the current system (which was European as well) in the local context.

- **University of the study**

   The university where the study took place was a public university, which means that it was following a national curriculum from the Algerian Ministry of Higher Education. The curriculum of English sent to the university is in French language for all the majors of the participants (Arabic, French, English, Chemistry and Computer Science), as confirmed to me by deans of the five departments. English is taught by part time teachers who are paid hourly, and they receive the payment at the end of the academic year and sometimes it may take longer than a year. These delays in payments were very demotivating for foreign language teachers because most of the time they were new graduates and they don't have other sources of income to cover the daily expenses like transport and food (or renting a room close to university). At all years of the undergraduate degree, English is compulsory subject usually 90 minutes a week, but the problems that teachers had led them to quit. This situation created a lack of continuity and coherence in content of the lessons, because multiple teachers would teach a group of students in a short period of time changing the method of teaching and the content of the lessons.

- **Employment after graduation**

At the university, English major students have been mainly taught with the intention to go for teaching after graduation, where other possible options are not yet available like creating specialities that fulfil the needs of other sectors such as media and modern technology. This narrow vision of the future career linked with teaching is a result of different factors. First, the need for more teachers specifically teachers of foreign languages (English and French) because of the growing number of students–more than 1,200,000 students in 2012 (Bouzid, et al., 2013, p. 104)– and the aging and retirement of the teachers in service. Second, this need for more teachers with the comfortable financial situation for the government, due to the rise in oil prices (main source of income for the country), led to the recruitment of large numbers of graduates with permanent positions in teaching. The recruitment of large numbers created a belief that this kind of recruitment in teaching positions will continue for a long time in the future. Third, the actual belief faced a dead end with the significant drop in oil prices and

the fulfilment of high demand for language teachers' positions. With graduates' numbers have been increasing steadily while employment competition almost blocked (except for highly needed positions); Outside the teaching sector, students have to choose between either: jobs out of their specialities with low salaries or unemployment.

In conclusion, this section explained the "language conflict" (Benrabah, 2013, p. 1) between the four languages in Algeria (Arabic, Tamazight, French and English), which created an identity struggle among these four languages (see 7.1. for details on this struggle explained in 'The Identity Tug of War'). It explained that the reason for this struggle is the Algerians confusion about the use of these four languages, and this confusion is caused by the changes in policies, changes in the educational system and the difficult employment situation after graduation. The next section will explain the specific problem this study is addressing.

1.4   Statement of the Problem

Facing the reality of employment difficulties after graduation leads to an issue that many students' struggle to construct foreign language identities. One of the main reasons for this issue in language education is students' struggle to engage in learning. While studying in the English department at the university, I noticed some problems among learners that this study is aiming to investigate. These problems are chosen because of how they are related together to the issue of students' engagement and their effects in language education.

The *first problem* is that many students seemed to be unmotivated while learning the English language. This observation is deduced from the fact that these students (who are not showing the required performance) are sharing with their successful peers the same classroom, living in a similar–if not the same– environment, and taught by the same teachers. Similarly, one of my lecturers shared an observation which highlighted the same issue but from a different perspective. She said that it is strange to see students (in this department) working hard to learn English

language until they start having command of the language, those efforts start to decline-as if they are satisfied with that level. The way she articulated her observation addresses a phenomenon of how they stopped investing in learning English as if they were satisfied. Actually, both observations are related to the second research question (RQ2) which is about the factors that shaped their identities (including identity as English language learners),

When we look in the literature, we find that this issue has been discussed as a problem in the context of English as a second language learning, and there has been attempts to provide answers to this problem. The psychological perspective considered language learners as either being motivated or unmotivated to learn English. This view has been stated clearly from Gardner and Lambert's (1972) AMTB (Attitude Motivation Test Battery) to Dörnyei's (2005) 'L2 Motivational Self System'. The post-structural perspective considered the categorical description of language learners, as being either motivated or unmotivated, as a failure for SLA researchers to see the whole picture that includes the social aspect (Norton, 2000). Poststructuralists rather argued that the performance of language learners is related to investment. Language learners could be motivated, but they are not investing or they are not invested (for instance, by the teacher). For example, in a white learners' class and under the instruction of a white teacher, a black language learner can be highly motivated to learn the language, but "if the practices are racist" in the classroom, that could be a hindrance against his/her desire to invest in learning the language (Darvin and Norton, 2015, p. 37).

Skilton-Sylvester (2002) in her study in the United States of America suggested that the appropriate question to be asked about this issue is "How do the multiple identities of students, the social contexts of their lives in the United States, and the classroom context shape their investment in participating in adult education programs?" instead of asking the question "Why are some adult ESL learners motivated to participate while others are not?" (p. 10). She draws the attention that understanding ESL learners' investment in language learning is tightly related to: the reciprocal action between the students' multiple identities (RQ1), their identities included and used in their social and classroom experiences, and the return they expect from the investment. The contribution of this study is to explore factors that shape the construction of the participants' identities, in order to understand the difference in investment between the successful students and other students (less successful or non-successful).

The *second problem* Is on the change in factors that shape language learners' identities. Traditionally the role of language teachers was dominant in the classroom because learning was teacher-centred where the teacher was the main source if knowledge, while nowadays the learner is at the centre of the learning process. The focus of language education moved from prioritising accuracy of grammar and pronunciation into developing the ability to communicate. In addition, the sources if information were limited to books, radio and T.V stations, then technology advancement brought differently new types of resources such as: video streaming platforms like YouTube and Netflix; Social Media platforms like Facebook, Twitter, and Instagram; digitally

distributed music on platforms like Spotify; and Twitch platform for video games. These platforms and others became part of the everyday life of language learners and the factors that shape the construction of their identities are changing than factors we knew previously. Therefore, investigating these factors is very important for the development of modern curricula that take the new factors into consideration. This is going to be addressed through second research question (RQ2).

The *third problem* is based on the assumption that Algerian students have doubts over the issue of developing and maintaining multiple identities as multilingual learners, because of the "language conflict" (Benrabah, 2013, p. 01) in the Algerian context and the struggle between other non-language identities (RQ1). It is an issue of having agency which means that they should be independent thinkers taking initiatives and engaging within the communities of practice they belong to. They try to maintain the multiplicity of their identities by avoiding the conventional belief of identity as a collective and unitary one because communities of practice are not necessarily communities of agreement as Wenger clarified in one of his conferences. They have, the Arabic language identity (which is related to Islam), the Islamic identity, the Tamazight identity, and the Algerian identity, but it is not clear to what extent they face difficulty in constructing a plurilingual identity that is open to the possession and use of multiple languages. This difficulty in constructing a plurilingual identity turns into a problem in the case of learning new languages. For example, Algerian learners at an early age start learning Arabic at school, and in some regions they learn Tamazight at home. In the primary school, they start learning French, the language of the coloniser, which is associated with a negative history of brutality, aggression and violence against the Algerian people. This history does not affect the learning process of those young learners because they are not aware of the place of history in life and its role in the determination of future. In higher education, it is assumed that students will develop a certain level of critical thinking to understand their role(s) in their society, and hence they try to develop their own voices within this society. The ability to think critically as higher education language students, the widespread position within society against using the language of the coloniser, and the lack of clarity regarding learning and/or using the language of the coloniser, all together form a within source of confusion in constructing a plurilingual identity in their society. In this situation, developing formative self-assessment identity with its aspects like self-reflection and critical thinking is essential in outside the classroom language learning and after graduation learning (RQ3).

1.5   Aim of the Study and Research Questions

The aim of the study is to explore the mentioned phenomenon that students study English in a similar social context, and sometimes in the same classroom and same teacher, but at the end of the degree some of them develop a self-assessor's identity while others do not achieve that. In order to

address this research problem, this project aims to answer three research questions on the participants' identities, the factors that shape their identities and the role of these factors in the construction of a self-assessor's identity:

1. What EFL learner identities exist in the investigated context?
2. What factors shape EFL learners' identities?
3. In what ways these factors help in the construction of a self-assessor's identity?

1.6   Research Design

For answering these research questions, a mixed methods case study design with a convergent approach is applied. This choice is based on the assumption that combining the strengths of both qualitative and quantitative approaches leads to a better understanding of the research problem than following a single approach (Creswell, 2015, p. 02) and therefore to reinforce the research general validity.

The participants are from the following five disciplines: Arabic, French, English, Computer Sciences, and Chemistry. The Arabic language is chosen because it is the first official language in Algeria, the French language, as a remainder of the French coloniser, is chosen because it is still used mostly in administration and to a less degree in society. and the English language are chosen as it is the language number one in the world for communication, science and technology. Students in the three disciplines are studying languages and hence it is assumed that all have interest and strong will to study other languages. The discipline of Computer Sciences is chosen because this field is mostly dominated by the English language, either in the developers' community or the consumers' community, which makes it strongly linked with the English language. This link between Computer Sciences and English is one of the reasons I wanted and invested to learn English because I have been interested in Computer Sciences before learning English. The fifth discipline, which is Chemistry, is chosen because it can be considered as not linked directly to English, but still students in this area of study need to learn English in order to stay updated with the latest research in this discipline.

There are multiple reasons for mentioning the disciplines of the participants. The first reason is to clarify that since it was not possible to have 500 or 600 participants from one discipline, it was planned to have participants from multiple disciplines in order to reach the target of at least 500 participants. The second reason is to make the reader aware that there are participants who were studying languages as a major (Arabic, French and English) and other participants who studied languages but not as a major (Computer sciences and Chemistry), and that may influence their answers. Choosing these disciplines was based on assumptions about these disciplines in relation to English. First, learners of languages (Arabic, French and English) are assumed to be more interested in learning languages, but it is not clear how they look at learning English with the

influence of the language they are studying. Second, Computer Sciences is dominated by English but it is not clear to what extent this is influencing students to learn English. Finally, Chemistry is assumed to be a discipline that is not tightly linked with English which is needed to follow the latest research in the field, so it is not clear how chemistry students see the English language.

In the quantitative side of the study, the participants (about 100 participants from each discipline, and a total 518 participants from the five disciplines) answered a survey which helped to explore the students' identities as multilingual speakers (Arabic, French, English, probably Tamazight and/or other languages)–adapting partly from the work of Klapwijk and Van der Walt's (2016). Then, in the qualitative part of the study, 05 students from the 518 who participated in the survey continued in a case study. Each of the 10 participants had a diary for 8 weeks. I gave them initial guidelines in a form of a simple table with written and oral face-to-face explanations on how to use this table. I explained and discussed the objectives behind using these diaries, and I encouraged them to act freely in deciding what to write and include (pictures, personal designs, or anything else) in their diaries.

I collected the diaries every week to guide the participants on how to keep the diary always on their experiences related to learning English, and to ask for clarifications and/or more details. Every two weeks, a semi-structured interview took place with each participant to discuss deeply what has been written in the diary and help to express what might find difficult or did not want to express in writing. The role of the diaries with the interviews is to assist the survey's exploration of the EFL students' identities in the investigated context with a qualitative evidence, show the factors that shape the construction of these identities and demonstrate how these factors help in the construction of a self-assessor's identity.

1.7   Structure of the Thesis

This thesis is constructed of eight chapters. It starts with an introduction chapter, next is the literature review chapter, then research design is the third chapter. Chapters four to six are for data analysis, chapter seven is for discussion and finally the last chapter is the conclusion.
Chapter One: have presented a general introduction of the study, the researcher experience in language learning, rational of the study and context of the study, statement of the problem, aims and research questions, the research design and finally the structure of the thesis.
Chapter Two: is the literature review chapter and it includes three sections. The *first section* gives a review of assessment and self-assessment in language learning. It starts with historical account on assessment and argues that research trajectory is moving towards the focus on self-assessment as the central aspect in formative assessment theories. The *second section* is a review of social identity in language learning, next identity theories are discussed to show the adopted perspective on identity in this study, then the shift from motivation to investment is examined. The *third section* is a demonstration of the link between formative self-assessment and identity in language learning.

Under that relationship between self-assessment and identity. the chapter starts with student voice, gives demonstration of the relationship on a timeline, and introduces the conceptual framework adopted for this study.

Chapter Three: sets out the research design of the study. It explains the research aims and questions, provides a description of the participants and summaries on the data collected from the participants, and explains the sample selection process. It discusses the mixed methods exploratory research design that included the use of a survey and case studies from diaries and interviews, and discusses this study's research worldview. Then, the data analysis process of the quantitative and qualitative data was delignated. Finally, the chapter gives details on ethical considerations and challenges encountered during the study.

Chapter Four: reports perceptions of the participants about language identities by presenting results on their attitudes towards the four languages of the study and their motivation to learn these languages. Then it sets out the results on motivation and investment crosstabulation, showing the correlation between motivation and investment.

Chapter Five: details the findings of the individual five cases of the study. It starts with Edris, then Fatma, then Amine, Imad, and Kahina. The research patterns in Each of these five cases are going to be presented in a narrative form.

Chapter Six: is a cross-case analysis of the five case studies: Edris, Fatma, Amine, Imad, Kahina. The findings of the five cases are compared and contrasted on the basis of the research questions. It shows the EFL learners' identities in an Algerian context, it elicits the factors that shaped language learner's identities of the participants, and presents results on the construction of a self-assessor's identity.

Chapter Seven: discusses the analysed data according to the conceptual framework and answers the three research questions of this project. It discusses the multiplicity of identities with an illustration of a tug of war analogy, the transformation of a practice into an identity, the construction of a self-assessor identity, and explains desire and joy in language learning.

Chapter Eight: concludes this thesis by summarising the answers to the three research questions. It gives implications of this study findings, limitations of the study, future research directions, and concluding remarks.

Chapter 2   Literature Review

This second chapter provides a review of the literature that is relevant to the research problems investigated (see 1.4.) over three sections. The first section starts by a discussion of assessment and relevant terms, and the meaning of assessment adopted in this study. Next, it lays out how assessment evolved historically until it reached the second revolution of formative assessment with the publication of Black and Wiliam's (1998) meta-analysis article. Then, the section discusses how the central element in formative assessment is moving from feedback to self-assessment, showing the need for self-assessment, and explaining feedback and criteria for success in self-assessment. The second section presents an overview on identity theory in language learning and a synthesis of identity theories to demonstrate the facets of complexity and the multiplicity of identity, which influenced the shift from motivation into investment. The final section draws the conceptual framework adopted to address the research aims, and to show how assessment and identity are connected in the context of language learning. This section mentions the student voice and its importance, explains the theoretical framework in two layers–general and deep– and lays out these layers on a timeline (present, past and future).

2.1   Assessment in Language Learning

This section discusses assessment and relevant concepts (measurement, testing and evaluation) for their importance in language assessment theory and practice. The distinction between the four concepts is important for two reasons. The first reason is that one main focus of this research project is assessment which leads to the second reason. The second reason is for the readers understanding of how they are used in this research context as there is no definite agreement on the use of these concepts in language assessment research. After that I am going to give brief historical account of assessment to show how assessment through history has been moving from a tool to control people to be a means to have freedom with the critical aspect within self-assessment. I am going to define self-assessment as a central concept in this study and show its crucial role in language learning. Next, the role of feedback in foreign (Chelli, 2013)language (L2) self-assessment is going to be discussed since I am adopting the formative orientation in which feedback is a vital attribute. Finally, I am going to highlight the place of the criteria for success in the practice of language learning and the need to consider the sociological side.

2.1.1   Assessment in Language Learning

Assessment is a term that can be confused with other terms like measurement, testing, and evaluation because of the focus on, what Bachman (1990) described as, the "superficial similarities" (P. 18) among the four terms. However, each of them is different from the other in the

context of foreign language education, and the distinction presented in this paper is mainly for two reasons. The first reason is more theoretical, which is to establish a clear understanding of these fundamental concepts in language assessment. The second reason is practically for "proper development and use of language" (Bachman, 1990, p. 18) assessment activities, because a language assessment activity can be described as properly developed and used if the type and purpose of this activity is distinctively clear.

Measurement in language education is linked with numbers and quantification (Bachman, 1990; Miller, Linn, and Gronlund, 2009), which are the aim of the measurement process. When an IELTS (International English Language Testing System) candidate passes the test, his/her ability to use English is quantified by a grade s/he receives as a measurement of his/her ability which is represented by a number (e.g. 6.5 out of 9.0). If The outcome of the measurement process (i.e., the grade) is used for making a decision at a particular point, the process becomes an evaluation (see Kizlik, 2012, p. 01). For example, a UK (United Kingdom) university making the decision that a grade of 6.5 in the IELTS is linguistically enough for a non-native student with a master degree to start a PhD degree, while another UK university decides that a 7.0 is enough but not a 6.5. This means that the measurement process ends by giving the grade, and evaluation is in the wider scope of making the decision of what to do with the grade on the basis of the difference in reasoning, which is proved in the example of two UK universities having defferent decisions on whether an IELTS grade is or is not enough for entering the same PhD program. Compared to measurement and evaluation, testing is more specific dealing with a particular "behaviour" (Bachman, 1990), "*ability, knowledge, or performance*" (Douglas, 2004, p. 3); but not for making decisions from the results. For example, a multiple choice questionnaire on the ability to self-assess is a test. Finally, assessment is a wider term that refers to the use of any of a set of different procedures (Miller, Linn, and Gronlund, 2009) including measurement and testing (Lynch, 2001), not only for making decisions at particular points, like evaluation, but also in an ongoing basis in order to make improvements. For instance, a teacher's assessment of a student's performance while asking a question, making a

comment or even a student's reflection on his/her own writing (Douglas, 2004). Figure 02 shows the difference between the four concepts from the most limited in purpose (testing) to the widest in purpose (assessment), featuring the above explanation of the difference between the four concepts.

The confusion of assessment with the other terms can be explained with the fact that the four terms share the aspect of using numbers; i.e., measurment is a quantification of a quality, a test can
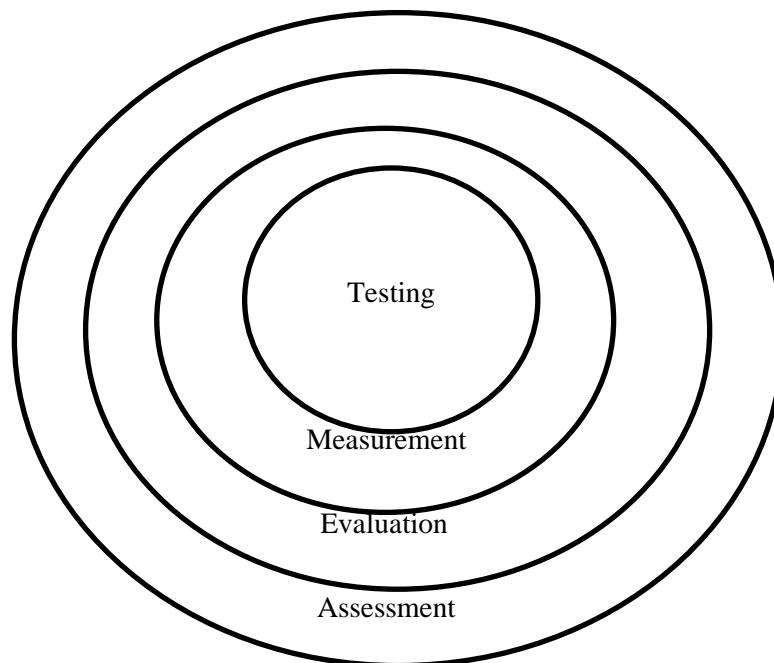
Figure 2 Classification of the Four Concepts from the Most Limited

(Testing) to the Widest (Assessment) in Purpose

be described as a more specific version of measurement, evaluation includes the use of numbers to make a decision, and assessment involves the use of numbers under the summative form of assessment. Despite the fact that they share this common feature of quantification, assessment can be seen as two types. One is summative assessment or assessment of learning, under which students' achievements are measured by the teacher at pre-determined points in the instructional line (like the end of a unit, a course, or a year) (Douglas, 2004; Wiliam, 2011) in order to make a decision about passing, failing or repeating a given stage. This is the type that makes the intersection of assessment with the other concepts. The other is formative assessment (known as assessment for learning) which is the onging process of exchanging feedback collaboratively between the student and the teacher with the aim of developing the educational process. This feedback should be descriptive instead of being judgmental. Firstly, by giving a description of the good aspects in the student's performance, for example: Your main ideas of the essay are quite clear, but you should work more on word choice. Secondly, by highlighting the aspects that need to be enhanced, but avoiding judgmental comments (like good, very good, excellent) which are merely another form of the numerical grading system.

The conceptualization of these two kinds of assessment was first proposed by Scriven (1967) as summative/formative evaluation. Then, Bloom (1968, 1974) changed it to be

summative/formative assessment, moving from evaluation to assessment. This doesn't mean that evaluation is purely summative and assessment is purely formative. Actually, the difference between the two terms evaluation and assessment is not definite, and some researchers use the terms interchangeably. However, the distinction established here is based on my understanding of how the two terms have been used in the literature. As a middle view between Scriven's conceptualisation and Bloom's conceptualisation, it can be suggested that the conceptualization *summative evaluation* and *formative assessment* would be more coherent. This change in terminology could be for the reason that the role of assessment or evaluation in language education has been perceived differently through different periods of time. In Scrivener's time, it was to fulfil the role of measurement; while in Bloom's, it was seen as a learning tool (his 'mastery of learning' model, then called it 'Mastery Learning'), which reflects his view about assessment. However, they both used the same term for both types (evaluation or assessment for summative and formative) which could be explained by the influence of the dominant philosophy at that time. I mean Marxism philosophy with its central concept of dialectic, which was influenced by Hegel's philosophy of struggle, that explains the world in radical dichotomies like 'good' or 'bad,' 'friend' or 'enemy,' and in this case it was between the concepts 'evaluation' or 'assessment' used for both 'summative and formative.' Actually, there could be evaluation and assessment together in the form of summative evaluation and formative assessment. In a similar line of argument, Carol Evans (2013b) and Waring and Evans (2015, p. 136) critiqued dichotomous categorization that considers assessment of learning and assessment for learning as two opposed extremes, and they suggested instead to use them flexibly "to support task, individual, and contextual needs" (p. 136).

2.1.2 The Development of Assessment in History

The first historical records of formal written examinations are traced back to the Chinese Imperial examinations, which Spolsky (2008) considered as "The first state-wide effort to establish a testing system under centralized control" (p. 445). The "centralized control" in the Chinese empire was the emperor himself (T'ai Tsung) who defined the content of the curriculum, which was about Chinese literary classics and Confucian thinking, assigned the 'appropriate' (for the emperor) examiners, and observed the performance of the best final candidates to ensure that "The heroes of the empire are all in [his] pocket!" (Miyazaki, 1976, p. 113). These words of T'ai Tsung reveal the true purpose behind the creation of this assessment system which is the preservation of the emperor's ruling system by selecting the best civilians (in terms of competency and obedience) for doing this job. Besides, these exams were not just highly competitive but extremely difficult as well. Miyazaki depicts this difficulty in the title of his book as "China's examination hell."

In the Medieval Ages, the European universities' assessment was not much different in terms of hardship. In the thirteenth century, exams at the university of Paris were compared with the "Christian judgment of the Last Day," while at Cambridge University candidates should swear not to seek revenge on their examiners before they could be allowed to sit the examinations, which

were aggressive (Kvale, 2007, p. 61). In the fourteenth century, Joan Cele was one of the prominent figures in education who was known with using harsh punishments as well as the creator of the "European model of graded school, examinations for promotion, and ranking of students on the basis of merit" (Wilbrink, 1997, p. 34). Until this period, assessment was seen as a means for selection, for grading, promotion or ranking at specific times (three years in the Chinese civil examinations (Wilbrink, 1997, p. 42) and one year in the European universities). Thus, assessment in Europe in the medieval ages was, like it had been in China, aiming to keep the learner under the control of the ruling system or the teacher by treating him/her as an individual who should pass those examinations but s/he should not be included in the assessment development process.

This way of thinking, through time, led to unexpectedly negative results where the learner's focus shifted from learning to passing levels. After the second half of the twentieth century, many scholars have drawn the attention to this issue and proposed new perspectives where assessment assists the learning process. Scriven (1967), who was among those, suggested that curriculum evaluation should not be just summative but also formative; which means the ongoing evaluation of the curriculum while it is implemented and there is the possibility to be improved. Bloom (1968, 1974), who created the taxonomy of educational objectives, applied this view of assessment to learning and changed the term evaluation to be assessment. In 1989, Sadler published his theory of formative assessment. According to this theory, students should develop the capacity to determine their current learning status, compare it with the required standards, and try to develop the necessary techniques to close the gap. This theory is completing Scriven's formative aspect of evaluation to determine the present situation and Bloom's taxonomy of educational objectives since the standards are the objectives for students, but he suggested that there is a gap, between the present and desired state, to be filled by the student.

Black and Wiliam (1998) published the results of their meta-analysis of more than 250 articles about formative assessment, in their article "Inside the Black Box: Raising Standards through Classroom Assessment" they provided strong evidence for the effectiveness of formative assessment in promoting learning outcomes in education and language education in particular. After the publication of this article, scholars tried to create a well-established theory for the application of formative assessment. Many of those theories (McManus, 2008; Moss and Brookhart, 2009; Wiliam, 2011) are based on Sadler's (1989) theory of closing the gap between the actual situation and the targeted one.

To determine the students present situation, they suggested that teachers and students exchange descriptive feedback, as MacManus (2008) calls it in her theory, a feedback that Moss and Brookhart (2009) described as "feedback that feeds forward", the "feedback that moves learning forward" (Wiliam, 2011). These theories talked about the target situation as the learning "intentions" (Wiliam, 2011), "targets" (Moss and Brookhart, 2009) or "goals" (McManus, 2008), in addition to what they all called the criteria for success. Along with the descriptive feedback, self-assessment is mentioned as a key attribute for closing the gap between the two situations (the

present situation and the target situation). Moss and Brookhart (2009) are looking at students as "goal-setters", and the role of the teacher is to help them be "active goal-getters", Wiliam (2011) believes that the learner should be activated to be in the centre of his/her learning. In the EFL context, Jones and Wiliam (2008) emphasized that students should be active in their learning because "learning has to be done *by* them, it cannot be done *for* them" (Jones and Wiliam, 2008, p. 5).

2.1.3 Self-assessment

Self-assessment in an educational environment where students and teachers became, as Stiggins (2002) described them, "obsessed" (P. 02) with the idea that the more scoring systems adopted in our classrooms, the better is learning achievement. Many researchers (Stiggins, 2002; Boud & Falchikov, 2007; Hounsell, 2007; Wiliam, 2011) considered that a threat to the essence of language education because of the slide from the purpose of knowledge production to scores and/or certificates collection. In this situation, researchers called for involving students in the process of assessment (Oscarson, 1989; Boud, 1995; Boud & Falchikov, 2007, Ajjawi, et al., 2018) in order to help them be more responsible for their own learning. Self-assessment is introduced as one of the ways to involve language learners in assessment and help them to be more responsible for their own learning. In other words, Self-assessment in foreign language learning is not introduced here as a replacement or an antonym of other kinds of assessment, but rather as an approach to assist those types of assessment (Oscarson, 1989).

What we already know from previous research is that students self-assess when they "review their own work and identify strengths and weaknesses for the purpose of improving performance" (Moss and Brookhart, 2009, p. 80) according to specific criteria constructed by the learner through his/her previous experiences. This ongoing self-assessment from the student on his/her own performance is considered developmental for the language learner because the work is compared by the learner with the criteria s/he sets under the guidance of the teacher, in order to know the strong areas from the weak ones which require more improvement (Andrade and Valtcheva, 2009).

The table below shows a summary of multiple studies on self-assessment in language learning. The studies were in different contexts using different research methods for different purposes.

Study	Purpose/Aim	Participants	Method	Results
Le Blanc and Painchaud (1985)	The use of self-assessment in placement tests	1- 200 students in English and French as a second language in Canada	1- Completing a self-assessment questionnaire before taking a proficiency test.	1- Participants could adequately assess level

Study	Purpose/Aim	Participants	Method	Results
		2- Adult students registering for courses	2- self-assessment questionnaire for placement testing	2- Self-assessment placed at least as well as proficiency tests
Blue (1998)	Compare self-assessment scores to IELTS, TOEFL and tutors scores after the pre-sessional courses	Did not state if the participants are the same students who passed both tests and the pre-sessional courses	Comparing self-rating with the scores	Students ratings are far from being as accurate as their teachers scoring
Ross (1998)	Effectiveness of self-assessment in the four skills of language (listening, reading; speaking, writing)	60 correlations	Meta-analysis	Self-assessment in receptive skills (listening and reading) has been found more accurate than it is in the productive skills (speaking and writing), at least with adult learners
Baldwin (2000)	Self-assessment for effective learning through reflection in group context	26 students from Bath university (for 8 weeks)	Learning logs (once per week)	Self-assessment is a key aspect of critical and reflective learning for social work practice

Study	Purpose/Aim	Participants	Method	Results
Floropoulou (2002)	Students' reactions to self-assessment in the context of DIALANG project	6 students	-Observations -Videos -Interviews	Participants found self-assessment interesting and useful, but they found difficulty to decide if they could always do or not do something
McDonald and Boud (2003)	Effects of Self-assessment training on external examinations	256 high school (secondary school) students	Experimental: Experimental group does the training; control group does not have the training	Training in self-assessment can enhance the results of formal tests
Chelli (2013)	The role of self-assessment on writing development through portfolios	100 third year high school students, in Algeria. 30 of these students formed the intact group.	-Pre-questionnaire, -writing portfolios, -post-interview	Quasi-experimental: -significant improvement in in writing abilities -significant attitudes -development of meta-cognitive skills necessary for effective learning
Adriana Duque Micán and Liliana Cuesta Medina (2015)	The influence of vocabulary self-assessment on	24 young adults (18-25 years old) from Colombia (Bogota)	-Learning logs -Field notes -Artefacts in the audio recordings	-With self-assessment, students are able to

Study	Purpose/Aim	Participants	Method	Results
	students' oral fluency		-pre-, post- tasks	acknowledge their learning strengths and weaknesses -Goal-setting is an important aspect in self-assessment

Table 2 Studies Showing the Change towards Formative self-assessment

The studies in the table reflect the change of perceptions regarding self-assessment in language learning in the last 50 years, which can be summarised in six relevant trends. First, self-assessment was used as placement tests (Le Blanc and Painchaud, 1985). Second, self-assessment test scores were compared to proficiency tests and tutors' scores (Blue, 1998). Third, there was meta-analysis study by Black and Wiliam (1998) advocating a balance between formative assessment and summative assessment, and another meta-analysis study on self-assessment by Ross (1998) which contributed to the change in research perception towards formative self-assessment. Fourth, in the studies of Baldwin (2000) and Floropoulou (2002) there was a change in self-assessment research method using learning logs with the focus on reflection. Fifth, McDonald and Boud (2003) investigated the impact of self-assessment on examination results. Sixth, research studies started to focus on the influence of self-assessment on learning (Micán and Medina, 2015).

The role of self-assessment was limited to certain aims like 'placement tests' which is a test with a list of questions or items to determine the appropriate level or group for language learners. Le Blanc and Painchaud's (1985) study demonstrated the usefulness of self-assessment for placement tests, but they compared the positive results to those of proficiency tests. This comparison is a reflection of the proficiency tests dominance at that time. The comparison becomes clearer and more specific in Blue's (1998) study comparing self-assessment to IELTS, TOEFL and tutors' scores after pre-sessional courses. The results showed that self-assessment was far from being close to tutors' scores (no reporting of self-assessment compared to IELTS and TOEFL results), but that is because he investigated self-assessment as a synonym to self-rating through which Language learners rate their performance on a scale like from 1 to 10. Ross (1998) did a meta-analysis on self-assessment studies in language learning. She concluded that self-assessment is more accurate with listening and reading (receptive skills) than it is with speaking and writing (productive skills). The meta-analysis conducted by Ross (1998) was a confirmation to the perception of self-assessment through a summative assessment lens. Self-assessment was seen as a

potential alternative to proficiency tests, tutors scores and/or standardised tests like IELTS and TOEFL.

The study of Baldwin (2000) showed a change in direction for self-assessment and the kind of practices associated with it. He used weekly learning logs to see the effectiveness of language learners in learning the language after reflecting on their performances in a group. The study confirmed that self-assessment is a key element in reflective and reflective learning as a social work practice. Floropoulou (2002) looked at self-assessment from a different angle. She used observations, videos and interviews to see students' reactions to self-assessment in the context of DIALANG project. The project was created to develop diagnostic language tests in 14 European languages between December 1996 and June 2004. Floropoulou's participants found self-assessment interesting and useful, but they had difficulty to make decisions independently. The difficulty was partly because self-assessment was done with the computer in a form of diagnostic tests, unlike Baldwin's study that addressed self-assessment as a social work practice.

Since 1998, self-assessment has been attracting more and more attention as an aspect of multiple 'assessment for learning' theories (E.g., Black, et al., 2004; McManus, 2008). Along with that attention there was a misunderstanding that assessment for learning and self-assessment replacing the conventional examination system. Then, there were clarifications that assessment for learning and assessment of learning should not be seen as two opposite extremes (Evans, 2013b; Waring and Evans, 2015), but to use both flexibly "to support task, individual, and contextual needs" (Hargreaves, 2005, p. 136). For example, McDonald and Boud (2003) did an experimental study to see the impact of self-assessment training on the results of examinations. They had two groups: one group had a training to use self-assessment and the other group did not have that training. They found that training to use self-assessment can enhance the results of formal tests and examinations. The positive impact of self-assessment on examinations results and language learning process in general is because of its crucial function in the learning process. An experimental study by Chelli (2013) at an Algerian high school showed that self-assessment using portfolios made a significant impact on the development of the participants' writing abilities and attitudes, and it helped them develop metacognitive skills that are necessary for effective learning. This study highlighted that self-assessment through portfolios played a significant role in engaging students to reflect, be involved and evaluate their writing performance, even though using checklists may restrict the level criticality to merely the points in the checklist provided by the teacher. Adriana Duque Micán and Liliana Cuesta Medina (2015) found in their study that language learners with the ability to self-assess can determine their strengths and weaknesses and therefore direct their learning with more efficiency. This trajectory of change in self-assessment research demonstrates the need for self-assessment in language learning, which is going to be discussed in the next section.

2.1.4   The Need for Self-assessment beyond the classroom

This section shows why self-assessment is necessary in language learning. The question about educational efficiency and who is more responsible of improving those weak areas has been central to language learning/teaching discussions since the idea of learner-centred language classroom was proposed to replace teacher-centred language classroom. In this line of thinking, self-assessment is introduced as a key element in the practice of language education. This is mainly because self-assessment is related to language learners' agency, which means developing an ability to help language learners live and progress independently especially when they engage in the professional life after graduation (Boud and Falchikov, 2007) with the ability to reflect on his/her performance and manage development process.

Supporting language learners to practice English outside the classroom, that include informal learning, and develop agency is the first step for these learners to be prepared for life after graduation. Support from teachers to practice English outside the classroom is important by explaining the importance of that in the long term, but learners have more control on the way to practice (like what, where, how, and when to practice) which makes agency central in outside the classroom language learning. Lai and Gu (2011) study with Hong Kong University students showed that these students used different technology tools to learn language aspects they wanted to learn. They used technology to create a language learning environment where they had more agency in choosing what to learn and to learn it. However, Lai and Gu (2011) highlighted that these participants avoided to engage with difficult to understand materials, which could have been overcome if they know some tools that facilitate difficult language like annotation tools. Dealing with obstacles, like the one highlighted by Lai and Gu (2011), in learning outside the classroom; but joining a community in out-of-class learning is crucial to overcome learning obstacles and to develop the required agency for a long-term learning.

According to Tan "there are three common ways that self-assessment practices are related to the development of students as lifelong learners" (2007, p. 114). His use of the term 'Lifelong' encompasses the professional life and life after graduation which, both, refer to a student as a self-dependent individual who has agency and control over his/her ability to learn. According to Tan, there are three links demonstrating how self-assessment practices help language learners construct an identity of a lifelong language learner. The first link is the "critical skills", because to self-assess is to reflect on what has been done and determine what is achieved and what should be improved. After leaving the classroom life, the ability of being reflective will play the role of the teacher in judging the performance. The second link is about developing the ability to self-direct their learning, because when students are encouraged to be critical while they are in the classroom under the guidance of the teacher constructs, as a part of their identity as language learners, the ability of self-direction towards the learning goal in the professional life after graduation. The third link is the status of being responsible, for the reality that securing a good job requires continuous

development through continuous learning. At this stage, self-assessment plays a major role in creating this sense of responsibility because when the learner becomes capable of judging his/her own work and taking his/her learning to the right direction the feeling of responsibility will grow more and more through time.

Tan explained the importance of developing the ability to self-assess in the construction of a lifelong learner identity. However, as explained above he limited the learner's self-assessment ability in three psychological "common practices" namely: "critical skills", "self-direction learning", and "responsibility for learning" (2007, pp. 114-115). Bourke (2016), in one of her studies in New Zealand, investigated self-assessment from language learners' perspective, and she suggested that self-assessment should be theorized with a broader scope to consider the language learner's context. In her study, she ended up with the conclusion that

> "When … learners conceptualised learning and self-assessment in their out-of-school activities, they[: 1]developed their own criteria for learning and assessment, [2]explored their knowledge and understanding across contexts, and [3] placed a greater emphasis on their own role in learning, thus building their identity *as* a learner." (Bourke, 2016, p. 98)

Outside school, students develop their criteria to weigh their performances in using the target language. They discover multiple contexts to assess their understandings across these contexts, to test their knowledge, and to see the identity or identities that can fit in each context and develop that or those identities. When there is a teacher putting the criteria that students rely on to make their decision on what has been learned, "'criteria compliance' comes to replace 'learning'" (Torrance, 2007, p. 281) because students will work to fulfil the pre-set criteria and achieve the desired grades. This shows that pre-set criteria, even with transparency, are not solving the problem of students' focus on achieving grades rather than on learning. Bourke's findings show that students should create the criteria. These criteria can be created consciously, like explicitly spoken or written standards, or unconsciously by having them as images or concepts in mind. Students should create the criteria by engaging themselves into multiple contexts and test their knowledge and understandings of what they learned in the target language. Therefore, they will rely on themselves to learn and understand and hence construct the identity of a language learner who is willing to be take initiative and engage in learning.

The history of assessment reveals more strong reasons for the salience of this ability. Assessment was a means to keep people in the 'pocket' of the government or the ruling system (as mentioned in the Chinese case above), and now it is becoming a medium for freedom with self-assessment and its aspect of promoting self-reflection, or what Waring and Evans (2015) call 'critical reflection' (p. 174). When learners self-reflect on their own learning, they are actually developing an important skill which is critical thinking that helps learners achieve agency, where they take initiative and engage in assessing their own works in an intellectually mature way.

"[T]hrough self-reflection they would learn to identify what they needed to learn" (Bourke, 2016, p. 98) and meet the ultimate goal of self-assessment which is being responsible for their own learning.

Oscarson (1989) listed six reasons for which self-assessment should be used in language learning, while admitting that the list may need further empirical support. Self-assessment (1) promotes learning, (2) raises language learners' level of awareness about the target language, (3) encourages learners to be more goal-oriented. It (4) represents an expansion in the range of assessment from being an exclusive task of the teacher to include the learners who are therefore (5) sharing the burden of the assessment process, and it is (6) very helpful for students after graduation. It helps students after graduation because as mentioned earlier in Bourke's study that through self-assessment students will construct their identities as life-long language learners. This section demonstrated why self-assessment from the formative perspective is needed in language learning for the agency of learners. Next, the criteria for success in self-assessment are going to be discussed.

2.1.5   The Place of Criteria for Success in Self-assessment Practice

Success criteria must be part of assessment if the intention from assessing is learning improvement. Boud (1995) in his book Enhancing Learning through Self-assessment stated that "…all acts of assessment, whether by teachers, subject matter experts, peers or the individual learner, involve these two stages: establishing criteria and judging work in the light of them" (p. 12). Therefore, self-assessment as one of those "acts of assessment" conducted by language learners is based on criteria of success, because self-assessment is related directly to the language learner. S/He should construct an identity of a self-assessor who defines his/her criteria for success.

The effectiveness of these criteria defined by the learner can be established through time under some conditions. First, there should be transparency (Black and Wiliam, 2006; McMillan, 2010). That is, teachers and students have to discuss what can be considered as a success in learning by stating explicitly and clarifying the descriptions "to distinguish good from not-so-good work" (Ajjawi, Tai, Dawson, and Boud, 2018, p. 09). However, the focus, here, should not be on those descriptions, but rather on transmitting the logic of forming that "reference to a standard" (Ajjawi, Tai, Dawson, and Boud, 2018, p. 09). For example, the teacher could do that by guiding his/her students to analyse and extract the strengths and weaknesses or by illustrating with a sample answer if the standard is complex to state explicitly. Second, the purpose of the first condition, which is transmitting the logic of constructing criteria for success to language learners requires the involvement of students in setting the standards that their works are going to be compared to (Topping, 2010). Furthermore, involving language learners in setting the criteria enhances the practicality of learning as Wenger suggested that practitioners should think of "learning as doing" (1998, p. 05). This means that teachers should encourage language learners to do self-assessment if the goal is to develop a self-assessor identity. This transformation of a practice into an identity is

part of the "process of becoming" (Wenger, 1998, p. 215). The same principle applies to setting the criteria for a good work and practicing them because an essential aspect of being a self-assessor is setting the criteria. Third, after reaching an agreement, students' comparison to other students should be prevented, "comparison with previous performances" (Tunstall and Gipps, 1996, p. 401) and comparison with the criteria should be encouraged (McMillan, 2010).

Those criteria are, undeniably, crucial for L2 self-assessment process, but they should not be considered as the essence of self-assessment, because self-assessment goes beyond that to include social, cultural and pragmatic norms (Marrow, 2018). It deals with the learner as one attribute isolated from the system (i.e., society, environment or context), which appears to be perfect in theory, but when it is in practice many problems emerge because the system (the society, environment or context) is still out of consideration while the 'attribute' (learner), as an isolated notion in theory, is functioning in the system.

One way to increase the practicality of those criteria is by including the sociological perspective. For example, while those criteria are discussed to be clear, some social factors may prevent reaching the intended aim of the discussion which is transparency, because a student who do not invest in learning the language by preferring not to take part in the discussion should not necessarily be labelled as being shy or unmotivated, there could be reasons for his/her non-participation such as being the only student in a group of a different age. Difference in age can mean belonging to a different generation than the other members of the group.

Another example is involving language learners in defining the standards is not as easy as it may seem. Students could be aware that their involvement is going to help them make better progress, but being in a situation where, for instance, there are racial tensions in the classroom will affect negatively the attempts to engage the learners. The existence of such cases is proved by Olsen (1997) in her ethnographic study in California, who asked high school teachers, administrators, and students to create a map that describes the school socially. The results showed that unlike teachers and administrators who presented the school in three academic tracks, students' maps demonstrated a different image. non-immigrant students showed through their maps the racial aspect of the school and the immigrant students' maps were on: their sub-communities concerning original nationality, first language, and the period of life in the United States of America (Olson, 1997, as cited in Haneda, 2005). Furthermore, teachers try to convince or prevent their students not to compare against each other's results but to compare against the criteria and standards they set together. Students may follow what the teacher says inside the classroom, but mostly they do not outside the classroom. Thus, trying to understand the students' perceptions (which are mirrors reflecting their identities) of language learning and assessment provides a strong support for the plan to help them avoid comparing against each other.

In this section, assessment fundamental terms (testing, measurement, assessment and evaluation) have been defined to show the adopted position on these concepts since there is no agreement in the literature on unified definitions, and the development of assessment throughout

history has been presented to emphasise its importance to the government and the individual. Its importance and need to the individual is more vital when it is specifically related to self-assessment, for the role it plays in developing self-reflection, critical thinking, and agency. Then, the criteria for success have been discussed as an important element in the process of self-assessment, and the sociological perspective has been suggested to compliment the psychological one.

2.2   Investment, Identity and Language Learning

The previous section discussed the four main terms of assessment in language learning, it discussed the development of assessment historically showing how assessment has been moving from grades and certificates into focusing on learning as a way into freedom. It argued for the shift from feedback as the central element in formative assessment theories into self-assessment. The argument emphasised that self-assessment constructed as an identity rather than a tool, and that requires transmitting the logic assessment rather than giving students pre-set criteria.

This section highlights the need to move beyond the structuralist, psychological view of identity into the social, post-structural view. After that, a review of identity theories is going to be presented to show my belief on how identity is constructed. Finally, I am going talk about the shift from talking about motivation to the use of the concept of investment as a part of the social identity theory, as an important shift in language learning practice.

2.2.1   Identity Theory in Language Learning

Before the 1990s, identity has been ignored to be considered as an important and central construct in second language learning (SLL) (Block, 2007). Bonny Norton in her PhD research, that revolutionized the understanding of identity in second language learning, argued that this is due to the failure of the SLA (Second Language Acquisition) theory to embrace the social perspective. In SLA research, the language learner has been neglected in research, as a central agent in the learning process.

The emphasis of SLA researchers was on the language learning as an abstract system, while the language learner is always living within a society. They see that success in second language learning is tightly linked with the success in understanding of language as a system. This belief is clearly demonstrated in Krashen's (1982) natural order hypothesis. He proposed that, while learning their first language, children acquire certain grammatical structures in a pre-determined order (for example, they acquire the progressive '-ing' form before the third person singular '-s' form); therefore, the same order should be followed in learning a second language. Spolsky (1989) noted that the more the learner is exposed to and practiced the target language, the higher are his/her chances for being more proficient. Therefore, they (SLA researchers including Krashen and

Spolsky) have not dealt with the language learners' experiences that include the power relations with the target language speakers (Norton, 2000).

Second Language Acquisition (SLA) Theory enriched the literature with studies on learning a language as a system (see Ellis, 2008 for details), but the SLA theory did not focus on the social experiences of language learners because it was based on the belief that identity is "unitary, fixed, and immutable" (Norton, 2000, p. 127). One of these theories that shaped that belief is biological determinism. Biological determinists like Baron-Cohen (2003) believe that the individual's genes determine his/her identity through the determination of his/her characteristics and behaviours. Baron-Cohen summarizes this theory by stating clearly that "The female brain is predominantly hard-wired for empathy. The male brain is predominantly hard-wired for understanding and building systems." (p. 18). He linked "empathy" with the female gender and "understanding and building systems" to the male gender, using the term "hard-wired" to say that this link is genetically determined. Another theory that shaped that belief is the social structuralist theory which defines an individual's identity by his/her group membership and considers his/her identity and behaviours to be determined by the 'culture' of this group (meaning the identity of this group). The social psychologists Tajfel and Turner (1979) published, among other publications on identity, a chapter with the title "The Social Identity Theory of Intergroup Behaviour" where they explained this perspective on identity. What is worth mentioning is that both theories of identity, namely: biological determinism and social structuralism, share the belief that an individual's identity is determined: genetically or by the social group identity.

This kind of theorisation that is based on looking for universal commonalities, such as genes or behaviours, lead to simplistic explanations of the language learner's identity like drawing artificial differentiations between the individual and the social (Norton, 2000). The individual is described as being motivated or unmotivated, confident or anxious, and his/her personality as introverted or extroverted. For Norton (1995), this SLA vision of the individual ignores the fact that "affective factors are frequently socially constructed in inequitable relations of power, changing over time and space, and possibly coexisting in contradictory ways in a single individual" (p. 12). At the social level, the learner's social community is compared to the target language speakers' community and the motivational state is tied to his/her attitudes towards this community, which shows the SLA researchers' position of considering identity as "unitary, fixed and immutable" (Norton, 2000, p. 127). This understanding of identity explains the imposition of Sri Lankan regime of the local language and the prohibition of the English language after independence from the British empire (Canagarajah, 1999a), believing that identity is fixed and not multiple where citizens must speak only the local language that reflect this identity. The next section will provide a review of identity theories under poststructuralism.

2.2.2   Review of Identity Theories

In the previous section, the context of how the concept of 'identity' introduced to the field of language learning has been explained. This section provides a review of identity theories in language learning that led to a shift of research focus from motivation to investment. On the way to this shift, psychologists and social sciences' researchers were looking for specific accurate rules (or structures) that define human characteristics or behaviour such as 'biological determinism' and 'social structuralism' theories. This trajectory of research was influenced by natural sciences like physics that was relatively successful in discovering this kind of rules. Eventually, attempts (efforts) to find these universal 'structures' that encapsulate particular human characteristics or behaviour were not convincing, and other researchers have been questioning what they described as simplistic explanations of complex issues like the example mentioned above on biological determinism. These critiques were the cornerstone for the new era after structuralism referred to as 'poststructuralism' (Block, 2007).

Turning back to identity perspectives, identity has been given several interpretations from multiple perspectives. It is important to know that this diversity of perspectives on identity agrees that identity is multiple and changing over time and space. According to James Paul Gee (1999, p. 39), there are two types of identities: "socially-situated" identities which are "the multiple identities we take on in different practices and contexts" and "core" identities that refer to "whatever continuous and relatively "fixed" sense of self underlies our contextually shifting multiple identities". However, there is what can be considered as multiplicity and change for temporary stability. When identities are changing and coping with the changes, some of these identities will become more stable because of the confirmations they get from the changes over time and space (like religious identity, gender identity, social class identity). Other identities will become more dynamic and flexible in maintaining the change (like national identity and language identity).

One of the main figures in the study of social identity is Chris Weedon who mostly uses the term "subjectivity" to talk about identity. She is interested in theorising the issue of feminism from a poststructuralist perspective, arguing that gender identity is culturally constructed and not biologically constructed (Weedon, 1987). In her book 'Feminist Practice and Poststructuralist Theory', Weedon defines "subjectivity" as "the conscious and unconscious thoughts and emotions of the individual, her sense of herself and her ways of understanding her relation to the world" (1997, p. 32). Her definition is focusing on the "subject" or the individual. First, it focuses on how he/she perceives himself/herself with multiple identities (for example, a male, a father, and a teacher). Second, it focuses on how he/she perceives his/her relationships with the context that changes in terms of time and space. Finally, it focuses on the contradictory nature of identity as being multiple, where a person may have an inner struggle in thinking and feeling either consciously or unconsciously.

Looking at identity from a sociolinguistics' perspective provides an explanation of how a language learner's identity is constructed consciously and unconsciously. Blommaert (2006) proposed that there should be a distinction "between "achieved" or "inhabited" identity– the identity people themselves articulate or claim – and "ascribed" or "attributed" identity – the identity given to someone by someone else" (p. 238). This view of identity aligns with Crowley and Himmelweit's differentiation between "the notion of people as intentional subjects - actors in the world – and at the same time as subject to forces beyond their conscious control" (1992, p. 07). From both definitions, we can understand that we are responsible on constructing our identities as conscious beings, but we are not the only ones; since under the unconscious side of us, other people are contributing to the construction of our identities.

Even though, other identities can be ascribed or attributed to us by others, this does not mean that these identities must be accepted. Canagarajah (1999a) argued that identities can be defined through the notion of resistance by presenting the Sri Lankan resistance to use the English language as it is the language of the coloniser (the British Empire). In a similar vein, Wenger argued that non-participation can be a main determinant of who we are. In his work on communities of practice, explained that our identities are defined by: not only the practice we engage in but also the practice we do not engage in; "not only by what we are but also by what we are not" (1998, p. 164). He concluded that "To the extent that we can come in contact with other ways of being, what we are not can even become a large part of how we define ourselves" (1998, p. 164). Giltrow and Calhoun used the term 'retired' to describe his 50 Guatemalan refugee informants' non-participation in the classroom "by physically removing themselves and no longer attending regularly, or by adopting an aloof, unengaged way of attending" (1992, p. 63).

As a part of the learning process, the language learner joins several communities of practice, and among them the classroom. In these communities, the learner is constructing a new identity on the basis of how s/he "understands his or her relationships to the world, how that relationship is constructed across time and space, and how [s/he] understands possibilities for the future" (Norton, 2013, p. 45). That is, the role of the learner's experience in the language learning process is axiomatic.

Based on this definition of identity, first, these learning experiences are going to be shaped by the student's understanding of his/her relationship with the new language world. The historical aspect plays an important role in directing this understanding, such as not having a good relationship with the target language speakers (E.g., colonisation experience) can create a kind of resistance towards learning this language. An example of this kind of resistance is the resistance of English which is the language of the coloniser (the British Empire) in the Sri Lankan context (Canagarajah, 1999a).

Second, Norton (2000) suggested that the language learner's identity is subject to change over time and space as a critique to SLA theorisation that relies on the language learner's attitudes to determine if s/he is motivated or unmotivated. The flaw in this SLA theorisation is that the

attitudes are going to be recorded at a fixed point in time and a specific place, which reflects the believe of SLA researchers that identity is immutable. The attitudes of the learner at the moment and site of answering the questionnaire are just a snapshot which is not necessarily representative of the whole story. Therefore, Norton in her PhD study with the five immigrant females used diaries to keep track of the changes of students' investments in different times and places.

The third aspect of this definition is the learner's understanding and imagination of his/her future self. This aspect is very important in my understanding of language learner's identity in practice. In language learning, we are practicing words which are going to turn into acts. Drawing on J. L. Austin's work (1962) 'How to Do Things with Words', Butler (2004) argued that we are, as human beings, defined by our performance. She presented this argument in the context of gender identity to say that being a male or a female should not be biologically decided. Instead, the individual's performance should be the reference for gender determination. I do not agree with Butler on defining gender identity by performance because the biological markers for gender are clearly distinct between a male and a female, but it is very important for a language learner to perform (or act) as a user of the target language, which is supported by Wenger (1998) who suggested that we learn better by repeatedly doing what we want to learn. In other words, we practice it and eventually becomes part of who we are. Kiely (2015) suggested that identity should be seen as transformative, and what makes this idea interesting is that it discusses the language teacher's identity from a learning perspective. It is true that a teacher's and a learner's learning experiences are different, but they certainly cross in the desire to transform from one state to another better state.

Even though this is a brief discussion of multiple perspectives on identity in language learning (see Figure 3), it can be concluded that the perspectives discussed above can be summarised in the description of identity as a "complex and multi-layered" (Block, 2007, p. 27) concept. A language learner's identity that is not pre-determined, but constructed by the learner and other people through time and space. It is constructed in communities of practice but not necessarily communities of agreement, where language learners can largely define who they are through resistance and non-participation. They define themselves as language users by performing and acting as users of the target language, based on their imagination of their future selves and the strong desire to transform from the current performance to the imagined multiple identity. After this account on identity theories, the shift from motivation to investment.

Identity is "Complex and multi-layered" (Block, 2007)

Biological determinism and social structuralism

post-structuralism (Block, 2007)

Gee, 1999

Conscious and unconscious identity construction

Transformative (Kiely, 2015)

Norton (2000, 2013)

Subjectivity (Weedon, 1987, 1997)

Performance (Butler, 2004)

Resistance and non-participation

Socially-situated identities

Core identities

Crowly and Crimmelweit (1992)

Achieved vs inhabited; ascribed vs attributed (Bloomaert, 2006)

Canagarajah (1992a)

Wenger (1998)

Giltrow and Calhoun (1992)

Figure 3 Identity Perspectives Summary

2.2.3   From Motivation to Investment

Based on the poststructuralist view of identity, Norton (2013) proposed the construct of 'investment' as a "complement" (p. 03) to the concept of motivation in second language acquisition, which means that she did not propose the concept of investment as a replacement or alternative to motivation, but rather to say that the concept of motivation provides an explanation to what is happening inside the language learner (the psychological) and needs investment to explain what is happening outside the language learner (the social, the historical, and the cultural). This proposition of 'investment' complementing 'motivation', in its essence, is a call to move from the binary categorisation of language learners as being motivated or unmotivated, confident or anxious, and introverted or extroverted; into looking at the language learner's investment of money, time and effort to learn the target language. As Norton, in a blog article on TESOL Quarterly website, (2013) clarified that instead of asking "To what extent is the learner motivated to learn the target language?", the question should be emphasised is "What is the learner's investment in the language practices of this classroom or community?".

In her PhD, Norton Peirce (1995) worked with five new immigrants to Canada who are learning English to integrate quickly in the new community. The participants are Mai from Vietnam, Katarina and Eva from Poland, Felicia from Peru, and Martina from Czechoslovakia. She investigated how these participants developed their speaking ability within the target language community. She used diaries to capture their reflections of using English outside the classroom in informal settings. In other words, she tracked their English language identity construction among other identities. McKay and Wong (1996) conducted a study investigating the construct of investment, but unlike Norton's focus on the speaking skill, they investigated investment in developing the four skills.

The language learner engagement is translated in his/her investment of time and effort (Bass, 2012, p. 04), believing that learning a language will help him/her gain more power. Norton Peirce (1995) explains that language learners' investment is fuelled by "the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital" (p. 17). In her book, Norton (2013) clarified that symbolic resources can be "language, education, friendship" and material resources can be "capital goods, real estate, money", and added that the expansion of these resources will not enhance their cultural capital only but their "social power" as well (p. 06). These symbolic resources will define the transformation of acts into identities. For example, the quality of practicing self-assessment will determine if the act of self-assessment will transform into an identity or merely remain as a tool.

The specific focus on these resources and their effect on the value of the cultural capital and social power is drawn by Norton from the works of the French sociologist Pierre Bourdieu (1986) and Bourdieu and Passeron (1977) on the construct of 'capital', which includes linguistic and symbolic capitals, indicates the level of the language learner's power; since the higher the value of

the capital, the more powerful is its owner. It is like the world of business, where the rich investors are more powerful than those with less investment who do not have the experience of the richer ones. However, what makes small businesses turn into bigger businesses is the desire to change position from one state to a better one, a desire to a new identity of a higher position. Wenger (1998), explaining the relationship between learning power and identity, stated that "because learning transforms who we are and what we can do, it is an experience of identity" (p. 215).

For Norton Peirce (1995) identity is subject to change, not just because it is constructed within a society but for the reason that it is "dynamic" (Pittaway, 2004, p. 203) and changes over time and space. The fact that language learning is linked with identity and identity with power gives Norton's claim much significance because if identity is fixed then power is fixed as well, which creates social classes within society. It can be even worse because it will fall under determinism and validate the caste system, where people are told that they can't change their social status on the scale of power, and ultimately takes a main aspect of human beings that is 'free will'. However, learning a language with the belief that identity is dynamic makes language learners more invested to learn a language because they believe that learning a new language means gaining more power.

As a critique, David Evans questioned the sustainability aspect in Norton's construct of investment, and he shared his worries about "what happens to the learner identity once socio-economic instrumental goals have been achieved" (2015, p. 197). I believe the answer to his concerns can be addressed by guiding learners to construct the identity of a self-assessor which includes the ability to set sustainable goals. In other words, language learners as self-assessors are constantly reflecting on their learning; when they achieve their "socio-economic goals" they will push their goals further by setting new goals and new imagined identities. Therefore, achieving these imagined identities is dependent on the construction of a self-assessor's identity.

In this section, *three main concepts* have been discussed as a basis for analysing this project data later, including *language learning*, *identity* and *investment*. Identity theorisation in language learning has been reviewed in this chapter to show the different perspectives on identity. These perspectives agreed on describing identity, from a post-structuralist point of view, as a multiple, dynamic and complex notion; compared to the psychological view of identity as unitary, static and superficial (meaning looking at identity through the surface layer). It discussed the shift in focus from motivation to investment in language learning. In section three, practice, desire and investment in language learning practice are going to be discussed as the deep layer in the language learner's identity.

2.3   Desire, Investment and self-assessment

In the first section of this chapter, I have explained assessment, formative assessment and the shift into self-assessment as the key aspect of formative assessment. The second section explained

identity theories and the construction of these identities through investment. This section addresses the relationship between formative self-assessment and identity in language learning. It begins with a brief discussion of the concept of student voice. The theoretical framework is presented after that in two layers: general level and deep level. Then the concepts of the theoretical framework are discussed on a timeline. Using a timeline is inspired Sadler's (1989) formative assessment theory that focuses on the current learning situation, the target situation and how to close the gap between the two. Unlike Sadler's theory, the past experiences are going to be considered as the third dimension. At the centre of this timeline, practice, desire and investment represent the present, past experiences represent the past and "future possibilities" and "imagined identities" (Norton, 2013) represent the future. These actions are based on self-assessment reflections on the past experiences of learning. The same actions will aim to achieve target goals which are the imagined future where imagined identities reside. Learners' reflections should exist alongside their voice which is going to be explained in the next section.

2.3.1   The Student Voice

Communicative competence presented in Norton's (2013) theory of identity as claiming the "right to speak" and that learners should "claim their right to speak outside the classroom" (p. 171). That indicates that language learners are facing a challenge of having people listen to what they say and therefore if they would like to claim the "right to speak" (Norton, 2013, p. 171) they have to work on their 'voice'. That means that language learners have to invest in developing their linguistic capital and cultural capital (Bourdieu, The forms of capital, 1986), which are the source for their voices power. They develop their linguistic capital by improving their pronunciation, their vocabulary, and their grammar; and they need to develop their cultural capital by learning about the culture of target language to avoid misunderstanding or to know what is valuable and what is not valuable to the target language speakers, which will help to overcome the fear of making mistakes and improve the confidence to practice the new language.

Bourke (2016) investigated "student voice to illustrate how…learners experience, conceptualise learning and self-assessment" (p. 98). The investigation of voice is actually an investigation of the learner's identity because the researcher will explore how learners see themselves as language learners, they are defining themselves with their own words (their own voices). In other words, students define themselves according to their powers and what they can do, as West (1992) argued that I cannot talk about who I am without talking about what I can do, highlighting the inseparable relationship between identity and power. Therefore, the ultimate aim is students' empowerment of their new identities (e.g. an English user identity or a self-assessor identity). Next is the theoretical framework for constructing the new identities.

2.3.2   Theoretical Framework

The theoretical framework of this study can be explained in two levels: general and deep. The general level represents the general theories in this project. The deep level represents deep concepts within the general theories. Table 3 below summarises the general theories (left column) and the deep concepts (right column) drawn from each general theory. Communities of Practice is a learning theory that consists of four elements: meaning, practice, community, and identity (Wenger, 1998). This study focuses on the transformation of a practice (learning as doing) into an identity (learning as becoming), such as transforming self-assessment practice into an identity. Formative assessment is seen through the theories of Wiliam (2011), McManus (2008), Moss and Brookhart (2009), and Sadler (1989); and the concept of self-assessment is selected from these formative assessment theories based on the argument that their central aspect must move from feedback into self-assessment. Importantly, self-assessment must not be used as a tool, but rather it must be developed as an identity. That requires an understanding of identity.

The understanding of identity is based on social identity theories (Norton (1995, 2000, 2013), Block (2007)) which they see identity as multiple, dynamic, and site of struggle. The concept of investment draws on the post-structuralist theories on social identity arguing that language learners invest time, effort and money in the construction of their identities (see Norton, 2013; Darvin and Norton, 2015; Skilton-Sylvester, 2002). Desire and investment are intertwined concepts in dialectic interaction that is reflected in the quality of practice. The practice that successfully transforms into an identity is associated with "joy" (Kramsch, 2013). Learners practice English through activities they enjoy in order to avoid the rushing expectations of quick return from learning investment.

In sum, self-assessment and identity are linked through a general level and a specific level. The general level discusses the theories of formative assessment (Sadler, 1989), social identity (Norton Peirce, 1995; and Norton, 2000, 2013), communities of practice (Lave and Wenger, 1991; and Wenger, 1998), and desire (Kramsch, 2013). The specific level looks into specific concepts in these theories including self-assessment, investment, practice, and joy.

Theory level (general level)	Specific level (deep level)
Communities of Practice	Practice
Formative assessment	Self-assessment
Social identity	Investment
Desire	Joy

Table 3 Theoretical Framework Theories and Concepts

2.3.3 Self-assessment and Identity on a Timeline

The presentation of conceptual framework on a timeline is inspired by Sadler's (1989) theory of formative assessment that includes the current situation, the target situation and closing the gap between the two situations, but adds the historical dimension which is the past experiences. The centre of the timeline is the present, where acts are performed as practices that mirrors the quality of a language learner's desire and investment to construct a new identity. The practices are influenced by the past experiences (including social, cultural, historical, political) of the language learner, whether positively or negatively. The future possibilities that could be future imagined identities are the other source of influence on the practices, because the language learner's ambitions and aspirations shape his/her desire and investment. Importantly, self-assessment directs the influence between the three dimensions to be positive or negative.

2.3.3.1 The Present: Practice, Desire and Investment in Language Learning

Practice is at the centre of the timeline because it builds on the past experiences and transforms into the future imagined identities. The quality of practice is a reflection of desire and investment to construct the target identities. The Assessment Reform Group (ARG) (2002) argued that desire as an essential element for learners to be responsible and independent in their learning. Norton (2013) defined investment saying that it "signals the socially and historic- ally constructed relationship of learners to the target language and their often ambivalent desire to learn and practice it." (p. 06). This study agrees with the ARG that desire is essential for learners, but it establishes that investment does not just signals to the learner's strong desire to learn the target language, it rather exists in a dialectic relationship with desire and they define the quality of practice that transforms an activity like self-assessment into an identity of a self-assessor. Therefore, this section discusses the concepts of desire and investment in language learning.

Desire is defined as "a strong wish to have or do something" (Online Oxford Advanced Learner's Dictionary); so, it is not just a will, but a 'strong' will to possess something new or practice it, as it can be both such as learning and using a new language. In the literature, desire has been seen as a psychological concept. One of the early discussions of desire was in the early twentieth century by Freud who defined desire as seeking satisfaction and narrowed down satisfaction to sexual satisfaction using the term "libido" which means *desire* in Latin. Then, Lacan, who was influenced by Freud's works, did not agree with Freud on limiting the understanding of desire in sexuality. He saw desire as a strong will to have what is absent, to have back what is lost or what we lack. Lacan explained that desire is about seeking the absent which is with the "other". He used the concept of the "mirror stage" to clarify what he meant by the "other". The mirror stage is when the infant looks at the mirror for the first time in his/her life and sees an image of himself/herself reflected in the mirror which s/he may not recognise. S/He sees the in- between other. It is between the self and the other. He called this in-between other the "objet petit

'a'", which is the first letter in "autre" in French (other in English) with a small "a". The "petit objet 'a'" symbolises the unattainable desire and because this in-between other is not physically real, so it is the imagined absent "object" we desire. The "petit objet a" is unattainable because identity is "changing over time and space" (Norton Peirce, 1995, p. 12), and whenever a target is achieved a new target is set, in a path of seeking the absent.

Cameron and Kulick (2003) combining both positions said that desire is seeking satisfaction by having what is absent, by having back what is lost or what we lack. She clarifies by drawing the distinction between "desires" (plural), "that are manifested in our thoughts and actions" and 'desire' (singular), the "unconscious and non-rational force" (Cameron and Kulick, 2003, p. 95). She explains that desire (singular) is continuous and transmitted through desires (plural) that are represented in "momentary and particular wants [such as] food, affection and material objects" (Cameron and Kulick, 2003, p. 95). This explanation from Cameron and Kulick is crucial for explaining desire in language learning for two reasons. First, this explanation shows that language learners lack the ability to use the new language and they seek satisfaction, and hence drawing attention to the need for more research on the concept of desire. Second, the distinction between desire and desires is an explanation of learning a language and learning the aspects of this language. Language learners desire to use a new language is transmitted and shown through their desires to learn the aspects of this language. For example, the desire of an ESL learner to be a proficient English user is reflected in his/her desire to learn the aspects of this language including desire to learn pragmatics, desire to learn syntax, desire to learn phonology, and desire to learn semiotics.

Drawing on Cameron and Kulick's distinction between 'desire' and 'desires', the purposes of desires are quite clear because they are related to "thoughts and actions" (Cameron and Kulick, 2003, p. 95), but the purposes of desire are not as clear because they related to the "unconscious and non-rational" (Cameron and Kulick, 2003, p. 95). In psychoanalysis, Freud stated that purpose of desire is seeking (sexual) satisfaction and Lacan argued that it is the strong will to have the absent or lost (other). In language learning, Kramsch (2009) asserted that "practice of another language can put one in touch with the deep desires of escape, adventure, and fulfilment that we find in fairytales" (p. 210).

She listed three purposes of desire: escape, adventure and fulfilment. First, *desire can be for escape*. When facing the unknown, that stirs a strong will to escape it, like not knowing a language. It is not the escape of learning the new language itself, but rather it is escaping the fears from the risks of not knowing it. Second, the strong will to explore the new language is called *desire for adventure*. It is a journey to explore and discover new experiences that will affect deeply the language learner's identity. Cunningham described these experiences as "[a]dventures of no return" (2017, p. 134) because the language learner is "forced to abandon, at least in part, their sense of self and submit her/himself to another language and culture" (p. 134). Third, desire for fulfilment means that there is something that is partly or totally missing with a strong will to achieve it. For a

language learner it could be that the imagined identity of being a proficient speaker of the new language.

Researchers used metaphors to explore desire due to its complexity as an abstract concept that affects heavily the body (Cunningham, 2017, p. 134-135; Kaplan, 1993, p. 133) which shows the necessity of a concept like investment to transform desire into practice. Investment is related to the practical part of the learning process – "learning as doing" (Wenger, 1998, p. 5), in the sense that language learners learn a language by using it, making mistakes, and improving their performance. The next subsection uses a watch analogy to explain the relationship between desire and investment.

- **Desire and investment analogy**

Desire and *investment* can be imagined as a watch, where the battery represents *desire* (the source of energy), the engine represents *investment* and the hands represent the manifestation of investment; and for the watch to maintain its function of timekeeping (which represents in this context: language learning), the battery (or the movement generator), the engine and the hands should be together all the time. The hands are the parts of the watch that point to the hours (hour hand), the minutes (minute hand) and the seconds (second hand). In language learning context, the 'second hand' will be the most important element in the process because language learners are driven by what they see as an achievement or the achievement of their investment in the short term even though they are aware that what happens in the long term (the movement of the minute hand and the hour hand) are what they want to keep their eyes on.

All those pieces and the role they play will not serve their purpose without the face of the watch that has on it the hours and minutes as numbers (representing imagination). The purpose of the pieces is fulfilled when the goal is achieved. The goal on a watch can be set as reaching number 01 in the watch, which can be interpreted in language learning as doing my best performance in an activity. The influence of 'change' factor will force the learner to rethink the imagined future, and hence the imagined identity, and reset new goals, because what can be seen as the 'best performance' (number 10 on the watch face) is no longer after a short time and in a different place and the performance status will change (to number 02, 03 or another number). If the learner reaches the feeling of joy while learning the language because of the return s/he has from his/her investment this means a stronger desire (more energy) for more ambitious goals. This watch analogy demonstrates that whenever there is growth in terms of learning, the level of difficulty will grow accordingly, because when a learner reaches what s/he sees as the best performance (number 01) and starts a new ambitious goal s/he will see the new best performance (round-the-clock to reach number 01 again) of a far distance from the current performance because the feeling of satisfaction will grow as well.

The small wheel on the side of the watch (the crown) that is used to set the time represents ideology which affects the language learner unconsciously. It affects the language learner

positively and negatively, but the notion of time is always guarded by society or community members. Self-reflection will play a major role in case of a slow-down (such as getting distracted by other factors such as racism, or bullying or any other negative factor in the classroom which can be ignored) or an unnecessary rush (like trying to explore all the English course in a way that eliminate suspense and sense of excitement which is important to keep interest in learning) to achieve the goal.

2.3.3.2   The Past: Past Experiences

Sadler (1989) in his formative assessment theory talked about the current situation, the target situation, and how to close the gap between them. However, the past experiences are missing in his theory. The past experiences are missed even though they are crucial in the learning development process, because learners can improve effectively if they learn from their mistakes, and recognise and be aware of their successes.

Self-assessment plays a very important role in linking the present practice and the past experiences because it determines the direction of the decisions regarding the changes during the learning process. Language learners use self-assessment to understand their relationship to the new language and how that relationship has been constructed across time and space (Norton, 2013). In the Algerian context, the historical context influenced the language learners' construction of a French language identity, because they had a negative colonial history in mind, there is in some places and/or at certain times social rejection of the French language use because of the colonial history, even though these learners may like and/or need French for their higher education studies and for future jobs. Therefore, the historical context affected their desire and investment in learning French, so it is perceived as a tool they needed to be successful in their studies and future careers and not an identity that would become part of who they are.

Language learners are supposed to keep a record of their learning experience in order to track the changes. Journals and diaries are common practices to keep a record of past experiences, and its used as a research method to investigate desire (e.g. Kramsch, 2004). Now, self-assessment will step in to help the language learner reflect on the previous learning experiences to determine the weaknesses and the strengths from the diary, and act upon those findings. For example, In my secondary school there was a task in the English class of making a portfolio for projects, which allowed students to check their old projects to track their progress.

2.3.3.3   The Future: Future Imagined Identities

The third element on the timeline is the future imagined identities. While Practice, joy and investment are the deep layer in constructing identities, future imagined identities are the magnetic goals that pulls out the joy and investment to practice and achieve those goal imagined identities. Future imagined identities are mentioned in the literature as an important element in language learning, but they are mentioned in several terms. It was described as "imagined identity" (Kanno

and Norton, 2003, p. 246). Norton (2013) talked about "Future possibilities" (p. 45) and how language learners' understanding of these possibilities shapes their identities. Their understanding of these possibilities will have the function of a fuel to desire: clear, ambitious and well-defined imagined identities trigger their desire to invest in constructing those imagined identities. Self-assessment plays the of linking practice with future imagined identities. Language learners uses self-assessment to reflect on the future possibilities to achieve the imagined identities, if they are worth investing, and what the return of that investment would be. Thus, self-assessment will help the learner make the decision to invest or to change plans and explore other possibilities.

In this section, the three main concepts in this research (self-assessment, identity and desire) have been discussed. It started by clarifying the importance of students' voice, the theoretical framework adopted in this project, and finally the connection between the concepts of the framework were presented on a timeline.

2.4   Conclusion

This chapter gave a review of the literature on the main concepts of the study. In the first section, it has been discussed how self-assessment has been gradually securing a central position in assessment and formative assessment specifically. It has been demonstrated how research on self-assessment has shifted from the summative perspective, which was limiting the use of self-assessment by language learners, into the formative perspective that links self-assessment with other important concepts like desire, student voice, agency. Then, the second section discusses identity theories under poststructuralism and how that influenced the shift from motivation to investment in language learning theorisation. This change in viewing identity as multiple, changing, and not fixed allowed possibilities like considering self-assessment as an identity that can be constructed within communities of practice, rather than just a tool or a skill to be used. The third section presents a theoretical framework that connects the concepts used in this project on a timeline. This theoretical framework is going to be used in the discussion of the findings. Chapter three will be next and will explain the research design applied for collecting the data and the elements related to it like the research paradigm, the data analysis processes, and the ethical considerations.

Chapter 3   Research Design

This chapter explains the research design applied in this study. It starts with introducing the research aims and questions to establish the targets of this study, alongside a table that summarises the research design. Next, a description will be presented on the participants in the survey and cases, the sample selection method and a quantitative summary of the data they provided. After that, there is a section explaining the research design and the research instruments used to collect the data (survey, diaries and interviews). The next section discusses the research worldview of this study. Then, there is a section on the process of analysing the data, with two sub-sections: one for the survey analysis process, and the second for the qualitative data (diaries and interviews) analysis process. The last two sections present the ethical protocol followed in collecting the data and the challenges I faced during the field work. The first section is research aims and questions to have a picture on what was planned to be achieved through this project.

3.1   Research Aims and Questions

Based on these developments in the literature, and through a case study, I am addressing three research problems in second language learning at the university level. First, I am exploring the multiplicity of foreign language learners' identities. Second, I am investigating what factors that shape language learners' identities nowadays. Third, I am investigating the contribution of these factors in the construction of a self-assessors' identity, and hence developing agency in maintaining the dynamic, struggling, multiple identities.

From my investigation of the first research problem, the aim is to investigate the factors that influence the construction of the participants' identities. This aim is addressed through the second research question see if the issue of students' engagement in learning the new language related to their motivational state or rather to their insufficient investment in learning. The first research question addresses this aim by knowing if students like and have a positive attitude or not towards. Liking a language and having positive attitude towards a language would mean accepting and embracing that language as an identity, while not liking and/or having a positive attitude towards a language would mean that the language is considered a skill or merely a task in the curriculum to be done. The responses to the second section of the survey (Perceptions about Identity—Appendix C) give an answer to the first research question. The answer to the motivation/investment research problem is closely related to the answer on the second research problem on the factors influencing the construction of the participants' identities. Furthermore, talking about the responsibilities will show how students define their identities as language learners. The answer to the third research problem

will show the role self-assessment could have on students' identities construction, on their voice, desire and investment as language learners.

The research aims and research problems are translated into three working research questions (see Table 4 for a summary of the research design):

1. What EFL learner identities exist in the investigated context?
2. What factors shape EFL learners' identities?
3. In what ways these factors help in the construction of a self-assessor's identity?

The first section of the survey (see. Appendix C–for the English version–and appendix F–for the Arabic version) shows students' identities such as gender identity (Item four) and language identities (Item six), and the answers are supported from the diary and follow-up interviews. Identifying the EFL (English as a Foreign Language) learners' identities will answer part of this study research problem and the first research question, which is very important to answer the second research question. This is because the four languages (and their identities) have been an issue for discussion since the independence of Algeria in 1962 (see. 1.3. for more details on the context of the study), and hence this discussion can be considered as a factor that shapes the EFL learners' identities (and identities struggle). I used the second section of the questionnaire to see the students' motivation to learn the four languages that exist in the Algerian context, namely: Arabic, Tamazight, French, and English. Then, I used the third section (Extent of English Usage) to see their investment, inside and outside the classroom, in learning the English language as it is the focus of this study. Comparing the answers of both sections allows me to have an initial answer to the first research problem which is addressed through the second research question (the factors shaping the EFL learner's identities). In other words, an answer to whether students are facing a problem with motivation or rather they are not investing enough to learn the language. The answer to this research problem is going to be confirmed through diaries and follow-up interviews which provide a deeper explanation from the students' writing over a period of time that allows to see the answers to the questionnaire either confirmed or changed. Diaries with follow-up interviews shows the ways these factors help in the construction of a self-assessor's identity.

Research Questions	Justifications	Data Sources	Instruments	Data Analysis
1-What EFL learner identities exist in the investigated context?	Following Norton's framework on identity, I explored the identities that EFL Algerian learners have. The identities were explored, through: 1- The answers of the participants to the questionnaire (section one and section two). 2- The description of their experiences in learning English as a foreign language using diaries and follow-up interviews.	-The answers to section one and section two of the questionnaire. -The learners' experiences in learning English as a foreign language.	-Questionnaires. -keeping a diary. -Follow-up interviews (face-to-face).	-SPSS to analyse the questionnaires. -Thematic analysis.
2-What factors shape EFL learners' identities?	The factors that influenced the constructing of the participants' identities, were explored by looking at learners' perceptions, and the practices that were part of the process of constructing those identities.	-EFL learners' perceptions, experiences and practices.	-Questionnaires. -Keeping a diary. -Follow-up (face-to-face).	-SPSS to analyse the questionnaires -Thematic analysis.
3-In what ways these factors help in the construction of a self-assessor's identity?	Students used self-assessment and self-reflection while writing in their diaries by always justifying what they meant and why they did what they did in relation to learning English. This way of writing the diaries was used to see how those factors influenced the construction of a self-assessor's identity. It would give an insight on the function of their desire to learn a language (a shared concept between self-assessment and identity).	- EFL learners' perceptions, experiences and practices.	-Keeping a diary. -Follow-up Interviews (face-to-face).	-Thematic analysis.

Table 4 Summary of the Research Design

3.2   Participants

The participants of the study can be categorised initially into two groups based on the research stage. First, the group of 518 students who answered the survey as the first stage of the study. Second, the group of fourteen students who participated in the second stage of the study, which included writing diaries and doing interviews (follow-up interviews based on the content of the diaries). The number of fourteen students, that represents the students who wrote diaries and did interviews, was narrowed down five participants for multiple reasons. The first reason is that not all the fourteen students completed the eight-week period of this research stage, because of several reasons (medical, educational circumstances, or unknown). The second reason is that these fourteen participants are from five disciplines, and selecting five students means that there is a student from each discipline. The selection is based on the extent to which a student's participation case was adherent to the initial data collection plan, like the period of participation and the level of commitment: daily, two to four times per week, or at least once a week.

Pseudonyms were used in order to keep the real identities of the five participants confidential, and the names are: Amine, Fatma, Edris, Imad, and Kahina. All the participants are from Algeria, the same university, but from multiple disciplines. The disciplines (with the corresponding participants) are: Arabic (Amine), French (Fatma), English (Edris), Computer Sciences (Imad), and Chemistry (Kahina). All the participants were undergraduates studying English as a module of a one 90-minute session per week (apart from the English major participant).

The linguistic backgrounds of the five participants were different from one another. The modern Algerian dialect is the native language that the participants speak outside the classroom, then they studied other languages (see Figure 1). Amine was studying Arabic major and it was easy for him to use Arabic during our interviews, but his answer was 'So-so' to the question of how much he liked Arabic language. From the survey answers, he did not like French but he thought that French is somehow important in Algeria, so he was keen on improving his level in French by trying to practice it with one of his friends. English was his favourite language. His attitude towards English was positive and he thought that it will help him in some way to be successful in studies. He preferred speaking English and tried to practice it whenever possible (see 5.3.2.).

Fatma was studying French major and spoke Arabic and English besides French. She liked Arabic very much, but she was unsure if she wants to improve her level in Arabic language because she thought that Arabic may not be very important for her success in studies and future career. She liked Tamazight very much, but she was not very interested in learning Tamazight language because she was not sure if it would be helpful for her success in studies and future career. She had very positive attitude towards French and she is very interested in improving her level in French because she believed that it is very important for success in her studies and future career. Fatma liked English

but not very much because she thought that it is not very important for her success in future career. She liked English because she enjoyed learning it through time (see 5.2.2.), while she believed that English is not important at all in Algeria and for success in studies.

Edris was an English major who enjoyed reading in English. He spoke three languages: English, Arabic and French. He liked Arabic very much. He did not like French that much, but he very interested in improving his level in French because he thought it is very important for him to be successful in his studies. Regarding Tamazight language, he did not see a connection with the language, but he had some interest in learning Tamazight. Even though his attitude towards English was very positive and he was motivated to improve his level in English, he was unsure about the future of English in Algeria as he answered in the survey.

Imad was doing a degree in computer sciences and he spoke Arabic, French and English. He liked Arabic very much and was very interested in improving his level in Arabic, even though he thought that it was not important at all for his success in his studies. He was unsure if he had any connection with the Tamazight language and believed that currently it is not important at all in Algeria. He did not like French language at all, but he was somehow interested to invest in improving his level because he believed that it is currently very important in Algeria for his studies. For Imad, English was his favourite language, so he liked it very much and he was very interested to invest in more to improve his level of English. He thought that it is very important for his success at studies and future career, while believing that English does not have very important position in Algeria nowadays.

Kahina was doing a Chemistry degree. She spoke four languages: Arabic, Tamazight, French, and English. She like Arabic and wanted to improve her level very much, even thou she believed that it is not very important for her studies and future career. She liked French very much and was very interested in investing more in improving her level in French. She believed that it is very important for her success in studies and future career. She spoke Tamazight, liked it very much and was very interested in improving her level in Tamazight. She believed that it is not important at all for her success in future career. Like with the French language, Kahina liked English very much, was very interested in improving her level in English and believed that it is very important for success in her studies and future career nowadays in Algeria.

The decision on the number of the participants is based on previous major studies on identity and language learning. For example, the study of Norton (2000) with five immigrant women who took part in an English language learning programme for new immigrants to Canada; and the study of Block (2000) with two Spanish students (Block had six participants and presented two cases in the article he published in 2000). The table below (5) shows a summary of raw data from interviews:

Participant	Amine (Arabic)	Fatma (French)	Edris (English)	Imad (Computer Sciences)	Kahina (Chemistry)
Duration	1-22:47	1-24:06	1-17:46	1-34:33	1-27:45
	2-16:14	2-18:25	2-22:08	2-34:12	2-35:53
	3-14:08	3-17:45	3-21:49	3-20:04	3-19:48
	4-25:36	4-33:13	4-16:56	4-34:10	4-13:39
	5-14:11	5-24:38	5-35:26	5-16:44	
	6-10:48			6-21:25	
Total Time	01:43:44 (103:44)	01:58:07 (118:07)	01:54:06 (114:06)	2:41:08 (161:08)	1:37:05 (97:05)

Table 5 Summary of Raw Data from Interviews

The table shows participants' names (given names for confidentiality), number and duration of interviews with each participant, and total time for each discipline. The second row of the table shows the number of interviews with each participant which was between four to six interviews with each participant, that is a minimum of one interview every two weeks. The third section is a summary on the disciplines of the participants. The reasons for choosing these majors and in this specific order are clarified above in the research design section (see 3.4.1.). Each of the mentioned disciplines is accompanied with total time of interviews in two formats. The first format is in hours, minutes, and seconds (hh/mm/ss) to show the case of Computer Sciences that was the only case to have more than two hours in the interviews. The second format is in minutes and seconds (mm/ss) which easier to see how far or close disciplines (participants) from one another in total time of interviews.

Participant	Interviews' word count	Diaries' word count	Researchers' Comments	Diaries Total	Total Diaries & Interviews
Edris	16173	3011	433	3444	19617
Fatma	12572	7567	1338	8905	21477
Amine	9308	3935	256	4191	13499
Imad	22599	3616	473	4089	26688
Kahina	11236	2931	545	3476	14712
Total	71888	21060	3045	24105	95993

Table 6 Qualitative Data Word Count

Table 6 gives a summary on the data collected from each of the five cases. It starts with the names from the first column (left), the second column shows the total word count of the data collected from interviews with each participant, and the third column presents the word count of the data collected from the diaries. The table shows the word count from the researcher's comments (column four), the diaries total (column five) and the general total for diaries and interviews (column six). The total data of each category of all the cases were presented at the bottom row.

3.3　Sample Selection

Selecting a sample of participants that can ultimately give answers to the research questions is very important and it should be planned before starting the data collection. As a mixed methods project, this study has two samples: a relatively large sample of survey participants and within that sample emerges another sample of interviews and diaries participants. Samples, generally, can be either a *probability sample* or a *non-probability sample* (see De Vaus, 2002, p. 70), and in this study non-probability sampling was applied. Specifically, convenience sampling was applied for selecting the survey participants.

When I was planning for collecting data for this study, I set a target for the number of participants on the survey and cases. The plan was to have participants from five participants (see 3.2.), so the target was 100 participants from each discipline for the survey and one participant from each discipline for the cases. I was concerned to not have enough participants, especially for the second stage of the study (diaries and interviews). This concern was based on previous experiences when I used to see students collecting data, where I noticed that most students like to answer multiple choice or Likert scale surveys but very few who accept to do interviews or surveys with open-ended questions because they take longer time. Logically, I thought that it would be

more challenging to have enough participants to keep diaries and do interviews. Alongside this challenge, I had no more than three months to collect data, which was a tight schedule considering that the participants were from different disciplines studying in different locations and had different free time schedules. On the basis of these challenges, the decision was to follow random sampling in order to have as many participants as possible.

The criteria for selecting the sample included:

1-The number of survey participants was expected to be expected to be at least 500 participants to avoid sample error.

2-They were from multiple disciplines because it was unlikely to reach the target number of participants for the survey from only one discipline.

3-Choosing participants from multiple disciplines will give a more holistic insight.

4-They were undergraduates because this is the period of time in students' lives where they construct their (language) identities. They develop their language identities in this period because they need them for postgraduate education or for their jobs after they graduate.

For interviews, quota sampling was applied where I was aiming to have at least one participant from each discipline and balancing the gender of participants if possible (because the sample for the interviews was from survey participants).

3.4   Mixed Methods Exploratory Design

This study is following an exploratory research design (Creswell, 2015). Interest in mixed methods research design has been growing (Creswell, 2003; Creswell and Plano Clark, 2007; Dunning, Williams, Abonyi, and Crooks, 2008) because of the added value from using two research approaches. Qualitative and quantitative approaches were applied together in this study, but as a qualitatively driven mixed methods research design. That means that it is a research design which "relies on a qualitative, […] poststructuralist […] view of the research process, while concurrently recognizing that the addition of quantitative data and approaches are likely to benefit" (Johnson, et al., 2007, p. 123) the study. The purpose of mixing both approaches is to achieve a better insight, in this case the quantitative data give a general picture on the participants while the qualitative data provides deeper details in answering the research questions.

However, the benefits of mixing the two approaches comes with challenges such as extra time for collecting and analysing different types of data; resources like spending more money for buying necessary equipment; and expertise to analyse and extract the best of the data collected (McKim, 2017). Furthermore, a mixed methods research design have to be applied when a value would be added in investigating the research topic and answering the research questions compared to applying only a quantitative approach or only a qualitative approach. A decision to apply mixed

methods research design on the basis of the points mentioned earlier fulfils a fundamental goal of this research design which is bringing comfort to the reader regarding the results and conclusion of the study (O'Cathian, Murphy, and Nicholl, 2010).

In the context of this research project, the quantitative phase included answering a survey by 518 participants from five disciplines (Arabic, French, English, Computer Sciences, and Chemistry). The survey explores the students' language identities (Arabic, Tamazight, French, and English), and motivation and investment in learning English. The qualitative phase is a case study method with five participants, and it is the main source of the data collected. First, it includes keeping a diary for 8 weeks, in which students write about the English language in their daily life, inside and outside the classroom, and their reflections on their English language learning experiences. The experiences show how the participants reflect and self-assess in daily life and when they interact with English. Second, semi-structured follow-up interviews are used with the diary as an opportunity for me and the participants to elucidate what is not clear, and for the participants to express orally what was potentially challenging to express in writing.

3.4.1   Survey Design

I used a survey in the first stage of my study in order to know about the social context of the case study participants. The survey was divided into three main sections, the third section was divided into two sub-sections. The survey consisted of: six items in the introduction section, six items for each of the four languages in section two (Perceptions about Identity), 23 items in section three (Usage of English, with seven items for 'Inside the Classroom' sub-section and 16 items for 'Outside the Classroom' sub-section). In total there was 35 items (or 53 items if we count all the same six items used with the four different languages in section two). The first section on biography information included participants' age, social state (single; married), linguistic background, which can be considered as factors affecting learners' identities as language learners. The second section was adapted from Klapwijk and Van der Walt's (2016) survey on South African university students' attitudes towards three languages spoken in South Africa (see Figure 6 of the adapted section below).

4 = Very much, 3 = So-so, 2 = Not at all, 1 = Unsure.

		Home language	English	Afrikaans
1.	How much do you like this language?			
2.	How much do you think knowing this language helps you to become successful at *work*?			
3.	How much do you think knowing this language helps you to become successful in your *studies*?			
4.	How important do you think this language is in *South Africa* these days?			

Figure 4 Original Table of Section 2 (Klawijk and Van der Walt, 2016, p. 71)

The adapted version of this section included the personal beliefs about four languages in Algeria namely: Arabic and Tamazight–the two official languages of the state–, French as remainder from the French coloniser, and English as a global language and a necessary language for science and technology. The modification was adding the question 'How much **do** you want to learn or improve English?' in the present tense, and the same question in the past tense: replacing '**do**' with '**did**'. These two questions were designed to see the change in belief between the past and present, but instead of doing that in the usual way of giving the question and then giving the same question after a period of time to see the change. The two questions were given in the same questionnaire to encourage the use of self-reflection, which the study is investigating.

Finally, the third section was about investment in learning English through using English inside and outside the classroom. The first sub-section was based on 'Classroom Engagement Survey' (Baylor College of Medicine, 2001). From this survey, Engagement by paying attention, listening actively to classmates and participation were considered as a form of Investment in the classroom, and I added questions to other forms of investment such as note-taking, reinforcing engagement by reflecting on and linking the lecture content and prior knowledge, and asking question when something is not clear. The second sub-section was adapted from a questionnaire constructed by Norton (1993) in her study on new immigrants to Canada who are learning English as a foreign language, and some questions are adapted from Meyer's (2009) questionnaire in a research investigation on students' engagement in the classroom. It includes exploratory questions on students' investment in learning English inside and outside the classroom. These questions give an insight on the communities that are shaping the new identity of an English language learner, and the role of the daily life social environment in fostering or hindering the learning process. A detailed account on the survey's questions will be provided in the data collection chapter.

The survey's participants were more than five hundred (518) undergraduate students from five disciplines. There were learners majoring in English as a Foreign Language, and non-EFL major students who are assumed to be investing more than other disciplines. Other two disciplines are students of Arabic and French learning English a foreign language (one module). These two disciplines are chosen for the understanding that students majoring in a second/foreign language would have the interest in learning languages in general and English as a global language in particular. Computer sciences is the fourth discipline, which is mostly related to English (which was widespread through computer and internet) and I had a personal interest in this field that helped me to learn the language. The fifth discipline is chemistry. It is not as close to English as the previous disciplines, but still English is needed to follow the recent research in this field which has been developing relatively quickly with the new technologies.

3.4.1.1 Translation and Pre-piloting

The participants are Arabic native speakers, so the questionnaire was translated into Arabic in order to encourage them to participate, and to make them a choice to answer in whatever language they feel more comfortable to use. The main focus here was to make them feel comfortable with the language of the survey and hence provide honest answers.

First, I constructed the English copy of the questionnaire by developing the biography section, adapting the section about identity perceptions (Klapwijk and Van der Walt, 2016), adapting the section about investment in English language learning inside the classroom (Baylor College of Medicine, 2001), and adapting the section about investment in English language learning outside the classroom (Norton, 1994). Next, the survey was transferred to the University of Southampton platform for surveys (isurvey) and a link to the survey was sent to eight reviewers. The eight reviewers were native speakers of Arabic, had high English proficiency level, and were highly aware of the Algerian context of higher education. They answered the questionnaire and provided feedback on their experience and how they felt while doing that. They gave comments on the overall structure and how smooth it was moving from one question or one section to the next, and comments on the questions wording including the choice of clear simple English words specifically with technical terms.

Then, I translated the final English version before the fieldwork into Arabic language (I am a native speaker of Arabic). The translation was checked by an Algerian PhD colleague doing Applied linguistics and a native speaker of Arabic. After checking the translation with my colleague and making the necessary changes, I transferred the Arabic version to 'isurvey'. The participants, therefore, had the choice between a hard copy or online and between English or Arabic version (see Appendices C and F).

3.4.1.2 Pilot stage and survey Reliability

There was a pilot stage of the survey after the pre-piloting and before the main study survey. It involved 38 participants from the five disciplines and the population of the main study. When collecting the survey, I always checked if all the questions were answered and asked for the reason some of them did not answer some questions or if they can give feedback on what can be changed to make the survey easier to answer and more comprehensive. The feedback was very helpful to realise that some questions were not very clear such as questions two and three in section two, so I used bold font and italics to highlight the difference between similar questions. Many participants were confused in answering section two when the table was similar to the original table (see Figure 4). The reason was that the answer to each question was on a scale from 1-4 for each of the four languages mentioned earlier (see Figure 4). This format of the table looked simple but there were layers of thinking to the participant for every question, so a number of students complained that

section two was complicated and time-consuming. The answer to this issue was in creating a table for each language, having the answering options as columns and the participants used a tick or cross sign to answer the questions (see the final version of this section in Appendix C). In addition, the feedback helped me to see questions that were not relevant like the question "How often do you speak English to your husband?" while all the participants were not married.

For a survey's results to be trustworthy, a statistical test must be conducted, and this test can be checked by other researchers if they wanted to use the same survey or wanted to check the results. In this study, Cronbach's alpha statistical test was applied to check the internal reliability or inter-relatedness of the items within the survey. In other words, it describes "the extent to which all the items in a test measure the same concept or construct" (Mohsen and Reg, 2011, p. 53), with a score ranging from 0 to 1. A low score (usually below 0.7) of Cronbach's alpha may suggest a weak homogeneity between the items of the survey, with the consideration that a lower number of items can lead to a low score and the items still be considered homogenous. A high score (like 0.9 or more) could mean that there is redundancy in the items. Applying Cronbach's alpha test on 47 items of the survey of this study (sections two and three of the survey that had Likert scale, see Appendix C) had a score of 0.88 which means that there was a high internal reliability. Next section will move to the qualitative approach of the study and the research instruments within the approach.

3.4.2   Case Study

According to Gerring (2007, p. 02), case study research can be seen in two forms, which he explained with the analogy of two approaches someone could learn to build a house. The first way is studying a large number of cases, it can be hundreds or thousands, and this is known as a "cross-case" (p. 01) approach. The second way is the case study approach which is "a kind of research that concentrates on one thing, looking at it in detail, not seeking to generalise from it" (Thomas, 2011, p. 03). That is, learning how to construct a house by focusing intensively on a small number of subjects (houses). In language assessment, research studies (e.g. Butler and Lee, 2010) used to focus on investigating large numbers of students, influenced by the quantitative research approach which focuses on generalizing the results. When the qualitative research approach became constantly acceptable in research community, many assessment studies has been focusing on small numbers of participants, influenced by ontological perspective "that people's knowledge, views, understandings, interpretations, experiences, and interactions are meaningful properties of the social reality" (Mason, 2002, p. 63). Furthermore, my choice of the second approach is based on the change in the literature "from a variable-centred approach to causality and toward a case-based approach" (Gerring, 2007, p. 03). This application of case-based approach can be noticed in applied linguistics research studies such as Norton's (1995, 2000, 2013) study on five female immigrants

who moved to Canada and Block's (2000) study on two Spanish students of English as a foreign language.

Duff (2014) explained that the rationale for using a case-based approach, that she called qualitative case study approach, is:

> "to provide an understanding of individuals' experiences, issues, insights, developmental pathways, or performance within a particular linguistic, social, or educational context. Rather than discuss constructs, hypotheses, and findings in terms of statistical patterns or trends derived from a larger sample or survey of a population of language learners, as in some quantitative research, a qualitative case study of a person presents a contextualized human profile" (p. 233)

According to Duff, a qualitative case study is a research approach that focuses on a small number of subjectivities (that can be language learners) to explore their understandings of a certain phenomenon in a specific context or situation. A qualitative case study of language learners displays a "profile" (p. 233) or a narrative within a meaningful context–"linguistic, social, or educational context" (p. 233)–in order to provide an explanation to the phenomenon.

3.4.2.1   Diary

Alaszewski (2006) defined a diary as "a document created by an individual who has maintained a regular, personal and contemporaneous record" (p. 01). From this definition, a diary is described as a "record" with three characteristics. First, a diary is a *regular record.* Following the poststructuralist perspective on identity as "multiple, a site of struggle, and changing across time and space" (Norton, 2015, p. 376), the aspect of regularity is crucial for investigating the multiplicity of the learner's identities because the consistency in embracing certain attributes is one way the learners are defining who they are. It is crucial for knowing how these identities are changing as a result of a change in time and space. In other words, the temporo-spatial effect on identity cannot be noticed, and hence changed, without self-reflection. This sense of blindness to notice the changes is due to what can be called passive regularity: where the learner won't notice the changes for the absence of conscious reflection. Therefore, active regularity should be created by taking notes (*regular record*) and reflecting on those notes constantly to improve learning. It is crucial to show that learner's identities can contradictorily exist together. Second, a diary is a *personal record*, in which a language learner can use it to document what s/he considers as important events in his/her learning process, and to develop his/her identity as a self-assessor through the process of self-reflection. Third, a diary is a *contemporary record*. This aspect is important for tracking the changes on identity linked to changes in time and space. The changes

include the construction of new identities which can create a struggle with the already existing identities.

A question that can be raised here is why diaries are going to be used to investigate self-assessment? Many applied linguistics' research studies use instruments prepared by teachers like checklists (e.g. Blue, 1998), learning logs (a copybook with guiding questions on learning for learners to answer) (e.g. Baldwin, 2000; Micán and Medina, 2015), and questionnaires (e.g. Le Blanc and Painchaud, 1985) to explore language learners' self-assessment, but these instruments are limiting the students' perceptions to what the researcher is asking. I am using diaries because I think that they give the participants a wider space of freedom, and an opportunity to share their own voice by sharing their perceptions using their own words. Recent studies (e.g. Srimavin and Darasawang, 2003) used diaries for investigating self-assessment, but the content of the diaries has been limited to textual reflections. Expressing reflections can be more meaningful if they are shown through other means like drawing. A language learner can write about his/her feelings, beliefs, attitudes, and experiences in learning English, but their drawings during the learning experience can show what s/he cannot tell in written words. In this study, the learners can illustrate what they find hard to communicate in writing along with drawings and then have the chance to explain orally in the follow up interviews.

3.4.2.2   Interviews

Kvale (1996) suggested that interviews should not be in question-answer form, where the interviewer asks the questions and the interviewee answers these questions, but as "InterViews" (with a capital 'I' and a capital 'V'). This means that an interview should be in a form of a dialogue, in which the data is generated from the dialoguing process between the views of the interviewer and the interviewee, and not from the answers to the questions in a question-answer form (Kvale, 1996; Block, 2000; Kvale and Brinkmann, 2009, Foley and Valenzuela, 2005). In this study, the semi-structured type of interviews is going to be used, because the open-ended questions will direct the discussion and give space where ideas can be generated from the "InterViews". The interviews, as a part of the case study, will take place every two weeks. They will provide an opportunity to discuss deeply what was written in the diaries, to ask for clarifications on what is not clear, and a chance for the participants to express verbally and non-verbally what they find difficult to express in writing.

The purpose of the interview is "obtaining qualitative descriptions of the life world of the subject with respect to interpretation of the meaning" (Kvale, 1996, p. 124). The semi-structured form of interview, which is applied in this study, has a sequence of themes and pre-set questions, while at the same time this sequence and those themes are open to change so the interviewer will "follow up the stories told" by the interviewee (Kvale, 1996, p. 124). This option of being open to

go beyond the prepared questions in the semi-structured interview creates flexibility in the discussion, but, as Mason (2002) noted it requires from the interviewer to be prepared to have the ability of thinking on his/her feet during the interview.

Importantly, the relationship in an academic research interview is crucial for ensuring the high quality in conducting the interview for high quality data. The researcher must always remember that his/her relationship with the interviewee is not "anonymous and neutral" like in a survey, or "personal and emotional" like the therapeutic relationship. S/He must develop a relationship that keeps a balance between the aforementioned kinds of relationships. In a balanced relationship, the researcher makes the participant "feels safe enough to talk about his or her experiences and feelings" and ensures that the interview won't "turn into a therapeutic situation, which he or she may not be able to handle" (Kvale, 1996, p. 125).

Semi-structured interviews have the advantage of an open discussion structure and do not have to stick to the prepared questions. This is important as Kvale argued that new knowledge emerge through the "InterView" process. That means the exchange of ideas enables ideas to evolve and grow. The next section discusses the research worldview adopted in this study.

3.5   The Research Worldview

Every research is conducted following a philosophical worldview that can be presented through epistemology and ontology. This worldview is defined by Guba (1990) as "a basic set of beliefs that guides action" (p. 17) on investigating knowledge about and reality of a research phenomenon. Tashakkori and Teddlie (2010) definition of epistemology as the "beliefs about the nature of knowledge" (p. 04) shows that there are epistemologies, not only one epistemology, as there are beliefs and not only one belief about the nature of knowledge. They defined ontology as the "beliefs about the nature of reality" (p. 04) which shows that there is multiplicity in the nature of reality, since there is multiplicity in the beliefs about this nature of reality. These definitions of epistemology and ontology differ in their key words, the former is about "knowledge" and the latter is about "reality", which are tightly related in our daily lives. Accordingly, knowledge and reality are inseparable because talking about "the construction of meaning" is talking about "the construction of meaningful reality" (Crotty, 1998, p. 10).

The research paradigm "belief system, world view, or framework that guides research and practice in a field" (Willis, 2007, p. 08) in this study goes under interpretivism worldview. I chose to use 'worldview' instead of 'paradigm,' 'belief system' or 'framework' because what I mean here, following poststructuralism, is that the concept is more indicative of how this research views the world. Within interpretivism, structuralism sees reality as "socially constructed" (Merriam, 2009, p. 08) while poststructuralism advocates that reality goes beyond social structures. This

worldview supports the bedrock argument of this study that demonstrates how learning a language or learning to self-assess by doing transforms into identities of a language user or a self-assessor.

Since a Mixed Methods research design is applied, I am going to explain objectivism and subjectivism epistemologies. While objectivism represents the quantitative side of the study, subjectivism represents the qualitative one. Objectivism is based on the belief that there is a reality independent of human subjects. Crotty (1998), explaining objectivity, said that "a tree…carries the intrinsic meaning of 'tree-ness'", and when human beings recognize the tree as a tree they are just "discovering a meaning that has been lying there in wait for them all along" (p. 08). This perspective, which is known as positivism as well, calls for applying natural sciences (like mathematics, physics and chemistry) research instruments to investigate social phenomena (Bryman, 2012, p. 28). Therefore, the investigation of a particular social phenomenon must be a value-free (or an unbiased, objective) process, in which the reality is going to be discovered following a quantitative inquiry. The other epistemology I am going to explain here is subjectivism. It is based on the belief that the question about knowledge and what we know is actually a question about understanding. Epistemologically means that I know about a thing when I understand it, and ontologically means that a social reality is meaningful when I understand it. I used social reality because subjectivism (referred to as interpretivism) is against limiting the investigation of social reality to the natural sciences methods. Moreover, understanding in subjectivism entails that making sense of a thing is the subject's interpretation of that thing. This explains the reason Norton linked her definition with understanding, saying that identity is "how a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (2013, p. 45). Data analysis processes are going to be presented in the next section.

3.6   Data Analysis Processes

In my research, I used three instruments to collect data that is going to provide answers to the research questions. First, I did the questionnaire with the purpose of providing a general picture on the participants (the five disciplines) of the study. Second, I used diaries as the main instrument because of its usefulness (3.4.2.1.) for investigating students' experiences which are the central focus of the study. Third, I used interviews, specifically semi-structured interviews, to complement the role of the diaries in recording students' experiences. In the interviews, the participants had the chance to clarify some ideas (mentioned in the diaries and needs more clarification) orally, ask the researcher about clarifications on the things related to the study which are not clear to them, and it was an opportunity for me to have explanations on what is not clear for me in the diary or on the context of something written in the diary.

3.6.1   Survey Analysis Processes

3.6.1.1   Description of the Survey Items

The aim of the survey was to collect: biographical information, perceptions about identity in relation to four languages and investment in language learning inside and outside the classroom. The questionnaire was constructed of three main sections: biography information (or introduction), perceptions about identity, and investment in language learning.

The biography information section asked the questions about the learner's name, age, gender, marital status and the languages this learner is able to use. The item on the participant's name was used to help me find the questionnaires of those who volunteered (among more than 600 survey answers) to continue in the second stage of the study which is keeping a diary and doing interviews. Before giving the survey copies to participants, they were informed that if they are not willing to continue in the second stage of study, they can skip the name item.. The volunteers had their first interview to explain their answers on the questionnaire and as an introduction to how the survey items would be an initial guide to what the main content of the diary expected from the participants.

The second item is age, and it is important to know the age range because perceptions about language identities differ between young and old learners. Table 7 below shows the age (second item in the survey) range of the participants. The youngest participant(s) was/were 18 years old, the oldest participant(s) was/were 58 years old, and the average age of the 518 participants is 21 years old. The standard deviation is 2.7 which means that the vast majority of the participants were in the age range of 18 to 23.

	N	Minimum	Maximum	Mean	Std. Deviation
Age	518	18.00	58.00	20.8398	2.72381

Table 7 Summary of the Age Range of the Participants

In the third item, the participants were asked about their discipline. The reason for putting an item on discipline or subject of study is to see if it has an influence on perceptions on language identities (see 4.1.1.). The target number of participants had been planned to be 100 students from each of the five selected disciplines with a total of 500 students, but the final number after collecting and cleaning the data was slightly more than that number (518).

Table 8 below shows the number of participants in every discipline and the total number of all participants who completed all the items of the survey.

	Arabic	**French**	**English**	**CS**	**Ch**	**Total**
Male	3	10	18	47	23	101
Female	103	92	90	54	78	417
Total	106	102	108	101	101	518
Percentage	20.46%	19.69%	20.85%	19.50%	19.50%	100%

Table 8 Distribution of Participants in each Discipline

The fourth item in the first section of the questionnaire is gender (Table 8). The reason for having this item is to have an idea on the gender distribution in the participants' population. The fifth item was on marital status and whether the participant is single or married. The item on marital status was used to see if the number of participants who were married, and if marital status affected their answers.

The second section is addressing the participants' perceptions about their identities. The questions were inspired by a South African study by Nanda Klapwijk and Christa Van der Walt (2016) on language identity of Home Language (isiXhosa and isiZulu–a language from isiXhosa language family), English, and Afrikaans; and the value of each of them to university students. I adapted the questions from this South African study survey because the context of multiple languages is similar to that in Algeria, and hence I was aiming to investigate the perceptions of the Algerian participants about four languages in the Algerian context. The second section investigated four languages because Arabic is the first official language and it carries a religious value, Tamazight is the second official language and it carries the history of the land with its aboriginal culture. Then, there is French which is a language that remained in the country after the French coloniser left, it is taught in school from second grade, and it is used in administration. Finally, English as the most powerful language in the world with "about a quarter of the world's population is already fluent or competent in English and this figure is steadily growing – in the early 2000s that means around 1.5 billion people" (Crystal, 2003, p. 06), so it is taught from sixth grade.

The first item in section two (see Appendix C) was on telling the extent of preference towards each of the four languages: Arabic, Tamazight, French, and English. The purpose of this question is to see how these language learners are looking at a particular language, which reflects their attitude and motivation to learn these languages as it is not logically expected to see someone putting too much effort to learn a language s/he does not like. However, that could be different in the sense that unmotivated language learners can invest to learn a language, while it is equally possible that motivated learners may not invest to learn a language. The answers were on a Likert Scale from 1 to 4 (1=Very much, 2=So-so, 3=Not at all, 4=Unsure). These options can be interpreted as: like very much, like or no likeability to the language plus a fourth option when the learner does not know if s/he likes the language as in the case of studying that language just

because it is part of the curriculum and not an identity. In other words, if a participant liked a language, it is most likely that s/he considered that language an identity; whereas if s/he did not like a language, s/he most likely did not consider it an identity. Questions two and three were tracking the change or consistency in a learner's position from learning or improving each of the four languages, mentioned earlier, between the past (How much **did** you want to learn or improve your English?) and the present (How much **do** you want to learn or improve your English?). The answers to these two questions can give an insight if a change or consistency in attitude is related to a change or consistency in investment and identity construction which will be revealed in diaries and interviews. The questions number four and five are about the learner's vision of his/her future self. In this particular these two questions are about his/her perceptions on his/her imagined language identities and the impact of learning each of the four languages on his future; i.e., imagining his/her Arabic language identity in the future: at studies and at work. Developing a vision of an "imagined identity" (Kanno and Norton, 2003, p. 246) is a key element in developing a self-assessor identity while making decisions and setting new targets. The last question in this section addresses the participant's statement of his/her belief about the importance of each of the four languages in Algeria nowadays. Unlike the previous questions, expressing the belief with the last question gives an answer to what the participant thinks about the future of the language in Algeria, and hence his/her motivation to invest in learning and improving a particular language. The decision to invest in learning each of these languages determines the embracing and construction of Arabic, Tamazight, French and English identities.

The third section was about 'investment' (see 2.2.3.) inside the classroom. The responses to the questionnaire items were by choosing from five options, on a Likert Scale, namely:

- Strongly Agree,
- Agree,
- Neither Agree nor Disagree,
- Disagree,
- Strongly Disagree.

A Likert scale was used for its usefulness in accurately capturing beliefs. Investment in the classroom was investigated by looking at the students' beliefs on the extent of engagement in the class. That seven-question section included items on:

- paying attention to what the teacher says,
- actively listening to the discussions in the class and classmates' participation,
- participation,
- taking part in discussions,
- taking notes,

- asking questions when something is not clear,
- and staying engaged in the class by linking the lecture's content to similar personal experiences.

The fourth and last section was addressing investment outside the classroom. Generally, the items can be categorised into four language skills plus one, that is Listening, reading, speaking, writing plus a category on watching. Watching is seen as a category, apart from the four language skills, because it includes listening, reading if there are subtitles, and the dynamism between listening and watching. The frequency of using these skills outside the class was investigated through a Likert Scale with five options:

- Everyday,
- one or two times per week,
- Once a week,
- Once or twice per month,
- Never.

3.6.1.2 Processing the Survey Data

The responses were entered into SPSS (Statistical Package for the Social Sciences) for a more efficient and flexible analysis of the survey. Entering the data into SPSS required turning the questionnaire items into variables. For example, the question "How much do you like Arabic?" was labelled as "Pai_Ar1". "Pai" refers to the section that included that question which had the title "Perceptions about identity" and "Ar" Abbreviation to "Arabic" followed by the number of the question in that section, like the question in this example was number "1". Then the responses were coded using numbers, for instance, the answer to the question I gave earlier (How much do you like Arabic?) was coded with numbers from 1 to 4 (1=Very much, 2=So-so, 3=Not at all, 4=Unsure). As an exception, one item was entered in a textual form instead of being coded with number, and that was on the option to write languages which the participant can speak other than the four languages mentioned earlier.

After, the data was entered into SPSS (Statistical Package for Social Sciences) and cleaned from mistakes (see Dörnyei and Taguchi, 2009, p. 88 on survey data cleaning). There were typographical mistakes like entering "33" instead of "3" which is a code for "Not at all" in second section of the survey. There were mistakes of not entering any value to some questions, for some participants, and that was solved by going back to questionnaire's copies, checking the missing values and adding them. The last type of mistakes was from the participants who did not answer some questions, because they forgot to answer them or they were not willing to answer them. The

surveys with this last type of mistakes were removed because they were a few and removing them would not affect the size of the sample. For efficiency in presenting the results I exported a 'CSV' file of the data processed with SPSS, and I used Excel to create frequency clustered bar charts of section 4.1.

3.6.2 Qualitative Data Preliminary Analysis

The analysis process can be categorised into stages. The first stage is transferring the hand-written diaries into an electronic format using word processing software, in this study I used Microsoft Word. In this stage of digitising the diaries I preserved the participant's writing to the maximum of possibility. For example, when there are mistakes or errors, I wrote them as they have been written, I checked what the participant means in the interview from the participant himself, and I wrote the correction of those mistakes or errors between square brackets. The corrections were included whenever I believe they are important for the general meaning, and for facilitating the analysis process when using software like Microsoft Word or NVivo. I preserved the participant's demonstration of some ideas when s/he uses charts or drawings by designing a copy of a chart and including a scanned copy of the drawings that cannot be digitised through Microsoft Word drawing tools. The content written in languages other than English (i.e., Arabic and French) was translated to English. The translation raises the issue of the quality of translation and the delivery of the same meaning of the original content that was intended by the participant. It is worth noting, on addressing this issue, that my familiarity with the data alongside the informal discussions with participants, I believe, provided more support to my understanding of the data and hence the final quality of the translation. After I did the translation and reviewed it, I asked my colleague to do a second review of the final translation. I chose this colleague because of the shared culture (between me, him and the participants).

The second stage was using software for qualitative data analysis. In this project, I used NVivo to help in the thematic analysis and facilitate finding patterns in the data. NVivo facilitates the process of analysis by making the coding easier in terms of organisation than traditional coding like using pieces of paper. It helps, then, arrange and rearrange the codes into groups and categories with shared characteristics. The categorisation process with the software leads to defining themes that gives the picture through which the message of the data collected is delivered. The picture delivered from the themes can be in a form of concepts or a theory explaining the investigated phenomenon.

3.6.2.1 Thematic Analysis

It is a qualitative analysis method under which patterns or themes are identified, analysed and reported (Braun and Clarke, 2006, p. 79). Thematic analysis is considered by some authors

(Braun and Clarke, 2006; King, 2004; Leininger, 1992; Thorne, 2000; Nowell, Norris, White, and Moules, 2017) as a method like any of the other qualitative methods. Other authors (Boyatzis, 1998; Holloway and Todres, 2003; Ryan and Bernard, 2000) argued that thematic analysis should not be considered a method on its own as it is used by other qualitative methods. It is true that thematic analysis is a process used by other qualitative methods, but it can be seen as a flexible framework that facilitates the analysis of data under several research worldviews (Braun and Clarke, 2006). The purpose of thematic analysis creating themes that explain a certain phenomenon using coding methods to make meaning from the data collected with detailed deep interpretations. That can be through looking for patterns and following thematic coding, a type of analysis will guide the process and it can be: grounded theory, interpretive phenomenological analysis, template analysis. The three types of analysis are not necessarily going to be applied exclusively like applying only grounded theory or only template analysis, but aspects from multiple analysis types can be used for higher effectiveness in analysing the data than being limited to one exclusive type. The analysis process started with coding using NVivo where a label of a few words was created to summarise a meaning of a piece of writing. From the large number of codes, parent codes were created as categories. From the description of the codes, the reporting was based on the research questions: starting on identity to investment and self-assessment, and to desire.

3.6.2.2   Coding in Qualitative Data Analysis Process

In quantitative research analysis, a statistical formula is applied, and to check the validity of the results as numbers the same formula applied can be replicated. I mentioned that the validity of the 'results as numbers' can be verified through the application of the same statistical formula, but not the results themselves because the results are interpretations of those numbers and the justifications of the interpretations will represent the research findings. On a similar line of argument, a question can be asked is: how the validity in qualitative research analysis process can be verified when the data is words and not numbers? Miles, Huberman, and Saldaña (2014) suggested that in qualitative data analysis "we are focusing on *words* [emphasis in the original text] as the basic medium" (p. 71). The discourse in qualitative data can be a group of written or spoken words and coding is one way to discover meaning from that data. Therefore, Saldaña suggested that while "[q]uantitative analysis calculates the mean[, q]ualitative analysis calculates meaning."(2015, p. 10). Calculating the mean is through the statistical formula, while calculating meaning is, as Saldaña explains, that it is not reducing the number of codes, but to reach a "*consolidating meaning*" (p. 10) that "may take the symbolic form of a category, theme, concept, assertion, or set in motion a new line of investigation, interpretive thought, or the crystallization of a new theory." (p. 10).

Codes are important for the qualitative researcher to construct meaning from the data by functioning as "labels that assign symbolic meaning to the descriptive or inferential information compiled during a study." (Miles, Huberman, and Saldaña, 2014, pp. 71-72).

The coding follows one of these qualitative methods of analysis like: content analysis, narrative analysis, discourse analysis, conversation analysis, and thematic analysis. This last method is applied to analyse the data of this project.

In this study, the coding has been conducted over a period of four months (see Appendix H) using NVivo software. Since thematic analysis have been followed, the themes are patterns in the data in the sense that participants talk about ideas consistently and sometimes in different ways. These ideas form patterns that emerge through categories and eventually become themes. In some occasions, ideas are not repeated consistently, where the participant talk about an idea, may be only once but with emphasis that tells the researchers that it is a very important idea which can be considered a theme. The coding in this project was summarised in the charts attached in Appendix I. Each chart includes the codes the sub-codes, codes, categories and themes. The themes in this study are discussed in the analysis chapters. There are themes that I considered to form stories of the five participants (see Chapter 5, and see Appendix I to look at the categories and codes under each of the themes of each participant), while there are themes that were sometimes shared by multiple participants and I considered them factors (see Table 10) that shaped the identities of the participants (see Section 6.2., and see Appendix I to find out about the categories and codes under those themes-factors-).

3.7   Ethical Considerations

Conducting a research that collects data from and about human participants requires following research ethics protocols regardless if the research approach is qualitative, quantitative or mixed methods. This study collected qualitative and quantitative under strict adherence to the Ethics and Research Governance Online (ERGO) at the University of Southampton that checks the ethical compliance of research studies that are conducted under the University of Southampton. I submitted an ERGO application on 20/01/2017 and received approval to start my data collection on 20/02/2017, and I have not collected any data before the approval of the ethics application. The ERGO application gave details on the process of collecting the data, such as the period of collecting the data (21/02/2017 until 18/05/2017), the age range of the participants (university students), the venue of doing the interviews and meeting the participants which confirms that the venues must consider the safety of the participants. The venues chosen were: the university campus, a library of the university, or a public library.

In the higher education institution where the data collection was conducted, I was not affiliated at the institution, the participants did not know or had any connection with me before the

data collection period, and I did not collect data in the classroom. Despite that, I checked with the university central administration, the heads of departments where I was going to collect data, the university library director, and the administration of the public library; and asked if I need a written approval to meet the participants outside the classroom and collect data from them. I received confirmation from all of them that I don't need a written permission since it is not in the classroom.

The participants received a *consent form* that asked for their permission to use the data they provide for research purposes (See Appendix B) and they received a *participant's information sheet* (See Appendix A) that answers questions on the research project. I gave each participant a copy of the *consent form*, the *participant's information sheet* and the survey. I explained in English and Arabic that they must read and understand the information sheet and the consent form before answering the survey questions. In the second stage of data collection (see 1.6.), I gave the continuing participants another copy of the *consent form* and the *participant's information sheet* to confirm their agreement to have diaries and do interviews.

3.8   Encountered Challenges

A serious research study starts with a goal of pushing the boundaries of knowledge in its research area, hence it is natural to face challenges and this study is not an exception. First, the literature on identity was overwhelming considering the massive number of academic publications on identity and language identity. It was my first challenge to decide on the theories I should focus on and understand them deeply in the first year of my PhD. The way out of this challenge was planning, taking notes and sharing these plans and notes with my supervisor and colleagues, which eventually lead to a clear vision in reading priorities.

Second, the uncertainties that accompanies the stage of data collection is the second challenge I faced. There were uncertainties regarding the number of participants who would accept to do interviews and diaries. The war I addressed this challenge was by preparing for the process and trying to eliminate obstacles that would affect participation. For example, I worked on the clarity of the survey questions by running a pre-pilot stage and a pilot stage, I prepared the survey in English and Arabic languages, and I created an online version and printed hard copies. These options provided flexibility for participants to be involved.

Third, it was very difficult to find or reach local studies because the national database (in Algeria) is only for PhD theses and Master's dissertations, and only a limited number of these theses and dissertations are published on this platform. Furthermore, the available thesis and dissertations were not accessible for me because I was not registered as a student in an Algerian university. To my knowledge, until now there is no database or online hub for articles conducted in Algeria. In my topic, there is scarcity in published academic studies, a lot of the publications I found were book chapters or articles in a style of a book chapter. They are reviews of the literature

and analysis of the Algerian context with no fieldwork data from surveys, interviews, or other research instruments. Therefore, I had to contact colleagues in Algerian universities to copies from the theses database or to ask if they know someone who published an article in one of the areas of my research in the Algerian context.

3.9 Conclusion

The chapter has presented the research design applied for collecting data including explanation of the research aims and questions, presentation of background information on the participants and how the sample was selected. Then, the research design was defined alongside the instruments used to collect the research data (survey, diaries and interviews), and the research worldview was clarified. After, the quantitative (survey) and qualitative data (diaries and interviews) analysis processes have been explained. Finally, the ethics protocol followed in the study and the challenges encountered during the data collection were explained. In chapter four, the survey findings are going to be reported.

Chapter 4   Presenting the Survey Results

Building on the previous chapter on research design, this chapter presents analysis of the survey and results on attitudes and motivation towards the four languages, and investment. These results give a general and important picture on attitudes, motivation and investment which are crucial in understanding language identity construction and transformation. This chapter is divided into two sections. The first section presents perceptions about language identities including attitudes towards the four languages (Arabic, Tamazight, French, and English), tracking change in motivation to improve and learn these languages, expectations on the influence of these languages on their success in studies and future work, and the importance of the four languages in Algeria nowadays. The second section, the correlation between motivation and investment of participants is presented after using Chi square statistical test. The answers to question on the importance of English in success in future work was considered an indicator of motivation to learn English, and it was correlated with investment in each of the four language learning skills (listening, speaking, reading, and writing) plus watching.

4.1   Perceptions about Language Identities

The aim of including the second section in the survey is to investigate the beliefs of language learners about four languages (Arabic, French, English, and Tamazight) which reflect the motivation and interest of those learners in each of the four languages.

4.1.1   Attitudes towards the Four Languages
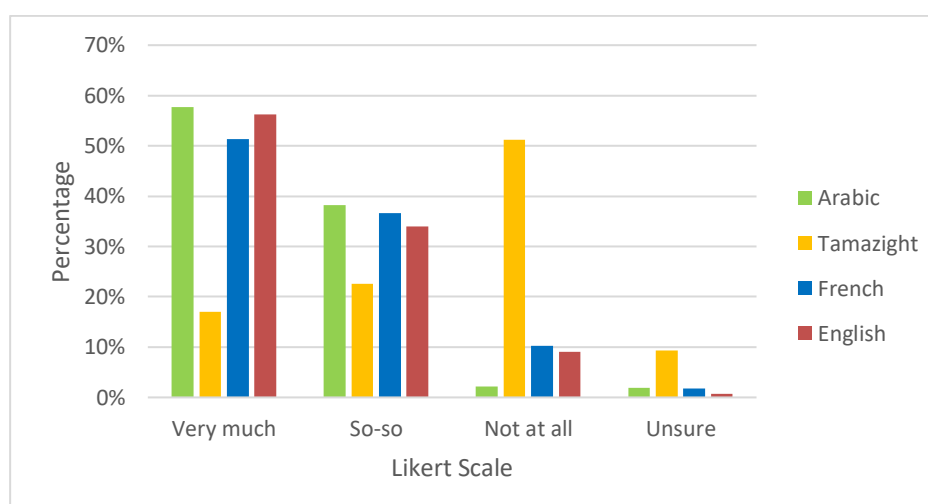
Figure 5 How much do you like 'this language'?

In the first question 'How much do you like 'this language'?', 'this language' is replaced by each of the four languages (see Appendix C) because each language had a separate table. The answers to the question can be divided into two major groups: the first group which accounts for more than half of the participants liked Arabic, French and English very much, while a third of the participants liked (so-so) Arabic, French and English, and a larger group. This was expected because Arabic is the first national language, French is still the dominant administrative language of the former French coloniser, and English is a dominant international language. In the question: 'this language' is replaced by each of the four languages (see Appendix C) because each language had a separate table. Interestingly, Tamazight is the second national language, that was supposed to hold the same or close status to Arabic, was not liked at all by more than half of the participants (%50.96), as shown in Figure 5. An interpretation about Tamazight language not liked at all is provided in the section about 'The Multiplicity of Identities' (see section 7.1.).

There are three majors of language studies (Arabic, French, and English). This raises the question if there is bias from participants towards their majors or if their majors influence their answers regarding the other languages. In order to check that, I ran frequency test on the same first question (How much do you like 'this language'?) while excluding the participants of each language: one language at a time then all language majors' participants. The results showed that there was some changes in answers, noticeably when French and English participants were excluded.

Firstly, when Arabic major participants were excluded, there were very limited changes. The highest of these changes were a 5% increase in participants who answered so-so for Arabic and a 4% increase in participants who answered very much for French. Secondly, when French major participants were excluded, very much responses for French decreased by 10%, and so-so responses for French increased by 7%. This change is the major shift of responses from one option to another after excluding one group of respondents (French major respondents). Thirdly, when English participants were excluded, so-so responses for English increased by 10%, while very much and not at all decreased by 4% and 3% respectively for the same language (English). Finally, when language majors' participants were excluded, very much answers decreased by 6% for French and 4% for Tamazight. So-so responses increased for the four languages with a noticeable increase for French by 5% and English by 4%. These results show that generally the bias was low except the 10% increase in so-so responses for English when English participants were excluded, and the 10% decrease in very much responses and 7% increase in so-so responses for French when French participants were excluded.

4.1.2   Change in Motivation to Learn and Improve the Four Languages

These trends about liking each of the four languages can be explained in relation to the other questions of this section. For example, the next two questions asked the participants 'how much **did** they want to learn or improve each of the four languages?' and 'how much **do** they want to learn or improve each of the four languages?', checking if they attitude and motivation to improve or learn each of the four languages have changed. Comparing figures 6 and 7 shows that while the number of participants who answered very much for Arabic remained at 41%, there was an increase of 7% and 4% in the number of participants who wanted 'very much' to learn or improve English and French respectively. This shows that interest in learning English and French is growing and can be explained by the importance of these two languages in studies and at future jobs, as will be explained later with the questions on studies and future jobs. Another interesting change is about 9% decrease in the number of participants who did not want to learn or improve their Tamazight, which added 3% to very much answers and 4% to so-so answers. This can be attributed to the new policy presented in 2016 officially recognising Tamazight as a second national language, alongside the media talking about the policy and some changes like using Tamazight on road signs (see 1.3., 6.1., 7.1. and 8.2. sections for more discussion and my recommendation regarding the policy).
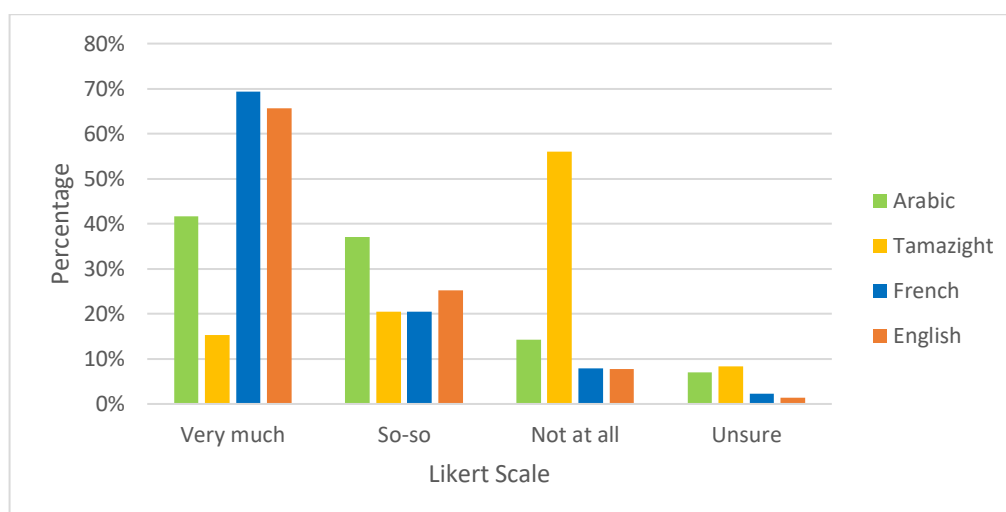
Figure 6 How much **did** you want to learn or improve 'this language'?
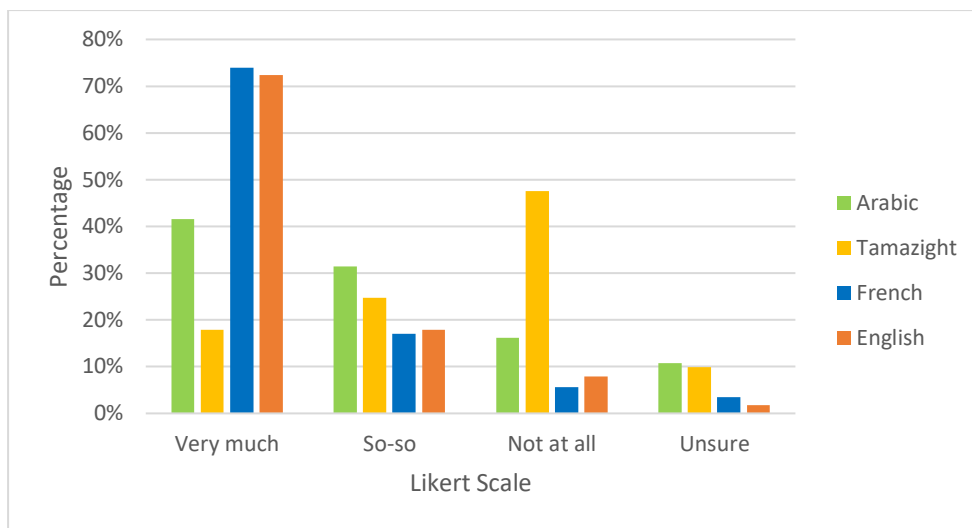
Figure 7How much **do** you want to learn or improve 'this language'?

4.1.3   The Four Languages and Success in studies and Future Work

The answers to the previous questions could be influenced by multiple factors, but two factors that represent a big drive in affecting motivation to learn a language are studies and work. In other words, how learning each of the four languages would help to be successful in studies and in future job or career. Looking at figures 8 and 9 demonstrates a clear dominance French and English as essential languages for being successful in studies and work (around two thirds of participants chose very much for French and English). This trend of French and English can be explained with the historical context of French in Algeria (see 1.3. for details) and the influence of technology and music (see 6.2. for details on the factors that shaped language identities of the five cases of this study).For Tamazight, 73% of participants believed that it is not important at all for becoming successful in studies and 70% believed that it is not important at all for becoming successful at work. This low expectation towards Tamazight having very low importance in studies and at work, partially, explains the limited positive attitude and low motivation to learn Tamazight in previous questions compared to the other three languages (see 1.3., 6.1., 7.1. and 8.2. sections for more discussion on Tamazight).
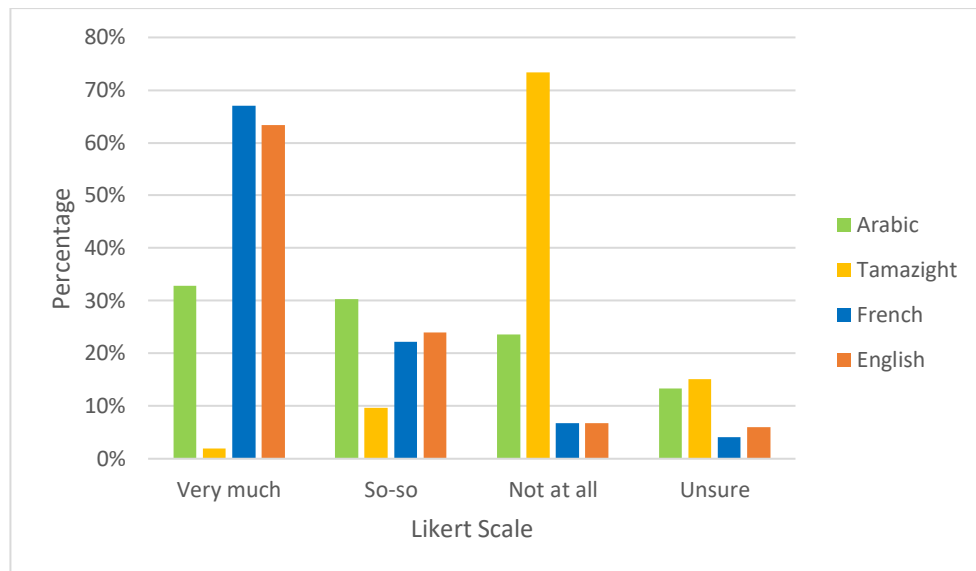
Figure 8 How much do you think 'this language' helps you to become successful in your studies?
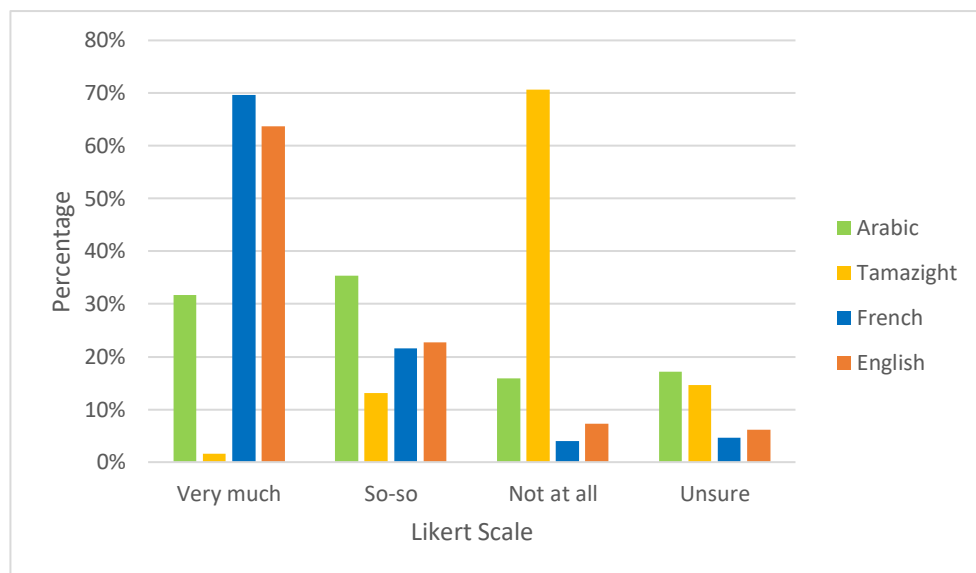
Figure 9 How much do you think 'this language' helps you to become successful at work?

4.1.4   The Importance of the Four Languages in Algeria Nowadays

This last question in the second section of the survey asked about the importance of the four languages in Algeria nowadays. Figure 9 shows a clear dominance of French with 68% of participants believed it is very importance, followed by 40.5% for English and 29% for Arabic. The dominance of French related to the not so old colonial history of France in Algeria (see 1.3. and 7.1. for more details). The majority of answers regarding the importance of Tamazight were split on not at all (33.5%), so-so (31.5%) and unsure (27%). The new policy considering Tamazight as a

79

second language could be a justification choosing so-so or unsure because of the promises from the government on media like saying that Tamazight will be taught in schools and that there will be a national academy for developing the status of the language. The participants who answered not at all could be because they did not believe and trust those promises from the government drawing on similar promises which were not fulfilled (see 3.1., 6.1., 7.1. and 8.2. for further discussion).
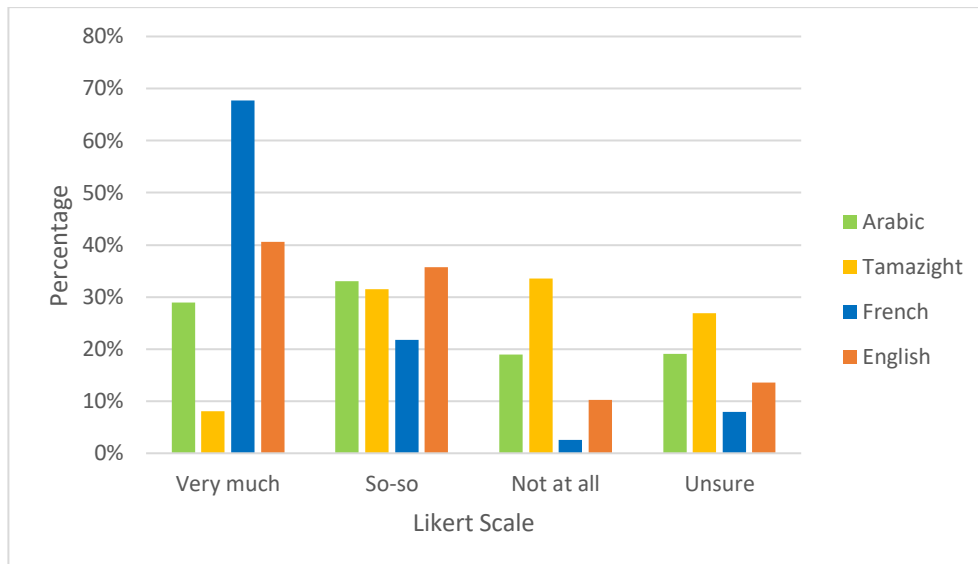
Figure 10 How important do you think 'this language' is in Algeria these days?

In conclusion, this section presented perceptions about identities of the four languages, which included attitudes and motivation towards the four languages. Next section will present the other side which investment.

4.2   Motivation vs Investment

Since the focus of this project is mainly on English, this section reports the results by exploring associations between the beliefs about English and their investment in learning English outside the classroom. The statistical test that fulfils this aim is Chi square test. The test shows how language learners who shared a certain belief are investing outside the classroom. These tested associations are based on assumptions from the literature and the researcher's experience.

During the process of applying crosstabulation on the perceptions about identity and investment in learning English, there were challenges in reducing the amount of data generated. That was because when applying the Chi square statistical test each answer to a question (e.g., the perceptions about English in section two) will be linked to responses to other items (e.g., the use of English outside the classroom). Therefore, the number of generated tables or graphs, representing the data, was very large to be in one chapter of the analysis; and the tables specifically were congested with numbers which made them confusing and hard to read. In order to make the tables

efficiently representing the data, with less tables and readable figures further statistical treatment was conducted.

In order to reduce the number of variables, investment outside the classroom have been reduced to the four skills plus watching. The reason for reducing the variables to five is to make the crosstabulation with major themes instead of every question. The message of the findings will be clearer by grouping the questions into five themes, beacause after starting the analysis not every question can stand on its own, where some questions are similar and it is clearer to merge them. Participants' belief about the role of English in future work was checked in relation to their investment in the four language skills plus watching. Choosing the item on belief about the role of English in future work is a stong indicator of motivation to learn English, and the four plus watching skills represent investment in learning English. In other words, it is a crosstabulation of motivation and investment. The figures shows the number of participants in percentages devided into two categories: high and low investors. The reason for that is to help the reader see the size of the percentages in the figures as number of participants. The crosstabulation was between the perceptions about English language identity, and four language skills and watching. The adapted survey section on investment outside the classroom was designed with questions on the four language skills and I addedd questions on watching because it became very popular nowadays with technology. Then the questions were categorised as 'high' or 'low' investment as shown in figures below.
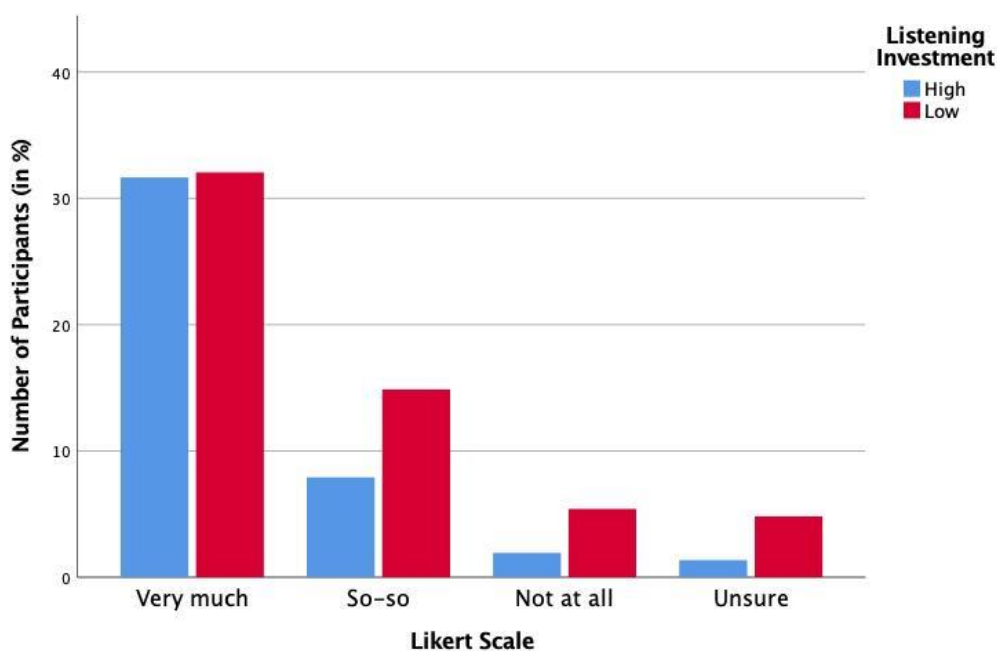
Figure 11 Belief on the Importance of English for Success in Future Job by Level of Investment in Listening

First, the participants who believed that English is very important for their success in future job were split almost evenly in their investment (49.7% of high investors and 50.3% of low investors) in developing their listening skill. Among those who were less convinced about the importance of English for their success in their future work, 34.7% were highly investing in developing their listening skill; and 65.3% had low level of investment. Those who did not believe in the importance of English in their future work success and their investment level in developing their listening skill was low, were about two times more than those who were highly investing (low: 26.3%, high: 73.7%). The majority of participants (78.1%) who were unsure about the importance of English in their success in furtue work had low investment level, while 21.9% had high level of investment. The chi-square test showed that there is a significant difference between the high investors and the low investors in developing the listening skill in relation to the belief about the role of English in future work success (χ^2=19.472, df=3, p<0.000).
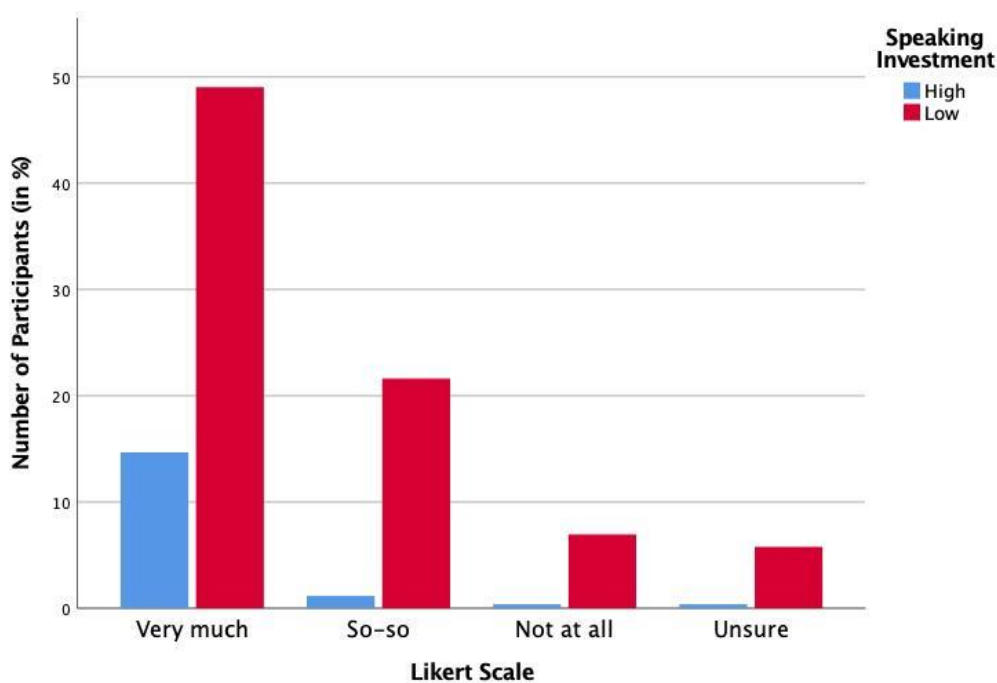
Figure 12 Belief on the Importance of English for Success in Future Job by Level of Investment in Speaking

Second, figure 25 shows that 77% of language learners who believed that English is very important for their success in future job, the level of their investment in developing their speaking skill was low. The participants who answered 'so-so', 94.9% of them were low investors in developing the speaking skill. Those who did not believe that English is important for their success in future work or those who were not sure if it is important for their success in future work showed low investment in developing the speaking skill. There is a significant difference between the high investors and the low investors in developing the speaking skill in relation to the belief about the role of English in future work success (χ^2=27.159, df=3, p<0.000).
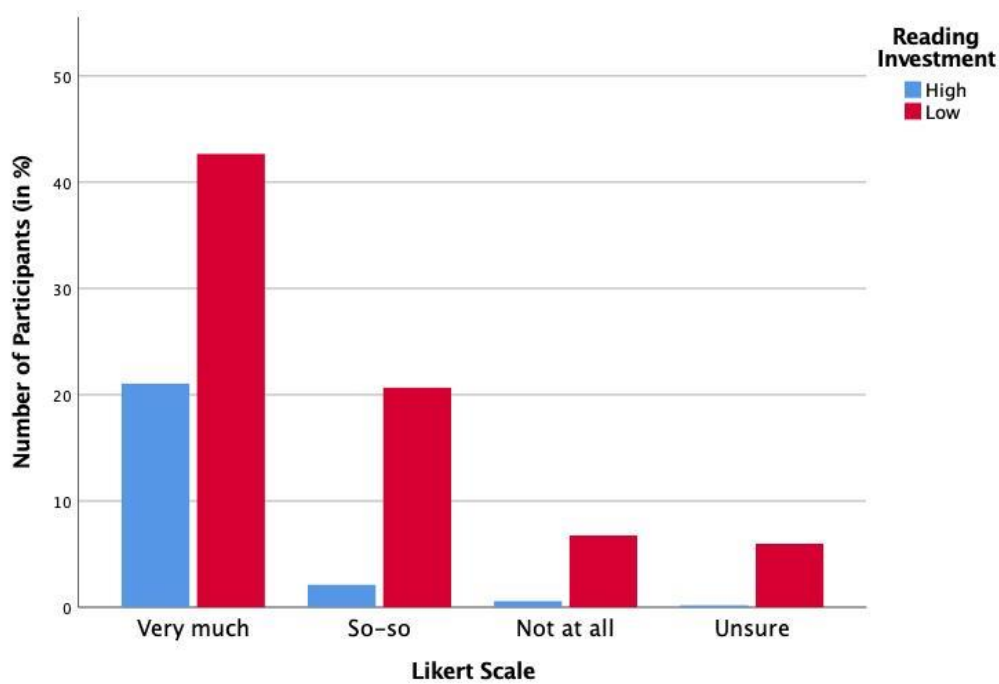
Figure 13 Belief on the Importance of English for Success in Future Job by Level of Investment in
Reading

Third, the participants who believed that English is very important for their success in future work and were low investors in developing their reading skill, were just more than twice the high investors who shared the same belief (33% and 67% respectively). The participants who answered 'so-so' were 90.7% showed low investment. The low investors were 92.1% of who did not believe in the role of English in future work success, and 96.9% of those were unsure if English will play a role in their future work success. There is a significant difference between the high and low investors (χ^2=41.812, df=3, p<0.000).
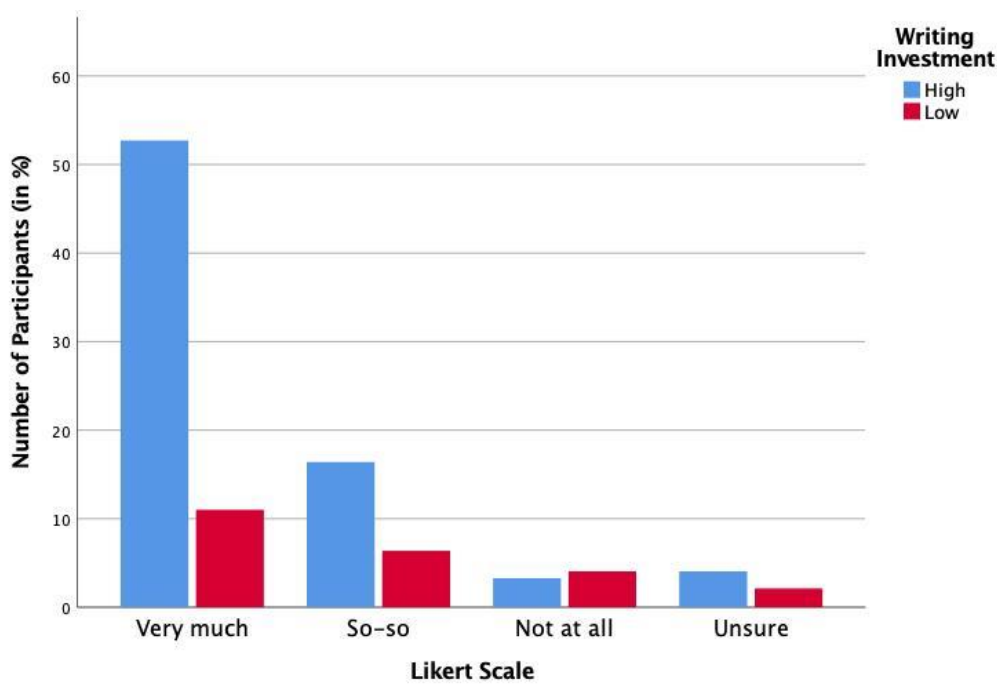
Figure 14 Belief on the Importance of English for Success in Future Job by Level of Investment in
Writing

Fourth, the number of the high investors in developing the writing skill got bigger the
stronger was their belief that English will help them to be successful at future work; except for
those who did not believe in that, where the percentage was close with 44.7% of high investors and
55.3% of low investors. The participants who were 'unsure', 65.6% were of them were high
investors; 72% of those who answered 'so-so' invested highly in developing their writing, and high
investors were 82.7% among those who believed that English is very important for their success in
future work. There is a significant difference between the high and low investors (χ^2=31.809, df=3,
p<0.000).
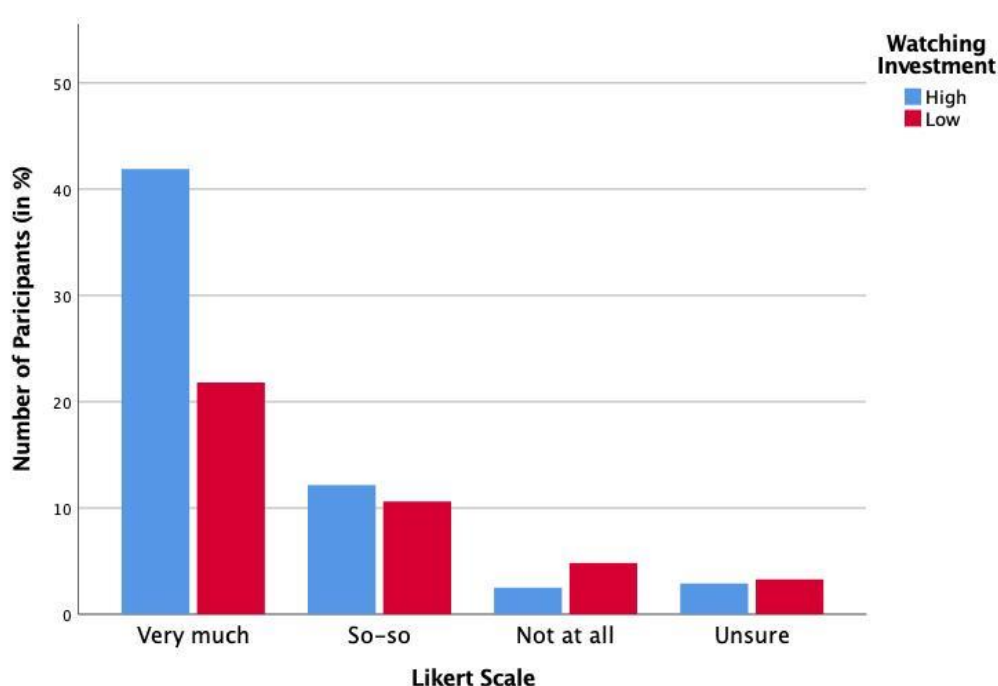
Figure 15 Belief on the Importance of English for Success in Future Job by Level of Investment in
Watching

Fifth, watching is considered as the fifth category in addition to the four language skills because watching is very popular in the 21st century with modern technology like social media (YouTube, Facebook, and Twitter) and traditional technology like T.V. The crosstabulation was conducted on the belief about the importance of English for future success and watching. The number of high and low investors was close for those who were 'unsure' (high= 46.9%, low= 53.1%), and for those who answered 'so-so' (high= 53.4%, low= 46.6%). However, the highest number of investors were the participants who believed that English is very important for their future work with more than 40%. difference was significant in the number of high and low investors was bigger for those who did not believe in the importance of English for their success in future work (high= 34.2%, low=65.8%), and for those who believed that English is very important for their success in future work.

4.3   Conclusion

In this fourth chapter the results of the survey were presented using charts to describe the participants' perception on the four languages (Arabic, Tamazight, French, and English), and the participants' investment in learning English outside the classroom. In general, the results showed a strongly positive attitude towards French and English, a positive attitude towards Arabic, but somehow a negative attitude towards Tamazight. The participants were highly motivated to learn or

improve French and English compared to Arabic and Tamazight languages. Similarly, more than half of the participants believed that French and English are very important for their success in studies and future work. The results in the second section gave some highlights on the relationship motivation to learn English because they believed it is important for their success for future work, and their practical investment to learn English. A more detailed discussion of the results will be presented in the discussion chapter, linked with the discussion of data from the diaries and interviews which is going to be presented in the next chapter.

Chapter 5   Narratives of the Five Cases

In this chapter, the five cases will be presented as an individual case to give a picture on every participant, then a cross-case analysis will be conducted in chapter six. It is important to mention that the participants have a general idea on the research topic and its aims from the participant information sheet (see Appendix A) and the questions of the survey (see Appendix C). Main concepts of this study like self-assessment and language identities were used in the survey but investment and desire concepts were not used in the survey. During the interviews and diaries, the four concepts were mentioned but without emphasis on them with the purpose of having participant-led data without an influence from myself. In sum, the participants had a basic idea about the identity, investment and desire, but they were more aware of the concept of self-assessment since they encountered the concept in secondary school curriculum and at the university.

The cases will be presented under two categories. The first category includes the participants studying languages as a major. Those students are Edris who was studying English, Fatma who was studying French, and Amine who was studying Arabic. They are considered as one category under the assumption that students majoring in one language might be interested in learning other languages. These students were studying the language of their major as a system (learning about the components of that system). In addition, they learn about other language systems to understand the system of the language they are studying. When they study about other language systems, it is argued here that curiosity or eagerness to learn that (or those) language(s) will arise. The second category includes the participants who were not studying languages. Those students are Imad who was studying Computer Sciences and Kahina who was studying Chemistry. The attached charts in Appendix I gives a coding summary by presenting the codes, categories and themes of each of the five participants. The method and process of extracting these themes was explained in Chapter 3 (see sub-section 3.6.2.2.).

5.1   Edris

This case talks about Edris's experience of learning English based on what he believes to be the main influential factors throughout that experience. This section starts with a short background introduction about Edris. Then, his perceptions about the English language are going to be presented. After that, there will be a demonstration of his investment in learning English through reading, and the construction of his identity as a reader. Reading was a clear feature in Edris's experience of learning English. Finally, his opinion on assessment and self-reflection will be

reported and conclude his case by analysing his metaphors on learning English which was a method to explore his desire to learn English.

5.1.1 Background Introduction

Edris is a second-year English language student. He was born into a working-class family. In class, Edris was "the calm silent student who just likes to sit in a corner away from the lights staring in silence, listening and trying to do his best to understand" (Diary 5). He liked to "stay off the radar" and avoided the lecturer's questions and participation, but this personality did not affect him negatively in performing highly and competing to be the best in the class.

5.1.2 Perceptions about English Language

During his study of English at the university, he faced the struggle of loving English with the strong desire to practice it all the time, against the resistance of his home-town friends in their community that either cannot speak English or reject the idea of using English in the casual daily conversations. They consider the use of English as pretentious for the young people or a disrespect for the old people. In the family, he had a lot of support. He narrates an experience with his father, asking for his help with a video game, because he was unable to understand the story which was told in English. He describes his feelings of pride and happiness when his father acknowledged Edris's competence in using English. His brother, who despite the fact that he did not like English, he was still supporting him.

Edris wrote in the diary about the English language and how he viewed English, saying:

I love English, and I love studying it. it is a wonderful language, easy to learn and to understand, and I still hold the belief that English is actually the language that brings people together. The perfect worldwide language. One of my friends told me once that the reason why English is so popular among people is because of the countries which speak it are the most powerful in the world, and it is well known that the powerful's culture always dominates over the rest. I'm not really sure about that. For me, once I think of English language. The first thought that comes to my head is that English is the language of the new era, and of the Future, of progression, maybe it's different From what I get when I think of French, Prestige, put to me, I think more of the word "classic" and I imagine Luois XIV of France or Marie antoinnette. when it comes to arabic , to me it is in a whole different level, the language that destined to live forever. personally I think that its beauty lies in the obscurity and complexity it holds and the more you go deep discovering it, the more you love it. (Diary 5)

Edris had positive perceptions about English. He believed that English is an easy language: easy "to learn" and easy "to understand", a language that unites people all-over the world and "brings [them] together" despite their cultural differences. English language's easiness, its unifying potential, presence in all societies and popularity are the reasons that Edris listed to name English "[t]he perfect worldwide language". English, for him, is the language of "the new era, and of the future". He explained what he meant by saying English is the language of "the new era":

> everything that is popular in this world is in English [chuckles] so it's [not clear] the
> language of the new era. For example, Facebook is in English, Twitter is in English, eh
> YouTube is English and I mean that (Int 5)

He looked positively at English compared to French, which has more presence in Algeria, for two reasons. First, English, nowadays, is represented by the U.S.A. which has its image polished with freedom slogans, media, and Hollywood; compared to France and its direct colonial history in Algeria. Second, English is dominating the world's scientific and technological advancement arena, which means staying up-to-date with this advancement requires English.

5.1.3   Investment in Learning English through Reading

This view of the English language influenced his use of English. While becoming "accustomed" to English, he started doing many things in English like reading, watching and chatting on Facebook. That positive perception towards English and investment to use it developed further, and he became "addicted" to English, using it to speak, read and write. This demonstrates how his English language identity was constructed moving from being "accustomed to" to being "addicted to" using English. This represents a transformation from learning English because he needed it to embracing English as a part of who he was (an English language speaker). He clarified the transformation into the state of being "addicted to English":

> S.Z: […] you were about to describe English you said you were addicted to […] English,
> using English, after you started learning English.
>
> Edris: Oh yes, eh, it's actually more obvious now that since I started learning English and
> I started speaking and reading eh writing in English and books, eh I became more used
> to this language, so I literally abandoned, not mostly just eh [pause] [chuckles] eh I can't
> express my feeling now, I lost my words. [pause] now since I started learning English
> [S.Z: Yes] I started reading books in English, reading blogs in English, watching videos in
> English, specially TED if you know that site? (Int 3)

He felt excited to see the return of his investment in learning English. He was self-reflecting if the time and effort he put in speaking in English, reading in English, watching videos in English…etc could bring the results he was expecting. After he spoke to the guy he met in the bus, he was excited seeing the reward of his efforts in being able to communicate with a foreigner who does not speak Arabic, as he described that experience:

> On my way to the university, I got into a bus and a Black man sat beside me. I got kinda curious cause I actually never spoke to refugee before. So I asked him the moment he sat, and I said "do you speak arabic?" in my mother tongue, he didn't say a word, so I repeated ta [the] same question in English, and then he smiled to me and said, "not arabic, litle [little] bit English and French", I laughed the moment he answered for no reason. but I kept asking him questions like what's your name?, How old are you? where are you from? and he continued answering all my question[s], though some he didn't understood [understand] and most of his answers were brief and simple and though it actually was as simple as it sounds, it felt like sth [something] awesome to me cause that was the First time for me to speak face to face with a foreigner who speaks a different language thanks to English. (Diary 4)

5.1.4 Construction of Identity as a Reader

Reading played a big role in making Edris's investment sustainable, because he was able to see the return from his reading in the growth of his vocabulary and the improvement in his writing style. His investment to learn English was reflected in his practice of reading. Based on Wenger's Communities of Practice theory, "doing" will lead into "becoming". When we invest in practicing something, it will become part of who we are. In other words, Edris's "love to read" eventually lead to the construction of his identity as a reader, "I'm a bookworm" (Int 1). He defined himself as a reader and this identity affects other identities. When I asked him, in the third interview, why reading was easy for him and why he liked to read, his answer was: "We all enjoy reading, like you said just before the interview "reading a page make you another man" you can't go back." For example, when someone reads a book or a piece of literature on friendship, s/he is constructing his/her reading identity and this identity will irreversibly affect his identity as a friend. That is because what s/he read affects his/her perception about friendship or at least makes him/her rethink those perceptions. In a similar line of argument, Edris's identity as a reader affected his identity as an English language learner. His identity as a reader played a big role in his appreciation and liking of learning English, starting with Hamlet.

His English teacher was a part of the construction of his identity as a reader, and his interest to read in English. That was very important role from the teacher who supported him to read and understand Hamlet as illustrated in the extract below:

S.Z: [...] do you remember specific things for the first time you started learning English like you had a good teacher better than French that made you like it..?

Edris: ..Yes, yes that's really a major factor that made me like this language because my teacher [...] that's the first reason that made me attracted to this language because she helped me to know more about English, she gave me like short stories and books I read about English. That really helped me, that's why I really liked it.

S.Z: Could you give examples of those short stories that you've read the first?

Edris: Eh, the first one I read: Shakespeare, I don't remember the name of eh [pause]

S.Z: Is it..

Edris: ..Eh, it's so popular.

S.Z: Hamlet?

Edris: Yes Hamlet [said it with excitement]. Hamlet is the first book I read, about [correcting to say 'of' instead], of English. She gave it to me actually. First year. And actually it was really hard to read it, actually I did it a word by word of course [chuckles]. (Int 1)

His reading was a vehicle for escaping the restrains holding him from developing English further in a form of adventures through reading. He loved reading which he saw as a vehicle to escape to other worlds, as demonstrated in below:

Edris: [...] most of the books I read are novels or stories, it's not related to the subject I've been asked to read about.

S.Z: But do you read specific kinds or specific topics of literature? Because when you read literature there are different kinds of stories. [...]

Edris: Well actually myself I prefer something mythical or science fiction

S.Z: [chuckles].

Edris: far from reality [chuckles].

S.Z: Why?

Edris: No, I don't know why, I just like them for, no reason.

S.Z: I like to read science fiction, but eh you know science fiction for me is, it's like, sometimes we don't have ideas […] for what will happen next and those in science fiction they give, you know they bring things together..

Edris: Maybe..

S.Z: ..or give new things. I don't know if this is the same for you or not? This is my personal experience. […]

Edris: The thing is most science fiction novels speak about the distraction of the world, so become in so chaos and eh [laughing] really depressing. (Int 3)

The extract above shows that Edris liked to read "mythical or science fiction" novels to escape the uncertainties of the world (the real world), and to gain access to other worlds through reading. As in the last two lines of the extract, those novels talked about "the destruction of the world" and "chaos" which he described as depressing. The itchy question, for me, is why is he escaping the non-comfortable real world to other worlds which were "really depressing"? I am curious to the reason(s) he wanted to escape a non-comfortable place into another place that he described as depressing, because people usually escape a non-comfortable place seeking a better place. What he wrote later in a diary was an answer to my question, when he said:

> Well I've said before that I used to spend much of my time reading books because I just love it, it's like an escapism to me, into different world reading to explore or through interesting stories eager to know their end (Diary 5)

He mentioned two important points that showed the reason for his love to reading: the first point, is exploring new worlds and the second point is eagerness to know the end of "interesting stories". He used reading as a distraction from anger, and to travel and explore other places because he could afford to not visit these places physically:

> No one has a perfect life. that's why it is a good idea to have something that distracts you and makes you Forget even if for just a few minutes or hours, and that is just what reading is capable of offering, the perfect escapism travelling to different worlds without even moving one muscle, living through memories, experiences and imagination of others who wanted to share what they have with the world to feel what they felt or to

take a page or their books and try to look at the world From a different angle, this is how reading works. (Diary 5)

From a language learner standpoint, he was trying to construct a new image of his future imagined identity, exploring the way English language identity, with its cultural baggage, can be integrated with the other identities.

5.1.5 Assessment and Self-reflection

The integration process of his English language identity with the other identities is facilitated with his identity as a self-assessor. Specifically, self-reflection is very important to understand the learning activities. For example, Edris's conversation with the stranger who spoke "a litle [little] bit [of] English and French", was in a way a test to check the result of his investment in learning English. The extract below shows that experience:

> On my way to the university, I got into a bus and a Black man sat beside me. I got kinda curious cause I actually never spoke to refugee before. So I asked him the moment he sat, and I said "do you speak arabic?" in my mother tongue, he didn't say a word, so I repeated ta [the] same question in English, and then he smiled to me and said, "not arabic, litle [little] bit English and French", I laughed the moment he answered for no reason. but I kept asking him questions like what's your name?, How old are you? where are you from? and he continued answering all my question[s], though some he didn't understood [understand] and most of his answers were brief and simple and though it actually was as simple as it sounds, it felt like sth [something] awesome to me cause that was the First time for me to speak face to face with a foreigner who speaks a different language thanks to English. (Diary 4)

In the last three lines, he shared how he felt "something awesome" after he was able to use English to communicate with someone who did not speak Arabic. He had that feeling of joy seeing the outcome of his efforts. That feeling of joy fuelled his desire to know more about his performance and if he could make the conversation longer by asking the man more questions. This experience was an assessment of his listening comprehension and speaking performance in English. It was an exciting and stress-free assessment because the outcome was not about passing or no passing the assessment but rather if his English performance was good enough or not good enough. For example, he was reflecting on the man's answers such as noticing that the man did not understand some of his questions and supported his observation with the evidence that his answers were "brief and simple". He was learning from that assessment unlike formal assessment that is stressful and focusing on achieving the required scores.

Imad shared his reflections on his investment, the marks he got, and his actual performance. It was quite irritating for him the issue of how those marks portrayed a certain image of him being the "the one who speaks English" which he thought that they were not reflecting his competence. He believed that the scores represented his knowledge about the rules he learned in the English module, but he did not have the opportunity to practice those rules in speaking conversations. Thus, he believed that those scores reflected one side of knowing the rules, but they were not enough to claim having the identity of an English speaker. He considered practice as a condition for constructing an identity:

> Honestly, it kinda made me feel weak. I was known among my friends as the one who speaks English mainly because I used to get the highest marks in English. (and most of) So most of the time I used to be asked by them to speak it just so they can hear me. I wasn't a speaker. I just knew the rules and I had no one to speak with and train to learn, also English wasn't the most important module at that time till the university of course.) (Diary 4)

5.2   Fatma

5.2.1   Background Introduction

Fatma was a second-year French language undergraduate student. Fatma represented a student who learning languages for fun and enjoying the process of learning. That was not just with English, but also with French which was her major at university. She had a very good command of English, but, surprisingly, she did not like English. In the first interview, she commented on her answer with "so-so" to the survey's question: "How much do you like English?", saying: "F: I don't like it very much 'en comparison avec français toujours' [Translation: In comparison with French always] I don't like the intonation. I speak, but I don't like it from the heart." (Int 1) Later in the same interview, she added that:

> F: I, 'nous dans le spéciality de français en a déranger par cette eh, l'anglais' [We, as French major students, are irritated by this eh, English] is a global language. We don't like this because it makes french less important and this affect our studies, our future… (Int 1)

As in the above extract, she was worried about the future of French that she thought was becoming less important because of the use of English globally.

5.2.2   Perceptions about English Language

Fatma's worries about the future position of French in Algeria did not have positive perceptions about English. She described English as an elegant language when a proverb posted by her friend on Facebook was translated from Arabic into English, adding style to the proverb. She talked about the beauty of the English words that were echoing in her mind wanting to read them again and again, as she talked about that in our second interview:

> S.Z: Do you mean you wanted to add more meaning to the proverb? [F: to the proverb yea] you said here: "it's not just about meaning, it's about style as well"
>
> F: Yes, in Arabic or in English 'le sense est le meme' [*the meaning is the same*] I liked it but I liked it in English words more than Arabic words. It's like the word [click sound, to mean disappointment of not being able to recall the appropriate word] 'la representation de l' idee avec l'anglais etait plus, eatait plus ehh, plus belle, plus elegante que l'arab' [S.Z: em, to confirm what the participant said] donc le style de la langue et n'est pas le sense lui meme. Le sense est le meme mais je preferais dire ehh le proverb en anglais comme francais' [Translation: *the representation of the idea in English was more beautiful and more elegant than in Arabic, so the language style is not the meaning itself. The meaning is the same, but I prefer to say the proverb in English like French*]. (Int 2)

She recognised the global dominance of English when she did not agree that a famous Algerian video was universal. She argued:

> many arabic channels they have talked about this video but that didn't make the video "universal" actually don't agree with this point, it was a very simple report and it for me it's not necessary "signe de mondialisation" [*a sign of being global*] (Diary 5)

Fatma talked about how she started realising more and more the importance of English. She illustrated with an experience of Watching "The Voice Turkey", which was the Turkish version of the main singing competition "The Voice". She said:

> This time I watched another prove [proof] of the importance of english, in the audition it was two candidats one from Morrocco and an Algerian one, they were obliged to speak english and not frensh to be understood. "During this experience before that I try to learn english, I'm in the step of loving this language and know more about her importance, because it's "essentiel" [*essential*] from me, I should like what I learn first." "I have told you before that I don't like english". (Diary 4)

95

The last three lines are an illustration of moving from the standpoint of considering English as merely a means needed to pass an exam to embracing it as a new constructed identity. What made the difference is the concept of 'joy'. It was "essentiel" [essential] for Fatma to "like" English, and when you like something you enjoy doing it.

5.2.3   English in Algeria

Then, she talked about English in Algeria. Fatma believed that people want to replace French by English while the government still holding on to the French language. This fixation on the use of French by the Algerian government is because of the fear of its old age francophone employees to lose their positions and therefore their power, which does not necessarily happen. It seems that the influence of modernism is strong on those in power with the belief that life is about power and fighting to gain power. This belief is not helpful for development because it is based on ideological preferences, to the extent that an English department curriculum is developed in French. Interestingly, English is used now by people in Algeria. The proof for that, as Fatma noted that the Algerian vloggers' use of English with Arabic instead of French with Arabic. People have been calling for replacing French language by English language, and the bad historical colonial relationship with France gave that call an echo among Algerians. Fatma mentioned that Algerian channels did not include English programmes for business reasons, or fear that those programmes would be rejected by people. However, this fear of rejection is related to the category of audience watching these channels, who are mostly people in old age.

5.2.4   Family

Fatma's family had a role in her English language learning journey. Her brother used English with her from time to time since she was a child, like teaching her words of house items. There was an encouraging atmosphere at home regarding the use of other languages in their conversations. She recalls a funny conversation between her brother and sister:

> She [her sister] was watching a film on TV then my brother enter to the room and asked
> her: "what do you watch?" She answered: "I film it's "six homes". She prononce
> [pronounce] it as an english film but on tv it's w was writing "six hommes…" [six men] in
> frensh " alors la langue française et l'anglais are very similar." [so the French language
> and English] (Diary 1)

The welcoming and space available for using languages at home in a playful and fun way was very helpful to practice English and other languages in relaxed atmosphere. In the conversation, the movie title was "six hommes" [six men] in French but her sister, playfully, pronounced it in

English as "six homes" because number six is spelled the same in both languages, and "hommes" [men] in French with single 'm' letter becomes "homes" in English. This playfulness in using a language strengthened the connection with that language and made the learning process enjoyable. From the above extract, we notice the advantage of learning and using multiple languages by comparing the similarities and differences. Her sister had a Bachelor degree in English, so she helped her to practice English. Once they had a long text conversation on Facebook in English, and she acknowledged the role of her sister in being able to do that long conversation in English saying that "[w]hen we find someone with who we can speak english only, I mean She replied in english, so I can easily continue the conversation" (Diary 3). She had difficulty with chatting style of using abbreviations in English, but the assistance of her sister gave her the desire to tolerate that difficulty and continue the conversation.

There was a healthy competition with her siblings, like teasing each other on making mistakes in a funny way, as she wrote on a conversation with her brother:

> [W]hen I was united I mean with my family talking about something, my brother said "they verify all" for me it was frensh sentence with english words
>
> So "comme d'habitude" [Translation: As usual] I started laughing and replied to my brother saying " I will write what you have said in my diary and I will mention that you break english. As you see I did a mistake, my brother was focus, he "il m'a corrigé la faute" [Translation: He corrected my mistake] he said "it's brok[e] and not break hhh", here I feel nervous =>we mustn't be "orgailleux" "مغرورين" [arrogant] by the "simple savoir qu'on a" [Traslation: simple knowledge we have]. (Diary 2)

The extract above shows the impact of the safe and supportive environment in her family. Her older brother did not shut down the conversation with his sister, when she laughed at his English use, by ignoring her. On the contrary, he engaged in the conversation by listening carefully to what she said and correcting her mistake while laughing. The way he chose to response had a positive effect because it made her ponder on her action and that she should not be arrogant with her knowledge and underestimating what others know.

5.2.5   Friends

She was competitive with her classmates in the university which affected her confidence and created a sense of stress on her whenever she attended the English class. That was because she had a fear of making mistakes in front of her classmates who she thought that they were better than her in English. She said that she actually envied her classmates that they spoke English fluently and with confidence, and she wished she would have achieved that level.

[English class] makes me stressed always I mean every week on this hour. I feel

incompetant [incompetent] because there are other students that "maitrisent la langue

plus que moi" [have better command of the language than me]. I have this idea of

making "fautes" [mistakes] and being looked as stupid, and to be honest I feel "jalousie"

[envious] when someone can speak other languages more than me. And I wish if I can

speak with more confidence "english". (Diary 1)

In the circumstances of exams, student feel stressed, so Fatma and her classmates were teasing each other and turning that stress into jokes about the exam. For example, she told her friend that "she will have zero in the test" (Diary 1). This joke could motivate her friend to focus more in the test and achieve a good grade.

5.2.6   Desire

As a French major student, she looked at English as a competitor and an "'obstacle' for the evolution of french language in the world" (Diary 5). For Fatma "learning English is like running away from a risk. here I mean that when I learn english 'Je suis entrain d'éviter tout problème que je peux trouver à cause de mon ignorance de cette langue importante'" [I'm avoiding all problems that I may encounter because of my ignorance of this important language] (Diary 5). This shows that avoiding the risk of not knowing English could fuel desire to invest in learning English. She compared speaking English to listening to a song she hates, because English was heavy to pronounce for her. Even though there was bitterness in English pronunciation similar to the bitterness of listening to a song she hated, yet she invested in speaking English because she felt that there would be a risk if she did not learn English. She compared writing in English to a medicine because it treats her writing from mistakes. Fatma explained that the comparison of mistakes to an illness is because mistakes when repeated they become a problem, known in second language acquisition as fossilisation, and she gave the example of her writing French with 'sh' instead of 'ch' even though she was aware of the mistake. Her repetition of the mistake despite of being aware of it was because it started to be an issue. Overcoming difficulties and learning issues transformed her identity as a learner, who become different than her previous self. Learners usually avoid difficulty, but her investment to overcome that difficulty turned into a source of pleasure and joy:

F: […] while we realise that we have choosed the hard one, we become proud of

choosing the hard one[…]. It's like eh to be 'différente par tous le monde aime l'anglais

maintenant donc le faite d'être différente ca fait plaisir' [different when now everybody

likes English, so being different is a pleasure]. (Int 2)

When learning a language is enjoyable, it will no longer to be learned for achieving a specific grade or score. You will learn it because you love learning that language, and that deep connection with the language and its culture came as a result of learning English by engaging in activities that she enjoyed doing like watching:

> When I was a child, I always though[t] that mermaids are real, I liked everything related with them, so when I watched this video I became "happy" I loved what I saw, what I heard "english" without paying attention "inconciament" [unconsciously] (Diary 5)

It is with self-reflection that learners look for what makes them happy and do it in English; unconsciously, strong desire to do what makes language learners happy affects their desire to learn English.

5.3   Amine

5.3.1   Background Introduction

I remember the first time I met Amine, he was with his friend. He was very humble not showing that he can use English. He agreed to answer the questionnaire, and to give me his contact details to continue with the second stage of the study. From that first short meeting, I was sceptical that he can speak and use English until we started the interviews where after he opened up to me and shared some of his experiences in using English. He shared with me that he had a sight issue as well, which did not seem to affect his desire and determination to learn English.

5.3.2   Perceptions about English Language

He became more interested in learning English than in the past. Around ten or eleven years old, he did not know the importance of English, but after years of studying he realised that learning English was one of the good things to learn. Based on his answers in the questionnaire, I asked him why he did not devote more time to learning Arabic, which was his major, he had the desire to know a new language. He talked about two reasons why his interest in learning English grew. The first reason was that he discovered that its pronunciation was easier than French, and he gave the example that "pourquoi" in French has more letters than "why" in English. The second reason was that English had sweetness than other languages, and it sweet:

أ: ممكن ااا لأنها لغة حية يعني، التغيرات فيها قد لا تتوقع [غير واضحة 09:40] الكلمة قادر يكون عندها معنى أو أكثر من معنى. هي فيها التعقيد، والتعقيد كان اهتمام، نحب نعرف حاجة معقدة باش نتغلب عليها، نحب نتعلمها

[Translation: A: possibly because it is a world's language, changes in it might not be predictable, one word can have one meaning or more than one meaning. It has complexity, and I have interest in complexity, I like to know something complex so I overcome it, I like to learn it (Int 1)

5.3.3 Family

At home, he had a relative (his uncle's wife) who was an English teacher. She encouraged him to speak English and helped him with his homework. He talked about funny moments he had using English with his uncle's wife.

كان لنا مواقف مضحكه فكنا نختار فردا من العائله ونتحدث عنه بالإنجليزيه فيغضب لأنه لا يفهم ما نقول عنه كنا في كل مره نختار واحد وخاصه في التجمعات العائليه بين أفراد العائله وكان الدور ذات مره على والدي وفي هذه المرة اشتد الأمر لأن والدي يتحدث الفرنسيه فكنا نتحدث بالإنجليزيه ويرد هو بالفرنسيه كنا نفهم قليلا وهو لا يعرف الإنجليزيه حقيقه كانت مواقف طريفه واستفدت منها الكثير وخاصه في الإنجليزيه وذكريات بقت راسخه في ذهني

[Translation: We had funny moments. we used to choose a family member and talk about him in English so he got angry because he did not understand what we were saying about him we used to choose someone every time and especially in family gatherings among family members and once it was my dad's turn and this time things became tight because my father speaks French so we spoke English and he was replying in French we were understanding a little bit and he did not know English actually it was funny and I benefited from a lot and especially in English and memories stayed in deep in my mind] (Diary 1)

The family environment was a big contributor in Amine's interest in learning English. He enjoyed putting more efforts in learning English so he could practice English with his uncle's wife whenever he met her and most importantly in family gatherings.

5.3.4 Friends

The university environment was not a great help for him to practice his English language, because not many students use English in his department. He used the internet to work on his

English. For example, listening to music, checking the meaning of English songs' lyrics, and using the new words and expressions from time to time on social media with friends. He had a close friend from his home town who studied English as a major. They were not able to meet frequently, but Amine took every opportunity, as he told me, to practice English with him. He liked to compete with his friend. They once had a discussion

[...] أن الفرنسية والانجليزية متشابهان كثيرا كان لي سؤال حول كلمة voiture بالفرنسية مامعنى هذه الكلمة بالانجليزيه كان جوابه بأنها تعني car قلت وما معنى [véhicule] véhcule إذا أليست car هي véhcul [véhicule] المهم اختلفنا في هذه النقطة ولأني أريد أن أتفوق عليه في الإنجليزية بحثت في قواميس متعددة وبعد مراجعه عدة قواميس ظهرت على فـ car يقصد بها السيارة أما [véhicule] véhcul بالفرنسية فهي مركبة وهنا تبين الفرق

[Translation: [...] that French and English are very similar I had a question about the word 'voiture' in French what is the meaning of this word in English his answer was that it means 'car' I said and what is the meaning of 'véhicule', so is 'car' not 'véhicule' anyway we disagreed on this point and because I wanted to be better than him in English I looked up in several dictionaries and after I checked multiple dictionaries it appeared that 'car' means 'سيارة'[car] while 'véhicule' in French is 'مركبة'[vehicle] and here the difference was clear] (Diary 1)

5.3.5 Developing Vocabulary from Music

He and his friends liked to 'provoke' each other by showing off their language skills to create that envy and desire to learn more and be the best. He felt disappointment that he could not use English like his friend, but his decision is to learn from him and had the desire to invest more in learning English. This competitiveness with his friend was healthy and productive for learning because the goal of the discussion was not to win but to learn. He felt something missing because he did not know the accurate answer, which moved his desire to fulfil his eagerness to know. The proof of that can be demonstrated in Amine's listening and reflecting on what his friend told him and when he left his friend he checked not one dictionary but multiple dictionaries. This extra effort (like checking a dictionary after the conversation) is one of the main objectives of education, which is investing in learning after leaving the classroom, not from a need but from a desire to know more.

Part of the efforts he did to develop his English was listening to music by checking the meaning of lyrics and even looking for the meaning of the song and not only the meaning of the words, like the song of 'mama' by 'genesis' which deep meaning about the mother. Then, he used

song lines to express his feelings and address them as a practice, such as posting a song line on Facebook or having a discussion with friends:

إطلعت على منشور لصديق لي على الفايسبوك كان قد وضع صوره فيها جاستن بيبر وكتب عليها

the son of bob

ولأني لا أحبه جاستن بيبر ولا أغانيه أحضرت له صورة مايكل جاكسن وجمله أخذتها من أغنيه billie jean وهي

but the kid is not my son

كان هذا ردا لم يتوقعه وكان قويا عليه كما أن ردي حصل على عدد الإعجابات أكثر من منشوره هو وما زاد على هذا وقضى عليه

When sad [said] to him Michael Jackson is Bob

[Translation: I checked a post for my friend on Facebook where he put a picture of Justin Bieber and wrote on it 'the son of bob'

And because I don't like Justin Bieber nor his songs I brought him a picture of Michael Jackson and a phrase from his song billie jean which is 'but the kid is not my son'

That was a response he was not expecting and it was strong on him and my response got a number of likes more than his own post and what made worse on top of that and finished him 'When sad [said] to him Michael Jackson is Bob'] (Diary 1)

He was telling me about this Facebook conversation with happiness and pride in his voice, because he understood the song, was able to quote from it the right line for the right situation, and was able to answer in English in the follow up response. He chose songs he liked, looked up lyrics meaning, and learned words from them. The songs helped him to learn new words because he kept listening to those songs multiple times per day because he enjoyed them. Not many of his friends at university liked to speak English with him, so he had a challenge of using the words he learned and keeping them in active vocabulary. He showed excitement whenever he used lines from songs in the appropriate context with an extra layer of meaning:

"Well if you told me you were drowning

I would not lend hand

But I don't know if [you] know who I am" (Diary 01).

In this example, he used song lines to remind his friends who did something he did not like that they will need him someday. He used English song lines to imply that he has power.

5.3.6   Self-assessment

When it comes to assessment, he struggled to develop a stable identity as a self-assessor. Amine found it challenging to be objective and neutral with himself while practicing self-assessment. He felt unsatisfied on his assessment because he had doubts that he would be biased for or against himself. He believed that a learner should avoid 'intentionality'; saying I meant this when I answered. He has to be clear in the answer and have clarity and precision in defining his criteria for assessment.

His criteria of assessing himself were changing from one situation to another compared to the criteria he used to assess others. While his criteria for assessing others' performances were fixed to be focusing on the answer and not the person who provided the answer, he found this method difficult to apply on his own performance. When you assess your work, you compare it to the teacher's and the friend's assessment of that same work and you learn from the mistakes.

5.3.7   Desire

When he described the picture of English in his mind as an Arabic major student, he thought of two aspects. The first aspect was geography. It reminded him of Arab countries which were British colonies, and considered English as a second language for a colonial reason. The second aspect was literature. It reminded him of how Arabic literature crossed paths with other literatures including English literature. Learning English was like a dream for Amine,

”لأني أعلم أن أصل إلى ذلك المستوى الرفيع في الإنجليزيه بحيث أستطيع أن أستعمل الإنجليزيه في حياتي اليوميه دون أدنى صعوبه“

[Because I work to achieve that sublime level in English where I am able to use English in my daily life without any difficulty] (Diary 6). He compared the joy of speaking "sweet" English to the joy of tasting the sweetness of chocolate in his mouth. The shared aspects in his comparison between speaking English and eating chocolate are: the smoothness of pronunciation like the smooth texture of chocolate, and the pleasure of speaking English like the pleasure of enjoying chocolate sweetness. He enjoyed writing in English like a craftsman enjoys engraving on gold,

"لأنه عندما تكتب بالإنجليزيه يشد انتباهك الكلمات الجميله وتستمتع بكتابتها كما يستمتع الحرفي بالنقش على الذهب والمعادن"

[because when you write in English nice words captures your attention and you enjoy writing it as much as the craftsman enjoys engraving on gold and metals] (Diary 6). This analogy demonstrates that engaging in writing with joy transforms who we are, because when written words are engraved in a language learner's mind with self-reflection and eventually becomes part of his language learner's identity.

5.4   Imad

5.4.1   Background Introduction

Imad is a second-year undergraduate computer sciences student. In terms of performance at the exams, his grades were above average. In the second stage of the study, He wrote in his diary and then we had an interview based on the content he wrote in the diary, in a form of elaboration and clarification of what he said. Following this plan, we had five diaries and six interviews. He had multiple identities which we are going to explore throughout his case. He had an identity as a computer science student, an identity as a geek, an identity as an English user, an identity as a video gamer, and other identities.

5.4.2   Perceptions about English Language

His development of his use of the English language and with it his English identity went through stages, and success in going from one stage to the next was backed up with positive perceptions about English. He talked about English as an example for the "civilised", unlike French, because geek events were in English; as he explained in his first interview:

I: [...] I want something civilised like English. Look at English eh word. that's why. [...]

S.Z: How do you see civilising? Like you said more civilising language like English. What makes it civilising than French?

I: You know it's most of eh important techniques and projects eh anything geek anything geek we saw it eh in English eh in English language not French. That's why [chuckles].
(Int 1)

This shows two things. The first thing is that not all identities are equal in power, for instance, his perception of English as "civilised" was influenced by his identity as a computer sciences student and his identity as a geek. In this case, his English language identity helped him to engage and enjoy being a member of communities of computer scientists and of geeks. The second thing is about the association of English with the activities he liked and enjoyed doing, like the relationship of English with the "techniques and projects" in computer sciences and the geek world.
He preferred learning English than French because English for him was so easy, even though he admitted that he regretted not investing in learning French. He needed it at the university for his degree which was in French:

I: […] in the past I hated it, I hated it %100, because English was so easy and French even all the easy condition to make it easy to learn, I didn't like it. It eh in my eyes eh it was so hard. I hated it, so all my time went to English, English language. And now eh after I'm a college student I regret [chuckles] because eh all of my college works only on French language. That's why. (Int 1)

The simple language people use in the street in daily life. It is not the royal language and it is not the gentle language. Imad saw in street English, the language that fitted into his broader social identity-the working-on'tclass identity. In a way, that version of English reflected his social identity.

5.4.3   Geek Identity Features

Constructing a geek identity was attached to a great extent to the construction of his English language identity, because "[…] it's most […] important techniques and projects eh anything geek we saw it eh in English language not French. That's why [chuckles]." (Int 1). He needed English to stay up-to-date with the trending on a global scale, so he can stay a member of geek's community of practice which requires engaging in a number of activities. Describing geek world, Imad talked about his attendance of the first national geek event. Attending events was a major drive for spending long hours learning English and earn access to the meme world, the world where geeks experience joy with language.

The meme world mostly exists online, but it goes beyond the virtual space into real world. In that national geek event, memes were on some attendants' t-shirts and part of their conversations. Printing the memes on the t-shirts was like bringing the meme world into his world (earth world), because he believed that there are three world dimensions: earth dimension, meme dimension and death dimension. Having an identity of a memer is important in geek events, and that includes understanding the meme's "secret meaning" (Diary 2) and telling memes to "represent a situation or [give an] answer" (Diary 2) appropriately. For Imad, the challenge with memes was related to the multi-layered difficulty in understanding them; because he had to understand the direct meaning, know the cultural context, and then be able to figure out the joke. He explained that

in that world you are the professional [chuckles] you have to ask yourself you have to find it by yourself. Because if you don't get it you are not in that world yet [S.Z: Yeah.]. You don't have the ability to make a meme (Int 3)

Having a memer identity means making the action to understand and create memes without relying on others, as a condition of gaining membership to the meme community.

Imad's English level was developed through other practices. He practiced English with online games, because playing an online game was live with players from around the world, and following the storyline of a mission in the game or the entire game required English. The advantage was that intra- and inter-communication among team members and between teams was in English. Most of those popular games were in English, but Edris's decision to play those popular games that use English was not merely because of their popularity. It was a choice to play games where English language was used. The reason that using English for communication was an advantage is that the players' focus was on winning the game and that required co-operation. The players from the same team were in a community of practice. In order to achieve the targets in the game, learning English was a natural, less stressful, fun and enjoyable activity. Communication was more important than the grammatical accuracy, and the player did not have that fear of making mistakes or embarrassment because s/he was behind a screen.

Competitiveness was healthy because it was between the teams, that pushed the members of the same team to be supportive and help each other understand and progress in the game as a team. If something was not clear in the storyline of the game such as a difficult word, the player can use instant text messaging or voice chat to ask a question. At the geek event he played multiplayer games, which was an effective way to help meeting and talking to new people using English while playing.

Interestingly, there was a singing game created specifically for learning pronunciation of Japanese. In the game, the player had the video of the song with lyrics in Latin characters, squares under the words, and lyrics in Japanese characters. If the player pronounced the word correctly and with accurate timing (not slower, not quicker than the song), the squares will be filled. Imad recommended that "if you keep playing this game you will learn the language so quickly. Very easy.", (Int 6) because it was exciting and challenging. He argued that "[t]hat's eh why most of people have learn English eh by listening to music or by playing game videos" (Int 6). He liked English songs which helped him to enjoy learning English, and preferred Rap and Rock styles (soft and hard rock), because he liked how in the songs many words were pronounced in a short time. In the event, he checked other activities like "break dance circle" (Diary 4) where young people did 'break dance' with English music, and "art corner" (Diary 4) which included Korean songs, Japanese symbols and epic scenes. Other activities were practical representation of culture Imad mentioned two activities. The first activity was cosplay which was dressing and acting like famous characters from American cartoons, Japanese Anime and movies. The second activity was a display of Harry potter books, hanging letters in the room with quotes from book series, exhibition of some objects mentioned in the novel like "magic mirror that mirror will make me dress magician outfit" (Diary 4), and conversations about the movies and books.

In the lab corner, there was chemistry shows (like flame water) and there was a developer who explained in English the algorithm of a spider robot. These geek event activities mentioned

earlier shows how a geek identity construction provided richness to Imad's English learning experience. That richness means having opportunities to explore English in a variety of contexts including English culture, music, dance, art, literature, and science that enriched his English vocabulary.

Among the challenges he faced in learning English was learning scientific words. He mentioned an example of that when he talked about the spider robot, and he used words close in meaning to the ones used by the developer in his discussion with him. Using English for a period of time gave him the skill to prioritise communication flow over vocabulary accuracy through the use of words close in meaning to the required word. When he was at the eleventh grade, he used to think of learning the language as learning lots of vocabulary. He told me a game experience where the teacher gave them the verb and they had to tell her the adjective and present participial of that verb. After he lost to his friends, he went back home, picked the dictionary and started learning new words for days after the activity in class.

5.4.4   Desire

He shared his deep reflections on what can be called 'desire' to learn English which he called "passion". he said that he can't learn something unless he had passion to learn it, defining passion as excitement, "that fire in our heart to learn it to know more about it", "a kind of energy" (Int 2). There were special features in English that fuelled his desire like the easiness of English compared to French enables saying many words in short time, and English music helped him to have that passion for English. He explained how English songs moved his emotions and made him act to know the meaning of the song lyrics:

> it will move your emotion, and you don't understand the words but the emotion are moving. You will say what the heck! I have to eh I have to know it to get the meaning, to eh identify this emotion in my heart (Int 2)

As a computer sciences' student, he viewed English as an algorithm that made other things work. He was the ship in the big infinite sea of computer sciences, he needed waves and winds which were English and the more he knew of English, the stronger that knowledge pushed him to discover the computer sciences sea. He understood that computer sciences is a sea, he understood that English is his wind to keep knowledge moving forward "discovering new places", and "even so there is people who discover [discover] it before i will enjoy that discovre [discover] only by find it by myself" (Diary 5). Speaking English was like being a mayor for him, and

> To be a mayor, you need to be a strong person. A strong person who got a strong power in his talk, a strong voice, strong words; not these simple classic words. A strong meaning[.] (Int 6)

He felt that he had extra power by speaking English, but the source of power was speaking in itself by reflecting on what going to be said; so it holds strong meaning. Imad compared Writing in English to "releasing a golden words of a golden book, my strong mind, like i'm painting what beyond my imagination, and put it out to the real world so everyone can see, not only me" (Diary 5). Writing in English unchained his locked golden words, which were the product of his strong mind or what he called the golden book. He golden to describe his words and his strong mind because "when you write eh it from your heart […], you won't feel you're writing you feel you are painting" (Int 6).The sense of fulfilment when he was writing in English gave him desire to share his deep imagination which was part of who he was.

5.5   Kahina

5.5.1   Background Introduction

In the Chemistry department, Kahina was very competitive willing to be among the top ten best students (she was among the best 12). She spoke four languages: Arabic, French, Tamazight and English. She studied Arabic at school like other Algerian kids, but her experience of learning Tamazight was quite special. In the first interview, she recounted that when she was young, she was not interested in or liked Tamazight because her family were moving to different places across Algeria where she did not need it, she did not meet people who spoke it, and her family did not use it at home. When she grew up, her small family went to live with the big family who used Tamazight in daily communication, so she had to start learning the language. Besides, the big family lived in a dominantly Tamazight-speaking society, that affected her attitude positively towards Tamazight and started to like it and be more engaged in learning it. She learned French from primary school until secondary school as one module, and at university the majority of the modules were taught in French. Her family spoke French at home as well, so that helped her in practicing French outside the class. Kahina started learning English at home. She talked about the start of her journey with English and how she became interested in learning English. It was irritating for her that she was "lost" and uncapable of enjoying activities that she liked because she did not understand English; like not being able to watch T.V., read her sister's books and papers, or play video games that had English instructions:

> Before learning English, I was seeing myself as an idiot1 because I couldn't understand any word from what I was learning from my sister2 or from the TV or reading in my sister's books and papers, also I couldn't play many games3 cause their instructions were in English, I found myself lost and disable to do lot of things4 […]. (Diary 3)

She dealt with the uncomfortable situation of not understanding English with a sense of curiosity, asking her sister questions about English. She was evaluating the situation by asking questions, and analysing relevant information such as expectation English lessons in middle school (6th grade) to make the decision on how much she needed to invest in learning English. There were reflections on the needs and the required actions:

> […] I didn't like the situation that I was in, but it was good for me too: I'm a curious person and I can't let any thing pass without understanding and the situation5 made more curious about the language, which country use it?, why we use it too? Is it easy to learn it?, I asked my sister all these questions, she answered me and gave me lot of informations, those finals6 made me take a decision to learn English and not just her answers that made me take decision, I was obliged too to do it, I was preparing to start my first year in middle school and they will teach us English. (Diary 3)

5.5.2 Family

At home, her sister was a big influence on her English language journey. When she was young, she used to see her sister studying English, and that was a chance for her to check her sister's English lessons' papers, read books, listen to music in English when her sister was listening to music, or listen to her sister when she talked. Her sister's help was an encouragement for her to sustain the interest and efforts in learning English. They had fun activities which made learning English an entertainment more than a task that was needed to be done. For example, she played video games, using English, with her sister who was translating for her when she was stuck and could not understand some words or instructions:

> S.Z: And eh your sister, were you using English between each other?
>
> K: Yes, of course, [chuckles] for eh in the first time […], we were not em use English, but I had a [عانيت من بزاف مشاكل يعني، وليت نلجأ ليها وشي هي هذي، وشي هي هذي eh lot of problems, so I was getting back to her what is this, what is this] [chuckles] تولي [ترجملي وتنعتلي كلمة هكا واش معنتها هاو واش يقولك ديري، translation: She translates for me and explains the meaning of a word this is what is it instructing you to do]for example jamp or run [chuckles] (Int 3)

Her mother was a constant inspiration and support for her in learning other languages. Even though her mother was not highly educated but she had interest to learn languages (French and English) from T.V. and music. For example, her mother would join her daughter to watch a movie in English that she did not understand, but she asked Kahina to translate and explain for her.

Kahina mentioned, proudly, that she was playing the role of a "translator" which was a great boost to her desire to learn and improve her English. Kahina was not only motivated for being the "translator", but she was motivated by her mother as a role model for her who despite all her responsibilities as a mother, she was investing to learn other languages and specifically English. That has a role for her to feel the need to learn more because she is showing the identity of the expert and the English language speaker that required constant development of her English language. She mentioned how she enjoyed using English with her mother. Once she told her mother: "'mother, I'm hungry.' she replied: 'eat me!'" (Diary 1). This shows how they had fun, playing with two languages (Algerian Arabic dialect and English), and it is a kind of self-awareness of the difference between the two languages that can be seen in their literal translation joke from Algerian Arabic dialect to English.

Kahina had an uncle living in the U.S.A., who was well educated. He lived for quite a long time in the U.S.A. and sometimes he was not able to say something other than in English or French. Therefore, she felt that developing her level in English was necessary so she could explain to her family what he wanted to say. In addition to that, she looked up to him aiming to achieve something similar to his achievement, and mentioned that she was working hard and hoping to have an opportunity to study abroad.

Kahina was doing very well in her Chemistry major I mentioned earlier, but she always wanted to study medicine. When she passed the Baccalaureate Exam (The national exam to enter university), her scores were not enough to enter medicine school, so she opted for chemistry which contained some content taught in medicine. Another reason for her choice of Chemistry is that she did not give up on her goal of becoming a medical doctor. She passed the Baccalaureate exam for the third time and did not achieve the required scores, but she was preparing to take the exam again (in 2017). She showed strong determination to achieve her goal of entering the medical school, but she was doing very well in the chemistry degree while trying to achieve her goal. I asked her if she was bored of taking the exam again or if she is not happy doing Chemistry, she said that she will not give up her goal of studying medicine and added that the Chemistry course will be very helpful when she will be studying medicine. She knew about the content of the medicine course from her friends who were already taking the course. They invited her to attend some classes and workshops, which was an experience that fuelled her desire and determination to re-sit the Baccalaureate exam again and achieve the required scores.

All these efforts were a construction of her future imagined identity as a medical doctor. What kept that desire energy to achieve that identity was that she did not declare what she wanted to be, but she took actions to keep that desire. She started shaping that identity and addressing her needs like having friends studying medicine, knowing about the content their courses, and visiting a medical school to experience the lectures and practices at the hospital. She imagined herself finishing studies in France. After visiting the medical school, she was reflecting on what the

requirements and the amount of investment of time and effort she would need. She talked about the impact of that visit experience saying: "It helped me to go back to my studies and try to be more responsible for my actions and to be serious in all things I'm doing" (Diary 2).

5.5.3   Friends

Part of Kahina success in learning English was having friends who were interested in learning and using English: "I had friends too, classmates we were sharing dairies [diaries] between us, we wrote letters to each other in English in order to avoide that other classmates understand the subject" (Diary 3). She was developing her English identity in a fun and safe environment with her classmates of similar interest. The construction of that identity grew and English was integrated in her life:

> English became part of my life since those years. I can't live one day without saying at least one word in English or hear an English song or read something written in English, I can't live one week without watching a film

> English became part of my life, I use it wherever I go and whatever I'm doing (Diary 3)

Examples of daily English practice included imitating her sister: "I tried things the same way my sister was doing: listen to English songs and sing in the same time" (Diary 3). Imitating her sister was a process of observing what her sister was doing, asking her about English, choosing an activity she enjoys and do it like listening to English songs and singing. She categorised songs into songs for "private life", that included "love songs, happy songs, sad songs all kind that talks about privet life" (Diary 2), and songs for "professional life", that included motivational "strong" songs "that can make anyone feel that he is somehow courage, strong, have ability to do something, make hum believe in his ourself" (Diary 2). This categorisation shows her effort to understand the songs' lyrics, and diversity in songs themes which was useful to learn English, specifically English vocabulary, in multiple contexts.

5.5.4   Vocabulary

In order to improve her vocabulary, she had a program of learning ten words from the dictionary (Oxford Wordpower En-En-Ar) every Friday. She thought that improving her vocabulary should be done by memorising new words from the dictionary, but then she realised that it was not enough to understand the meaning of a word, the learner should see examples with the word in several contexts. She gave the example of the phrasal verb of the verb 'to break' plus the prepositions 'away, down, in, up..'. It was difficult to understand the subtle differences from the dictionary, so she looked for examples for each phrasal verb. Looking for examples besides those

in the dictionary was a result of the reflection and realisation that memorisation of words from a dictionary was not enough to learn new vocabulary. She learned new words from video games' instructions and moves like: jump, run, kill, jump and run…, and from objects around her that had English like perfume bottles.

When I asked Kahina about the way she assessed her performance outside the classroom, her answer was:

> This I eh found another person strong than me [S.Z: ehuh] I mean by strong his language
> is eh more eh تسمى [translation: meaning] rich ['ch' pronounced 'sh'] même lvocabulaire
> تاعوrich على lvocabulaire تاعي [even his vocabulary is richer than my vocabulary] (Int 1)

She observed people around her, compared her vocabulary to the vocabulary of those people; and concluded that if someone knew vocabulary that she did not know, she considered that person stronger in language with richer vocabulary and decided that she needed to improve her vocabulary. Similarly, she did the same method of assessment with pronunciation, wanting to have a better pronunciation, and reading by looking for what the other person read that she did not read and learn from it. This method of benchmarking with other people's level has its disadvantages. For instance, if the performance of those people declines for some reason, it is most likely that it will affect her performance, but it has the advantage of moving self-reflection from self-criticality that is important to avoid the illusion of overrating or underrating her real performance:

> I thought I was right and every word I was saying is true but it wasn't. I discovered that
> when I took some papers (my sisters papers) and try to read what was written and read
> the translation of some words that my sister translated them
>
> it was a big shock for me. 😳 😖
>
> and I realized that level is not good enough and I had to do more efforts to learn more
> and better. (Diary 3)

5.5.5 Desire

She gave a metaphor on learning English, thinking of its process and purpose. She compared the process of learning English to building a house. The purpose of learning English for Kahina was threefold metaphor: it is like "getting a weapon to fight for the future, a key to open doors of opportunity, […] [and] a bridge to connect people and cultures and to cross communicating gaps" (Diary 4). She compared her speaking, which she thought was not well-organised, to eating rice with a fork or a spoon, and a sophisticated English speaker to a Chinese person who uses the wood sticks to eat rice in a well-organised way.

5.6   Conclusion

In conclusion, the results of the five research cases have been reported from the data of the diaries and interviews. The five cases were on: Edris, Fatma, Amine, Imad, and Kahina. The structure of presenting these results were based on the research questions. Each case started with a background introduction section providing general information on the participant. Next, the participant's perceptions about the English language have been reported as a narrowing down to explaining the participant's relationship to English. Then, the factors shaping each participant's identities as an EFL learner have been presented. Finally, the cases finished with the results on self-assessment and/or desire. The next chapter is a cross-case analysis, providing a different level of analysis across the five cases under the light of the research questions.

Chapter 6   Cross-case Analysis

After analysing the data from the diaries and interviews in the previous chapter by presenting the main themes for each case separately. That analysis revealed individual-specific and shared themes among the five cases. Therefore, the purpose of this chapter is to compare and contrast the five cases of the study under the light of the research questions, preparing for the discussion chapter. The purpose of comparing the five cases is not to generalise the findings of this study, but to show how students at one university within the same environment and doing different majors were developing multiple identities, the factors that shaped their identities and how these factors affect their development of a self-assessor's identity.

6.1   EFL Learners' Identities in an Algerian Context

The five cases can be compared in relation to the participants' identities. The exploration of the existing EFL learners' identities fundamentally was an investigation of language learning as a transformational process, i.e., the transformation from "learning as doing" to "learning as becoming" (Wenger, 1998, p. 5). What we do becomes part of who we are; so if we would like to know the existing identities, we investigate the practices. From the data of the study, the participants constructed different identities despite the fact that they lived in similar environment and they studied at the same university. This is surprising and not surprising at the same time.

First, it is surprising when we look at some identities that every Algerian is expected to have or to have interest in constructing them like Arabic and Tamazight (official languages of the state), and you find out that some participants were not interested in learning Tamazight (see 4.1.1. and 4.1.2.). In deeper account from the diaries, Imad did not speak Tamazight and believed that Tamazight language was for Tamazight people, which he did not see himself one of them. Amine said his family was Tamazight originally, he did not speak Tamazight, but he was interested in learning it and was learning Tamazight from his classmates because he wanted to understand what was said by his friends, classmates and people around him in the city of his university. Fatma was interested in learning Tamazight "because it is [her] original language" (Int 1). There is a difference in belief about Tamazight language between Amine and Fatma: Amine believed that his family was Tamazight, but his interest in learning Tamazight language was to understand people around him when they used it; while Fatma believed that Tamazight was her original language and that was the reason for her interest in learning the language. In other words, Amine thought of Tamazight language as a tool, while Fatma thought of it as a part of her identity. Kahina's experience with Tamazight language started like Amine's experience. She did not speak it until they moved to live in the town she was living in at the time of this study, and that was similar to Amine who was not

interested in learning Tamazight language until he moved to the city of the university. The difference in the case of Kahina was that there was pressure to improve her language from her society and family (who were already living in that town), and at the time of this study she was fluent in Tamazight because she used it at home with her family all the time even more than Algerian Arabic dialect. People are expected to learn Tamazight because it is the original language in North Africa, and the death of this language means the disappearance of a part of the heritage and culture of Algeria and the Algerians. For years, there has been calls from the Algerian people to recognise the Tamazight language as Algeria's second official language after Arabic–the first official language, which happened in 2016 and Tamazight language became the second official language of Algeria. Thus, it is surprising because citizens are expected to learn or have interest in learning the official language(s) of their country. However, there is the possibility here that the participants were not enthusiastic about learning Tamazight because it has been marginalised by governments. The evidence of this marginalisation is that the participants' parents and grand-parents used Tamazight but the participants felt distant from the language. Then the government recognised Tamazight as the second official language of Algeria, which was a confusing situation for the participants.

Second, it is not surprising because language learners are individuals and fundamentally share identities with people of the same community and they construct other identities that define who they are as distinct individuals in society. For Example, Imad developed his identity as a geek, that made him distinct from other participants and the features he talked about to explain and define being a geek like 'the meme world', 'watching anime', 'attending geek events', and 'playing video games'. Edris constructed an identity as a 'reader' as a strong identity along other identities, describing reading as a way to discover other worlds and explore who he is. Kahina had a distinct identity as an 'interpreter', because she thought that she should take responsibilities and interpret to her family and especially her mother a movie or something in English.

6.2   Factors that Shape Language Learners' Identities

This section goes deeper into explaining the factors that shape the identities of the five participants. The results of the data showed that there were several factors that shaped the construction of their identities namely: technology, reading, YouTube, family, video games, social environment, music, friends and competition. The attached coding charts (see Appendix I) show the codes and categories under these factors, which were extracted following the coding method and process explained in Chapter 3 (see sub-section 3.6.2.2.).

6.2.1   Technology

Compared to other participants, technology was a big influence on the construction of Imad's identity as a geek. The term technology is a wide term, but it is used here because it covers a range of activities that fits under this term such as browsing internet, checking online dictionaries, understanding and making memes, playing online video games. The other four participants were influenced by activities in technology factor such as video games but they were not influenced by memes or they played video games but not online video games. When Imad identified himself as a geek, he was self-reflecting on what it takes to be a geek. He described how technology shaped that identity. It started with exploring the internet, and realising that he needs English to become a member of the global internet community that brings together people of different cultures, languages, and nationalities. Then, the meme world attracted his attention because it stimulated his reflexive senses while he was trying to understand why people were laughing on those memes and he was not. He had that curiosity to understand which fed into the construction his identities as a memer and as an English language learner. He joined online games where he had to understand the game instructions, which were in English, and he was engaged in text and voice communication with other players, and that again contributed to the construction of his identity as an English language learner. His engagement in those technology activities (exploring the internet, joining the memes' community, using online dictionaries, and playing online video games) was feeding the development of his identity as an English language learner, but it was his main focus. He was doing activities that he enjoyed and that fuelled his desire to learn English indirectly.

6.2.2   Reading

Reading for Edris was very important and it shaped his identity as a language learner. He described himself as a "bookworm" who enjoyed reading. Whenever he was stressed, reading was an "escape" for him. It was like going on adventures while staying in one place. In the literature class, he used to do the homework of reading while his friends did not do the reading homework. Reading was not task he had to do because the teacher told him to do it, or because he wanted to have high scores in exam (even though it might be part of the reason he was reading), but he enjoyed it. For Edris, it was an entertaining activity or a hobby, which means doing an activity for fun. The other participants practiced reading but not consistently and with the same desire and level of investment as Edris. Reading for Amine, Fatma, Imad and Kahina was limited in English module reading activities, Facebook posts, songs' lyrics, video games' or products' instructions. That does not mean that reading did not shape the identities of the four participants. It influenced their identities, but it was not enough for them to construct a reading identity like Edris.

6.2.3   YouTube

YouTube was a significant contributor factor in shaping the participants' identities. It has gained great popularity in recent years, and is becoming very popular as an influential factor in shaping English language learners' identities. YouTube offered a variety of content to the participants, but Fatma and Edris mentioned it specifically as a source of influence on their English and watched videos with content of their interest. Fatma was following Algerian vloggers (vloggers put video content about things related to their interests on YouTube). She was watching the videos and reflecting on could have changed nowadays compared to few years before. For example, she noticed that those vloggers were using English with Arabic instead of French; and if the content was in Arabic and the goal was to reach audience from all-over, they added English subtitles. Mostly she watched videos in French, and from time to time she watched videos in English. The content of the videos included: popular culture T.V. shows like American's Got Talent, beauty tutorials, cooking and the art of culinary, videos on the different English accents, and strategies to develop her English pronunciation. Edris watched YouTube videos from T.E.D. (Technology, Entertainment, Design) talks, with purpose of taking new ideas and learning new vocabulary. Both Fatma and Edris thought of watching YouTube videos in English as a benchmark to assess the improvement of their English language.

6.2.4   Video Games

Edris and Kahina were studying English language and Chemistry respectively, and technology was a contributing factor in the construction of their identities. They enjoyed playing video games. Edris joined online video games. They were an entertainment for him, but they gave him an opportunity to make new friends from different parts of the world. These friends spoke different languages, so English was the medium of communication through speaking and text messaging. For Kahina, she played video games, but they were offline. She needed English to follow the instructions and the story of the game, and whenever she did not understand and was stuck, she asked her sister to explain. While she was playing video with her sister, they used English to talk about the game instructions and sometimes in their conversations while playing. As with Imad, the identity as a video gamer was affecting their identity as English language learners, so they were learning English while they were enjoying video games.

6.2.5   Family

The influence of the family on the participants' development of an English language learning identity was reflected in their comfort in using English at home. Kahina's family had a very influential role on English development. At a young age, she used to see her sister studying English

and she used to ask her questions about the content of the books, articles and songs; which they were in English. She used to play video games with her sister and brother and they used English in the games, but sometimes speaking in English with her sister. There was the role of her mother in her experience of learning English, who used to support her in different ways. For example, her mother watched English movies with her even if she did not understand them, and she asked Kahina to interpret and explain to her. Kahina felt very motivated while playing the role of an interpreter. She was motivated and felt that she had a responsibility to work harder and help her family when they need her help. Her listened to English music, she learned English vocabulary and used it with Kahina whenever she had an opportunity to use it (See. 5.5.2.). Kahina saw a role model in her mother who was investing time and effort, besides her other family roles, to use learn and use English.

Like Kahina, Fatma had a big support from her family to learn and use English. Unlike Kahina who used English with her sister than her brother, Fatma used English with her brother more than her sister. He brother was older than her and he used to teach her English since she was an infant. She and her brother always enjoyed using English, because they used it in jokes or to pick up on each other playfully (see 5.2.4.). She had six sisters, and all of them can speak English, but one of them was the most competent because she had a bachelor in English language. She encouraged and helped her to use English, like chatting with her in English and adding her to groups of English language interest (See 5.2.4.). In the family, she had very young nieces and she enjoyed practicing English with them by watching cartoons in English, singing and listening to kids' songs in English, and teaching them English numbers and words. Kahina and Fatma had direct and consistent support from their families.

In a slightly different way, Amine and Edris had limited or indirect support from their families. Amine, for instance, had limited support from his uncle's wife because she was an English language teacher, and the support was limited because he did not meet her frequently. His father, who spoke French, supported him indirect because even though he did not understand English and Amine was using it with him, he did not stop him from using it (see 5.3.3.). Amine enjoyed using English in the family such as using it in family gatherings with his uncle's wife to play with other members of the family who cannot use it, like speaking to his father in English and his father spoke back to him in French (because Amine's French language level was limited). Amine was happy while telling the story because he was able to show another version of who he was, as a speaker of English.

In the case of Edris the support was indirect. Edris said that his older brother loved English, but he had no interest to learn it. Edris use of the word 'love' to describe his older brother's interest in English, which seems an indirect support to Edris who is studying English language at the university. The father of Edris did not speak English. When Edris's father played video games, he used to call Edris to explain for him the options in the game, which were in English. Edris spoke

about this experience with great passion and excitement saying he "felt Mr. worldwide" (Diary 02) and that his father "was so proud" (Diary 02). Edris felt valued because he had an asset that was of benefit to his father. It was a feeling of seeing the return of his investment in learning English. Imad did talk about how his family looked at English, but he mentioned that his mother did not want him to spend long hours using the computer because she thought that it was a waste of time and Imad should use that time to study not using the computer. That means that she did not believe that the computer can be used to help in studying. His father accepted his argument that the computer was needed for him to achieve better results, so he supported him.

Participant	Influencing family members
Kahina	-Her mother -Her sister -Her brother
Fatma	-Her Brother -Her sister -Her nieces through teaching
Amine	-His uncle's wife -His father indirectly
Edris	-His brother -His father
Imad	-His father

Table 9 Influencing Family Members

6.2.6　Environment

This sub-section is about the factor of environment, which includes social environment and virtual online environment, and. Imad environment was not the optimum environment for constructing a geek identity, so he did not accept the status quo and gave up his interests. He was motivated to resist, find like-minded people and do what he liked. He joined Facebook pages and groups, made friends with the similar interests, and joined geek communities. English was at the centre of those communities, so that was a big drive for his desire to learning English. It was a criterion for membership. Like Imad, Kahina chose to make friends who like using English outside the classroom. She made a group of friends who enjoyed using English every day in variety of situations: in funny moments, sad moments and learning moments (see 5.5.3.).

Edris embraced the challenge of not having friends with whom he can use English when he was away from university, like when he went home or in holidays. He joined online communities of practice like the community of online video games, in which he did what he enjoyed (i.e., playing video games) and practiced English with other video gamers. The strength of the identity as a video gamer provided a comfortable environment for the English identity to grow out direct pressure. Fatma talked about the role of the environment on her investment in learning English. She talked about how the Algerian people thought that unlike English, French is no longer the language of contemporary world in the sense that the French language is restraining Algeria from becoming a developed country. She argued that the Algerians would like to study English because advanced science and technology knowledge is in English, and mentioned that the proof is the use of English instead of French by famous Algerian vloggers (see 5.2.3.).

6.2.7 Music

All the five participants talked about how music in English helped them develop their English language, but each of them had different experience with music. At one end of the spectrum, Fatma was seeing it as way to compare the experience of listening to music in English language with the experience of listening to music in French language, but it was not a major focus in her English language learning. On the other end of the spectrum, music was significantly helpful for Amine because he used those songs at different levels. He listened to English songs with reflection on the meaning of their lyrics, so looked for the stories of the songs and checked the meaning of the new words. That helped him to develop his vocabulary. He took a step further in using that vocabulary and some song lines with his friends on Facebook and in real life conversations (see 5.3.5.). Kahina and Edris used English to develop their vocabulary as well. They listened mostly to rap music. Pronunciation was an aspect that attracted their attention. Amine, Kahina and Edris expressed their fascination on how singers of English songs can speak many words in a short time and how creative those singers were in doing that.

6.2.8 Friends and Competition

Friends were a major factor in shaping the participants' identities. In relation to the construction of the English language identity, four participants talked about their competition with their friends in learning English and working hard to be better than them. The four participants were Amine, Edris, Fatma, and Imad, so only Kahina talked about friends and learning English differently. First, Amine had a close friend who majored in English language at university. They did meet frequently, but Amine whenever he met him, he took the opportunity to use and learn English with him. The competition between Amine and his friend can be seen as a healthy

competition, because Amine practiced English with other friends even if they did not want to use English so when he meets his friend he shows off his progress in using English, and at the same time uses his conversations with him as a benchmark to self-assess his progress.

Second, Edris was in competition with his friends who were his classmates as well. He was envious that his friend was "better than [him] and his marks are even better than [his]". He believed that competition is a drive for him to work hard and reach the level of his friend. Edris's identity as a self-assessor was developing in the process of learning English, because he was reflecting about his level, his friend's level, and the gap between the two levels. There was a different type of influence on his English language identity construction, which was quite interesting. He had other friends where he lived who were his classmates in secondary school (10th grade-12th grade), he was known among them as "the one who speaks English" (Diary 04) and he "used to be asked by them to speak it just so they can hear" (Diary 04) him. His reflection was that they believed that because he had the best marks. He believed that he "wasn't a speaker [of English]" (Diary 04) because he "just knew the rules and [he] had no one to speak with and train to learn". Practice of English a condition for him to have the identity of an English speaker, which goes in line with Wenger's explanation a practice and identity in the sense that what we do become part of who are with practice.

Third, Fatma was competitive with her classmates who she thought they mastered the English language more than her, so she had that envy to speak English like them with confidence. She felt stressed in the session of English because she was afraid of making mistakes in front of her friends. Outside the classroom, with her friends they channelled their stress in exams with jokes on each other.

Fourth, Imad told me about his experience of competing with his friends in secondary school (grade 10-grade12). Each of them was trying to be the best in the English class, so he used to invest extra time outside the classroom improving his language, and sometimes he used to spend hours learning new words from a dictionary. He had different experience with his friends while playing online video games, in which they did not have to compete but to help each other understand in order to win the game. In the classroom experience, the competition with his friends fuelled his desire to be the best, while in the online video games they were supporting each other understanding and using English because the focus was on the game not the language. Kahina had a different experience in using English with her friends. They were a group of friends who liked using English every day and enjoyed that. For example, Kahina used it to write to her friend in middle school (grade 06- grade 09), so other classmates cannot understand. She watched English movies with her friends, and they listen and share to songs in English. Kahina and her friends formed a community of practice that shared the interest and joy of using English every day, and they had the commitment of doing activities in English as members of that community.

6.3   The Construction of a Self-assessor's Identity

In the previous section, we have seen that different factors influenced the construction of each participant's identities, but different factors had different level of influence on the participants. This section shows the influence of those factors on the construction of a self-assessor's identity. This identity is explored on the assumption that self-assessment is present in daily life in the process of decision making and language learners accentuate it by being aware on what they do when they self-reflect and by setting goals.

Kahina, for instance, had the 'friends' factor, so she was assessing her English language performance by comparing to her friends' performances. She used the performance of her friends as a benchmark. Similarly, Fatma and Edris were comparing their English performance to their classmates and friends. Comparing with the performances of other people may not the best way to construct a self-assessor's identity; because if those people stop investing in learning English for a particular reason, the language learner who was comparing most likely will stop investing in learning English. S/He will stop investing because the goal was to achieve a similar or higher level than those people and not to achieve a learning target. When that dependant benchmark is gone, the desire to invest in learning English will fade away.

Imad was checking his English level on the basis of communication clarity and understanding in some events like his conversation with native speakers he met in "American corner". When he visited the international book fair in Algiers, there were corners like "American Corner", "French Corner", …etc. He was testing his knowledge of English in conversations and understanding of the speeches in the geek event (like the electric spider in techno lab). In a different occasion, he used the memes to self-assess his English comprehension. In his first encounter with the meme world, he was reading memes, he understood the words of those memes, but when he checked the comments he realised that people were laughing while he did not understand why they were laughing. At that moment, he realised that he needed to work on his English more so he can understand those memes.

6.4   Conclusion

In this chapter, a cross-case analysis has been conducted to show the multiplicity of the participants' identities. The analysis showed interesting results like Tamazight language was not embraced by the majority of participants as an identity, despite the fact that it is a second national language. The second section was on the factors that shaped the construction of the participants' identities. The analysis revealed eight factors which are: Technology, reading, YouTube, video games, family, environment, music, and friends and competition. The third section showed a brief

analysis on how these factors influenced the construction of a self-assessor's identity. In the next chapter, the results from chapters four to six will be discussed in light of the previous research studies.

Chapter 7   Discussion

In the data analysis chapters (six, seven, and eight), the findings of the study have been presented in two parts. The first part is on the findings from the quantitative data, which is the survey in chapter six. The second part is on the findings from the qualitative data reported as individual cases studies in chapters seven and as a cross-case analysis of the cases in chapter eight. The conceptual framework has been presented in two layers. The first layer included Norton's theory of social identity (1995, 2000, and 2013), Black and Wiliam's (1998, 2004) and Sadler's (1989) theories of formative assessment, Lave and Wenger's (1991) and Wenger's theory of communities of practice (1998), Kanno and Norton (2003) and Norton's imagined identities (1995, 2000, and 2013) based on Anderson's concept of imagined communities (1991). The second layer included the concept of investment by Norton (1995, 2000, and 2010) and Darvin and Norton (2015), and the concept of desire in the works of Kramsch (2013) talking about joy.

In this chapter, the quantitative and the qualitative findings will be discussed in light of the conceptual framework. The discussion will be constructed on a timeline, in order to combine the assessment perspective with the identity perspective. From the assessment perspective, Sadler (1989) defined formative assessment on a timeline, on which the learner understands his/her learning status in the present, compares it with the target situation, and develops strategies to close the gap between the current situation and the future target goal (see 2.1.2.). The identity perspective from Norton (1995, 2000, 2013) added the past experiences dimension and the social relationship with the world around him. Combining the two theories to understand self-assessment results in thinking of learners developing an identity as self-assessors.

7.1   The Multiplicity of Identities

In this project, identities have been seen as multiple (Norton, 1994, 2000, 2010; Gee, 1999; Block, 2007) in constant movement with new identities are constructed, and identities are becoming stronger while others are becoming less strong. In this section, the multiplicity of identities is going to be demonstrated from the data collected, under the light of relevant theories from literature.

Arabic

In the perceptions about Arabic language, the overwhelming majority of participants liked Arabic very much or so-so, and the majority of them wanted (in the past and present) to learn or improve their Arabic. However, the close distribution, of answers regarding their perceptions on the potential influence of Arabic language on their studies and future work (see 4.1.3.), and of answers regarding the importance of Arabic in Algeria nowadays (see 4.1.4.), shows that an

important number of these participants wanted to improve their Arabic (see 4.1.2.) but they were confused about the importance of Arabic in their future.

This confusion can be linked to multiple reasons. First, Arabic language identity was an inherited identity from the Islamic identity, which means that Arabic language identity is an extension to the Islamic identity, and hence whenever the Islamic identity is weak, the Arabic language identity is affected. Second, the content of almost all courses in higher education were in French, so it was not clear for the participants where Arabic would fit in their future. This confusion can be confirmed from Edris's case. He justified his retreat of interest in improving Arabic by saying that he had to focus on his English degree which will be his future career and he was not sure how improving his Arabic would influence his future. This goes in line with Norton's definition of identity and specifically how the participants understood "possibilities for the future" (2013, p. 14) of Arabic, and decide not to invest in improving their Arabic identity because they believed that it will not "increase the value of their cultural capital" (Norton Pierce, 1995, p. 17) and hence their "social power" (Norton, 2013, p. 06).

Tamazight

Tamazight was recognised as a second official language in Algeria in 2016 after long years of people's calling for the language to be recognised as an official language. The reason for those calls is because Tamazight is the aboriginal language and it has heritage associated with it (see Tang, 1999 on language and culture). On the governmental level, those calls have been ignored, which to an extent justifies that more than half of the participants did not like Tamazight at all, and around half of them did not want to learn or improve their Tamazight language (see 4.1.2.). For the answers that Tamazight would have no influence at all on their future work and studies are quite logical considering the very limited use of the language officially (see 4.1.3.).

The image of the Tamazight language has been blurry and unclear for many Algerian people and students specifically for multiple reasons (see 4..1.4). One of the reasons is that Tamazight language identity could have been "ascribed" (Bloomaert, 2006, p. 238), rather than being taught at schools or in cultural events to raise awareness about Tamazight language and culture. It can be embraced like in the case of Kahina who had Tamazight language identity, because she identified as Tamazight and spoke Tamazight language. However, she said that she spoke Tamazight because of the influence from the social environment where she lived and the larger family (see 5.5.1.). In a second scenario, it can be "inhabited" (Bloomaert, 2006, p. 238) like with Fatma who liked Tamazight language and identified as a Tamazight because her family were Tamazight, but did not invest to improve it. She thought that it was not the appropriate time for her to improve her Tamazight because she had to invest in her French degree. A third scenario is that it can be taken as a tool and not as an identity like Amine who mentioned that his parents spoke Tamazight but he did not identify as Tamazight. He clarified that the reason he was learning it from his friends at the university is to be able to understand what they were saying. He did not accept Tamazight language

as an identity, he was looking at it as a tool to understand what his friends were saying. The last scenario is like the case of Imad who stated that recognising Tamazight as the second official language in Algeria was merely a political issue, and he did not have "any care to love it" (Int 1).

French

Looking at the French language image in Algeria, generally, the Algerians have had a gloomy picture about France and French language mostly because of its colonial history in Algeria. However, since the independence of Algeria, French had a position of a second official language without acknowledging that position officially (see 1.3. for more details). From the findings of the survey, more than half of the participants liked French 'very much' and more than a third liked French 'so-so'. Despite the fact that about fifth of the participants were French major students, which can be a logical explanation that they like French, but still participants who liked French, besides French major participants, are more than 60%. Looking for an explanation to these findings with the case studies, I asked Fatma who was a French major student, she said that she was aware that English is the language of science and technology, but she was afraid of not finding a job if English replaces French in Algeria.

English

The dominance of French in Algeria has been since the independence from France, but it has been hard for English to gain more space in use despite its global strong position and the attempts to give include it in all educational levels (see 1.3.). Looking at the results of the questionnaire, more than half of the participants liked English very much and 9.1% did not like English at all (see 4.1.1.). Considering the position of the English language in the world, it was expected that the option 'very much' would receive more than the reported 56% of the participants and it was expected that the participants who did not like English at all would be far less than the recorded 9%. The further investigation with the case studies showed that the reasons that the survey answers were not near the expectations is because French is still dominant in the Algerian administration, scientific subjects are taught in French at the university with very few exceptions to the extent that the English major curriculum is in French, and high-quality jobs at the government or in companies are require French except very limited use of English in some private companies. For example, Imad who studied computer sciences (see 5.4.) did not like French language and did not invest in learning it. When he reached university (he called college) he mentioned that he regretted that decision "because all of my college works [are] only on French language" (Int 1). This shows that the government policy direction is pushing the use of French in higher education even in a subject like computer sciences, which is dominantly in English.

Geek Identity

English holds a crucial position in the construction of a geek identity because being a member of the geek community requires being active in the community. This requirement is not simply imposed by "old timers" on "novices" (Owen-Pugh, 2014, p. 09), but rather if the potential

member (someone interested in becoming a geek community member) does not know English, s/he most likely cannot play online video games, or cannot understand and create memes.

Video gamer Identity

Three (Imad, Edris and Kahina) out of the five cases developed a video gamer identity and because almost all popular video games are in English, video gamers learn English through video games. The activity of playing video games may seem merely an entertainment, but if we look into what happens during that activity, layers of learning will emerge. For example, video games are competitive, but playing in a team encourages the member players reflect on their situation and think of ways to monitor their desires and competitiveness to support the team win the game. If a player is adventurous and likes to take risks, s/he will not follow his/her "desire of adventure" (Kramsch, 2009, 210) if it is against the team's interest. This investment in the team's interest gives him/her the support of other team-mates in case s/he does not understand something during the game or did not understand the English instructions or any other issue in the game.

Memer Identity

Understanding and creating memes is not only about understanding English, but it is about understanding members' experiences of a certain community and the culture of that community. The reason for that is related to the nature of memes which are within a specific cultural context and they are passed from one person to another who relate to them. For example, if someone is not a video gamer, s/he cannot understand or make memes related to video games because memes include references to elements in video games and they spread among video gamers. Imad who was the only participant, who talked about developing a memer identity–compared to the other participants–in his goal of becoming a geek, was engaged in activities that defined a geek's community such as watching Japanese animation or anime and playing video games. That engagement was "learning as doing" (Wenger, 1998, p. 05), where he learned about geeks' culture and experiences and participated in geeks' events in order to understand their memes and participate with his own memes.

Reader Identity

Reading was a perfect practice for Edris to explore and understand his desires. Reading was an individual-specific identity for Edris, while the other participants used reading as a tool to improve their English such as improving their vocabulary. Kramsch (2009) described three types of desire: "desire of escape, desire of adventure and desire of fulfilment" (p. 210), which confines with Edris's description of reading purposes. First, he used reading as an escape whenever he was angry, and he used it as a an escape from pressure and rules of society which he described as a "shell" (Int 5). Second, he used reading to go on adventures through the stories and the authors' experiences, and it was an alternative to travelling which he could not afford as a student. Third, he used reading to fulfil his wonders and predictions of the future by reflecting on the literature stories similar to his life and to explore his "possibilities for the future" (Norton, 2013, p. 45).

The Tug of War Analogy

Norton (1995, 2013) in her theory of social identity explained that language learners' identities are "multiple", "site of struggle" and "changing across time and space" (Norton, 2013, p. 45). The central element in this definition is considering identity as a "site of struggle", a struggle requires multiplicity to happen which justifies the multiplicity of identities, and these identities are changing over time and space, creating constant struggle. Thus, a question arises here about the meaning of struggle. Norton Peirce explained that identity is a site of struggle because it is contradictory and it changes over time and space (1995, p. 193). I believe that further explanation is needed for this definition to be clearer and for the meaning of struggle in this definition, and that can be delivered through the tug of war analogy.

I believe that the identities of language learners can be explained through the analogy of 'Tug of War' game with the concept of power. The traditional tug of war game had only two teams, facing each other at the two ends of the rope, and each team pulling its side of the rope outward. On the playing field, there are three marks. First, a red mark at the centre of the rope. Second, a blue mark four metres from the centre marker (red mark) on both sides, and the winner pulls this mark of the other team beyond the red central marker on the playing zone. Third, a black mark five meters on both sides of the centre marker, where the first player of a team catches the rope.

The game has been developed and now there is a 'multi-way tug of war' version of game. The difference between a tug of war game and a multi-way tug of war is that the latter has more than two teams, there is a centre ring instead of a centre marker on the rope, and there is a finish line instead of a central marker on the playing zone. The winning team pulls the centre ring over their finish line, and they need three victories played in rounds. Thus, the multi-way tug of war analogy is used to explain the dynamic and complex relationships of identities, which is an evolution of the traditional tug of war game that explains the conventional understanding of identity as fixed to having an identity or not having it. In the multi-way tug of war, there is a constant strategic balance maintenance, and the struggle is to keep that balance under the constant influence of time and space.

First of all, the teams in the game represent the multiplicity of identities, and the members of a team represent the features of an identity. For example, Imad had multiple identities: as a male, as an Algerian, as an Arabic language user, as an English language user, and as a geek among other identities. The geek identity has its own features, which he talked about to explain what a geek does to be identified as a geek (see 5.4.3.).

Second of all, the teams are in constant movement over time, which represents the constant change of identities. This constant change is reflected in the investment rate in identities, which makes identities stronger or weaker depending on the level of investment. For example, Edris investment in learning English moved from being "accustomed" to using English into being "addicted" to using English (see 5.1.3.). I believe change does not affect all identities, as Gee

(1999) argued that there are "core" (p. 39) identities and "socially-situated" (p. 39) identities (see 2.2.2.for more details on identity theories). The participants did not talk about changing their gender identity and national identity, which can be considered the relatively "fixed" "core" (p. 39) identities. The participants constructed "socially-situated" identities. An example of that is the case of Edris who invested in his English language identity after majoring in English at the university. There is the example of the case of Imad as well, who invested in his identity as a student in computer sciences by constructing a geek identity that helped him develop his English language and broaden his areas of knowledge, which were related to his major like robotics and video games.

Third of all, the pulling of the rope to maintain the balance in the game represents the struggle between identities, but that struggle is between identities to be in the forefront while maintaining a balance with other identities. Winning the game is not actually for the purpose of winning, but to be in the forefront, because no winning is infinite. Therefore, it is a balance between the concept of winning and the concept of losing. Imad's geek identity, for instance, was very strong struggling with other identities like French Identity and English identity, but, it was not in conflict with his English language identity. It is like in multi-way tug of war where teams next to each other, they struggle as part of the game but strategically they carefully work with the team next to them. Similarly, the geek and English language identities were two identities, but they were complementing each other: English was essential to gain access to geek community and construct a geek identity, while geek identity provided content and community to enjoy learning English language and construct an English language identity.

The determining element of strength is the amount of investment put in practicing those identities. For example, Arabic is studied since starting pre-school year until the end of secondary school (see. 1.3.). In the first interview, Edris justified the retreat of his interest in learning Arabic when he started his English degree, that he liked Arabic but English was his future job and hence he had to invest more time and effort in learning English. The next section discusses the transformations of practice into identity.

7.2   Transforming Practice into Identity

Investment and desire are at the centre of the conceptual framework of this study, because they are reflected in the quality of the practice. The quality of practice is crucial for determining the "becoming" (Wenger, 1998, p. 154); i.e., transforming a practice into an identity. In this study, the process to do that has been defined on a timeline (see 2.3.3.). The analysis of the five cases revealed that the practice of the participants was influenced by factors (see 6.2.), which ultimately shaped their identities. For Wenger "practice […] is doing in a historical and social context that gives structure and meaning to what we do. In this sense, practice is always social practice." (1998, p. 47). When the data has been analysed, eight factors have emerged. These factors are two

categories: (a) ***individual-specific factors***, and (b) ***shared factors***. Table 10 summarises the categories of the factors and the participant(s) influenced by each factor, and the codes and categories of each factor can be seen in Appendix I, in the coding charts of each participant. The coding process was explained in chapter 3 (see section 3.6.2.2.).

Category	Factor	Participant
Individual-specific	Technology (6.2.1.)	Imad
	Reading (6.2.2.)	Edris
Shared	YouTube (6.2.3.)	Fatma, Edris
	Video Games (6.2.4.)	Imad, Kahina, Edris
	Family (6.2.5.)	Fatma, Kahina, Edris, Amine
	Environment (6.2.6.)	Amine, Edris, Fatma, Imad
	Music (6.2.7.)	Amine, Kahina, Fatma, Edris, Imad
	Friends (6.2.8.)	Edris, Imad, Fatma, Amine, Kahina

Table 10 Categories of the Factors and the Participant(s) Influenced by each Factor

These factors shaped transformed practices into identities. In this study there were two factors that influenced ***specific participants***. The first of these two factors is **technology**, and it shaped *Imad*'s construction of his identity as an English language learner and ultimately as a geek. When he browsed internet and started discovering new knowledge that fuelled his desire to become a geek. However, it was not only a desire because he invested in constructing an English language identity, a memer identity and a video gamer identity. The process of constructing a geek identity was joyful for Imad, so he enjoyed the construction of an English language identity because there was not pressure to learn English. He created his outside the classroom environment by joining a community of like-minded people (see Lai and Gu, 2011 for more details on using technology to create a language learning environment outside the classroom), that helped to develop English language. In sum, technology added joy to Imad's practice of English, transforming that practice into an identity. The second of these two factors is **reading** which influenced *Edris*. He was aiming to achieve an English language identity, he enjoyed reading, and therefore reading shaped his construction of English language identity. For example, Edris loved reading homework while some of his classmates considered it as an assignment they had to finish.

The ***shared factors*** are the factors that noticeably influenced two participants or more. First, **YouTube** influenced two participants: Fatma and Edris. What is interesting about YouTube is that it is a transformative tool, as Cayari's (2011) highlighted in his music case study that YouTube "allows listeners to become singers, watchers to become actors, and consumers to become

producers creating new original works and supplementing existing ones" (p. 24). That extended to language learning context would mean YouTube allows language learners to become language users. *Fatma* watched YouTube and engaged in several activities in English, and, interestingly, she wrote and talked about her reflection while she was watching YouTube. She gave meaning to the videos she chose to watch by creating a relationship with her personal experience of learning English, through reflection. The content of the videos included: English culture, English accents, cooking, beauty, talent shows. She was interested in this content, so she decided to watch it in English and then "watching [E]nglish videos became a pleasure" (Diary 1) for Fatma. The engagement in watching English content on YouTube, in this case, transformed to be a joy, despite that she did not like English and her goal was constructing a multilingual identity by using what she learns. *Edris* talked about his use of YouTube English content to improve his knowledge. He used it as a learning source to understand something not clear in a lesson, a movie or a song. He used it to watch TED videos, which inspired him and guided his investment to be a confident English speaker (see 5.1.1.). Edris used TED and other YouTube videos as a benchmark to assess his progress in English comprehension, listening, and speaking skills by analysing the speakers or watching videos on speaking skills. This use of YouTube by Fatma and Edris is similar to what Wang and Chen (2020) found in their study with EFL learners. They used YouTube out of the classroom as interactive resource to learn English, a source that has a diversity of content, and a platform to expand their cultural knowledge.

Second, **Video games** factor shaped the identities of Imad, Kahina and Edris. *Imad* played video games on his journey to be a geek. It was not that he played video games to identify as a geek, but because he was a geek, playing video games is an activity that geeks do. He played different genres of video games including multiplayer online ones, and that was very helpful in learning English from written and spoken communication with international players. *Kahina* played video games but only offline. She played with her brother and sister, and they used English gaming jargon sometimes. Stories and instructions in video games helped Kahina learn English and enrich her vocabulary. In this way, she learned English from the stories and instructions in the games and practiced that with her two siblings. Chen and Yang (2013) who did study on an offline adventure game (similar to the games Kahina played) found that participants "considered the game helpful in improving their language skills and motivation" (p. 129), and that adventure video games can help EFL students learn new L2 vocabulary. Similar to Imad, *Edris* played online and offline video games, but he highlighted that all of them were in English. Oral presentations were stressful for Edris (see Baharuddin and Rashid, 2014 for more details on anxiety and oral performance). He addressed that stress and anxiety of public speaking by practicing English with other players on multiplayer online video games, where he used only English written and verbal communication. In offline video games, he narrated proudly how his father called for his help to translate the English story and instructions in a video game to his father. Video games shows how English language

identity was constructed quietly without the pressure of formal learning and with joy. Horowitz's (2019) study showed the effectiveness of massive multiplayer online games in lowering anxiety and increasing confidence of Puerto Rican EFL learners when they communicate with other language learners, which supports the similar experience Imad and Edris had with multiplayer online video games.

Third, **Family** influenced Fatma, Kahina, Amine, and Edris. In the literature, Li and Hu (2007) talked about the "family capital", a concept he attributed to Coleman (see Coleman, 1988, 1990, 1991), to show the role of family in learning a foreign language outside the classroom. Pfenninger and Singleton's (2019) 5-year longitudinal study demonstrated how family support overshadowed starting age effects in learning a foreign language, which can be seen in the successful participants of this study who had support from a brother, a sister or someone in the family when they were young children. *Fatma* was supported by her brother to learn since a young age by teaching her English, and later in her life by engaging her with English conversations and jokes that encouraged her to learn English so she can understand what her brother was saying. Her brother and sister provided an opportunity to practice English in a comfortable environment. *Kahina* had a sister who spoke English as well, and stirred her curiosity to know more about English. What was more interesting in the case of Kahina was her mother, who did not speak English, but encouraged Kahina to learn English by making her feel needed as an expert in the house and ask her to translate English content in movies, songs, products instructions…etc (see 5.5.2.). The family of Amine, like the previous two participants, was supportive to Amine's practice of English. His father did not speak English but did not stop Amine from using English with him. He actually engaged in family fun challenge, where he used French while Amine and his uncle's wife used English to play with each other. *Edris* mentioned how his brother supported him to study English even though he did not like it. In addition, he talked proudly how his father asked him to translate the story and instructions on a video game so he can move in the game. This family support in different forms fuelled the participants desire to invest in achieving the English language identity. Hajar (2019) who investigated the influence of parents and siblings on EFL Gulf Arab EFL students, found that less educated parents were involved emotionally or financially.

Fourth, **Environment** had an impact on Amine, Edris, Fatma, Imad. In the literature, Palfreyman's (2011) study with five local Arab Emirati English learners showed that using English outside the classroom played a major in learning English. For example, using English family members, while shopping, with friends from different nationalities, or from neighbours. *Amine* was affected negatively by his environment because his university classmates did not like using English, which they did not understand. Nevertheless, he resisted and used English with them anyway and took every opportunity to practice and learn from his close friend who used English. Facebook was very helpful for him to practice English differently in the sense that he was able to

use and check online dictionaries and translation service. In the same vein, *Fatma* talked about the pressure from society when a foreign language is used in public, which restrained her practice of English outside the classroom. However, she practiced at home with her brother and sister, and she used Facebook to post in English. *Edris* did not use English in his hometown because his friends did not use English, but they told him that they like listening to him speaking English. He looked for practice opportunities beyond his social environment and used online environment, through online video games, Facebook and YouTube, as an alternative. In his diaries and interviews, he talked about escape social restraints such as reading novels as an alternative to travelling which he was not able to do financially, and using online video games to meet new people from all over the world. *Imad* felt as a stranger to be a geek in the Algerian society, because he believed that, where he lived, geeks were deprived of their rights to organise their events and to live their lifestyles. He attended one geek event in his hometown and a national one in the capital Algiers, but probably he was not satisfied because he wanted geek events to be more frequent. In the context of this study (which is different than Palfreyman's (2011) Emirati study context), social environment was mostly not encouraging for the participants to practice English, but their desire to learn English pushed them to find an alternative and that was the virtual online environment.

Fifth, **Music** had an effect on all five participants: Amine, Kahina, Fatma, Edris, Imad. This is supported by Toffoli and Socket (2014) who found that music does not just help English language learners to improve their level, but it is an important contributor in developing their learner identity. In other words, when they listen repeatedly to lyrics of English songs and they try to understand them, they develop an English language identity. In a similar way, *Amine* and *Kahina* enjoyed listening to English songs, they used lyrics to understand the meaning of their words and stories, and they learned so many English words from songs. It was not just a fun activity that they enjoyed, but it was an activity that provided a diversity of vocabulary contexts by listening to songs with different topics. *Fatma* developed her English vocabulary by listening to English Islamic songs and kids songs with her nephews. She learned new vocabulary from the songs because she had to understand the songs and teach her nephews the meanings in those songs. In addition, she was comparing her experience in listening to French songs to that in listening to English songs. *Edris* learned new vocabulary from songs like the other three participants mentioned above, but he listened to rap music to practice his listening skill and learn informal English language. He was constructing an understanding of the world of English language through English songs. *Imad* highlighted how English songs moved his desire to learn English, because the songs brought energy, they sound very nice, but he was curious to know the meaning. He was curious to know the meaning, and how it would feel enjoying the song with meaning. In brief, music was an entertainment for the participants, it helped them enrich their vocabulary and it stimulated their curiosity and desire to learn English.

Sixth, the factor of **Friends** had an influence on Edris, Kahina, Fatma, Imad, Amine. This is supported by Palfreyman (2011) who explained the practice of English by a participant (Aisha) with her group friends as an acceptance of an "English-speaking identity" (p. 12). *Edris* had three groups of friends. The first group were his hometown friends who did not speak English but they supported him to improve his English by praising his English speaking. The second group were his university friends who had a function of self-assessment benchmark for his progress in learning English, through comparing his performance to theirs or through their feedback. The third group were his online friends who he practiced English with via online video games. His friends, therefore, charged his desire to learn English through support or competition. *Kahina* chose friends at university who liked to speak English because she wanted to practice English with like-minded friends who enjoy speaking English. Thus, that was reflected in the quality of their practice and choice of English activities like watching English movies, listening to English songs, writing to each other in English and talking in English when they meet. *Fatma* practiced English with friends, who were doing English major, at university and on Facebook. Furthermore, she was competing with other classmates who she thought they spoke English better than her. Despite her competency in English, she was not satisfied on her performance and she invested more to be the most competent English user in the class. *Imad and Amine* did not have many friends who like English, but each of them had a close friend. Imad and his friend were close in English level, so they enjoyed using English together and they were competing to be more competent. Amine was less competent English user than his friend, so they competed, but Amine was open-minded and admitted that his friend (who did English major) was more competent and learns from him. In a nutshell, friends were a big influence, but the participants found their way to direct that influence in achieving their desire of becoming competent English language users. Norton (2013) explained that friendship is one the symbolic resources that will eventually enhance not only their social capital but also their social power (see 2.2.3 for more details).

This section showed how the discussed factors fed into the transformation of practice into an identity. The influence can be of a specific factor on a specific learner such as technology and reading, or it can be of shared factors on multiple learners like the six factors mentioned above. Interestingly, with the shared factors influence there was a specific difference in every participant's practice. The construction of a self-assessor's identity is going to be discussed next.

7.3   The Construction of a Self-assessor's Identity

This section looks into the ways the factors that emerged from the data (see 6.2.) shape the construction of a self-assessor's identity. Self-assessment as a process that includes self-awareness of the language learning practices, how they are conducted, and why they are conducted; reflecting critically on those practices and setting goals. When we look in the data of this study, we see that

self-assessment is there in daily life. It is the practice that brings out the individuality and hence helps to understand the individual relationships with the world around him/her (Norton's definition of identity).

Therefore, in educational context, language learners have the identity of a self-assessor but it is not efficient because of the lack of *self-awareness* (awareness of the present–Sadler's (1989) current situation), *self-reflection* (on the present and past experiences, and on the learners' relationships to the world around them (see Norton Peirce, 1995; Norton, 2000, 2013) and *setting goals* (Sadler's target situation and Norton's future possibilities) based on self-awareness and self-reflection. The practice of self-assessment and its aspects (self-awareness, self-reflection, and setting goals) turns it into an identity (Wenger: doing to becoming). Thus, it is about making identity as a self-assessor stronger among the other identities (Tug of War metaphor). On a specific level, investment and desire are reflected in the quality of practice, which should have criteria to turn the 'practiced' activity into an 'identity' like turning self-assessment from an activity into an identity. First, Supporting the student voice (see 2.3.1.) strengthens the becoming of the self-assessor identity (see Bourke on voice, 2016). Second, commitment in practicing a certain activity is crucial for becoming a member of the community of practice of that activity (Wenger, 1998). Third, the practice that transforms into an identity is done with joy (Kramsch, 2013): learners practice English through activities they enjoy to avoid the rushing expectations of quick return from learning investment. In sum, self-assessment and identity are linked through a general level and a specific level. The general level discusses the theories of formative assessment (Sadler, 1989), social identity (Norton Peirce, 1995; and Norton, 2000, 2013), communities of practice (Lave and Wenger, 1991; and Wenger, 1998), and desire (Kramsch, 2013). The specific level looks into specific concepts in these theories including self-assessment, investment, practice, and joy.

7.4   Desire and Joy in Language Learning

The activities they did and enjoyed doing were **free of pressure** or **fear of failure**. The five cases were simply in an adventure they took the initiative to start. For example, Imad chose to engage in an adventure in the geek community and the meme community because he enjoyed being in those worlds (see. 5.4.3.). However, in order to fulfil his desire of becoming a member of those communities, he had to learn English that was the main language of communication in those communities. Learning English was a mission in the shadow of his adventure to become a geek or a memer. Although there was **no pressure** on him to substantially invest in practicing English, he was using English all the time because he knew that the better his English was, the more joy he will have journey to become a member of those communities. Furthermore, there was **no fear of failure** because fundamentally there was no success or failure on his adventure of becoming a geek or a memer. He always had the option of 'pivoting' by trying again what was not successful or learning

more about what he did not understand. When he did not understand a meme, for instance, he searched the meaning of every word and then checked his understanding of the words together from the comments of other people.

Looking from self-assessment angle, he was in constant self-reflection to discover his desire, which he called "passion" (see. 5.4.4.), and what he needed to do to fulfil that desire. He was, actually in a journey to discover his identity because desire "touches the core of who we are" (Kramsch, 2006, p. 101). The joy of engaging in the geek activities fuelled his desire to invest more in learning English and developing a geek identity. A demonstration of the increase in his investment was him volunteering to invite people he knew and did not know into the geek event in his city because he wanted to share the feeling of joy and pleasure from engaging in geek activities. Edris is another case who loved reading. It was a hobby that he enjoyed. One of the main reasons people have hobbies is transferring skills learned through the hobby into other activities. Another reason is using the hobby to learn something like Edris who enjoyed reading, so he developed his English through reading, and developed his self-assessment by reflecting on what he read.

7.5   Conclusion

This chapter discussed the multiplicity of identities from the data by integrating the results of the survey and the case studies, and demonstrating with the tug of war analogy. It showed the transformation of practice into identity by discussing factors and aspects from chapters five and six with supporting references from the literature from similar studies. The factors were discussed under two categories: factors that influenced specific participants individually (individual-specific), and factors that influenced multiple participants (shared). The chapter illustrated the construction of a self-assessor's identity, and finally elucidated the concepts of desire and joy in language learning. The next chapter is the conclusion chapter, and it will provide concise answers to research questions, discuss implications and limitations of the study, and suggest some future research illuminations.

Chapter 8   Conclusion

In the discussion chapter, the qualitative results and the quantitative results have been integrated and discussed in light of the literature review. The sections were on written in structure to answer the research questions. The chapter started with two sections: on participants' multiplicity of identities as EFL learners in the first section, and an explanation of the way to understanding the relationship among those identities through the 'tug of war' analogy, in the second section. Then, the third section provided a demonstration on transforming practice into identities by discussing the factors in the case. Finally, the last two sections were a discussion of these factors help the construction of a self-assessor identity, and an illustration from the case studies on the deeper connection of self-assessment and identity through desire and joy.

This chapter reiterates the main argument of this research project. It provides reasons that some Algerian university students successfully achieve the goal of constructing an English language identity while others do not achieve that goal. The perplexity stems from a reality that successful and unsuccessful students can share the same social context, the same university, and sometimes the same classroom and teachers, yet the final outcome is different. This study explored this phenomenon with participants who shared the same social context and the same university, and asked three research questions:

1. What EFL learner identities exist in the investigated context?
2. What factors shape EFL learners' identities?
3. In what ways these factors help in the construction of a self-assessor's identity?

Answers to these research questions will be presented in this chapter, next implications of this study will be discussed, then some limitations will be discussed, and future research directions will be suggested.

8.1   Answers to Research Questions

An advantage of using the quantitative research method is having a relatively large number of participants and that gives a snapshot of the phenomenon bigger picture, while an advantage of the qualitative research method is working with a relatively small number of participants, sometimes over a period of time, with the aim of collecting rich and deep account of the phenomenon from data. A mixed methods research design was implemented in this study with the aim of integrating the advantages of both methods; i.e., having a general picture with deeper insights.

The first research question looked into the perceptions of 518 participants about four languages in Algeria through the survey. Those perceptions gave an image about the relationship of the participants and the four languages. The questions were asking if they liked each of those languages (see 4.1.1.), on the change of their willingness to learn or improve them (see 4.1.2.), on their belief about the influence of the four languages on future success at work and studies (see 4.1.3.), their belief on the importance of these languages in Algeria nowadays (see 4.1.4.). Based on Norton's definition of identity as understanding a learner's relationships to the world (see 2.2.2.), it can be understood from the participants' perceptions which of those four languages was an identity. For example, findings from the perceptions about French language (see 4.1.) showed that 'not at all' and 'unsure' options were low. In this case, the participants had French language identity, but it was not embraced by all the participants. Some participants like Imad and Amine said that they wanted to study French because they needed it for university courses and not because they liked it. Thus, it is "ascribed" (Blommaert, 2006, p. 238) by the policy makers (Algerian Ministry of Higher Education) through pressing the use of French in higher education. In the example of Tamazight, there was a different message from the results. The majority of answers were for the option 'not at all', except the last question where participants had a blurry image on the position of Tamazight in Algeria nowadays (see 4.1.). The results can be interpreted that the participants did not see Tamazight language as an identity, despite the fact that it is the second official language and French is not. A possible explanation for these results is that Tamazight language has not been portrayed properly to the Algerians as a part of their cultural heritage. This can be clear in the case of Imad, Edris or Amine self-reflection that led them to see no meaningful relationship with Tamazight language, because it was barely existing in their individual lives.

The second research question explored the factors that shaped the construction of the participants' identities as English language learners. The findings have shown that there are factors that influenced individual participants and not all of them, called individual-specific, and factors that influenced multiple participants, called shared factors, (see 7.2.). These findings provide an insight on why some students are successful in constructing an English language learner identity while other students are not successful (see 1.4.). It may start in the classroom, where the teacher triggers the desire to invest, but it then depends on the learner and how s/he acts outside the classroom. In the case of Edris, for instance, his middle school teacher did an effort to help him understand 'Hamlet' by giving him from her time (see 5.1.4.). That was the trigger for Edris to love reading, specifically reading in English, and constructing an identity as a reader. Outside the classroom, there were factors that shaped their relationships with English and their identities as EFL learners. These factors helped them feel safe when they made mistakes, be responsible by investing in learning English and translate for their family members (See family factor in 7.2.), and enjoy learning English.

The third research question looked into the ways those factors help in the construction of a self-assessor identity. The factors are not necessarily restricted to those mentioned in this study, they depend on the social context and time and hence identities have been defined as "changing across time and space" (Norton, 2015, p. 176). These factors contributed to the construction of a self-assessor's identity, which is defined as a major element in the study because one of the objectives of this study is to show how self-assessment is transformed into an identity rather than being considered merely a tool. Therefore, the third research question addresses the construction of the language learner's identity as a self-assessor, and that is investigated as an identity that already exists in our daily life self-development but the context of learning a new language brings its own specifics. Technology, for example, was a major drive for Imad to use self-reflection, which moved his 'passion' and desire to invest in learning English.

Fatma's playful conversations with her brother were points of reflection on her English throughout the self-assessor's identity construction. Kahina's mother, Edris's and Amine's fathers provided a safe atmosphere to reflect on the power they had because they knew English, the power to translate or to use English when Amine was not able to use French. Reading and YouTube provided a benchmark to assess the learning progress. Fatma watched famous Algerian youtubers to reflect on the position of English in Algeria and was critical in assessing the quality of their English against native speakers. Edris Watched T.E.D. talks on YouTube and to self-assess his performance by analysing the T.E.D. talks, comparing his performance to the speakers in the talks, and learning how to achieve similar level of those speakers. Edris had a strong desire for reading, it was an adventure for him. He was comparing the real world with the stories he reads, and he was constantly thinking on how to use reading to improve his vocabulary and writing style. Video games was a demonstration of the ongoing construction of a self-assessor's identity during an activity because the video gamer faces challenges while learning and constantly asks the question "what should I do to overcome this challenge?". During the game, the player enjoys the game and has no fear of asking for help to understand a story line, instructions or a word, because the players are in community where they have to help each other to overcome the challenges.

Making a balance between formative assessment and summative assessment will make language learners, who are future workers, as active actors who take the initiative to improve their performance in the workplace. Self-assessment is a key component in achieving that goal, but self-assessment must be developed as an identity that language learners embrace and enjoy rather than a tool they use in the classroom and leave in the classroom when they finish the lesson or the course. The next section gives possible implementations of the study findings.

8.2   Implications of the Study

The previous section summarised answers to this study research questions, which they offer an explanation to the research problems mentioned in the introduction of this thesis about some reasons Algerian language learners are successful or unsuccessful in achieving English language identity and self-assessor's identity. This section states the implications of this study findings on teachers, curriculum designers and policy makers.

Teachers: can learn from this study about the Algerian language learners in this Algerian context. Language teachers can benefit immensely from knowing about the factors that influence their language learners to help language learners develop language identities by engaging them in doing learning activities they enjoy to construct their language identities effectively. For example, Edris constructed an identity as a reader. His love for reading starting with his teacher who triggered his desire for reading when she gave from her time to explain Hamlet novel and translate into Arabic what he did not understand (see 5.1.4.). Furthermore, it is crucial to know shared factors in the classroom and individual-specific factors that can be for homework. For example, friends and music were shared factors that influenced all five cases. Teachers can organise group discussions for students to share their experiences on how they learn and develop their English. Developing a language learner's self-assessment identity can be one of teachers' objectives. They can encourage their students to develop self-assessment, not merely as a skill but as an identity that will help learners be more independent at university or after graduation.

Curriculum designers: can use the findings to make important decision on the content of the curriculum. The findings of the study showed that most the cases had a lack of awareness about Tamazight language history and culture. Edris, Imad and Amine thought that Tamazight language is for Tamazight people and they do not feel a connection with it. Tamazight is the original language of north Africans and not knowing the language means not knowing the Tamazight culture that includes the history and heritage of the land. Curriculum designers can include content that raises awareness about Tamazight language, culture and history. It can be argued that it is not an issue for curriculum designers to solve and it is an issue for society to solve, but there is the problem that a large number of students have a misunderstanding about Tamazight language and culture. More than half of the survey participants in this study did not like Tamazight at all (see 4.1.1.). Furthermore, this lack of awareness if not urgently and properly addressed would lead to civil war because of the way it has been abused by politicians and other parties in their clashes for power. For example, during the mass protests that erupted in 22nd February 2018, some people in politics pushed for a hate idea of 'Amazigh vs Arab' on social media like Facebook and YouTube and many people believed that there is hate between Amazigh and Arabs because of this lack of awareness.

Policy makers: are required to make decisions based on research evidence. For instance, teaching languages in Algeria should address the educational and economic needs of the country for development. Firstly, there have been some positive moves like recognising Tamazight as a second official language of Algeria in 2016, but this move is a 'patching' decision (i.e., not a well-established decision) to keep people quiet and showing that they responded to their demands. The proof that it is 'patching' decision is the lack of road map (a transparent road map) on the process of including Tamazight language and culture in the curricula at different educational levels. After almost three years (since 2016) Tamazight language and culture has not been included neither in education nor in state administrations, even though the Tamazight language curriculum should have been prepared before announcing Tamazight language as a second official language. Secondly, policy makers, especially those involved with the government, are advised to consider the positions of foreign languages in Algeria based on scientific evidence. For instance, the dominance of the French language in research and higher education not just over Arabic and Tamazight–the two official national languages–but over English that has higher scientific influence internationally. That does not mean excluding French completely from curricula, but prioritising the language that serves the growth of the national economy which is at the moment the English language. Thirdly, promoting official national languages and their cultures is an essential objective that policy makers are urged to keep in their agendas. The reason it is essential is that it connects Algerians (including language learners) to their land and their environment, which is very important, for example, for tourism and protecting national heritage.

8.3   Limitation of the Study

Like other research studies, this study had some limitations. The reason I am mentioning them is for other researchers reading this study to be aware of these limitations, avoid them if they face similar situation, and/or provide better answers to these limitations. First, it was difficult for me to ***narrow the focus of the study***, because of my limited experience in research of a PhD level. However, I believe that research can horizontal or vertical. Horizontal research has the aim of drawing the bigger picture between a number of theories and concepts and how they fit together, while vertical research has the aim of investigating a theory to enrich its practices or show the limitation of its practices. This study I believe falls under horizontal research category.

Second, it was difficult to ***not influence the participants***, because you have to keep the research relationship exciting and interesting enough with informal conversations on the usefulness of this research to teaching and learning English in general, and to the participants' studies. Discussions on the opportunities English can provide was to keep the participants engaged in the study, especially in relatively long research methods like diaries. That is why in the diaries and interviews there were citations to what I said in an informal conversation "We all enjoy reading,

like you said just before the interview "reading a page make you another man" you can't go back." (Int 3). However, I was aware of the issue that those conversations could influence the participants during the data collection period and tried to balance the ideas and conceal my personal beliefs by mentioning the idea on the other side of the spectrum of my belief.

Finally, the ***transcription consumed a lot of time*** because the participants used three languages in the interviews, so I had to do all the transcription by myself. Then I had to translate and check the translation with colleagues who understand the three languages. The exhaustive amount of time and effort invested on the transcription helped me understand the data, but still I believe that it would have been more time efficient if I transcribed only the excerpts that I was going to use. In sum, these limitations are learning experiences and they are a crucial element in constructing my identity as a researcher. Furthermore, they are opportunities for future research directions, which are going to be discussed in the next section.

8.4   Future Research Directions

On the journey to address the phenomenon of this project and answer the research questions, other questions have emerged as opportunities for future research. When the multiplicity of identities has been discussed there have been some questions. In the case of Imad, for instance, he wanted to achieve a geek identity, and in his definition of geeks he mentioned that geeks engage in activities such as understanding and creating memes and playing video games. After constructing a geek identity, these questions arise: Did he develop a geek identity, a memer identity, a video gamer identity; or did he develop a geek identity, while understanding and creating memes and playing games were aspects of that identity? Where the line between an identity and its aspects should be drawn? In other words, an understanding needs to be developed on the distinction between an ***identity and its aspects***, and the determination of the ***borderline*** between an identity and an aspect of an identity.

This project gives a demonstration on how practicing self-assessment through activities language learners enjoy can transform that practice into identity. It would be interesting to investigate ***this theorisation of self-assessment on language teachers*** because teachers are engaged in ongoing learning in their professional careers and they need self-assessment to improve their practices.

The discovered factors can be replicated on a ***larger population*** of Algerian learners, because the findings of this project provide an insight to a specific context. Therefore, a future investigation on a bigger population would give more confidence to use the findings in future curriculum design in Algeria or other countries who find the findings relevant.

8.5   Concluding Remarks

The perspective on identity as multiple has been established in applied linguistics community in the last three decades. Self-assessment, as this study recommends, has to be constructed as an identity rather than merely a tool or a skill. During this process of constructing a self-assessor's identity, language learners should enjoy the practices of learning a new language and of language self-assessment. The way to do that is by understanding their desires through reflection and investing in the construction of new identities. For example, if a learner would like to learn English and he enjoys reading, he should read in English. The activity of reading in English in this case will transform into a joyful activity instead of a task that the learner is obliged to do. Thus, the core of learning, self-assessment and identity is joy.

Appendix A **Participant Information Sheet (Face to Face)**

Study Title: Assessment and Identity in Language Learning

Researcher: Seif Eddine Ziad   **Ethics number**: 23859

Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign a consent form.

What is the research about?

I am PhD candidate at the University of Southampton (UK). This research is conducted for getting a PhD degree in Applied Linguistics. The study addresses the issues of identities of English as a Foreign Language (EFL) learners in the Algerian context, the factors shaping these identities and the influence of self-assessment on EFL learners' identities.
It is funded by the Algerian Ministry of Higher Education and Scientific Research, and sponsored by the University of Southampton (United Kingdom).

Why have I been chosen?

This study is investigating the university learners' beliefs of self-assessment and its influence in shaping their identities as language learners, and since you are one of those learners, your participation will help the researcher have a deeper understanding of self-assessment and its influence on identity construction in language learning.

What will happen to me if I take part?

You will answer a questionnaire (a number of questions), which is expected to take 15-30 minutes to answer.

Are there any benefits in my taking part?

This study is an opportunity to think deeply about self-assessment as an important skill in learning in general and language learning in particular, and it is related to the understanding of who you are as a language learner and your role in the learning process. Furthermore,

you are helping researchers to improve the understanding of the role of self-assessment in language education, specifically in Algeria.

Are there any risks involved?

Usually answering a questionnaire does not involve psychological risks, but you feel a little bit uncomfortable. However, that should be normal as in other daily activities.

Will my participation be confidential

This study is conducted by a researcher who is in compliance with the Data Protection Act/University policy. Therefore, the researcher stores the data collected in the university server, his personal computer protected with a password, and a backup external drive always kept in a safe location.

What happens if I change my mind?

You have the right to withdraw from the study without your legal rights being affected.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you should provide a named independent contact with phone number and email address. This should normally be the Chair of the Faculty Ethics Committee Prof. Denis McManus (D.Mcmanus@soton.ac.uk).

If the Chair of Ethics Committee is also your supervisor, then the contact should be someone independent of the study. Isla Morris, Research Integrity and Governance Manager (02380 595058, rgoinfo@soton.ac.uk) is happy to be the named party.

You can contact the Chair of the Faculty Ethics Committee, at the University of Southampton, Prof. Denis McManus (D.Mcmanus@soton.ac.uk).

Where can I get more information?

Offer contact details of anyone in the research team who could answer any questions that a potential participant may have after reading this information sheet.

If you have any other questions, please to contact me (sez1f14@soton.ac.uk).

Appendix B **CONSENT FORM (FACE TO FACE: No.01)**

Study title: Assessment and Identity in Language Learning

Researcher name: Seif Eddine Ziad
Staff/Student number: 27475689
ERGO reference number: 23859

Please initial the box(es) if you agree with the statement(s):

I have read and understood the information sheet (insert date
/version no. of participant information sheet) and have had the
opportunity to ask questions about the study.

I agree to take part in this research project and agree for my data
to be used for the purpose of this study

I understand my participation is voluntary and I may withdraw at
any time without my legal rights being affected

Data Protection
I understand that information collected about me during my participation in this study
will be stored on a password protected computer and that this information will only be
used for the purpose of this study. All files containing any personal data will be made
anonymous.

Name of participant (print name)…………………………………………………
Signature of participant……………………………………………………….…..
Date…………………………………………………………………………

Appendix C English Questionnaire

Introduction

1/ Name:

2/Age:

3/You are studying:

4/Gender: Male   ☐   Female   ☐

5/ Are you: Married ☐   Single   ☐

6/ How many languages can you speak (are you able to use)? Tick (√) as appropriate

☐   Arabic

☐   Tamazight

☐   French

☐   English

☐   Other languages:

1.   2.   3.   4.   5.

Perceptions about identity:

Please answer the questions as appropriate (√):

Arabic:

	Very much	So-so	Not at all	Unsure
How much do you like Arabic?				
How much **did** you want to learn or improve Arabic?				
How much **do** you want to learn or improve Arabic?				
How much do you think Arabic helps you to become successful at *work*?				
How much do you think Arabic helps you to become successful in your *studies*?				
How important do you think Arabic is in Algeria these days?				

Tamazight:

	Very much	So-so	Not at all	Unsure
How much do you like Tamazight?				
How much **did** you want to learn Tamazight?				
How much **do** you want to learn Tamazight?				
How much do you think Tamazight helps you to become successful at *work*?				
How much do you think Tamazight helps you to become successful in your *studies*?				
How important do you think Tamazight language is in Algeria these days?				

French:

	Very much	So-so	Not at all	Unsure
How much do you like French?				
How much **did** you want to learn or improve French?				
How much **do** you want to learn or improve French?				
How much do you think French helps you to become successful at *work*?				
How much do you think French helps you to become successful in your *studies*?				
How important do you think French is in Algeria these days?				

English:

	Very much	So-so	Not at all	Unsure
How much do you like English?				
How much **did** you want to learn English?				
How much **do** you want to learn English?				
How much do you think English helps you to become successful at *work*?				
How much do you think English helps you to become successful in your *studies*?				
How important do you think English is in Algeria these days?				

Extent of English Usage

Inside the classroom

Please Select what you think is the right case for you (√):

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1. I pay attention to what is said by teachers and students most of the time.					
2. I participate in the class most of the time.					
3. I take notes during the class.					
4. I take part in most of class discussions.					
5. I remain engaged in the class by relating the lecture content to my own experience.					

6. I ask questions when something is not clear, most of the time.					
7. I actively listen to class's discussions and classmates' participations.					

Outside the classroom

In this section, I would like to know how often you use English. Please select as appropriate (√):

	Every day	Two or three times a week	Once a week	Once or twice a month	Never
1. How often do you speak English at home?					
2. How often do you speak English outside home?					
3. How often do you speak English to your relatives?					
4. How often do you speak English to your friends?					
5. How often do you speak English to your neighbours?					
6. How often do you speak English to your school teachers?					
7. How often do you speak English to others (other than those I mentioned before)?					
8. How often do you read English notices and pamphlets?					

9. How often do you read English newspapers and books?					
10. How often do you read social media English content?					
11. How often do you read English blog posts?					
12. How often do you watch English TV (e.g. news) or English movies?					
13. How often do you watch YouTube English videos?					
14. How often do you listen to English radio programs and podcasts (a series of audio files)?					
15. How often do listen to English music?					
16. How often do you write in English?					

Please write your e-mail if you would like to know about the next stage of this research and participate if you like it:

استمارة معلومات للمشترك (وجها لوجه) Appendix D

الباحث: سيف الدين زياد   رقم الأخلاقيات: 23859

فضلا اقرأ المعلومات التالية بتمعن قبل اتخاذ القرار بالمشاركة في هذا البحث. إذا كنت سعيدا بالمشاركة سوف يطلب منك إمضاء نموذج الموافقة.

حول ماذا يدور البحث؟

أنا طالب دكتوراه بجامعة ساوثمبتون (المملكة المتحدة). هذا البحث أعد للحصول على شهادة الدكتوراه في اللسانيات التطبيقية. هذه الدراسة تتناول مسألة هويات متعلمي اللغة الإنجليزية كلغة أجنبية في السياق الجزائري، العوامل التي تشكل هاته الهويات وتأثير التقييم الذاتي على هويات متعلمي اللغة الإنجليزية كلغة أجنبية.

الدراسة ممولة من طرف وزارة التعليم العالي والبحث العلمي الجزائرية، تحت رعاية جامعة ساوثمبتون (المملكة المتحدة).

لماذا أخترت للمشاركة في هذه الدراسة؟

هذه الدراسة تستقصي معتقدات طلبة جامعيين حول التقييم الذاتي وتأثيره في تشكيل هوياتهم كمتعلمين للغة الإنجليزية، وبما أنك أحد هؤلاء الطلبة، فمشاركتك ستساعد الباحث لكسب فهم عميق حول التقييم الذاتي وأثره على بناء هوية متعلم اللغة.

ما الذي يتعين علي القيام به إذا وافقت على المشاركة؟

ستجيب على الاستبيان (عدد من الأسئلة)، الذي سيأخذ أقل من 15 دقيقة.

ما الفائدة من مشاركتي؟

هذه الدراسة تمثل فرصة للتفكير العميق حول التقييم الذاتي كمهارة مهمة في التعلم عامة وتعلم اللغات بصفة خاصة، كما تتعلق بفهم من تكون كمتعلم لغات ودورك في عملية التعلم. زيادة على ذلك فأنت تساعد الباحثين على تحسين فهم دور التقييم الذاتي في تعليمية اللغة تحديدا في الجزائر.

هل من مخاطر في المشاركة؟

عادة الإجابة على استبيان لا تتضمن أي مخاطر بسيكولوجية، لكن من الممكن أن تشعر بشيء من عدم الارتياح. يبقى هذا الشعور طبيعيا كما في أي نشاط يومي.

هل بمشاركتي خصوصيتي ستكون محفوظة؟

الدراسة معدة من طرف باحث ملتزم بقانون حماية البيانات/سياسة الجامعة. لذلك الباحث يقوم بحفظ البيانات المجمعة في خادم (سيرفر) الجامعة، حاسوبه الشخصي محمي بكلمة مرور، والقرص الخارجي لحفظ النسخة الاحتياطية يوجد دائما في مكان آمن.

ما الذي سيحدث إذا قررت التراجع عن المشاركة؟

لديك الحق بالانسحاب من الدراسة دونما أي تأثير على حقوقك.

ما الذي سيحدث إذا حدث خلل ما؟

في الحالة الغير محتملة لوجود انشغال أو شكوى، يمكنك الاتصال برئيس لجنة الأخلاقيات بالكلية:

Prof. Denis McManus (<u>D.Mcmanus@soton.ac.uk)</u>

أين يمكنني الحصول على معلومات أكثر؟

إذا كان لديك أسئلة أخرى يمكنك الاتصال بي (sez1f14@soton.ac.uk)

نموذج الموافقة (وجها لوجه: رقم 01) Appendix E

عنوان الدراسة: التقييم والهوية في تعليمية اللغة

اسم الباحث: سيف الدين زياد

رقم الطالب: 27475689

الرقم المرجعي لنظام الأخلاقيات: 23859

أكتب الأحرف الأولى من اسمك ولقبك (مثال: سيف زياد ـ س. ز.) في المربعات إذا كنت موافقا على الجمل التالية:

| | لقد قرأت وفهمت ما ذكر في استمارة المعلومات (أدرجت التاريخ/رقم نسخة استمارة المعلومات) وكانت لي الفرصة لطرح أسئلة حول الدراسة |

| | أوافق على المشاركة في هذا البحث وأوافق على استعمال بياناتي لغرض الدراسة |

| | أعلم أن مشاركتي اختيارية ويمكنني الانسحاب في أي وقت دونما تأثير على حقوقي |

حماية البيانات

أعلم أن البيانات المجمعة والمتعلقة بي خلال مشاركتي في هذه الدراسة سيتم حفظها بحاسوب محمي بكلمة مرور وأن هذه البيانات ستستخدم لغرض هذه الدراسة فقط. كل الملفات التي تحتوي معلومات شخصية ستجعل مجهولة.

اسم المشترك (بخط اليد) ....

إمضاء المشارك ....

التاريخ ....

Appendix F الاستبيان بالعربية

المقدمة

1/الاسم:

2/العمر:

3/الشعبة:

4/ الجنس: ذكر: ☐   أنثى: ☐

5/هل أنت: متزوج: ☐   أعزب: ☐

6/كم لغة يمكن أن تتحدث (يمكن أن تستعمل)؟ اختر بما يناسب (√):

☐ العربية
☐ الأمازيغية
☐ الفرنسية
☐ الإنجليزية
☐ أخرى:

1.   2.   3.   4.   5.

تصورات حول الهوية:

أجب على السؤال بما يناسب (√):

العربية

لست متأكدا	لا على الإطلاق	نوعا ما	كثيرا جدا	
				ما مدى حبك للغة العربية؟
				ما مدى رغبتك (في الماضي) في تعلم أو تحسين مستواك في اللغة العربية؟
				ما مدى رغبتك (في الحاضر) في تعلم أو تحسين مستواك في اللغة العربية؟
				برأيك إلى أي مدى تساعدك اللغة العربية لتصبح ناجحا في عملك مستقبلا؟
				برأيك إلى أي مدى تساعدك اللغة العربية لتصبح ناجحا في دراستك؟
				برأيك ما مدى أهمية اللغة العربية في الجزائر حاليا؟

الأمازيغية

لست متأكدا	لا على الإطلاق	نوعا ما	كثيرا جدا	
				ما مدى حبك للغة الأمازيغية؟

	كثيرا جدا	نوعا ما	لا على الإطلاق	لست متأكدا
ما مدى رغبتك (في الماضي) في تعلم أو تحسين مستواك في اللغة الأمازيغية؟				
ما مدى رغبتك (في الحاضر) في تعلم أو تحسين مستواك في اللغة الأمازيغية؟				
برأيك إلى أي مدى تساعدك اللغة الأمازيغية لتصبح ناجحا في عملك مستقبلا؟				
برأيك إلى أي مدى تساعدك اللغة الأمازيغية لتصبح ناجحا في دراستك؟				
برأيك ما مدى أهمية اللغة الأمازيغية في الجزائر حاليا؟				

الفرنسية

	كثيرا جدا	نوعا ما	لا على الإطلاق	لست متأكدا
ما مدى حبك للغة الفرنسية؟				
ما مدى رغبتك (في الماضي) في تعلم أو تحسين مستواك في اللغة الفرنسية؟				
ما مدى رغبتك (في الحاضر) في تعلم أو تحسين مستواك في اللغة الفرنسية؟				
برأيك إلى أي مدى تساعدك اللغة الفرنسية لتصبح ناجحا في عملك مستقبلا؟				
برأيك إلى أي مدى تساعدك اللغة الفرنسية لتصبح ناجحا في دراستك؟				
برأيك ما مدى أهمية اللغة الفرنسية في الجزائر حاليا؟				

الإنجليزية

	كثيرا جدا	نوعا ما	لا على الإطلاق	لست متأكدا
ما مدى حبك للغة الإنجليزية؟				
ما مدى رغبتك (في الماضي) في تعلم أو تحسين مستواك في اللغة الإنجليزية؟				
ما مدى رغبتك (في الحاضر) في تعلم أو تحسين مستواك في اللغة الإنجليزية؟				

غير موافق إطلاقا	غير موافق	لا أوافق ولا أعارض	موافق	موافق تماما	
					برأيك إلى أي مدى تساعدك اللغة الإنجليزية لتصبح ناجحا في عملك مستقبلا؟
					برأيك إلى أي مدى تساعدك اللغة الإنجليزية لتصبح ناجحا في دراستك؟
					برأيك ما مدى أهمية اللغة الإنجليزية في الجزائر حاليا؟

مدى استعمال اللغة الإنجليزية:

في هذا الفصل أود معرفة مدى استعمالك للغة الإنجليزية.

داخل القسم:

اختر بما يناسب حالتك (√):

غير موافق إطلاقا	غير موافق	لا أوافق ولا أعارض	موافق	موافق تماما	
					1. أنتبه معظم الوقت لما يقوله الأستاذ والطلبة
					2. أشارك في القسم معظم الوقت
					3.أدون ملاحظات خلال الحصة الدراسية
					4. أشارك في معظم النقاشات في الحصة الدراسية
					5. أبقي استغراقي (اهتمام ومشاركة) في الدرس بربط محتوى الدرس بتجاربي الخاصة
					6. أطرح أسئلة إذا لم أستوعب شيئا ما
					7. أنصت للنقاشات ومشاركات زملائي أثناء الفصل

خارج القسم:

اختر بما يناسب (√):

لا على الإطلاق	مرة أو مرتين في الشهر	مرة في الأسبوع	مرتين أو ثلاث مرات في الأسبوع	يوميا	
					1. كم مرة تتحدث الإنجليزية في المنزل؟

					2.كم مرة تتحدث الإنجليزية خارج المنزل؟
					3.كم مرة تتحدث الإنجليزية مع أقربائك؟
					4.كم مرة تتحدث الإنجليزية مع أصدقائك؟
					5. كم مرة تتحدث الإنجليزية مع جيرانك؟
					6. كم مرة تتحدث الإنجليزية مع أساتذة ومعلمين؟
					7. كم مرة تتحدث الإنجليزية مع آخرين (غير ما ذكرت سابقا)؟
					8. كم مرة تقرأ مطويات وكتيبات باللغة الإنجليزية؟
					9. كم مرة تقرأ جرائد وكتب باللغة الإنجليزية؟
					10. كم مرة تقرأ محتوى باللغة الإنجليزية على مواقع التواصل الاجتماعي؟
					11. كم مرة تقرأ تدوينات باللغة الإنجليزية؟
					12. كم مرة تشاهد قنوات تلفزيونية أو أفلام ناطقة باللغة الإنجليزية؟
					13. كم مرة تشاهد فيديوهات يوتيوب باللغة الإنجليزية؟
					14. كم مرة تستمع لبرامج راديو وبودكاست (سلسلة صوتيات مسجلة) باللغة الإنجليزية؟
					15. كم مرة تستمع لموسيقى باللغة الإنجليزية؟
					16. كم مرة تكتب باللغة الإنجليزية؟

أكتب إيميلك إذا أردت التعرف على المرحلة التالية في هذه الدراسة ولما لا المشاركة بهذه التجربة

Appendix G **Interview Questions**

The interviews were follow up interviews, so some questions are prepared before the interviews and the other questions were dependent on what the participants had written in their diaries. These are some of the questions from the interviews:

- How do you see your experience with English? Why do you think so?

- What are the main problems or challenges if you like you faced in learning the language?

- How do you usually see the quality of your work?

- When did you think this problem of language started? If you could say.

- What does it mean here "correct language in incorrect context"? How do you see the "correct language" and "correct context"?

- So, you started learning and, where do you face and where do you communicate with English in the game? From the beginning, during the game?

- And how you define if you're improving or not? How can you tell that?

- I mean can we use the assessment to improve learning?

Appendix H **Timeline of the Study**

Time / Task	2015 Oct-Dec	2016 Jan-Apr	2016 May-Aug	2016 Sep-Dec	2017 Jan-Apr	2017 May-Aug	2017 Sep-Dec	2018 Jan-Apr	2018 May-Aug	2018 Sep-Dec	2019 Jan-Apr	2019 May-Aug	2019 Sep-Dec
Reviewing the literature	Oct-Jun												
Preparing for data collection, ethics approval and pre-pilot			Jul-Jan										
Collecting the research data					Mar-May								
Revising the literature and writing research design chapter						May-Sep							
Upgrade from MPhil to PhD and corrections						Jun-Sep							
Processing and cleaning the survey							Oct						
Analysing the survey and writing survey chapter							Nov-Jan						
Transcribing interviews and diaries									July-Feb				
Coding interviews and diaries (NVivo)										Dec-Mar			
Analysing the interviews and diaries										Dec-Mar			
Writing the thesis												May-Oct	

Mind map — central node: **Amine**

Main branches: Friends, Learning, Perceptions about languages, Translation, Environment, Developing vocabulary through music, Self-assessment, Desire, Family

Friends
- Social media interactions
  - Facebook chat with friends
  - More reaction to English content
  - Effective learning from social media
- Friends
  - Friend dislikes English vocabulary
  - Envy
  - Competitiveness with friends
  - Learning from friends
  - Learning new vocabulary
    - Vocabulary discussion with friend
      - Practice challenge

Learning
- Learning
  - Watching different series
  - Watching movies with subtitles
  - Reading what you study
  - Avoids participation
  - Fear of making mistakes

Perceptions about languages
- Perceptions about Arabic
  - Importance of Arabic
  - Interest to know something new
  - Reading interest in Arabic
- Perceptions about Tamazight
  - Tamazight for its people
  - Becoming more interested in Tamazight
- Perceptions about French
  - No interest in learning French
  - Limited French position future work
  - French position in Algeria
- Perceptions of English
  - Power of English speaking countries
  - English presence in Algeria
  - Using English with naturally
  - English learning vocabulary
  - Bad experience English
  - Unable to learn English
  - Practice using English
  - Growing interest in English
  - Liked English reading pronunciation
  - English position in Algeria
  - Like learnt English language

Translation
- Translation of Rotary works
  - Influence of translating on students

Environment
- Teacher's role
  - Teacher positive influence
    - French teacher encouraged English
  - Teacher negative influence
  - Teacher role vs. student role

Developing vocabulary through music
- Learning with music
  - Learning new vocabulary
  - Special pronunciation in songs
  - Using song lines
  - Express his feelings
  - Learning from music with friends

Self-assessment
- Assessment
  - Learn from mistake assessment
  - Grades influence on involvement
  - Praising correction method
  - Teacher's assessment
    - Criteria transparency
- Self-assessment
  - Self-assessment doubts
    - Clarity of criteria
    - Practices to improve self-assessment
    - Openly and honestly challenge

Desire
- English metaphor
  - Writing in English like chocolate on gold
  - Speaking English like chocolate
  - Learning English like dream
  - English for Arabic student

Family
- Learning in family context
  - Father speaks French
  - Learning from mother's wife
  - Uses English with father
    - Father's reaction to using English

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