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Denyze Toffoli

13 Learner profiles and ISLL trajectories

Indicators and learner-documented evidence

Abstract: This study analyses initial learner profiles, in terms of language level in English, learner autonomy, attachment and self-determination, of 174 students, with metrics established using previously validated instruments. It then documents 9 of these students' contacts with English and their progress in the language over the 10 months of their first year in higher education, using logbook and classroom observation data. Using a self-determination framework and referring to constructs such as attachment, motivation and autonomy, it examines possible relations between initial profiles and subsequent learning trajectories, in and out of the classroom, over the course of the year. The 9 case-studies are shown to be representative of the cohort and lead to the emergence of three learner profiles: the pawn, the independent user and the good language learner.

Keywords: Autonomy, attachment, self-determination, informal second language learning, logbook data

1 Introduction

Informal Second Language Learning (ISLL), as we have chosen to call it in this volume, has attracted substantial attention from researchers in Applied Linguistics worldwide (as attested by recent handbooks such as Dressman and Sadler 2020 or Reinders et al. 2022) or indeed the present book. While much of such research has covered areas including the diversity of practices, the widespread nature of such learning and specific types of acquisitions that may be attributed to it, this chapter, similar to Alm's hereafter, is interested in the link between learner profiles and ISLL trajectories. In this case, the interactions between motivation, as a self-determination construct implying autonomy, attachment and L2 competence, and ISLL practices will be examined. This chapter explores these elements as they concern a small cohort of first-year university students, via questionnaires and evidence provided by online course material and personal narratives in learning logbooks over the course of an academic year. The findings here do concord with a growing body of research that implies that ISLL transforms additional language development and provides

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new affordances to people who might otherwise experience difficulty moving from a “good classroom learner” posture to a “good independent learner” posture and, perhaps further along, to becoming “fully independent users”. They also indicate that the definition of a good language learner could be very broad, embracing a large number of qualities and approaches to learning.

I have previously argued (Toffoli 2020) that learner autonomy, attachment and competence in the development of additional languages are highly interconnected motivational factors and significant for learning outcomes, based essentially on three preliminary studies that examined them separately: autonomy – Toffoli and Speranza 2016; attachment – Toffoli 2016; competence as a component of self-determination – Toffoli and Perrot 2017. The object of this chapter is to present empirical evidence to support this position, by examining questionnaire data on these three variables, backed-up by logbook citations and teacher observations over a 1-year period, giving further insight into the articulation of these psychological constructs when looking at informal language learning.

2 Theoretical framework

Self-determination theory, “*a contemporary, empirically based approach to motivation and development*” (Ryan and Deci 2017: 202) has been recognised as one of the most operational theories of motivation, particularly with regards to learning, with several hundred experimental studies to support its hypotheses (Ryan and Deci 2013: 194), including many in the areas of education (Deci et al. 1991; Ryan and Deci 2013; Milyavskaya and Koestner 2011) and more specifically of language learning (Oga-Baldwin et al. 2017; McIntosh and Noels 2004; Liu, Wang and Ryan 2016). Self-determination theory conceives of motivation as being regulated along a continuum from total lack of motivation (a-motivation) through various degrees of external, and progressively more internalised motivation, to fully internalised intrinsic motivation (Figure 1):



Figure 1: The progressively internalised continuum of motivation according to self-determination theory.

A recurring hypothesis in ISLL literature (Arndt 2019; Cole 2015) is that people engaging in ISLL would have highly internalised motivation, but also that informal language activities themselves might increase motivation for learning an L2 (Cole 2015; Lamb and Arisandy 2020). Several studies have argued that learner motivation would have a significant influence not only on the types of activities learners are involved in, but also on how intensive their informal practices are and how efficient for language acquisition (Arndt 2019; Cole 2015; Lamb and Arisandy 2020; Lee and Chen Hsieh 2019; Lee and Lee 2020).

The informal development of additional (second or foreign) languages can thus usefully be understood within the conceptual framework of self-determination theory (Deci and Ryan 2002), both as regards the motivational continuum above and as a global framework, which posits that three basic psychological needs – autonomy, relatedness and a sense of competence – foster motivation and that their satisfaction is in fact central to the process of internalisation depicted above (Ryan and Deci 2017). The framework of self-determination theory provides a pertinent and global understanding of many of the affective and cognitive factors weighing in on informal language learning. Moreover, each of these three basic psychological needs has received theoretical attention on its own merit in L2 learning-related research, as I shall indicate below, although autonomy and competence have garnered more attention than relatedness, or than relatedness in the guise of attachment, as I have chosen to study it.

As attachment as such has been little exploited in applied linguistics research, I will provide more extensive background on the theory of attachment than on theories of autonomy and competence, which have been widely researched in the field. For the originators of self-determination theory, attachment is the foundation of relatedness (Ryan and Deci 2017) and as such can be viewed within the self-determination framework, as pictured in Figure 3 in conclusion to this section. Initially developed by John Bowlby and Mary Ainsworth in the mid-twentieth century, in recognition of the importance of relationship to a primary caregiver in early infancy, attachment has been referred to in explanation of many aspects of human development and behaviour, including resilience (Cyrulnik 2009), classroom behaviour (Geddes 2006), social skills (Dereli and Krakus 2011) and language development (Day 2007; van IJzendoorn, Dijkstra and Bus 1995). While early childhood attachment was traditionally felt to determine trait-like aspects of personality (Bartholomew and Horowitz 1991; Rholes and Simpson 2006), adult attachment has more recently been considered to be a situated psychological component of human activity, in particular as related to learning (Fleming 2008; Fraley et al. 2011; Riley 2011).

The attachment construct is conceived of as an interaction between levels of anxiety on the one hand, and degrees of avoidance on the other (Bartholomew and Horowitz 1991; Fraley et al. 2011). Measures of these are used to indicate attachment

types. Figure 2 depicts the interaction of these two variables to create specific types of attachment in each of the quadrants.

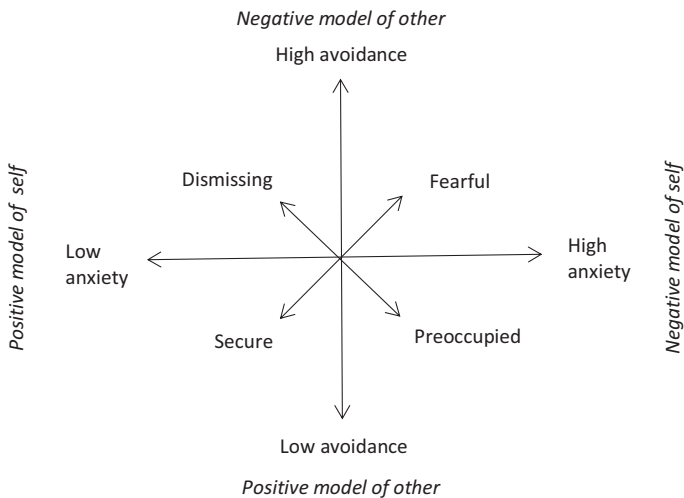


Figure 2: Attachment model, as developed by Bartholomew and Horowitz 1991.

Secure attachment is thus the result of both little anxiety and little avoidance. My 2016 publication (Toffoli 2016) pointed to the possible pertinence of the attachment construct for language learning, through the case study of a French university student in her relationship to the German language and to the people she interacted with in German over a 6-month period. Her logbook brought to light evidence of all four attachment types seen in the model above. In this study, I will look at attachment with regards to a significant other using the L2 and with regards to the L2 itself. Positing the need for strong and secure attachment, in order for autonomy to flourish (Bartholomew and Horowitz 1991; Dereli and Krakus 2011; Geddes 2006; Rholes and Simpson 2006), attachment bridges both the relatedness and the autonomy dimensions of self-determination.

Autonomy has been widely studied in second language development, as both a psychological characteristic of learning and as its goal (Little, Dam and Legenhauzen 2017). It has been considered as a set of skills to be acquired for language learning, as well as a factor of personal liberation (Holec 1979) and has been linked to questions of learner identity (Macaro 2002) and problematised with regards to both self-instructed learning and technology-based learning (neither being conditions for autonomy – Benson 2011). Three aspects of language learner autonomy have been considered particularly important and interrelated in the literature (Benson 2012): general or personal autonomy (the autonomy of self-determination theory

and of psychological theories of the person), learner autonomy (regulating how an individual takes charge of their own learning, organisationally, cognitively and procedurally (Albero 2000; Stephanou et al. 2004), and finally L2 autonomy (the capacity to function on one's own in a foreign or second language – Little 2013). These interact in co-adaptive and dynamic ways (Toffoli 2020). Learner autonomy is probably the most accessible of these to measurement, via the notion of self-direction (first defined by Knowles 1975), sometimes referred to as independence of learning (Benson and Voller 1997; Macaskill and Taylor 2010), or the capacity to identify one's own goals and objectives and to work towards them independently (Holec 1979). It is this aspect of autonomy that will be adopted in the study below.

For Deci and Ryan, the competence dimension of self-determination theory involves the sentiment of personal efficacy, in that, to feel truly competent, we must consider ourselves responsible for our competence and feel that it belongs to us fully (Ryan and Deci 2017: 95). It is this perception of competence and the feeling of efficacy that it procures that drives motivation and therefore action. Again, this has received much attention in studies on additional language development, notably through researchers who have worked with Bandura's (1977) concept of self-efficacy (Graham 2022). According to Ryan and Deci, to “develop a true sense of perceived competence, . . . people must feel ownership of the activities at which they succeed (2017: 95).

While many skill-sets could be included in the competence dimension of language learning, from communicative and linguistic competence, to digital literacy and its related skills, to, perhaps, even the behavioural aspects of learner autonomy, such as knowing how to set goals or find appropriate materials, in this study, we are concerned primarily with L2 competence as it has been defined by the Council of Europe (2000; 2018) and declined into five communicative skills (listening, reading, speaking, writing, interaction) and three linguistic dimensions (grammar, vocabulary, pronunciation). However, in order to consider it as motivational impetus, a measurement of language proficiency is likely to prove inadequate. For budding L2 users, how they feel about what they are able to do in an additional language, their sense of ownership and the feeling of efficacy that it procures, is paramount.

In conclusion, our theoretical framework adopts self-determination theory as a means of understanding much of the complex interrelatedness between several concepts relevant to additional language development. This is depicted in Figure 3:

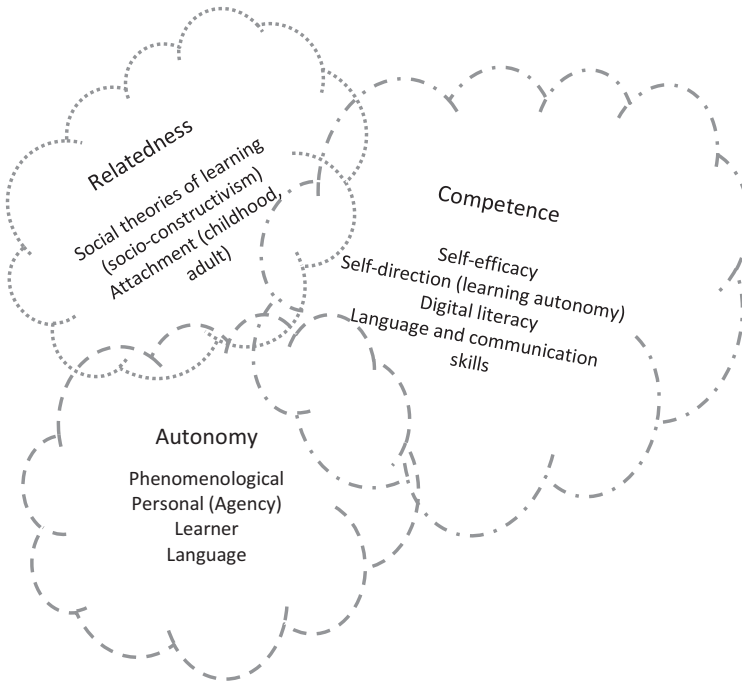


Figure 3: Related Concepts and Theories, within a Self-determination Framework.

From: Toffoli, Denyze, *Informal Learning and Institution-wide Language Provision: University Language Learners in the 21st Century*, 2020, Palgrave Macmillan. Reproduced with permission of Springer Nature Switzerland.

3 The present study

The objective of this study is to uncover correspondences between instruments targeting the three motivational constructs of autonomy, attachment and competence on the one hand and documented learner activities in English that demonstrate aspects of these same constructs on the other. I have therefore examined questionnaire, logbook and observation data from 89 1st-year university students, providing information about time spent on ISLL practices, proficiency in English, independence of learning, attachment and self-determination. I examine possible relations between students' profiles as determined by their responses to the survey instruments and their learning trajectories over the course of a year, in order to better understand the interactions between the two.

4 Methodology

With the aim of more closely apprehending how the salient characteristics of autonomy, attachment and self-determined motivation might influence an individual's ISLL, these characteristics were surveyed using exiting instruments, which will be described below.

4.1 Setting and participants

The initial sampling concerned 177 first-year students enrolled in a commerce/management programme in a University Institute of Technology (IUT) in Toulouse, France. This convenient sampling, like some 67% of all samples in Applied Linguistics research (Plonsky and Derrick 2016), consists exclusively of college or university students. All of the participants are between 17 and 22 years old. There are about equivalent numbers of men and women in the complete academic cohort, which is approximately 200 strong per year. However, 64% of the respondents in the present data are women. The response rate is close to 80%, but as will be seen, not all students provided data for all of the aspects analysed.

4.2 Instruments and data collection

To obtain an indication of autonomy, a questionnaire developed by Macaskill and Taylor (2010) was used, which evaluates *Independence of learning and Study habits*, which the authors claim to be “a brief measure of learner autonomy.” In it, twelve statements are evaluated on a 5-point Likert scale, seven referring to independence of learning (for example “I am open to new ways of doing familiar things”) and five to study habits (for example “I plan my time for study effectively”). These are referred to as the “autonomy” scales.

For motivation, the *Language Learning Orientations Scale*, developed by Noels, Pelletier, Clément, and Vallerand (2000), which positions language learners' motivation on the self-determination continuum was used. In this questionnaire, students are asked to select a maximum of nine statements, from a list of 21, which best answer the question “why are you learning English?”. Analysis of the items selected allows an interpretation of the predominant motivations at play, from a-motivation to intrinsic motivation. I refer to results from this instrument as the “motivation” scale.

For attachment, the *Adult Attachment Questionnaire* established by Fraley, Hefner, Vicary and Brumbaugh, which provides “a method for assessing attachment

orientations across relationships” (2011: 615), was chosen. It requires subjects to assess 9 statements, with regards to a specific relationship, on a 5-point Likert scale, from “strongly disagree” to “strongly agree”. Statements assess anxiety and avoidance, the two interacting vectors of attachment. These three instruments were combined into a *Language learner motivation survey*.

Moderate changes were introduced to a few items in the interest of clarity or precision. For example, some questions from both the learner autonomy and adult attachment questionnaires were reworded so as to focus attention on (English) language learning. For instance, the statement “I usually discuss my problems and concerns with this person” was transformed to “I usually asked this person questions about my problems or difficulties with learning the language.” The adult attachment questionnaire, which was designed to be used with “each interpersonal target” (Fraley et al. 2011) was duplicated, taking as its first target “a person who is important to you and with whom you speak English.” We asked students to assess each statement with that person in mind. We also asked them to do the questionnaire a second time, thinking about “the English language” as a target.¹ The final version of the survey was formatted in *Limesurvey* and pre-tested for comprehensibility (with eighteen first-year university students from a different establishment).

Language level was measured by means of a widely-used adaptive commercial off-the-shelf test (ELAO – originally “Efficient Language Assessment Online”), which is calibrated to CEFR levels (Council of Europe 2000) and purports to measure grammatical accuracy, passive and active general vocabulary knowledge and listening comprehension. The four scores are averaged to give a level of general English. Students were also asked to self-assess, using 5 can-do statements.

Finally, a 39-item questionnaire called *My use of English*, designed and tested by Perrot (2022), examines the students’ self-declared ISLL activities. It asks specific questions about the activities students are involved in (watching videos, with or without subtitles or captions, reading, listening to music, playing video games and other), requiring for each an estimation of frequency. It also proposes a few open questions, notably asking why students choose to do these activities in English and asking for specific examples. There are several options for comments.

¹ The validation of considering one’s relation to a language as a relationship has yet to be established and is the object of further study at present.

4.3 Specific instructions for participants

Other data were collected through formal learning activities that students were required or requested to engage in for their compulsory (44-hour) English course. These involved ad hoc teacher/researcher observations during class time, learning analytics collected from the *Moodle* platform where much of their coursework was housed, and a logbook, where students were asked to write in English, at least once a week, on topics of their choice. They were told that this could be about their English learning, but could also be about anything they were particularly interested in. The objective was to write interesting content, not to document ISLL or other learning, however, many students did use it in this way. It was suggested that log entries be around a paragraph for A1–A2 learners and a page or more for higher levels. Students were at liberty to answer the questionnaires or not, nonetheless, the logbook and some Moodle activities were compulsory for course completion as stated above and this may well have influenced the type of information provided.

4.4 Logbook selection and analysis

89 logbooks were received for marking at the end of the academic year. The classroom marking process itself allowed for an overview of all of them and their sorting into three categories: complete (whether or not the request for regular writing had been respected), interesting (what I subjectively deemed to relate to my research questions²) and whether or not the student had requested their logbook to be given back. With one exception, the latter were eliminated, as they would not be available for further consultation.

Using purposeful sampling (Uztosun 2022) I then selected nine participant records presenting complete data sets (answers to all of the questionnaires, plus a logbook), targeting both “standard” examples (whose scores regarding the variables that interested me were close to the average for the overall sampling) and “extreme” examples (whose scores for these same variables were at or near the upper or lower limits. Using a content analysis approach (Hall 2022), the logbooks of these participants were then reread and tagged for mentions pertaining to the autonomy, attachment and self-determined motivation factors under study here. Other elements, such as amount of writing, completion of other assignments and

² On this basis, I rejected logbooks that were purely reiterations of daily or weekly routines or events and that involved no further commentary or signs of investment.

choice of topics were also examined and will be included in the discussion. Successive readings brought to light three main profiles that exemplified specific orientations with regards to autonomy, motivation and attachment.

The nine learners whose logbook work is examined here are 7 women and 2 men. They all grew up in France and speak French at home. They have been learning English at school for 6 to 10 years. I have named them the LOGBOOK9 cohort and they will be identified individually as Leonor, Ophelia, Gaby, Breana, Oriane, Olivier, Khawla, Nicolas et Nadine (not their real names).

5 Quantitative results, comparisons and representativity

In all, 174 data sets (of the 177 collected) from the questionnaire instruments are exploitable, however, as explained above, many of these are incomplete for one or several of the metrics, as the questionnaires and tests were administered at different times³ and as only about half of the logbooks were available. In this section, I will present some descriptive results from the surveys, illustrated at times by additional findings from the logbook or class data of the LOGBOOK9 cohort. The section has been organised so as to present the data related to proficiency levels, investment in ISLL and motivational variables separately, with the quantitative data orienting choices for the presentation of qualitative data. Descriptive statistics and analyses of distributions within the group as a whole allow for claims of representativity of the nine participants selected above for further qualitative analysis. I will therefore present comparative data for the different variables between the overall cohort and the LOGBOOK9 cohort, but also provide detailed results for the LOGBOOK9 participants, to give sufficient background for the qualitative analyses to follow.

5.1 ELAO scores and self-assessment

Seventy-seven students took the ELAO test at the beginning of the year. The distribution of their proficiency score (the average of the sub-tests) is depicted in the graph below (Figure 4).

³ The n value therefore varies from one question, table or graph to another and so is indicated for each.

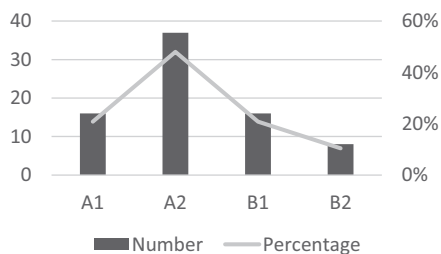


Figure 4: Distribution of ELAO test results of all participants.

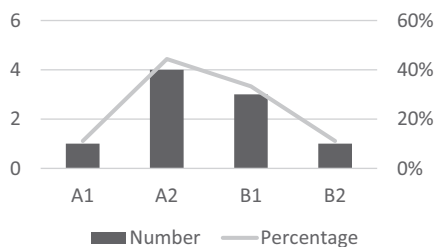


Figure 5: Distribution of ELAO test results for the LOGBOOK9 cohort.

For comparison, the distribution for the LOGBOOK9 cohort can be seen in Figure 5. Table 1 gives details of all ELAO results for these nine learners.

Table 1: English levels of LOGBOOK9 cohort.

	CEFR level ⁴	Grammar	Active Vocabulary	Passive Vocabulary	Listening	Self-assessment
Leonor	A1 (75)	B1	A1 (75)	A1 (75)	A1 (50)	know a few phrases
Oriane	A2 (50)	A2 (50)	A2 (25)	A2 (50)	B1	simple conversation
Nadine	A2 (50)	A2 (25)	A2 (50)	A2 (75)	A2 (75)	simple conversation
Ophelia	A2 (50)	A1 (75)	A2	A2 (50)	B1 (25)	simple conversation
Olivier	A2 (50)	A2 (25)	A1 (75)	A2 (50)	B1	complex conversation
Khawla	B1	B1	A2 (50)	B1 (50)	A2 (75)	simple conversation
Breana	B1	A2 (50)	B1	B1 (50)	B1	simple conversation
Gaby	B1 (25)	B1 (50)	A2 (75)	B1 (25)	B1 (75)	simple conversation
Nicolas	B2 (75)	B1 (75)	B2 (50)	C1 (25)	C1 (25)	complex conversation (without difficulty)

⁴ The ELAO test sub-divides CEFR levels into quartiles, which are annotated in parentheses. The lowest quartile is without annotation, the next are incrementally (25), (50) and (75).

Although ELAO scores give relatively detailed appraisals of English proficiency, all students also estimated their own levels on a five-point scale: I only know a few words or phrases, I can give or get some simple information, I can have a simple conversation, I can have a complex conversation, but with some difficulty, I can have a complex conversation, with no difficulty. These have been included in Table 1.

Further statistics for ELAO test scores are presented in Table 2, alongside data of students' declared frequency of ISLL activities, to allow for comparison between the overall and LOGBOOK9 cohorts.

Table 2: Comparison between overall and LOGBOOK9 cohorts for ELAO and ISLL.

	ELAO scores	Frequency ISLL/ academic year
valid N overall cohort	77	148
valid N LOGBOOK9	9	9
overall mean	11.53	625,54
LOGBOOK9 mean	12.44	632,22
overall SD ⁵	3.440	497,917
LOGBOOK9 interval	12	2090
overall minimum	A1	0
LOGBOOK9 minimum	A1(75)	10
overall maximum	B2(75)	2400
LOGBOOK9 maximum	B2(75)	2100

As can be seen regarding both elements, the cases chosen for the LOGBOOK9 cohort are close to both the general average of the main cohort and present cases approaching the minimum and maximum extremities, thereby confirming their relevance for further study.

5.2 ISLL activities

In the *My use of English* questionnaire, students were asked to declare the frequency with which they practice various informal activities in English (such as watching videos, listening to music or playing video games). The declared frequencies were multiplied to a 10-month equivalent (the duration of the academic year)

⁵ Standard deviations were not provided for the LOGBOOK9 cohort, as the sampling is too small for them to be relevant. In place, the interval between minimum and maximum values is provided, which does not allow for comparison, but does give an order of magnitude.

and the different activities added together, so as to have an order of annual magnitude. The totals cover a wide range, from 0 to 2400 activities. For the most active students this corresponds to an average of eight activities per day, each of which could involve anything from a few minutes to a few hours of practice.

In much of the literature on ISLL, time spent online doing activities in English has been seen as a useful way to measure the level of investment or interest students may have in using English outside the classroom (Moffat 2022; Sockett 2014). Similarly, (lack of) competence in English can often (stymie or) favour such participation. The interactive nature of these two variables is also confirmed in our data from the sub-set of 77 respondents who completed the relevant questions (see Figure 6):

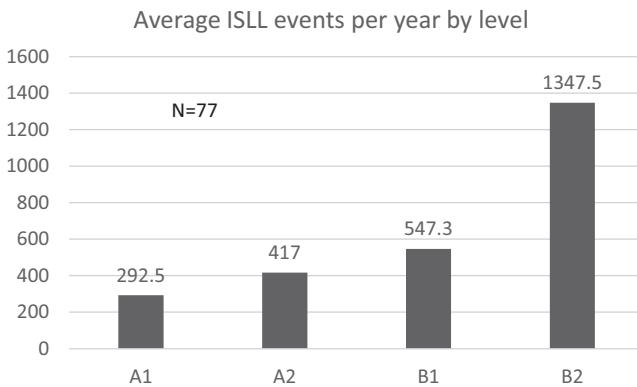


Figure 6: Average declared ISLL events per year, by CEFR level (ELAO test results).

Figure 6 shows that CEFR level and declared amount of ISLL tend to be incremental, which confirms studies such as Kusyik and Sockett (2012), based on self-assessment, or Lee (2020), who uses the results of a standardised test. Among the many reasons why more advanced students would spend more time on leisure activities in English (ease of access, unimpeded comprehension and so on), effects of authentic as opposed to dubbed voices or access to different and more diversified content may also encourage less proficient users of English to spend time on these activities, thereby creating a virtuous spiral of increased practice leading to increased competence, leading to increased practice, etc.

Details of declared ISLL activities for each of the members of the LOGBOOK9 cohort are specified in Table 3, along with figures concerning their logbook production and notations (Y=yes, N=no) regarding coursework and supplementary course activities.

While the range of participation in ISLL activities from around 1 per month (Oriane) to 7 or 8 per day (Nicolas) is extremely wide, the average is just over 2

Table 3: ELAO, ISLL, logbook and course completion data for the LOGBOOK9 cohort.

	CEFR level	Declared ISLL activities (academic year)	Estimated ISLL hours (academic year)	Logbook entries (N)	Word count per entry (approx.)	Completion of online course requirements	Attempted supplementary course activities
Leonor	A1 (75)	340	57	7	60	N	N
Oriane	A2 (50)	10	2	10	80	Y	Y
Nadine	A2 (50)	900	150	24	63	Y	Y
Ophelia	A2 (50)	1060	177	? ⁶	?	Y	Y
Olivier	A2 (50)	350	58	20	105	Y	N
Khawla	B1	690	115	23	53	Y	Y
Gaby	B1 (25)	200	33	27	127	Y	Y
Breana	B1	40	7	27	100	Y	Y
Nicolas	B2 (75)	2100	350	9	100	Y	Y

such activities per day, or 632 per academic year for the LOGBOOK9 and 625 for the larger cohort (see Table 2).

In the specific examples of ISLL given in answer to the questionnaire, seven mention watching videos, series or films in first place. Gaby does not answer the question and Nicolas specifies only discussing with friends or working with anglophone partners on various projects. Leonor indicates occasionally watching with French subtitles and having begun to watch in English only in the current year, whereas the eight others all indicate having begun to watch videos in English at least three years prior. Moreover, in line with the profile that will be presented below, Leonor indicates doing this only about once every two months, where Nadine and Ophelia declare “mostly every day” and Nicolas states “all the time and on all sorts of topics”. Three of the cohort watch in English to improve their practice of the language, but the others state it is because they prefer hearing the actors’ real voices or just that they prefer the language. Among other English

⁶ Ophelia’s logbook having been returned to her on her request, I do not have access to the specific number and length of entries. However, the several quotations, images and the overall extent of her writing were recorded before its return.

language activities, all mention listening to music, two listening to podcasts, three reading books, two writing and only one playing video games.

Both how and what participants answer to open questions in the *Use of English* survey can be indicative of their use of English. Six members of this group answer exclusively in French; Ophelia and Olivier answer exclusively in English and Khawla primarily in English, with one answer in French. Leonor and Ophelia give the longest single answers, Leonor to explain an online game she plays in English (she is the only one to do so) and Ophelia to explain her progression in watching English-language videos. Gaby, Oriane and Ophelia report “non-formal” learning (Sockett 2014), mentioning *Duolingo*, *Tandem* and an unnamed flash-card app. Four of the nine indicate intentionality, specifically citing the desire to learn or improve their English as a reason for engaging in ISLL. Only two have studied abroad: Khawla in Ireland and South Africa and Nicolas in the USA.

5.3 Cognitive and affective variables

Table 4 recaps comparative statistics between our purposeful sampling and the whole cohort for the cognitive and affective variables. It allows assumption of representativity of the LOGBOOK9 cohort for the autonomy, motivation and attachment scales.

Table 4: Comparison between overall and LOGBOOK9 cohorts for cognitive and affective variables.

	Independence of Learning (autonomy)	Study Habits (autonomy)	Motivation	Anxiety (person)	Avoidance (person)	Anxiety (language)	Avoidance (language)
valid N overall cohort	58	58	59	58	58	58	58
valid N LOGBOOK9	9	9	9	9	9	9	9
overall mean	71.4	71.2	2.97	2.19	2.57	2.79	3.26
LOGBOOK9 mean	75.5	79.5	3.33	2.58	2.5	2.68	3.06
overall SD	9.43	15.85	1.01	0.54	0.65	0.75	0.55

Table 4 (continued)

	Independence of Learning (autonomy)	Study Habits (autonomy)	Motivation	Anxiety (person)	Avoidance (person)	Anxiety (language)	Avoidance (language)
LOGBOOK9 interval	31.43	48	2	2.33	2.2	2.33	1.2
overall minimum	54.3	20	0	1.11	1.4	1.22	2.1
LOGBOOK9 minimum	62.9	48	2	1.67	1.5	1.44	2.4
overall maximum	97.1	100	4	4	4.2	4.22	4.4
LOGBOOK9 maximum	94.3	96	4	4	3.7	3.78	3.6

Table 5 details the results for cognitive and affective variables for the restricted cohort. I will return to many of these figures when presenting learner profiles using the qualitative data from the logbooks.

Table 5: Cognitive and affective variables for the LOGBOOK9 cohort.

	Independence of learning score (autonomy $\geq 24/35$)	Study Habits score (autonomy $\geq 17/25$)	Motivation (amotivation=0 intrinsic=4)	Anxiety (person) >3	Avoidance (person) >3	Anxiety (language) >3	Avoidance (language) >3
Leonor	22 N	12 N	external / introjected	2.56 N	2.8 N	3.56 Y	3.3 Y
Oriane	26 Y	20 Y	intrinsic	2.44 N	3.6 Y	3.33 Y	3.5 Y
Nadine	26 Y	21 Y	integrated	1.67 N	1.9 N	1.67 N	3.6 Y
Ophelia	27 Y	15 N	internal / intrinsic	4 Y	3.7 Y	2.44 N	2.5 N

Table 5 (continued)

	Independence of learning score (autonomy ≥24/35)	Study Habits score (auto- nomy ≥17 /25)	Motivation (amoti- vation=0 intrinsic=4)	Anxiety (person) >3	Avoidance (person) >3	Anxiety (langu- age) >3	Avoid- ance (langu- age) >3
Olivier	28 Y	22 Y	intrinsic	2 N	2.5 N	2 N	3 Y
Khawla	25 Y	23 y	internal / intrinsic	2.22 N	2.6 N	3.11 Y	3 Y
Gaby	25 Y	24 y	intrinsic	2.44 N	1.9 N	2.78 N	3.2 Y
Breana	26 Y	19 Y	external / intrinsic	3.44 Y	2 N	3.78 Y	3 Y
Nicolas	33 Y	23 Y	introjected / intrinsic	2.44 N	1.5 N	1.44 N	2.4 N

Based on this overview of the quantitative data and having established a statistical representativity for the LOGBOOK9 cohort, I will now present more detailed, qualitative insights for these individuals.

6 Three learner profiles

6.1 Leonor, fearful pawn?

Leonor stands out in the LOGBOOK9 group as the person with the weakest test results (A1) and the lowest self-assessment. She also has the lowest autonomy scores, significant language anxiety and language avoidance scores, positioning her relationship to English in the “fearful” quadrant (see Figure 2 above). In her reasons for learning English she has checked wholly instrumental answers such as “to get a more prestigious job” or “a better salary”, which qualify as introjected motivational regulation, but also “the ability to speak more than one language” or “personal development”, which are more internalised and have been linked to identified regulation (see Figure 1). She has not chosen any of the answers pointing towards intrinsic motivation, nor even those indicating integrated regulations. This type of motivation for learning English can perhaps explain the (relatively little) time she spends on it and her lack of investment in the logbook activity (see below). Nonetheless, she

declares equivalent or more implication in ISLL activities than half of this cohort (see Table 3: 340 activities, estimated at around 60 hours per academic year).

Her ELAO test results for grammar are the only ones in the group that are higher than her overall score (B1 as compared to A1). Does this indicate a grammatical approach to learning English (as opposed to more communicative and meaning-based approaches for the other students)? Could it be an anomaly in the test and therefore due to chance? Does it explain her difficulty in producing English, as evidenced by her logbook?

Leonor's logbook presents several factors that can be seen to support the elements that emerge from her questionnaires and assessments. Less than five pages long, the first three and a half are composed of impersonal summaries of episodes of the BBC's *English at Work* series that she was required to watch for her course. Much of this appears to be copied directly from the website but could be considered relevant cognitive processing for someone at an A1 level with very basic listening and vocabulary skills (see Table 1). The final page and a half, written at the end of second semester, recount two personal events: April vacation and getting her drivers' license. The style is based on French syntax, yet the vocabulary appears to be machine-translator assisted, in that some expressions which often pose problems to French students (for example "s'en occuper" => "take care of it"; "mettre en pension" => "board") have been translated appropriately:

She also has a horse since she young that she put in board in an equestrian centre not far from her appartement so that she can take care of it more often. (2/05/21).

Is it possible to consider this logbook as evidence of Leonor's "fearful" attachment with regards to the English language, her external motivation and the "inefficient" study habits that the questionnaires brought to light? It does seem coherent with her somewhat mitigated responses regarding her ISLL, her failure to complete her online course requirements and her rather limited achievement in English thus far, perhaps even of the mismatch between her test results in grammar and her overall competence in English.

None of the eight other students in this cohort illustrate this type of profile, which could be labelled a "pawn" profile, in reference to deCharms, Carpenter and Kuperman's (1965) characterisation of externally driven individuals.⁷ While there seem to be some indications of a desire to make progress in English, and some effort to use the language, there is also a lack of knowhow, motivation,

⁷ I thank Antonie Alm for her suggestion of this term.

impetus or strategies to transform this into actual results, at least at this point in the process.

6.2 Nicolas and Olivier, independent users

Nicolas's level, activities and motivational data place him in stark opposition to Leonor for use of English. With the highest tested level among the LOGBOOK9 cohort at nearly a C1, Nicolas considers himself capable of holding complex conversations in English with no difficulty. He declares around 2100 ISLL activities per academic year (the second-highest number of the entire sampling), estimated at well over 350 hours.⁸ Nicolas's year in the USA on a study-abroad programme undoubtedly influences his language skills and attitude. His combined autonomy scores are the strongest in the cohort, his language anxiety and avoidance the lowest. His commentaries in the questionnaire⁹ indicate using English "for pleasure and for work," watching English-language videos "all the time and on all sorts of subjects," "out of habit and because many of them are not available in French." He is the only one of the nine to declare habit and availability as reasons for his extensive online use of English. He gives examples of reading, writing, watching and listening in English. All of these factors attest to autonomous behaviour. He scores highly for both introjected and intrinsic motivation, again at the opposite end of the continuum from Leonor. Contrary to her, he also not only completes his course requirements, but some (primarily online) supplementary activities as well.

Nicolas's logbook, however, presents only one entry more than Leonor's (although almost twice as many words). It documents his daily use of English to make business contacts and further his entrepreneurial project, for example reading a 230-page book about writing sales letters, running an ad campaign for his e-commerce, meeting a new partner for his business and learning about crypto-currencies. Even so, it presents perfunctory and essentially uninspired writing, finishing at the end of second term with: "I just went back to my logbook and noticed I haven't write much in it. I completely forgot about it" The logbook could be qualified as an unnecessary and uninteresting exercise for grades and Nicolas's lack of investment could be seen as a logical outcome of his mastery of not only the English language, but also of the necessary means to maintain it as a lifelong skill. In all of his activities Nicolas behaves as a competent user of English and not as a language learner. His entries concern new business opportunities that involve using English. He only

⁸ Again, according to our conservative method of estimation.

⁹ In French and translated here by me.

mentions learning twice, once with reference to the book on sales letters and once about e-commerce, indicating learning new words in the field. All of these elements attest to autonomous behaviour as regards the use and learning of English. Nicolas seems to epitomise an “independent user” profile, demonstrating his proficiency, but also clearly indicating that he has no need for external guidance, nor for institutionally-provided opportunities for practice.

Olivier, although testing at an A2 level (B1 for listening), has in many ways a profile similar to Nicolas. He self-assesses as being capable of complex conversation. He indicates he has been watching movies and series in English since he was 15 years old and that what he likes about this activity is that “I can learn English without working.” While he provides very little other information through the open questions in the *My Use of English* questionnaire, he does declare approximately 350 ISLL activities per year which, as these are mostly series and film, probably add up to significantly more than our estimated 58 hours of viewing time.¹⁰

Olivier’s logbook is composed of 20 highly variable entries in terms of length. Like Nicolas, the activity does not interest him, although at one point he acknowledges that it could be useful for learning:

Today I don’t know what to talk about but writing in English. I find it rather instructive and it’s a real reflex to adopt to be able to progress in the language I think. In addition to speaking and watching movies and series in English, it encourages us to look for vocabulary and enriches me a lot. [. . .] Writing is not complicated at all and even if is not interesting, it allows me to look for some words and phrases. (entry #6)

Next to Nicolas, Olivier is the member of the cohort who scores highest on the autonomy scales. His motivation is intrinsically regulated and he scores low for language anxiety and undetermined regarding language avoidance, which could indicate either secure or dismissive attachment to English. Although less marked than Nicolas, Olivier also appears to demonstrate an “independent user” profile.

6.3 Ophelia, a good language learner

Ophelia reveals yet another profile with regards to English. On the motivation scale, her score points to highly internalised motivation: identified and intrinsic. Of 9 possible reasons for learning English, she has chosen 6 from the intrinsic categories, including items such as “the pleasure I experience when surpassing myself in my English studies,” or “the enjoyment I experience when I grasp a difficult construct in English.” She also scores strongly on the *Independence of*

¹⁰ 30 minutes per session would produce 175 hours.

Learning scale, but much less so for study habits (15/25), with a score of 15 (60%) that is lower than the average in our sampling (mean=71.5% and SD=14.14). Finally, her attachment to the English language indicates both low avoidance of the language and low anxiety in its presence, allowing it to be qualified as secure.

Some reflections of these orientations are also visible in her logbook entries, which she begins thus:

Hello . . . I'm a little shy because it's the first time I have an English book but I'm also really excited of this new experience!

So the object of the game is to write more frequently; I will try to write every day even if regularity is not my strong point. (September 15, 2020)

In this excerpt she thinks of keeping a logbook as a game and the themes of pleasure and leisure are recurrent in her entries. In the early pages, she tells us about some of the ISLL she likes to do. In particular, she discusses watching vloggers, movies, series and reality shows, as in the following examples:

When coming home after doing my homework (because I'm a good student) I watched some videos on Youtube. I saw the recent video of *Q2HAN* it's two Korean twin sister and in their video they speak English . . .

[. . .] I also like *Jelien Mercado* [. . .] but also *eve frsr*, *Jake Warden*, *Jeffreestar*, [. . .] I love these people for their way of being and their originality. So that way I can learn while having fun. (September 17, 2020)

The reference to being a good student seems pertinent and I will return to it below. As time goes on, Ophelia reports on the diversity of activities she engages in in English, for example listening to music: "Yesterday the album of the new group Black-Swan debuted [. . .] I just heard 2 songs and I love it" (October 19, 2020); or buying and reading three books, including one called *Burn after Writing* (October 31, 2020). Her informal and leisure-related learning activities are not limited to digital content, since these books seem to have been purchased in paper format.

Searching for information online is also a significant part of Ophelia's ISLL activities, as in the following example:

I search on the Internet [. . .] I read more than twenty sites (in english) [. . .] I looked on google maps using the photos of the loft that I found and after 1 hour I found it (December 11, 2020).

She also reports on a tandem session that was proposed by her English teacher, indicating that the frontiers between learning and leisure, formal and informal may be only implicit for learners.

Saturday March 20 I did a Zoom session with a student from Miami [. . .]. We noticed that we had a lot in common that make an easiest conversation. (March 23, 2021).

Ophelia apparently considers this online activity to be relevant to her informal learning since the nature of the conversation corresponds to an informal context whereas only the origin of the exchange is formal (classroom-based).

Often, her logbook becomes a qualitative record of her ISLL activities, where she discloses particular techniques that she uses to help with her language learning. Here she talks about another notebook she keeps:

I have a small notebook where I write the citation or sentences that I hear and touch me, so I will share some with you:

“Don’t take revenge. Let karma do all the work.”

“Three things cannot be long hidden: The sun, the moon, the truth”

“No one is born ugly, we’re just born in a judgemental society”

(October 11, 2020).

The logbook itself contains other traces of learning strategies, such as the small tags depicted in Figure 7, that she glues into her book and which are seemingly devices that are used to help remember language she has noticed and feels to be important in some way.

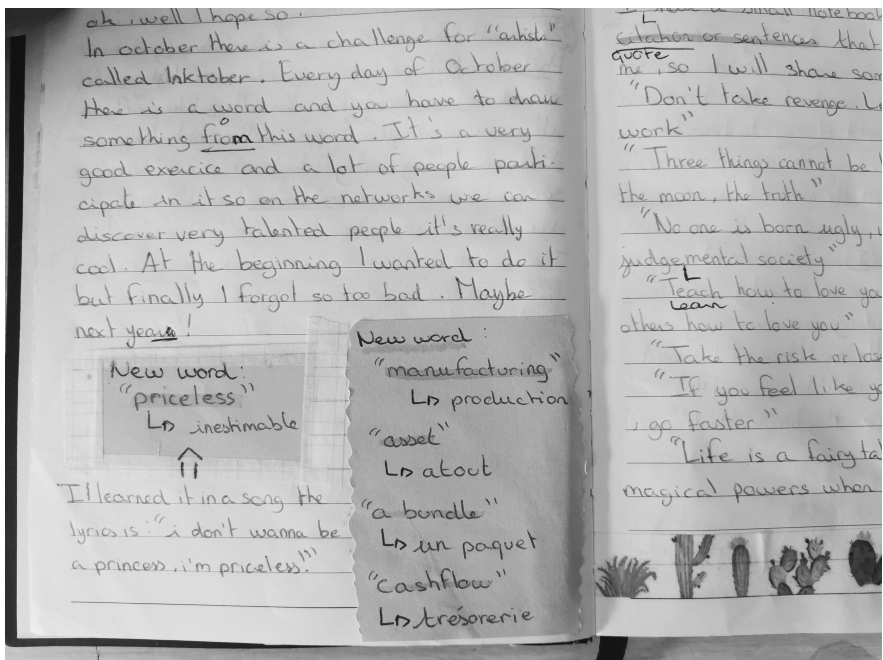


Figure 7: Extract from Ophelia's Logbook.

While these have some systematicity in that they are all the same colour and seem to be semantic indicators, some are single words, others idiomatic expressions or frequent collocations; some are translated, others are noted with an English equivalent and some carry explanatory notes as to where they were found or why they were targeted.

Ophelia's writing is not only record-keeping of her ISLL, it also includes thoughts, opinions and analyses of the material she encounters. In an entry where she discusses her dream home, she describes a loft she saw online, her search to precisely situate its location (cited above – December 11), what exactly she likes about it and how it makes her feel. When discussing a movie, she not only mentions "I just watched the movie *Enola Holmes* on Netflix (in English with French subtitles)", but also tells us

why I likes the movie:

The story is good

Sherlock Holmes (I love this person)

Talks about a women in society

Talks about finding your own way

British accent (the most beautiful accent in the world. I want to be able to speak with)

Original because they break the 4th wall.

October 17, 2020

While the description above is informative, there is still much to learn about Ophelia's learning trajectory. Has her ISLL been this intensive since she was 13? If so, how is it that she still scores an A2 level at the beginning of the year? Perhaps a different teaching approach has allowed her to attend to learning English in ways more suited to her personality and even overcome learning difficulties encountered in previous schooling. Her year-end marks would place her with students in the B2 range, both for speaking and writing. Has she been rewarded primarily for her investment and little tags? Ophelia would appear to be spending over 270 hours on ISLL each academic year. Could changes in results be credited to this additional practice? What would happen if she re-took the ELAO test? If she re-self-assessed? As Ophelia states herself (see above – September 17), she would seem to be typical of what teachers might think of as the "good language learner," in the sense first used by Naiman (1978), although her lower-than-average *Study Habits* score seems to contradict such a judgement. Nonetheless, I have chosen her here to personify the "good language learner" profile, as she appears to exemplify it, even if this be a posture that she has recently adopted.

6.4 Gaby, Oriane, Nadine, Khawla and Breana

Separate profiles have not been elaborated for these 5 learners, as they do not present clear illustrations of different sets of characteristics. However, they do display characteristics that group them together, often with Ophelia and even Olivier, but which set them quite apart from Leonor or Nicolas. In this section, I will briefly draw attention to the main features they have in common.

Seven of the LOGBOOK9 test in the mid-A2 to lower-B1 range, which might be referred to as lower intermediate. They all completed their course requirements, including the suggested number of entries in their logbooks, indicating a certain deferral to academic authority and instructions. Nonetheless, all qualify as independent learners, according to the measures used. Other characteristics were dominant in this sub-group, with only single exceptions: investment in supplementary course material (all but Olivier) self-assessments as “capable of a simple conversation”, (compare to Leonor “a few words and phrases”, Olivier “complex conversations, with some difficulty” or Nicolas “complex conversations, with no difficulty); intrinsic motivation (all but Nadine); autonomous study habits (all but Ophelia).

Gaby, Oriane, Nadine, Khawla and Breana resemble Ophelia’s profile most: earnest, autonomous, motivated, fulfilling requirements and often going beyond, although in different ways: good language learners. This would of course be the logical outcome of their selection on the basis of providing complete data sets for the questionnaires, complete logbooks and other secondary data.

7 Discussion

The contrasting case studies of Ophelia and Leonor are an illustration of how rich data can be helpful in teasing out the complex interactions between autonomy, attachment and ISLL competence. Since Leonor falls into the “fearful” quadrant of attachment for the English language, her propensity for risk-taking is diminished in the informal sphere, leading to her tendency to avoid leisure activities in English, while Ophelia sees the informal sphere as a playground, where she engages in various “games” (leisure activities that others might call work), thus creating the virtuous spiral in which language development is facilitated.

The example of Nicolas, portraying advanced competence and a high degree of autonomy, reminds us that particularly autonomous students may well be those who can’t be bothered to comply with their teachers’ wishes at all or who are so busy doing their own thing that they see the request to answer questionnaires as

an impingement on their autonomy and thus fall completely outside of the researcher's domain of observation. Specific cases that were eliminated from this study for lack of data come to mind and the challenge of how to access such profiles remains open.

The representativity from which I extracted the three profiles presented here allows neither extrapolation (for example that 6/9 students in the overall sampling are also good language learners) nor extension (that all students in the original sampling would fit one of the identified profiles). A glance at test results suffices to eliminate such conclusions, as a student population with 80% good language learners would undoubtedly produce a very large number of learners testing at C1 and C2 levels, instead of A2 and B1.

In a future study the three motivational factors of attachment, autonomy and self-determination could each be re-explored independently and in greater depth, mining the same student data. This could potentially reveal new and pertinent manifestations of each, leading to a readjustment of the profiles proposed here. Another future direction for study could be deeper investigation using statistical methods such as factor analysis and correlations. As a study in applied linguistics, a further question involves the possible use that such information can be to teachers: could access to the motivational profiles of their students facilitate their guidance or influence their suggestions (and perhaps coercions) for different language practice opportunities? This question too remains open for future exploration.

From the perspective of self-determination theory, this study has explored the notion of secure attachment (relatedness) as a source of autonomous behaviour in informal additional language learning contexts and found potential links to different measures of language competence (from various self-assessments to standardised proficiency tests to teacher assessments). In line with self-determination theory I consider autonomy to be a fundamental component of motivation as well as an essential factor in the informal development of additional languages. Approached initially via the "independence of learning" (Benson and Voller 1997; Macaskill and Taylor 2010) measures here, the logbook entries revealed more nuanced features and appear to exemplify Little's conception of the agentic aspects of autonomy channelled through use of the target language (Little 2015), demonstrating "the close link between autonomy, intrinsic motivation and the efficiency of developmental and experiential learning" (Little 2000: 32). The use of the motivation measurement, positioning the internalisation of learners' motivation, helps to clarify these links.

In a global and inter-related manner, these cognitive and affective variables (attachment, competence and autonomy) can be related to concrete outcomes, such as length or depth of involvement in ISLL, proficiency scores or self-assessment, but not in a predictive or strictly correlational manner, re-confirming the complex and dynamic nature of human endeavours such as learning. These issues point to

challenges faced (for example) in evaluating proficiency levels using various instruments such as commercial language tests, self-assessment and academic results, which may offer a disparity of outcomes. They also indicate the limitations of conclusions that can be drawn from psychometric instruments, however well they be internally validated.

8 Conclusion

In the introduction I proposed to present empirical data supporting the position that learner autonomy, attachment and self-determination are highly interconnected motivational factors and significant for individual outcomes in the development of additional languages. I purported to present questionnaire data on these three variables, in order to compile learner profiles and relate them to ISLL trajectories, materialised through a separate questionnaire, logbooks, coursework and teacher observations over a 1-academic-year period.

Questionnaire and test data from 174 participants were analysed with reference to a selected cohort of nine individuals, from whose qualitative data three learner profiles emerged: the pawn, the independent user and the good language learner. While these profiles are unlikely to have predictive value for learning trajectories, they can be useful for better understanding the complex interplay of ever-changing variables impacting formal and informal learning along individual paths and notably the highly imbricated nature of attachment, competence and autonomy, as proposed by self-determination theory.

My findings here do concord with a growing body of research that implies that ISLL transforms additional language development and provides new affordances to people who might otherwise experience difficulty moving from a “good classroom learner” posture to a “good independent learner” posture and, perhaps further along, to becoming “fully independent users”. They also indicate that the definition of a good language learner could be very broad, embracing a large number of qualities and approaches to learning.

Complex dynamic systems theory (Bot, Lowie and Verspoor 2007; Larsen-Freeman and Cameron 2007) is helpful for comprehending much of the idiosyncratic nature of language learning and development, by apprehending learners, language and learning as interacting sub-systems of a perpetually changing movement, itself subject to outside influences of varying duration and intensity. ISLL trajectories can be thought of as individual learners’ paths, on, over, around or through the composite terrain of additional language development. As in all learning considered as a complex dynamic system, a plethora of resources, obstacles,

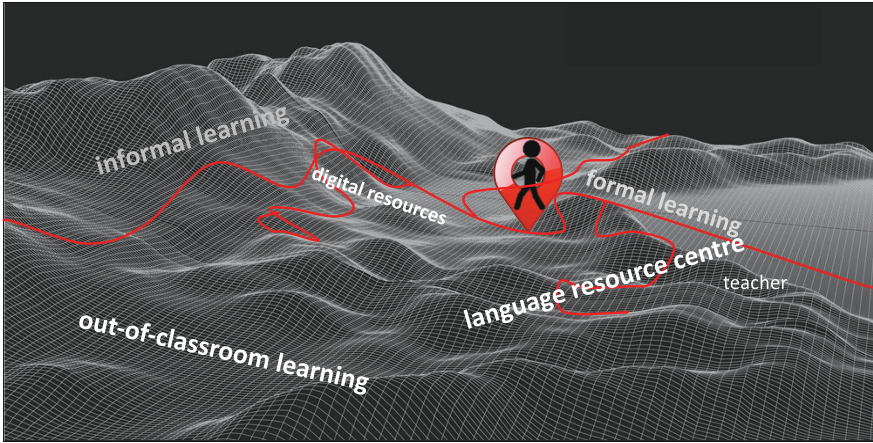


Figure 8: The ISLL learner on their language-learning trajectory.

Source: Toffoli, Denyze, *Informal Learning and Institution-wide Language Provision: University Language Learners in the 21st Century*, 2020, Palgrave Macmillan. Reproduced with permission of Springer Nature Switzerland.

deviations and even dead-ends can be found at various times and places along this far-from-linear path (see Figure 8). The terrain portrayed in Figure 8 could also be superimposed on the conceptual systems depicted in Figure 3. The autonomy, competence and relatedness aspects of motivation discussed above are themselves sub-systems within the system of informal additional language development, influenced by and interacting with the terrain and resources mentioned, the language development such learning promotes and the effects it has or may have on the learner. This once again confirms that informal language learning (with technologies) is open, self-determined and dynamic learning.

Appendix

Language learner motivation survey

The following survey is based on 3 different questionnaires, recognised for their relevance to language learning.

This questionnaire aims to pinpoint some of the important areas that influence your language learning. You are NOT required to complete this survey. It is to be done on a strictly voluntary basis.

We may use your answers anonymously for research into language acquisition and development, but the questionnaire itself is not anonymous.

Please answer the questions honestly, otherwise they are not much use for our research!

You can access the question and answers in either English or French and can change languages as often as you want (or need) during the survey.

Thank you so much for completing this survey.

Part I: Personal information

Name

Email address

Age <18, 18–25, >25

Gender F / M / 0

Where did you grow up?

Year of study

Faculty / Department

Part II: Learning English

A) Language Learning Orientations¹¹

Why are you learning English?

1. To show myself that I am a good citizen because I can speak English.
2. Because I think it is good for my personal development.
3. In order to have a better salary later on.
4. Honestly, I don't know, I truly have the impression of wasting my time in studying English.
5. Because I enjoy the feeling of acquiring knowledge about another language community and their way of life.
6. For the pleasure I experience when surpassing myself in my English studies.
7. Because I have the impression that it is expected of me.
8. For the pleasure I get from hearing English spoken by native speakers.
9. For the satisfaction I feel when I am in the process of accomplishing difficult exercises in English.

¹¹ Adapted from Noels et al. 2000.

10. Because I would feel guilty if I didn't know English.
11. I don't know; I can't come to understand what I am doing studying English.
12. For the pleasure that I experience in knowing more about English literature.
13. Because I choose to be the kind of person who can speak a second language.
14. For the "high" I feel when hearing foreign languages spoken.
15. For the satisfied feeling I get in finding out new things.
16. Because I choose to be the kind of person who can speak more than one language.
17. In order to get a more prestigious job later on.
18. Because I would feel ashamed if I couldn't speak to my friends from other cultures in English.
19. For the enjoyment I experience when I grasp a difficult construct in English.
20. I cannot come to see why I study English, and frankly, I don't give a damn.
21. For the "high" feeling that I experience while speaking in English.

B) Autonomous learning¹²

Which of the following best describes you?

1 Not at all like me	2 quite unlike me	3 Neither like nor unlike me	4 quite like me	5 Very like me
-------------------------	----------------------	---------------------------------	--------------------	-------------------

1. I enjoy finding information about new topics on my own.
2. I frequently find excuses for not getting down to work.
3. I am good at meeting deadlines.
4. My time management is good.
5. I am happy working on my own.
6. Even when tasks are difficult I try to stick with them.
7. I am open to new ways of doing familiar things.
8. I enjoy being set a challenge.
9. I plan my time for study effectively.
10. I tend to be motivated to work by assessment deadlines.
11. I take responsibility for my learning experiences.
12. I enjoy new learning experiences.

¹² Adapted from Macaskill & Taylor 2010.

C) Attachment¹³

Looking back, who is the **one person** who *most influenced* your learning of English?

Please write the relationship you had with this person (parent, (girl)friend, teacher, sibling (brother or sister) or whatever). Be as specific as possible, indicating just one person (for example “my girlfriend (or boyfriend) when I was 15”).

Please rate the various aspects of your relationship with the person identified in the previous question:

1 strongly disagree 2 disagree slightly 3 ambivalent 4 agree slightly 5 strongly agree

1. It helped to turn to this person when I had problems with my language learning.
2. I usually asked this person questions about my problems or difficulties with learning the language.
3. I talked easily about the language and language learning with this person.
4. I found it easy to depend on this person.
5. I didn't feel comfortable opening up to this person.
6. I preferred not to show this person how I felt deep down.
7. I often worried that this person didn't really care for me.
8. I was afraid that this person would let me down.
9. I worried that this person wouldn't care about me as much as I cared about him or her.
10. I thought this person was really good in English.

Using the same scale, please rate the various statements about your relationship with English:

1. It helps to use English when I have problems with my language learning.
2. I use English to ask questions about my problems or difficulties with learning it.
3. I easily talk in English about the language and language learning.
4. I can depend on English to express my feelings.
5. I feel comfortable opening up to people in English.
6. I prefer to use a language other than English to show how I feel deep down.
7. I worry that I'm not very good in English.
8. I'm afraid that the English language will trip me up.
9. I worry that the English language isn't very kind when we make mistakes.
10. I really like the English language.

¹³ Adapted from Fraley et al. 2011.

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