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Université de Montréal

**Exploring Dialogue Journal Writing and Its Relation
to Oral and Written Communication in Second Language
Learning: 4 Adult Case Studies**

Par

Judith Campbell

Département de Didactique

Faculté des Sciences de l'Éducation

Mémoire présenté à la Faculté des études supérieures
en vue de l'obtention du grade de

Maître ès arts (M.A.) en Sciences de l'Éducation - option didactique

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présenté par:

Judith Campbell

a été évalué par un jury composé des personnes suivantes:

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ABSTRACT

This is a report of a descriptive study of the relationship between dialogue journal writing and the various aspects of second language learning in adult subjects. Dialogue journal writing is defined as written conversations which occur on a regular basis between the “student” (subject) and the “teacher” (experimenter). The “student” chooses the initial topic and the subsequent dialogue journal entries develop naturally from one another. The “teacher” does not correct the writing of the “student,” but rather implicitly “teaches” by modelling the language, which, in its use, is hoped to be internalised and applied by the “student” when writing and speaking in a second language.

The 4 subjects who participated in this study included 2 Russian engineers, a Chinese woman with a high school education, and a young Vietnamese man who had not yet completed his secondary education. All of the subjects were recent immigrants (having been in Montreal for less than 8 years) who were wanting to learn English as a second language (ESL). The study itself lasted for a period of 10 weeks. The subjects wrote 2 dialogue journal entries a week and participated in oral dialogues with the experimenter every 2 weeks. This meant that the subjects engaged in a total of 20 dialogue journal entries and 6 oral dialogues during the course of the study.

This study focused on the following 2 dimensions: i) The subjects’ perceptions regarding their ESL learning, the role of literacy and orality in their mother tongue (L1) and its relation to literacy and orality in ESL, and their progress in written and spoken English by the end of the 10 weeks. These data were collected by administering questionnaires, self-anchoring scales, and by ongoing fields notes taken by the experimenter; ii) Quantitative (via analytical grids) and qualitative (via a detailed reading of the dialogue journal entries and transcriptions of the oral dialogues) analyses were carried out by the researcher on the subjects’ written and oral productions. In addition, the researcher did a subjective assessment of the influences that dialogue journal writing had had on the subjects’ communicative skills (humour, explaining complex ideas...) and attitudes, motivation, language anxiety, etc. when writing and speaking in ESL.

The subjects believed their own levels of motivation and involvement to be essential factors in affecting their learning of English. They also considered good grammar, vocabulary, and pronunciation important to write and speak effectively in ESL. The teacher's feedback, and, to a lesser extent, that of their peers was also seen by the subjects to affect their learning of ESL. Additionally, there appeared to be a connection between the value they placed on reading, writing, and speaking in L1 to that in ESL. All claimed to feel more at ease when communicating in English and, to varying degrees, felt that they wrote and, in some cases, spoke better by the end of the study.

The quantitative analysis did not yield any definitive conclusions, but it was felt that this was, in part, due to the limitations imposed by the time restraints of the thesis. It is possible that the analytical grids could be useful and appropriate in a more detailed study over a longer period of time. In contrast, the qualitative analysis of the linguistic variables most definitely showed that the subjects were starting: i) to take more risks in English, ii) to model and apply some of the vocabulary and structures used by the experimenter in her writing to their own writing, and iii) to show beginning signs of transferring the vocabulary, grammar, and syntax used in their dialogue journal writing to their oral production of English. This study also appeared to have had a positive impact on the communicative and affective variables equally consequential to writing and speaking in ESL.

Given to the inherent limitations of this study, which are discussed elsewhere, and, although minor modifications for future studies were suggested, it is felt that, on the whole, this study attained its objectives. It showed the benefits of using dialogue journals as an effective tool when learning to write and to speak in ESL. The subjects themselves expressed their appreciation for the interpersonal nature of the study and remarked on the important role dialogue journals, under the direction of an attentive experimenter, played in creating circumstances conducive to authentic communication in ESL. However, in this study it was not possible to test the feasibility of this method in practical teaching situations.

RÉSUMÉ

Le présent mémoire a pour objet l'étude descriptive de l'impact entre l'activité d'écrire dans un "journal de dialogue" et les aspects variés, surtout la production orale, concernant l'apprentissage de l'anglais langue seconde chez les adultes au niveau débutant et intermédiaire. Un "journal de dialogue" désigne une modalité qui permet à "l'étudiant" (sujet) de s'engager dans une démarche d'apprentissage sur la base d'une correspondance écrite régulière entre "l'étudiant" et "le professeur" (l'expérimentateur). Au départ, "l'étudiant" choisit le premier thème, mais les thèmes suivants sont produits de façon naturelle et spontanée. Le but du "professeur" n'est pas de corriger directement l'écriture de "l'étudiant", mais plutôt "d'enseigner" l'anglais en apportant un modèle qui reflète un usage correct de la grammaire, du vocabulaire, et de la syntaxe. En lisant, en écrivant, et en parlant l'anglais, "l'étudiant" a la possibilité d'assimiler et d'appliquer le modèle présenté par "le professeur",

De nombreux chercheurs, tels que Killingsworth (1993) et Johnson (1993), ont analysé l'influence de l'oral sur l'écrit en langue maternelle et en langue seconde. Pourtant, bien qu'un certain nombre de recherches suggèrent que la façon de penser d'une personne scolarisée influe sur son expression orale en langue maternelle (Gee, 1986; Olson, 1993) et que les apprenants d'une langue seconde réinvestissent leurs habiletés à écrire en langue maternelle à l'écriture en langue seconde (Malicky & Derwing, 1993; Carson, *et al.*, 1990), très peu d'études examinent directement l'influence de la production écrite sur la production orale en langue seconde. Bien des questions dans ce domaine restent inexplorées et sans réponse.

Par ailleurs, peu d'études démontrent que l'existence d'un lien entre la langue orale et la langue écrite avec l'usage des "journaux de dialogues" a une influence positive sur la compétence en langue seconde à l'oral (Peyton, Staton, *et al.*, 1990; Stevenson & Jenkins, 1994). Ceci serait vrai particulièrement chez ceux qui maîtrisent peu l'anglais. En plus, les deux recherches mentionnées ci-dessus illustrent qu'en se concentrant sur la sémantique au lieu de la mécanique de la langue, les apprenants, grâce aux "journaux de dialogue," ont développé un sentiment de confiance en leur compétence écrite et orale en anglais langue seconde.

Quelques chercheurs ont signalé le rapport entre l'écrit et l'oral en langue seconde, mais dans leur immense majorité ils ont traité surtout des enfants dans une ambiance scolaire. On constate, également, un manque de recherches qui évaluent spécifiquement l'utilité de l'écriture comme outil facilitant la production orale du point de vue de l'apprenant. Cette étude était de nature exploratoire et tenait compte des perceptions des sujets (4 adultes qui cherchent à apprendre l'anglais langue seconde) et de l'analyse de la chercheuse qui a étudié la relation entre l'écriture et la production orale en utilisant les "journaux de dialogue".

Précisément, cette recherche est centrée sur les deux dimensions suivantes : i) les perceptions des sujets en ce qui concerne leur apprentissage de l'anglais langue seconde, le rôle de l'écrit et de l'oral en langue maternelle sur l'écrit et l'oral de l'anglais langue seconde, et en ce qui concerne leurs propres progrès en anglais écrit et oral ; ii) du côté de la chercheuse, les analyses quantitatives, en utilisant les grilles analytiques, et les analyses qualitatives des écrits dans les "journaux de dialogue", suivis des transcriptions des conversations orales enregistrées. La chercheuse a également procédé à une analyse des influences de l'écrit sur l'oral à partir de certaines habiletés communicatives des sujets

(humour, communication des idées complexes, *etc.*) et de certains aspects affectifs que les sujets ont manifestés en écrivant et en parlant anglais (attitudes, motivations, inquiétude, *etc.*).

Les sujets qui ont participé à cette étude sont au nombre de quatre : deux ingénieurs Russes, une femme Chinoise ayant complété l'école secondaire, et un jeune Vietnamien qui n'avait pas encore terminé l'école secondaire. Tous les quatre avaient des connaissances élémentaires en anglais langue seconde. Deux des sujets, Viktor, âgé de 38 ans, et Iryna, âgée de 34 ans, étaient récemment émigrés (mai 1996) de la Russie pour le Canada. Ils avaient étudié pendant cinq ans dans une université polytechnique et avaient travaillé comme ingénieurs électriques en Russie. Viktor et Iryna avaient suivi des cours d'anglais avant d'arriver au Canada. En arrivant au Canada, ils n'avaient aucune connaissance de la langue française: ils ont, de ce fait, décidé de s'inscrire à un cours en français intensif pour immigrants (C.O.F.I.).

Aux fins de comparaison, deux sujets ayant une formation moins poussée ont été choisis pour participer à cette étude. Chunmei, Chinoise de 41 ans, avait complété l'école secondaire en Chine 22 ans auparavant ; par contre, elle n'avait jamais fréquenté l'université. Binh, le jeune homme Vietnamien de 24 ans, espérait terminer l'école secondaire dans un avenir proche à Montréal. Au moment de l'étude, Chunmei et Binh demeuraient au Canada depuis 8 ans environ. Tous les deux suivaient alors un cours d'anglais intensif (5 h/jour, 5 jours/semaine) avec la Commission scolaire du Grand Montréal. Comme Viktor et Iryna, Chunmei avait étudié le français au C.O.F.I. quand elle est arrivée à Montréal. Binh, par contre, avait fréquenté une école francophone de 15 à 16 ans.

Malgré leurs divers cadres de vie et expériences personnelles, les sujets partageaient certaines caractéristiques : tous avaient une connaissance de l'anglais et du français ; ils étaient tous immigrants nouvellement arrivés au Canada et étaient conscients de leur niveau relativement faible en anglais langue seconde ; enfin, tous utilisaient une écriture non latine dans leur langue maternelle.

Les sujets ont participé à l'étude pendant dix semaines. Chaque semaine, chacun d'eux a écrit deux lettres à l'expérimentatrice dans son "journal de dialogue." En outre, toutes les deux semaines chaque sujet a participé à des conversations orales avec l'expérimentatrice. Ainsi chacun a participé au total à vingt thèmes écrits et à six conversations.

Les deux questionnaires et les deux échelles Cantrils proposés aux sujets avant et après l'étude ont permis une analyse qualitative des connaissances des sujets concernant l'écrit et l'oral en langue maternelle et l'apprentissage de l'anglais langue seconde. Les grilles d'analyse ont fourni un moyen objectif pour mettre sous forme de table les données recueillies par la chercheuse dans les "journaux de dialogue" et dans les conversations enregistrées.

La chercheuse a aussi fait deux évaluations, une analytique et l'autre subjective, des éléments linguistiques, ce qui a nécessité une analyse du vocabulaire, des expressions, de la syntaxe, et des verbes utilisés par les sujets. Le but de cette analyse a été de déterminer : i) s'il y avait des changements dans la production écrite et orale en anglais langue seconde chez les sujets ; ii) si la production écrite de l'expérimentatrice a influencé celle des sujets en anglais langue seconde ; iii) si le fait d'avoir écrit dans les "journaux de dialogue" a influencé

la production orale en anglais langue seconde chez les sujets. En sus, les tendances écrites et orales individuelles de chaque sujet ont été analysées.

Les notes de terrain recueillies ont permis à l'expérimentatrice d'examiner les réflexions des sujets sur l'apprentissage de l'anglais langue seconde et sur les avantages des "journaux de dialogues". De plus, l'expérimentatrice a noté les variantes communicatives (humour, complexité des idées, *etc.*) employées par les sujets et les variantes affectives (timidité, motivation, *etc.*) qui ont influencé l'apprentissage de l'anglais chez les sujets.

Il ressort de cette étude que les sujets croyaient que leurs propres niveaux de motivation et de participation avaient joué un rôle très important en ce qui concerne leur apprentissage de l'anglais. Il apparaît aussi qu'une bonne connaissance de la grammaire, du vocabulaire, et de la prononciation constituaient pour eux des éléments importants pour bien maîtriser la langue. Les réactions du professeur et, dans une certaine mesure, celles de leur propre entourage, étaient aussi vues comme ayant une influence significative sur leur apprentissage de l'anglais. En outre, il semble y avoir un lien entre d'une part, la valeur qu'ils accordaient à l'écrit et à l'oral dans leur langue maternelle et, d'autre part, la valeur qu'ils accordaient à l'écrit et à l'oral en anglais langue seconde. Entre le début et la fin de l'étude, tous affirmaient qu'ils se sentaient plus à l'aise pour communiquer, considéraient avoir progressé à l'écrit (le degré varie selon le sujet), et certains estimaient mieux parler.

L'analyse quantitative ne permet pas d'aboutir à des conclusions définitives à cause des limites imposées par les contraintes du temps de l'étude. Cependant, il reste possible qu'à l'avenir les grilles d'analyses soient utiles et appropriées à une étude plus détaillée et de durée prolongée. En revanche, l'analyse qualitative des variantes linguistiques est concluante, elle montre nettement que les sujets ont commencé à : i) expérimenter avec

l'anglais écrit et oral ; ii) reproduire dans leur propre écriture certains éléments du vocabulaire et structures écrits du modèle utilisé par la chercheuse ; et iii) montrer, par rapport à leur production orale en anglais, des signes préliminaires de transfert de vocabulaire, de grammaire, et de syntaxe utilisés dans leurs "journaux de dialogue." De plus, cette étude semble avoir eu des répercussions positives sur les variantes communicatives et affectives, lesquelles sont le résultat de l'apprentissage de l'écriture et de l'oral en anglais langue seconde.

En dépit des limites dont nous avons déjà parlé et pour lesquelles des modifications mineures sont suggérées pour d'éventuelles recherches ultérieures, la présente étude est parvenue à ses objectifs. Elle montre bien les avantages des "journaux de dialogue" comme outil d'apprentissage pour écrire et parler en anglais langue seconde. Les sujets, eux-mêmes, ont exprimé leur appréciation positive de la nature interpersonnelle de l'étude et ont noté que les "journaux de dialogue", sous l'administration d'une personne attentive, jouaient un rôle important notamment en créant des circonstances favorables à la communication authentique en anglais langue seconde. Néanmoins, en concluant nous voudrions mentionner que cette étude n'a pas donné la possibilité d'essayer cette méthode dans une vraie situation d'enseignement.

TABLE OF CONTENTS

Abstract	i
Résumé	iii
Table of Contents	ix
List of Tables	xi
List of Figures	xii
Abbreviations	xiii
Acknowledgements	xiv
CHAPTER 1: PROBLEM STATEMENT	1
1.1 Introduction	1
1.2 Research Problem	2
CHAPTER 2: THEORETICAL CONTEXT	7
2.1 Relationship Between Oral and Written Language	7
2.2 From Written to Oral Language in L2 Learning	11
2.3 Research on the Use of Dialogue Journals	14
2.4 Objectives of the Study	26
CHAPTER 3: METHODOLOGY	27
3.1 Pilot Study	27
3.2 Actual Study	35
3.2.1 Selection of Subjects	35
3.2.2 Measurement Instruments	39
3.2.3 Methods of Data Collection	43
CHAPTER 4: RESULTS	47
4.1 Analysis of Subjects' Perceptions	47
4.1.1 Notions about L2 Learning	48
4.1.2 Notions about Literacy and Orality in L1 and ESL	54
4.1.3 Progress in Written and Oral Production in ESL	55
4.1.4 Summary	57
4.2 Analysis of Written and Oral Productions	58
4.2.1 Quantitative Analysis of Linguistic Elements	58
4.2.2 Qualitative Analysis of Linguistic Components	66
4.2.3 Qualitative Analysis of Communicative and Affective Variables	94
CHAPTER 5: CONCLUSION	100
BIBLIOGRAPHY	109

<u>Appendix I (A,B):</u>	Questionnaires A, B	116
<u>Appendix II (A,B):</u>	Cantril Scales	120
<u>Appendix III (A,B):</u>	Table 1 (DJ 100 word samples), Table 2 (OD 100 word samples)	122
<u>Appendix IV:</u>	Participants' Evaluation of the Study	124
<u>Appendix V (A-D):</u>	Questionnaire A (Viktor, Iryna, Chunmei, Binh)	125
<u>Appendix VI (A-D):</u>	Questionnaire B (Viktor, Iryna, Chunmei, Binh)	129
<u>Appendix VII (A-D):</u>	Cantril Scales (Viktor, Iryna, Chunmei, Binh)	137
<u>Appendix VIII (A-D):</u>	Tables 3-6 (DJ 100 word samples: Viktor; Iryna; Chunmei; Binh)	143
<u>Appendix IX (A-D):</u>	Tables 7-10 (OD 100 word samples: Viktor; Iryna; Chunmei; Binh)	147
<u>Appendix X:</u>	Table 11 (DJ 100 word samples: Viktor, Iryna, Chunmei, Binh)	151
<u>Appendix XI:</u>	Table 12 (OD 100 word samples: Viktor, Iryna, Chunmei, Binh)	152
<u>Appendix XII:</u>	Viktor: Dialogue Journal	153
<u>Appendix XIII:</u>	Viktor: Oral Dialogues	174
<u>Appendix XIV:</u>	Iryna: Dialogue Journal	181
<u>Appendix XV:</u>	Iryna: Oral Dialogues	196
<u>Appendix XVI:</u>	Chunmei: Dialogue Journal	201
<u>Appendix XVII:</u>	Chunmei: Oral Dialogues	217
<u>Appendix XVIII:</u>	Binh: Dialogue Journal	230
<u>Appendix XIX:</u>	Binh: Oral Dialogues	247

LIST OF TABLES

Table 1:	Dialogue Journal Entries: 100 Word Samples	122
Table 2:	Oral Dialogues: 100 Word Samples	123
Table 3:	Dialogue Journal Entries: 100 Word Samples (Viktor)	145
Table 4:	Dialogue Journal Entries: 100 Word Samples (Iryna)	146
Table 5:	Dialogue Journal Entries: 100 Word Samples (Chunmei)	147
Table 6.:	Dialogue Journal Entries: 100 Word Samples (Binh)	148
Table 7:	Oral Dialogues: 100 Word Samples (Viktor)	149
Table 8:	Oral Dialogues: 100 Word Samples (Iryna)	150
Table 9:	Oral Dialogues: 100 Word Samples (Chunmei)	152
Table 10:	Oral Dialogues: 100 Word Samples (Binh)	153
Table 11:	Dialogue Journal Entries: 100 Word Samples (Viktor, Iryna Chunmei, Binh)	154
Table 12:	Oral Dialogue Entries: 100 Word Samples (Viktor, Iryna, Chunmei, Binh)	155

List of Figures

Figure I:	Quantitative Analysis of DJ Entries: Number of Words	59
Figure II:	Quantitative Analysis of DJ Entries: Vocabulary and Temporality	60
Figure III:	Quantitative Analysis of ODs: Number of Words	61
Figure IV:	Quantitative Analysis of ODs: Vocabulary and Temporality	62
Figure V:	Quantitative Analysis of ODs: Lack of Ease Indicators	63

ABBREVIATIONS

L1	-	Individual's mother tongue
L2	-	Non-native language being learned
ESL	-	English as a second (non-native) language
DJ	-	Dialogue Journal
OD	-	Oral Dialogue
OD 1-6	-	1st, 2nd, ... 6th Oral Dialogue
CS	-	Cantril Scale
Q	-	Questionnaire
DJ 1-20	-	1st, 2nd ... 20th DJ Entry
P	-	Pauses indicating hesitation
I	-	Interjections (i.e. umm, mm, uh, etc.)
A	-	Asking for aid
R	-	Repetitions

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CHAPTER 1: PROBLEM STATEMENT

1.1 INTRODUCTION

Language learning has been of interest to scholars for many years. While some state that infants are naturally and genetically prepared to learn language (Chomsky, 1965), some others believe that it is the social context that provides the environment necessary to language learning (Bruner, 1975). Throughout the last three decades the theories on the teaching of and learning a second language [*i.e.*: the non-native language being learnt, hereafter referred to as L2] have evolved dramatically.

As immigration continues to increase in the Western World, so grows the need to learn other languages. Knowledge of English, in particular, is becoming a necessity. The Canadian public is hearing more and more about the increasing diversity of the Canadian population as immigrants continue to arrive. While immigration is on the rise in Montreal, the media claims that the cities with the highest concentration of new immigrants are Toronto and Vancouver. These people must learn English (or French, in the case of Quebec) if they are going to advance in their new society. In addition, there is the global reality of constant exposure to mass communication in English. English has gained global importance as it has become the common international language of mass communication and science. For an individual to advance professionally or academically in a wide variety of professions, a knowledge of English is certainly an asset. Consequently, since the 1960s, there has been a strong focus on English as a second language (ESL) teaching and learning.

Many researchers, for example, Killingsworth (1993) and Johnson (1993), have analysed the influences of oral language on written language in both the mother tongue (L1) and L2. However, although several researchers have suggested that literate thinking affects oral language (Gee, 1986; Olson, 1993) and that L2 learners bring with them the writing skills acquired in L1 and are able to apply them to writing in L2 (Malicky & Derwing, 1993; Carson, *et al.*, 1990), very few direct studies of the influences of written language on oral language have been carried out or

reported (de Godav, 1995; Stevenson & Jenkins, 1994). Many unexplored and unanswered questions remain to be researched in this domain. The purpose of this study is to explore the relationship of writing skills on the acquisition of oral skills in ESL and the perceptions adult learners of ESL have of literacy and its effect on the quality and production on the oral language.

1.2 RESEARCH PROBLEM

1.2.1 Approaches in Language Teaching

Germain (1993) gives a clear summary and analysis of the 4 major approaches in language teaching that have been used throughout the years. He begins by explaining the Grammar-translation or Traditional Approach which was the primary method practised until the mid-1960s. This method follows the model commonly used to teach the classical languages, Latin and Greek. As the name suggests, the emphasis is placed on the teaching of grammar. Learning L2 involves writing and reading exercises with the focus being on syntax, the memorisation of the grammar rules, and the translation of literary texts. While students are taught a cognizance of the written language, they are largely incapable of understanding or using the oral language. This approach is still commonly used in second language reading and writing classes.

The Structuro-behavioural or Audio-oral Approach is associated with behaviourists' theories on conditioning. It was introduced to the L2 classroom in the mid-1960s with the intention of developing the students' oral language. This method does not divide the language into word units, but rather into structural units and oral language is emphasised at the expense of written language. Students are conditioned to respond automatically to drills involving repetitions, substitutions, and transformations of structures. With this approach it has repeatedly been found that most students gain little or no understanding of how language functions and, as a result, experience great difficulties in transferring the linguistic structures learnt in class to real life contexts in L2 and in reading and writing in L2. Consequently, this technique has become virtually obsolete.

Because of the widespread dissatisfaction with the Audio-oral Approach, the Cognitive-code Learning Approach was born during the 1970s. The objective of this method was to modernise the Traditional Approach in combination with some of the techniques used in the Structuro-behavioural Approach. Nevertheless, while this method considers written and oral language to be of equal importance, writing is still viewed primarily as a pretext for learning grammar. Written and oral language are taught as separate entities and, thus, language learning remains teacher-directed and focused and the interactive aspects are neglected. The Cognitive-code Learning Approach continues to be used in most adult second language classes despite its failure to enable L2 learners to communicate and to interact with any degree of mastery or comfort.

1.2.2 Whole Language Approach

In the 1970s yet another approach of teaching language, the Whole Language Approach, which is more closely relative to this present study, appeared on the scene. Rigg (1991) observed that this method was originally used with native-English speaking children, but it was soon discovered (Cumming, 1989; Carson, *et al.*, 1990; Zamel, 1982) that the principles involved in language learning with L1 also apply to L2 learning with children and adults alike. Consequently, the Whole Language Approach has strongly affected L2 research and teaching for all ages.

This new concept of language teaching comes from the principle that both oral and written language are instruments of communication and social interaction. Since reading, writing, listening, and speaking all have the same objectives *viz.*: to communicate and to interact in meaningful situations, they are taught together rather than in isolation. The content of instruction is determined by the communicative needs of the students with the result that the classroom is student-centred rather than teacher-centred. As delineated in various works (Goodman, 1986; Graves, 1983; Zaragoza & Vaughn, 1991; Fagan & Hayden, 1988), the Whole Language Approach has become widely accepted and used in L1, L2, and Special Education elementary school classrooms. Although it has been used in secondary schools and adult L2 classes, its impact has been much less (Rigg, 1991). Bérard (1991) asserts that albeit the Whole Language

Approach was shown to produce positive effects on language learning and on attitudes towards language learning in both L1 and L2 classes, with both children and adults, in adult L2 classes there appear to exist “... *des pratiques déviantes, des abus de transfert, des distortions entre les principes et les faits.*”

This immediately gives rise to 2 questions: i) Why has the Whole Language Approach been used less frequently in adult L2 classes than in elementary school classes? and ii) When it has been used, why have teachers made alterations? Guth (1993) believes that a variety of factors may be influencing these findings. First, there exist many interpretations of the Whole Language Approach that vary from the intended definition. Second, some teachers may be hesitant to use this approach since they, themselves, have little confidence in it and/or because of the pressure of society to go “back to the basics” in order to provide measurable standards of “competence.” Perhaps, given the conservative nature of many teachers, asking them to abandon structured teaching techniques to which they are accustomed may be perceived as being too overwhelming and radical. Plus, the prospect of giving the control over to the student is likely disconcerting for many teachers. Nonetheless, Rigg (1991) offers an encouraging prediction:

Despite strong pressures on the whole language movement to transform into yet another ineffective attempt at reform, I predict that the teachers who have learned to respect themselves and their colleagues as professionals and their students as collaborators in building and in disseminating knowledge ... will continue to demonstrate to their students, their colleagues, their administration, and their community that the best of the whole language perspective makes for the best education.

De la Luz Reyes (1991a), on the other hand, is not satisfied with such a simplistic explanation. She claims that despite past, present, and potential positive results, problems exist that go beyond the teachers' implementation of the

... “real” whole language or writing process Determining what these problems are and how they can be alleviated is critical if optimal gains are to be obtained from constructivist approaches with an increasingly diverse student population (p. 164).

She goes on to suggest that with proper training and adequate assistance in how to put into effect the Whole Language Approach and by participating in the research and in the implementation of the Whole Language Approach in their classrooms and schools, teachers will become less averse and more open to using this process.

As the literacy rate rises in the world and as the use of computers, fax machines, *etc.* becomes increasingly prevalent, communication relies more and more heavily on the written word. Hence, it is clear that writing skills may be assuming an increasingly important role in language learning. The role of the teacher is to provide situations in which the students are motivated to communicate and to interact in both aspects of the target language. As stressed in the articles by Guth (1993), Wrigley (1993), Gillespie (1993), and Zamel (1985), the perspective of this process is student-focused and the content comes from the experiences, needs, and background knowledge of the learner. In order to respond effectively to students' writing, the teacher needs to be aware that writing is a form "... of their behaviour and involvement with the world" (Mirksin, 1995). It is the individual learner who guides and determines the pace of his learning. In contrast to assuming the authoritative role of imposing learning on the students, the teacher works with the students and tries to facilitate learning .

The increase in motivation when using this approach seems to have positive repercussive effects on language learning (Cohen & Norst, 1989). The students are encouraged to experiment with the language in natural contexts involving interaction not only with the teacher, but also with their peers. For instance, in the past 15 years, there has been extensive research on Process Writing (Calkins, 1986; Atwell, 1987; Graves, 1983; Hall, 1993; *etc.*). Process Writing , a strategy used in the Whole Language Approach, considers writing to be a complex, cognitive process that enables one to play with, to reflect on, to manipulate, and to communicate in the language as the learner participates in a writing task. As the name suggests, writing is viewed as a recursive and overlapping process.

Several activities are used within Process Writing (*i.e.*: writing conferences, dialogue

journals, *etc.*) and, as Blake (1992) surmises in her analysis of L1 and L2 learners' speech when using writing conferences, writing should involve social interaction for talk facilitates experimentation with the written language. Since interaction and an audience are considered essential when writing, 2 major techniques are used to integrate these concepts. The first is the use of writing conferences, as referred to in Blake's article. The second, which is used in this study, involves the use of dialogue journals (DJs). Although the use of DJs does not focus on the pre-writing, drafting, revising, editing, and publishing aspects of formal writing, it does focus on the interactive and communicative aspects that can be used when writing. DJs take place in real social contexts and writing develops as an authentic dialogue of ideas and meanings. During the process, opportunities arise in which the writer needs to revise and to clarify meanings in response to the reader's needs.

1.2.3 General Research Question

The paramount principle of the Whole Language Approach is that language should be communicative and student-focused. Just as orality involves more than simply talking and listening, literacy involves more than simply reading and writing. The individuals participating in this present study were not young children who had already mastered the spoken language and were learning to write, rather they were adults possessing disparate levels of literacy in L1. On the basis of what has been discussed thus far, the fundamental objective underlining this research *viz.*:

To examine written production in ESL and its relation to oral production in ESL with adults having varying levels of literacy in L1.

CHAPTER 2: THEORETICAL CONTEXT

2.1 RELATIONSHIP BETWEEN ORAL AND WRITTEN LANGUAGE

2.1.1 From the Spoken to the Written Word

“Words spoken are symbols of signs of affections or impressions of soul;
written words are the signs of words spoken.”

(Aristotle, Interpretation [1.4-6])

From Orality to Literacy: An Historical Perspective

When considering the learning of oral and written language it is commonly accepted that speech precedes writing. Graff (1987), along with numerous other linguists, sees that “... literacy was formed, shaped, and conditioned by the oral world that penetrated it” (p. 135). Killingsworth (1993) states that the “... first stage in the evolution of modern composition both reflected and reinforced the cultural shift from orality to literacy” (p. 129). De Saussure (1916) surmised that “the sole reason for the existence of [writing] is to represent speech” (p. 23-24). Olson (1993) comments how, at first glance, the development of the writing system appears to represent explicitly oral language and “... the evolution of writing systems [seems] to be simply the history of the attempts to make a writing system which adequately and explicitly represents one’s speech” (p. 1). Even though Olson (1993) emphasises that oral language “appears” to have shaped written language, it will subsequently be discussed how, in fact, he believes that it is inaccurate to presuppose that people innately possess a knowledge of structure, phonemes, *etc.* before learning to write.

From Orality to Literacy: A Developmental Perspective

Researchers such as Ferreiro & Teberosky (1982) and Roberts (1992), who seem to have been strongly influenced by Piaget (1955), explain that in the context of literate societies the language acquisition of a child similarly shifts from the oral to the written word. Cognitive development, along with environmental influences, play crucial roles in literacy and in the

awareness and understanding of language. A young child's first exposure to oral language is imitative and derived from concrete activities in a context, rather than from abstract generalisations. While children at the pre-operational stage are able to use language for communication and pleasure, as well as experimenting with and making generalisations about language use, they are unable to explain explicitly how language functions. It is at the concrete operational stage that children become capable of consciously comprehending the construction of the language. Roberts (1992) articulates that when learning to read and to write children take from their "tacit knowledge" of oral language and apply it to the written language. Writing shifts the focus from "... unconscious knowledge of how to use language to conscious attention and reflection upon language itself."

2.1.2 From the Written to the Spoken Word

"Description alone ... has the power to arouse speech from its slumber sign."
(Derrida, 1976)

From Literacy to Orality: An Historical Perspective

Whether metalinguistics fosters literacy or metalinguistics develops because of literacy is determined by the society and the way in which a child is taught language. As mentioned earlier, while Olson (1993) refers to many linguists who support the theory that orality foreshadows literacy, he contests the view that the purpose of developing writing systems was to unambiguously symbolise what was already known about oral language. He proposes

... that writing systems provide the concepts and categories for thinking about the structure of speech rather than the reverse. Awareness of linguistic structure is a product of a writing system, not a precondition for its development (1993, p. 2).

After an in-depth study of the history of writing, Olson concludes that: i) writing is not speech, but rather, provides a "conceptual model" (p.2) for oral language, ii) the patterns of language presented in writing are acquired while learning to read and to write, and iii) writing requires metalinguistics and it is through writing that one becomes aware of one's speech.

Oral Societies

Goody (1982) notes that metalinguistics does not seem to be well developed in oral societies where language is not seen as a separate entity that can be analysed and taught, but rather is considered to be a part of man's natural make-up which is integrated with other social behaviours as a means of communication and interaction. The different elements of language are not dissected, nor is the vocabulary or the structure simplified for children. Ong (1982) claims that while the oral language produced in oral societies is "... powerful, beautiful ... [and] of high artistic and human worth, this is no longer possible once writing has taken possession into the psyche" (p. 14). He further goes on to say that it is through writing that we are able to expand certain cognitive potentials, among which is to explain language itself.

Literate Societies

As in oral societies, children from literate societies are initially exposed to oral language. However, the environment in which children are raised will determine if they will learn language from an oral perspective, in which "... language is not ... considered a body of knowledge, like weaving or cooking, so it cannot be taught" (Goody, 1982, p. 225), or from a literate perspective, in which children are taught to talk and to think about language. Children who have parents with a literate view of language begin to develop literate cognitive processes long before entering school.

One of the means by which oral language is taught is through the written word. Hence, one of the objectives of reading books to young children is to teach the vocabulary and the structure of the language. By utilising single words and simplified phrases, parents tend to accommodate to the child's level of language. Parents with a literate vista of language teach oral language in the same way that written language is taught. While this technique has not proven to be more effective than the techniques used by illiterate parents in oral language development, the "... literate parent is teaching the child an orientation to language which ... will be relevant to learning to write" (Goody, 1982, p. 225).

Goody (1982) proceeds on to say that young children from highly literate home environments show a greater sense of language than those from low literacy environments in that they tend to ask more questions about word meaning and language structure. Thus, even though children from literate societies are taught speech before writing, the way that they are taught to think about spoken language follows the same pattern often used to understand and to use written language. By the time children reach adulthood these literate processes of thinking about language are well entrenched in their minds and will have consequential influences on L2 learning.

Literacy and Cognitive Development

The understanding of language as progressive has implications on the teaching of L2 to adults. Perrotta's (1994) research review on writing development and L2 acquisition in children, arrived at the following conclusions, many of which also hold true for adults:

- i) "Even children who speak no English or very little English are reading some of the print in their environment and are using that reading to increase their English,"
- ii) "ESL learners are able to read English before they have complete oral control of the language,"
- iii) "ESL learners can write English before they have complete control over the oral and written systems of the language," and
- iv) "As in a first language, writing in a second language interacts with reading."

Roberts (1992) postulates that in the case of children learning L1, unconscious cognizance of oral language comes before unconscious cognizance of written language and that conscious cognizance of written language comes before conscious cognizance of spoken language. Since one of the fundamental goals of the language teacher is to simulate situations that will facilitate the learning of L2, it could be beneficial to examine the effect of an alteration in the order of the development stages referred to by Roberts (1992) with adults learning L2. Rather than learning the target language in exactly the same way as children (talking to writing), adults could use their implicit and

explicit knowledge of writing in L1 and L2 as the basis for developing their implicit and explicit knowledge of oral language in L2 (writing to talking). It would be important to see if adult ESL learners, as they develop confidence and proficiency in writing in L2, concomitantly internalise the written language and then apply it to their speech in L2.

2.2 FROM WRITTEN TO ORAL LANGUAGE IN L2 LEARNING

Adults versus Children

While there is very little literature on how experience in writing may affect the structure, the vocabulary, and the accessibility of the language used in speech, the association is certainly credible (Stevenson & Jenkins, 1994). In 1964 Ausubel wrote an avant-garde article that criticised the Structuro-behavioural Approach. He disputed the theory that adults learn a second language by following the “natural” order of language acquisition in which children learn their mother tongue. He believed that “once any new skill ... is learned, it can obviously be used as a tool in acquiring new knowledge” The ideas of Ausubel coincide with those of the Whole Language Approach (Germain, 1993; Rigg, 1991) which propose that written and spoken language should be presented concurrently. His suggestion that adults in our literate culture might find written language a useful support in the beginning stages of learning L2 to aid in the recognition of the boundaries of words, remembering structures and vocabulary, *etc.*, corresponds with the proposition presented in this study pertaining to the positive influences of writing on speech with limited English proficiency adults.

Taking the relationship between oral and written language, the perception of language, and cognitive development in literate societies into account, it seems highly likely that, in the case of literate adults, learning to speak in L2 may, in fact, be positively influenced by writing in L2. Unlike a native-speaker who has a rich oral repertoire upon which to draw when learning to write, the non-native-speaker has many linguistic limitations. With such approaches as the Grammar-translation, the Structuro-behavioural, and Cognitive-code Learning, L2 students have few

language options. Speaking without having reflected on how to say what they want to say may put L2 learners in a position in which they feel a lack of “control” and “power” (Urzua, 1987). They may not have the vocabulary or the structures to communicate their ideas effectively. Writing out one’s thoughts may provide the time required to contemplate on and to make decisions about the purpose, the sequence, the vocabulary, and the structures in order to construct accurately the oral message. Much of what Zamel (1992) says in her article entitled: “Writing One’s Way into Reading,” is applicable to L2 students as they “write their way” into speaking. The non-linear quality of writing may give the time to ponder over, to manipulate, to understand, and to use oral language. The malleable nature of writing could permit experimentation with and meditation over language. Writing could be useful as a memory support and as a mediator between the processing and the oral production of L2.

As elaborated in the study by Cohen & Norst (1989) on the attitudes of adult foreign language learners, language is closely linked to self. It is thus plausible to infer that writing before speaking could be effective in easing the stress of speaking by providing a way for the students to internalise their message. This may prove to be a channel by which L2 adults could use the language as a means of expressing their personalities and rhetorical styles.

In reference to Urzua’s (1987) 3 month case studies of 3 Cambodian and 1 Laotian Grade 4 students, the personal “voice” discovered through writing and then applied to speech could make the L2 learning experience much richer and more powerful. Perhaps language would no longer be seen as simply structural, but would be appreciated as a means of self-expression and self-definition. L2 learners could begin to see themselves as “masters, not slaves” of the language.

Why Integrate Speech and Writing in L2 Learning?

Shuy (1988) explains that until recently, when examining oral and written language with adults and children in L1 and L2, most approaches have focused on their differences rather than on their similarities. While speech generally involves a listener, immediate feedback, non-verbal cues, and interaction, writing, in the “essayist tradition” (Shuy, p.74), is presented without the context

in which it was written and is virtually “non-interactive” (*Ibid.*). As stated previously, much of the research on L2 learning has regarded written and spoken languages as separate and detached components. The Traditional Approach focuses on rules, vocabulary, and written exercises with very little development of oral language, the Structuro-behavioural Approach concentrates on oral competence and neglects written competence, and the Cognitive-code Learning Approach teaches oral and written language parallel to, but disconnected from one another (Germain, 1993).

The theory proposed by philosophers and researchers such as Peyton & Seyoum (1989) and Krashen (1982) is founded on the belief that L2 learners should learn the second language using the same subconscious processes they used when learning their mother tongue. Mangelsdorf (1989) reports how writing is often taught only after the students have developed a fluency in speaking. Despite the different perspectives, all of these approaches teach writing as an isolated activity involving limited reciprocity (Peyton & Seyoum, 1989). This disjunction between speech and writing can make oral language appear to be very different from written language. The variance in rhetoric generally used in speech and writing reinforces this conception. Mangelsdorf (1989) admits that she too was guilty of perpetuating this misperception:

When my students explained themselves to their classmates, they could make mistakes in syntax, diction, and usage; however, mistakes such as these in their papers lowered my evaluation of their writing ability (p. 136).

Nevertheless, more and more research is proving that it is not the means of expression (speaking or writing) that constitutes the contrasts, but rather “... the presence or absence of an audience and the degree of motivation and involvement with the audience” (Peyton, 1988, p.89) that characterises the resemblance and the diversity between speaking and writing. For in oral conversation an audience is present to assist in guiding and in ensuring comprehension of the interaction.

It is now generally believed that writing, in the same way as speech, can be social, interactive and meaningful. According to Mangelsdorf (1989), by using speech and writing in unison, students can participate in conversations that develop some of the dimensions of learning a

language. Peyton (1989), Peyton & Seyoum (1989), Hornberger (1989) and Mangelsdorf (1989) agree that DJ writing is an excellent tool with which to encourage the type of writing that enables such interactive and “speech-like” (Peyton & Seyoum, 1989) written conversation.

A noteworthy observance by Dolly (1990) regarding dialogue journal (DJ) writing is that, granting that there are similarities between DJ writing and oral dialogues, differences do exist. For example, when partaking in oral dialogue, the partner responds to each “move,” whereas in written dialogue, the partner reacts to the “entire entry (or turn).” Other requirements particular to writing include the reliance on solely linguistic cues for sense, lack of an audience to provide immediate feedback, etc. Regardless, “... the difference is not between speaking and writing as such, but rather between features of oral, conversational interaction and essayist prose” (Peyton, 1988, p.89). Both the oral and written conversations arise from the hope to transmit meaning. When communication, be it oral or written, is considered to be interactive, the acquisition of writing can develop in conjunction with speech. Hornberger (1989) states that speaking and writing share so many features that at times it is difficult to decide which elements are characterised by speech and which are characterised by writing.

2.3 RESEARCH ON THE USE OF DIALOGUE JOURNALS

Definition

While DJs were initially introduced at the elementary school level in L1 classes (Graves, 1983; Atwell, 1987), they have also been shown to be beneficial for both children and adults in L2 classes (Staton, 1988a, p. 315). DJs are, in essence, written conversations that occur on a regular basis between the student and the teacher about a topic selected by the student. The student and the teacher are equal partners in this exchange. As the focus is on the “... function of writing, on its interactive nature, on the students’ communicative competence, and on the importance of topics as a means for creating coherence in the dialogues” (Staton, 1988b, p.11), neither the mechanics of the language nor the content of the DJs are explicitly corrected by the teacher. In much the same

way as speech, the writer engages in dialogue where there is regular interaction and feedback with a person rather than writing to some abstract or non-existent reader. Although the topic is chosen by the student, the topic is developed by both participants. The teacher does not explicitly teach the language, but rather implicitly teaches by modelling the language which, in its use, is then internalised by the student (Peyton & Seyoum, 1989).

Teacher's Role

The teacher's role in DJ writing is essential. The study of Peyton & Seyoum (1989), who examined one teacher's tactics to encourage her Grade 6 class of limited English proficiency students to write in their DJs, and that of Wrigley (1993), in her paper discussing the importance of being attuned to the distinctive needs of L2 learners, both show that the teacher/student interactions have strong influences on both the quality and the quantity of the writing, despite differences in their L2 proficiency. Most research on oral interaction in the classroom has shown that questioning is the most common form of language "... occupying as much as 95% of the teachertalk" (*Ibid.*). When answering questions posed by the teacher, students tended to respond with little elaboration. On the other hand, when participating in meaningful discussions with the teacher, students gave complex commentaries. These results suggest that the teachers' comments in DJs could have an equally strong influence on students' writing (*Ibid.*).

Peyton & Seyoum (1989) theorise that questioning may not be the most effective teaching technique to elicit students' responses in DJs. The students whom they studied consisted of L2, limited English proficiency, grade 6 students coming from Hispanic and Asian homes. The students chose when to write in their DJs for approximately 10-15 minutes each day. After 4 or 5 months of writing in their DJs, 15 consecutive entries of the children's writing were analysed. The students were free to choose their own topics, what to write, and how much to write. The teacher did not pose questions, nor was the writing corrected by the teacher. The teacher replied and engaged in the conversations as a confidante rather than as a guide. In the vast majority of the cases the students wrote lengthy, detailed responses. The results "... suggest that the success of

dialogue journal interaction lies precisely in the teacher's participation as an active partner in a meaningful shared communication" (p. 330). Non-specific remarks or questions by the teacher do not appear to be sufficient to draw out written dialogue from the students. It may be presumed that, with all students of all ages, the teacher must be an active and interested correspondent. Just as in oral dialogue, she must ask questions for clarification and discuss her own opinions and feelings pertaining to the topics proposed by the student rather than using the students' production for the purpose of evaluation. The focus of the writing should be on function and meaning rather than form.

While acknowledging the positive influences that teachers had on the DJs of 10 Hispanic, bilingual sixth grade students, de la Luz Reyes (1991a) cautions that there were problems. At times it was not possible to discern whether the difficulties arose from the strategies of the teacher or by the assumptions of educators in general. Two *a propos* observations made by de la Luz Reyes are:

- i) "... Teachers function primarily as creators of contexts and as facilitators of learning, not as the source and transmitter of knowledge. This role may create dissonance with a cultural group's expectations of teachers (p. 166)," and
- ii) "... The amount of time for [the mini-lessons and conferences] ... was brief relative to time spent in process activities (p. 167)."

Thus, the students often had difficulty transferring what they learnt to their writing.

De la Luz Reyes also refers to a professional development conference offered by Whole Language Approach and Process Writing educators. This conference gave very little attention to the modifications that might be needed when dealing with linguistic and cultural differences of students. She is by no means suggesting that "the baby be thrown out with the bath water," for she is highly in favour of the Whole Language Approach and Process Writing. However, from her observations and experiences, she offers suggestions to improve educators' awareness of some of the "kinks" in the way that Process Writing is presented to L2 learners. For example:

i) Despite the fact that some students may be able to apply their implicit knowledge of L1 and the writing process to their written work, others may need more explicit instruction and pertinent activities to enable them to transfer their new knowledge to their writing, and ii) The significance of scaffolding should not be minimised. Teachers should guide students in order to enable them to apply their knowledge to a variety of writing activities. To meet the individual needs of the students, the contexts for writing should be diversified. De la Luz Reyes (1991a) ends this article with the following commentary:

The continued depressed performances of minorities on literacy assessment offers a compelling argument for these adjustments in process approaches for students with diverse backgrounds. If any instrumental approach is to yield optimal benefits, it must be tailored to the academic needs of learners (p. 169).

Benefits of Dialogue Journals (DJs)

Research by Malwicky & Derwing, 1993; Carson, *et al.*, 1990; Cumming, 1989; Spack & Sadow, 1982; Zamel, 1982, among others, reveal that students who are skilled writers in L1, transfer this knowledge to L2 "...despite the linguistic burdens involved Whereas problems of poor L2 writers have been found to stem from inefficient writing strategies" (Arndt, 1987). According to Zamel (1985), in her article on how ESL teachers respond to students' writing, and Edelsky (1982), in her report on the relationship between L1 and L2 writing with 1st, 2nd, and 3rd grades students in a Spanish immersion programme, it is not so much linguistic barriers that inhibit ESL learners from writing in English, but rather it is the lack of knowledge that writing is a process used for creating meaning. White & Caminero (1995) evaluated the view of the use of Process Writing in adult foreign language classes, and de la Luz Reyes (1991b) examined the capacity of ten Hispanic, limited English proficiency, grade 6 students to construct meaning in DJs and Literature Logs in English and Spanish. Both groups ascertained that L2 writers who have difficulties when writing can improve their writing and language capabilities by using Process Writing. Peyton (1990), in his article describing the processes that grade 1 ESL students use when learning to write, points out that DJs, in particular, have been demonstrated to be a viable method

to incite students to concentrate on the message, rather than the form.

Moreover, Peyton, Staton, *et al.* (1990) and Stevenson & Jenkins (1994), show that where the linkage between oral and written language was permitted by the use of DJs, the oral competence of students, particularly limited English proficiency students, improved. The study of Peyton, Staton, *et al.* (1990) entailed taking one week-long sample from the journals of limited English proficiency, 6th grade Hispanic students who had been writing in their journals for 7 months, whereas Stevenson & Jenkinson (1994) made an analysis of the journals of 20 international university students of various levels of competence in English. The results of both studies show that by concentrating on the meaning rather than the mechanics of language, ESL children and ESL adults developed competence and confidence in their writing and use of language when employing DJs.

Influence of Dialogue Journals (DJs) on Writing

Do the speech-like qualities of DJs cause students to focus on function at the expense of form when writing? Research shows the reverse. Peyton, Staton, *et al.* (1990) studied a class of 26 grade 6, limited English proficiency Hispanic students and compared 4 types of writing: i) DJ writing (a one week sample), ii) a letter advising a friend to watch a certain television show, iii) a thank-you letter to a teacher in the school, and iv) a Social Studies' essay comparing the grasslands and the deserts. Based on the criteria established by these researchers, the results demonstrate that both the quantity and quality of writing in DJs was significantly superior to the 3 other forms of writing studied.

This study found that the quantity of writing (*i.e.*: number of words) in DJs far surpassed that in the letter to a friend, the thank-you letter to a teacher and the Social Studies' essay. Although the children were given less class time to write in their DJs than for the other 3 assignments, they still wrote more. The authors deduced that the children chose to find time to write during their spare work time and during non-school hours. Consequently, they had more

opportunities to use and to practise writing in English. The implications are that the writing of longer texts permitted them to use more language forms and, as a result, the language used was more complex. For example, the students used a greater variation of “clause connectors” and fewer “basic connectors” (such as “and”) (p. 164-165). In addition, the students used more paraphrasing, synonyms, and a “... lower relative frequency of repetition as a cohesive tie ...” (p.165) than in the other writing exercises. It appears that the increased complexity was influenced by the expression of self-chosen meaningful messages to an audience. The conclusions drawn from an intensive analysis of DJs and Literature Logs of the children in de la Luz Reyes’ (1991b) article (previously discussed) are that there were, in fact, detrimental effects on writing when the topic was established by the teacher and of little interest to the students. DJs give the students daily practice in expressing themselves through writing on topics in which they are interested and about which they are knowledgeable. According to Peyton, *et al.* (1990), their students used more of the characteristics useful to all sorts of writing with DJs than they did with the other 3 types of writing. Such a discovery could have profound repercussions on L2 acquisition for all ages.

Influences of Dialogue Journals (DJs) on Language Learning

Writing is known to be an influential medium for learning language. Even learners with a limited command of L2 begin to write before having mastered the spoken and written word (de la Luz Reyes, 1991b). Research on DJs, such as the study of Stevenson & Jenkins (1994) on 20 university students in various disciplines from China, Taiwan, Egypt, Turkey, and Sri Lanka, theorise that dialogue writing offers a means of purposeful writing that fosters language learning through reflection and critical thinking. The study of de la Luz Reyes (1991b) demonstrates that

... through immersion in writing with a focus on process rather than product, students showed a marked improvement in grammar, spelling, sentence structure, vocabulary development and writing, as well as a sense of audience and voice .

Stevenson & Jenkins (1994) and Staton (1988c) remark that DJs are useful tools that permit students to formulate their own individual strategies, to muse over their language and cultural

experiences, to internalise and to assimilate L2 within a structure, and to develop confidence in their capabilities which empower them to take more risks with the language.

When writing in L2, students are confronted with 2 challenges: i) the written code and, ii) the linguistic code. Vygotsky (1962) claims that expressive writing (such as that used in DJs) “... may be ... the kind of writing best adapted to exploration and discovery. It ... externalises the first stages in tackling a problem or coming to grips with experience” (p. 197). The “problem” or “experience” encountered by L2 learners entails dealing with the new language and, in many cases, a new culture. With DJs L2 learners are required to interact while using these written and linguistic codes with an audience. This audience is the “teacher.” The “teacher,” being a native-speaker, or at least more experienced in all aspects of L2 than the student, is more competent in using and thinking in the target language and better understands the cultural context from whence the language comes than the L2 learner. Because of the continuity of the dialogue, the students are provided with opportunities to govern, to internalise, to produce, to re-internalise, and to reproduce the language. DJs offer students a means of integrating what they know about the language with the new information provided by the teacher. Staton (1988d) describes this process as the groundwork for the accretion of “inner speech” in L2. In addition to providing a model for the students, the teacher’s language becomes an integral part of the students’ internal dialogues.

DJs may also offer an effective method of taking into account the differences in literacy proficiency levels of ESL students, because they individualise each writing task and make writing meaningful and appropriate for each student regardless of his/her level of proficiency. In her paper, “Orality/Literacy and Group Differences,” Hansen-Strain (1989) examined the several perspectives on orality and literacy of ESL university students coming from oral and literate societies. One of her discoveries was that the students from “illiterate” cultures (*i.e.*: cultures which lack a tradition of written language) were more socially involved in their writing and speaking than the students from “literate cultures.” If this is so, then the interactive nature of DJs may help students whose experience with their respective L1s is predominately oral, because of either their cultural or societal backgrounds, to establish a connection between oral and written

language. The students from literate cultures could also benefit from DJs as they apply their knowledge of written and oral language to their language learning in L2. DJs seem conducive to meeting the specific needs of the each student.

Influences of Dialogue Journals (DJs) on Confidence and Attitudes toward L2 Learning

Stevenson & Jenkins (1994) and Cohen & Norst (1989) declare that, especially in the case of adults, the lack of control in L2 can have significant effects on one's self-esteem and, thus, one's receptivity to learn L2. In his article entitled "Adults Versus Children in Second Language Learning" (1964), Ausubel alludes to a common worry amongst adults, namely the need to communicate in "adult" contexts and to talk about "adult" topics while having less than a young child's mastery of the target language. These severe language constraints often cause older learners to feel powerless and vulnerable when using L2 (Cohen & Norst, 1989). Self-esteem and self-perception have powerful influences on L2 learning and should be considered as integral factors in the process. Cohen & Norst (1989) go so far as to say:

... there is something fundamentally different about the performance aspect of language learning, and the fear it engenders, compared to other knowledge skill-based subjects. We hypothesise that language and self-identity are so closely bound, if indeed they are not one and the same thing, that a perceived attack on one is an attack on the other.

The studies discussed thus far, along with others, such as those by Peyton (1988), Spack & Sadow (1983), Staton (1988a,b,c,d,e), all provide compelling evidence that students feel a stronger sense of power and less anxiety when using DJs. Dolly (1990) concludes from her study of 12 adult ESL university students that "... dialogue journal writing provides a means of encouraging NNSs [non-native speakers] to experiment with conversational roles, freed from the pressures and constraints of oral conversation."

The previously cited article by Urzua (1987) clearly shows that as the children became

cognizant of their “voice” in English, their “power” over English, and their sense of “audience,” they began to take more risks, to become more autonomous, and to develop confidence in their capabilities with the language. Similarly in the study done by Stevenson & Jenkins (1994), the ESL university students using DJs experienced an increase in self-assurance which, in turn, augmented their positive academic and social self-image. In Spack & Sadow’s (1983) study, the ESL college students, all of whom had middle to high proficiency in English, were initially apprehensive about speaking in English. They professed, as did the ESL students in Stevenson & Jenkins’ (1994) study, that journal writing had a liberating effect by providing them with the opportunity to express themselves in a non-menacing environment. It should be noted, however, that while the journals in the article by Spack & Sadow (1983) required interaction between the students and the teacher, there were 3 essential differences between their approach and the use of DJs as proposed in this thesis. In their study: i) the topics were not personal, but rather were derived from the issues that were discussed in class; ii) from time to time the teacher wrote comments on the students’ efforts that were circulated to the whole class; and iii) the teacher periodically shared the journals of the students with the other members of the class. Despite these divergences from the method of using DJs, the reactions of the students are pertinent to the present study. The most revealing data pertaining to the effectiveness of interactive journals undoubtedly come from the mouths of the students themselves. The following are but some of the comments made by the students in relation to their attitudes towards journal writing:

“It force me to think in English in my daily life. I had only a few chance using English. I still speak Chinese all the time.”

“When I write the daily journal, it gives me a chance to do something all in English. I didn’t do it by translating from my mother language. I write every thing down using my direct response. The training of this daily journal really help me a lot for developing my fluency in English.”

“After the teacher told us we have to write journal daily, I start to think everything in English. It gives me a lot of pressure. But I know I learn a lot.”

“At the very beginning I always think about how I can write them such as what kind of words or sentence patterns I should use later, while keeping my writing.”

“I can feel the change from Chinese transforming English to English itself of way of thinking in the daily journal writing. This also help me in conversation.”

(Stevenson & Jenkins, 1994)

Writing is less difficult in speaking in that:

“In writing, I can spend enough time to think about how I should explain my ideas in English.”

“I can use my dictionary and erase or correct errors of my sentences.”

“As there is no audience face to face waiting for my words, I feel at ease. For nobody cares about my pronunciation, intonation, and speed, etc. “

“Our writing loosens up. We begin to look forward to writing in our journals. We also use our journals to formulate our own ideas.”

(Spack & Sadow, 1993)

The feedback collected from the students in Stevenson & Jenkins' (1994) study also shows how beneficial the students considered DJs to be outside of the ESL class. Eighty percent felt that the journals improved their language skills. As many of the Chinese students had little opportunity to practise English outside of the class, the journal was the only context available in which they could practise the language and their writing outside of the classroom. Sixty-five percent considered journal writing to be an important tool for improving their writing and for developing their self-confidence. Several also felt that journal writing improved their spoken English. Fifty percent found that writing in their journals gave them emotional and cultural support which, in turn, decreased much of their anxiety and stress. Interestingly, “... language improvements attributed to journal writing were generally not mentioned by students who were already very fluent in English.” Overall, the results were encouraging. As the semester advanced, the students wrote more frequently in their journals, felt more at ease as they began thinking in English, took more gambles with the language, translated less frequently, and focused less on their errors. The vast majority viewed journal writing to be the most helpful form of writing yet encountered in assisting them to develop competence in both written and oral language.

Influences of Dialogue Journals on Oral Language

Since the students' entries in their DJs often contain the 7 elements associated with speech ["oral vocabulary and expression, oral expletives {sheesh, oops, *etc.*}, interruptions, telescopic syntax {deletion of subject or verb}, address forms used as introducers or openings {introducing the listener by name}, and loudness {large, scrawling writing or print, capitalisation}"] (Shuy, 1988, p. 81), Shuy supposes that DJs could be a useful tool to improve speech through writing. DJs intertwine many of the qualities of speech such as feedback, interaction, and shared topic development with the traits associated with writing such as the internalisation of the language, reflective thinking, *etc.*, thus permitting the linkage between written and oral language development (Peyton, 1988). The study of Staton (1988e) found that the grade 6 students often referred to the DJs as "talking to the teacher" (p.36) and talked about their DJs in the same way that they would talk about an oral discourse. DJs seem to provide students with the time and the means to talk, to write, to experiment and to play with the language. They are able to take their time to choose suitable words and sentences and to manipulate and to revise their thoughts and language. Along with finding their "voice," and gaining "power" in L2 as described by Urzua (1987) and Raimes (1985), they are assured of a response from an "audience."

In spite of the vast amount of research inadvertently suggesting that writing in L2 may have an impact on speaking in L2 (*i.e.*: the conversational qualities of DJs, the advantages of learning to speak and to write concomitantly, students' perceptions of journal writing, *etc.*), there is surprisingly little research that pertains directly to the influences of writing on oral language in L2-learning. In her report submitted to the "U.S. Department of Education," Concepción de Godav (1994) speaks of the shortage of literature on this topic. The only article that de Godav was able to find was a dissertation by Concepción Barba (1992) entitled: "*El Efecto de la Escritura de Diarios Dialogados en la Habilidad Oral de Estudiantes de Español como Lengua Extranjera.*" (The Effect of Dialogue Journal Writing on the Oral Habits of Students Learning Spanish as a Foreign Language). The paper published by de Godav (1994) deals with specific issues of relevance to this study. She begins by referring to many researchers (Tannen, 1982; Mangelsdorf, 1989; Goodman, 1986; Krashen, 1989; Oller, 1979) who advocate the Whole Language Approach and

whose studies concur that oral and written language in L2 best develop when taught together.

De Godav also refers to the opinions expressed by other scholars (Erwin-Tripp, 1974; Brown, 1980; Ausubel, 1964) which support the hypothesis that prior knowledge of the written word in L1 and the mastery in the processes of writing in L1 undoubtedly influences the writing and learning of L2. “It is plausible to think that writing might function as a sort of schemata on which the L2 learner leans to accomplish oral production” (de Godav, 1994). Their hypotheses indicate that it is imperative to know the background oral and written capabilities, that is to say the perception of language and the writing experience in L1 that each L2-learner is bringing to the classroom. Because of the important role played by the background and understanding of language and writing of each student, this present study also considered other relevant ancillary aspects. A comparison was made of the repercussions that writing in DJs has on students who are at various stages of literacy development.

Another facet worth considering is how the students feel about learning L2 through the mode of DJs. Since L2 classes are of a mosaic nature, it is difficult to anticipate the levels and needs of the students. Hence, it is often challenging to determine the oral proficiency of the students as some students may feel more incompetent than others when speaking the language and, hence, more timid about expressing their thoughts in L2, particularly if they are in the presence of other L2-learners who are perceived to be more fluent. De Godav (1994) says that “... DJ writing time constitutes the conversation class that still gives a chance for the shiest students to participate.” Furthermore, since DJs preserve the “talk-like” qualities without the time constraints and pressures which often occur in oral dialogue, they allow students to take the time necessary to deliberate over and to “palpate” L2. As a consequence, DJs may decrease the anxiety and insecurities of ESL students when speaking English.

2.4 OBJECTIVES OF THE STUDY

Although the relationship between written and oral language has been observed and alluded to both directly and indirectly in several research reports, most of these were dealing with school-aged students in a classroom environment. There is also a lack of studies which are directed specifically at evaluating the efficacy of using writing as a means for facilitating L2 oral production, both from the perspective of the teacher as well as that of the learner. The experimentation of this study was of an exploratory nature which took into account the perspective of the subjects themselves and the analysis of the researcher regarding the relation of the writing skills and perceptions of literacy of 4 adult L2 learners on their writing and speech through the use of DJ writing.

The objectives of this project, which were concurrently analysed, entailed the following:

1. To explore the changes in the subjects' perceptions with regard to:
 - i) their understanding of ESL learning,
 - ii) their notions about literacy and orality in L1 and their potential influences on ESL learning, and
 - iii) their progress in written and oral production in ESL.
2. To analyse:
 - a) the changes in the subjects' written and oral production in ESL while engaging in DJ writing,
 - b) the influence of the experimenter's written production on that of the subjects' while engaging in DJ writing, and
 - c) the influence of the subjects' written production in ESL on that of their oral production in ESL while engaging in DJ writing,
3. To observe changes in the subjects' ability to communicate at various levels in ESL and their feelings about writing and speaking in ESL.

CHAPTER 3: METHODOLOGY

This research was influenced by a number of empirical and theoretical studies and articles dealing with ethnography, discourse analysis, first and second language acquisition, and sociolinguistics. Although various approaches and perspectives were employed in these studies, they all recognised that learning and using language are active, interactive, complex processes that unfold in social settings and, consequently, their methods of data collection and analysis follow the interpretive/qualitative traditions of research. The organisation and the criteria for evaluating the writing and speech in the present study were strongly influenced by those described by de Koninck (1991) and by Peyton, *et al.* (1990).

3.1 PILOT STUDY

While the principles of assaying of the data in this present study were influenced by the above works, the lack of published research on the influence of writing on speech meant that a precise model of experimentation was not available. Hence, the objectives of the actual study were unique and it was thus considered essential to conduct a pilot study in order to evaluate and to become familiar with the methods of collecting and analysing the data before venturing on to actual case studies.

The 3 week pilot study involved a Guinean woman, Aïssatou, who was in the process of completing her Ph.D. at the University of Montreal. Aïssatou was completely fluent in French and her mother tongue, Pular. Since most of the literature pertaining to her research was in English, Aïssatou felt the necessity of learning the language. The pilot study was most useful in providing valuable clues as how to determine various aspects of the experimental approach so as to make pertinent observations with greater efficiency and precision.

3.1.1 Procedures Used: Written and Oral Dialogues

Aïssatou and the experimenter wrote a total of 9 dialogue journal (DJ) entries to one another. Both had e-mail addresses, so Internet was initially presumed to be the most efficient mode of correspondence. Three oral dialogues (ODs), in which specific interviewing procedures were examined, also took place between Aïssatou and the experimenter.

Dialogue Journal (DJ)

Aïssatou and the experimenter wrote to each other 3 times a week during the course of the 3 week study in May/June 1996. They both agreed that writing so frequently was at times burdensome, due to other demands. Consequently, the subjects in the actual study corresponded with the experimenter only 2 times a week.

Granted that using Internet had some advantages, it was later concluded that the disadvantages out-weighed the advantages. On the one hand, using e-mail proved to be very convenient and time-efficient since Aïssatou and the experimenter did not have to meet with one another and could respond at their own convenience. On the other hand, e-mail was conducive to an impulsive type of writing in which the correspondences were hastily written with little deliberation and sent without having been read. In fact, Aïssatou was culpable of this tendency on several occasions. Thus, for the actual study it was stipulated that the DJ entries be hand-written in a notebook, which was believed to be more appropriate to a meditative sort of writing. It was hoped that the subjects would take the time to leaf through preceding entries, write at their leisure, and proof-read their letters.

Since Aïssatou was extremely busy, preoccupied and stressed at the time of the pilot study, she was anxious to finish as soon as possible. This was another aspect that influenced her disappointingly brief and impulsively written DJ entries. It was apparent that her mood and personal/academic obligations affected the length and quality of her entries much more than did her actual knowledge of English. As a result, she often made errors which seemed to be due to

negligence.

Although Aïssatou's indifference was unexpected, this is not to say that the experience with her was of no value. Her contribution highlighted the importance of 3 parameters which had not been considered in the initial design of the pilot study. The first one was the role the subject's motivation level plays in this process. Given the time constraints inherent in this, and any thesis, it was realised that the subjects for the actual study was needed to be carefully screened. The subjects had to be motivated and committed to taking the time to write in English to the best of their ability. The pilot study showed that it was essential that the subjects be given a clear definition of what would be required from the outset. It was also imperative to verify that each subject understood and agreed to the prerequisites set out by the experimenter. In case that one of the chosen subjects was unable to fulfil the requirements of the study, it was deemed necessary to have a back-up subject.

The second was the nature of the relationship of the experimenter and the subject. Since Aïssatou and the experimenter were friends, Aïssatou often made references to what they had done together or discussed topics which were unrelated to the written conversation. To promote a more "talking-like" type of writing, in the actual study, subjects were chosen with whom the experimenter had not been previously acquainted. Hence, with the exception of the scheduled ODs, the DJs were the only means of interaction between the experimenter and the subjects.

The third parameter involved responding to and the modelling of the experimenter's writing, neither of which Aïssatou was inclined to do. Consequently, during the actual study a concentrated and conscious endeavour was made to interact in such a way so as to draw the 4 subjects to write and to respond to the experimenter's letters. This implied expanding on each of the individual's areas of interest and aptitudes. As with Aïssatou, the subjects' DJ entries in the actual study were not overtly corrected. Something not performed in the pilot study, which was believed worth doing in the actual study, was taking the note of any problems (structure, vocabulary, *etc.*) encountered by the subjects and the correct modelling of their errors by the experimenter in subsequent entries. By doing so, it was hoped to observe if the written models of the experimenter had had any influences on that of the subjects'.

Oral Dialogues (ODs)

The procedures adopted for the verbal interactions between Aïssatou and the experimenter were implemented in 3 half hour ODs. The first was carried out prior to the pilot study, the second halfway through the pilot study, and the third after the pilot study. To ensure that the experimenter not dominate the conversation and that there not be long, uncomfortable pauses of silence, 3 interview procedures were tested. The first OD followed the prototypes presented by Vermersch (1990) and Tierney (1991) in their respective articles: “*Questionner l’action : l’entretien d’action : l’entretien d’explication*” and “Utilising Ethnographic Interviews to Enhance Academic Decision Making.” Both publications concentrate on questioning strategies that evoke the subjects to communicate, while making them feel at ease. The second OD was more of an impromptu, shared conversation. Aïssatou was left to direct the third OD.

Procedure 1:

The conversation in OD 1 took the form of an interview in that the experimenter directed the interaction with questions. The experimenter also chose a topic with which Aïssatou would be familiar: her thesis. The topic choice was factual rather than personal so as to maintain a degree of objectivity and formality. The experimenter offered no information about herself. Aïssatou spoke for approximately 80% of the time in much the same way one speaks when giving a presentation. Although the experimenter had not intended to correct Aïssatou’s mistakes in English, she spontaneously intervened 5 times in order to maintain the flow of the conversation. Aïssatou repeated 3 of the interventions which seemed to decrease her level of frustration.

Aïssatou was very attentive and enthusiastic during this interview. She was quite capable of expressing herself, although she frequently paused, repeated herself, and used interjections when searching for the appropriate word or sentence structure. Much French interference and moderate levels of frustration and anxiety were noted when she could not find the English word or express her thoughts in English. At one point Aïssatou showed a high level of stress when unable to deliver her message. She insisted that the cassette be stopped so that she could express herself

in French. This indicated that Aïssatou was concentrating on meaning rather than language form and that her limited proficiency in English was inhibiting her to articulate her thoughts. After ensuring that the experimenter had understood her message, she was willing to reiterate it in English.

Following the interview Aïssatou informed the interviewer that even though it had been difficult for her to speak in English, she was satisfied with her oral production in this interview. She nonetheless preferred to write in English because writing gave her the time to reflect on what she wanted to express. She appreciated having had a good knowledge of the topic for she would have felt more nervous had she needed to concentrate on the language and on the content. Granted that this interview went well and Aïssatou spoke a lot, her last comment precipitated the question: Would the apparent level of Aïssatou's proficiency in spoken English diminish if she were engaged in a more spontaneous discussion?

Procedure 2:

The second OD was an improvised, personal conversation that was equally directed by both Aïssatou and the experimenter. This conversation took place after having written 5 e-mails to each other. The fact that Aïssatou spoke for approximately 60% of the time illustrated that it was indeed a shared discussion. The experimenter took the role of an equal participant rather than that of an interviewer. Both Aïssatou and the experimenter asked questions and talked about themselves. Aïssatou was much more expressive and relaxed (laughing, joking, *etc.*) in OD 2 than she had been in OD 1.

Although the experimenter tried once again to refrain from intervening, 8 interventions were counted. However, this time the experimenter only offered the English word or expression when Aïssatou seemed to be asking for aid. Aïssatou repeated all of the experimenter's interventions and, as in OD 1, the interventions seemed to decrease her feelings of anxiety. The number of French interferences was significantly reduced. Regardless of her impression of having spoken better in OD 1, Aïssatou claimed to have been significantly less stressed when participating

in OD 2.

Procedure 3:

The final OD occurred after the completion of the 9 DJ entries. In this OD Aïssatou was permitted to lead the conversation. The experimenter ended up talking more, whilst Aïssatou spoke less (40% of the time). She talked very little about herself and assumed the role of the interviewer. Her mood was much more serious and “matter of fact” than it had been in DJ 2.

During the conversation the experimenter intervened *ad lib*, and upon analysing the ODs saw that she had intervened more often (15 times) than she had in the preceding ODs. Aïssatou repeated 7 of the experimenter’s interventions. The interventions seemed to be helpful, albeit not all of Aïssatou’s errors were corrected for fear of destroying the continuity and the flow of the dialogue.

In this discussion Aïssatou admitted to having been much more unsure of herself and, hence, more reluctant to speak. This could explain her increased need for the experimenter to verify that she was using the correct word or expression. The number of French interferences remarkably increased from OD 2.

Implications

Aïssatou’s comments and the interpretations of the experimenter indicated OD 2 as being the most effective type of dialogue in terms of precipitating a natural and unforced conversation, not to mention that Aïssatou found it to be the least stressful of the conversations. It was thus decided that the “OD 2 model” would be utilised in the actual study and that the experimenter would intervene when a subject required or requested a word or phrase to carry on smoothly with his/her train of thought.

The first fifteen minutes of each OD in the pilot study were transcribed and then analysed.

Because of time restrictions, it was decided that for the actual study the ODs would take place once every two weeks, rather than once a week and 5 minute, rather than 15 minute, transcriptions of each OD would be analysed.

3.1.2 Analysis of Pilot Study Measurement Instruments

Two measurement instruments were employed in the pilot study. The first, the Cantril Self-Anchoring Scales (CSs) (the details of the CSs will be described later), focused on Aïssatou's self-perception of her written and spoken competence in ESL in relation to 3 other ESL learners. The second, 2 analytical grids, permitted a measurable analysis, as much as possible, of Aïssatou's written and spoken English.

Cantril Scales (CSs)

“Writing and speaking” CSs were administered both before and after the study. No conclusions about Aïssatou's change (or lack thereof) in perceptions of what constitutes “good” or “bad” written and spoken English could be drawn from her comments on the CSs. Upon analysis it was evident that the problem was not with the CSs themselves, but rather that the experimenter's directions were inadequate and Aïssatou misunderstood what was expected of her. To avoid this misunderstanding in the actual study, it was decided that the experimenter would sit down with each subject and carefully ascertain that there be no confusion as to the purpose or method of the CSs. It was also decided that it was essential to administer 2 questionnaires so as to understand better other perspectives regarding the subjects conceptions of ESL learning and literacy and orality in both L1 and ESL.

Analytical Grids

In the pilot study a spectrum of quantifiable linguistic elements in both the DJs and ODs were examined with the aid of 2 analytical grids (one for the DJs, the other for the ODs) based on the example of de Koninck (1991). With each DJ entry or OD the following categories were

tallied:

- i) total number of words,
- ii) total number of accurate connectors,
- iii) total number of accurate referents,
- iv) total number of instances of inaccurate vocabulary,
- v) total number of instances of inaccurate morphosyntax,
- vi) total number of French interferences, and
- v) total number of uses of inaccurate temporality.

In addition, the: number of “lack of ease indicators” (pauses, interjections, requesting aid), as used by de Koninck (1991), were counted when analysing the ODs.

This complex analysis proved to be extremely labour-intensive and yielded at best doubtful conclusions. It was thus decided to keep only the categories offering, what was considered by the experimenter to be, the most informative data, that is to say:

- i) total number of words (DJs, ODs)
- ii) vocabulary (DJs, ODs),
- iii) temporality (DJs, ODs), and
- iv) lack of ease indicators (ODs)

In the actual study the ensuing categories were analysed and modified:

- i) total number of words written in each DJ entry and spoken in 5 minute transcribed extracts of the 1st, 3rd, 5th, and 6th ODs,
- ii) percentage of correct “vocabulary / temporality” on the first 100 words written / transcribed, and
- iii) total number of “lack of ease indicators” employed on the first 100 words transcribed. (*n.b.*: The subcategory of “repetitions” was added to the “lack of ease indicators” for during the pilot study it had been observed that Aïssatou had the tendency to repeat herself when searching for a word or when pondering over how

to formulate a thought.)

At the same time, it was evident that an objective analysis measured but one dimension involved in L2 acquisition and could possibly give misleading information which would lead to false conclusions. Since L2 learning is an individual recursive process involving many factors, it was recognised that other evaluative tools were required to take into account non-measurable linguistic components (Krashen, 1988) and affective variables (Gardner & MacIntyre, 1992). It was only after careful analysis of the deficiencies and strengths in the pilot study that the researcher felt prepared to commence the actual study.

3.2 ACTUAL STUDY

The actual study called for the involvement of 4 adults at beginning to intermediate levels in ESL. The subjects were required to engage in a written correspondence with the experimenter 2 times a week for a period of 10 weeks. They were also requested to participate in 6 ODs with the experimenter at designated times throughout the study. The evaluation of the subjects' self-conceptions regarding literacy, orality, and ESL learning was of a qualitative nature. Their written and oral production was assessed both qualitatively and quantitatively. Field notes were also taken throughout the study. The development of the research questions and the design of the study, the maintenance of a continuous and spontaneous written and oral correspondence with the subjects, and the collection and analysis of the data, were all carried out by the author.

3.2.1 Selection of Subjects

Four case studies were carried out on 4 adult immigrants who had low to moderate proficiency in English. Two of the participants, Viktor and Iryna, were in their mid- to late 30s and had recently emigrated to Canada in May, 1996 from Russia. They had both studied 5 years at a polytechnical university and had worked as electrical engineers in Russia. Both had taken English courses before coming to Canada. Upon arriving in Montreal, Viktor and Iryna had absolutely no knowledge of French and, hence, immediately enrolled in an intensive French course

for immigrants (C.O.F.I.) offered by the government of Quebec. When the study started Viktor had recently stopped taking this course in order to look for work. Iryna, on the other hand, was still engaged in her French studies.

For reasons of comparison two subjects with less formal education were also chosen to participate in this study. Chunmei, a 41 year old Chinese woman, had finished high school 23 years ago, but had never gone to university. Binh, a 24 year old Vietnamese man, had not yet completed high school, but hoped to do so. At the time of the study, both had already been living in Canada for a number of years. In addition, both Chunmei and Binh were taking a formal intensive English course (3 hrs./day, 5 days/week) with an adult education program run by the Protestant School Board of Greater Montreal. They had been studying English for the last 1.5 years and their English was evaluated by their teachers as being at an intermediate level. Like Viktor and Iryna, Chunmei had studied French at C.O.F.I. upon arriving in Canada. Binh had not taken a specific French course, but had attended a French high school when he was 15 and 16 years old.

Despite their varying cultural backgrounds and personal experiences, there were certain parameters in common among all 4 subjects. First, all had some knowledge of both French and English; second, all were immigrants to Canada; third, all had some appreciation of their English competence; and fourth, all used a non-Latin script when writing in their mother tongue. In the case that one of the subjects was unable to fulfil the criteria of the study or had to discontinue the study for some other reason, the same process of DJ writing and ODs that took place with the 4 chosen subjects was also carried on with a backup subject, a 38 year old, high school-educated Vietnamese woman. Following is a description of each subject detailing his/her level of education, educational background, professional and work experience, language knowledge, and reasons for learning ESL.

VIKTOR

Viktor was a 38 year old Russian man who had been in Canada for 8 months at the

beginning of the study in December, 1996. Initially Viktor was very frustrated as he felt his limited knowledge of English vocabulary and grammar was adversely affecting his interviews in that it made it difficult to understand, and even more difficult to respond to the questions posed to him . Having just finished the C.O.F.I. course, he also found himself to be mixing-up French and English in his speech and writing. The language of communication for him at home and in most social situations was Russian.

IRYNA

Iryna, like Viktor, also had been in Canada for 8 months when the study commenced. She was of 34 years of age. Iryna had studied English in secondary school and university, and had taken a private course. She claimed that a “traditional approach” to the teaching of English had been employed in her English courses. Even though she had studied English longer and could better explain English grammar than Viktor, she appeared to have much more difficulty with her written and oral expression and comprehension. In much the same way as Viktor, Iryna was disparaging about her competence in English. She was very self-conscious and constantly apologising for her “bad English.”

Since Iryna was living in a francophone community and her husband spoke French fluently and spoke no English, she considered the learning of French to have priority over the learning of English. All her interactions at home, at school, and in social situations occurred in Russian or French.

CHUNMEI

Chunmei was a 41 year old Chinese woman from Beijing who arrived in Canada in 1990. Because of the political upheaval in China during her youth, she had been unable to continue her studies after high school. However, she claimed to like reading and writing. During her first 5 years in Montreal, Chunmei had worked as a seamstress in a factory, after which she had owned and managed a convenience store.

Chunmei came to Montreal having no knowledge of either French or English. Like many new immigrants in Quebec, she studied French at C.O.F.I. for one year. In September, 1995 she enrolled in the English program offered by the Protestant School Board of Greater Montreal. She was motivated to study English because she perceived a knowledge of the language to be a necessity for increasing her job opportunities in a French/English city such as Montreal.

Despite the fact that Chunmei had been studying English for a year and a half, she felt her progress in English had been slow for a variety of reasons. First, the fundamental differences between English and Chinese with regards to lexicon, morphosyntax, grammar, script, and pronunciation, led her to believe that it was more difficult for her to learn English than it was for her non-Asian classmates. Second, she only occasionally spoke French and, almost never spoke English outside of the classroom. She stated that she communicated exclusively in Mandarin with her daughter and the majority of her friends. She also preferred to watch French television to English television. Third, being a quiet, shy person she was hesitant to try to meet Anglophones and to interact in English. As with Viktor and Iryna, Chunmei noticed that French words and expressions sometimes slipped into her written and spoken English.

BINH

Binh was a 24 year old Vietnamese man who came to Montreal at the age of 15. When he first arrived in Canada, he lived with his 23 year old sister and was enrolled in a French secondary school but did not complete his studies. In his first OD Binh stated: "I left my school. I think I need the money. I need worked then. And, and when I have the money, I go to drink beer and I, I, I do something drug." Apparently Binh's mother moved to Montreal from Vietnam not long after in order to encourage her son to return to school.

After completing all of the levels of the formal intensive English course given by the Protestant School Board of Greater Montreal, Binh hoped to complete his secondary schooling in the English sector of the adult education programme. Binh intended to do his schooling in English rather than French because, first, he found English to be an easier language to learn than French

and, second, he thought that English would provide him with more work and travel opportunities in North America than would French.

Although Binh had attended a French high school in his teens, he insisted that he could not express himself in French and could understand only very little of either spoken or written French. However, occasionally he did notice some French interference when communicating in English. In his daily life Binh spoke either in Vietnamese or in a broken-English with his non-Anglophone friends. He claimed that his friends' fluency in English tended to be comparable to his own. His main contact with English was at school and through movies and television.

3.2.2 Measurement Instruments

The 2 questionnaires (Qs) and the Cantril Scales (CSs) enabled a qualitative analysis of the subjects' cognizance of writing and speech in L1 and L2 and of what they viewed as important when learning ESL. The analytical grids provided a means of objectively tabulating the data gathered from the DJs and ODs.

Questionnaire (A) and Questionnaire (B)

Two questionnaires, based on the examples published by Johnson (1992), were designed and administered to the subjects in either French or English before and after the study. Responses in L1 were translated by a fluent speaker of both L1 and either French or English.

Questionnaire (A) (see Appendix I(A)) focuses on the subjects' attitudes toward learning ESL and requires that they respond to various statements about themselves by placing themselves on a continuum ranging from: **1 = "strongly agree"** to **6 = "strongly disagree."** This questionnaire concentrates on the following aspects:

- | | | |
|------|---|--------------------|
| i) | Motivation for learning ESL | (Questions: 1 - 9) |
| ii) | Relative Ease of Writing vs. Speaking English | (Questions 10, 11) |
| iii) | Importance of Feedback | (Questions 12, 13) |

- | | | |
|-----|--|-------------------|
| iv) | Importance of Studying Grammar in the Acquisition of Verbal Skills | (Question 14) |
| v) | Influence of Writing on Learning to Speak in ESL | (Question 15) |
| vi) | Self-Consciousness while Communicating in English. | (Questions 16-18) |

Questionnaire (B) (see Appendix I(B)) requires that the participants complete unfinished sentences concerning their perceptions of written and oral language in L1 and their literacy and verbal practises in L1. Depending upon the subjects' answers, many of these open-ended statements may fall into more than one of the categories. The sentence starters were purposely repetitive for 2 reasons: First, to determine whether or not the subjects' responses were consistent, and second, to try and to detect various nuances in the subjects' perspectives and responses by the use of slight alterations in phrasing. The sentence endings were analysed by the experimenter with the intention of ascertaining:

- | | | | |
|------|--------------------------------|------------------------------|---|
| i) | The subjects' interest in : | Reading
Writing
Speech | (Questions: 1, 4, 5, 11, 14, 19, 20)
(Questions: 3, 7, 9, 17)
(Questions: 5,10, 12, 13, 15, 16, 21) |
| ii) | The subjects' use of: | Reading
Writing
Speech | (Questions: 1, 2, 8, 14, 19, 20)
(Questions: 3, 6, 9, 17, 18)
(Questions: 10, 13, 15, 16) |
| iii) | The subjects' self-evaluation: | Reading
Writing
Speech | (Questions: 11, 14)
(Questions: 3, 6, 18)
(Question: 13) |

Cantril Self-Anchoring Scales (CSs)

Both the "writing CS" and the "speech CS" used in this study were adapted from the model of Braungard and Braungard (1996). They based their model of the CS, which was their main method of gathering data, on the "Self-Anchoring Striving Scale" by Hadley Cantril (1965). Cantril originally developed this open-ended scale to determine how the people in his research

expressed and rated themselves in relation to their nation. In other words, he was, just as this study was, primarily interested in understanding his subjects' perceptions. Braungard and Braungard (1996) specified that:

“The objective of this scale is to determine the internal or cognitive boundaries set by the subjects themselves. Once their individualised norms or boundaries are consciously acknowledged, subjects are then asked to differentiate temporal anchors within their cognitive frameworks.”

In the actual study, the scale format was adapted and simplified to include the participants' self-ratings and their ratings of 3 other non-native-speakers of English of their acquaintance. This present version of the CS consists of a gradation of lines from 1 to 10 (see Appendix II). Two identical scales were used, one for evaluating writing competence, the other for evaluating oral competence in ESL. Specifically, each of the participants was required to think of 3 non-Anglophones whom he/she considered to write/to speak very well, moderately well, and poorly in English. It was not necessary that the subject choose the same 3 people for the pre- and post-“writing CS” and “speech CS.” The reasons for making their choices was considered to be much more important than whom they chose. Each subject rated his/her 3 choices on the scale and gave a written justification of the placement assigned. After having done so, the subject was required to evaluate him/herself using the same scale and to justify the placement. Those placed on rungs 1-3 were viewed as writing/speaking English very well, those on rungs 4-7 were considered to be average in the 2 domains, while those thought to write/to speak English poorly were situated on rungs 8-10. The positions assigned and the reasons therefor stated by the subjects were later interpreted by the researcher.

Analytical Grids

The pilot study demonstrated that certain linguistic categories examined did not provide apposite data to this study. Therefore, the analytical grids (see Appendixes III (a,b)) utilised in the actual study were simplified versions of those used by de Koninck (1991) and those used in the

pilot study. The analytical grids permitted an impartial charting of data obtained from the DJ entries and the OD transcriptions, along with a systematic and unbiased means of examining measurable transformations in the subjects' writing and spoken skills and the repercussive affects of writing on the subjects oral skills in ESL. The averages of the data charted for the first and second halves of the study were later graphed to illustrate possible changes and to compare the results of the 4 participants.

Dialogue Journals (DJs)

The DJs were collected upon completing the study. Being that the quantity of writing could indicate a desire to write and/or a certain command of the written word, the total number of words for each entry were counted. In addition, the first 100 words of each entry were analysed according to the percentage of accuracy in "vocabulary" and "temporality." "Accurate vocabulary" is defined as the correct usage of all words excluding verbs (*i.e.*: articles, prepositions, adjectives, adverbs, nouns). Verbs are included in "vocabulary" when the error is lexical rather than verbal. For example, the expression: "He made a picture," when the intent is: "He took a picture" is considered to be an error in vocabulary rather than temporality since the verb tense is correct, whereas the word used is contextually incorrect. "Accurate temporality" refers to the correct usage of verb tenses. For example, in the sentence: "He taked a picture," when the intent is: "He took a picture," the verb "to take" is correct, but it is incorrectly conjugated and thus classified as a temporal error.

Oral Dialogues (ODs)

The same criteria for objectively examining the DJs was used to examine the ODs. Transcriptions were made of 5 minute tape-recorded extracts 10 minutes into ODs 1, 3, 5, and 6. The total number of words counted in each transcription and the percentage of correct vocabulary and temporality for the first 100 words of each transcription were recorded on the analytical grid. An additional category unique to speech (de Koninck, 1991) entitled "lack of ease indicators" was also incorporated into the grid. The category "lack of ease indicators" is made up of the following

4 sub-categories:

- | | | |
|------|--|--|
| i) | Pauses (P) indicating hesitation: | .. => short pause
... => long pause |
| ii) | Interjections (I) indicating hesitation: | <i>e.g.:</i> umm, uh, <i>etc.</i> |
| iii) | Indications of the subject requesting aid (A): | - ?? => doubt in voice
- writes down unknown word
- mimes, points to something |
| iv) | Repetitions (R) indicating hesitation: | <i>e.g.:</i> I, I, I, I think so. |

3.2.3 Methods of Data Collection

This study was designed to be predominately qualitative in nature, focusing on 2 specific dimensions: i) the subjects' self-perceptions regarding ESL learning, literacy and orality in L1 and ESL, and proficiency in written and spoken English in others as well as themselves, and ii) quantitative and qualitative analyses by the researcher of the written and oral productions during the 10 week dialogue activities, in addition to an informal assessment of the influences of DJ writing on communicative and affective variables (as described in the sub-heading, "Writing of the Field Notes").

Administration of Questionnaires (Qs) and Cantril Scales (CSs)

Two questionnaires (Qs) and two Cantril Self-Anchoring Scales (CSs), were administered to the subjects before and after the 10 week study. The experimenter went over in detail what was required in each of the Qs and CSs in detail with each subject prior to and subsequent to the study. Moreover, sample questions were practised with each subject. The subjects were then required to fill-out the Qs and CSs on their own time at their earliest convenience. It was assumed that the subjects would feel more at ease and less pressured by time if they were able to complete the Qs and CSs without being under the supervision of the experimenter. Upon returning the Qs and CSs, each subject was asked to restate his/her responses to the experimenter so as to clarify any ambiguities or misunderstandings. When a subject had difficulty expressing his/her answers in

writing, the responses were verbalised to the experimenter who then transcribed them without editing. The subjects responses were subsequently examined by the researcher.

Correspondence via Dialogue Journals (DJs)

A correspondence between the experimenter and each subject occurred in an epistolary form 2 times a week for a period of 10 weeks. The subjects had their own personal notebooks in which they and the experimenter discoursed. Thus, the letters were cohesive and followed a logical, sequential order. This permitted the subjects to reread previous entries in order to recapitulate the flow of the dialogue or to reexamine vocabulary, expressions, structures, and grammar employed by themselves and/or the experimenter.

At the onset of the study the experimenter explained to the subjects that a minimum of 100 words were required for each DJ entry. The pilot study had shown that at least a 100 words were necessary to analyse adequately a writing sample. So as to have standardised comparisons, as far as possible, of the first 100 words of each entry were analysed.

The experimenter emphasised to the subjects that the letters were to be of an interactive, conversational nature. The subjects were requested to write the first DJ entry and to choose their own topics. It was further explained that the choice of topics of the subsequent entries should spontaneously feed off of one another. The final DJ entry was also to be written by the subjects.

No corrections of the subjects' entries were made by the experimenter. However, the experimenter took note of their grammatical, syntactical, and lexical errors and then modelled the correct forms and word usages in ensuing entries. In addition, new lexicon and expressions, syntax, and verb usages were strategically introduced in the experimenter's entries to see if these were imitated in the writings of the subjects.

Correspondence via Oral Dialogues (ODs)

The ODs, with the exception of the first, were continuations of the current written dialogues. An OD of at least 20 minutes transpired between the experimenter and each of the subjects before commencing the study and again after the 4th, 8th, 12th, 16th, and 20th DJ entries. A 5 minute segment 10 minutes into each OD was transcribed and examined. The transcriptions of all 6 ODs were holistically examined, while only the first 100 words of the transcriptions of ODs 1, 3, 5, and 6 were objectively analysed. The decision to do an objective analysis at 4 week intervals, excluding ODs 5 and 6, was based on the opinion that in the early and middle stages of the study 2 week intervals would likely be too short a period to detect quantifiable changes in OD production.

As mentioned earlier the format used for the ODs followed was similar to that of “OD 2” in the pilot study. To open the conversation the experimenter asked a question (as was the case in OD 1) or made reference to the previous DJ entry so as to create a continuity between the written and oral dialogues (as was the case in ODs 2-6). The ODs were then allowed to develop extemporaneously and were equally directed by the experimenter and subject. If the subject was voluble, the experimenter, while continuing to contribute to the conversation, would encourage his/her talkativeness. If, on the other had, the subject was taciturn, the experimenter would ask questions on topics of interest to the subject with the hope of drawing him/her out. The experimenter made corrections when requested by the subject and intervened when a word or phrase was needed to maintain the flow of the dialogue.

Analysis of Linguistic Components

An objective and subjective analysis of the linguistic components were performed on the DJs and ODs. The objective analysis entailed charting (as explained in the section entitled, “Measurement Instruments”), graphing (bar-graphing the averages accumulated on the analytical grids for the first and second halves of the study), and discussing the findings. The researcher also performed an analytical, subjective assessment of the linguistic components. This involved an

examination of the vocabulary and expressions, syntax, and temporality written and spoken by the subjects, with the purpose of determining: i) if any changes had occurred in the subjects' written and oral production in ESL, ii) if the experimenter's written production had influenced that of the subjects', iii) if engaging in DJ writing had affected the subjects' oral production in ESL, and iv) each subjects' personal specific written and spoken tendencies (*i.e.*: confusion over past tenses, omission of articles, mastery of the future tense with "will").

Since each subject had unique cultural, linguistic, and personal experiences, not to mention his/her own idiosyncrasies, the elements examined within the 3 above mentioned categories (vocabulary and expressions, syntax, and temporality) varied from subject to subject. Therefore, numerous readings of the DJs and ODs were needed to ascertain on which elements to focus with each subject.

Writing of Field Notes

Informal field notes were taken by the experimenter on an ongoing basis throughout the study. The experimenter recorded the subjects' reflections on and feelings toward literacy and orality in L1 and ESL, the learning of ESL, and the method of DJ writing. These notes were later analysed and interpreted by the researcher. Field notes were also taken of the researcher's holistic assay and interpretations of first, the communicative variables (complexity of ideas, humour, style, *etc.*) used by the subjects in the DJs and ODs and, second, the affective variables which influenced their acquisition of ESL. The communicative variables focus on the message rather than the language and are defined by Brian (1993) as being the primary constituent of "authentic" communication. The affective variables regarded are those described by Gardner and MacIntyre (1993) as being integral to effective or ineffective communication in L2, that is to say: i) motivation and willingness to learn L2, ii) self-confidence when interacting in L2, iii) attitudes toward the learning situation, and iv) language anxiety (anxiety felt when a situation requires the use of L2).

CHAPTER 4: RESULTS

Chapter 4 concentrates on three major areas. The first involves a qualitative analysis of the subjects' perceptions regarding: i) ESL learning, ii) the role of literacy and orality in L1 and its potential influences on ESL learning, and iii) their progress in written and oral production in ESL both before and after the study. The second concerns both quantitative and qualitative analyses of: i) the subjects' written and oral production in ESL, ii) the influence of the experimenter's written production on that of the subjects' in ESL, and iii) the influence of the subjects' DJ written production in ESL on their oral production in ESL. The third entails a subjective assessment by the researcher of the influences that DJ writing had on the communicative and affective variables involved in the subjects' learning of ESL.

4.1 ANALYSIS OF SUBJECTS' PERCEPTIONS

This section summarises the data derived from the pre- and post-Q(A), Q(B), the CSs. The subjects' responses to Q(A) (see Appendix V (A-D)) give a representation of their personal purposes and incentives for learning ESL, as well as their cognitive styles and affective inclinations. Q(B) (see Appendix VI (A-D)) focuses on the subjects' already established notions about literacy and orality in L1. The CSs (see Appendix VII (A-D)) provide relevant and practical information with respect to the criteria the subjects used to appraise their speaking and writing abilities and progress in ESL in relation to others whom they judged to be proficient, mediocre, and poor writers and speakers of ESL. The information written in the field notes, which pertains to the subjects' perceptions of ESL use, are incorporated into the following analysis as well.

n.b.: The 2 Russian subjects, who felt more fluent in French than in English, were given the French versions of the Qs and CSs. Their responses to the pre-Qs and pre-CSs were written in Russian and translated to French by someone fluent in both languages.

n.n.b.: The Vietnamese subject dictated his responses for the Qs and CSs to the experimenter, which were transcribed verbatim.

4.1.1 Notions about ESL Learning

The organisation of this segment involves an analysis of the subjects' responses to Q(A) and the CSs, along with the field notes taken by the experimenter. This examination enabled the researcher to extract the components considered of import to learning ESL as defined by one or more of the subjects. Since all of the subjects participated in this study with the objective improving their English, their comments pertaining to their involvement in the study were likewise included in the assessment of their notions about ESL learning. The elements considered by the subjects as being relevant to ESL learning included: motivation, linguistic factors, involvement, feedback, and fluidity. A more complete definition of these terms will follow.

Motivation

Motivation in this study is defined as the desire to learn ESL, along with the effort put into achieving this goal. All 4 subjects agreed that motivation plays a crucial role in ESL learning. In both the pre- and post- Q(A) they all claimed to be highly motivated to learn ESL, mostly for work-related reasons. They claimed to enjoy learning ESL and believed themselves to be putting forth a lot of effort in order to achieve this goal. Their responses to the CSs and their commentaries to the experimenter also illustrated the value they put on motivation when learning ESL. However, comments made by Iryna and Binh, not to mention the observations made by the experimenter, indicate that, in fact, these 2 subjects were not as incited to learn ESL as they had suggested in Q(A).

Of all the subjects, Viktor was the most diligent participant. He justly admitted to having been committed to the study and always put forth his best effort. For example, Viktor mentioned that he spent at least 2 hours to write each DJ entry which showed that he took the time to reflect on what he was writing. One reason for which Viktor may have been the most motivated to learn ESL, was that, at the time of the study, he was actively looking for work and was having most of his job interviews in English. Hence, among the subjects, his need to speak and to understand

English was the most immediate.

Although Iryna stressed on the CSs the importance of studying, practising, and effort when learning ESL, as the study advanced she became increasingly more involved in her French courses and increasingly less committed to the study. Iryna said that she loved learning English, but could only focus on one language at a time. Toward the end of the study, Iryna needed to be encouraged regularly to write in her DJ. She seemed to be participating more out of obligation than out of personal motivation. Two unforetold incidents in her personal life, an illness and a break-in, also interfered with her commitment to the study. Iryna's declining involvement was also evidenced by the fact that the post- Qs and post- CSs were haphazardly completed, showing little reflection on her part. Iryna admitted that some of her DJ entries were not examples of her best writing in English and perceived that the fundamental cause of her limitations in ESL was her lack of commitment to learn the language. (*n.b.*: Notwithstanding her declining interest in the study, Iryna was kept as a subject for she was the one individual whose only contact with English was that of the study itself.)

As had Iryna, on the CSs Chunmei stressed the importance of practise when learning ESL. The effort she put into the study illustrated that she was intent on improving her English. With the exception of a period in June when she was moving, Chunmei said that she produced her best written and spoken English. She, like Viktor, claimed to have devoted at least 2 hours to writing each DJ entry.

In principle Binh professed that he wanted very much to improve his English. In practise, however, he found learning English to be an onerous task. According to Binh, in his formal English course he was usually too tired to speak in class and often forgot to do his homework due to late nights out with friends. He said that his natural timidity also made him feel self-conscious when speaking and admitted to being taciturn even in Vietnamese. Despite Binh's good intentions, he realised that during this study he behaved in much the same way as he did in his formal English class, in that he was not very talkative and frequently needed to be reminded to write in his DJ.

Nonetheless, Binh did complete 16 DJ entries, which he said were accurate representations of his best writing in English, and engaged in 5 ODs.

Linguistic Factors

The linguistic factors conceived to be consequential when learning ESL encompass grammar, vocabulary, pronunciation, and orthography. As indicated in Q(A), all subjects agreed that the study of English grammar was very helpful when learning and speaking English. On the CSs the subjects tended to mention the importance of grammar in conjunction with vocabulary. On both the pre- and post- “writing and speech CSs,” Viktor, in particular, emphasised the prominent role that grammar comprehension and vocabulary knowledge plays in ESL learning. He also referred to the significance of sentence complexity and the number of errors when evaluating ESL competence. This preoccupation with grammar and vocabulary as criteria for assessing language proficiency may have come from previous language learning experiences. On the pre- “writing CS,” Iryna also noted the necessity of having a good knowledge of grammar and a large vocabulary. Chunmei referred to import of vocabulary on the post- “writing CS.” On the pre- “speech CS” Binh made reference to the ramifications of vocabulary and grammar on oral production. Binh was also well aware that his limited vocabulary and his difficulty with grammar were hindering his spoken output in English.

All of the subjects mentioned at least once throughout the study the importance of correct pronunciation in English. They were all sensitive to the fact that at times their accents prevented their listeners from understanding what they were saying and, hence, interfered with the communication. At the onset of the study, Viktor did not seem especially concerned with his pronunciation. However, his comment on the post- “speech CS” suggests that he became increasingly disturbed by his pronunciation as time progressed. Iryna alluded to the merits of having a good pronunciation on the pre- “speech CS,” while Chunmei and Binh specified the importance of accent if it hinders communication and comprehension. Chunmei was aware that her problems differentiating and enunciating some English words were undoubtedly due to the fact that

some English phonemes simply do not exist in Chinese. She stated that since Anglophones often could not understand her, she had become very sensitive to her own accent as well as those of others.

Orthography was referred to by but 2 of the subjects, Iryna and Chunmei. Both made reference to the importance of spelling on the pre- “writing CS.” However, neither mentioned spelling on the post- “writing CS.” This may indicate that by the end of the study, both realised that correct orthography is not an indicator of a good writer.

Involvement

Involvement comprises the learner’s exposure to English, interest in the activity related to learning ESL, and the communicative aspects of learning ESL. All of the subjects mentioned the importance of being exposed to the language. Both Viktor and Iryna alluded to their lack of exposure to ESL and to the negative impact it was having on their ESL acquisition. On all of the CSs Iryna made reference to the significance of English exposure. She specifically pointed out the import of the length of time having studied ESL and of the opportunities to practise English. Viktor spoke of his feelings of frustration due to his limited contact with English. Not long after he was hired for a position, Viktor quickly became disappointed with his job environment since he was having very little exposure to English. Many of his colleagues were Russian and, since he also spoke Russian at home, he was having little opportunity to practise his English. His main contact with English, outside of this study, was the reading of professional documents which contained a very technical lexicon. Because of his limitations in written and spoken English, Viktor continued to feel hindered when, on occasion, he had to communicate with Anglophones, such as his boss for example. On the pre- “writing CSs” Binh and Chunmei showed an awareness of the constructive impact reading was having on their written English. On the pre- and post- “speech CSs” Binh discussed the importance of conversing in English with friends.

Iryna, Chunmei, and Binh saw the relationship between an interest in and their level of

involvement in the language learning activity. Iryna remarked that she sometimes felt frustrated when searching for a topic about which to write in her DJ which impeded her desire to write. On the post- “writing CS” Chunmei indicated how the writing topic affected her desire to write and the ease with which she wrote. At the outset of the study Binh found writing 2 times a week to be too frequent. He claimed that it took him a very long time to write one entry as he never knew what to write. However, as the rapport between Binh and the experimenter deepened, he relaxed and found writing to be a much easier and less time-consuming task. In his last entry (Appendix XVII) he wrote:

“I still remember the first letter I wrote to you, it was hard to write, because we both didn’t know each other before. I spent 2 days to write a letter for you, but now I spend half an hour to write only, that I mean may be we both are closer and to understand to each other, do you agree with me?”

Communication was considered by the subjects to be of the utmost importance in determining their involvement in learning ESL. Viktor appreciated the originality of the study as he saw that the focus was on communication, rather than on the abstract presentation of the language in an out-of-context setting. On all of the CSs Iryna stressed the value of communicating in real live contexts when learning ESL. Chunmei and Binh said that first and foremost they valued the friendship that had evolved through the exchange of DJ writing. They appreciated that the emphasis of DJ writing had been on communication rather than on a dissection of grammar.

Feedback

Feedback is defined as the evaluation and/or suggestions given by the teacher and/or peers respecting the subjects’ oral and written performance in ESL. In Q(A) all 4 participants considered the teacher’s feedback to be of great importance when acquiring the language, but the opinion on the value of student feedback varied with Iryna finding it the most helpful, Viktor somewhat helpful, and Chunmei and Binh indicating that they saw little value in their classmates’ comments. On the CSs Binh was the only one of the subjects to mention the value of teacher and peer

feedback as being an important indicator of one's competence in ESL. On the pre- "writing CS" Binh cited the significance of the "marks" assigned by the teacher when writing in ESL. On the pre- "speech CS" and on the post- "writing and speech CSs" he makes various references to the import of his peers' reactions. It would thus seem that, even though Binh's response in Q(A) manifests the contrary, he actually greatly appreciated his peers' feedback and influence.

Fluidity

The length of time required to speak, to write, and to read and the quantity of written or spoken output were considered by Viktor to be signs of his fluidity in ESL. He mentioned the time factor on both the post- "writing and speech CSs" when he wrote:

Post- "writing CS" : "It takes me a lot of time."

Post- "speaking CS" : "I stop too often."

Several times throughout the study Viktor said that it took him at least 2 hours to write in English what would have taken him 20 minutes to write in Russian. Toward the end of study, Viktor became increasingly disturbed by the fact that he frequently paused when speaking in English as he endeavoured to find an appropriate word or to construct a sentence correctly. In OD 6 (Appendix XIII) Viktor proudly stated: "And now I can read the documentation more quickly because I have a lot of ... examples of different kind of phrase, impression of English." DJ 19 (Appendix XII) reveals that Viktor was pleasantly surprised at the quantity of his written production during the study for he said:

So it going to finish, I am surprised not a little to the fact, that I wrote such many texts in English. It is write, a man doesn't know his own opportunities. In the beginning of our correspondence the notebook seemed to be to think, but on the whole you added additional sheets of paper.

Another point worth mentioning is that on the post- "writing CS" (Appendix VII (A))

Viktor made mention that the experimenter “writes many different ways.” This reference to mastery of writing style suggests that for Viktor finesse of the written language might also be an indication of fluidity in the language.

Iryna, Chunmei, and Binh made no reference to fluidity as evidence of fluency in ESL.

4.1.2 Notions about Literacy and Orality in L1 and ESL

Q(B) specifically concentrates on the subjects’ interest in and ideas about reading, writing, and speaking in L1. The results of this questionnaire show that their interest in and what they perceived to be the purpose of these 3 aspects of language often overlapped. Allusions to a link between attitudes toward the written and spoken communication in L1 with those in ESL were manifested to varying degrees with all of the subjects. Viktor, for example, placed far more value on literacy than he did in orality in L1. This may explain his claim that he found it easier to write than to speak in ESL and more embarrassing to show his writing to, than to speak in front of others in ESL (see Appendix V(A)).

Binh’s written responses indicated that he read and wrote in Vietnamese, yet when asked by the experimenter, he admitted to rarely doing either. On the other hand, he claimed to have frequently attended movies when he lived in Vietnam. The fact that he preferred watching television to reading also implies that he valued the spoken word more highly than the written word. In English, as in Vietnamese, Binh preferred oral activities (listening to his friends, watching television, going to movies) to reading and writing.

While Iryna and Chunmei both appreciated the value of reading and writing in L1, both were more attuned to the merit of oral expression than was Viktor. Iryna expressed equal esteem for writing and speaking, while Chunmei preferred speaking. When learning ESL, Iryna was unmotivated to do either and Chunmei seemed to value both. Hence, it is impossible to make an association between their appreciation of the written and oral word in L1 to that in ESL.

Viktor and Iryna both came across as being more discerning readers and fastidious writers in L1 than either Chunmei or Binh. Viktor, Iryna, and Chunmei saw communication as being the foremost reason for writing and speaking and, hence were aware of their interlocutor. Communication was something they also mentioned as being significant when learning ESL. Albeit all 4 saw writing as a means of self-expression, only Binh had the unique perception of writing as being, most importantly, a means of self-reflection. Discussing himself, his feelings, and his innermost thoughts was characteristic of his DJ writing.

Viktor and Chunmei considered themselves to be accomplished readers, writers, and speakers in L1. Iryna also thought herself to be a skilful reader in Russian, but thought she needed more opportunities to practise her writing. Practise was also something she believed to be of import when learning to write and to speak in ESL. Binh perceived himself to be a good reader in Vietnamese, even if he sometimes needed assistance, but professed to have difficulty writing and favoured talking. In English, however, he was by far more proficient in writing than in speaking.

4.1.3 Progress in Written and Oral Production in ESL

The subjects' responses to Q(A), the CSs, in addition to the field notes recorded by the researcher are once again analysed. However, the focus of the analysis in this segment is to ascertain the subjects' awareness of their own progress in writing and speaking ESL before and after the study. Changes in both their affective and linguistic impressions of their ESL competence are looked at.

According to Viktor's answer on the pre- and post- Q(A) he felt considerably more self-conscious when writing than when speaking in ESL. Nonetheless, by the end of the study Viktor claimed to feel much more confident when expressing himself in ESL, be it via writing or via speaking. Although he was consistently highly critical of his own progress and proficiency in ESL, he did believe that his written and oral production had improved due to DJ writing. In his own evaluation of the study, he professed to feel less inhibited and more in control of his spoken

English as a result (Appendix XIII - OD 6): “I’m very glad because I think I improved my level of language. And now I speak ... in English, more sure ... more confidence.”

It is interesting to note that by the end of the 10 weeks, Viktor said that the study had made him more aware of his weaknesses in English than he had been at the beginning. Being more aware of one’s errors can also be viewed in a positive light as an essential preliminary step to correcting them. If one considers Viktor’s comment and the fact that he placed himself on rung 10 on both the “writing and speaking CSs,” it could be interpreted that this experience had actually diminished his confidence in his English communication skills. However, there are 2 other factors that indicate the opposite. First, at the outset, Viktor insisted on filling-out the French versions of the Qs and CSs in Russian, which were then translated into French. At the end of the study, he insisted on filling-out the English versions in English. Second, even though he claimed to be more attuned to his limitations in English following the study, he also attested that he wrote and spoke with more ease and proficiency (Appendix IV):

This study helped me a lot to improve my writing and speech. I learn many new *vocabulaire* and your phrases help me to make my phrases when I have to write something and when I go for interviews.

Iryna indicated on Q(A) that she started-out feeling more embarrassed writing in English, but ended-up feeling shy when speaking. In fact, she felt significantly more comfortable writing in English after the study than she had before the study. The fact that Iryna placed herself on a higher rung (8) on both the post- “writing and speech CSs” than she had on the pre- “writing and speech CSs” (10) may indicate that she gained confidence when communicating in English. Even if Iryna was not sure if her written and spoken English had improved because of DJ writing, she felt significantly more at ease when speaking in English (see Appendix IV):

“La méthode a pu atteindre son but et m’a permis d’abandonner la peur que j’avais de parler (converser) en anglais. J’espère que le résultat de ce travail me permettra d’améliorer mon anglais parlé.”

On the pre- Q(A) Chunmei evinced that she was shy to speak than to write in English, whilst on the pre- Q(A) she demonstrated the contrary. She felt moderately uncomfortable speaking and writing both before and after the study. Granted that she claimed to feel more comfortable writing in ESL by the end of the study than she had prior to the study, she gave herself a slightly lower rating on the post “writing CS” (7) than she and on the pre- “writing CS” (5). Her self-evaluation of her speech remained virtually the same before and after the study: pre- “speech CS” (7), post “speech CS” (6). Chunmei was convinced that her writing had profited from the experience (Appendix IV): “I think that I improve my english writing in my letters” However, she did not mention if engaging in DJ writing had had any repercussive affects on her spoken English.

According to the pre- and post- Q(A) Binh appeared to have more confidence speaking than writing in ESL, though he indicated that he felt moderately at ease when both writing and speaking in ESL. Binh’s appraisal of his own writing competence on the “writing CS” significantly improved from the beginning (10) to the end (5) of the study. This change is most likely due to the fact that he felt emotionally closer to his DJ correspondent and, hence, felt more comfortable expressing himself which, in turn permitted him to write more and with greater facility. Binh’s self-placement on the pre- and post- “speech CS” (5 and 4 respectively) remained in the middle of the scale. DJ writing also helped him to learn writing strategies which he proclaimed had had positive reverberations on his vocabulary, grammar and idea development when writing and speaking in ESL (Appendix IV):

“I would like to thank you that you help me about English study, in the past time, I learn many things like write composition letter and the conversation *ect*”

4.1.4 Summary

The examination of the Qs, CSs, and field notes reveals befitting information to the understanding of ESL learning and to this study. First, all of the subjects appreciated the role that

they, themselves, played in their own language learning in terms of their level of motivation and involvement. Second, they believed a good understanding of linguistic factors such as grammar, vocabulary, and pronunciation to be a necessity in effective communication. Third, the teacher's feedback and, to a lesser extent, the feedback of their peers, were seen to have effects on their learning of ESL. Fourth, there appeared to some link between the value the subjects placed on literacy and orality in L1 to that in ESL. In conclusion, the 4 all felt less inhibited to communicate in ESL by the end of the study than they had at the debut and sensed that their communicative skills in English had improved.

4.2 ANALYSIS OF WRITTEN AND ORAL PRODUCTIONS

Section 4.2 examines the data obtained from the analytical grids and those gathered by the researcher's perusal of the DJ entries and ODs during the course of the study. The analytical grids allowed an unprejudiced and quantifiable assessment of the subjects' written and oral production in ESL. The non-objective analysis carried out by the researcher, on the other hand, enabled a more individualised scrutiny of non-measurable linguistic factors, along with communicative and affective variables, important to ESL learning that presented themselves in the subjects' DJs and ODs.

4.2.1 Quantitative Analysis of Linguistic Elements

The analytical grids provided a means of recording: i) the total number of words written in each DJ entry and spoken in the designated 5 minute transcribed extracts, ii) the percentage of correct vocabulary and temporality on 100 word samples from each DJ entry and the chosen OD transcriptions, and iii) the total number of lack of ease indicators used by each subject in the selected transcriptions. The averages of the data recorded for the first and second halves of the study were bar-graphed (Figures I-V) and the results are discussed below. However, before commencing this discussion, the researcher would like to once again underline that interpretations of these numerical scores taken out of context may be misleading if the other evaluation parameters

FIGURE I**Quantitative Analysis of DJ Entries: Number of Words**

Averages of the "**total number of words**" written in each DJ entry in the 1st and 2nd halves of the study:

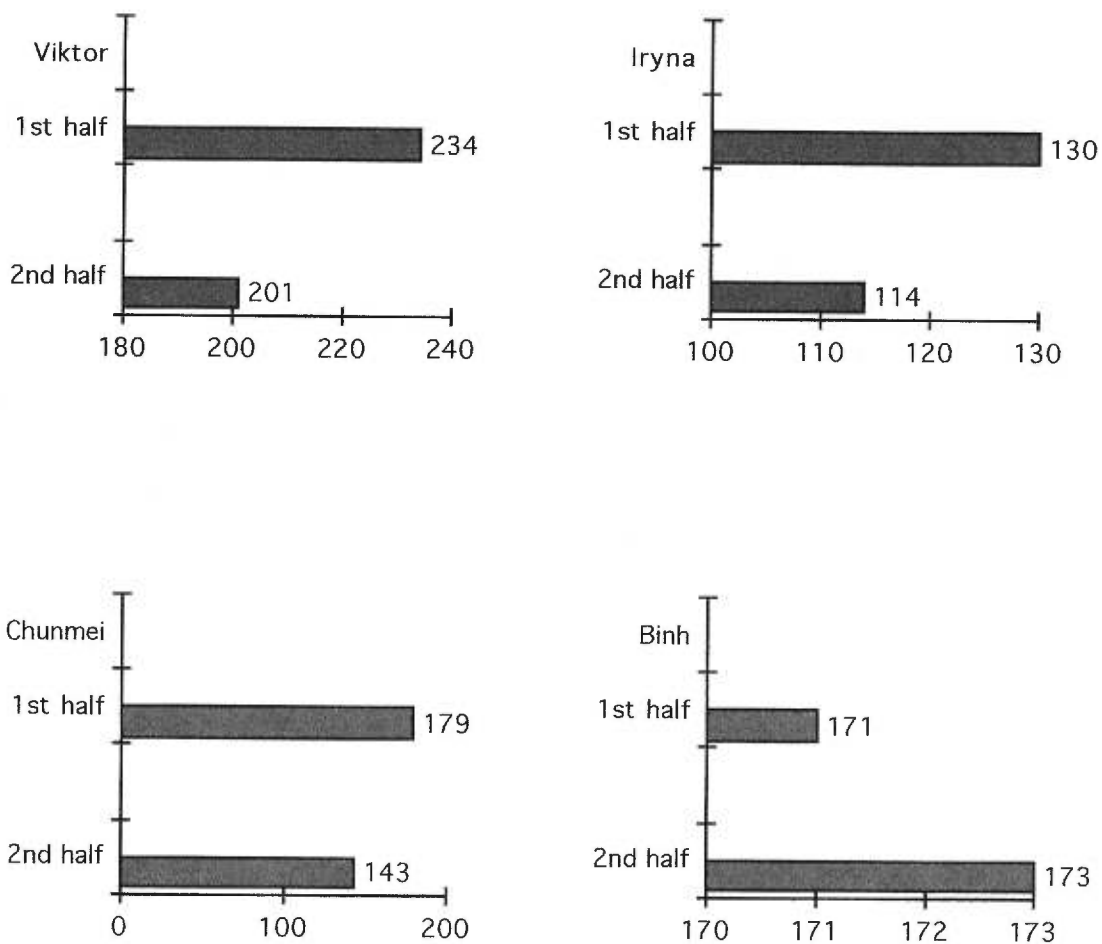


FIGURE II**Quantitative Analysis of DJ Entries: Vocabulary and Temporality**

Averages of the percentages of correct "**vocabulary**" and correct "**temporality**" in the first 100 words of each DJ entry in the 1st and 2nd halves of the study:

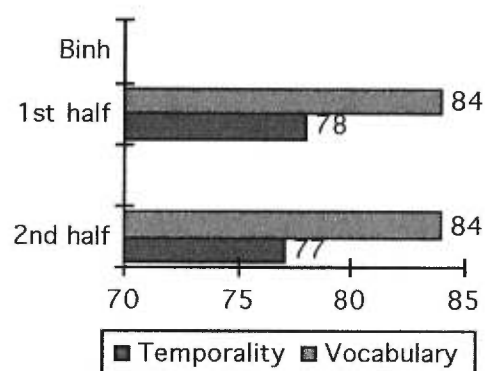
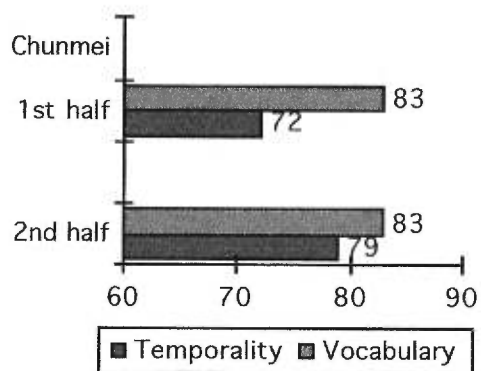
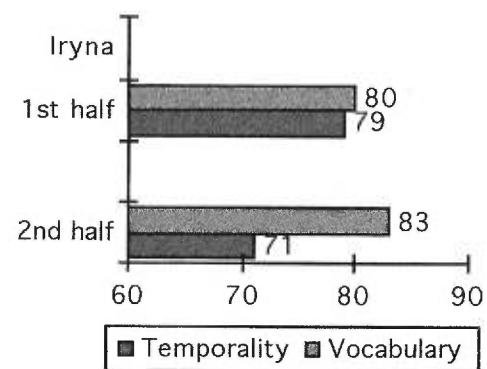
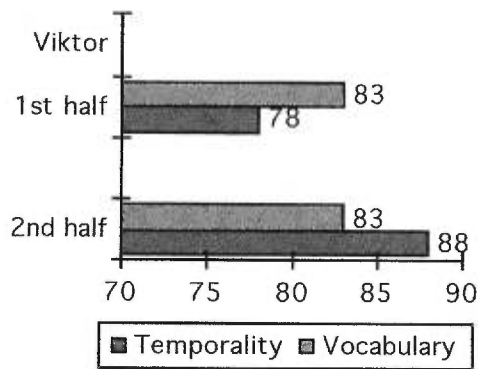


FIGURE III**Quantitative Analysis of ODs: Number of Words**

Averages of "**total number of words**" spoken in each OD transcription in the 1st and 2nd halves of the study:

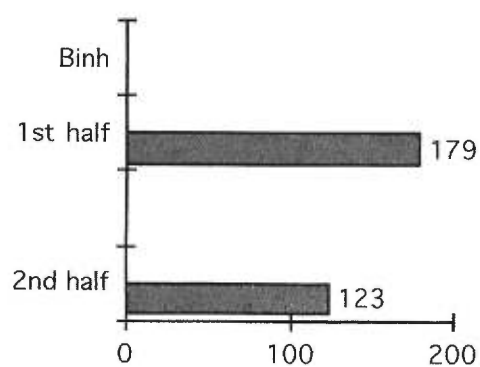
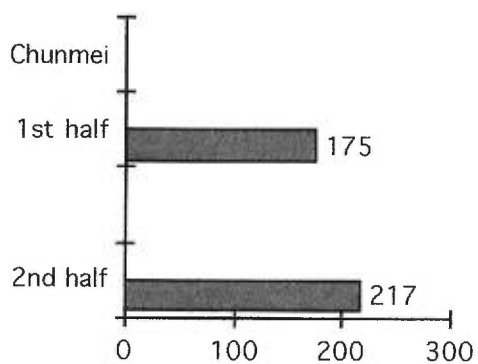
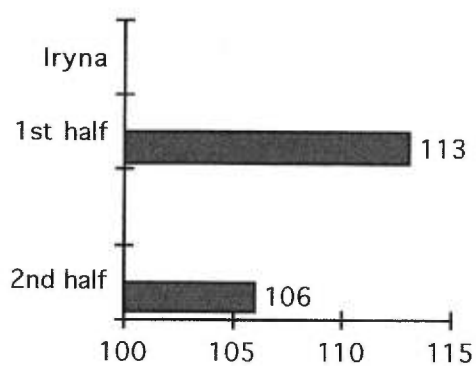
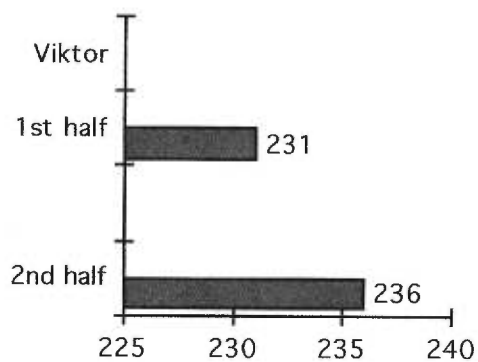


FIGURE IV**Quantitative Analysis of ODs: Vocabulary and Temporality**

Average of the percentages of correct "**vocabulary**" and correct "**temporality**" in the first 100 words of OD transcriptions 1 and 3 in the 1st half of the study and OD transcriptions 5 and 6 in the 2nd half of the study:

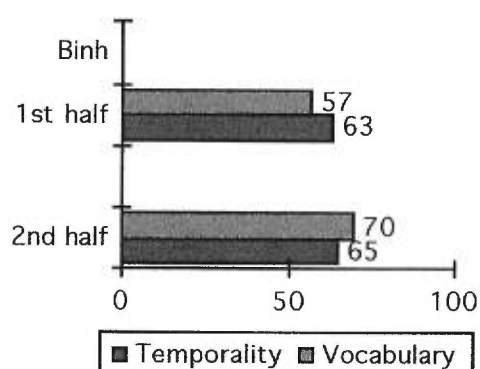
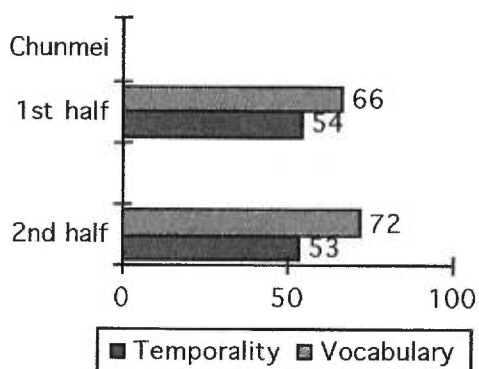
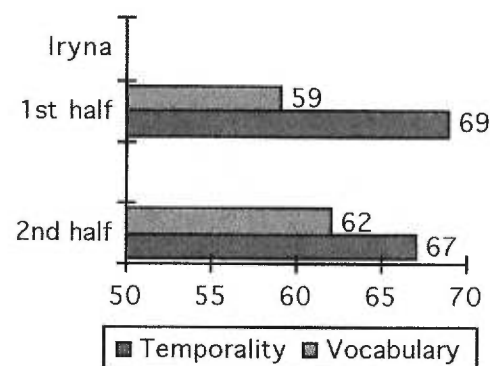
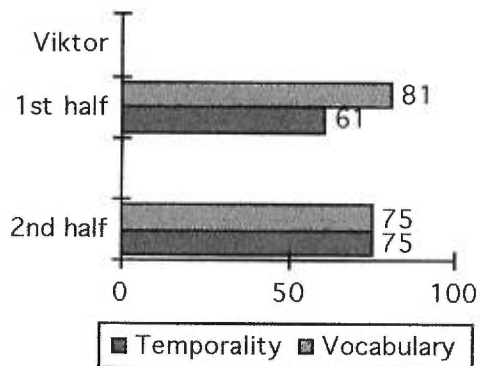
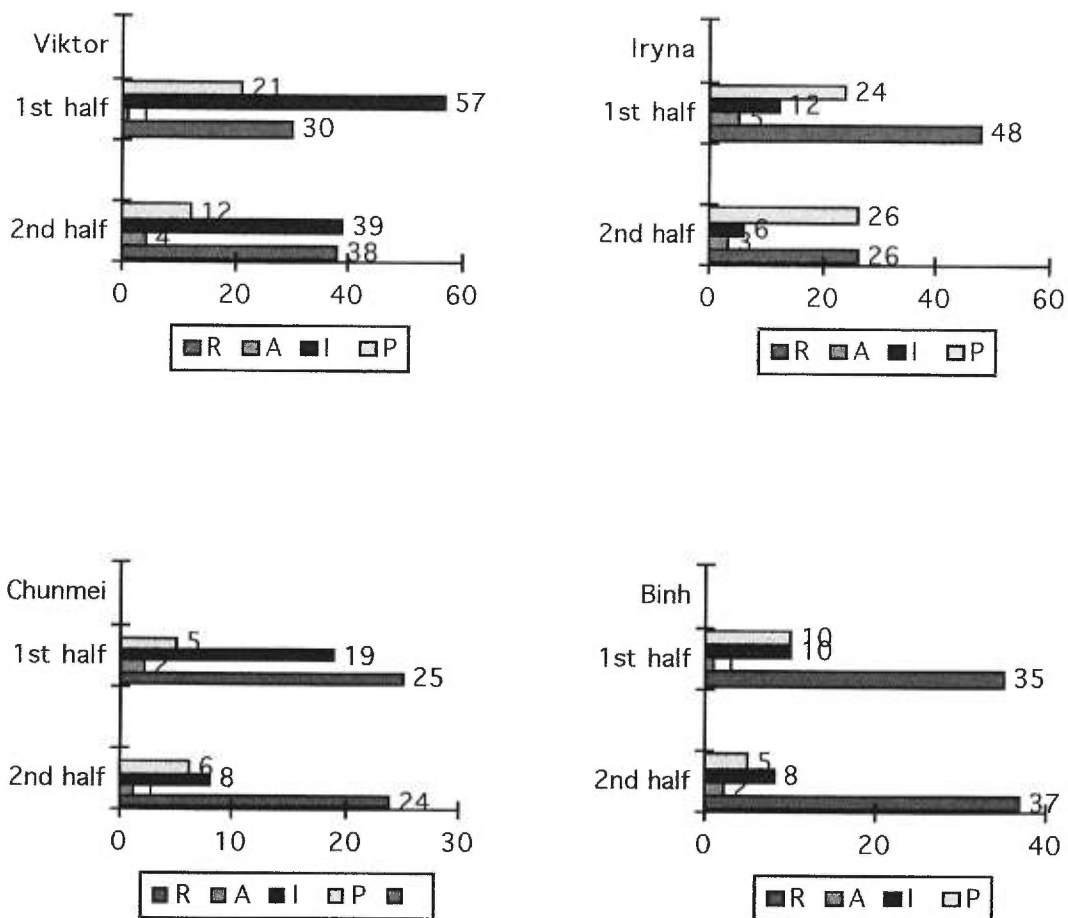


FIGURE V**Quantitative Analysis of ODs: Lack of Ease Indicators**

Averages of the number of "**lack of ease indicators**" (**Pauses, Interjections, Aid, Repetitions**) in the first 100 words of OD transcriptions 1 and 3 in the 1st half of the study and OD transcriptions 5 and 6 in the 2nd half of the study:



used in this study are not taken into account.

Dialogue Journals

When comparing the average total number of words written in the DJ entries for the first and second halves of the study, it appears that DJ writing may have had a negative influence on the quantity of writing produced by the subjects (see Figure I). Both Viktor and Chunmei wrote approximately 35 fewer words on average in the second half of the study than they had in the first half of the study. Iryna wrote 16 fewer words in the second half than she had in the first. Binh wrote a meagre 2 words more in the second half than he had in the first. Viktor, who was considered by the researcher to be the most proficient writer and most committed of the subjects wrote notably more than the others. Chunmei and Binh, who were viewed by the researcher to have comparable writing skills, wrote approximately the same number of words. Chunmei's drop in the second half of the study can probably be explained by the fact that for a couple of weeks towards the end of the study she was preoccupied with moving. Iryna, perceived by the researcher as being the most debutante writer, correspondingly wrote the fewest words. Her decrease in quantity of words written during the 2nd half of the study may have been affiliated with her declining interest in the study. Hence, there seems to be some association between the quantity of writing produced and the subjects' writing competence and/or commitment to the study.

The differences in the averages of the percentages of correct vocabulary and temporality are minimal (see Figure II). There is virtually no difference in the number of correct vocabulary used in the first and second halves of the study with any of the subjects. Viktor and Iryna made approximately 10% more errors in temporality in the second half of the study than they had in the first, while Chunmei made 6% less. There is no difference in the percentage of correct temporality used by Binh in the first and second halves of the study. All of the subjects successfully used words and verbs 70-80% of the time. This could imply that they were all at a similar level, an implication which the researcher contests (to be elaborated upon later).

Oral Dialogues

The number of words spoken before and after the study varied with each subject (see Figure III). The difference in the number of words uttered by Viktor before and after the study is insignificant. There was a very slight decrease in the number of words utilised on average by Iryna. Chunmei, in contrast, increased her word usage by an average of 42, while Binh decreased his by a considerable 56. Viktor, who was also evaluated by the researcher to have had the most advanced oral skills in ESL amongst the subjects, used the greatest quantity of words. Iryna was very reflective when she spoke. There were often long pauses in the ODs when Iryna pondered over what she wanted to say and how to say it. Thus, her limited word usage is not surprising. Chunmei had the greatest increase from the first to second half of the study in the average number of words spoken. The increased challenge to draw out Binh to speak that the researcher had sensed in the second half of the study is supported by the fact that Binh said, according to the transcriptions analysed, less words in the second half of the study.

The change in percentage of correct vocabulary and temporality spoken during the first and second halves of the study also differed with each subject (see Figure IV). For Viktor the percentage of correct vocabulary used in the first half compared to the second decreased by 6%. Contrastingly, the percentage of correct temporality he used increased by 14%. In addition, in the first half of the study there was a discrepancy of 20% between correct vocabulary (81%) and correct temporality (61%). In the second half of the study there was absolutely no variance (vocabulary and temporality - 75%). In both halves of the study, Iryna's results indicated that she had somewhat more mastery over her use of verbs (1st half - 69%, 2nd half - 67%) than over her use of vocabulary (1st half - 59%, 2nd half - 62%). The variation in the percentages between the first half and the second half of the study were unremarkable. Chunmei's results, in contrast to those of Iryna, suggest that she had more command of English vocabulary (1st half - 66%, 2nd half - 72%) than of English temporality (1st half - 54%, 2nd half - 53%). Her percentages for vocabulary increased by 6%, whilst there was essentially no change in her percentages for temporality. Binh's scores indicate that he was somewhat more adept with English verbs than with English vocabulary during the first half of the study (vocabulary - 57%, temporality - 63%). In the

second half of the study, however, the percentages suggest that his use of the English lexicon had greatly ameliorated (70%) in comparison to his use of English verbs (65%).

An analysis of the number of lack of each indicators (see Figure V) noted in the oral productions of each subject in the first and second halves of the study, suggest that all subjects spoke with greater fluidity during the second half. There was, for instance, a significant drop in Viktor's use of pauses and interjections. Both Iryna and Chunmei utilised approximately 50% fewer interjections, whereas Binh employed less than half the number of pauses in the second half of the study than he had in the first.

Comparison of Dialogue Journals and Oral Dialogues: Percentage of Correct Use of Vocabulary and Temporality

It is interesting to remark that all of the subjects had notably higher percentages on their DJ scores than they did on their OD scores (see Figures II, IV). This may suggest that, in contrast to common belief, writing in ESL is easier than speaking in ESL for beginning to intermediate learners. Based on the percentages tallied, it is not possible to arrive at any conclusions concerning the relationship of DJ writing and speech. Although no clear cause and effect relationship is being suggested at this time, it is worth noting, nonetheless, that Viktor's improvement in his use of temporality in his writing paralleled that in his speech.

4.2.2 Qualitative Analysis of Linguistic Components

The subjects' productions in the DJs and ODs were analysed to examine the following: vocabulary and expressions, sentence construction, and temporality. In addition, the DJs were examined to determine the influence of the experimenter's writing on that of the subjects, whereas the ODs were studied to discern the linguistic influences that the DJs had had on the ODs. While

engaging in this analysis, the researcher also took into consideration the individual backgrounds, personality traits, and writing and speaking styles of each subject.

VIKTOR

Dialogue Journal (DJ)

i) Vocabulary and Expressions

Viktor used a rich vocabulary throughout the study and as time progressed he even took more and more risks in employing new words and expressions. The following are but some examples that illustrate his venturesome exploitation of the English lexicon: “as a rule,” “in one fine moment,” “entangle,” “lay a bet,” “tipsy,” “for making more precise,” “the main desert,” “guinea pig,” “culprit,” “food for inquisitiveness,” “food for though,” “wither,” “labour,” “confesses,” “testify,” “hazy.”

There was also a gradual increase in the variety of the connecting words he used (*e.g.*: “that,” “after,” “at first,” “now,” “because,” “and,” “or,” “for my surprise,” “in one fine moment,” “at any case,” “on the whole,” “moreover,” “of course,” “when,” “who,” “although,” “which,” “but in this case,” “in addition”) which enabled him to create increasingly complex sentences (described below) as the study progressed.

According to Viktor the articles such as “a” and “the” do not exist in Russian. Thus, it is not surprising that Viktor had the tendency to omit them at the beginning of the study. For example, he only used “the” once in DJ 1 and 5 times in DJ 2. Granted that the comprehensibility of his texts was not adversely effected by this absence, “the” is the most frequently used word in the English language (Knepher, 1990) and, consequently, the mastery of its use is of importance. It is, thus, interesting to observe the drastic increase in Viktor’s use (and sometimes overuse) of “the” by the end of the study (19x in DJ 18, 17x in DJ 19).

ii) Sentence Construction

Although the vast majority of the sentences written by Viktor tended to be simple or compound sentences, he was already experimenting with complex sentences from the outset of the study. In DJ 1, for example, he wrote the following complex sentence:

“Wednesday evening at 8:30 p.m., when all peoples watch T.V., I got one call and I was invited on interview next evening in 7 p.m.?!”

The number of complex sentences he utilised increased progressively during the 10 weeks and in both DJ 18 and 19 he used 5 complex sentences:

DJ 18: “But in this case, if you spend 2 hours in a day for the experiment, you shorten your your sleep in 2 hours.”

“If you shorten your sleep in 2 yours, your tiredness accumulates longer on 2 h. & etc.”

“And for me, as for the guinea pig, your health is more important than the scientific results or, for instance, the problem of an ecological balance in Belorussia in the in the result of the elimination of the moles.”

“It will be fair if the University will buy one voyage ticket for you to Hawaii or to France or to Italy because you love them.”

“In Russia people take the courses of tratment against the different diseases with only one medicine whose name you know and we used many times in our letters and talks.”

DJ 19: “Last Friday our “Agency *de placement*” organised the meeting of the program participants, who work as I in the different companies for getting the Canadian experience.”

“One of us, who is known like a big talker, again began the hazy talk about very misterios Russian soul (MRS) and this it is very difficult to explain the difference between & etc.”

“But now, after 10 months of immigration, after COFI, after 5 weeks of my work and after our correspondence I begin to understand that MRS its are the invention of writers.”

“Normal people, who are living by own labour, without the drugs, confesses approximately the same values.”

“If to follow to a normal logic, the description of your dream testify, that you can sleep.”

Viktor seemed to have the least trouble of all the subjects with English syntax.

iii) Temporality

Although Viktor was inclined to use simple rather than composed tenses, by the middle of the study he began to try to use composed tenses. *i.e.:*

DJ 9: “Free job ... was including [was included] ...”; “... the state was needing [needed] ...”; “... [nobody] wasn't wanting [wanted] ...”; “... all people... were sending [were sent] ...”

By the time he reached DJ 17, he accurately used the present progressive: “...who are living.” He also correctly employed the future tense with “will” a number of times. *i.e.:*

DJ 7: “Read you will like it.”

DJ 14: “Now I will try to restore ...”

However, he did not seem to ever grasp how and when to use the conditional tenses. *i.e.:*

DJ 3: “Will [would] you continue to think ...?”

DJ 5: “If you have only one slice of bread ..., whom will [would] you give ...?”

DJ 18: “It will [would] be fair, if the University will [would] buy you ...”

It appears that Viktor made fewer errors when using the infinitive towards the end of the study than he had at the beginning. In DJ 3, for example, he made 3 consecutive mistakes of the

type: “for export,” “for making,” “for draw up,” In DJ 15 Viktor wrote: “for to facilitate,” which may be an indication that he was in the process of assimilating the correct form. Albeit he never completely mastered the use of the infinitive, as illustrated in DJ 19: “for getting,” there is evidence of significant improvement.

Viktor also made much better use of “do” as an auxiliary verb by the conclusion of the study. For instance, in DJs 3 and 4 he simply left it out: “I am looking like an arab?” and “Is it remind you of something?”, while in later entries (DJs 13, 14, and 17) he used “do” with proficiency: “Do you want to know ...,” “Do you have some ...,” “Did you participate ...,” and “What do you think about ...”

iv) Influence of Experimenter’s Writing on that of Viktor’s

Due to the brevity of the study the total impact of the influence of the experimenter’s written production on Victor’s production is not obvious. The most palpable affects were his attempts to imitate and to adapt words, phrases, and structures exercised by the experimenter which occurred in nearly every entry. *i.e.:*

Judith (12/12/96):	“After they had gone, I asked myself: ...”
Viktor (DJ 2-12/12/96):	“I was coming back home and I asked myself: ...”
Judith (13/12/96):	“I have a million and one questions to ask you.”
Viktor (DJ 3-15/12/96):	“I haven’t enough of my English for answering on your million and one questions.”
Judith (31/12/96):	“Catch 22”
Viktor (DJ 10-8/1/97):	“It is the canadian Catch 22.”
Judith (3/1/97):	“welcome in the New Year,” “in any case,” “break a leg”
Viktor (4/1/97-DJ 9):	“My family and I welcomed in the New Year,” “at any case,” “break a leg”

- Judith (3/1/97): “... any snow is more than necessary for winter.”
 Viktor (DJ11-11/1/97): “We have snow which is always more than necessary for you.”
- Judith (20/1/97): “food for thought”
 Viktor (DJ 17-12/2/97): “food for inquisitiveness,” “food for though”
- Judith (8/2/97): “You and my father quite liked each other.”
 Viktor (DJ 19-9/2/97): “But I don’t understand one thing, why your father and I quite liked each other.”

Oral Dialogues (ODs)

i) **Vocabulary and Expressions**

There was far more interference of French words in the ODs than there had been in the DJs. However, the number of French words infiltrating into his speech dramatically decreased after OD 2 as shown in the following table:

<u>OD</u>	:	1	2	3	4	5	6
<u># of French Interferences</u>	:	11	19	4	3	5	7

Viktor generally eliminated the definite article “the.” His increasing use of “the” in his DJ entries did not seem to transfer to his use of “the” in his ODs.

As with his writing, Viktor employed a rich English vocabulary and took risks when speaking the language. Examples of this are:

- OD 1: “to publicate,” “stayed under the table,” “breast [abreast]”, “pressed [oppressed]”
 OD 2: “in my job, in my work” (synonyms)
 OD 3: “only one goods for our funny,” “by heart [by hand]”

OD 4: “You don’t get it?”

OD 5: “nicknames,” “nikenames,” “he was very stick”

OD 6: “schedule,” “destroy”

In addition, his use of connecting words, such as: “and,” “but,” “because,” “after,” “if,” “when,” “because,” “for instance,” “first of all,” *etc.*, became increasingly varied.

ii) Sentence Construction

Although Viktor mixed up some of the word orders, he did not seem to have any flagrant errors. He utilised mostly simple and compound sentences. However, connecting words such as “when” and “if” resulted in the occasional employment of complex sentences. *i.e.:*

OD 2: “If I will you be good for that company; after 2 months I can you ... that company can *engager* ...”

“Yes but if not, I can write in my *CV* that I have experience.”

OD 4: “Because when I cannot explain something I don’t understand, what can I speak?”
“When our teachers asked something and, for instance, Iryna, sometimes she can’t explain ...”

iii) Temporality

As in his DJs, Viktor generally used the simple present, the simple past, and the simple future with “will.” On occasion he employed the simple present for the simple past. *i.e.:*

OD 2: “I don’t [didn’t] hear ...” ; “I don’t [didn’t] know that ...”

OD 3: “We haven’t [didn’t have] as a possibility...”

Later on he corrected himself when he was about to use the present for the past:

OD 4: “My parents don’t, didn’t believe in God.”

The above extracts also show that the use of “do” as an auxiliary verb seemed to pose fewer problems for Viktor in speech than it had in writing. However, he still made mistakes (*e.g.*: OD 3: “we haven’t as a possibility”) as he had in his writing. Viktor didn’t seem to have any major difficulties when using infinitives, and, as he had in his writing, he also tried to use compound tenses from time to time, even though he was not exactly sure of their usage:

- OD 2: “We was sending [were sent] ...” ; “I was asked ...”
 OD 5: “we were teaching [were taught] ...” ; “I was working ...”
 OD 6: “when I’m agreed [I agree] ...”

iv) Influence of Dialogue Journals on Oral Dialogues

Ascertaining the impact of Viktor’s DJ writing on his speech is delicate, since the linguistic forms that Viktor had acquired prior to the study are not known. Nevertheless, the following deductions can be supported:

- i) Viktor’s experimentation with his spoken English was clearly demonstrated by his willingness to take risks when writing in English.
- ii) Some words and expressions spoken by Viktor came from his DJ writing. *i.e.*:

DJ 1 (8/12/96): “advertisement,” “programmer,” “post”
 OD 2 (20/12/96): “advertisement,” “programmer,” “post”

DJ 8 (1/1/97): “we didn’t have many other possibilities,” “life conditions,” “to pick cotton”
 OD 3 (3/1/97): “we haven’t as a possibility”

DJ 12 (15/1/97): “believe in God,” “because the word ‘because’ has the last letter ‘e’”
 OD 4: (17/1/97): “believe in God,” “why the word ‘because has the last letter ‘e’ here”

DJ 16 (29/1/97): "nickname"
 OD 5 (31/1/97): "nickname."

- iii) The increase in Viktor's use of complex sentences in his DJ entries parallels those in his OD extracts.
- iv) Viktor's efforts to use composed tenses in his DJ entries are also reflected in his ODs .

IRYNA

Iryna's preoccupation with learning French and her personal disturbances likely contributed largely to the fact that little evolution was detected in her written and oral production. Nonetheless, certain interesting observations were made when analysing the linguistic aspects of her writing and speech.

Dialogue Journal (DJ)

i) Vocabulary and Expressions

From the onset of the study, Iryna made frequent use of the articles "a" and "the." Her periodical overuse of "the," which increased as the study advanced, may have been due to the interference of the French use of the definite article. *i.e.:*

DJ 5: "... the viewing of the detective films shows that the spyes never meet two times..."

DJ 10: "... to sew them the clothes ...," "I knew reading before the school," "I liked the sport."

DJ 15: "the abortion," "the alcoholism," "the *mythes* and the reality"

DJ 18: “You constantly the compliments to me,” “I think it will be at the next week ...”
 “I wish that I will have the time at the next week.”

DJ 19: “...we were speaking as the professionals.”

As with Viktor, Iryna’s used a varied and diverse vocabulary and choice of expressions. (*e.g.*: “depths,” “nightmare,” “brain-wach,” “subconscious,” “superstition,” “inaccessible,” “play attention,” “spectre,” “come into force,” “pace,” “irrespective,” “clash,” “to spit,” “ideal,” “fundamental,” “guinea pigs,” “feedback,” “warm words,” “twinkling of an eye,” “inferiority complex,” “inclination,” “low-achievers,” “to keep cool,” “peak,” “the faintest idea,” “diverts your attention,” “to be continued,” “you spoil me,” *etc.*). In the first half of the study her connecting words were mainly: “but,” “and,” “first,” “second,” *etc.*, whereas during the second half of the study she utilised from time to time such words as: “also,” “because,” “in general,” “so,” “at first,” “and after this,” *etc.*

It is obvious, primarily at the debut, that she sometimes employed words from the dictionary or copied words from another source that were somewhat lofty for the context in which they were written: (*e.g.*: “precipice,” “enlightened quarters,” “displaced,” “heartfelt,” “notions,” “emend,” “popoulouse,” “contradistinction,” *etc.*). There are also indications that French had permeated into her English (*e.g.*: “ameliorate,” “at the pension,” “descended,” “*nervousite*,” “let’s return to our rams”). Words such as “ameliorate” and “descended,” although perfectly acceptable English words, are considered to be *soutenus* and are not generally used by the average Anglophone in informal conversation. Nonetheless, this transfer of French to English was to be expected, considering that she was studying French at the time of the study, and is viewed to be a positive thing for it shows that Iryna was applying words and expressions from her linguistic repertoire.

ii) Sentence Construction

With the exception of DJ 1, and a few other isolated examples, in which the entries were

clearly rephrased from another text, Iryna mostly wrote simple and compound sentences. The incidents of Iryna having written complex sentences were mostly at the beginning of the study when she was still very enthusiastic about the study. *i.e.*:

DJ 2: “And completely I am afraid that the subject which has been touched by me requires other level of the possession of English.”

DJ 3: “When you talk about an image of Russian and her people, this make me to know about your impression about us.”

Iryna seemed to have some confusion about English syntax, especially with placement of adverbs in such situations as: “I am more missed by,” “And completely I am afraid,” “It is 1997 now,” “the teacher can’t give sufficiently his time,” “when next mask door saddently is revealed,” *etc.* She also had some difficulty with word order when asking questions: “Have you were quiet...?”, “how it is possible ...?”, “what about do we speak now,” *etc.* In addition, as the study progressed more French constructions were noted: “to become more familiar with the books more adult,” “my courses of French,” “smal ear-ring gold,” “diploma of engineering,” “it was one kind of ‘*nervousite*’ easy.” Again, this can probably explained as being due to her focus on learning French.

iii) Temporality

It is apparent that Iryna was already familiar with a variety of tenses in English. Although she most frequently used the simple present, simple past, the future with “will,” infinitives, and verbs using the auxiliary “do”, she also experimented with more complicated tenses such as the conditional:

DJ 10: “I could play ...”; “If I had ..., I would ...”,

the present progressive:

DJ 13: “I am beginning ...”,

the simple present perfect:

DJ 14: “... linguists have defended ...”,

and the simple past perfect:

DJ 16: “... a thief had visited us...”.

Notwithstanding, the following excerpts from her DJs indicate that she did not seem to grasp completely the differences in nuance between the simple past, the simple present perfect, and the simple past perfect:

DJ 5: “...one man has catched up [caught up] ...”; “... have went away [went away] ...” ;
“I have become [I became] ...” ; “I hadn’t prepared [I haven’t prepared] ...”

DJ 16: “Bachir have phoned [phoned] ...” ; “... [Bachir] have left a message [left a message] ...” ; “...the door has opend[was open] ...” ; “... when he has came[he came] ...” ; “... he has noticed [he noticed] ...” ; “... I have used [I used] ...”.

iv) **Influence of Experimenter’s Writing on that of Iryna’s**

It was predominantly during the first half of the study that an obvious impact of the experimenter’s vocabulary and wording could be seen on that of Iryna’s:

Judith (9/12/96): “First, ...,” “Second, ...,” “nightmare”

Iryna (DJ 2-12/12/96): “First, ...,” “Second, ...,” “nighmare”

Judith (13/12/96): “Could you clarify,” “First, ...,” “Second, ...,” “cold,”
“secretive,” “inaccessible”

Iryna (DJ 3-15/12/96): “I’d like to clarify...,” First, ...,” “Second, ...,” “cold,”
“secretive,” “inaccessible”

Judith (20/12/96): “stereotype”

Iryna (DJ 5-28/12/96): “stereotype”

Judith (30/12/96):	“pseudo-psychological activities,” “broken cup on the path in the forest”
Iryna (DJ 6-3/1/97):	“about a broken cup being on my path in the forest”
(DJ 9-12/1/97):	“tests psychological (not ‘pseudo’)”
Judith (13/1/97):	“... I liked to play with dolls and ‘Barbies,’” “... same height as...”
Iryna (DJ 10-18/1/97):	“I was always height ...,” “to play dolls,” “Barbie,”
Judith (9/12/96):	“Bye for now”
(16/12/96):	“See you tomorrow”
Iryna (DJ 12-25/1/97):	“Bye! See you on evening!”
Judith (19/2/97):	“to wish someone ‘Good luck’”
Iryna (DJ 20-5/3/97):	“I wish you luck”

Oral Dialogues (ODs)

i) Vocabulary and Expressions

Iryna’s vocabulary was appreciably simpler when speaking than it had been when writing. Iryna not only had many more French words in her speech than she had had in her writing, but, like with Viktor, these number of interferences diminished significantly from 15 to 8 following OD 2:

As when writing, Iryna had the tendency to use English words borrowed from French that are not commonly used by Anglophones or have a different sense in English than in French (*i.e.*: “I don’t content,” “he descended,” “they regarded my resume,” “demanded this *poste*”). In most instances she correctly employed the definite and indefinite articles but on occasion her over-use of “the,” which turned up chiefly in the first 2 ODs, appeared to be influenced by her knowledge of French (*e.g.*: “in the cinema,” “I think the peoples ...,” “... the French [language] here don’t more important”). Her connecting words were basic and of the sort: “because,” “and,” “then,” “or,” and “but.”

ii) Sentence Construction

Albeit that Iryna mainly said simple and compound sentences, she did occasionally formulate several complex sentences. *i.e.*:

OD2 “When the American ... began action military in Kuwait, the is not 13 date.”
 “... but there is association peoples who have a relation in their mind *avec cette* numbers.”

OD5: “... if it needs of do all, for the students will be content ...”
 “It was 3 days ago, I was absent, I had my studies and Bachir, he was absent also and when he has arrived, he has observed that ...”
 “... when I have arrived also, I saw here ...”

OD6: “Perhaps she is also anybody as anybody *qui*, who is help director.”
 “... because I was third engineer during this day *qui* demanded this *poste*.”

The permeation of French syntax into her English occurred more frequently in the ODs than in the DJs - for instance: “exercises writing,” “words French,” “action military,” “I’d studied with pleasure,” “situation normaled,” “agent in move.”

iii) Temporality

Iryna had the most difficulty with verb tenses when engaging in oral dialogue. First, she had problems with the auxiliary verb “do” in ODs 2 and 3. *i.e.*:

“I don’t [I’m not] superstitious ...”; “... the government don’t do [doesn’t do] ...” ;
 “... actions don’t do [aren’t done] in the 13 ...”; “Why I don’t [I’m not] frustrated ...”;
 “I don’t content [I’m not content] ...”; “... university don’t know [doesn’t know].”

Second, she frequently conjugated what should have been the Simple Past for inaccurate composed tenses. *i.e.*:

- OD 3 : “I’d like [I liked] English ...”; “I’d studied [I studied]...”; “I’d understood [I understood] ...”; “... all the students have had [the students had] the test.”.
- OD 5 : “...when he has arrived [he arrived] ...”; “he has observed [he observed] ...” ; “he had descended [he descended] ...”; “one policeman has arrived [policeman arrived] ... ; “I have arrived [I arrived] ...”; “have did his work [[he] did his work].”

iv) Influence of Dialogue Journals on Oral Dialogues

With the exception of the odd word (*i.e.*: DJ 3: “superstition,” OD 2: “superstitious;” DJ 16: “descended,” “foul Russian language,” OD 5: “descended,” “Russian foul language”) and Iryna’s confusion with the past tenses in DJ 5, 16 and OD 5, there are no conspicuous manifestations that writing in the DJs had any major on Iryna’s speech.

CHUNMEI

Despite the fact that Chunmei was simultaneously taking an intensive English course at the time of this study, no obvious amelioration was detected when analysing the linguistic forms in her DJs and ODs. Nevertheless, some of the findings worth noting will be discussed.

Dialogue Journal (DJ)

i) Vocabulary and Expressions

The biggest difficulty pertaining to vocabulary experienced by Chunmei was the use of the past participle adjective. *i.e.*:

- DJ 3: “I am surprise [surprised] ...”
- DJ 5: “I am confusing...” “The weather make me boring [bored]”
- DJ 7: “I am very interesting [interested] of the book.”

- DJ 9: "They were very worrying [worried]"
 DJ 10: "I'm interesting [interested], your "soirée" ."
 DJ 12: "I was exhausting [exhausted]."
 DJ 14: "I am not interesting [interested] to politics or elections."

However, in the second half of the study she did show some hints of beginning to understand its function:

- DJ 11: "I feel tired ..."
 DJ 13: "I confused ..." "I was really tired."

Along with using a varied and, at times, an elevated English lexicon (*i.e.*: "summit," "overeat," "digest," "excessive," "pessimistic," "suburban areas," "integrity," "solidarity," "hinder," "overcome," "drought"), Chunmei ventured to guess at words (*i.e.*: "solidifiable," "earthquack," "started to range [arrange] stuff," "unmature"). In addition, she endeavoured to use locutions such as: "lost my maind[mind]," "to get over him," "my life is like a rough road," "I look out [look up] some word in dictionary," "looking forward," "selfabased [self-abusive]," and "under stress."

Due to Chunmei's knowledge of French, a few French words appeared in her writing (*i.e.*: "controler," "pillule," "personne," "belle," "ridicule," "doux," etc.)

For the most part Chunmei lacked variety in her connecting words. She mainly used: "after," "and," "but," "or," "when," and "if." Nonetheless, in DJ 19 she did utilise "however," and "finally."

ii) Sentence Structure

Chunmei did not seem to have grave problems with English syntax. Yet, at times her sentences were awkwardly constructed. *i.e.*:

- DJ 1: "I can explain myself exactly ..."
 DJ 2: "Especially I like food ..."
 DJ 6: "I only would adopt ..."
 DJ 13: "I heard that Vancouver is expensive to live."
 DJ 17: "I don't know why in the plant bowl has many worms."
 "Should I trow out it?"

Albeit that Chunmei wrote compound and, to a lesser extent, complex sentences, the majority of her sentences were short and simple. (*n.b.*: Chunmei's errors in punctuation and capitalisation were disregarded.) This led to a somewhat "choppy" writing style. When she did formulate complex sentences, they tended to be of the variety using the connecting words "if" and "when." *i.e.*:

- DJ 1: "If I want to go to the summit. I will begin at the bottom."
 DJ 3: "When I was in China, everyday I got to work by that."
 DJ 16: "If I am sentimental. I will fail and weak."
 DJ 17: "This morning when I got up. I saw eight worm died."

iii) Temporality

Although not perfect, Chunmei seemed to have a good overall understanding of English temporality. Granted that she mostly employed the infinitive, the simple present, the simple past, and the future using "will," she also used a variety of tenses requiring an awareness of the subtlety of meaning. *i.e.*:

- | | | |
|--------|------------------------------------|--------------------------|
| DJ 1: | "I have never found ..." | (simple present perfect) |
| DJ 6: | "I am reading a Chinese novel ..." | (present progressive) |
| | "If I was 25, I wouldn't marry." | (conditional) |
| DJ 8: | "She was waiting school bus ..." | (past progressive) |
| DJ 18: | "Maybe I should see ..." | (conditional) |
| DJ 19: | "I could call you." | (conditional) |

Chunmei was sometimes inclined to overlook the conjugation of the verb “to be.” *i.e.*:

- DJ 1: “I like food that [is] not for lunch.”
 DJ 2: “Last year when I came school I [was] with her.”
 DJ 9: “In my life I [am] always alone.”
 DJ 16: “Romantic relationship [is] not between us.”
 DJ 17: “... friendship [is] also very important.”

This oversight was not detected in the writing of Viktor and Iryna.

iv) Influence of Experimenter’s Writing on that of Chunmei’s

Some specific examples of the experimenter’s writing affecting Chunmei’s writing are cited below:

- Judith (26/3/97): “... about Canada is its cultural diversity.”
 Chunmei (DJ 2-2/4/97): “... about Canada it’s cultural diversity.”
- Judith (3/4/97): “bike ride,” “Have a nice week-end.”
 Chunmei (DJ 3-6/4/97): “bike ride,” “Have a nice day.”
- Judith (96/4/97): “rude,” “ex-boyfriend,” “See you on Thursday.”
 Chunmei (DJ 4-9/4/97): “rude,” “ex-boyfriend,” “See you tomorrow.”
- Judith (10/4/97): “Do you remember from which part of Italy he comes?”
 Chunmei (DJ 5-13/4/97): “I don’t remember from which part of Italy he is from.”
- Judith (14/4/97): “If you could change your life ..., what would you do?”
 Chunmei (DJ 6-15/4/97): “If I was 25, I wouldn’t marry. I only would adopt one child.”
- Judith (17/4/97): “If you are interested ...”
 Chunmei (DJ 7-20/4/97): “I am very interesting.”

- Judith (21/4/97): "... it is unhealthy to keep everything inside."
 Chunmei (DJ 8-23/4/97): "It's not good for the health when I keep too much things inside."
- Judith (24/4/97): "Was your husband very supportive?"
 Chunmei (DJ 9-27/4/97): "I don't have chance when I have a problem my husband support me."
- Judith (24/4/97): "I wonder if I were living in Guinea ..., if my country men would...?"
 Chunmei (DJ 9-27/4/97): "I think that if you were living in ..., your country men could ..."
- Chunmei (DJ 10-31/4/97): "earthquick"
 Judith (31/4/97): "earthquake"
 Chunmei (DJ 11-4/5/97): "earthquake"
- Judith (5/5/97): "migraine head-ache," "orphanages"
 Chunmei (DJ 12-7/5/97): "migraine-headache," "orphanages"
- Judith (8/5/97): "... abandon their baby girls."
 Chunmei (DJ 13-19/5/97): "... abandon their baby girls."
- Chunmei (DJ 13-19/5/97): "I started to range the stuff at home."
 Judith (22/5/97): "... you start to arrange your stuff ..."
 Chunmei (DJ 15-8/6/97): "... I've not finished range my home."
 Judith (8/6/97): "When you finish arranging your house ..."
 Chunmei (DJ 16-11/6/97): "I almost finish arranging my house."
- Judith (12/6/97): "I think that it is very important to have people whom you love and who love you."
 Chunmei (DJ 17-15/6/97): "... it's important to have people who you love and who love you."

Oral Dialogues (ODs)

Only very obscure changes were remarked in Chunmei's oral vocabulary, sentence construction and temporality during the course of the study. Nonetheless, certain linguistic factors are worthy of consideration.

i) Vocabulary and Expressions

Chunmei's use of English vocabulary and expressions when speaking was much more limited than had been the case when writing. She was very hesitant to say words or expressions for which she was uncertain. From time to time French words, such as "*Vietnamienne*," "*démocratie*," and "*imprimer*," slipped into her speech.

As in her DJs, Chunmei mainly employed the connecting words "if," "but," and "after." The connecting word "when," however, was used much less often than it had been in her writing. In OD 6 she manifested the same problem when using the past participle adjective (*i.e.*: She is boring [bored].), as she had in her writing.

ii) Sentence Construction

Although more fragmented, Chunmei's oral sentence construction resembled that of her written sentences. That is to say, she mostly said simple sentences. Her complex sentences were, for the most part, of the sort: "If _____, _____." *i.e.*:

OD 1: "... if I think for my family future, is better ..."

OD 6: "If you return, you must do much work."

On the whole, her oral syntax was accurate.

iii) Temporality

Chunmei had considerably more problems with English verbs when speaking than she had when writing. As the following extracts demonstrate, she often made mistakes when conjugating the third person simple present. *i.e.:*

OD 4: “... now she live [lives] in Montreal.” ; “... you has [have] your friends.”

OD 5: “My daughter speak [speaks] French.”

She also repeatedly used the simple present for what should have been the simple past. *i.e.:*

OD 1: “After she’s [was] very nice ...”

OD 2: “... my daughter come [came] here ...”

OD 4: “... Some of orphan go [went] to the special school.”

OD 6: “ ... the daughter say [said] ...”

Chunmei employed the conditional tenses “could” and “should” relatively frequently when writing in her DJ. When speaking, however, she rarely hazarded to say them. The only 2 incidents when they were verbalised occurred in DJ 3 (“She didn’t, she couldn’t ...”) and in OD 6 (“He can’t, he couldn’t ...). In both occurrences she was auto-correcting.

In the ODs, as in her DJs, Chunmei had the tendency, from time to time, to omit the conjugation of the verb “to be.” *i.e.:*

OD 1: “If his boss sees something [was] no good ...”

OD 2: “He [is] still in China.”

OD 6: “Maybe she [was] too strong.”

The context of the dialogues was not conducive to practising the future tenses. However, Chunmei correctly employed the future tense with “will” about 50 % of the time. *i.e.:*

OD 3: “After I will call you ...”

- OD 5: “She will marry.”
 “... maybe her English is okay.” [will be]
- OD 6: “Maybe you kill someone.” [will]

iv) Influence of Dialogue Journals on Oral Dialogues

It is not possible to say with any certainty whether or not Chunmei’s DJ writing affected her oral production. However, it may be that some words (*i.e.*: “orphans,” “earthquake”), the structure “if ___, ___” and the appearance of the conditional “could” were induced by her written production.

BINH

As proved to be the case with Iryna and Chunmei, Binh manifested little discernible improvement in his written and oral production of English. Nonetheless, certain significant factors were observed.

Dialogue Journal (DJ)

i) Vocabulary and Expressions

Binh demonstrated a vast repertoire of English words and expressions, along with a willingness to experiment with the language, as evidenced by the following quotations: “How do you do...?”, “hand in hand,” “glorious,” “... stayed in my mind,” “in love,” “he come back time in time,” “so profit this beautiful time,” *etc.*

He also used a variety of connecting words such as: “by the way,” “because,” “if,” “when,” “also,” “however,” “after,” “but,” “and,” *etc.*

A linguistic element employed by Binh that did not appear in the writing of the 3 preceding

participants was the use of the comparative “than.” For example: “... she is taller than...,” “... the day is longer than the night ...,” and “... I got up earlier than usual.”

Another occurrence of interest is the poetic and metaphoric language utilised by Binh when writing. *i.e.:*

DJ 2: “there are many mountains of snow.”

DJ 4: “I dream to posses one house near the beach, every day walk hand in hand with my lover and hear the sound of the wave, whow.”

DJ 7: “the life is smiling and blue”

DJ 10: “... where the sun was dancing.”

DJ 12: “... but when I get angry I look like a mad dog.”

DJ 13: “I have heard on the branch the birds sang the love songs like a good wish of nature sent to everybody.”

ii) Sentence Structure

In much the same way as Viktor, Iryna, and Chunmei, Binh wrote mostly simple and compound sentences. The complex sentences that he did write generally contained “when” and “if” to join the subordinate and main clauses. (*n.b.:* Binh’s errors in punctuation and capitalisation were disregarded.). *i.e.:*

DJ 4: “If one day, I become rich and famous, I will designe many beautiful dresses for you.”

DJ 16: “Last night when I arrived home my brother told me.”

Although Binh exhibited no major difficulties with English syntax, from time to time he did confuse the word order. *i.e.:*

- DJ 2: "I will invite you go to fish with."
 DJ 4: "They cook north Vietnamese food very delicious."
 DJ 5: "she is taller than and shapely she was."

By the latter half of the study, this had improved and his mix ups most frequently involved the misplacement of the "succeeding sort". of adverbs. *i.e.*:

- DJ 7: "I take easy everything."
 DJ 14: "I know how to eat only."

iii) Temporality

Binh ventured to use numerous composed verb tenses when writing in English. *i.e.*:

- DJ 2: "It's snowing." (present progressive)
 DJ 5: "She has changed so much." (simple present perfect)
 DJ 8: "Could you tell me ..." (conditional)
 "So profit this beautiful time." (imperative)
 DJ 9: "I will miss you ..." (future with "will")
 DJ 14: "I would like to invite you ..." (conditional)

He also employed "to be going to," to express the future. *i.e.*:

- DJ 13: "What are you going to do?"
 DJ 15: "We're going to leave on July 12th ..."

Binh, like Chunmei, neglected, on occasion, to use the conjugation of the verb "to be."
i.e.:

DJ 10: “that [is] why I can’t ...”

DJ 11: “I [am] always beside him ...”

In the latter part of the study Binh appeared to be experimenting, in much the same way that Iryna had, with the simple present perfect tense and, thus, misused it in the place of the simple past. *i.e.*:

DJ 13: “I have gone [I went] to school ...”

“I have heard [I heard] ...the birds ...”

DJ 14: “We had enjoyed [We enjoyed] every Joy.”

DJ 15: “I have passed [I passed] a comfortable week-end.”

Binh exhibited little difficulty when employing infinitives.

iv) Influence of Experimenter’s Writing on that of Binh’s

Only the two concrete instances cited below offer any indication that the experimenter’s writing had affected Binh’s writing:

Judith (1/4/97): “I might even want to have my own baby ...”

Binh (DJ 3-3/4/97): “...you might want to have your own baby ...”

Judith (20/4/97): “Time flies when you’re having fun.”

Binh (DJ 13-23/4/97): “The time flies when you are falling in fun.”

Oral Dialogues (ODs)

There was a major variance between Binh’s written and oral production. Binh’s pronunciation of such words as “biscas” for “because” and his tendency not to articulate the final

consonant phonemes of the words made it challenging, at times, to determine if he was making an error in vocabulary/temporality or if he was simply mispronouncing the word.

i) Vocabulary and Expressions

Binh's use of the English lexicon and of English expressions when speaking was meagre compared to that used when writing and he frequently left out little words. *i.e.:*

OD 1: "My mom is [the] step-mother."

OD 2: "We talk [about]everything"
 "[I] just listen ..."

OD 5: "Bisca here [there is] not after work nothing to do."

Nonetheless, every so often he did take risks. For instance, he ventured to use the words "myth" and "leather" even when unsure of their correctness. He also tried to describe the word for "wool" by utilising words he did know (*i.e.:* "the hair of the sheep).

On occasion he uttered idiomatic English expressions such as: "you know" and "I never keep my word." The main connecting words used by Binh during the ODs were: "because," "and," "when," and "if." The only time he used the comparative "than" was in in OD 4 when he said : "I think ... very cheap. Yeh .. than for Florida.

ii) Sentence Structure

For the most part Binh said brief simple or fragmented sentences of the following type:

OD 2: "Nothing to talk."

OD 3: "And in a rush."

The few complex sentences that he did say were of the following sort:

OD 1: “Biscas if you have the other wife, you must live to the first wife.”

OD 4: “If you think it’s small problem, it’s small problem.”

Although he did not seem to make more mistakes with English syntax when speaking than when writing, it is difficult to determine with certitude due to the brevity of his utterances.

iii) Temporality

Similarly, it was not possible to observe adequately his mastery of the various tenses. Only 3 observations could be made with any certainty. First, in OD 1 Binh repeatedly used the simple present in place of the simple past . *i.e.*:

“I think [thought] I need [needed] money. I need [needed] money then. And when have [had] the money, I go [went] to drink beer and I do [did] something drug.”

Second, Binh often neglected to conjugate the verb “to be.” *i.e.*:

OD 2: “Something [is] wrong in here.”
 “I [am] scare[d].”
 “You think [it is] very important ...”

OD 3: “I think that it [is] the myth.”
 “If you [are] strong.”

OD 4: “I [am] just new.”
 “I think [it is] very cheap.”

OD 5: “... after work [there is] nothing to do.”

Third, as in his writing Binh made correct use of infinitives when speaking in English.

iv) Influence of Dialogue Journals on Oral Dialogues

No direct evidence of Binh's DJs having affected his ODs was observed in the isolated segments that were analysed.

Summary

Because of the temporal limitations imposed upon the testing procedures used in this study, it is not possible to demonstrate unequivocally that the exercise of writing in the DJ had a direct effect on the oral and it is not possible to ascertain with absolute surety whether or not participating in DJ writing had direct effects on the written and oral linguistic forms utilised by the subjects. However, there are clear indications that this was beginning to occur. For example: i) When writing Viktor, Iryna, Chunmei, and Binh all appeared to take more risks with English lexicon, structure, and temporality as the study advanced; ii) Each subject, to varying degrees, modelled some of the vocabulary and structures used by the experimenter when writing in ESL; iii) They also applied and adapted the experimenter's words and expressions to their individual context and understanding of the language. *i.e.:*

- | | |
|-------------------------|--|
| Judith (31/12/96): | “ ... a Catch 22 situation.” |
| Viktor (DJ 10-8/1/96): | “It is a Canadian catch 22.” |
| Judith (13/1/97): | “ ... the same height as ...” |
| Iryna (DJ 10-18/1/97): | “I was always height ...” |
| Judith (21/4/97): | “... it is unhealthy to keep everything inside.” |
| Chunmei (DJ 8-23/4/97): | “It's not good for the health when I keep many things inside.” |
| Judith (20/4/97): | “Time flies when you're having fun.” |
| Binh (DJ 13-23/4/97): | “Time flies when you are falling in fun.” |

4.2.3 Qualitative Analysis of Communicative and Affective Variables

This portion discusses the researcher's impressions concerning two variables which, although not directly connected to the mechanics of the language, are intertwined with and essential to L2 learning. The first aspect is termed by Brian (1993) as the "communicative" variables. These communicative variables refer to such factors as writing style, humour, ideas, *etc.* The second aspect involves what Gardner and MacIntyre (1993) label the "affective" variables. The affective variables include the L2 learner's motivation and willingness to learn L2, self-confidence when interacting in L2, attitudes toward the L2 learning situation, and feelings of L2-anxiety. The researcher's interpretations of the communicative and affective variables that influenced the ESL learning of subjects were recorded in the field notes.

Dialogue Journals (DJs)

VIKTOR

From the outset Viktor was very motivated to learn English and willing to write such self-revealing themes as his reactions to a job interview, his perspective on Russian politics, his taste in literature, his reasons for being an atheist, *etc.* Humour, from telling a joke in DJ 5, to sarcasm in DJ 8 (*i.e.*: "In the Soviet union vodka was the most accessible goods. That was the state policy, because tipsy is happier than sober."), to playful bantering in DJ 14 (*i.e.*: "I noticed the appearance of mysterious figures above my previous letters. I suspect someone counts up the numbers of my letter to 20."), was prevalent in the majority of Viktor's epistles. It thus appeared that Viktor felt a certain sense of self-assurance when writing in English that intensified as the study advanced.

IRYNA

Among the subjects, Iryna had the least motivation to learn English, the least self-confidence when writing in English, and the most language anxiety. This may partially explain

why, at the beginning of the study, she was more preoccupied with the linguistic rather than the communicative aspects of writing English. However, there are clear manifestations that her purpose for writing dramatically changed from the first to the second half of the study.

Since motivation, a “prime mediator” (Gardner & MacIntyre, 1993) in L2 learning, is strongly related to self-confidence (Gardner, 1980), it is not surprising that Iryna made frequent self-degrading comments pertaining to her competence in writing in English. It would seem that Iryna was at her lowest slump in DJ 8 when she wrote:

“In the first time I don’t know what to write. I’m sorry as evidently my comprehension of English don’t do well. It’s usual for the foolish people. But you need 2 different guinea pigs’ for the balance. One [Viktor], who is doing well and other who is different. I guess who is second.”

In her response of 10/1/97, the examiner reassured the subject by explaining a fundamental difference between the DJ method and the standard classroom procedure is that her progress was not being measured relative to others. Once again, in the response dated 21/1/97, the experimenter tried to lower Iryna’s level of language anxiety by writing “The question that you asked yourself should have been ‘What do I want to write?’ rather than ‘What must I write?’”

Iryna seemed to have truly picked up on the conversational tone by DJ 4 and even added a little humour as she described what she does when a black cat crosses her path. However, in DJ 7 Iryna expressed concern that getting “to know better each other” was eclipsing the “fundamental aim” to ameliorate her English. Her question in DJ 10: “The today’s *sujet permets* use of the past tenses, don’t he?”, suggests that she was looking for assurance that in fact grammar was not being forgotten.

Iryna seemed much more confident and made fewer references to the logistics of writing in English during the second half of the study. She wrote more about her personal cares regarding her French course, the burglary that befell her, and her first job interview in Canada. In DJ 20 she proudly proclaimed: “You must know that these sentences I write without a dictionary.”

CHUNMEI

Chunmei began the first entry by stating her fears of being unable to “explain [her] mind exactly in English” because of what she considered to be her “poor English writing.” However, as early on as DJ 3 many parts of her DJ entries had to be deleted due to the private nature of their content. She was, thus, having no difficulty articulating her sentiments and thoughts. DJ 6 is the last entry in which she expressed worry that the experimenter was not comprehending her writing. DJ 12 and DJ 13 depict a mixture of chatting, relating a story, concern about the experimenter’s health, *etc.*, in other words, a free flow of ideas which was much like any relaxed conversation. DJ 18 and DJ 20 well illustrate two related factors relevant to the success of this method. The first is the nature of the relationship (*i.e.*: the level of trust that was established between the experimenter and Chunmei) which fed directly into the second, the level of motivation of the subject to communicate with the correspondent. This was sweetly confirmed by Chunmei herself with her claim that the correspondent “help me a lot” and her comment “I don’t want to finishe. I don’t want to let you go.”

BINH

Binh began very tentatively so it was necessary to help him over his embarrassment. His initial topics were of an impersonal nature (*i.e.*: the weather, Vancouver, Easter) and in DJ 2 he excused himself for not having “many vocabularies to express [his] idea.” This shows, once again, the importance of the experimenter being able to respond to each subject as an individual person. Gentle teasing (calling him cute, *etc.*) was effective in getting him to relax and to participate. It is apparent throughout that a continued flow of compliments and reassurances was necessary for Binh. However, he soon opened up and appeared to write more spontaneously. He also began to express complex personal and philosophical ideas. In DJ 15 he even tried a joke: “I don’t know how to cook, I know how to eat only.” In the final entry Binh stated that enjoyed the correspondence for he wanted to “keep on” (motivation) and he found it effective since he felt that he and the experimenter were “closer and to understand each other.”

Oral Dialogues (ODs)

VIKTOR

The most striking advancements with regards to Viktor's oral production was his attitude toward speaking in English. The more confident he became, the more motivated he was to play with words and to banter back and forth with the experimenter. For example, in OD 1 Viktor basically gave an informative discourse on the history of Russia. Although OD 2 and OD 3 were of a more interactive nature, Viktor was, in essence, answering the experimenter's questions. It is in OD 4 where Viktor seemed the most relaxed and free from the diffidence of speaking English. He and the experimenter had fun as he tried to explain his response as to why he is an atheist. Viktor's sense of humour and calm demeanour emerged again in OD 5 as he explained the nickname he chose for a friend.

IRYNA

Iryna was a much less fluent and much more apprehensive when speaking English than Viktor. She spoke very slowly, had frequent lengthy pauses, and often had difficulty finding a word she needed. Nevertheless, she persevered and as early on as OD 2 she talked about complex topics (*i.e.*: superstitions). In OD 3 she successfully communicated her thoughts and feelings about learning French versus English. The fact that Iryna gestured at the experimenter that she had not finished speaking, showed that she was intent on communicating her message despite her linguistic limitations. OD 5 and OD 6 showed obvious advancements in length, clarity of expression, etc. which may be signs of an increase in self-confidence and a decrease in language anxiety when speaking in ESL.

CHUNMEI

Chunmei, who is shy by nature, was much more timid about talking than writing in English. Although less intimate than in her DJs entries, Chunmei still felt comfortable enough with

the experimenter to discuss her personal life and to talk about complex and abstract subjects such as her life in Communist China, her ambiguous feelings about living in Canada, *etc.* Many of the oral conversations were continuations of the written conversations. In OD 4, Chunmei even made an attempt at humour (her daughter wanted first "... the brother. The second she wanted dog."). In OD 5 she felt confident to try humour again as she tells about her daughter's fluctuating professional ambitions. In OD 6 she began by being less coherent, but she ended by clearly detailing the situation of her depressed friend and his daughter.

BINH

It was the most difficult to get a clear feeling for Binh's progress because of his extremely introverted character. He apparently is shy to speak even to his friends in Vietnamese (OD 2). Although this reluctance to speak persisted throughout the study, he did have enough confidence to give his opinions on such complicated themes as the future, homosexuality, and animal's rights. He also felt comfortable enough with the experimenter to discuss his personal life (*i.e.*: his relationship with his father, his job, his trip to Florida). During the fourth and fifth conversations, Binh was much less fidgety and came across as being much more relaxed. Before OD 4 he bought the experimenter a cup of coffee and during the conversation he spoke with a joking tone and came across as being nonchalant. For OD 5 he suggested taping the dialogue in a nearby park.

Summary

The technique of holding written conversations had a markedly beneficial effect on the communicative and affective variables integral to writing and speaking in English. This is of particular significance when appraising oral proficiency for, according to MacIntyre & Gardner (1991), speaking is one of the most anxiety provoking experiences when learning a second language. In addition, it was observed that the experimenter played a crucial role in creating circumstances conducive to authentic communication in ESL. In the present study the experimenter informally ascertained the areas of interest of each subject and steered both the written and oral dialogues into these areas. The experimenter also succeeded in winning the trust of the

subjects so that they began to regard the process as communicating to a close friend rather than as demonstrating their language proficiency to a teacher sitting in judgment. Once the communicative purpose of the written and verbal interactions was established, each of the participants felt not only confident enough to express complex lines of reasoning and humour, but was also willing to confide in the experimenter.

CHAPTER 5: CONCLUSION

Two perspectives were investigated in this study. The first involved the subjects' self-perceptions concerning ESL learning and literacy and orality in L1 and ESL. The gathering of these data entailed the administration of questionnaires and self-anchoring scales prior to and following the study, along with field notes taken by the experimenter throughout the study. The second perspective occasioned on-going objective and subjective analyses by the researcher regarding the written and spoken English produced by the subjects, along with an individual assessment of the communicative and affective variables influencing the subjects' ESL acquisition.

In general, the results revealed pertinent information with respect to the subjects' sense of their language learning and an awareness of the study's influence on their writing, speech, communication skills, and affect when using ESL. All the subjects believed that motivation, effort, and a good knowledge of grammar and vocabulary to be essential. They also saw that exposure to English, interest in the learning activity, and "real" communication as being vital to the acquisition of ESL. Pronunciation (*i.e.*: accent) was viewed to be important when it impeded communication. All considered feedback, particularly from the teacher, to be useful. Some of the subjects' attitudes towards reading, writing, and speaking in L1 were transferred to the outlooks on reading, writing, and speaking in ESL. By the end of the study all 4 subjects seemed to think that they had made progress in their writing and/or speaking skills in ESL. They unanimously felt more confident when communicating in ESL after the study, than they had before.

No concrete conclusions were drawn about the "measurable" progress made by the subjects in ESL based on the data obtained from the analytical grids. In fact, some of the figures were illusory when taking other factors into consideration. It is interesting to mention, however, that with one of the subjects, his "progress" in using verbs when writing corresponded to that when speaking. It is also noteworthy that the number of certain lack of ease indicators utilised by the subjects, dramatically decreased during the second half of the study.

The qualitative analysis of the linguistic elements employed by the subjects demonstrated

that DJ writing appeared to have had effective consequences on the writing and oral forms used by the subjects. Specifically, they were: i) starting to take more risks with the language (even if it may have resulted in linguistic errors), ii) modelling some of the vocabulary and structures used by the experimenter, iii) applying these words and structures to their own contexts and production of the language, and iv) showing beginning signs of transferring vocabulary, grammatical structures, and syntax used in their writing to their speech. The subjective assessment made by the researcher likewise illustrated the positive implications that the study had had on the subjects' ability to communicate at various levels in ESL and on their self-confidence, attitudes, and language anxiety when learning and using ESL.

Subjects' Appreciation of the Study

As formerly discussed, all of the subjects claimed to have appreciated this study's focus on interpersonal relations and all believed that the study had had positive affects on their English learning. In OD 6 Viktor stated (Appendix XIII):

“And I think too it is very, very good experiment and it was the first ... language when I haven't the negative attitude for against this course It is the first time when ... I'm agreed with ... style of course and with attitude, ... relation between two people don't, not like pupil and teacher, but like it is two people.”

Viktor and Iryna also had some constructive criticism to offer about the study. Neither saw the relevance of Q(B). In their opinion, the open-ended questions were redundant and they did not understand how their literacy practises in Russian related to their learning of English. They also could not see the purpose of completing the sentences to which there were no “right” or “wrong” answers. Second, they were both reluctant to fill out the CSs protesting that they had neither the authority, nor the competence to evaluate their own English skills, much less those of others, but relented for the sake of this study. Third, Viktor and Iryna found writing 2 times a week to be too time consuming and suggested that the subjects in future studies write but once a week.. Fourth, at times they declared that they had problems deciding about what to write.

Chunmei and Binh offered little feedback concerning the methodology of the study, although they did mention it to be very time-consuming. Neither the Qs nor the CSs seemed to have posed any great difficulties for Chunmei and she did not question their value. Binh, on the other hand, had problems articulating his responses in written form when filling out the Qs and CSs. In fact, he initially returned the forms unanswered professing that he didn't know what to write. Consequently, it was decided that he could dictate his answers for the Qs and CSs so that the experimenter could better understand his meaning and this seemed to put his mind at ease.

Assessment of Measurement Tools

In an attempt to attain the objectives of this research it was deemed necessary to sample several quantitative and qualitative tools for measuring and evaluating changes in the subjects conceptions about writing and speaking in ESL, along with their progress in the acquisition of written and oral fluency in ESL. It is believed that Q(A) did provide useful data concerning the participants perceptions regarding their reasons for and their strategies used when learning ESL. In addition, this questionnaire took minimal time to complete and could be read rapidly by the examiner. One of the drawbacks to Q(A) is that subjects may have the tendency to answer rashly. Thus, it is suggested that the examiner go over the questionnaire with the subjects to verify that the responses given are the responses intended. With respect to this study, it is recommended that only the questions directly related to writing and speech in ESL (10, 11, 15, 16, 17, and 18) be re-asked on the post- Q(A).

Q(B) has the potential of providing an in-depth picture of the import placed on literacy and orality in L1 by the participants. However, it was noted that the subjects in this study tended to respond impulsively and were often unable to expand upon what they had written. It is thus proposed that the examiner sit down with the participants immediately after the questionnaire has been completed in order to clarify any unclear responses. If properly conducted and interpreted, Q(B) gives the examiner a very good idea of the value the subjects place on reading, writing, and speech, and of how they view themselves as readers, writers, and speakers in L1. As predicted

and as intended, the repetitive nature of the sentence starters evoked varying vistas from the subjects in the studies. Little or no value was seen in administering the post- Q(B). Granted that the additional data provided gave a more rounded picture of the subjects' own attitudes toward reading, writing, and speech in L1, the questions had little to do with the parameters under consideration in this particular study, that is to say, the potential changes in the subjects' perceptions about writing and speech in ESL. More specifically, question 19 would have provided more valuable information had it been phrased "My favourite types of books are ...," rather than "My favourite books are" The purpose of this question was to find out the genres of literature to which the subjects were attracted, but as it was worded, it induced other, uninformative interpretations. This is illustrated by Chunmei's response that her favourite books were Chinese, which simply reflected that she preferred to read in L1, but provided no insight into her perceptions of and taste in literature. It would also have been rather pointless had the subjects written titles of Russian, Chinese, and Vietnamese books which were unknown to the examiner. It is suggested, in fact, that questions 20 and 21 could be eliminated in future studies since they furnished no relevant information.

The CSs are believed to have been a very fruitful mode of drawing-out what the subjects believed to constitute a "good" or "bad" writer/speaker of ESL. and of how they viewed themselves in relation to others. The CSs required the most deliberation of the 3 testing tools thus far mentioned on the part of the subjects. Being that the CS required the most cogitation, the subjects were better able to what they had written and why when questioned by the examiner. Their major drawback was that all 4 subjects found them to be very arduous and time-consuming to complete. Two of the subjects were also reticent to evaluate themselves and others. As one of the participants needed assistance in articulating and transcribing his thoughts, it was useful when the examiner sat down with him immediately after filling out the CSs in order to explain any ambiguities. There was merit in giving the post- CSs to the subjects as new criteria for writing well or poorly appeared and in some of the cases their self-placement was different.

It is highly doubtful that there exists a single formative evaluative technique reveals all of a

person's understandings, points of view, and conceptions regarding any topic, not to mention the especially challenging concepts of literacy, orality, and L2 learning. Consequently, as stated earlier, this study employed various means of assessment, four of which involved the use of Qs and the CSs. Taken out of context, the data obtained from the Qs and CSs appeared, at times, to be inconsistent. If only one assessment tool had been used, or if the observations of the examiner and the commentaries of the participants had not been taken into account, this would have resulted in inaccurate interpretations of the data. However, since the Qs and the CSs each focused on different and specific facets pertaining to written and oral communication, their different perspectives allowed the data to be interpreted in a larger, more global context.

The parameters used to obtain standardised, quantitative data for the "objective" analysis of changes in the participants written and oral production and to show the possible relation of DJ writing to oral communication, are very attractive as they appear to correspond to the impersonal "scientific method." However, this procedure of "keeping score" has major drawbacks for it imposes artificial restrictions which do not take into account other parameters which, although not measurable, nonetheless play crucial roles when learning L2. Thus, it must be underlined that the process of "measuring" language proficiency is, above all, somewhat subjective both from the perspective of the reader/listener in his opinion of how accurately and effectively the subject expresses the ideas, as well as from that of the writer/speaker in his perceptions of feedback from his reader/speaker, his own comfort level while speaking, *etc.*

This study clearly showed that the quantifiable linguistic elements (words, vocabulary, and temporality) can sometimes be inaccurate and even misleading in evaluating both the study and the subjects. For instance, the slight changes in the correct use of vocabulary and temporality by the subjects, implies there was no noteworthy improvement in their writing during the study. However, when considering other elements such as experimenting with the language, the utilisation of more complex language, and a greater willingness to write, the above supposition is not supported. An example of how interpretations of performance when doing a qualitative analysis having had harmful repercussions on the subjects was demonstrated with Viktor. After

having completed the study, he was very curious to know how he had “scored.” Before having received a summative report on the researcher’s findings, Viktor was quite enthusiastic that the study had had very positive affects on his writing, speech, motivation, and confidence when using ESL. However, when he looked at the statistical data, his confidence plummeted and he was extremely discouraged. Considering the inconclusive results obtained from the quantitative analyses, their value and appropriateness in a study of this nature and length is questionable. This is not to say, though, that this technique of objectively collecting linguistic data could not be most useful and appropriate when doing a more in-depth study over a longer period of time.

The researcher’s informal analysis of the linguistic components was highly beneficial to this study. By taking into account several observable, but not necessarily measurable parameters involved in L2 acquisition (*i.e.*: taking chances, use of complex tenses), an explicit and rounded representation was permitted of the subjects’ strengths and weaknesses in written and spoken ESL, as well as any development that may have occurred over the duration of the study. It is thus strongly advised that this type of analysis continue to be utilised in future studies.

The researcher’s assessment of the communicative and affective variables further emphasised that progress is not always linear and additive. Profiles of the subjects’ L2 acquisition need to take into account all of the dimensions of L2 learning. Learning a language involves more than learning words, grammar, and syntax. It also comprises such aspects as the learning situation, anxieties, motivation, and temperaments of the subjects themselves. It is surmised that this subjective means of assessment may have, in fact, provided the most valuable insights regarding the ESL acquisition of the 4 participants and the most concrete evidence to support the benefits of DJ writing on speech in ESL.

Considerations for Future Research

The skill and commitment of the experimenter in winning not only the respect, but also the trust and affection of the subjects, so they began to view engaging in DJs and ODs as a pleasure

rather than as a duty, was fundamental to this method. All subjects initially referred to the embarrassment of trying to write and to talk in English. By a variety of subtle means (expressing interest in learning from and about the person, humour, sincere reassurances, *etc.*) the subjects quickly came to regard the experimenter as a friend with whom they wanted to exchange ideas. Furthermore, they seemed uninhibited by the process and were willing to try to express themselves even at the risk of making errors in word usage or grammar. Very often the making of errors signified a willingness to try expressing more complex ideas and was, thus, an indication of progress.

It is obvious that keeping a DJ is not the sole means that should be used for improving written and oral expression in L2. Rather it is but one method that should be used in conjunction with others. Nor is it suggested that this method will enable students to overcome all the natural shyness and embarrassment of hearing one's own accent or mistakes when speaking in English. However, this study does show that DJs, in the hands of a skilled instructor, can yield impressive results in motivating the student to communicate and in getting him to try and to express thoughts and feelings. Kenny (1993) contests that language learners think they need to focus on language as the subject to be learned and claims "... that what language learners need most is freedom from the constraints of having to focus on language at all." DJs provide a means for this to be so.

The relatively short duration of the study was an unfortunate but unavoidable limitation. No one can learn a language in a few weeks, but the study gives clear indications that, if the process were extended over a longer period of time, its impact would undoubtedly be felt. Although the subjects continued to have difficulties in vocabulary and grammar, the DJ method, even after the short time it was used, resulted in each one beginning to feel comfortable enough with the language to express their ideas and feelings.

All of the subjects felt that writing twice a week was too much due to other daily demands on their time. Although DJ writing, doubtless on occasion, did become an intrusive obligation, nonetheless, the pressure exerted on the participants to write ensured the continuity of the activity and encouraged them to spontaneously express moods and events occurring in their daily lives

(anger, frustration, loneliness, *etc.*), not just happy or trivial topics designed to please the reader. The suggestion to reduce DJ writing to once a week may be a good one, but caution must be taken since long gaps in writing could be counter productive by “breaking the flow” of the conversation.

The most obvious artificial restriction of the study was the need to take 5 minute segments of the taped oral discourses for analysis. Although the decision to take consistently the segment 10 minutes into the conversation was attractive in that it appeared to be objective, it could have posed a problem. For example, everybody involved in a normal conversation has periods in which he/she cannot think of a word or is distracted by some irrelevant thought. Thus, it is suggested for future studies that choosing a “typical” 5 minute segment, when the researcher judges that the subject is speaking normally, would be more appropriate.

Other limitations of a more practical nature concerning this study that should be underlined include: i) the uncertain reliability of student self-reported perceptions; ii) the difficulty of generalising findings from this particular setting to broader or different contexts, and iii) the problems related to cost/benefit of dialogue journals in general use in practical teaching situations.

Conclusions and Implications

This study plainly illustrated the interlocking facets involved in learning L2. and the reciprocal relationship between writing and speaking for adult language learners. There is evidence that the subjects were beginning to apply certain structures and vocabulary used when writing to their speech. In addition, there is evidence that the participants became more experimental when writing and speaking in English and that their topics of written and oral conversation become increasingly complex. It is strongly believed that a more extensive study would show more evidently the positive linguistic influences that this method exercised on the written and oral production of the subjects.

The most encouraging evidence demonstrating the success of DJ writing was the subjects’

increasing willingness to communicate and to take risks when writing and speaking. Considering that communication apprehension is directly related to language anxiety (Gardner & MacIntyre, 1993), it can be surmised that engaging in DJ resulted in a decrease in the stress provoked when communicating in ESL. According to MacIntyre & Gardner (1991), the most anxiety producing experiences reported in a L2 classroom almost always concerned speaking, which, in turn, negatively affected L2 learning and communication. The subjects' desire to express themselves also indicates that they felt more self-confident and, thus, motivated to write and to speak in English as time continued. In previous studies by Gardner (1977, 1985), he showed that the most important factors involved in achievement in L2 were self-confidence and motivation. According to the observations of the researcher and the comments of the subjects, it can be ascertained that, above all, the method of DJ writing was successful in decreasing their language anxiety and increasing their self-confidence and, hence, willingness to write and speak in ESL. Due to the previously discussed constraints of the study, however, it was not possible to test the feasibility of this method in practical teaching situations.

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QUESTIONNAIRE A
(adapted from Johnson, 1992)

NAME:

DATE:

A.

1 = strongly agree 2 = moderately agree 3 = slightly agree
4 = slightly disagree 5 = moderately disagree 6 = strongly disagree

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. I am learning English because I love the language. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. I am learning English for my work, studies, <i>etc.</i> | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. I am learning English because I want to travel in an anglophone country/province. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. I am learning English because I will be moving to an anglophone environment. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. If possible, I would like to take an English course. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. I would like to use my English in a variety of situations. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. I make no effort to learn English. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Learning English is not a priority for me. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. I enjoy learning English. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. It is easier for me to speak in English than to write in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. I write in English better than I speak in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. When I take an English course, feedback from the teacher DOESN'T help me. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. When I take an English course, feedback from the other students DOES help me. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. I find it helpful to have studied English grammar when I find myself in situations in which I must speak in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. If I write in English what I want to say before having said it, I speak better. | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. I feel more embarrassed when I have to show my written English to others than when I have to speak English in front of others. | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. I feel comfortable when I speak in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. I feel uncomfortable when I write in English. | 1 | 2 | 3 | 4 | 5 | 6 |

QUESTIONNAIRE B
(adapted from Johnson, 1992)

With regard to your mother tongue, which is _____ please answer the following questions:

1. I don't like to read when ...
2. I understand what I read when ...
3. When I write, ...
4. When I read, I feel ...
5. Compared to reading, television is ...
6. As a writer, I am ...
7. When I write, I feel ...
8. I read when ...
9. I write when ...
10. I speak when ...
11. As a reader, I am ...
12. For me, it is more enjoyable to talk than to ...
13. I speak ...
14. I read ...
15. When I speak, I feel ...
16. I don't like to speak when ...
17. I like to write when ...
18. I write ...
19. My favourite books are ...
20. My favourite writers are ...
21. My favourite movies are ...

QUESTIONNAIRE A
(adapté de Johnson, 1992)

NOM:
DATE:

1 = très d'accord 2 = moyennement d'accord 3 = peu d'accord
4 = peu en désaccord 5 = moyennement en désaccord 6 = très en désaccord

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. J'apprends l'anglais parce que j'adore la langue. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. J'apprends l'anglais parce que j'en ai besoin pour mon travail, mes études, <i>etc.</i> | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. J'apprends l'anglais parce que je veux voyager dans un pays anglophone. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. J'apprends l'anglais parce que je déménagerai dans un milieu anglophone. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Si possible, j'aimerais suivre un cours d'anglais. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Je veux utiliser mon anglais dans les situations diverses. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Je ne fais aucun effort pour apprendre l'anglais. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Pour moi, l'apprentissage de l'anglais n'est pas une priorité. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Il me plaît d'apprendre l'anglais. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Pour moi, c'est plus facile à parler qu'à écrire en anglais. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. J'écris mieux en anglais que je parle en anglais. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Quand je suis un cours d'anglais, les réactions du professeur ne m'aident pas. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. Quand je suis un cours d'anglais, les réactions des autres étudiants m'aident. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. Je trouve bénéfique d'avoir étudié la grammaire anglaise quand je me trouve dans les situations où je dois parler en anglais. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. Si j'écris en anglais ce que je veux dire avant de le dire, je parle mieux. | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. Je me sens plus gêné(e) quand je dois montrer mon écriture en anglais aux autres que quand je dois parler en anglais devant ou avec les autres. | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. Je me sens à l'aise quand je parle en anglais. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. Je me sens mal à l'aise quand j'écris en anglais. | 1 | 2 | 3 | 4 | 5 | 6 |

QUESTIONNAIRE B
(adapté de Johnson, 1992)

En ce qui concerne votre langue maternelle, qui est _____, complétez les phrases suivantes:

1. Je n'aime pas lire quand ...
2. Je comprends ce que je lis quand ...
3. Quand j'écris, ...
4. Quand je lis, je me sens ...
5. Comparativement à la lecture, la télévision est ...
6. Comme écrivain(e), je suis ...
7. Quand j'écris, je me sens ...
8. Je lis quand ...
9. J'écris quand ...
10. Je parle quand ...
11. Comme lecteur (-trice), je suis ...
12. Pour moi, c'est plus agréable de parler que de ...
13. Je parle ...
14. Je lis ...
15. Quand je parle, je me sens ...
16. Je n'aime pas parler quand ...
17. J'aime écrire quand ...
18. J'écris ...
19. Mes livres préférés sont ...
20. Mes écrivains préférés sont ...
21. Mes films préférés sont ...

ÉCHELLE CANTRIL SCALE

Nom / Name:

Date:

Écriture / Writing

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

ÉCHELLE CANTRIL SCALE

Nom / Name:

Date:

Parole / Speech

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- 6. _____

- 7. _____

- 8. _____

- 9. _____

- 10. _____

TABLE 1**DIALOGUE JOURNAL ENTRIES: 100 WORD SAMPLES**

NAME:

Date & # of wordsVocabulary: # & % correctTemporality: # & % correctEntry 1:Entry 2:Entry 3:Entry 4:Entry 5:Entry 6:Entry 7:Entry 8:Entry 9:Entry 10:

SUB-AVERAGE:

Entry 11:Entry 12:Entry 13:Entry 14:Entry 15:Entry 16:Entry 17:Entry 18:Entry 19:Entry 20:

SUB-AVERAGE:

TOTAL AVERAGE:

TABLE 2

ORAL DIALOGUES: 100 Word Samples

NAME:

Date & # of Words

Lack of Ease Indicators

Vocabulary:
& % correct

Temporality:
& % correct

OD 1:

P:
I:
A:
Rp:

OD 3:

P:
I:
A:
Rp:

SUB-AVERAGE:

P:
I:
A:
Rp:

OD 5:

P:
I:
A:
Rp:

OD 6:

P:
I:
A:
Rp:

SUB-AVERAGE:

P:
I:
A:
Rp:

TOTAL AVERAGE:

P:
I:
A:
Rp:

Participants' Evaluation of the Study

Each subject was asked to give a critique of the study by responding to the following question in his/her own words:

Was this study helpful to you? Why or why not?

1. Viktor

“This study helped me a lot to improve my writing and my speech. I learn many new *vocabulaire* and your *phrases* help me to make my *phrases* when I have to write something and when I go for interviews. Your way was not usual way of teaching, but I think useful and more interesting because your way is real, the relationship between 2 people. I think maybe writing one time week to each other is easier, because 2 times is a lot and it is difficult to find time sometimes for writing. I learned a lot and I liked doing this study with you. Thank you.”

2. Iryna

“La méthode a pu atteindre son but et m’a permis d’abandonner la peur que j’avais de parler (converser) en anglais. J’espère que le résultat de ce travail me permettra d’améliorer mon anglais parlé.”

3. Chunmei

“It is useful to me this study. Because, If I don’t have this Chance to write. I never write 20 letters 20 letters to someone. I think that I improve my english writing in my letters and I am so glad that Judith understand my letters even I make many mistakes.”

4. Binh

“I would like to thank you that you help me about English study, in the past time, I learn many things like write composition letter and the conversation ect I found out it was useful to me, first I can practice how to make composition, then I can use my dictionary to find the words, finally I can develop my Idea. when I wrote to you, after that you wrote to me. I also can learn the grammar.”

Appendix V (A)

QUESTIONNAIRE A (Q(A))
(adapté de Johnson, 1992)

NOM: Viktor

DATE: Pré-Q(A)* : le 26 novembre 1996; **Post-Q(A)* :** January 30, 1997.

Échelle :

1 = très d'accord

2 = moyennement d'accord

3 = peu d'accord

4 = peu en désaccord

5 = moyennement en désaccord

6 = très en désaccord

Réponses du sujet

	Pré-Q(A)	Post Q(A)
1. J'apprends l'anglais parce que j'adore la langue.	3	3
2. J'apprends l'anglais parce que j'en ai besoin pour mon travail, mes études, etc.	1	1
3. J'apprends l'anglais parce que je veux voyager dans un pays anglophone.	2	2
4. J'apprends l'anglais parce que je déménagerai dans un milieu anglophone.	4	5
5. Si possible, j'aimerais suivre un cours d'anglais.	1	1
6. Je veux utiliser mon anglais dans les situations diverses.	1	1
7. Je ne fais aucun effort pour apprendre l'anglais.	6	5
8. Pour moi, l'apprentissage de l'anglais n'est pas une priorité.	5	6
9. Il me plaît d'apprendre l'anglais.	1	1
10. Pour moi, c'est plus facile à parler qu'à écrire en anglais.	4	5
11. J'écris mieux en anglais que je parle en anglais.	3	3
12. Quand je suis un cours d'anglais, les réactions du professeur ne m'aident pas.	6	6
13. Quand je suis un cours d'anglais, les réactions des autres étudiants m'aident.	3	2
14. Je trouve bénéfique d'avoir étudié la grammaire anglaise quand je me trouve dans les situations où je dois parler en anglais.	2	2
15. Si j'écris en anglais ce que je veux dire avant de le dire, je parle mieux.	3	2
16. Je me sens plus gêné(e) quand je dois montrer mon écriture en anglais aux autres que quand je dois parler en anglais devant ou avec les autres.	5	6
17. Je me sens à l'aise quand je parle en anglais.	5	4
18. Je me sens mal à l'aise quand j'écris en anglais.	2	3

* **N.B. :** **Pré-Q(A)** - Questions and responses were in French
Post-Q(A) - Questions and responses were in English.

QUESTIONNAIRE A (Q(A))
(adapté de Johnson, 1992)

NOM: Irvna

DATE: **Pré- Q(A):** le 26 novembre 1996 ; **Post- Q(A):** le 13 mars, 1997

Échelle:

1 = très d'accord

2 = moyennement d'accord

3 = peu d'accord

4 = peu en désaccord

5 = moyennement en désaccord

6 = très en désaccord

Réponses du sujet

	<u>Pré- Q(A)</u>	<u>Post- Q(A)</u>
1. J'apprends l'anglais parce que j'adore la langue.	5	3
2. J'apprends l'anglais parce que j'en ai besoin pour mon travail, mes études, etc.	2	2
3. J'apprends l'anglais parce que je veux voyager dans un pays anglophone.	6	6
4. J'apprends l'anglais parce que je déménagerai dans un milieu anglophone.	6	5
5. Si possible, j'aimerais suivre un cours d'anglais.	1	1
6. Je veux utiliser mon anglais dans les situations diverses.	1	2
7. Je ne fais aucun effort pour apprendre l'anglais.	6	4
8. Pour moi, l'apprentissage de l'anglais n'est pas une priorité.	3	2
9. Il me plaît d'apprendre l'anglais.	1	2
10. Pour moi, c'est plus facile à parler qu'à écrire en anglais.	4	5
11. J'écris mieux en anglais que je parle en anglais.	4	2
12. Quand je suis un cours d'anglais, les réactions du professeur ne m'aident pas.	6	6
13. Quand je suis un cours d'anglais, les réactions des autres étudiants m'aident.	1	2
14. Je trouve bénéfique d'avoir étudié la grammaire anglaise quand je me trouve dans les situations où je dois parler en anglais.	1	1
15. Si j'écris en anglais ce que je veux dire avant de le dire, je parle mieux.	3	1
16. Je me sens plus gêné(e) quand je dois montrer mon écriture en anglais aux autres que quand je dois parler en anglais devant ou avec les autres.	3	5
17. Je me sens à l'aise quand je parle en anglais.	6	2
18. Je me sens mal à l'aise quand j'écris en anglais.	1	5

QUESTIONNAIRE A (Q(A))
(adapted from Johnson, 1992)

NAME: Chunmei
DATE: **Pre- Q(A):** 15/3/97 ; **Post- Q(A):** 19/6/97

Scale:

1 = strongly agree 2 = moderately agree 3 = slightly agree
4 = slightly disagree 5 = moderately disagree 6 = strongly disagree.

<u>Subject's responses</u>	<u>Pre- Q(A)</u>	<u>Post- Q(A)</u>
1. I am learning English because I love the language.	6	6
2. I am learning English for my work, studies, <i>etc.</i>	1	1
3. I am learning English because I want to travel in an anglophone country/province.	4	2
4. I am learning English because I will be moving to an anglophone environment.	4	3
5. If possible, I would like to take an English course.	1	1
6. I would like to use my English in a variety of situations.	2	2
7. I make no effort to learn English.	5	6
8. Learning English is not a priority for me.	5	5
9. I enjoy learning English.	2	3
10. It is easier for me to speak in English than to write in English.	5	3
11. I write in English better than I speak in English.	4	6
12. When I take an English course, feedback from the teacher DOESN'T help me.	6	6
13. When I take an English course, feedback from the other students DOES help me.	5	5
14. I find it helpful to have studied English grammar when I find myself in situations in which I must speak in English.	3	2
15. If I write in English what I want to say before having said it, I speak better.	3	5
16. I feel more embarrassed when I have to show my written English to others than when I have to speak English in front of others.	5	3
17. I feel comfortable when I speak in English.	5	5
18. I feel uncomfortable when I write in English	2	2

QUESTIONNAIRE A (Q(A))
(adapted from Johnson, 1992)

NAME: Binh
DATE: **Pre- Q(A):** 15/3/97 ; **Post- Q(A):** 19/6/97

Scale:

1 = strongly agree 2 = moderately agree 3 = slightly agree
4 = slightly disagree 5 = moderately disagree 6 = strongly disagree.

Subject's Responses

	<u>Pre- Q(A)</u>	<u>Post- Q(A)</u>
1. I am learning English because I love the language.	3	1
2. I am learning English for my work, studies, etc.	1	2
3. I am learning English because I want to travel in an anglophone country/province.	1	4
4. I am learning English because I will be moving to an anglophone environment.	5	6
5. If possible, I would like to take an English course.	1	2
6. I would like to use my English in a variety of situations.	2	1
7. I make no effort to learn English.	3	5
8. Learning English is not a priority for me.	6	5
9. I enjoy learning English.	2	2
10. It is easier for me to speak in English than to write in English.	2	3
11. I write in English better than I speak in English.	3	3
12. When I take an English course, feedback from the teacher DOESN'T help me.	5	5
13. When I take an English course, feedback from the other students DOES help me.	5	5
14. I find it helpful to have studied English grammar when I find myself in situations in which I must speak in English.	3	2
15. If I write in English what I want to say before having said it, I speak better.	5	3
16. I feel more embarrassed when I have to show my written English to others than when I have to speak English in front of others.	2	4
17. I feel comfortable when I speak in English.	2	3
18. I feel uncomfortable when I write in English.	5	3

Viktor

Appendix VI (A)

QUESTIONNAIRE B (Q(B))
(adapté de Johnson, 1992)

Pré- Q(B) - Dated 26/11/96. The subject answered in Russian and the answers were then translated to French.
Post- Q(B) - Dated 30/1/97. The subject answered in English.

En ce qui concerne votre langue maternelle, qui est le russe, complétez les phrases suivantes:

1. Je n'aime pas lire quand ...
Pré- Q(B) - "je suis occupé par des choses plus sérieuses que ce qui est écrit."
Post- Q(B) - "I'm too busy of more important things."
2. Je comprends ce que je lis quand ...
Pré- Q(B) - "le texte est bien écrit et le contenu est intéressant."
Post- Q(B) - "I'm interested by the subject."
3. Quand j'écris, ...
Pré- Q(B) - "j'essaie de formuler l'idée de ce que j'écris de manière très intelligible."
Post- Q(B) - "when I try to organize my mind what to write."
4. Quand je lis, je me sens ...
Pré- Q(B) - "que je ne suis pas souvent d'accord avec l'auteur."
Post- Q(B) - "stimulating."
5. Comparativement à la lecture, la télévision est ...
Pré- Q(B) - "une véritable boîte à bourrage de crâne."
Post- Q(B) - "bored but good for news."
6. Comme écrivain, je suis ...
Pré- Q(B) - "sûr de moi quand j'écris aux proches."
Post- Q(B) - "writing when I want to write something interesting to another person."
7. Quand j'écris, je me sens ... "
Pré- Q(B) - "que je suis tenu responsable de chaque mot écrit par moi."
Post- Q(B) - "every word I write is important."
8. Je lis quand ...
Pré- Q(B) - "je le veux."
Post- Q(B) - "I have time."
9. J'écris quand ...
Pré- Q(B) - "c'est nécessaire."
Post- Q(B) - "I have time and when I like."
10. Je parle quand ...
Pré- Q(B) - "je parle pour dire quelque chose."
Post- Q(B) - "I have something to say important."
11. Comme lecteur (-trice), je suis ...
Pré- Q(B) - "très sélectif de ce que je dois lire."
Post- Q(B) - "critical."

12. Pour moi, c'est plus agréable de parler que de ...
Pré- Q(B) - "récolter le coton, par exemple."
Post- Q(B) - "to cotton picking."
13. Je parle ...
Pré- Q(B) - "ce que je pense."
Post -Q(B) - "what I believe and think."
14. Je lis ...
Pré- Q(B) - "tout ce qui me tombe entre les mains d'intéressant."
Post- Q(B) - "everything interesting and useful me."
15. Quand je parle, je me sens ...
Pré- Q(B) - "libre."
Post- Q(B) - "free to speak what I believe and think."
16. Je n'aime pas parler quand ...
Pré- Q(B) - "mon interlocuteur est occupé à faire autres choses."
Post- Q(B) - "I have nothing to speak or when another person is bored."
17. J'aime écrire quand ...
Pré- Q(B) - "à un homme qui a un sens de l'humour."
Post Q(B) - "I write letters and I'm interested."
18. J'écris ... "
Pré- Q(B) - "beaucoup et bien."
Post- Q(B) - "good and a lot."
19. Mes livres préférés sont ... "
Pré- Q(B) - "l'histoire et les policiers."
Post- Q(B) - "Catch 22, The story and the detectives."
20. Mes écrivains préférés sont ...
Pré- Q(B) - "Joseph Heller, Ilf et Petron, et A.C.Doyle."
Post- Q(B) - "Joseph Heller, Ilf & Petron, A.C.Doyle"
21. Mes films préférés sont ... "
Pré- Q(B) - "Il était une fois en Amérique, Caucasus Prisoner"
Post- Q(B) - "Once upon a time in America, Caucasus Prisoner."

Iryna

Appendix VI (B)

QUESTIONNAIRE B (Q(B))

(adapté de Johnson, 1992)

Pré- Q(B) - Dated 26/11/96. The subject answered in Russian and the answers were then translated to French.**Post- Q(B)** - Dated 30/1/97. The subject answered in French.**En ce qui concerne votre langue maternelle, qui est le russe , complétez les phrases suivantes:**

1. Je n'aime pas lire quand...
 - Pré- Q(B)** - "il y a du bruit."
 - Post- Q(B)** - "je veux dormir."
2. Je comprends ce que je lis quand ...
 - Pré- Q(B)** - "le livre est en russe."
 - Post- Q(B)** - "je lis."
3. Quand j'écris, ...
 - Pré- Q(B)** - "je fais comme je converse avec l'individu auquel j'écris."
 - Post- Q(B)** - "j'imagine parfois que je suis écrivaine."
4. Quand je lis, je me sens ...
 - Pré- Q(B)** - "réconfortée."
 - Post- Q(B)** - "bien."
5. Comparativement à la lecture, la télévision est ...
 - Pré- Q(B)** - "un complément de sources de connaissances, possibilité de pouvoir comparé non de vue à celui, par exemple, du réalisateur au sujet de tel ou tel film (spectacle)."
 - Post- Q(B)** - "une invention du XXe siècle."
6. Comme écrivaine, ...
 - Pré- Q(B)** - "je ne le suis pas."
 - Post Q(B)** - "une débutante."
7. Quand j'écris, je me sens ...
 - Pré- Q(B)** - "obligée de me concentrer pour exprimer clairement ce que je pense."
 - Post- Q(B)** - "bien."
8. Je lis quand ...
 - Pré- Q(B)** - "j'ai du temps."
 - Post- Q(B)** - "je veux."
9. J'écris quand ..
 - Pré- Q(B)** - "il le faut."
 - Post- Q(B)** - "il faut"
10. Je parle quand ...
 - Pré- Q(B)** - "on m'écoute."
 - Post- Q(B)** - "je dois."

11. Comme lecteur (-trice), je suis ..
Pré- Q(B) - "très attentive."
Post- Q(B) - "sérieuse."
12. Pour moi, c'est plus agréable de parler que de ...
Pré- Q(B) - "chanter."
Post- Q(B) - "laver le plancher."
13. Je parle ...
Pré- Q(B) - "souvent quand on me donne la parole."
Post- Q(B) - "vite."
14. Je lis ...
Pré- Q(B) - "souvent de la bonne littérature."
Post- Q(B) - "rapidement."
15. Quand je parle, je me sens ...
Pré- Q(B) - "pas sûre de soi quand je suis agitée."
Post- Q(B) - (aucune réponse)
16. Je n'aime pas parler quand ...
Pré- Q(B) - "je suis fâchée."
Post- Q(B) - "l'auditoire est grand."
17. J'aime écrire quand ...
Pré- Q(B) - "il y a quoi écrire."
Post- Q(B) - "j'ai l'humeur."
18. J'écris ...
Pré- Q(B) - "plus rarement qu'il y a 10 ans."
Post- Q(B) - "quand je veux."
19. Mes livres préférés sont ... "
Pré- Q(B) - "à présent, des mémoires des écrivains russes, des livres d'histoire, de la poésie et des détectives politiques."
Post- Q(B) - "les mémoires."
20. Mes écrivains préférés sont ...
Pré- Q(B) - "A.Axmatova, M.Boulgakdv, M.Tsvetaeka, B.Douvaltov."
Post- Q(B) - "les écrivains russes."
21. Mes films préférés sont ... "
Pré- Q(B) - "parfois psychologiques, parfois historiques, parfois comédiens et détectives politiques."
Post- Q(B) - "documentaires."

Chunmei

Appendix VI (C)

QUESTIONNAIRE B (Q(B))
(adapted from Johnson, 1992)

Pre- Q(B) - Dated 17/3/97
Post Q(B) - Dated 19/6/97

Regarding your mother tongue, which is Chinese, please answer the following questions:

1. I don't like to read when ...
 - Pre- Q(B) - "I'm angry or boring."
 - Post- Q(B) - "I feel tired."
2. I understand what I read when ...
 - Pre- Q(B) - "I am reading."
 - Post- Q(B) - "I want to know something from a book or paper."
3. When I write, ...
 - Pre- Q(B) - "I know what I want to explain."
 - Post- Q(B) - "I could express my mind deeply."
4. When I read, I feel ...
 - Pre- Q(B) - "interesting."
 - Post- Q(B) - "not bad."
5. Compared to reading, television is ...
 - Pre- Q(B) - "same."
 - Post- Q(B) - "is more fast and imediatly."
6. As a writer, I am ...
 - Pre- Q(B) - "okay."
 - Post- Q(B) - "average."
7. When I write, I feel ...
 - Pre- Q(B) - "cofortable."
 - Post- Q(B) - "comfortable."
8. I read when ...
 - Pre- Q(B) - "I find something attract me."
 - Post- Q(B) - "I have time of before sleep."
9. I write when ...
 - Pre- Q(B) - "I want to explain my feeling to someone."
 - Post- Q(B) - "I miss my mother very much."
10. I speak when ...
 - Pre- Q(B) - "I contac the people."
 - Post- Q(B) - "I contac other one."
11. As a reader, I am ...
 - Pre- Q(B) - "a good reader."
 - Post- Q(B) - "good."

12. For me, it is more enjoyable to talk than to ...
Pre- Q(B) - "to write."
Post- Q(B) - "write."
13. I speak ...
Pre- Q(B) - "my language well."
Post- Q(B) - "Chinese very well."
14. I read ...
Pre- Q(B) - "many books in Chinese."
Post- Q(B) - "Chinese very well."
15. When I speak, I feel ...
Pre- Q(B) - "easily than write."
Post- Q(B) - "comfortable."
16. I don't like to speak when ...
Pre- Q(B) - "I am tired."
Post- Q(B) - "I am angry."
17. I like to write when ...
Pre- Q(B) - "I think something is important."
Post- Q(B) - "I write to someone"
18. I write ...
Pre- Q(B) - "the letters to my family."
Post- Q(B) - "many letters to my mother."
19. My favourite books are ...
Pre- Q(B) - "Chinese."
Post- Q(B) - "Chinese."
20. My favourite writers are ...
Pre- Q(B) - "Chinese."
Post- Q(B) - "Chinese."
21. My favourite movies are...
Pre- Q(B) - "Chinese."
Post- Q(B) - "Chinese."

Binh

Appendix VI (D)

QUESTIONNAIRE B (Q(B))

(adapted from Johnson, 1992)

Pre- Q(B) - Dated 17/3/97

Post- Q(B) - Dated 19/6/97

Regarding your mother tongue, which is Vietnamese, please answer the following questions:

1. I don't like to read when ...
 - Pre- Q(B) - "I'm talking to people."
 - Post- Q(B) - "I'm talking with other people."

2. I understand what I read when ...
 - Pre- Q(B) - "my mother sits by side me, because she can explain to me what I don't know."
 - Post Q(B) - "my mother explains."

3. When I write, ...
 - Pre- Q(B) - "I don't write."
 - Post- Q(B) - "I feel."

4. When I read, I feel ...
 - Pre- Q(B) - "so relax, because it's my hobby."
 - Post- Q(B) - "interesting because that's my hobby."

5. Compared to reading, television is ...
 - Pre- Q(B) - "more interesting."
 - Post- Q(B) - (no response)

6. As a writer, I am ...
 - Pre- Q(B) - "have difficult."
 - Post- Q(B) - (no response)

7. When I write, I feel ...
 - Pre- Q(B) - "like I'm talking to my heart."
 - Post- Q(B) - "comfortable."

8. I read when ...
 - Pre- Q(B) - "I feel be sad."
 - Post- Q(B) - "I have free time."

9. I write when ...
 - Pre- Q(B) - "I don't have anything to do."
 - Post- Q(B) - "I stay alone."

10. I speak when ...
 - Pre- Q(B) - "I have some free times."
 - Post- Q(B) - "I stay home with my mom."

11. As a reader, I am ...
 - Pre- Q(B) - "good reader."
 - Post- Q(B) - (no response)

12. For me, it is more enjoyable to talk than to ...
Pre- Q(B) - (no response)
Post- Q(B) - "write."
13. I speak ...
Pre- Q(B) - "with my girlfriend when I have trouble."
Post- Q(B) - "my mother tongue every day."
14. I read ...
Pre- Q(B) - "newspaper, book about world issues."
Post- Q(B) - "the book twice times a week."
15. When I speak, I feel ...
Pre- Q(B) - "comfortable, because I can explain everything in my soul."
Post- Q(B) - "comfortable because I love my mother tongue."
16. I don't like to speak when ...
Pre- Q(B) - "I'm thinking or worrying to someone."
Post- Q(B) - "I feel sad."
17. I like to write when ...
Pre- Q(B) - "I stay alone or I miss someone."
Post- Q(B) - "I listen to a blue song."
18. I write ...
Pre- Q(B) - "not very often."
Post- Q(B) - (no response)
19. My favourite books are ...
Pre- Q(B) - "history books about Vietnam."
Post- Q(B) - (no response)
20. My favourite writers are ...
Pre- Q(B) - (no response)
Post- Q(B) - "Xuân Vú, Lê Hang."
21. My favourite movies are ...
Pre- Q(B) - "comedy, For the Baby"
Post- Q(B) - (no response)

Appendix VII (A)

Résultats de l'ÉCHELLE CANTRIL (CS)Nom: ViktorPré- CS (Traduit du russe)

Date: 26/11/96

A. ÉCRITURE

<u>Nom</u>	<u>Niveau CS</u>	<u>Raisons</u>
Tatiana:	1	“connaît des règles, a d'excellentes connaissances du vocabulaire.”
Iryna Z:	5	“écriture grammaticalement correcte, mais ne peut pas exprimer tous les détails.”
Moi:	10	“usages de phrases très simples, médiocres connaissances des bases élémentaires de la grammaire.”

B. PAROLE

Oleg:	1	“un orateur dont le verbe est facile et irréprochable. Il doit ces qualités à l'Institut des traducteurs de guerre de Moscou.”
Iryna D.:	5	“construit correctement les phrases; connaît un certain nombre d'expressions écrites.”
Moi:	10	“En parlant j'essaie de choisir les mots qu'il faut pour mettre à la place qu'il faut. Je fais souvent des fautes sur les verbes. Je suis un piètre orateur en anglais.”

Post- CS

Date: 31/1/97

A. WRITING

<u>Name</u>	<u>CS grade</u>	<u>Reasons</u>
Judith:	1	“uses words that even I don't understand. Writes many different ways.”
Boris:	5	“most grammar is correct. Knows a lot of words. Sometimes his writing is not perfectly.”
Me:	10	“my phrases are simple. My words are few. I confuse tenses of <i>verbes</i> . It takes me a lot of time.”

B. SPEECH

Judith:	1	“She knows all grammar. She speaks so clearly that foreigners even understand her. She know many words.”
Boris:	5	“Knows many <i>vocabulaires</i> . He makes few mistakes. Can speak in most of the situations.”
Me:	10	“I stop to often. My accent is bad. I forget words and mix <i>verbes</i> .”

Résultats de l'ÉCHELLE CANTRIL (CS)

Nom: Iryna

Pré- CS (Traduit du russe)

Date: 26/11/96

A. ÉCRITURE

<u>Nom</u>	<u>Niveau CS</u>	<u>Raisons</u>
Irène:	1	"enseigne la langue anglaise à Moscou, connaît parfaitement la grammaire, prépare elle-même les exercices pour ses élèves."
Togba:	5	"fait des correspondances en anglais. Il y a quelques années il faisait ses préparatifs à l'examen TOEFL."
Iryna: (elle-même)	10	"Je ne peux pas écrire correctement, même les mots que je semble (elle-meme) connaître. Je n'ai pas eu de pratique. J'ai des notions élémentaires de la langue et de sa grammaire."

B. PAROLE

Irène:	1	"Est constamment immergée dans la langue anglaise; travaille dans une compagnie étrangère à Moscou; donne les leçons d'anglais; à l'étrangère, elle ne converse qu'en anglais et sans difficulté."
Togba:	5	"est capable de tenir une conversation simple, parfois il a les possibilités de converser en anglais."
Iryna: (elle-même)	10	"J'ai un maigre vocabulaire. Je n'ai pas eu de pratique orale. J'ai des difficultés de prononciation."

Post- CS

Date: 12/3/97

A. ÉCRITURE

<u>Nom</u>	<u>Niveau CS</u>	<u>Raisons</u>
Judith:	1	"Elle est anglophone."
Irina Z.:	4	"Elle a fait beaucoup d'exercices."
Iryna: (elle-même)	8	"Je suis un peu paresseuse."

B. PAROLE

Rachel:	2	"Elle parle l'anglais tous les jours."
Irina Z.:	4	"Elle a beaucoup étudié l'anglais et elle parlait souvent en Russie."
Iryna: (elle-même)	8	"Je suis paresseuse."

Appendix VII (C)

Results of the CANTRIL SCALE (CS)Name: ChunmeiPre- CS

Date: 25/3/97

A. WRITING

<u>Name</u>	<u>CS grade</u>	<u>Reasons for assigning CS grade</u>
François:	1	“who is businessman. His mother tongue is French. He began learn English when he was a child in school. so he had long time to study. He writes English same French is perfect. I think it’s naturly.”
Franco:	4	“whom’s mother tongue is Italian. He came here amost 30 years. He learned English and French in Italy. He could write English but made some mistake in spelling usualy he used French.”
Me:	5	“I already taken English course since last year. Sometime I write a short composition. I make many mistakes. For me, the reading is helpful my writing.”
Daughter:	9	“My daughter who goes to French school. She has English course but not enogh. She doesn’t write well in English, but she has time to learn.”

B. SPEECH

Friend:	1	“I have a freind. He comes from <i>Corée</i> . He speaks English not problem. Every day he speaks with the people beacause he is a little bose of manufatry. he has to discuss something with another compagny so day and day. He speaks English well.”
Friend:	6	“Another friend, he study in McGill University, his writing and reading are much better than speaking. He speaks English with a strong forein accen. but his pffessor can indestand, maybe he doesn’t like speaking. he is a quiet person.”
Me:	7	“I try to speak English everywhere. Sometime I am shy, especially when I think my prononciation is incorrect. But the English people don’t understand me, absolutly. It’s my fault. If I am not shy, I will have a <i>propre</i> of speaking.”
Friend:	10	“A another one, she learned English for few months. After she goes to work in manufactory. she doesn’t have the chance to speaking. She must sews quickly, because it’s count piece. many immigrants have the problem like her.”

Chunmei

Post- CS

Date: 19/6/97

A. WRITING

<u>Name</u>	<u>CS grade</u>	<u>Reasons for assigning CS grade</u>
François:	2	“He is a educated person in Quebec. He has busness and always contrac over-sea campagn in English.”
Louis:	6	“She is a <i>Québécoise</i> . She writes English sometime. Because her boss doesn’t understand French.”
Me:	7	“I am not write well in English. I don’t have enogh <i>vocabulaire</i> . I need more time to learn. Maybe my English writing is between average and poor. because. when I find something interesting to me and I want to write, it’s not too difficult to write but sometime, when I dont want to write. It’s very difficul to me. I couldn’t find the word to say.”
Friend:	10	“My friend has very poor English writing. Because she doesn’t have time to learn this language.”

B. SPEECH

Morris:	1	“He grown up in a mixing family. his mother is English person his father is a French person so he could speaks very well both.”
Franco:	3	“he has a lot customers who speak English. every day he discuss with them. of cause he speaks well.”
Me:	6	“I’m not speak well. I understand more than I speak. I need more pratice. My speech as my writing, between average and poor. I cann’t expres my maind deeply. If I have relationship with the English people I can speak fluently.”
Daughter:	7	“My daughter could speak but she doesn’t have chance to speak all the time. she need practice.”
Immigrants:	10	“Many immigrants speak very poor. because they don’t have time to learn and they work with people who speak own language.”

Appendix VII (D)

Results of the CANTRIL SCALE

Name: Binh

Pre- CS

Date: 15/3/97

A. WRITING

<u>Name</u>	<u>CS grade</u>	<u>Reasons for assigning CS grade</u>
Classmate:	1	“When I was at high school I know one boy who write english very well. He always a good mark (10/10). When he make compositions, he has an excellent opinion and he doesn’t have problem with grammar. I ask him, “How can you have often a good mark?” He answers: “He reads <i>roman</i> , newspapers, sometime grammar. English grammar not hard than French.”
Friend:	6	“My best friend, he is average people in every matter. he doesn’t smart but I can pass in throught. Even when he writes, he had no problem but he doesn’t have an excellent mark. Even if he succed, I thought an average person. It’s easy to do, if we have carfully at all we can realize our goal.”
Binh: (himself)	10	“I’m a poorly young man. I wrote very bad. I hate to make composition because I don’t have many ideas more. I’m lazy. I never do my homework, but I will make my progress.”
B. <u>SPEECH</u>		
David:	1	“I have a friend, his name’s David. He have spoken English very well, I like to talk with him about study, because from Him I have learnt anything, and when I speak English language with him, I didn’t have nervous, because I know if I used wrong sentence, he will fix that for me. He’s a good friend. Who he is I would like to become a friend in my life.”
Gundez,: Binh (himself)	4	“I have a classmate, his name’s Gundez. After school we usually have gone to drink coffee together, and we talked about family, futur and our country. I like to speak English language with him. Because I want to practice my English language and to learn more English from him. My grammar and vocabulary is the same with him. I hope, we are friends forever.”
Alima:	8	“ have a friend her name’s Alima. She speaks bad English language; but I like to help her anytime, because when I teach her the grammar, that helps me to remind what I studied. I think she’s my good friend and good partner for study English language.”

Binh

Post- CS

Date: 19/6/97

A. WRITING

<u>Name</u>	<u>CS grade</u>	<u>Reasons for assigning CS grade</u>
Long:	1	"I have had a friend, his name's Long, he's a smart man, he writes the letters so well, that why I always asked him. Some ideas when I'd like writing a letter, at him I have learned a lot of good idea, I have learned How to write a grammar."
Soyara,: Binh (himself)	5	"My classmate her name's Soyara, when we usually exchange idea to each other, I thought that's the good way to study, because I could learn the good ideas. I'm like her."
Classmate:	9	"He's my classmate, I don't know his name, because we don't have a chance to convers to each other. When our class has a test writing, he often watch the copy another student, I don't understand why he come to school and he wastes his time like that, I'd like to tell him, that way he's going to be wrong, but I scare he'll get angry."

B. SPEECH

Friend:	1	"He's not my classmate and my schoolmate, we both knew each other 5 years ago, he speaks English so well, I asked him, "Why you spoke English very fast and your voice sound like an American." He told me he usually listen to radio and watching the news on T.V. and going to the bar for the acquaintance other people."
David,: Binh (himself)	5	"He's David, he's my schoolmate, I'd like to speak with him, when we both have free time we usually have the conversation, we told about our family, culture to each other. We'd like speaking together, because we both understand easier to each other when we are the same level."
Classmate:	10	"He's my classmate, I don't know his name, he has accent hard to understand, teacher corrects his grammar often when he is talking, I don't like listening to him because he makes me tired and I don't understand."

TABLE 3

DIALOGUE JOURNAL ENTRIES: 100 WORD SAMPLES

Viktor

<u>Date & # of words</u>	<u>Vocabulary: # & % correct</u>	<u>Temporality: # & % correct</u>
<u>Entry 1:</u> 8/12/96 ; 183 words	65/84 = 77 %	12/16 = 75 %
<u>Entry 2:</u> 12/12/96 ; 192 words	71/81 = 88 %	10/20 = 50 %
<u>Entry 3:</u> 15/12/96 ; 294 words	73/84 = 87 %	12/16 = 75 %
<u>Entry 4:</u> 18/12/96 ; 185 words	69/86 = 80 %	11/15 = 73 %
<u>Entry 5:</u> 22/12/96 ; 203 words	72/84 = 85 %	15/16 = 94 %
<u>Entry 6:</u> 26/12/96 ; 168 words	77/86 = 90 %	13/14 = 93 %
<u>Entry 7:</u> 19/12/96 ; 308 words	71/79 = 90 %	19/21 = 90 %
<u>Entry 8:</u> 1/1/97 ; 308 words	65/80 = 81 %	18/20 = 90 %
<u>Entry 9:</u> 4/1/97 ; 301 words	65/82 = 79 %	11/18 = 61 %
<u>Entry 10:</u> 8/1/97 ; 196 words	65/77 = 84 %	21/23 = 91 %
<u>SUB-AVERAGE:</u> 234 words	69/83 = 83 %	14/18 = 78 %
<u>Entry 11:</u> 11/1/97 ; 186 words	71/80 = 89 %	16/20 = 80 %
<u>Entry 12:</u> 15/1/97 ; 154 words	66/83 = 80 %	13/17 = 76 %
<u>Entry 13:</u> 18/1/97 ; 210 words	69/82 = 84 %	19/20 = 95 %
<u>Entry 14:</u> 23/1/97 ; 217 words	67/82 = 82 %	14/15 = 93 %
<u>Entry 15:</u> 25/1/97 ; 189 words	75/82 = 91 %	15/18 = 83 %
<u>Entry 16:</u> 29/1/97 ; 210 words	62/81 = 77 %	17/18 = 94 %
<u>Entry 17:</u> 1/2/97 ; 168 words	71/84 = 85 %	13/16 = 81 %
<u>Entry 18:</u> 5/2/97 ; 259 words	75/86 = 87 %	12/15 = 80 %
<u>Entry 19:</u> 9/2/97 ; 231 words	71/86 = 83 %	12/15 = 80 %
<u>Entry 20:</u> 12/2/97 ; 182 words	59/80 = 74 %	17/20 = 85 %
<u>SUB-AVERAGE:</u> 201 words	69/83 = 83 %	15/17 = 88 %
<u>TOTAL AVERAGE:</u> 218 words	69/83 = 83 %	15/18 = 83 %

TABLE 4

DIALOGUE JOURNAL ENTRIES: 100 WORD SAMPLES

Iryna

<u>Date & # of words</u>	<u>Vocabulary: # & % correct</u>	<u>Temporality: # & % correct</u>
<u>Entry 1:</u> 8/12/96 ; 103 words	69/83 = 83 %	13/18 = 72 %
<u>Entry 2:</u> 12/12/96 ; 143 words	77/85 = 91 %	11/15 = 73 %
<u>Entry 3:</u> 15/12/96 ; 110 words	62/81 = 77 %	13/20 = 65 %
<u>Entry 4:</u> 19/12/96 ; 168 words	59/79 = 75 %	19/21 = 90 %
<u>Entry 5:</u> 28/12/96 ; 210 words	72/82 = 88 %	17/18 = 94 %
<u>Entry 6:</u> 3/1/97 ; 110 words	62/83 = 75 %	12/19 = 63 %
<u>Entry 7:</u> 6/1/97 ; 100 words	57/78 = 75 %	19/22 = 86 %
<u>Entry 8:</u> 9/1/97 ; 88 words	62/69 = 90 %	12/19 = 63 %
<u>Entry 9:</u> 12/1/97 ; 110 words	59/80 = 74 %	15/20 = 75 %
<u>Entry 10:</u> 18/1/97 ; 160 words	61/79 = 77 %	17/21 = 81 %
<u>SUB-AVERAGE:</u> 130 words	64/80 = 80 %	15/19 = 79 %
<u>Entry 11:</u> 21/1/97 ; 100 words	74/83 = 89 %	11/19 = 58 %
<u>Entry 12:</u> 25/1/97 ; 114 words	67/80 = 84 %	19/20 = 95 %
<u>Entry 13:</u> 29/1/97 ; 114 words	72/85 = 85 %	11/15 = 73 %
<u>Entry 14:</u> 3/2/97 ; 100 words	65/79 = 82 %	14/18 = 78 %
<u>Entry 15:</u> 7/2/97 ; 130 words	66/82 = 80 %	14/18 = 78 %
<u>Entry 16:</u> 12/2/97 ; 133 words	61/75 = 81 %	17/26 = 65 %
<u>Entry 17:</u> 18/2/97 ; 126 words	69/84 = 82 %	15/18 = 83 %
<u>Entry 18:</u> 22/2/97 ; 114 words	63/81 = 78 %	14/20 = 70 %
<u>Entry 19:</u> 1/3/97 ; 91 words	*****	*****
<u>Entry 20:</u> 8/3/97 ; 119 words	65/83 = 78 %	16/19 = 84 %
<u>SUB-AVERAGE:</u> 114 words	67/81 = 83 %	15/21 = 71 %
<u>TOTAL AVERAGE:</u> 112 words	66/81 = 81 %	15/20 = 75 %

TABLE 5
DIALOGUE JOURNAL ENTRIES: 100 WORD SAMPLES
Chunmei

<u>Date & # of words</u>	<u>Vocabulary: # & % correct</u>	<u>Temporality: # & % correct</u>
<u>Entry 1:</u> 24/3/97 ; 140 words	62/71 = 87 %	19/29 = 66 %
<u>Entry 2:</u> 2/4/97 ; 210 words	63/74 = 85 %	18/25 = 72 %
<u>Entry 3:</u> 9/4/97 ; 168 words	66/78 = 85 %	19/24 = 79 %
<u>Entry 4:</u> 13/4/97 ; 168 words	63/76 = 83 %	18/24 = 75 %
<u>Entry 5:</u> 13/4/97 ; 133 words	55/74 = 74 %	22/28 = 70 %
<u>Entry 6:</u> 15/4/97 ; 161 words	62/74 = 84 %	13/25 = 52 %
<u>Entry 7:</u> 20/4/97 ; 140 words	64/77 = 83 %	18/23 = 75 %
<u>Entry 8:</u> 23/4/97 ; 266 words	61/75 = 81 %	21/26 = 81 %
<u>Entry 9:</u> 27/4/97 ; 238 words	68/81 = 84 %	16/20 = 80 %
<u>Entry 10:</u> 31/3/97 ; 154 words	56/74 = 76 %	16/27 = 59 %
<u>SUB-AVERAGE:</u> 179 words	62/75 = 83 %	18/25 = 72 %
<u>Entry 11:</u> 4/5/97 ; 168 words	67/75 = 89 %	21/25 = 84 %
<u>Entry 12:</u> 7/5/97 ; 168 words	62/72 = 86 %	15/28 = 54 %
<u>Entry 13:</u> 19/5/97 ; 126 words	55/69 = 81 %	26/32 = 81 %
<u>Entry 14:</u> 25/5/97 ; 140 words	58/72 = 81 %	23/28 = 82 %
<u>Entry 15:</u> 8/6/97 ; 91 words	*****	*****
<u>Entry 16:</u> 11/6/97 ; 168 words	59/71 = 83 %	25/29 = 86 %
<u>Entry 17:</u> 15/6/97 ; 143 words	59/73 = 80 %	21/26 = 81 %
<u>Entry 18:</u> 18/6/97 ; 161 words	64/77 = 83 %	19/25 = 76 %
<u>Entry 19:</u> 22/6/97 ; 126 words	47/59 = 80 %	25/33 = 76 %
<u>Entry 20:</u> *****	*****	*****
<u>SUB-AVERAGE:</u> 143 words	59/71 = 83 %	22/28 = 79 %
<u>TOTAL AVERAGE:</u> 161 words	61/73 = 84 %	20/27 = 74 %

TABLE 6

DIALOGUE JOURNAL ENTRIES: 100 WORD SAMPLES

Binh

<u>Date & # of words</u>	<u>Vocabulary: # & % correct</u>	<u>Temporality: # & % correct</u>
<u>Entry 1:</u> 24/3/97 ; 126 words	48/70 = 69 %	30/32 = 94 %
<u>Entry 2:</u> 29/3/97 ; 140 words	58/71 = 82 %	27/33 = 82 %
<u>Entry 3:</u> 3/4/97 ; 161 words	68/78 = 87 %	20/22 = 91 %
<u>Entry 4:</u> 9/4/97 ; 210 words	66/76 = 87 %	18/25 = 72 %
<u>Entry 5:</u> 16/4/97 ; 126 words	65/74 = 88 %	21/26 = 81 %
<u>Entry 6:</u> 20/4/97 ; 231 words	75/83 = 90 %	9/17 = 53 %
<u>Entry 7:</u> 23/4/97 ; 154 words	64/68 = 94 %	27/32 = 84 %
<u>Entry 8:</u> 27/4/97 ; 217 words	61/77 = 79 %	18/25 = 72 %
*****	*****	*****
*****	*****	*****
<u>SUB-AVERAGE:</u> 171 words	63/75 = 84 %	21/27 = 78 %
<u>Entry 9:</u> 5/5/97 ; 182 words	60/73 = 82 %	22/28 = 79 %
<u>Entry 10:</u> 22/5/97 ; 91 words	*****	*****
<u>Entry 11:</u> 25/5/97 ; 182 words	74/80 = 93 %	19/21 = 90 %
<u>Entry 12:</u> 28/5/97 ; 182 words	66/75 = 88 %	21/28 = 75 %
<u>Entry 13:</u> 6/6/97 ; 140 words	58/76 = 76 %	21/27 = 78 %
<u>Entry 14:</u> 12/6/97 ; 182 words	67/79 = 85 %	16/21 = 76 %
<u>Entry 15:</u> 15/6/97 ; 168 words	50/69 = 72 %	19/31 = 61 %
<u>Entry 16:</u> 19/6/97 ; 252 words	64/75 = 85 %	22/25 = 88 %
*****	*****	*****
*****	*****	*****
<u>SUB-AVERAGE:</u> 173 words	63/75 = 84 %	20/26 = 77 %
<u>TOTAL AVERAGE:</u> 172 words	63/75 = 84 %	21/27 = 78 %

TABLE 7

ORAL DIALOGUES: 100 Word Samples

Viktor

<u>Date & # of Words</u>	<u>Lack of Ease Indicators</u>	<u>Vocabulary:</u> # & % correct	<u>Temporality:</u> # & % correct
<u>OD 1:</u> 5/12/96 259 words	P: 38 I: 56 A: 0 Rp: 26	55/72 = 77 %	19/25 = 74 %
<u>OD 3:</u> 3/1/97 203 words	P: 15 I: 57 A: 1 Rp: 34	69/82 = 84 %	9/18 = 50 %
<u>SUB-AVERAGE:</u> 231 words	P: 21 I: 57 A: 1 Rp: 30	62/77 = 81 %	14/23 = 61 %
<u>OD 5:</u> 31/1/97 242 words	P: 10 I: 38 A: 3 Rp: 41	60/83 = 73 %	12/18 = 67 %
<u>OD 6:</u> 14/2/97 231 words	P: 14 I: 39 A: 4 Rp: 34	62/79 = 78 %	17/21 = 81 %
<u>SUB-AVERAGE:</u> 236 words	P: 12 I: 39 A: 4 Rp: 38	61/81 = 75 %	15/20 = 75 %
<u>TOTAL AVERAGE:</u> 234 words	P: 17 I: 48 A: 2 Rp: 34	62/79 = 78 %	15/22 = 67%

TABLE 8

ORAL DIALOGUES: 100 Word Samples

Iryna

<u>Date & # of Words</u>	<u>Lack of Ease Indicators</u>	<u>Vocabulary:</u> # & % correct	<u>Temporality:</u> # & % correct
<u>OD 1:</u> 5/12/96 126 words	P: 16 I: 20 A: 2 Rp: 58	50/86 = 58 %	19/27 = 70 %
<u>OD 3:</u> 10/1/97 100 words	P: 31 I: 4 A: 7 Rp: 34	42/69 = 61 %	21/31 = 68 %
<u>SUB-AVERAGE:</u> 113 words	P: 24 I: 12 A: 5 Rp: 48	46/78 = 59 %	20/29 = 69 %
<u>OD 5:</u> 14/2/97 112 words	P: 33 I: 3 A: 3 Rp: 26	50/73 = 68 %	17/29 = 59 %
<u>OD 6:</u> 5/3/97 100 words	P: 19 I: 8 A: 2 Rp: 26	41/74 = 56 %	22/31 = 71 %
<u>SUB-AVERAGE:</u> 106 words	P: 26 I: 6 A: 3 Rp: 26	46/74 = 62 %	20/30 = 67 %
<u>TOTAL AVERAGE:</u> 110 words	P: 25 I: 9 A: 4 Rp: 37	46/76 = 61 %	20/30 = 67 %

TABLE 9
ORAL DIALOGUES: 100 Word Samples
Chunmei

<u>Date & # of Words</u>	<u>Lack of Ease Indicators</u>	<u>Vocabulary:</u> # & % correct	<u>Temporality:</u> # & % correct
<u>OD 1:</u> 24/3/97 147 words	P: 5 I: 25 A: 3 Rp: 20	43/74 = 58 %	17/27 = 63 %
<u>OD 3:</u> 24/4/97 203 words	P: 4 I: 13 A: 2 Rp: 30	55/73 = 75 %	13/28 = 46 %
<u>SUB-AVERAGE:</u> 175 words	P: 5 I: 19 A: 3 Rp: 25	49/74 = 66 %	15/28 = 54 %
<u>OD 5:</u> 9/6/97 224 words	P: 8 I: 3 A: 0 Rp: 18	55/72 = 76 %	19/29 = 66 %
<u>OD 6:</u> 23/6/97 210 words	P: 4 I: 13 A: 2 Rp: 29	45/65 = 69 %	14/35 = 40 %
<u>SUB-AVERAGE:</u> 217 words	P: 6 I: 8 A: 1 Rp: 24	50/69 = 72 %	17/32 = 53 %
<u>TOTAL AVERAGE:</u> 196 words	P: 6 I: 14 A: 2 Rp: 25	50/72 = 69 %	16/30 = 53 %

TABLE 10

ORAL DIALOGUES: 100 Word Samples
Binh

<u>Date & # of Words</u>	<u>Lack of Ease Indicators</u>	<u>Vocabulary:</u> <u># & % correct</u>	<u>Temporality:</u> <u># & % correct</u>
<u>OD 1:</u> 24/4/97 161 words	P: 11 I: 11 A: 0 Rp: 38	48/73 = 66 %	14/29 = 48 %
<u>OD 3:</u> 2/5/97 178 words	P: 8 I: 9 A: 1 Rp: 32	29/62 = 47 %	30/41 = 73 %
<u>SUB-AVERAGE:</u> 179 words	P: 10 I: 10 A: 1 Rp: 35	39/68 = 57 %	22/35 = 63 %
<u>OD 4:</u> 4/6/97 119 words	P: 3 I: 10 A: 4 Rp: 42	43/66 = 65 %	22/34 = 65 %
<u>OD 5:</u> 19/6/97 126 words	P: 10 I: 6 A: 0 Rp: 32	49/66 = 74 %	23/36 = 64 %
<u>SUB-AVERAGE:</u> 123 words	P: 5 I: 8 A: 2 Rp: 37	45/66 = 70 %	23/35 = 65 %
<u>TOTAL AVERAGE:</u> 151 words	P: 8 I: 9 A: 2 Rp: 36	42/67 = 63 %	23/35 = 65 %

TABLE 11

DIALOGUE JOURNAL ENTRIES: 100 WORD SAMPLES

Viktor, Iryna, Chunmei, Binh

<u># of words</u>	<u>Vocabulary: # & % correct</u>	<u>Temporality: # & % correct</u>
<u>SUB-AVERAGE</u> after 1st half of the study:		
Viktor: 234	69/83 = 83 %	14/18 = 78 %
Iryna: 130	64/80 = 80 %	15/19 = 79 %
Chunmei: 179	62/75 = 83 %	18/25 = 72 %
Binh: 171	63/75 = 84 %	21/27 = 78 %
<hr/>		
<u>SUB-AVERAGE</u> after 2nd half of the study:		
Viktor: 201	69/83 = 83 %	15/17 = 88 %
Iryna: 114	67/81 = 83 %	15/21 = 71 %
Chunmei: 143	59/71 = 83 %	22/28 = 79 %
Binh: 173	63/75 = 84 %	20/26 = 77 %
<hr/>		
<u>TOTAL AVERAGE:</u>		
Viktor: 218	69/83 = 83 %	15/18 = 83 %
Iryna: 112	65/80 = 81 %	15/20 = 75 %
Chunmei: 161	61/73 = 84 %	20/27 = 79 %
Binh: 172	63/75 = 84 %	21/27 = 78 %

TABLE 12
ORAL DIALOGUES: 100 Word Samples
Viktor, Iryna, Chunmei, Binh

# of Words	<u>Lack of Ease Indicators</u>				<u>Vocabulary:</u>	<u>Temporality:</u>	
	<u>P.</u>	<u>I.</u>	<u>A.</u>	<u>Rp.</u>	<u># & % correct</u>	<u># & % correct</u>	
<u>SUB-AVERAGE</u> after							
1st half of the study:							
Viktor:	231	21	57	1	30	62/77 = 81 %	14/23 = 61 %
Iryna:	113	24	12	5	48	46/78 = 59 %	20/29 = 69 %
Chunmei:	175	5	19	2	25	49/74 = 66 %	15/28 = 54 %
Binh:	179	10	10	1	35	39/68 = 57 %	22/35 = 63 %
<hr/>							
<u>SUB-AVERAGE</u> after							
2nd half of the study:							
Viktor:	236	12	39	4	38	61/81 = 75 %	15/20 = 75 %
Iryna:	106	26	6	3	26	46/74 = 62 %	20/30 = 67 %
Chunmei:	217	6	8	1	24	50/69 = 72 %	17/32 = 53 %
Binh:	123	5	8	2	37	45/66 = 70 %	23/25 = 65 %
<hr/>							
<u>TOTAL AVERAGE:</u>							
Viktor:	234	17	48	2	34	62/79 = 78 %	15/22 = 68 %
Iryna:	110	25	9	5	37	46/76 = 61 %	20/30 = 67 %
Chunmei:	196	6	14	2	25	50/72 = 69 %	16/30 = 53 %
Binh:	151	8	9	2	36	42/67 = 63 %	23/35 = 65 %

VIKTOR: DIALOGUE JOURNAL**DJ 1: 8/12/96**

It was a strange interview. At first, I found a little advertisement in "La Presse." In this advertisement there are only name of post, programmer language and address. There aren't number of fax, name of company, and person's name, for who have to address resume. I send my C.V. by post, Wednesday evening at 8:30 p.m., when all peoples watch T.V., I got one call and I was invited on interview next evening, in 7 p.m. (?!). Company was situated on blvd. St. Laurent. I found company's building rather fast. I payed attention to many buildings around, which were like deserted warehouses. Company's building was like ordinary Montreal's dwelling house. I was met by two men, who offered me to wait 10 minutes. That time I was passing in big hall with artificial fireplace. Our conversation was lasting one hour. I told about my experiences in USSR. I were asked, why I demand the low post. I answered that in my situation it is the fastest way to begin to work in Canada. I am not sure that they understood my purposes correctly. After all I was thanking for my interesting story and I gone out sure, that this company won't call me for job. Mysterious company without name which work only late in the evening stayed in my memory.

Monday, December 12, 1996

Dear Viktor,

I presume that you are talking about the job interview that you went on last Wednesday evening. The advertisement for the job position certainly was odd. How strange that there wasn't, a FAX number, a company's name, nor a person's name mentioned in the ad. I can understand why you started wondering about this company when they phoned you at 8:30 p.m. for an interview the next evening at 7:00 p.m. I definitely would have felt nervous walking down St. Laurent with deserted buildings all around me. What a spooky experience!

Why did the two interviewers make you wait for ten minutes? Were there also other people waiting to be interviewed? I think that it is better if this company doesn't hire you. The whole situation sounds suspicious to me. You must have been asking yourself what you were doing in this bizarre situation.

I often find myself in weird situations wondering how in the world I got there. A few years ago I was very interested in teaching overseas. A school in Singapore was interested in my C.V. and phoned to have an interview with me. I wasn't interested in the position as I had no desire to live in Singapore and as I had already decided to move to Montreal to continue my studies. The woman who phoned me insisted that we meet and said that she and her husband would even come to my house. This proposition seemed very odd, but as I was more curious than cautious, I agreed to meet them the next day.

When I got home from work (I was an elementary school teacher) the next day, they were standing in front of my door. I invited them in and they sat on the sofa while I sat on a chair. The chair was much higher than the sofa, so I was looking down on them. I felt big and they seemed very small. They talked non-stop for an hour trying to convince me that the teaching position in Singapore was perfect for me. I just stared at them, saying almost nothing. At the end of the hour, they pulled out a contract for me to sign. I explained again that I wasn't interested in the position. They got very vexed with me and quickly left. After they had gone, I asked myself: "Who were those strange people sitting in my living room? Did this actually happen or was I dreaming?"

*Viktor, do you ever have experiences that seem to be more dream-like than real?
Bye for now, Judith*

DJ 2: 12/12/96

Dear Judith,

Of course, in my life, as in a life of a lot of people, were cases like yours. As a rule, they associat with negative emotions. Now I will describe on of my last such cases.

I was preparing my immigration to Canada. For draw up all of documents, I passed many long and complicated stages. I have to explain that I arrived from Eastern Moslem country. An Eastern country is delicate affair. For each document I had have to come many times and to hold long eastern conversations. The grafts are necessary attribute of this process. Export of the books was one of my problem. I had have to run very much for making to export of my personal books. At the same time, I was draw up the permission for export of one simple mathematical textbook for my friend in Israel. You can't imagine how many people are buse of this problem and how much money I had to spend for export to another country by *poste* usual student textbook. I didn't remember how this history was begining and I wasn't able to imagine when it will finish.

And suddenly, in one fine moment, after the receipt of next signature on the next document, I was informed, that I can go to the *poste* and *poste* the book. I couldn't believe in my good like until I got the receipt. I was coming back hom and I asked myself: "Is it true, that I really did it?"

Friday, December 13, 1996

Hi there, Viktor!

Oh no! Today is Friday the 13th. That's supposed to bring bad luck.

To begin with, I would like to clarify some things that you wrote. Firstly, did I understand correctly that you come from an eastern Moslem country? If it's a Moslem country, you mustn't be referring to Russia. If that is the case, then I have a million and one questions to ask you. From which country do you come? How old were you when you moved to Russia? Why did you move to Russia? Do you speak Arabic? Hopefully I haven't misunderstood what you wrote.

Secondly, I'm not sure what you meant when you said: "The grafts are a necessary attribute of this process." Did you mean that you had to bribe the workers at the post office in order for them to send your books to Canada and Israel?

I understand perfectly what you meant when you referred to how ridiculous bureaucracy can be. Although Canada has many bureaucratic difficulties, I think that they are minimal in comparison to most other countries. I remember when I lived in France for five months. Legally I could only stay there for three months without a visa. Being the good citizen that I am, I decided to follow the rules and to get a student visa. I was supposed to go to the Régie to make an appointment to talk with somebody. I went to the Régie three or four times before they could get organized enough to make an appointment. No appointments were available for six months. As I was planning to return to Canada in five months, I explained that it was ridiculous for me to make an appointment for 6 months away. I was impolitely told that it was my problem, not their's. Consequently, I never did get my visa and I stayed in France illegally. Then there is Italy. Mamma mia! If I start talking about Italy, I'll never finish this letter. But trust me that in Italy "bureaucracy" is synonymous with "chaos."

Have a nice week-end!

From, Judith

P.S. *Did you hear anything pertaining to your "strange" interview last week?*

DJ 3: Sunday, December 15, 1996

Hi there, Judith!

I am afraid that I haven't enough of my English for answering on our million and one questions. But I try to explain something.

I arrived from independent country Uzbekistan (or Ouzbekistan). Five years ago USSR has collapsed and on its place a lot of different states were formed. You, *Canadiens*, understand the word "nationality" differently than we. For us nationality - that's language and culture of our parents. Imagine, that you live in one of eskimo's city on the North of Canada. Suddenly, the Eskimos decide to separate from Canada and to organise independent state, as the inhabitants of Quebec want now. They set up their own frontiers, their own money, the laws, the flag, the hymn, the constitution and after that the declare that from today in Eskimo's state all of people can use only one Eskimo's language. And everything of this they will do without of referendum, and they will not ask the inhabitants of the country including you about it. Do you want to become "Eskimo'ien?" Will you continue to think about yourself as about "*canadien*?" Will you want to stay living in the country, were everything is done against your wish?

The mentality of Usbek's aborigines differ very much from of European's one.

After two World's wars, in which Russia and USSR have participated, a lot of people were forced to leave their earth. In that time Uzbekistan was one of Soviet republic, and the families of my parents came in Uzbekistan. I have never spoken Uzbek, I don't know it. I have spoken and speak Russian. It is the language of my parents.

I think that similar story was happened with the English after their war against India. India obtained it's independence and after it a lot of English stayed there. Some generations of the English live there up to now, but they think about theyself as about "The English." If you look on this, you can see that they are different and you can't entangle them with the Indians.

Am I looking like an arab?

VIKTOR. 15.XIII.96

December 16, 1996

Hello,

Well, I must excuse my ignorance of Russian current affairs. I feel rather embarrassed. I knew that the U.S.S.R. had collapsed five years ago, but I didn't realize that different states were formed in its place. Nor did I realize that people were forced to leave their land after the two World Wars. Your analogy of the Inuit (the "politically correct" word) helped me to understand better the difference between our definitions of "nationality." No, I wouldn't want to become an Eskimo (Inuit). Of course I wouldn't want to stay in a country where everything would be done against my wish. I think that I understand what you are saying and how you are feeling. I feel that you feel quite passionate (angry?) about what has happened in Russia. Am I correct?*

No, you don't look the least bit like an Arab. However, with all of the intermarriages between cultures, etc., you never know.

See you tomorrow,

Judith

* *Eskimos/Inuit prefer to be called "Inuit," which means "people," rather than "Eskimo," which means "meat-eater." They prefer the connotation of "people" to that of "meat-eater." So, now they call themselves "Inuit."*

DJ 4: December 18, 1996

Hello,

Judith, you haven't to excuse. The most of people in Canada knows very little (or nothing) about the former Soviet Union and today's situation there. It's not surprising. Each of us more takes an interest in our own country, our own people. I am sure that each of quebec's people know more the name "Anne Pelletier." She got bronze medal on Olympic Games in Atlanta. But how many peoples from you remember the names of sportmens who got gold and silver medals? I lay a bet, that almost nobody.

I'd like tell you grand russian's "*merci*" for your explanation of word "INUIT." At time

of learning French in COFI I learned that peoples who lives on the North of Canada have the name INUIT in French. I was preparing for you my previous letter and I've decided to check this word in English dictionary. I was surprised, but this word was absent in all of my English-Russian dictionaries. The I've decided, that "INUIT" is American word. I asked Bassir's Iryna for help me, but she didn't find this word in american dictionary. Finally, I've decided that word "INUIT" exist only in French. I didn't want to offend these nice peoples living in difficult conditions. Think they are special peoples and they never agree to change their environment to city's comfort.

VIKTOR

Friday, the 20th of December, 1996

To Viktor,

Viktor, I do so have to excuse myself. I have the nerve to try to talk about Russia with you when I know so little. How dare I try to pretend to have any understanding of your feelings towards your country and you what have lived through. Certainly you and your country and your culture interest me, but I don't think that I can truly empathize with your experiences. Nevertheless, I would still like to learn more and at least to try to be empathetic.

Since "Inuit" is a relatively new term used to refer to the people in the North, it doesn't surprise me that you didn't find it in any of your English-Russian dictionaries. With regard to the American dictionary, I would expect it not to be there. In general, American people are quite "ethnocentric" and have very little knowledge of their neighbours to the north. I remember one time when I went to New York in July. I was asked twice if there had been very much snow in Montreal when I had left. I said that there had been 20 cm of snow. In reality, it was +30 C in Montreal. Many Americans have the concept that being Canadian is, in fact, being "Eskimo." Oh all right, I'm probably exaggerating a little bit and you probably realize by now that I am a little "anti-American." Although there are some American people whom I like very much, I HATE the American mentality towards the world, themselves, money, consumption, etc. I'm getting upset even as I write this to you.

Let's return to the Inuit, since I would much rather be Inuit than American. I feel sad for the Inuit people. The wonderful culture that they once had no longer exists (thanks to the white man) and they don't really want to integrate (understandably so) into the white man's culture. So they are in between their traditional culture and the modern culture of the white man. They are influenced by both cultures, but not really a part of either. The Inuit culture is really quite fascinating. Many of their stories and myths are very beautiful. I love their soap stone sculptures. I definitely take more of an interest in the Inuit culture than in the American culture.

On that note, I leave you. I'll see you tonight for our second oral dialogue.

Judith

DJ 5: Sunday, the 22 of December, 1996

To Judith,

Judith, of the time of our last conversation I learned at last one very important thing. Now I will control myself during pronunciation of the sounds "H" and "R." Thank you very much. It is very important to know, what I do incorrectly. When I was a schoolboy, I read one book about England and the English. Especially I still remember one episode about this subject. One Japanese diplomat was invited in English house. He was met very good, the host showed him his house, he was introduced to other guests. Every thing was very well, but suddenly he felt that attitude to him changed very much. All became very cold to him. He didn't know the reason of this. And only one month later people told him about his error. He wanted to sit down but he didn't find a free armchair, excluding one, where the host's cat was sitting. Japanese unceremoniously threw down the cat and took the place himself. Sometimes the English attitudes to animals are better then to peoples, and this action was very bad for them. It is naturally that Japanese didn't want something bad, he simply didn't know that this action is bad in England. I've heard, that on the question: "If you have only one slice of bread and you meet a hungry man and a hungry dog, whom will you

give the bread to?" The English answer without hesitations: "Of course, to dog, because it cannot ask."

Judith, what else I do like "H" and "R"? VIKTOR

Monday, the 23rd of December, 1996

My dear Viktor,

To begin with, the "very important thing" that you learned is, in fact, one of the most UNIMPORTANT things to learn. Whether you say a Russian "H" and "R" or an English "H" and "R" does not influence your mastery of English, nor an English speaker's ability to comprehend what you are saying. The only thing that it changes is your accent. It does not change the meaning of what you are saying. Pronunciation becomes important when it changes the meaning of the message or if the listener is unable to understand the speaker. There is no communicative need to "control" yourself when pronouncing the "H" and "R" sounds. According to me, the accent is low on the list of priorities when learning a language. It is the "icing on the cake." Personally, I like the Russian accent and I think that you should keep it.

Your anecdote about the Japanese diplomat is quite amusing. It is so true that we have to be careful not to make social blunders when in another culture. I still remember various situations regarding this subject when I have visited France and Italy. I especially remember the time that I went to a restaurant in France with some friends. I love "café au lait." I don't like black coffee. In France, the French only drink "café au lait" at breakfast. After having had a nice dinner, everybody, with the exception of me, asked for a coffee. I, the ignorant Canadian, asked for a "café au lait." When I made my request, everyone, including the waiter, stopped talking and stared at me with open mouths. I realized that I must have made a terrible "faux pas." When the waiter was finally able to reply, he said, with the most condescending tone: "Ce n'est pas le petit déjeuner, Madame." I feared that he would phone the French authorities and have me deported.

I think that there are two meanings attached to your riddle about the hungry dog and the hungry man. The first pertains to the fact that, as you said, the attitude the English have towards animals is often better than the attitude they have towards people. The second refers to social etiquette. When I was a child, I was often told: "You don't get anything for asking." Evidently it is considered to be rude to ask for something. I never did (and still don't) follow the logic to that statement. I used to think to myself: "If I don't ask, nobody will know what I want, so I won't get it. If I do ask I'll be told that I'm rude and they won't give me what I want. I have no chance in either situations. This is a no win situation. I don't understand adults (I still don't)."

Viktor, the study that I'm doing with you is not looking at your pronunciation. When we finish this study, I promise to help you with your pronunciation. Okay?

Merry Christmas! What are your plans for your first Christmas in Canada?
I wait with anticipation for your next letter to me.

Ciao, Judith

DJ 6: Thursday, 26 December, 1996

Hello,

Okay, let alone my pronunciation. Maybe, some day 10-15 years later, it will be my last problem in English.

When I read a translated book, very often its language seems to me perfect. But I understand very well that author expressed himself in the mother tongue. The success of the translated book is the success of the translator of this book. He knows both languages in perfection. He has to reproduce not only the sense, but also a spirit of the book. I think that it is especially touches for humorous books, because humour is a special substance. Now my oldest daughter read the English author James Harriot books about domestic animals. Author, who

worked as veterinary in England province, describes different situations from his practice, Englandcountry's customs, and he does it with great humour. I read this books nine years ago, and now my daughter laughs there, where I was laughing.

I haven't special plans for my first Christmas in Montreal. In my former country this holiday was absent. We celebrated only New Year. Usually people meet New Year at home with their family.

I'm afraid that your "*anticipations*" didn't come true in this letter.

VIKTOR

Friday, December 27, 1996

Hi, it's me again!

Sorry that I couldn't stay too long at your house last night (yesterday evening), but I had to meet some friends. They're off to Bangladesh tomorrow for at least a year, so I won't be seeing them for a very long time. I would have liked to stay longer at your house, as I was enjoying chatting with you, your wife, and your friend. The "Russian soul" that I am getting to know bit by bit is not as mysterious as the occidental world thinks. If I were to describe it using four adjectives. I would say that it is warm, hospitable, with a sense of humour, open, intelligent, interesting, lost, and sad. I know that I used more than four adjectives, but four simply weren't enough.

I think that is must be more difficult to translate literature than it is to translate formal documents for the exact reasons that you stated: First, the translator must know both languages perfectly. (I suppose that this also applies to translators of documents.) Second, he has to capture and then to portray the spirit found in the original work.

I can't believe that you read James Herriot nine years ago. It was at that time that I, also, was reading his novels. I was teaching then. It was my first teaching job and I had a class of twelve teenage boys with severe behaviour problems. I used to come home every day from work crying. After my cry I would read James Herriot. His world seemed so safe and gentle. The only two titles that come to mind are All Creatures Great and Small and The Lord God Made Them All. Not long after this torturous teaching position, I went to Britain and was quite excited to see the region about which he wrote in his books. Evidently his books have been translated into many languages. Perhaps you and I were reading his books and laughing at the humorous passages at the same time, you in Russia and I in Canada.

I have also read some Russian books translated into English. Let me see if I can recall some of the titles and authors' names: One Day in the Life of Ivan Denisovich, by Solzhentsyn, Doctor Zhivago, by Pasternak (I also saw the film with Omar Shariff), Crime and Punishment, by Dostovsky and Anna Karenin, by Tolstoy. These are the only books that I can remember off the top of my head. I remember loving Doctor Zhivago and Anna Karenin because they were SO passionate. I went through a period of about six months when I was in secondary school when I would only read Russian books. Many of the novels are all mixed-up in my head. Enough of the past and on to the future!

I can't believe that this year is already 1997! I want time to stop! I don't want to get any older! In Russia, (to change to happier thoughts) do people go to parties? In Canada many people go to parties with the objective to get as drunk as possible. The next day they can't remember what they did at the party, but they are sure that they must have had a great time as they now have a terrible hangover. Imagine if the animals in James Herriot's books behaved as ridiculously as some people do.

In your last letter, I found MORE than I had anticipated. I found out that you, your daughter, and I all like James Herriot and appreciate the humour found in his books. That's rather

significant, don't you think? See you soon, Judith

P.S.: I'm glad that we can put aside your pronunciation in English. I predict that you will have lost most of your Russian accent in 10-15 years without even having realized it. However, as I said before, you should keep a little bit of your accent. You might find that it will come in handy if you will want to charm Canadian women (Just joking. Why would you want to charm Canadian women when you have such a charming wife.)

DJ 7: Saturday, 29 December, 1996

I hurry to answer you, that in Russia I had read 3 Harriot's books. Here in Canada, I saw an advertisement about sale of his two new books. If it is interesting for you, I can show it to you

About hard drinking in Russia was written so much, that it's unlikely that I can add something. If you want, some day I will tell you about my personal experience in this domain.

And NOW about a coincidence of tastes, humorous books, and translated literature. I had a friend in Russia, who provided me by translated books of foreign authors. Where and how he found them it is a separate subject, because 15 years ago that wasn't easy in Russia. When he brought me a next book and said: "Read you will like it," I took a book and didn't have doubts, that it would be just so, because our tastes completely coincided. He told me long time, that he was looking for one book of American author Joseph Heller Ruse 22 (May be Trick 22). My friend read somewhere that this book is the best example of American humour. By chance I've known that my old acquaintance had this book. She gave it to me for three days only. I've read it within one night at one gulp and next morning I've given it to my friend telling that I've never read any book like this. For my surprise, next morning he has returned the book with great disappointment. He told me that he didn't understand absolutely what is funny in this book. That was the first and sole case when our points of view were different, and I don't know why. I've had one my day and I've given the book to one my colleague with big doubt if I was right, because my best friend didn't appreciated it. Next day my colleague has returned the book and after that she has abused me two weeks. She studed examination last night before it she began to read Heller's book and stoped only when the book was finished. Of course, she has failed at the examination, and the reason of this was I and extraordinary humour of Ruse 22.

But I didn't consider myself guilty, because I didn't know our tastes were coincided.

Judith, Happy New Year to you!

VIKTOR

Tuesday, December 31, 1996

Dear Victor,

So today is New Year's Eve. I can't believe that it will be 1997 in less than 24 hours. Time is going by TOO FAST!! STOP!! In three short years it will be the year 2000. We'll be in the twenty-first century. Only science-fiction novels take place in the 21st century. When I was a child, I thought that I would be SO old by the time that the year 2000 arrived. As the year 2000 approaches, I don't think I'm SO old, but I must admit that I'm not feeling SO young, either.

Out of curiosity, is alcoholism a problem in Russia since so much has been written about heavy drinking? I assume that Russians prefer hard liquor, such as vodka, to wine and beer. Is my assumption right? Of course I would like to know more about your "personal experience in this domain."

Yeh, the advertisement about Herriot's two new books interests me. I doubt that I'll have time to read them right now, but maybe I will buy them for my father. He's a James Herriot fan.

The English title of the book by Joseph Heller is Catch 22. I'm not sure if the idiom: "to be in a catch 22 situation" came from Heller's book or if Heller named his book after this expression. However, it is generally believed that this idiomatic expression was derived from the

book. If this is true, you can see how this book has infiltrated into the North American psyche. Even people who are unaware of this book's existence, use this expression. Now you're probably saying to yourself, "Tell me what in the world does this expression mean?!" Okay, okay, be patient. "To be in a catch 22 situation" means to be in a difficult situation in which there are no solutions to the difficulty or the problem. Two equivalent expressions are "to be in a no-win situation" and "to have no way out."

Anyway, the above explanation is just a little "aside" for interest's sake. Before I can discuss Catch 22 with you, I would have to read it again. The last time that I read it was when I was a teenager. The teacher forced the class to read it. So I read it out of obligation rather than for the pleasure.

I'm curious how your friend was able to provide you with translated books by foreign authors in communist Russia. That sounds suspicious.

One of the most important ways that I connect with people is by discussing and sharing books. In September a young woman from Africa stayed at my house for a few weeks. Since she had just arrived in Canada and had no place to stay, a mutual friend suggested that she phone me. We didn't know each other at all. However, because of our common love for literature, a friendship developed. I gave her quite a few Canadian and "Québécois" books to read. She returned some of the books to me before the holidays, but she still hasn't returned quite a few. My bookshelves are looking empty and sad.

I wish you and your family a very Happy New Year and I hope that you and your family have a wonderful 1997 in Canada. Judith

P.S. I'm sorry that your colleague failed her exam, but how were you to know that your tastes coincided.

DJ 8: Wednesday, January 1, 1997

Dear Judith,

How are you in NEW YEAR? How did you meet it? I am very surprising the we've met our first New years in Canada without snow. I understand that it is by chance. I understand that Canada is north country and here is more snow than necessary. Recently I saw the statistical information that Ottawa is the most cold capital in the world. For the present it can be hardly believed.

I am not proud of my rich experience in drinking. In the Soviet Union vodka was the most accessible goods. That was the state policy, because tipsy is happier than sober. It is easier to give to person possibility to buy a bottle of vodka than to provide normal life conditions. Unfortunately we didn't have many other possibilities to amuse ourselves.

For instance, at the time of my studing in the University every year all students were sending for 1.5-2.5 months to pick cotton. It was a very difficult job. In America cotton was manually picked 60 years. At the time of cotton campaign we lived in the conditions, which Harriot's cows haven't ever known. There were the seasons, when we were drinking vodka every day in quantities of which the canadians didn't have a dream. If it's really interesting for you, some day I can tell you about the more funny moments.

It seems to me, you are a trustful person. You have allowed an unknown woman live in your house and what do you have as a result? You had some discussions about literature and you haven't your books. Was that the first time when your property wasn't returned to you? May be, your new friend didn't understand something and decided that you made the present to her? Or she liked you and so she wanted to keep a few of your books for the memory about you?

I must tell you that 21st century will come one year later than you think. It will begin in 2001 year. So we will be glad to live (or suffer?) in 20 century some more four years.

Are you glad?

VIKTOR

P.S. Can you imagine, but after reading the Catch 22 sometimes I was using corresponding expressions. "It is just catch 22," of course, in Russian? I couldn't find the better explanations of situations. I think it is possible as a result an amazing translation only.

Friday, January 3, 1997

Dear Viktor,

How am I doing in the New Year, you ask? So far, so good. I wish that time would slow down a little and that I would stop aging, but except for those two details, I think that 1997 should be a good year. Nevertheless, I must admit that although I don't like the thought of my body getting older, I wouldn't want to be any younger. I'm much happier with myself at my present age than I was when I was younger. I also have a much better understanding of what is important for me to have a happy, worthwhile life. I really wouldn't want to go back to a previous age. However, I fear that when I finally figure out the meaning of life, I'll be very old and on death's bed.

I welcomed in the New Year with a few friends. It was a quiet, intimate evening. And you? What did you and your family do for New Year's Eve?

Yes, Canada is a northern country and I agree that there is more snow than necessary. According to me, any snow is more snow than necessary. However, some people love snow and I'm sure that they think that this year there is less snow than necessary for winter. It is indeed surprising that Ottawa, the coldest capital in the world, is having such mild weather.

I guess what you said about the poor living conditions in which Russians live and the limited opportunities you have for amusing yourselves may be one of the reasons why North Americans have this image of the "mysterious, Russian soul."

Why were students sent to pick cotton? Were you paid for your work? Yes, it interests me to know about your drinking days, both the sadder and the funnier moments. This might help me to better understand the "Russian soul."

Yes, I am a trustful person. Fortunately I also have a very good intuition about people's characters. It's almost as if I have a sixth sense. When I was writing to you about this African woman, my tone was meant to be humorous. I simply think that she hasn't had time yet to read my books. Being that she is a trustworthy person, I have complete confidence that she will return my books. In fact, I'm so trustful and she's so trustworthy that I also lent her my furniture that I was storing in the basement of my apartment building. No, I am positive that she didn't misunderstand and think that I gave the books to her as a present. If, by chance, my relationship with her were so important that she wanted to keep my books, I would be happy to give them to her. However, I'm certain that that is not the case. In any case, it is better that my books be read and enjoyed than that they sit collecting dust on my bookshelves.

Wonderful! I'm so glad that we get to have four years in the 20th century rather than three. I didn't realize that the 21st century will begin in the year 2001. Why?

Have a nice week-end and good luck with your new job next week. Break a leg!

Judith

P.S. I must read Catch 22 again.

DJ 9: Saturday, January 4, 1997

Dear Judith,

Yesterday I told you about my cotton experience. Free job in agriculture was including in the play rules during studying in the University. Education was free, moreover state was paying a small bursaries and all people were aspiring to study in the Universities. State was paying for cotton almost nothing, so anybody wasn't wanting to work in the villages. But the state was needing cotton very much, so all people, who run away from the villages for studying in the cities were sending together with townspeople to the villages to pick cotton. Is it remind you something? It is real catch 22!

It is simple about beginning of 21st century. 1st century began at 1st january 1, and finished at 31 december 100, 2nd century began at 1st january 101 and finished at 31 december 200 and etc... And 21st century will begin at 1st january 2001.

My family and I welcomed in the New Year with our friends. There were four families and the parents of my friend, who helped me to come in Canada. We were chattering, eating, and drinking. I personally was drinking vodka. (For making more precise, "Absolut," made in Sweden). We made the presents to each other. The wife of one my friend known my little weakness presented me one little bottle of mexican vodka "Tequila." Children had fun very much and upon 3 A.M. theirs powers left them. So in 4 A.M. we came back in our apartment.

Are you really think you have a good intuition? Try to recall if you has a case in your life when your intuition let down you? But, may be, it is an exception, which confirms the rule. I ask you about that, because I have a very BAD intuition about people's characters. At any case, I hope books will be return to you.

I think that I didn't understand your joke about long reading of African woman, because I have the bad ENGLISH-RUSSIAN translator in my head. And so one more, I don't understand your idiom "break a leg."
VIKTOR

Tuesday, January 7, 1997

Dear Viktor,

Our discussion about your university days when you worked in the cotton fields was very interesting to me. I see how the state was quite effective in putting young Russians into a catch 22 situation. Did the people living in the villages HAVE to pick cotton? If they had no choice, it's no wonder that nobody wanted to stay in the villages. Although the university students still ended up picking cotton, at least they got an education. Why did the state have such a great need for cotton?

This time it is I who give you a big Canadian "merci" for your explanation of why the 21st century will begin on the 1st of January, 2001.

It sounds like you and your family had a nice New Year's Eve. After your explanation of the relationship between Russians, vodka, and cucumbers, I assumed that you would have drunk vodka to welcome in 1997. That's a nice idea to give presents to one another on New Year's Eve. In Canada we exchange gifts on December 25th rather than on December 31st.

As you seem to be a vodka expert, can you tell me the difference between a Russian, a Swedish, and a Mexican vodka?

Your children have more energy than I do. I returned home at 1:30 a.m. At 2:00 a.m. I was sound asleep.

Yes, I do think that I have a good intuition. I can generally tell quite quickly if someone has a good character (I think you have a good character, by the way). That is not to say, however,

that people don't sometimes hurt or disappoint me. When I get hurt or disappointed, it is generally because we have different expectations of our friendship or of what we expect from a friendship in general. I take my relationships with people very seriously. It is usually obvious if the other person (friend, colleague, boyfriend, etc.) is not sincere, respectful, etc. With boyfriends, it is generally that we are not synchronized in our needs and desires rather than that we are incompatible. "Timing" is very important. Honestly, I can't remember a case of someone who turned out to have a character that was opposite to my first impressions.

With regard to my African friend, I wasn't really telling an actual joke, such as the cucumber joke that you told me. I meant that I was using a joking or humorous tone rather than a serious tone. I'm not REALLY upset that she still has my books.

"Break a leg" is an idiomatic expression that means "Good luck." I imagine that there is some historical reason behind this idiom. In French the equivalent expression is "Merde." In Italian the expression is "In bocca al lupo" (In the mouth of the wolf).

*How was your second day of work? Did the work that you are supposed to do arrive?
Bye for now, Judith*

DJ 10: Wednesday, January 8, 1997

Dear Judith,

It is very interesting when people like you living all their life in the "terrible" conditions of capitalism try to understand the soviet mode of life. I don't think that it is impossible. No, I think it is real to understand something. But for understanding of all things it is necessary to live the whole life there.

So why did the state have need of cotton? Cotton - it is dollars, it is a raw material for the textile industry and the best raw material for making a gun powder. People living in the villages couldn't plant what they wanted, because they didn't have the earth in the Soviet Union. They didn't have a choice in their life.

Really I am not a big expert of vodka as I seem to you. To my taste between of these 3 kinds of vodka sweden is the best quality, Russian is cheapest, and Mexican isn't vodka but homemade. I know that TEQUILA is drinking with special orange bitter sauce.

I can not tell you something concrete about my work, because I don't know my task which I have to do. I am afraid it will be something not what I want.

But now I haven't the other offers. For getting a qualified job in Canada you have to know a canadian experience, but for getting a canadian experience you have to get a job. It is the canadian Catch-22!

P.S.

My congratulations to you! We got over the our notebook equator.

VIKTOR

Friday, January 10, 1996

Dear Viktor,

It is I who congratulate you for having made such a good effort to half fill-up this notebook. Since we are half-way through this study, the notebook should be completely filled-up when we finish.

You were asking me what the gesture of making quotations marks in the air with our fingers means. I see that in the first sentence of your last letter that you put the word "terrible" in quotation marks. If you had said that sentence rather than having written it, you would have used the gesture of making quotation marks in the air with your fingers when you said the word

“terrible,” Get it?

I completely agree with you that a person has to have lived his/her whole life in a particular culture in order to completely understand it. Although I will never truly understand what you or any Russian has lived through, I would still like to try to understand, if only a little, your culture and experiences. I will never be able to empathize with you, but I may be able to sympathize with you. To get to know in depth somebody, I strongly believe that it is necessary to have some concept of his/her culture and language.

The major reason that I started to learn Italian was that I have some Italian friends and I had an Italian boyfriend. I felt that I couldn't truly know them if I didn't see them in their culture and if I couldn't communicate with them in their language. What do you think?

I hope that your job becomes better defined so that you will better know the task that you are supposed to be doing. I would feel frustrated if I were in your shoes. To look on the bright side, even if this job will turn out to be something that you don't want, you will be getting some work experience which may help you to get out of this Canadian catch 22 situation.

Have a great week-end and I'll phone you on Sunday evening. Judith

DJ 11: Saturday, January 11, 1997

Dear Judith,

It seems my criticism had an effect on the weather and now we have snow which always is more than necessary for your.

So about religion. It was one of some our activities, in COFI the presentations of ourselves: What is my name? Where did I arrive from? What is my profession; and etc. I didn't tell about my religion during my presentation because I didn't think that it was important. But I was asked about it right away. I answered that I am atheist. It was found that many students of our class even didn't know that there is such "religion" and one may to believe in it during all the life. After they were looking at me a little strangely, as at the man from other planet.

I am not ashaming of my unknowledge of this field. I am simply an other man. Scottish mens aren't ashaming to be in the skirts, but it is absolutely impossible for instance for muslim men. At first time I've heard the words "Cristmas" and "Noël" here in Canada.

I agree with you in the problem of learning an other culture. it is impossible to learn it by films and books only. It have to associate with people. Peaceful life of people of different races, nationalities and religions in Canada came me. I am applauding to Canada for it.

VIKTOR

Tuesday, January 14, 1997

Hello!

So, about religion. I don't think that your classmates would have been so surprised that you're an atheist, if they had teen Canadians. In Canada there are many atheists and agnostics. Religion plays a strong role in certain communities and in certain people's lives, but it does not play a role in the Canadian identity.

I have a few friends who have very strong religious beliefs and I respect both them and their beliefs. However, most of my friends are atheists or agnostics. The latter tend to have very strong feelings against the moral constraints and judgments imposed on people by organized religions.

Half of my family is extremely religious, while the other half is extremely non-religious.

I'm a part of the latter half. I suppose I'm agnostic. Perhaps apathetic is a better word. If God doesn't exist, I don't understand the meaning of life. If God does exist, I don't like him and I still don't understand the meaning of life.

In the Old Testament of the Bible, God was very cruel, jealous, and competitive. In the New Testament he seemed to have changed his personality and became "loving" and "forgiving." People were supposed to deny themselves pleasures and endure harsh conditions if they wanted to make it into paradise. If they goofed up, they would be tortured for eternity. I don't get it.

Sometimes I envy people who believe in God and who have strong religious beliefs. The meaning of life is so much clearer for people who practise a religion. Everything is in black and white. , on the other hand, am always agonizing over the meaning of life. Everything is grey. Nevertheless, I don't think that I would like to be always living my present life for a "better" future. Stressful and painful as it may be at times, I quite enjoy my present life. I would also say that I'm much more spiritual than many people who are very religious.

So now you have my thoughts and feelings about God and religion. And you? Why don't you believe in God? Judith

DJ 12: Wednesday, January 15, 1997

Hello!

It is so difficult to answer on your last question as to answer on the other similar question: "Why do you believe in God?" One good answer exists in Russian language, which sounds in translation in English such: "Because the word 'BECAUSE' has the last letter 'e'." It is the answer on the question which doesn't have the answer. I have never had the reflections about this.

Moreover, I have the reason to fear the debates about religion subjects. When I was studying French in COFI, sometimes our debates got to hot points and the religion and politics were the reasons of this very often. My other French teacher who came from Poland and who knows what may happen as a result of the debates about that, announced at our first lesson: "*Pas religion, pas politique, pas sexe.*" Maybe thanks to that our all lessons were in calm conditions unlike on COFI.

I'd like to ask you, what fate expects our notebook? Will you put it to your University as an evidence of your scientific hypothesis and your job during this period or will you leave it to yourself?

VIKTOR

Friday, the 17th of January, 1997

*Well Viktor, I find "because" to be a very unsatisfactory response to my last question. However, I must say that you were very skilled in the way that you **didn't** answer my question. I don't like having debates about hot subjects such as religion or politics either. When somebody tells me that he/she (I wrote "he" or "she" so that the feminists won't accuse me of being sexist) is Muslim, Jewish, Catholic, Marxist, Conservative, etc., I don't learn very much about him/her. What interests me is why that person has such religious or political beliefs and ideologies. I don't like to get into which are better or worse. I simply want to know what makes him/her tick and to try to understand from where his/her beliefs come. Nevertheless, I know that I tend to analyze people who interest me and that I often make them feel uncomfortable and exposed. For fear of making you feel uncomfortable and exposed, I'll stop asking you such personal questions.*

What fate awaits our notebook? I will copy our written and oral conversations into my thesis. The research that I am doing is more of an "observational study" than of a "cause and effect study." Rather than presenting an hypothesis, I am posing questions. As we have already discussed, the results of any study, be they "good," "bad," or no results, are, nevertheless, r

results. With regards to this actual notebook, I suppose that I will keep it. It makes for interesting reading, don't you think?

See you later this evening and have a nice week-end, Judith

DJ 13: Saturday, January 18, 1997

Well Judith, I hope during our last conversation that you understood that I didn't want to avoid the response to your last question. For me, it is better to answer something than to answer nothing. By the way, it is recommendation of the interview specialists.

Do you know what is the more difficult for me in "INTERVIEW SCIENCE?" No, not language. The more difficult for me is to smile. In Russia one proverb exists: "Laughter without a reason is a sign of fool." When I was young, I saw a wonderful English film "O, lucky man"! with Malcolm McDowell. In the beginning, he was young and energetic and he got a job after smile test, because he smiled better than his competitors. But after that he had many problems, a few times he was very closed with the death. And in the film's finish, he stayed alone, without job, friends, family, and what was the more important thing, without hope on better life. He came in some store and there suddenly remained the he was a jubilee customer and have to get a very big prize. The photocorrespondents asked him to smile, but he couldn't do it. "Why have I to smile without reason?" His unsuccessful competitors had the reaction on the same demand just like this, because they got the same life experience before the events in the beginning of the film.

VIKTOR

P. S. Judith, if you will publish our correspondence, will you invite me to cinema after getting your fee?

Monday, January 20, 1997

Hello Viktor,

Yes, I appreciated your answer to my question. Since having spoken with you, I have been seriously thinking about when in life we make choices and when we accept, without question, the behaviours, beliefs, and norms of our family and society. Your argument was convincing, but I'm not convinced ... yet. You've given me food for thought.

The most difficult thing for you on an interview is to smile? Really?! I think that you smile very often, with me anyway. As you're not a fool, I can only assume that you have a reason to smile when in my company. Your wife also smiles a lot. Lucky me! I have found two "smiley" Russians.

Iryna showed me some pictures of herself when she was a child and a teenager. The first thing that I noticed was that she was never smiling. She always seemed to have a serious expression on her face that appeared to be challenging the world.

I disagree with the Russian proverb. I think it should say: "Laughter without reason is a sign of someone wearing a mask." In pictures of me, I am always smiling, even when I'm sad. Am I a fool or am I wearing a mask?

I've never heard of this movie to which you refer. It sounds like a tragedy. Have you ever been close to death? I haven't, except for a few times when I walked in front of moving cars. How tragic to be alone, without a job, friends and family, and without hope for a better life. I haven't even seen the movie and I feel like crying. Hopefully I will never arrive at such a bad state where I would say: "Why should I smile without a reason?" I have a friend who often says that she has no reason to smile. What made you think of such a sad movie?

See you, Judith

P.S. *Even if I don't publish our correspondence and even if I don't get paid (which I won't in*

any case), I will invite you to a movie.

DJ 14: Wednesday, January 23, 1997

Hello Judith!

What made me think of this sad movie? Now I will try to restore all sequence my thoughts. At first I continued to explain my response, after that I joined it with the advised of the experts of interview technology, after that I changed the direction to my personal interview problem, and after this point it was very closed to movie about missing possibility to smile without reason. May be, you still saw this movie but knew it with other title. Usually it happens with the translation books, movies and etc. For example, the title of the world famous american movie "**Somebody likes hoter**" with Marylin Monrou in Russian sound very strangely in word-to-word translation, so we know this movie like "**There are only girls in jazz.**"

You are right, every people has his own "*personality*." To be with a smile it is natural state for you, Americans, like to sing the romances at night under another's windows for Spaniards, when all people want to sleep and so don't worry, you are looking very well on an american background.

Judith, for my point of view you are serious scientist. Do you have some published articles? Did you participate in international scientific congresses or conferences or symposiums?

VIKTOR

P.S. You can ask an independent expert IRYNA about my possibility to smile.

P.P.S. I noticed the apperance of mysterious figures above my previous letters. I suspect somebody counts up the number of my letter to 20 (twenty).

Friday, January 24, 1997

Viktor,

Thank you for having explained to me your train of thought that led you to talk about the movie. I don't think that I saw the movie because I don't remember the story nor anything about smiles.

Do you think that Canadians and Americans smile a lot? I think that Africans, Spanish, Italians, and Greeks smile a lot more than we do. I never used to smile very much. People used to ask me if I was bored, angry, anxious, or depressed. I initially started smiling more often so that people would stop bothering me. People then started telling me that I had a nice smile and began thinking that I was always happy and cheerful. People become more drawn to me which made me feel happier which, in turn, made me want to smile. However, sometimes my smile is deceiving because behind the "smile mask" I may be feeling sad, mad, or anxious. Sometimes I arrive at a point when I can no longer maintain my smile. When this happens, my expression changes to a scowl and I glare at the world. However, this doesn't happen too often. I also smile for reasons of vanity. When I become an elderly lady, I want to have smile lines rather than scowl lines.

Your point of view is partially correct. From my point of view I AM a serious student (I wouldn't call myself a scientist). However, I have never published an article, nor participated in conferences, etc. Where did you get the idea that I have?

It was only one and a half years ago that I returned to the academic world. For eight years I taught in a rural, primary school in Ontario. (I know all of the words of at least 20 children's French songs.)

Most of my friends were students from France and Italy. Every summer I would travel in France and Italy. Publishing articles and attending conferences were not even considerations at that time of my life.

I have ambiguous feelings about being at university again. On one hand, it is a highly

stimulating environment and a great place to meet people from different cultures. On the other hand, I miss the human interaction that I had as a teacher. As a student, I often spend entire days alone working on my thesis which, for the moment, seems only to interest my professor and me. But I am enjoying what I am doing and don't regret having returned to my studies. When I start working again, I would like to combine research and teaching, and, if possible, I'd like to work with immigrants.

I've written a long letter today, so I had better stop. I don't understand how you have difficulty finding subjects to write about. I could go on and on.

Judith

P.S. I will. Were you referring to your wife Iryna or Bachir's Iryna?

P.P.S. Nothing escapes your eagle eye.

DJ 15: Saturday, January 25, 1997

Judith,

It is interesting that after the work like a teacher you returned to the University like a student, because now you can compare the scientific theses of your professors with your own experience. As I am not sure that your professors know at least 19 children's French songs (I even don't tell about 20 songs), from my point of view it will be fair to change your roles. I am sure that teacher profession is one from the most difficult professions (ones?). I know it because my mother is a teacher and my grandmother was a teacher.

I have to let you know that to teach immigrants and to teach children is not the same things. The immigrants have only one advantage - they are very motivated, they really want to learn a language. In all other case it is more difficult to work with them, but I may be mistaken.

Of course, I beared in mind Bassir's Iryna. My wife can not be an independent expert as regards me. During our studing in COFI Bassir's Iryna constantly was making the remarks to me about my unsmile face.

In your POST, POST SCRIPTUM you almost guessed my nickname. It is the many years the best friend of my wife is calling me in style of American indians as "The Severe Eye."

VIKTOR

P.S. For to facilitate your scientific job I decided myself to set up the numbers above my letters.

Tuesday, January 28, 1997

Dear Viktor,

I don't know what came over me last night (evening) when I told you that I didn't mind the falling snow. Of course, I minded the snow. It got into my boots and by the time I arrived home, my feet were soaking wet.

I haven't read any of my professors' theses, but I have read at least a million articles. There is definitely a discrepancy between theory and practise. I suppose it's similar to the discrepancy between Karl Marx's philosophy of communism and the practise of communism. Well ... I guess the difference in education is not quite as radical as it is in Marxism.

I realize that it is very different working with children than it is working with immigrants. I don't know which is more difficult. I suppose that there are advantages and disadvantages to both.

*I love children and I loved working with them. However, they are very emotionally demanding. I guess that after eight years as a teacher, I was burned out. I also felt the need for some intellectual stimulation. Perhaps it would be more appropriate if I said a different **type** of intellectual stimulation. In addition, I was becoming very disillusioned with the "new" philosophy*

of education being implemented in Ontario. I remember going to a day long, boring workshop. At this workshop we were given expensive booklets in colour that outlined how "innovative" our school board was. The first page had a list of "innovative" comments such as:

At our school board:

*each child is an individual, *each child has the right to learn, etc.

How "original!" During this workshop we were also given an expensive lunch. I was furious at how much money and time was being wasted. Everybody else seemed quite happy to be indoctrinated and fed. This workshop was the last straw. We are lucky in Canada that we often have the option to change our careers.

I never would have thought to call you "The Severe Eye." I would be more inclined to call you "The Laughing Eye." My philosophical question of the day is: Is it that we give different representations of ourselves to different people OR is it that each person has a different perception and, thus, notices different aspects of us?

Judith

P.S. Good decision. Thanks!

DJ 16: Wednesday, January 29, 1997

Dear Judith,

Your question isn't philosophical, but TOO philosophical. In the story about one ancient king who was called Solomon, there was a case when he tried two citizens. He talked with each of them separately. After the first talk, he told: "You are absolutely right." After listening to the arguments of the second from them, he told to him the same *phrase*. One person who in this moment present was, gave the question to the king: "It is impossible, they can not be right simultaneously. Only one of them can be right." What did he hear in answer? "You are absolutely right" - told the sage king. I am not the king, but the both halves of your question are worthy of response "yes."

In Russia the school children give the nickname for each teacher. And although the pupils are calling the teachers by nicknames only in the talks between themselves, usually the teachers know their own nicknames. For instance, one teacher was in my school, who was called by children "The detective." (It is not an exact translation). He has known everything about us, and we couldn't hide something from him. And what are the customs in Canada? children calling the teachers by nicknames? Did you have a nickname and what if yes it was?

VIKTOR P. S.

P.S. The best friend of my wife is knowing me more than 10 years, and, like a scientist, she did her conclusion on the base of the long standing observations. Today we received her next letter, where she called me "The Severe Eye."

Friday, January 31, 1997

Dear Viktor,

You may not be King Solomon, but you are just as wise. I agree with your answer. I suppose that my question was a rhetorical question.

Yes, in Canada we also have nicknames, but not as frequently as in Europe or Russia. We have more the tendency to use the diminutive of names. For example: Anthony -> Tony, Michael -> Mike, Edward -> Ed, Judith -> Judy, Victor -> Vic, etc. I like being called by my full name, so please don't call me "Judy." Thanks.

Friends sometimes give nicknames to one another, but it is more common in families. When going to school, I only remember having insulting names for the teachers whom we didn't like.

Interestingly, it was the two males, my father and my brother, who were inclined to give nicknames to the other members of the family. For the first few years of my life, my father called me "Bug." His nickname was then eclipsed by that of my brother which was "Round head." I much preferred that of my father to that of my brother. However, my brother's probably more accurately described me. I did have a "roundish" head which was accentuated by my pigtails and my round glasses. I was not a beautiful child. To this day my brother continues to call me "Round head" and introduces me to others as his sister, "Round head." People always look astonished when my brother calls me "Round head." I, on the other hand, am so used to this nickname that I don't usually realize what my brother has said

Judith

P.S. As I don't dare to challenge SCIENTIFIC observation, I have to assume that your wife's friend is right. After all, I only know you in one small context that really doesn't permit me to make generalizations about your eyes.

P.P.S. Damn it! I forget the cassette and the tape recorder for our conversation this evening. This means that I have to go all the way home to get it. How irritating!

See you soon, Judith

DJ 17: Saturday, February 1, 1997

Dear Judith,

Where are your questions? After our last meeting, I didn't discover any questions in your letter. Your inquisitiveness is known me, and I can assume you didn't have enough time to formulate them. Your forgotten cassette and tape recorder are the indirect confirmation of my assumption. May be it's a sign of accumulating tiredness through your scientific experiment.

I feel myself very well in my role as "ginie pig." Probably, it is the right rare case when the experiment doesn't injure to health and improve the properties of "ginie pig." I hope the pig will get from experiment more then a science.

What do you think about hant on the moles? The husband of the best friend of my wife decided to catch enough number of the moles for sewing a fur-coat. Now in Russia it is a way to have own clothes. By the way, his profession is a scientist-chemist. He has already caught five moles, but for sewing a fur-coat it should be approximately one hundred or two hundred moles. He catches one mole for (in?) one day. These news were the food for inquisitiveness for me, and now it will be the food for though and future questions to you.

BEST REGARDS' VIKTOR

Tuesday, February 4, 1997

Dear Viktor,

It's 3 a.m. and I can't sleep. I hate when I have insomnia!!! Rather than continuing to dream disturbing fantasies that are mixing up and contorting all of the people in my life, I've decided to do something more constructive during these wee hours of the morning. So here I am, writing to you.

I did have time to formulate my questions, but I thought to give you a break from them. I believe that my accumulating tiredness is more likely due to the fact that I have been living on two to five hours of sleep a night for the last few weeks, than due to my scientific experiment.

I am glad that you feel comfortable in your role as "guinea pig." Before beginning my "real" experimentation with you and Iryna, I did a pilot study with a woman from Guinea. She was quite insulted when I called her my "guinea pig," because she directly translated it to French and thought that I was calling her a "cochon de Guinée". It was not by intention to insult her by calling her a "pig from Guinea." So I had to explain to her that a "Guinea pig" is, in fact, a "cobaye" in French.

What do I think about hunting moles? I don't like the thought of killing animals in order to make fur coats, hats, mittens, etc. for humans. However, I do pardon the Inuit because it is a part of their heritage and IF they don't abuse their privilege to hunt and IF they don't make a financial profit from the furs. At one time it was necessary to hunt animals for their fur, but I don't think that it is necessary anymore. I STRONGLY believe that killing 100-200 moles is far too great a sacrifice for one coat. If everybody in Russia starts hunting moles, they will quickly become extinct and NOBODY will have a fur coat ever again. Does your friend hunt moles with a gun or does he trap them with a trap? I think that using a trap is a horrific way to kill animals. And you? What are your thoughts about hunting and trapping ?

Sweet dreams! Good night!

Jackie Kennedy-Onassis

P.S. I do think that your daughters are very intelligent to have thought that Jacqueline Kennedy was me. I wonder what she would have thought about our apparent resemblance.

P.P.S. I know that my mittens have rabbit's fur on them. But my mittens were a gift from my mother. I HAVE to wear them.

DJ 18: Wednesday, February 5, 1997

Dear Judith,

Do you believe in the theory of relativity? I think the old man Ainstain was right, everything in our world are relatively, therefore everything are correlately. Your affirm that your insomnia isn't the result of the experiment. But in this case, if you spend 2 hours in the day for the experiment, you shorten your sleep in 2 hours. If you sleep shorter on 2 hours, your tiredness accumulates longer on 2 h. & etc. On the whole, the experiment is a culprit. And for me, as for the guinea pig, your helth is more important than the scientific results or, for instance, the problem of an ecological balance in Belorussia in the result of elimination of the moles. I think your University must give to you a possibility to rest and to restore your forces. It will be fair, if the University will buy one voyage ticket for you to Hawaii or to France or to Italy; because you love them. In addition, the University must organize a consultation to you with the best doctors. Univercity must understand that the people like you develops a science and without the enthusiasts it can quite wither.

I am not a doctor and unfortunately I can't give to you a good advice. In Russia people takes the courses of tratment against the different diseases with only one medicine, whose name you know and we used many times in our letters and talks. But it isn't your case.

I am neither hunter, but many years ago I was fishing and I don't think that it is a bad hobby. It is much the worse, from my point of view, to poison the fishes by the industrial wast or to stun them by the dynamite.

I wish to you to be always in good health.

VIKTOR

P.S. I suspect that my friend uses a trap.

P.P.S. I completely agree with you in your evaluation of my daughters. Thank you very much.

Saturday, February 8, 1997

Dear Viktor,

We are obviously going to run out of pages in this notebook before we finish. I think that I will attach some sheets of paper to the back rather than buying a new notebook. How do you feel about the fact that we will finish our correspondence in one short week? Yes, I agree with Einstein's theory that everything is relative and, therefore, everything correlates. I never knew that guinea pigs were so caring and that they gave their experimenters such good advice. I hope that the University of Montreal will seriously consider your wise suggestions.

I am touched by your concern for my well-being. In fact, after having read your last letter, I dreamt about you and your family. I dreamt that my sister and I invited you and your family and my parents out for dinner. You and my father quite liked each other. We went to a restaurant where there was an "all-you-can-eat" buffet. At this type of buffet, you pay a certain price, for example \$15.00, and then you can eat as much as you want. There is generally a wide selection of salads, vegetables, meat, desserts, etc. Your daughters were so happy that they could eat as many desserts as they wanted. I wonder what the meaning behind this dream is. Food? Families? Eatingtogether?

I don't consider fishing and hunting/trapping to be in the same category. Firstly, the fish die relatively quickly and, thus, they don't suffer for very long. Secondly, fish don't appear to have such feelings as fear, sadness, etc., such as animals do. Thirdly, people who fish for a hobby generally do so to relax, to be close to nature, etc. Their objective is not necessarily to kill and to show that they are more powerful than the fish. In contrast, animals who are hunted are often wounded and have to live in pain and fear before they are eventually killed. Animals who are trapped have to suffer for many hours and sometimes for many days before they finally die. I think that being trapped must be completely terrifying to the animals. In addition, hunters and trappers often participate in such sports to show their power and control over the animal world. Often they kill animals and leave their bodies to rot. I generally don't like the type of person who likes to hunt or to trap. I remember seeing a documentary on T.V. a very long time ago that showed the horrible hunting of wolves in the Arctic. One technique that the hunters used was to chase after wolves with snowmobiles. The wolf being chased would literally run to death.

I must go so that I have time to swim and to drop the notebook at your house before 6 o'clock.
Ciao, Judith

DJ 19: Sunday, February 9, 1997

Dear Judith,

So, it going to the finish. I am surprised not a little to the fact, that I wrote such many texts in English. It is right, a man doesn't know his own opportunities. In the beginning of our correspondence the notebook seemed to me too thick, but on the whole you attached additional sheets of paper.

Last Friday our "Agency de placement" organised the meeting of the program participants, who work now as I in the different companies for getting the Canadian experience. Our chief asked many questions: "What is the attitude to you from the other workers?" "What are your the most serious problems?" "What is the difference between the style of work in Russia and in Canada?" & etc. One from us, who is known like a big talker, again began the hazy talk about very misterioz Russian soul (MRS) and this it is very difficult to explain the difference between ... & etc. But now, after 10 months of immigration, after COFI, after 5 weeks of my work and after our correspondence I begin to understand that MRS its are the invention of writers. Let even these writers are very greats. Normal people, who are living by own labour, without the drugs, confesses approximately the same values. There is the difference in the habits and customs (the smiles, for example), but in the main ever thing is similar.

If to follow to a formal logic, the discription of your dream testify, that you can sleep. It is very well. My congratulations to you. But I didn't understand one thing, why your father and I quite liked each other, not really he spoke English with the same terrible Russian accent

Ciao, VIKTOR

Tuesday, February 11, 1997

Dear Viktor,

Yes, our correspondence is going to finish soon. Well, I hope that we will continue to

correspond, but I will no longer "force" you to write to me two times a week. I'm not surprised that you have written so many texts. If you think about it logically, two letters a week for ten weeks equals (=) twenty letters, times (x) two for my twenty letters and we have a grand total of forty letters.

So... What is your attitude towards the other workers? (Or did you mean, what are the attitudes that your co-workers have towards you?) What are the most serious problems that you have come across? What are the differences between the ways of working in Russia and in Canada?

I, too, am beginning to realize that the "MRS" is something that was created by writers, the media, and the movies. I also agree that the fundamental nature of human beings is universal, despite the diverse cultures that exist. I get irritated when people make generalizations about people from another culture. Having had two Italian boyfriends, my family has often warned me that ALL Italian are macho, "womanizers," etc. My family has never even been to Italy! Neither of my boyfriends had these qualities. Both were gentle, kind, and sincere. Also, although French people have the reputation of being arrogant snobs, MY French friends are very humble and open to other cultures' points of view.

I think that there is some truth to some stereotypes (as long as they are not racist or sexist). There are some (many?) macho, "womanizing," Italian men. There are some (many?) arrogant, snobby French. There are some (many?) beer-drinking, hockey-loving Canadians. There are many vodka-drinking Russians. However, I prefer to evaluate a person as a person before projecting my ignorant and biased preconceptions on him/her that are based on stereotypes. After all, each person has the right to choose or to reject the values, customs, and beliefs (ex.: atheism) of his/her culture or family. Unfortunately, in some societies people are forced to practise what they may not believe. Personally, I have chosen NOT to accept winter and NOT to drink beer and to watch hockey.

I don't know why I dreamt that you and my father liked each other. However, I'm sure that you would as you are both very open-minded and interesting men.

See you later, Judith

P.S. Not only does man often not see many opportunities that exist around him, but he also doesn't always realize his potential.

DJ 20: Wednesday, February 12, 1997

Dear Judith,

I recived your last letter in unhappy day. I had the hard work day, at the evening I alsowas forced to decide the some of my problems. And in addition to all I got message about the theft in the apartment of IRYNA & BASSIR. My friends are very upset, and my family is upset with them too. Canada is a very good country, but even here it is not allowed to weaken.

My co-workers have the quiet attitudes towards me. They knows that I work without salary. They understand that I do it, because it is necessary for me but not for my pleasure. My attitude towards them is not more hoter. Sometimes I see that in absence of chiefs somebody for the workers plays computer games. These games are very expensive for the company, but then my own program will gratis for my boss. "C'est la vie."

It is a pity that above this my letter will set up the number 20. It was a difficult but good experiment. The main desert in the good result belong to you. You spent for me much of your powers and personal time. You taught very much.

Thank you, very much! Merci, beaucoup! Gracie, senjorita! Thank you [in Russian and in Uzbek]

Your guinea pig, VIKTOR

P.S. I am sorry, but I haven't much time for this letter, because my oldest daughter is ill.

VIKTOR: ORAL DIALOGUES**OD 1: December 5, 1996**

Viktor: Yeh.. It hist-, uh, that history (uhuh), it history (uhuh), uh, (*It's history*) its history, uh, is, uh, very interesting, and, uh, very tra-, tragic (uhuh) tragic, (uhuh) uh, because, uh .. uh, there are, uh .. very .. uh, many ... uh .. I think, uh, good. There are very, uh, many thing *très*, uh, very bad. (uhuh) And, uh .. uh .. now, uh .. there are *beaucoup*, uh, many .. peoples, uh ... who tried, who try, uh .. uh, underst- .. understand, uh, what has happened .. (uhuh) yeh, in Russia .. uh, uh, because, uh, in our, uh, in our history, (umhmm) uh, there are.. there are, uh, many .. um, are many periods, uh, he .. uh .. which, uh, uh, which we not understand. (umhmm) Uh ... And, uh, and now .. uh, many, uh, many peoples, uh .. open, opened, uh, uh .. all ar- all the *archives*, (umhmm) *archives*. (*archives*) .. Uh, uh, not all. Some *archives*, uh, and *commence*, uh, *commence*, uh public-, publicate, to, uh, uh, all of materials, (uhuh) uh, of from the *archives*. Uh, it's, uh, it's very interesting, uh, because .. uh .. we, uh, don't.. understand our, our .. (umhmm) history. (umhmm) Don't uh, uh, know our history. Uh, I don't, uh, I, I think that, uh, many, uh, situation, uh, in our history..

Judith: *What happened to make it turn so bad? What in your history -, what has happened? Umm. I don't know. From 1900, maybe, from the beginning of the century, there was the, over-, they overtook the monarchy, (uh) the tsar that sent away, and then (uh) came in the, I don't know, the Bolsheviks, and then was it the Communists? I don't understand it all, the sequence (uh). And then now it seems like it's, it's chaotic .. chaos*

Viktor: Uh... at, at the beginning (umhmm), at the beginning of, uh, century (umhmm) of century, uh, Russia .. Russia was the country, uh, uh .. very devel-, uh .. umm.. she developed, very, uh, very, uh .. fa-, fast, (umhmm, umhmm) very fast, very fast. Uh, uh ..but, uh, in, uh, ninety, uh, fourteen? (umhmm) nineteen-four-, in nineteen-fourteen, uh, *gare* ... uh, began, began, uh, *premier*, uh, first of, first of, uh, *guerre*, (umhmm) first of of, uh, war, (umhmm) war? (*war*) first of war, uh .. (umhmm) *mondiale*. (umhmm, *World War I*) Uh, World, World, uh, World, uh, War I. (umhmm) And uh .. develop- .. develop- .. development, uh, of, uh .. Russia, uh .. (umhmm) uh ... it, uh, stop, uh, (umhmm) stopped, (umhmm) ... and, uh, after, after the uh. after three, after three years, uh ... they began process, uh, uh, began, uh, began, uh .. one process, (umhmm) uh ... that, uh, finished uh, with, uh, Revolution .. (*mm*) October .. October Revolution. Uh, and after that revolution, uh, come, ah, began, bega, uh, 2 .. different process. One process, uh ... will, uh .. Bolshevik-, Bolsheviks .. (umhmm) uh, began, uh .. uh .. de- ... [Viktor sighs] began, devel-, developed, (umhmm) began, to, uh, developed, uh, uh, economics. (umhmm) Uh, but, uh ... they .. began, um ... uh .. breast, breast, (umhmm) to the demo-, uh, breast to the, the democratic, uh, (umhmm) breast to the democratic? (umhmm) And, uh, many peoples, uh, running from the Russia. Uh .. all of uh, the *aristocratie*, (umhmm) all of, uh .. all of .. uh, people, uh, with education, the (umhmm), and, uh, all of the people who rested, uh, in Russia where, uh, pressed by Bolsheviks. (umhmm)

OD 2: December 20, 1996

Judith: *The first job interview that you had when I met (ah) you. It was the strange one. It was bizarre.*

- Viktor: Ah, ye-, no, I, I don't hear it (*uhuh*) about that, uh, uh, company and, uh.. I think, uh, uh, they, they, th- .. they .. uh ... search (*uhuh*) they search .. a .. a ... a low level, uh, programmer
- Judith: *Oh, and you (for the job) had too many qualifications? (yes) Uhuh (yes) You said that you were wondering why they asked you why you wanted this job. It wasn't -*
- Viktor: Yes, and, uh .. uh but I, I, don't, uh, know that. Can, can I, can when I .. read the uh, uh, advertisement (*umhmm*) in, uh, uh, "The Gaz -", in "The Gazette," (*umhmm*) I don't, uh, I don't know it. (*umhmm*) Uh, I, I, I read only name, uh, name of post and, uh, language, (*umhmm*) and *numéro*, telephone number. *C'est tout.* (*mm*) This is all. [Viktor sighs] ... *mais* I don't re- regret, I don't regret (*no*) because, uh, uh..
- Judith: *It's good experience (yes) to practise an interview..*
- Viktor: *Oui, yes, it is for the practise uh, uh, uh, now I, I'm more sure (uhuh, uhuh) of the interview and, uh, I .. uh, many, uh, uh, more, uh, more lit-, uh, less ner-, nervous (umhmm) less nervous and more sure (uhuh) and I know what, uh .. what do you want, and I, I know what can you speak, uh. What can you, a-, uh, ask, (yeh) what you ask me uh .. uh (uhuh, It's better.) It's good (yes) practise.*
- Judith: *Did you have another interview after - (yes) and where (yes) was it? And what was it for?*
- Viktor: Uh... uh... during 3 weeks.. last 3 weeks... (*uhuh*) I passed? uh, (*umhmm*) I passed 8 interview.
- Judith: *What? 8 interviews!*
- Viktor: Eight interviews
- Judith: *My goodness!*
- Viktor: Yes, different, yes.
- Judith: *All in English?*
- Viktor: Ah, no, (*uhuh*) all in French uh, but, uh... uh yesterday.. yesterday, I passed, uh, one interview, uh .. one half uh .. half hou-.. half hour, half hour in French and, uh, uh, after .. I was asked about my English (*uhuh*) uh, uh, and uh, uh: "*Pouvez-vous expliquer votre expérience en anglais?*" (*uhuh*) And after I expl -, explained, explained to my experience in English. (*uhuh*) Uh, sometimes I, I didn't, uh think uh, uh, the, the *mot*, the word .. *précise*, (*uh, precise*) but, uh, precise but, uh, *géné-, généralement, generally?* .. (*generally*) generally? (*umhmm*), uh, I explained uh, my experience (*umhmm*) and I explained, so what uh, did in my job, in my work. (*umhmm, umhmm*) Yes .. (*So, so have you heard-*) and, uh, uh, (*I'm sorry*) it's, uh, interviews, uh, for, uh, work, uh .. *bénévole (umhmm) for stage. (volunteering) Volunteers for stage .. for stage, and, uh, (for?) for stage, for (oh, okay) stages exper-, yes, for command une experience. (uhuh, uhuh) Uh .. If I will you be, uh good.. (uhuh) for that company; (uhuh) after 2 months, uh, I can you uh, uh ... (uhuh) that company can, uh, uh ... engager? (They can what?) engager. (Um, hire you) Yes, uh, but,*

uh, if not, uh, I can uh, I can write in my, uh CV that, uh, I have experience (*that you had experience in Canada*) in Canada, (*uhuh*) yes, and, uh, now, uh, today, I, uh ... [Viktor sighs] I received? ... (*You have to finish the sentence*) *récu, récu?* .. (*umhmm, I received*) I received, uh, answer (*mm*) that uh .. uh that company accepted for job in that company how, uh .. such a volunteer.

Judith: *Ahh! Excellent! So are you going to accept that?*

Viktor: Yes, yes.

Judith: *When do you start?*

Viktor: Uh, I, I can st- I have to start, uh, uh, January uh, fifty or sixty.. six January.

Judith.: *The 6th. (6th) Oh my goodness, you are going to be busy, busy.*

Viktor: No, I, uh I have to, I have to work, uh, for four days (*umhmm*) uh for week. And, uh one day I can uh .. I can uh .. uh go .. to other interview, (*umhmm*) because I, I can uh .. I can't, uh .. (*umhmm*) I can f-, fin-, find job uh, uh .. myself, (*umhmm*) uh, (*umhmm*) other job. (*umhmm*) And, uh .. I have uh .. I have to uh, I can uh to, uh meet with you in Friday.

OD 3: January 3, 1997

Viktor: Uh, uh, Yes.. it uh, it is uh more popular, popular, more popular action in, uh, Russia uh is drinking. (*uhuh*) Uh, because, uh, w-, we don't uh .. we haven't .. we haven't as a possibility for, uh free time (*umhmm*) And, uh I began to drink, uh, in the school, uh about, uh fifteen year, fif-, fifteen year. (*umhmm*) Uh, but no more, uh, no uh .. no much. Uh, and uh .. uh when I began to study in, uh, uh university, uh, in polytechnical university, uh .. I began uh .. I began, uh, sh- uh .. um, every,e every season, uh .. we was uh, uh, we was sending uh, to, uh, other place, about uh, one hundred fifty kilometres from Tashkiand, from my city. Uh, and uh, we lived uh .. sometimes without electricity, uh -

Judith: *Without what?*

Viktor: Without power, (*oh, without electricity*) power, (*uhuh, electricity*) power, power electricity. Without uh, without, uh -

[INTERRUPTION]

Judith: *Okay*

Viktor: Uh, okay? And uh, uh, our .. cond-, conditi-, condition, our condition of, uh, our life was very difficult, very difficult. [repetition for emphasis]

Judith: *Mmm, as a student?*

Viktor: Yes, (*umhmm*) yes, uh, I, I can, I.. I.. didn't, uh, I didn't can refuse, refuse uh, for, uh, this comp- uh, *compagne*. Uh, uh ... for this uh ... for this action, (*umhmm, umhmm*) because, uh, if I uh, for, for instance, if I uh, uh, refuse?? (*umhmm*) Uh, uh, the government uh can, uh, *aban-, aban-*, uh, stopped uh my studies.

Judith: *If you stopped what? Umm- -*

Viktor Um, if I refused to parti-, to particip-, uh (*toparticipate*) to participate in, in uh, in picking uh, of cotton. (*Ah, I see.*) Government can uh, uh stopped my studying in university (*uhuh, so -*) my -

Judith: *So, so were you speaking about the conditions when you were picking cotton that were horrible?*

Viktor: *Oui, (okay) Yes (okay) And uh uh, we have uh only uh, only one uh, uh thing, only one uh, only one goods uh for our funny, it's uh, vodka. (umhmm) And uh, sometimes, uh .. we, we drunk uh, very much, (umhmm) very much [repetition for emphasis]. And, uh .. its, uh, it continue, it, it continue .. everyday .. everyday. And, uh, uh .. we, we were, we were happy (umhmm) uh, because uh, everyday .. we worked uh in uh .. it's uh .. the job is very, very heavy (umhmm) very hard. (umhmm) Uh, and uh.. uh, if you .. uh, if you didn't uh if you didn't uh, uh .. do, uh, your plan, (umhmm) uh, yo- you must, uh, you must uh, pick-up? (umhmm) pick, (umhmm) to pick? uh, you must to pick uh, for instance 100 kg .. uh, by *main*, by heart, by- (*by hand*). Yes, and -*

Judith: *In a day?*

Viktor: Yes

Judith: *Oh my God!*

Viktor: And, uh if you, if you uh, didn't do it, uh .. uh, you can have problems (*umhmm*) with, uh, uh ... with uh ... uh your institute (*umhmm*) or with university (*umhmm*) and, uh, in other place.

OD 4: January 17, 1997

Judith: *Well, I was wondering about this -, umm, I understood everything except, I don't understand what you mean with the letter "e."*

Viktor: In the, in the uh, last, in the last uh, word (*uhuh*) in the, oh, in the last letter (*uhuh*) in the word "because."

Judith: *Uhuh. So.*

Viktor: Se-. So? [Judith & Viktor laugh]

Judith: *So what?*

Viktor: So, uh, it was, it is *explication* of, *explication* of, it is *explication* of uh, problem. (*umhmm*) Because when I, when I cannot expel-, explain .. some-, something (*umhmm*) I don't understand uh, uh, why uh, what I .. what I can .. (*umhmm*) speak? (*umhmm*) I, uh, I answered "because and because," (*I understand "because" -*) "Because it is because."

Judith: *I understand that, but what does the "e" have to do with it? "Because it is because?"*

Viktor Because "e" is the same, uh, is the same uh, (*uhuh*) is the same uh. let-. uh, is the same uh, letter.

- Judith:* *Uhuh. I don't get it.. I don't understand.*
- Viktor:* You don't get it? [Judith & Viktor laugh. Viktor goes to get English dictionary to show me the word "because."] It is the last letter of uh, of the, uh, of the word uh,"because." Yes?
- Judith:* *Yeh, I understand. [Judith laughs]*
- Viktor:* But, uh, can you explain to me, uh, why the word "because" (*has the letter "e" okay*) has the letter, the last letter "e" here? [Viktor and laugh]
- Judith:* *Okay, I get it. Okay, I understand. Okay. [Judith laughs]*
- Viktor:* Because is because. [Judith & Viktor laugh] That's all.
- Judith:* *But-, okay [Viktor laughs] So then,when you say that you're an atheist - Um? did you read all of this? [referring to Judith's DJ Entry: January 14, 1997]*
- Viktor:* No, no, no.
- Judith:* *No, not yet. When you say you're an atheist, why? (ath-?) Atheist (ah, atheist) You don 't believe in God. Why? (Uh, I, I explained-) Because - (I explained to you.) But you don't think about what you're believing. I'm not. I'm not, I don't want a debate.*
- Viktor:* No, no, no. [Judith laughs] I uh, I explained, I explained to you (*yeh*) that I, (*never*) I, I never .. thought about it, (*uhuh*) never. My parents, my parents don't, didn't believe, (*ah*) uh, in the God, in God, (*uhuh*) and I don't believe the God, (*uhuh*) and uh, all of my friends don't believe (*uhuh*) in God (*ah*) and I, I never think, thought (*uhuh*) about it.
- Judith:* Ah, okay - So it's like someone that is -
- Viktor:* And I don't, I, I cannot uh, explain to you, (*umhmm*) uh, why. [Viktor laughs]
- Judith:* *I see, so it's like somebody who's Muslim (yeh) and they're Muslim just because their family is Muslim, (yeh) everybody's Muslim (yeh) and they don't (yeh) think about it.*
- Viktor:* Yeh. It's not my, i-, it's not my, my, uh, general idea. It's not my uh, life position. (*Uhuh*) It's uh, (*okay*) it's because, because. [Judith & Viktor laugh] (*Okay*) *Parce que. (oh)* When, uh, in COFI, in COFI, uh when our teachers asked uh, uh, something and uh, uh for instance, Iryna, uh, uh, sometimes she, she cannot explain .. uh -
- Judith:* *Because of the French?*
- Viktor:* No, (*Because she just doesn't-*) no, because uh, because the situation is, uh was, uh, uh, not very, not very good uh, (*umhmm*) and uh, when she got the answer "*Pourquoi,*" (*umhmm*) uh, she sometimes she uh answered, "Becau-, '*Parce que.*'"

OD 5: January 31, 1997

Viktor: But, uh, uh I asked you about nikenames like, uh, uh, when you uh, when you, you was a teacher, because, because, it's a different situation (*yeh*) and uh, (*yeh*) and it a different attitude between, uh, childrens, children and, uh, (*family*) and teacher and family. (*yeh*) And uh, uh, in our, in our school and in, uh when, when we, when we were teach-, uh teaching (*uhuh*) in school and in university, (*uhuh*) [Viktor sighs] each of us had .. your, uh, his ow-, own nikeness, (*nickname*) nike-, nikename. But, uh, I have h- .. I ha-, I have never, never nikeness. It's, it is, it 's very rare, (*hmmm*) rarely uh, because, uh, usually each student had (*uhuh*) your nike-, nikename, (*nickname*) nickname. (*umhmm*) Uh, and, uh, usually it was uh, very closed uh with uh, name of family, (*umhmm*) or uh .. maybe, uh ..uh .. something about, uh, about the .. uh? (*height*) height and about the weight, (*umhmm*, *umhmm*) and, uh, about, uh about hair, uh, uh ..

Judith: *Who, who chose the nicknames? Who made the nicknames?*

Viktor: It's uh, uh (*Did it come from the children? Or -*) It's a, uh sudden, it sudden, it suddenly, suddenly (*uhuh*) because uh, maybe in one year, in one talk you ... uh .. you used, uh, uh, the word?? the word?? Uh very .. very exact, very *précise*, uh precise (*uhuh*) and uh, it, it like uh, uh .. you -, uh, you have a tarjet, (*a target?*) target (*umhmm*) and when you put in uh, 10, (*uhuh*, *uhuh*) it's like, like the same situation. (*uhuh*) And after, that it's, it's a word, uh, like, uh *coller*, *coller*, (*oh*, *stuck*, *sticks*) stuck, uh, uh, to, uh, to this person. (*for life*) Yes, for life. [Judith laughs] Uh, for instance, (*umhmm*) uh, one time I was, uh, for *pratique*, for *pratique* af-, after, uh, after 4 years here in the university, I was, uh, I was working, uh, in one company for, uh, like *stagiare*, like practice (*umhmm*, *umhmm*) and uh, I met one .. person? and, uh, he was very .. he was very stick? (*umhmm*) very, very stick. And uh not only body, (*umhmm*) but, uh, the uh, face was very stick (*yes*, *very thin*) and, uh, uh, it was one, it was one second and, uh, uh, I think, uh, maybe he, he's after uh, Alzventzin. Do you wan-, uh, do you know Alzventzin? No? Auschwitz? (*oh*, *yes*) Auschwitz. (*umhmm*) In Russia, Alzventzin. (*uhuh*) And, and I, when I, uh . . when I talked with uh, my friends, uh, I talked, he is. he is Alzventzin, (*yeh*) and after this, uh, uh, during, uh, during .. during 18, 18 years this person was named like Auschwitz. And now he's Auschwitz for me and for my friends. [Viktor & Judith laugh]

Judith: *For his family too?*

Viktor: No, no, no. (*No? Just between friends.*) No, it's for, uh, it's for work, (*uhuh*, *uhuh*) for, not for family. (*uhuh*, *uhuh*) [Judith laughs] But, uh, uh, if you, if you found, if you found the word very, uh, precise (*umhmm*) very just for this person, (*umhmm*) it, it uh ... uh, it, it become, it becomes a, (*uh*) a nickname, uh, (*yeh*, *right*) for, for all life. [Viktor & Judith laugh]

OD 6: February 14, 1997

Viktor: Uh, (*yeh*) uh, i-, it was very, it was very good, it was very good, uh, experiment (*umhmm*) for me. (*umhmm*) It uh, first of all .. (*umhmm*) for me. And uh .. uh .. I'm .. very .. glad, uh, because uh, I think that I impr-, I improved .. my uh, level of language. (*umhmm*) And uh, now I speak uh, in Fre-, in English uh, more uh .. sure, more sure? (*umhmm*) more, *con-*, *confiance?* (*umhmm with more confidence*) more confidence. Uh, and uh, now I can uh, I can read the uh, documentation more quickly, (*umhmm*) because uh, I, I have, I have, uh . . I have

uh, a lot of, uh, exp-, uh, ex-, *exemplaires?* (*examples*) examples, examples of, uh, uh ... different kind of, uh, phrase, uh, phra-, impression in, uh, in English? (*umhmm*) And, uh, I, I think too .. it is very, very good experiment and, uh, uh, it, it was first, it was the first course .. Eng-, uh, language course, uh, when I, I haven't the .. attitude negative .. (*umhmm*) for, uh, against this course. (*umhmm*) .. Uh, I, I got the course at COFI, I got the *deux* two different course English in with two different uh, groups, and uh, two different uh, teachers? (*umhmm*) but, uh, it's not, uh, course, uh, for education. But it's, it's course for uh, communication, uh, between two .. people (*umhmm*) and uh, it was first, it was the first, uh, time when I .. uh, when I, uh, agreed? when I'm agreed (*umhmm*) with, uh, uh .. uh, meth-, style of course and, uh, with our uh .. attitude, (*umhmm*) cor-, re-, relation between, uh, two .. people don't, not like, uh, pupil and teacher, but, like, uh, it is two people (*umhmm, umhmm*) ... Uh, I think, uh, I can, uh, I can, uh, suggest for you (*umhmm*) something, uh, for improve, for improving the course, (*umhmm*) but it' s, it' s, it is my proper uh, proper uh, suggestion. (*umhmm*) My *propre opinion* (*opinion*) opinion (*umhmm*) and, uh, maybe I'm not, uh, I'm not right. I don't know. Uh .. but uh, no. O-, okay I will, I will, I will write to you in my last ..(*umhmm*) it is my last letter .. [Judith laughs] to you.

Judith: *Forever!*

Viktor: [Judith and Viktor laugh] Forever!

Judith: *What, what, tell me, what are some of your opinions, is some of your advice?*

Viktor: Uh, well, I, uh, I explained to you that, uh, it was difficult for me to, to find the subject of letter. And uh, and, uh .. I, I can sometimes, uh, I have the much uh, uh, enough, enough time for prepare my, my letter. (*umhmm*) And uh ..

Judith: *So you mean 2 times a week was too often? Writing to each other 2 times a week was too often?*

Viktor: Too often, *oui*. Too often for me. Uh, but, uh, uh, I don't, uh, I don't, I don't destroy, I don't destroy our schedule. (*Yes you were very good*) Yes (*very excellent.*) Yes and I, I, I'm glad (*umhmm*) because, uh, it, uh, it was, uh, our experiment for-, he, he, it forced .. (*umhmm*) me to write .. (*umhmm*) I must prepare the lesson for Judith [Judith & Viktor laugh] in the evening, in the night I, I read, I write my, my letter [Judith & Viktor laugh] for you. (*umhmm, umhmm*) Yeh, (*umhmm*) yeh, it was a good exper-, experiment.

IRYNA: DIALOGUE JOURNAL**DJ 1: 8/12/96**

I should like to try to describe the situation in Russia modern. How you well know the huge country rich in the natural and human resources turned out to be on the brink of a precipice after the collapse of the empire of communism. What is do? Who is guilty of it? This two questions which excited Russian enlightened quarters in the XIX century already was extending to be topical and at present. It is clear, that the brain-wach during 70 years made itself felt. The system of values became displaced or losed completely. The heartfelt, the tolerance, the goodnesse are the qualitys which were characteristic of Russian people always its more frequently are becoming en abstract notions.

Monday, December 9, 1996

Dear Irène,

First ,do you prefer to be called Irène or Iryna?

Second, what you wrote to me about Russia is very powerful and very touching. I think that Canadians often don't realize how other people in the world live. We sometimes get preoccupied with our own lives and problems without appreciating how lucky we are.

The situation in modern Russia interests me for a variety of reasons. First, I have a Polish friend who lives in Moscow. When she writes to me, she is always sad. She finds life in Russia to be difficult and lonely. Second, the Russian movie, "Le soleil trompeur," touched me a lot and made me curious as to why Russia has had and is having so many problems. It is a tragedy that the Russian people have been brain-washed and that many have lost their sense of pride in their individual and national identity. Life in Russia must be a nightmare for many people.

Newspapers may give us "facts, " but they don't reveal the soul of the people. I am more interested in understanding what the Russian people feel and think, than in reading the "facts" in a newspaper. I would like to know what your life was like when you lived in Russia. Was it a nightmare? How do you feel about your self- and national-identity? The more that I talk with you and Viktor, the more fascinating I find your culture to be. Maybe after I learn Italian, I will try to learn Russian.

Bye for now, Judith

DJ 2: 11-12 December, 1996

Dear Judith,

About my name. It is not important. It's possible Irène.

About people's feels and thinks. The foreigners try to understand and the more to reveal the soul of the Russian people for a long time. .

I think that there is an idea of the "mysterious Russian soul." There is need of live in Russia some time to understand the Russians, but don't only in the capital. On must to live in the depths of the country. Sometimes the conduct and the relatins between the peoples are contradictory and you don't find of the logic in their actions.

About our life in Russia. It was different. There were the nightmare days especially during the last years. But something fogets at the long distance and something doesn't appears to terrible. I am more missed by my friends and my family. But I wouldn't like to return there. And completely I am afraid that the subject which has been touched by me requires other level of the possession of English. It's pitie. Bay, Irène

December 13, 1996

Hello there!

Do you realize that today is Friday the 13th? It is considered to be a day that brings bad luck. Hopefully it is just a superstition. So far today, I haven't had any bad luck. Have you?

I agree that there exists the idea of the "mysterious Russian soul." One image that we have of Russia is that of a secretive, inaccessible, cold, and bleak country. The people that live in such difficult conditions are seen as mystical and mysterious. Of course these perceptions of your country and people have been reinforced by the media and by the cinema. So it's difficult to know if our perceptions are correct.

When you talk about how the nightmarish experience that you lived through which seems to be far from your life in Canada, it makes me think about how people are able to adapt to new situations. People live through tragedies all the time. Although they may feel intense pain and sadness, most people eventually adapt to their new reality.

This makes me think of a man from Rwanda whom I met a few months ago. Although everybody in his family was killed, he smiles all the time. He told me that he loves life and that he has no resentment. I admire his "joie de vivre." I am trying to develop his positive attitude about life.

My family also lives far away. I know that it is very difficult for my parents. I am missed by my parents. I also miss my parents, but I think that it is more difficult for them than it is for me.

I hope that this letter isn't too long for you, but I have many things that I want to say to you. One of which is: Don't get frustrated when writing in English! You can write about anything that you want. I want you to want to write. I don't want you to get anxious. Okay?

Bye for now, Judith

P.S. Could you clarify a couple of things that you wrote? Firstly, I don't understand the word "to reveal." Secondly, when you said: "I am more missed by my friends and my family," do you mean that your friends and family are sad because they miss you OR do you mean that you are sad because you miss your friends and family?

DJ 3: December 15, 1996

Dear Judith,

I'd like to clarify next things: Firstly, I mean that I miss my friends and my family. Why I have used the "new" form of the grammar that doesn't exist, I don't know. Maybe I dream in the subconscious of discovery of the new grammar for in English and I have begun already.

Secondly, I forgot to separate two words: "to" and "reveal" that given a bad result.

And last, usually I don't pay attention to the superstition excepting the black cat. If it crosses my way I take steps for my protection. When you talk about an image of Russian and her people this makes me interested to know about your impression about us. Which do we seem for you? You have met now with two Russians. Are we cold, secretive, inaccessible etcetera? Have you reinforced your image of Russians or it was beginning to change? Bye, Irène

December 16, 1996

Regarding your "new" form of grammar, I say: "Why not?" English is a very adaptable and accepting language. It is generally willing to accept new words and to adapt its grammar. New words such as "Internet," "E-mail," "AIDS," etc. are constantly being added to the English vocabulary. The English language is also quite happy to use words from other languages: "incognito" from Italian, "cuisine" from French, "kosher" from Yiddish, etc. With regards to

grammar, English grammar is constantly evolving. Shakespeare created new English words and changed the grammar of English when he felt like it, so why not you? For that matter, why not me? After this study that I am doing with you, would you like me to give you a "creative" English course?

What are the steps that one must take when a black cat crosses his/her path?

Well, my impression of Russians was of a mysterious, mystical people who wore dark clothes. As I get to know you and Viktor, however, my image of Russians is changing. I find both of you to be very open, warm, kind, and interesting. You both seem to be empathetic, sincere, and generous. You also wear colourful, stylish clothes. You in particular, Iryna, wear bright lipstick (especially the orange lipstick that you left on my cheek today when you kissed me). Perhaps I should write a book or a film that will show North Americans what Russians are REALLY like.

See you tomorrow, Judith

DJ 4: December 19, 1996

My dear teacher:

Let's put an end to black cat in order that his *spectre* won't haunt us from one page into the other. If he goes parallel with me and I feel that after any metres he is going to cross my path I quicken one's pace to leave behind him. Usually without the result. He knows his affair well. He begin to run and this is he who is as ever first. At that time the steps come into force, there is need of to spit 3 time through left shoulder (Attention!!! Symbolically only or you will have the problems with the passings) and to pass this place keeping behind the— button. It is possible other variant, one must to expect somebody who will cross the first. That's all!

As to constant changes to grammar of the languages (indifferently what {which?}) "*c'est la vie*" as the Frenches say. It is necessary to take it as an objective reality being in existence irrespective of our consciousness and our wish. When we clash with resembling cases in Russian language for example, the displacement of the accent in the word (a result is completely & absurd) etc. We joke that anybody from the linguists have defended a thesis and have convinced the academicians to emend the changes. "*C'est la vie.*"

“Bon fin de journee! “

Friday, the 20th of December, 1996 (not for much longer)

My dear Iryna!

You are truly an exemplary participant in my study. You are reliable, serious, and hard working. If all researchers could find "subjects" like you, the world of academia would ... would ... I don't know ... um, would ... be very happy. Certainly I am happy that you agreed to be my "guinea pig."

Not another word will be said about the b _ _ _ _ c _ _ .

It is true that things such as language, culture, etc. are continuously changing and evolving, which makes me think of the situation in Quebec. I ask myself, if Quebec separates, will it be able to stop the infiltration of the English language, the American culture, and the cultures of the various ethnic groups? I'm not so sure. Ah, this topic is getting heavy, so I'll change to something a little bit lighter.

You are definitely destroying my stereotype of Russians with dark clothing. I must say that you looked quite chic yesterday with your bright pink coat and matching lipstick. How do you find lipstick that is always the exact colour of your coats? Your boots were also quite nifty.

I'm beginning to feel that we are doing something illegal when we meet at the subway station to deliver the journal to one another. It's as if we are delivering drugs or something illicit. If the police stop us, we can say that we are delivering something far more precious than an illicit object. We can say that we are sharing our ideas, feelings, and my beautiful language. They'll probably think that we are insane. They wouldn't be too wrong. How boring life must be for the sane. I'll talk to you soon, tonight in fact, when we have our second oral dialogue.

Judith

DJ 5: December 28, 1996

Hello Judith!

First, I'd like to thank you for your congratulation and for your present that you prepared for us. Thank you very much you are very attentive in contradistinction to us who is at time so bed organized. And you have excellent feeling of the humour. So you are also destroying my stereotype of inhabitants of american continent. It's usual to think in Russia that you can't evaluate the subtil humour and your jokes are primitive and aren't droll. I wonder who thinks up (desires?) the stereotypes that don't correspond to the facts. However the anecdotes also are created by anybody. Or this process is spontaneous about delivering the journal at the subway station. My experience of the viewing of the detectiv films shows that the spys never meet two times at the same place. One time in the Moscow I was the witness of one interesting and mysterious situation. It was at the populouse avenue at rush hour. One man has catched up to other and they twinkling of an eye without talking and torming one to other have changed their *attaché* case and have went away. It have taked 20–30 seconds. I have went from behind and I have became dulled. But anybody from the passings hasn't took notice of it. There was about 15 years ago and there was during the communists empire. But I remember it till now with all small detail and I don't know what was it (what did it was?). But our history haven't any relation to it. By! Irene

December 30, 1996

Dear Iryna, (Can I call you "Iryna? I prefer "Iryna" to "Irene.")

WOW! More than two pages. I'm SO impressed. "Bravissima!"

You are welcome for the little present that I gave to you. I don't think that you are so disorganized. You were sick. There is a difference between being sick and being disorganized. There was "contradistinction" (what a big word you used) in our behaviour because you were sick and I was healthy.

I'm glad that you appreciate my sense of humour. Many people (generally the sane) don't understand it. If you appreciate my sense of humour, you must be close to the fine line that separates the sane from the insane on the "sanity spectrum." I and most of my friends are at this point on this spectrum. Generally being at this point is a criterion for being my friend. I strongly believe that is is unhealthy to be either too sane or too insane.

I think that there is at least some truth to most stereotypes, as long as they are not racist or sexist. However, the exceptions to the stereotypes generally out number the stereotypes that exist. For example, the stereotype of the beer–drinking, hockey–loving Canadian exists. Thank God most Canadians don't fall into this stereotype. If you consider the North American films that are considered to be "funny," your stereotype about our humour isn't unreasonable.

*Now you have me curious about what those two men had in their *attaché* cases. Perhaps you witnessed a political crime that changed the whole political structure of your country. I don't think that anybody even notices when we give the notebook to one another at the subway station.*

As I promised to you in our oral dialogue on December 24th, I looked in my book of

symbols to see the significance of a black cat crossing one's path and of the number thirteen. My book doesn't say anything about a black cat crossing one's path. However, it does say that in many cultures a black cat symbolizes darkness and death. My book also says that the number thirteen has been considered to bring bad luck since antiquity. In the Bible the number thirteen always has a negative meaning. For example, there were thirteen disciples at the "Last Supper." The thirteenth disciple, Judas (not to be confused with "Judith") was the disciple who betrayed Jesus.

Talking about symbols makes me think of the following two "pseudo-psychological" activities. The first is the following: Imagine yourself walking in a forest. What would you do if you saw a broken cup on the path in the forest? The second requires you to draw on a blank piece of paper: a house, a tree, a fence or wall, a road, a mountain, a snake, a bird, and a sun. The meanings of the symbols will be explained in my following letter.

Judith

P.S. Thank you both for the tea and your tender words.

DJ 6: 2-3.01.97

To dear Judith from Iryna!

1997 year welcomes you. If I well understand you suggest me to participate at the "pseudo-psychological activities." I'm agreeable to your proposition if it will be able to make better my English. So, let's begin. As regards first question about a broken cup is being on my path in the forest. I have the difficulty with the answer. Most probably I won't do something. May be I'll think from what kind of chine have it been made or how have it found here. And for second question I think I can answer. But I don't think that it will be able to you to recognize what is this inside me. One must associate on the same language long time and one must know it well to get to know anybody. I havn't it. I am bad student.

My drawing:

"Sa la"

Friday, January 3, 1996

Well my dear, now that you have answered my questions, I will be able to meet your Russian soul. It may not be "the" Russian soul of which you spoke, but it will be "a" Russian soul.

With regards to the broken cup, the cup and your reaction to it symbolizes your attitude towards and behaviours when in a romantic relationship. The fact that you probably wouldn't do anything with the cup unless it was made out of fine china or unless the reason for its being there interested you, could (conditional!) show that you won't have a relationship with just any man that crosses your path. He has to be special and the reason that he arrived in your life must be significant. This is just one possibility. It's up to you to analyze your response.

I'll have to analyze your picture later because I can't remember off the top of my head what all of the things that I asked you to draw signify.

I didn't know that I was having dinner with you and Bachir. What a nice surprise! Thank you so much.

Judith

DJ 7: Sunday-Monday, January 5-6, 1997

Dear Judith!

I would like to remind you of the time. It is 1997 now. You dated your past letter the 1996. Or your thinks are in the 1996 still. I am contented with the volume of your past letter. I think the small volume would be ideal for me. Probably small volume with 10-12 new words.

And sometimes it can repeat their in the next texts for better remember. We forgot what our fundamental aim to ameliorate my English and accordingly to receive the result for your work. Before it we haunted another object, namely to know better each other and to give and get as more as possible the information of things that we are interested. I think all it will be in the future, won't it?

By, Iryna

Friday, January 7, 1997

Dear Iryna,

It was kind of you to remind me that it is now 1997. No, I don't think that we are still in 1996. I was trying to stop time, but I guess that I'm not that powerful.

I'm sorry if my letters are becoming too long. I understood (or should I say "misunderstood") that you were content with your reading comprehension and that the length of my letters was okay for you. My objective is NOT to frustrate you with too many English words. I agree that it is a good idea to repeat them so that you can better remember them. The fundamental aim of my study is to observe the effects of the process that I am using on your English. Talking and writing about things that are interesting to both of us is a very important factor in my study. I will explain it more precisely when we finish the study. Okay? However, I DO appreciate your feedback and I will modify my writing in order to decrease your feelings of frustration.

I will BRIEFLY, VERY BRIEFLY tell you what the images in the picture that you drew symbolize. I leave you to interpret what they mean in relation to your personality:

- 1. The house symbolizes your identity.*
- 2. The tree represents your knowledge and your intellect*
- 3. The fence signifies that barrier that exists between you and the world*
- 4. The road is your destiny.*
- 5. The mountains are your goals or objectives in life.*
- 6. Your sexuality is symbolized by the snake.*
- 7. Your true self is represented by the bird.*
- 8. Your happiness and your luck are signified by the sun.*

Bye for now, Judith

DJ 8: January, 9, 1997

Dear Judith!

In the first time I don't know about what to write. I'm sorry, as evidently my comprehension of English don't do well. It's usually for the foolish people. But you need 2 different "guinea pigs" for the balance. One, who is doing well and other, who is different. I guess who is second. I wonder what feedback you have one time you arrive to your house and see a puppy or kitten. What will you do? I don't understand next: "misunderstand." In my dictionary the words "understand" and "misunderstand" are different. "Misunderstand" isn't understanding correctly.

By, Iryna

Friday, January 10, 1997

My dear, sweet, INTELLIGENT Iryna,

In the last letter that you wrote to me, I learned something about you that I didn't know. You are VERY skilled at devaluing yourself. I am not comparing your English with that of Viktor's. I am comparing your English with your own English. What I mean is that I am comparing your letters and spoken English to see if there are any changes that happen over this ten week study. It is NORMAL that Viktor speaks, writes, reads, and understands English better than you do because he has had much more practice in English than you have had. I am not putting either of you in first or second place. Difference does not mean inferiority or superiority.

I think that you are a perfectionist and want to see your English improving a lot in a very

short period of time. Learning a foreign language, in the same way as learning the mother tongue, takes years and years of continual practise. We have only been doing this study for five weeks. Progress is gradual and it fluctuates.

I am very, very happy with the effort that you are putting into this study. For me you are a perfect "guinea pig." You are intelligent! You are wonderful!! I believe it. Bachir believes it. I hope that you also believe it.

Judith

P.S. I will discuss the words "understood" and "misunderstood" in my next letter to you.

DJ 9: Sunday, January 12, 1997

Hello!

First, let's forget all of it, that I wrote you in my last letter. Each of us of peoples has any inferiority complex, hasn't it?

Somebody has the more and somebody has the less. And I'd like to run into the compliment. Least I suggest to think that we have had it in our dream. Okay? The life continues.

Let's talk it other. Tell me, please, about your childhood. What were you at the time? Which playthings have you played? Which books have you read? Have you were quiet or energetic and lifell child? Who have you dreamed to be.

And last, do you have any tests psychological (not "pseudo") which it can make known for what science anybody can more inclination? That's all. Thank you.

Iryna

Monday, January 13, 1997

Dearest Iryna,

I won't promise to forget what you wrote in your last letter, but I will agree to talk about another subject. I think that you are right when you say that we all have inferiority complexes. Perhaps we should listen to the positive and encouraging voices of our friends and families rather than to our own negative internal voices.

So you want to know about my childhood. "What" was I at the time? I was a skinny, homely little girl. Or did you mean "where" was I at the time? I was born and brought up in Edmonton, a very cold city that is situated in the prairies. The toys with which I liked to play were dolls and "Barbies." They were very stereotypical "girls" toys. I also like to build snow houses with my girlfriends. I preferred cooperative games to competitive games.

I LOVED to read when I was a child! I would read everything in sight. I thought that it was very unfortunate that I had to do such things as eating, going to school, showering, etc. All that I wanted to do was to read, read, read. My parents called me a bookworm

I was a very quiet and shy child. I liked to observe and to analyze people. (I still do.) When I was thirteen years old my math teacher told my mother that I was a good student, but that I made him feel very uncomfortable because I would always stare at him.

I don't remember dreaming to be somebody else. However, I do remember dreaming to have some characteristics of other people. For example, I wished that I was the same height as my friend, Stacey. I wished that I could make people laugh like my sister, Laura. I dreamed of being as intelligent as my sister, Mairi. But I accepted that my destiny was to be myself.

And you? How would you answer these questions?

No, I don't have any psychological tests that could help you to determine what your academic inclinations are. At UCAM they should have a "Service aux étudiants" where they do such tests. I think it costs about \$30.00.

Bye, Judith

P.S. "Understand" and "misunderstand" ARE antonyms. Don't worry about what I said. It was a play on words.

DJ 10: January 18, 1997

Hello Judith!

I was always height (and now alsow). I liked to play dolls and to sew them the clothes. We hadn't Barbies, may be our government thought her (Barbie) ideologically harmful. That's interesting, the new dolls didn't become favourite at once and not always. Always there was one old that I prefered to the other. I knew reading befor the school. At the first class I red all books destining for 1-3 class and I began to become familiar the books more adult. If I didn't like the teacher, his subject I studied without interest. I could play and make friends and with girls and with boyes, and alsow with students obtaining "excellent" mark and with low-achievers. And if there were two different groups in my class, I didn't be in the one, but I had the friends in the both of them. I liked the sport. I wanted become adult rather and my mather told me "didn't harry." Now I know that she was right. And I didn't think that my mother would grow old, unfortunately. The today's *sujet permets* use the past tenses, don't he? be disappointed with quality and quantity. I myself wrote it.

"Salut". Iryna

January 19, 1997

Hi there!

I'm lying in bed as I write you this letter. My apartment is cold, even though I have the heat at 25 C. I am under my covers to keep warm. Brrrr!

So you were always a tall child. I was always an average height until the age of 12. At 12 years old I started to grow very fast. At 15 I was the height that I am now, which is tall. I weighed about 10 kg less than I do now. I looked like this:

I wasn't as sociable as you because I was shy. However, I did have 3 special friends whom I loved very much: Stacey, Angela, and Melody. When we were 12 years old we had a stupid fight. It was me who started the fight. My stupid self-pride stopped me from apologizing. I made some other friends, but they weren't the same. I never had friends who were boys.

At 16, I met a girl from India named Yasmeen. We instantly connected and we are still close friends. Thank God she came into my life.

See you soon, Judith

DJ 11: January 21, 1997

Greetings from Boyer street!

I was so surprised because I didn't get the questions from you. And now I put a question myself. What do I must write? I must write anything simple because I write now in English which isn't my mother tongue, is it? And I don't use at this moment a dictionary (almost). You put a special question "Why?" Because 5 minuts ago I got your message that said you hoped have my letter in this evening. And I need inturrupt my stadies of this "amazing and beautiful" French for English wich I hadn't prepared by now, because I had had 12 pages exercises. May be you will be disappointed with quality and quantity. I myself wrote it.

"Salut, " Iryna

January 21, 1997

Iryna, I thank you for your greetings from Boyer Street. I, in return, send you greetings from Hutchison Street.

Why were you so surprised? If you look at my letters dated December 10th, January 3rd, January 7th, and January 19th, you will see that in these letters you didn't get any questions from me either.

The question that you asked yourself should have been: "What do I WANT to write?" rather than: "What MUST I write?"

I appreciate that you interrupted your French homework in order to answer my letter. I wish, however, that you would answer my letters under less stressful situations. The question I ask you is: Would it be possible to find an hour or two a couple of times a week when you could concentrate ONLY on English and writing a letter to me? I DO understand that you have tons of homework for your French courses.

I am disappointed with neither the quality, nor the quantity of your last letter. With regards to the quality, if you did your best, I can ask no more from you. With regards to the quantity, at the beginning of this study I asked for a minimum of one page. You wrote me one page.

To make you feel better, I'll ask you some questions. How are your French courses going? Have you made friends with any of your classmates?

Have a nice week-end! Judith

P.S. English is just as "amazing and beautiful" as French, you know!

DJ 12: January, 25, 1997

Dear Judith!

Thank you very for your letter. I very happy to have an opportunity to correspond with you. It's nice that there is a persone who can listen you (me).

My courses of French. Oh! Ah! I continue to ceep cool and optimism (or it seems to me). But I am any suprised with the organization of *cours* in the *UQAM*. There are 30 *persones* in our class. I think that it's impossible. Also I think that the level of the students is so different. How it is possible – all of us had the test, you know. And the teacher can't give sufficiently his time of each. May be, the quality of the teaching staff depends of (on?) universitys status. Or it lies of otheres reasons. Have you any thinks about it? But I ceep an optimizm, may be, because i have a period of courage now. If you regard on my sinusoid of psychological state you will disclose that I am not on the peak.

Oh! Usually after courage the reverse *proces* followes.

Bye! See you on evening!

January 26, 1997

DEAREST Iryna,

You and Bachir (Bassir?) are very good for my self-esteem. Both of you are always giving me such nice compliments.

I listen to you not only because you agreed to participate in my study, but also (and more importantly), because you are a very interesting person.

It is good that you continue to keep cool and optimistic despite your disappointment with your French courses at UCAM. With this attitude you will learn something. If you were angry and pessimistic, you probably wouldn't learn anything.

Thirty people in a conversation class is crazy. Obviously your poor teacher can't give sufficient time to each student. He's probably as frustrated as you are. I suspect that UCAM wanted to save money or didn't have enough money. So they hired only one teacher to teach everybody, regardless of their levels in French. In the long run, however, I think that they will lose money. The department will get a bad reputation and people will stop enrolling in their French courses. I think that the quality of teaching depends on a few factors: the teachers, the university, the department, and \$\$ money \$\$.

Yes, I do have some thoughts about your situation. If I were you, I would write a letter with my classmates to the head of the department to say why we, the students, are dissatisfied and disappointed with the course. I think that the department should know what the students think and feel. Don't forget you're in Canada. You have the RIGHT to express yourself!!

Bye! See you this evening.

DJ 13: January 29, 1997

Dear Judith!

Thanks for your participation and warm words in connection with my problem French course in UCAM. It's really, in our time an information has cost. If I had the information about all universities french courses I would probably do other selection. Sometimes I think the difficulties of the French are insuperable. I am only beginning to think that I am beginning to understand anything somewhere when next mask door suddenly is revealed and I hadn't the faintest idea about it. And after all I want to know how many tenses are there in this language? (recently I was found "surcompose." Hello, "surcompose!") In general, I would call it as language of the exceptions. Poor French! How many people every year begin to learn it and abuse it. Oh! I dream sometime that I speak correctly and without any accent. But, let's "return to our roots." (English)

Please, ask me the questions, if it's possible, because I have the difficulties with the choice of subject sometimes.

Bye!

January 31, 1997

My dear Iryna,

When you decided to study French at UCAM it was what you thought to be the best decision. You had no way of knowing which university offered the best French courses at THAT time. You took a gamble. NOW you know that different universities offer different programs. So the next time you take a course, you will find out about the courses offered. In English we have 2 expressions: "We learn from our mistakes," and "Hindsight is 20/20."

Don't be too upset about French grammar. It is complicated, but I am sure that you will learn it because you are a very determined person. Even francophones have difficulty with the grammar. I think that it is rare when adults learning a foreign language master the language to the level that they have mastered their maternal language. That's life!

The expression "Revenons à nos moutons," doesn't work in English. "Let's get back on topic," or "Let's get back on track" are the only expressions that I can think of in English that correspond to the French idiom.

You want me to ask you some questions. Let me think. Okay, you showed me some pictures of your family last week. I'm interested to know more about your brother, mother, and father and your relationships with them. Does this topic interest you?

See you this evening,

Judith

DJ 14: February 3, 1997

Dear Judith,

Now I want to tell you about my family. I have a mother, a father, and a brother. My mother's name is Fatyana. She is engineer–electrician. My father's name is Boris. She have some specialites, but he had an job conected with fish–breeding during last 20 years. Now my parents are at the pension. But my father have an jobing. I love them.

My brother's name is Alexander. He is very intelligent. He works at the larg company exacting the gas, on the *nord* of Russia. He is controller of the office. But he lives on the *sud* of Russia and usually he flies to his work each 2 weeks. He have one boy . His name is Michel. He is 6 years. And I love all my family.

Bye, Iryna.

Tuesday, February 4, 1997

Dear Iryna,

It is 4:30 a.m. I have just finished writing to Viktor. I haven't slept all night. I hate it when I have insomnia. I am going to be so tired today.

Thank you for your simple description of your family. I will give you a more complex description of mine. My father, like yours, is also retired. He used to be a microbiology professor. He is a very tall man, like Bassir, with a great sense of humour. He is interested in and has a knowledge of many subjects. He learned to play the cello when he was forty years old, the trombone when he was fifty years old. and the banjo when he was 60 years old. I admire his constant desire to learn.

My mother has never worked outside of the home. She was always happy caring for her four "wonderful" children. She is a very optimistic and strong person.

Mairi, my eldest sister, lives in Vancouver with her husband and their four lively sons. Although she doesn't have a job outside of the home, she is constantly busy. I don't know were she finds the energy.

Daniel, my only brother, lives in the same city as my parents, Edmonton. His wife is from Hong Kong. Unlike his tall sisters, Daniel's wife is short and petite. My brother is a painter.

My sister, Laura, also lives in Vancouver. Her husband is from Latvia, but he was brought up in Canada. They have a son who is five years old. Laura is pregnant and is expecting the baby in May.

And last, but not least, there is ME!!! There is no need to say more, because you already know about me. I also love my family very much.

Judith

DJ 15: February 7, 1997

Dear Judith!

Of corse, your discription of your family is more long, because your family is more large. And to write at 4:30 a.m.!!! In that time! It's understandable that you already have not wanted to sleep or yet. And nobody and nothing diverts your attention.

I have the dificulty now because it needs to select a theme for my report at UCAM. Any persons have did it. But the themes which they have selected: the abortion; the position of the women in ISLAM; the alcoholism etc. I think that these *sujets* for the debate, but no for a report during 4-6 min. And I must use an article and the books. With the books – o.k. But, how to find a corresponding article? Or it needs to begin with an aticle and to do corresponding to the books.

May be I could take the theme: "learning foreng languages: the *mythes* and the reality." Or may be, you can help me with the select or you can advise me something.

Bye, IRYNA

Sunday, February 9, 1997

Dearest Iryna,

Yes, you are right. My letter was longer than yours because I have a larger family than you. However, your comment about the advantages that I had at 4:30 a.m. are not right. I was awake at the wee hours of the morning because I COULDN'T sleep, not because I didn't WANT to sleep. I had insomnia. My attention WAS diverted. Bad thoughts kept going around my head.

So, my dear, you are in difficulty because you haven't yet chosen a topic for your oral presentation. You say that many people have all ready done their oral presentations. If I understand correctly, you can choose any subject that you want, the presentation has to last for four to six minutes, and you have to use an article and some books to provide you with some factual information. As you said, you are giving a report about factual topic. Does this mean that your report has to be completely objective?

I think that the myths and reality of learning a foreign language would be very interesting and pertinent to both you and your classmates. I will go to check right now to see if I have any books and articles on this topic. I'll be back in a moment ...

I'm back! Judith to the rescue! I DO have some books that have pertinent articles in them. So, I'm supplying your with your books AND your articles. Aren't I wonderful!!! You may want to compare how you learned English in Russia to how you are learning French in Canada. In Canada we usually teach foreign languages using the "Communicative Approach." The focus is on enabling the students to communicate in a foreign language, rather than to study only the grammar and the rules (see page 251 in Didactique en questions). According to you, what are the advantages and disadvantages of the approach used in Russia and the approach used in Canada? I hope I helped you.

DJ 16: February 12, 1997

Dear Judith!

It's Wednesday now. It's 5:00 p.m. Yesterday, it was our black Tuesday. Now I don't want to do something. But it needing. But I don't wont. What kind of filme you will be see this evening?

During our talking by telephone, Bachir have phoned and have left a massage from his (CEGEP?). Hi was begining to owner one kind of allergi to computers.

Excuse me. Iryna

You'd like to know any detailes of our sad case. It it's of any interest to you I will try to describe it. We were absent between 8:45 and 12:30 a.m. The door has opened, when Bachir arrived to us. When has came at the room, he has noticed that the computer was absent. Bachir has understood that a thief had visited us. Bachir descended to "concièrge" (?) and she called to police. When I arrived the *policier* was to us and holded an inquiry. At the begining I have used foul Russian language, after I had a hysterics during some time.

To be continued.

Saturday, February 15, 1997

Poor Iryna!

I am very sorry that your computer and gold jewellery were stolen. It's no wonder that you don't feel like doing anything and that Bachir has developed an allergy to computers.

I agree that the thief must live in the building. It must have been someone who knew when nobody would be at home and who know that you had a computer. Also, it must have been someone who has a key to your apartment, since the door was locked when Bachir left in the morning and the lock was not broken.

The first suspect is the custodian of the building. She knew that you had a computer and she has a key to your apartment. I would be surprised if it were her because she seems so nice. The second suspect is your neighbour from Zaire. Although he knew that you had a computer, I wonder how he could have a key to your apartment. That's a mystery.

Maybe you should make a movie called: "The Thief from the Boyer Street Apartment Building." The strange tenants of your apartment building could play themselves

On behalf of my country, I apologize for this terrible crime, I apologize for the useless police officer who went to your apartment, and I apologize for the inefficiency of the police in general. Like any country, Canada has its strengths and its weaknesses. Even democratic countries have problems. See you later, Judith

DJ 17: Tuesday, February 18, 1997

Dear Judith!

Thank you for the warm words, a life continues. Now I want to propose you to listen other things. I've one proposition which was done me this morning during my course. It was done by our teacher. She has got a fax at last Friday from an organisation that worked with the immigrants. And because our course is the Ministry of the Immigrants, this is logical and this organisation needs 2 persons for work part-time. These people must be bilingual: French and one from the East-European languages. Or proff does not question our French ability (what a *naïveté!*) and of course tonik language. It needs to be a recipient of social aide because it exists in the programme "EXTRA." It will pay ~ 150\$ for month (20H for week). And more important thing is an experiance. It can work 1 year and after it will have large CANADIAN experiance.

Bye. Iryna

Wednesday, February 19, 1997

Hi there sweetie!

You're welcome. I'm glad to see that you have the positive attitude of: "Life continues," rather than the negative attitude of: "What's the use."

The proposition that your teacher gave sounds very interesting. It would be an excellent "Canadian experience" for you to work part-time. You certainly meet the basic requirements since you speak both French and one of the Eastern European languages, and you are receiving Social Assistance. In addition, you have some other wonderful qualities. You are sociable, friendly, and dynamic! Qualities that perhaps the other candidates don't have.

One hundred and fifty dollars a month doesn't seem like very much. But if it's in addition to your Social Welfare cheque, it's not too bad. Although you will be very busy working twenty hours a week, I think that the work will be very interesting and stimulating. You will meet many people and you will see how one democratic society functions.

It seems to me that when you arrived in Canada, you had a very idealistic image of our society. After your jewellery and computer were stolen, you became very disillusioned with Canadian society. Maybe helping new immigrants to find apartments, etc. will, perhaps, give you a more realistic image of democratic countries.

I hope that you get the job. In English we often say: "Break a leg!" to wish somebody

"Good Luck." So, *BREAK A LEG, Iryna.*

See you soon, Judith

DJ 18: February 22, 1997

Dear Judith!

So, I've made already an appointment to meet the someone for the interview. It will be at Wednesday. Thank you for words, you constantly the compliments to me. But, attention! You may spoil me. O.K. What about do we speak now? Nothing in my head. You know, I can not sleep at afternoon (as Before) already two weeks. I don't know, why. But, when I wrote about it, immediately I wanted it. No, it isn't interesting.

I was surprised at the morning. I have disclosed my smal ear-ring from gold which were not stealed by thief. It were at the other place.

O.K. There is yet leaf of the page. What will you do this evening. Are you going to the cinema? What kind of?

When will we have our next conversation? I think that it will be at the next week, wouldn't it? I wish that I will have the time at the next week. No, I wish that I could find the time for our conversation, my dear lady. And the page is finishing. Yes!

Bye

Saturday, February 27, 1997

Dearest Iryna,

It is great that you have already made an appointment to meet with someone for an interview on Wednesday. "Bravissima!" I think that there is a good chance that you'll get the job for the reasons stated in the previous letter.

You deserve all the compliments you get. One can never receive too many compliments. I love giving compliments and I love receiving them.

Maybe it is that theft that happened two weeks ago that is disrupting your afternoon naps. Or, maybe you simply aren't tired. In any case, I'm glad that you found your earring. At least IT wasn't stole by the thief.

My dear, it seems to me that you were FORCING yourself to write this letter while you were unhappily trying to fill up this sheet of paper.

A friend of mine and I were planning to see the movie "Hamlet." However, as the weather is bad, we will go another time.

We will have our next conversation when you finish your twentieth (20th) letter to me. I hope with my whole heart that we will have our last conversation next week. Will you be happy to finish this study?

On that note, I leave you. Judith

DJ 19: Saturday, March 1, 1997

Dear proff!

Probably it needs to tell you about my interview. It was calm. During about 30 minuts two persons pursued it. At first, when they have looked my resume they have marked that I was an engineer. They smiled becource I was the third claimant with the *diplom* of engineering to this post. But I have said that it needs that they looked second page of my resume. It has did. And I think that they understended with why they had cause. And after it we were speaking as the

professionals. They talked as I was aksepted already.

And you know now that I will begin at Monday. I found my first job in Canada!

Bye.

Sunday, March 2, 1997

CONGRATULATIONS!!!!!!

I knew that you would get the job!! You don't "probably" need to tell me about your interview, you MUST DEFINITELY tell me about it. So your interview lasted for about 30 minutes. Were you nervous? Were you happy with your French? I imagine that the interview took place in French. Were the two people who interviewed you nice? Was it a man and a woman who interviewed you or were the interviewers two men and two women?

I can understand why they smiled when they looked at your resume and noticed that you were an engineer. It seems to me that all the Russians whom I'm meeting are engineers. Is this because a high percentage of Russians are engineers or is because Canada needs engineers?

Fortunately you told your interviewers to look at the second page of your C.V. so they saw that you also have two years of experience in real estate. I think that you are perfect for this position.

So you start work on Monday? That's tomorrow! Are you nervous? Break a leg, Iryna!
Bye for now, Judith

DJ 20: Wednesday, 5 March, 1997

Hello there!

So, I continue. Of course, I was nervous. But it was one kind of *nervosite* easy. It took place in French. I had not large difficulty with my French at least I was making mistakes with *conjugation* of the verbs, I think. Two people which interviewed me were: one man and one woman. The woman is Quebecan, and the man is Argentinien, he live here for 6 years.

I don't know from which country other claimants were. I think that two people who interviewed me, they smiled because it was the coincidence that in one day just three engineers arrived to them. I can continue at our conversation. And now, my dear Lady, I wish you luck with your work. I very happy to have you as my teacher. You must know that this sentences I write without a dictionary.

Kiss you.

IRYNA: ORAL DIALOGUES

OD 1: December 5, 1996

Iryna: Okay, it's poss -, it's possible, *mais, ma-*, but, ah I think wh -, wh -, wh -, what .. uh, I, don't forget, uh .. I don't remember, uh, (*umhmm*) a .. lot of words ... (*umhmm, umhmm*) ... I hope, uh .. with, with the days, (*umhmm*) uh .. these, our experience, uh, I hope, uh, wha -, wha - ... what (*umhmm, umhmm*) .. will be okay.

Judith: *Umhmm. How long ago did you study English?*

Iryna: ... I studied.. I studied English.. I studied English, uh, in the school(?) (*umhmm*) ... five, five years. (*umhmm, umhmm*) A -, and then *cinq*, uh, and then five years *à l'univers - , a l'* university. (*umhmm*) .. A -, *Et* then, and then, with the and, w -, with the teaching. (*umhmm*) *C'était .. c'était .. c'était* private.

Judith: *It was private?*

Iryna: *Oui, (umhmm) it was private.*

Judith: *Umhmm. Did you have a lot of chances to speak in English or was it mostly writing and reading?*

Iryna: Ah, *ré -, répète (okay) your questions (okay) please, please.*

Judith: *Um, When you studied English, did you talk a lot? Was there a lot of interaction speaking and listening? Or, was it mostly writing and reading? Or both?*

Iryna: We had, we had, uh, we had a lot of ex -, ex -, exercise (*umhmm*) writing and, and, uh, uh, con- conversation.

Judith: *You had both?*

Iryna: *Oui*

Judith: *That's good. With your, your private teacher (oui, oui) you had both?*

Iryna: *Oui*

Judith: *That's good. Yeh.*

Iryna: In the school, uh, *c'était, c'était* simple.

Judith: *It was simple.*

Iryna: Uh, there, there is not a prostrant there, there is, there is not a, a lot of ex-, ex-exercise uh, and, and uh, grammar rules.

Judith: *Umhmm. In school there weren't a lot of exercises (yes) and grammar rules. So what did you do .. for your lessons? What did the teacher give you to do?*

Iryna: ... During the lessons, we in -, inscribed(?) (*umhmm, inscribed*) inscribed, (*umhmm*) uh, about the weather, *que*, uh, who was, who was absent, (*uhuh*) uh, who, who was absent, (*uhuh*) *que* ...

- Judith:* Ah! So, she, the teacher talked and you wrote what she said?
- Iryna:* Pas beau -, uh, uh, not uh, very, uh, not very.. [Iryna sighs] a lot.
- Judith:* Umhmm. You're doing fine.
- Iryna:* ... Uh, *Maintenant*, (now) *oui*, I have, I have *difficulté*, ver -, very *difficulté* .. because, because, uh, during .. seven .. months, (umhmm) .. I studied, uh, French.
- Judith:* Umhmm. Do you feel more comfortable speaking French or English now?
- Iryna:* Uh, excuse me?
- Judith:* When you speak French, do you feel better, more comfortable, is it easier than speaking (now) English for you now?
- Iryna:* Now, yes, uh, (Do you, um -) The words, the, the words French arrive, (umhmm) arrive with *vitesse*.
- Judith:* Umhmm. More quickly.
- Iryna:* Oui, oui.
- Judith:* They arrive more quickly.
- OD 2: December 24, 1996**
- Iryna:* Gener -, gener -, genurorally, (*generally*, umhmm) generally, (umhmm) yes, I, I, I, don't superstitious (umhmm) .. and ... I don't know, (umhmm) wh -, why ... I (umhmm) do .. attention (umhmm) to that situation, (umhmm) that situation .. (umhmm) Because .. I know that here you, you ... you .. you do attention, uh, uh, for, uh .. 30 ..days, (umhmm) 30 days and Friday, (umhmm) and .. there, there, there is not, uh, 30 .. floor, uh, 30 place, uh, (uhuh) 30 floor(?), floor(?), floor(?) (uhuh) *étage*. (Oh, floor, uhuh, floor, okay, okay) .. Uh, I read(?) [present tense] (uhuh) read [present tense], uh, that, uh there is not in the Amer -, America(?) (uhuh) .. mm, 30 floor, (the 13th floor) 13th, 13th floor, uh. (yeh, yeh) Uh, in the cinema uh, there is not, uh 13, 13 place, (uhuh, uhuh) number 13. (uhuh, uhuh) *Oui*(?) Yes(?)
- Judith:* Yeh, I don't know what the superstition is. I don't know what the number 13 - , I guess .. I suppose it's bad luck. I don't know the reasons why. But, yeh, it's true.
- Iryna:* I think, uh .. that government, government (umhmm) .. mm, mm, don't... don't do .. any .. uh, any general steps (umhmm) for anything. (umhmm) *Pour* .. *pour* begin, begin any -, anything (mmm) ... I forgot, uh, the exa -, exa -, example, ex - (umhmm) ... Uh, when .. the, the .. American .. uh .. began, uh, begun, uh, action, uh, military in Kuwait, (umhmm) there is not, uh, 13 .. date.
- Judith:* Really?
- Iryna:* No
- Judith:* That's incredible.
- Iryna:* ... All general actions (umhmm) don't do(?), do(?), (umhmm) don't do(?)

- (umhmm)* in the 13.
- Judith: Really! That's in the United States.
- Iryna: Oui, umhmm.
- Judith: I didn't realise that they were so superstitious. (yeh) Here there are some buildings that have a 13th floor (umhmm) and some buildings that don't. (umhmm) But we're not that superstitious. That's odd.
- Iryna: Ah, I think the peoples .. don't prepare, (uhuh) uh .. choisit (to choose) to choose(?) (umhmm) 13, uh, number 13 (umhmm) .. but there is, uh .. association (umhmm) uh, uh peoples who ... who have a relation in their mind avec cet, cet, cet numbers, numbers?
- Judith: Umhmm, with these numbers, umhmm. Yeh, I don't understand it.
- Iryna: Et vous? And you?
- Judith: No, I'm not superstitious. Not at all actually. Nothing.
- Iryna: And anytime, uh, J'attente, I, I, I .. I .. attente, attente, attente(?), (wait) attente(?), (wait) wait, I, I wait any -, anybody qui who .. can .. passer pass, uh, this pla -, uh, place, uh .. before me .. première.
- Judith: The place, the place where the cat was? (mmm) You're talking about the black cat's place? So you want somebody else to go first, (but-) so they have bad luck.
- Iryna: But I don't know when, uh .. this is, uh, this was right (uhuh) .. have, have a right.
- OD 3: January 10, 1997**
- Iryna: I think, uh, that .. all .. all our .. frustrate, (umhmm) frustrates, (umhmm) frustrates, frustr - (?), (frustrations) frustrations (umhmm) are ... because, uh, we ... we want .. have the resul-, result (umhmm) .. in the .. short time (umhmm) .. but, uh, li-, life .. is correcting (umhmm) .. we(?), us. (umhmm) ... And .. of course, I, I, I wa -, I want have ... well ... good, uh level(?) (umhmm) good level .. with E -, with my English (umhmm) ... on, on short time. (umhmm) But I understand it's, it's, it's not possible (umhmm) in the, in the short time ...
- Judith: Umhmm. Well when learning a language - [Iryna gives a gesture showing that she has not finished speaking] Go ahead.
- Iryna: Perhaps après after one year (hmm) or 6 months. (umhmm) I don't know. (Of studying English?) Mais I, but I.. I love English (umhmm) before, before.. (umhmm) my studying, my studying French, I, I'd, (umhmm) I'd liked English and I, I'd .. studied with pleasure (umhmm, umhmm) .. Because I, I'd understood .. when I, I'd studied. (umhmm) But .. perhaps now ... I have not.. enough, enough the time(?), (umhmm) times(?), (umhmm) for préciser, (umhmm) for give (umhmm) .. more the time. (umhmm) Why I don't frustr-, frustrated(?) .. (frustrated, why I'm not frustrated) Ah, pourquoi I don't content(?) (umhmm) content(?) .. myself(?) (umhmm) because I, I don't .. give (umhmm) enough the times (umhmm) for English. (Umhmm, but -) And, excu-, excuse me, (umhmm) and I understand that .. the French here ... don't more

important, but .. it is first.

OD 4: January 25, 1997

Iryna: It mase, it make it make me, uh, it make me thinks, uh, that it .. that it .. that it, it is bet -, better organised, uh, because .. I think, uh .. that ... the university .. don't .. know ... how .. need .. select .. uh, to do select, selection to the teachers.

Judith: *You mean that they don't know how to choose the teachers? That their teachers are not good teachers?*

Iryna: No, no only .. no .. this is not only case, questions, uh, with teacher, (mm) perhaps it's questions with, uh ... *cannouncement* (umhmm, umhmm) .. but ... I think that *il faut* .. do orientation (umhmm) .. for .. students, (umhmm) because .. the subject ... this is ... receive the .. uh, well result (umhmm) of, with, uh, with, uh, students, with foreign students *qui*, uh .. *qui* want, uh .. study foreign languages.

Judith: *I'm not quite sure what you're referring to. I think that -, Are you referring to when the students get a test at the beginning and they have different results? Is that what you're referring to?*

Iryna: Repeat please.

Judith: *I'm not sure what you are saying. Um, you spoke of students, foreign students and their results. You mentioned their results. I'm not -, Are you referring to when you write the exam at the beginning, the placement exam, to see which level you go into? I'm not quite sure what you're referring to.*

Iryna: In the.. in the our class, (umhmm) uh, there, there are .. [Iryna sighs] I think any, any level, (umhmm) are any different level ... and all, all of the students ... have do -, have ... have had (umhmm) the test (umhmm) .. before beginning(?) (umhmm, umhmm) ... And .. what is ... what is ... what is understandable for me .. why, why the different level who can .. be class.

Judith: *Umhmm. Because the students of different levels (oui, yes) of French. So it's not .. it's not -*

Iryna: And I fou -, I think for ... for, for co -, for co -, um, for ... for save ... for save, uh ... well reputation, uh, for, uh, with university, (umhmm) it needs, it needs .. do all ... if it needs .. of do, do all, all, uh for *les*, for the students (umhmm) will be, uh, content.

OD 5: February 14, 1996

Iryna: It was .. 3 days .. it was 3 days (*ago?*) ago .. I, I was absent, I .. I had my studies of French and [Iryna sighs] Bachir .. he was absent also and when .. he .. he has arrived, he .. he has observed that .. our flat ... no, uh, that our door was opened and he has observed that .. the computer it wasn't here and he, he had descended to *concièrge(?)*-

Judith: *I can't remember the word in English That's terrible!*

Iryna: .. to *femme*, he, uh to *fe* -, to .. to a woman that ... that, that work, that work here. And after he .. with she ... uh have arrived here and .. and *policier(?)* police and man, (police, the police, umhmm, umhmm) policeman, (policemen, umhmm)

policeman, policeman (?), one, (one policeman) one policeman has arrived also and [Iryna sighs] when .. I have arrived also ... I saw here .. any person .. *inclus* my husband .. and he, he has .. saw me what's, what was matter here (umhmm) .. And .. I was ... I was stressed ... because .. anythings as computer, my go -, my ch -, my things of golden and .. any money .. and our telephone (*oh*) was despaired, (*disappeared*) disappeared. (*That's awful mmm*) .. And *pre* -, my first words was Russian full language. (*hmm?*) Language, this is language .. that ... can't use (*umhmm*) in the situation normaled, (*uhuh*) normal situation, because this is, this isn't language literat -, literature.

Judith: *Bad words you mean. Swears . [Iryna writes down "foul"] Foul, foul Russian language. Okay. Okay.*

Iryna: And after the policeman have did his work (*umhmm*) but [Iryna sighs] we, now we, we are, we are not satisfied because ... I don't know if the .. law here.. work, (*works*) works.

OD 6: March 5, 1997

Iryna: Okay, I arrived to this office (*umhmm*) and ... I have, I have, I have have, I had an interview with two person. It was one man .. he's director and one woman .. I don't know by .. what kind, uh, of job, uh, she's occupied, occupied. Perhaps she is also .. uh, anybody as, as anybody *qui*, who is .. help di -, uh, director. (*umhmm*) Okay.

Judith: *Do you mean that the director asked her to help him?*

Iryna: Mm. She's *Québécoise*. She's *Québécoise*.

Judith: *The man is also "Québécois?"*

Iryna: He's, he's, he's espanophone(?) (*umhmm*) He speaks, uh, *aussi*, Spa -, uh, Spa -, Spain(?) (*Spanish*) Spanish. And he live her, I think, more *cinq*, more five years .. And they .. regarded my resume .. and they smiled, smiled because I was third engineer .. during this day *qui*, uh, .. demanded this *poste* ... And .. I don't know, perhaps, uh, they, they were .. surprised, surpr -, surprised .. but after I spoke that it needs look my, it needs to look my first page of my resume where -

Judith: *Your first page or your second page?*

Iryna: Second. *Qu'est-ce que j'ai dit?*

Judith: *First.*

Iryna: Third, third, page, page.

Judith: *Third?*

Iryna: Second. (*Okay*) Excuse. Second .. where it was marked this .. uh, that I, I had also an experience come agent in move.

Judith: *Real estate agent.*

Iryna: Real estate agent. Okay .. And after that, our talking, both ... the was more professional.

CHUNMEI: DIALOGUE JOURNAL**DJ 1: March 24, 1997**

Dear Judith,

I'm afraid of my poor English writing. I'm not sur I can explain my mind exactly in English. But I think this is like I climb a mountain. If I want to go to the summit. I will begin at the bottom. I have to do that. I need your help and thank you for you give me the chance to writting and talking.

Yesterday someone asked me: "Are you agree or disagree about CHINA take over of Hong Kong after hundred days." I didn't answer him immediately because I have questions too. At first I think Hong Kong's land is one part of my country. CHINA take over it's normally, but after Hong Kong belong CHINA. It going to better or worse? What is Hong Kong future? Who will the CHINA'S *governement* administer Hong Kong? The Hong Kong people will run out freedom or they can keep their *humain* sight? I don't know. Nobody can answer me.

I think the Hong Kong people have the reasons to worrying about their future. I hope CHINA'S *Governement* will kindly with Hong Kong people.

March 26, 1997

Hello!

You don't need to be afraid about writing poorly in English. I had no problem understanding your letter. I agree that learning a language is like climbing a mountain. I am learning Italian and I keep saying to myself: "One step at a time, Judith." I feel frustrated when I can't express my ideas. I'm sure that you must feel the same way when you speak or write in English.

I agree that Hong Kong's land is a part of China and that it is normal that China wants to take it over. I also think that the questions you asked are very important. Unfortunately, nobody seems to know the answers. I understand why the people from Hong Kong are worried about their future. Hopefully the Chinese government will treat them fairly and kindly.

So many people from Hong Kong are immigrating to Canada. There are so many Chinese people in Vancouver that Vancouver almost feels like Hong Kong. I would guess that Canada is happy to accept immigrants from Hong Kong because people from Hong Kong have a lot of money.

One thing that I love about Canada is its cultural diversity. The only "true" Canadians are the Inuit and the Native Indians. I love meeting people from different cultures. Yesterday, when I was taking the metro, I started talking with a man from Rwanda. He told me many things about the politics, and the present situation in Rwanda. He helped me to understand the "soul" of the people in Rwanda. I think that I learned more from him about Rwanda than I have learned from the newspapers, radio, television, etc. He didn't only talk about the facts, he also talked about the feelings and fears of the people. He was a very interesting man.

Why don't you and I make a deal. I'm help you with your English and you can teach me about your customs, country, culture, history, etc. What do you think?

From, Judith

DJ 2: April 2, 1997

Judith,

I am agree with you about Canada it's cultural diversity, I love that too. In Montreal, if I want I can learn more two languages and I can go many kinds of restaurant. I enjoy that. I enjoy make friend who is from another country. You know, in my country we have many kinds of food, especially I like some food that not for lunch and super maybe just for breakfast and snack. We call that "small food." these are very delicious. In the summer night, I walk with my friends

on the street. We fell good smell along the street there are a lot of people sell "small food." If I smell. I can't *controler* myself. each time I get overeat. I have to take some *pillule* for digest. in Montreal I have never found where sell that.

Today is the first day I got to G204 and change the teacher. this teacher isn't new for me. last year when I came school I with her, after 2 days, I changed class. Do you know why? Because in the beginning I couldn't speak English. she asked me something. I understood. I answered her in French. She was very angry. I thought she hate somebody speake French. I didn't know why? In the class no one word French. I just thought when I leaned French, my classmate didn't understand French, the teacher translate in English anyway. I fell not comfortable in this class.

Could you tell me. Do you have Francophone friends? and where are you from? Montreal? Vancouver? Toronto?

April 3, 1997

It's me again!

First of all, I would like to apologize AGAIN for the confusion last Thursday. I am still feeling badly about forgetting where we said that we would meet.

You know, I'm not very familiar with "real" Chinese food. I only know the Canadian version of Chinese food. I've heard that "real" Chinese food is much better than "Canadianized" Chinese food. I realize that the food in China varies from region to region. What do you think is the best food? What do you cook at home? Do you know of any good Chinese restaurants in Montreal?

Your teacher was "angry" with you because you didn't speak English!?! That wasn't very kind of her. I hope that you will feel more comfortable with her this trimester than you did in the previous trimester.

I see that you are curious. I think that's good. Yes, I have friends. I have some good friends that live Europe because I have travelled a lot in France and Italy. I also have a group of friends living in Toronto. My longest friendship has been with a woman from India. We have known each other since high school. In Montreal I am friends with a French woman whom I knew in France many years ago. It is really a coincidence that we are both in Montreal. I also have become very good friends with two Russians who participated in my study just as you are doing. I'm very lucky, because I make friends easily and all of my friends are WONDERFUL! And you ?????

I was born and brought up in Edmonton. However, I worked as a French teacher in Toronto for eight years. My parents and brother live in Edmonton and my two sisters live in Vancouver. I will be going to Vancouver for a week in May because one of my sisters is going to have a baby.

I should go, since I have a long bike-ride back to the University of Montreal. It was easy to come here since it was all down-hill. However, it is going to be difficult to go back since it is all up-hill.

Have a nice week-end,

Judith

DJ 3: April 6, 1997

Judith:

You don't feel badly about before last thursday. For me, every thing past is past. I don't complain you. forget that. It's okay.

In Chinatown, there are good Chinese restaurants but I don't know why every time I went the taste changed. Sometime is good sometime was not real Chinese food. I think that if you have chance go to China. You will taste real Chinese food.

You know. You tell me you have some friends from France. I am surprise, because before I asked 3 English teacher "Do you have Francophon friends?" They answered me "no." Maybe the teachers don't speak French. Maybe they miss the communication with Francophon. I admire you have many friends in CANADA. I don't have group of friends in here. I make friend not easy. because I am a quite *personne* and I don't speak English well. I can't express myself clearly so sometime I feel lonely in Canada. I feel lost my friends, lost my maind.

Do you like bicycle? I like that. When I was in China, everyday I got to work by that. In Montreal I am scare of bike-ride on the Street. Don't you feel dangerous. Aren't you tired for a long bike-ride? I think it's a very good exercise. I will do that too.

Have a nice day, Chunmei

April 6, 1997

Dear Chunmei,

Okay, I won't feel badly about Thursday anymore.

I don't believe that you were rude to your teacher. You are so sweet and gentle. I hope that you are happier with your new teacher.

I have a friend from Beijing who says the same thing about the Chinese food in Canada that you said. She told me that she prefers to cook for herself as she never knows what to expect when she goes to a Chinese restaurant. According to her, Schezuan food is the best. Do you agree with her?

Yes, I have many friends from France because I love the language, the culture, and the people. I also love the Italian language, culture, and people. ... Oh well, that's life. I'm still in love with Italy and I am presently taking an Italian course.

I can imagine that you feel lonely in Canada, so far away from your family and friends. Maybe you and I will become friends during this study. That would be nice. I don't know you very well, but I all ready like you a lot.

Yes, I love bike-riding. You're right, it is dangerous to ride on the streets. A few years ago, a car hit me and broke my hip. Now I always try to wear my bicycle helmet. No, I don't get too tired after a long bike-ride because I am in good shape. I go swimming almost every day. Maybe one day you and I could go for a bike-ride.

Well, sweet and gentle Chunmei, I must return to the university. I hope that you will have a nice day with your new teacher.

See you on Thursday at 12:20 p.m. Judith

DJ 4: April 9, 1997

Judith:

Thank you for you believe me of I am not a rude *personne*. That's true. I am neve furieuse with somebody in the class before last monday. On monday She was first use insulting language to me. She was impolite too. I don't know How she become a teacher? Anyway, It's over, I am happy with my new teacher.

[...]

Last year, I had a Italian friend. We talk about Chinese, Italian culture. religion. Sometime I feel he like a Chinese. not much difference between us. Maybe is me do something badly to him. I stoped to rejoin him. My life is not flat and I don't know which way is good way for me.

I am sleepy, because tonight I take amost two hours with my daughter for her dictation. after I write the letter. You know, my writing is very slowly, Now It's 11:30.

See you tomorrow, Chunmei

April 10, 1997

Dear Chunmei,

I really enjoyed talking with you today. You're a very intelligent and sensitive person. You have a lot to offer people.

It was very strange when I arrived at your school on Monday. It seemed like all of the teachers were mad (angry and crazy!). I think that your previous teacher is more "mad" (crazy) than "mad" (angry).

[...]

What is the name of your Italian friend. Do you know from which part of Italy he comes? Why did you stop having contact with, him? What did you mean when you said that your "life is not flat?" Am I asking you too many questions??

Right now I am sitting in my office at the university. From my window I have a nice view of the Olympic Stadium. I don't like the architecture of the Olympic Stadium. It looks like a spaceship. I can also see a beautiful church. I prefer looking at the church than looking at the Stadium. I can hear the birds chirping. I love this view during the summer and the fall. In the fall the view is quite spectacular with all of the beautiful colours of the leaves.

Well, I must go, my dear, as I have an Italian course tonight. I'm supposed to be there at 7:30, but I don't think that I'll arrive before 8:30. I hope that my teacher doesn't get mad at me and send me to the principal's office to be disciplined!

Have a wonderful week-end. If you feel lonely, give me a call and maybe we could meet somewhere for a coffee.

Judith

DJ 5: April 13, 1997

Judith:

Do you know what's the first thing I do when I read your letter? That is look out some word in dictionary. I learn vocabulary from your letters.

My friend's name is Franco. I don't remember which part of Italy he is from. He is a cheerful and helpful *personne*. I was happy with him. We were just friends. But I feared that if I continue contac with him maybe something happened.

I said: "My life is not flat" I mean my life like a rougt road, the real life is always opposite my wish . I expect my life is stable but I haven't. I have same feeling than you, I am confusing too. It's very hard to take a decition about the love. It's hard to forget the love too. Maybe one day I'll tell you my secret.

The weather make me borring. I didn't go out only stay home watched T.V. and read some books.

Do you know when the winter will finish? It's enough, isn't it?
What did you do during this cloudy and rainy weekend?

Chunmei

April 14, 1997

Dear Chunmei,

I am glad that you are learning some English vocabulary from my letters. I hope that my letters aren't too difficult for you to read. Tell me if they are.

[...]

If you could change your real life to the life for which you wish, what would you do? If and when you want to share your secret with me, I'm here.

I didn't have a boring week-end, but the weather did make me feel a little bit blue. I worked, I talked on the phone, I visited some friends, and a friend came over to visit me. That's all. I'm really sick and tired of winter. I don't want to see it anymore.

What did you watch on T.V.? What books did you read?

See you Thursday, Judith

DJ 6: April 15, 1997

Dear Judith:

Today is a beautiful day. The sun shine. Maybe the Spring arrive. After school my friends ask me take them up to the garage. they want to buy a piece of car for fix their car. Tomorrow they will go to New York look for a job. In Montreal they are not enough jobs for the people. Some friends of *mien* move out.

I have a lot of dreames. If I was 25. I wouldn't marrie. I only would adopte one child. If I can change my life, I will buy a farm in a warme country. I with my daughter and someone who realy love me. I live there for all my life. I don't have excessive demand of my life I just like my life stable and substantial. If I get that. I will be satisfy.

On the T.V. I choose news and some films. I like "talk shows" but some subject are too *difficile*. I understand the film more the news.

I am reading a Chinese novel. The author is a lady. I like her books very much. almost all books of her I read. She describe every thing very subtle and attract me.

I am worring about my writing. I think some word that I used. maybe in occusy English is useless. Do you understand me?

See you tomorrow.

April 17, 1997

Hello Chunmei!

Today is not as beautiful as it was on Tuesday when you wrote to me. It's cloudy. However, the temperature is supposed to go to + 7 C, so I won't complain. I heard on the radio that the record high for April 17th is =25 C and that the record low is -17 C. What a strange country Canada is.

Your dreams made me very curious, so prepare yourself for a few questions: Why wouldn't you marry? Why would you adopt rather than having a child? What you would like to

have in your life sounds wonderful to me, except that I would rather live by the sea than on a farm.

I don't think that I have any excessive demands on life either. What is important for me in my life is love, health, learning, and stability. If I had a loving relationship with a man and my child, I think that I could say that I would be almost completely satisfied with my life. Well, that's how I feel right now, as I am writing to you. Maybe if I were writing to you this evening, I would be in a different mood and life would seem very difficult to me. However, in general, I think that I have a good life, a very good life in fact.

*Did you see the movie or read the book **The Joy Luck Club**? It's about 4 middle-aged Chinese women who immigrated to the United States during the Chinese Revolution. The women are friends and each of them has a daughter. The daughters are in their early 20s. The story is very interesting as it describes the relationships between the 4 women, the 4 daughters and the mothers and daughters. It also describes the lives of each woman and each daughter. If you are interested, I can lend you the book.*

Well, I must go as I also have to write to Binh (the Vietnamese man/boy with whom you met today). Have a nice week-end, Judith

P.S. Don't worry about your writing, I understand everything that you write.

DJ 7: April 20, 1997

Dear Judith:

I'm very interesting of the book "**Joy Luck Club**" I think I saw this movie on T.V. I remember one daughter then went to China look for her sisters. their mother died. when I was watching, I felt the scenery of China was *ridicule*. Because It like a picture maybe the film made in Hoollewood.

I told too much about my life. Everybody has the problems in his life. I am not a pessimistic person but according my experience if I really trust someone finally I disappointed. So I love myself, I trust myself at first.

I read a article from "**Reder's Digest**" is interesting "**How Honest are We?**". They dropped 120 wallets - ten each in the large cities. Three major suburban areas three medium cities and small towns. It was a real life test of integrity. In big cities Vancouver returned 7 kept 3. Montreal 7 and 3. Toronto 4 and 6. I'm glad that Montreal was not last of big cities. I think Montreal should be the last. because in Montreal I lost a lot of things. Next time I'll tell you.

Chunmei

April 21, 1997

Dear Chunmei,

*I also saw the movie, "**The Joy Luck Club**." I've never been to China, but I believe you when you say that the scenery was ridiculous. American film-makers have the tendency of making people, scenery, etc. look artificial. The actors and actresses always look perfect, with perfect skin, white teeth, and synthetic-looking hair. I prefer European films because the people look like real people and the scenery is more realistic. I'll lend you the book. Maybe you'll like it better than you liked the movie.*

I don't think that you told me very much about your life. It's true that everyone has problems. It's also true that everyone has dreams. I have a couple of very close girlfriends with whom I talk about my feelings, etc. I think it is important to talk about our hopes, fears, happiness, sadness, etc. According to me, it is unhealthy to keep everything inside. So, if you want to talk about your life, the good and the bad, I don't mind. If you would rather not, that's okay too. I think that it's very important to love yourself and to trust yourself first. However, I

also know that there are people in the world whom you can trust. I know this because some of the people are my friends.

I think that Montreal should be last too. My wallet was stolen two times in Montreal. Can we have an oral conversation on Thursday, at 12:15?

See you later, Judith

DJ 8: April 23, 1997

Judith:

I agree with you. [...]

I'll tell you how I lost many things in Montreal. October 1994, My daughter came Canada one year late. In the morning. She was waiting school's bus at the corner. A woman asked her "Do you have a pen? my purse is broken I need open for fix." My daughter gave to her the pen. The woman pretended fix her purse. She said: "The pen is too smooth. Could you borrow me your key?" My daughter gave her the key too. The woman was chatting with her. She said: "I knew the boy who lives 2431 Lacosse. Do you know him?" My daughter said that I didn't know him. I live 71 Lacosse. The woman returned the key and my daughter went to school.

One month late when I was in French School. The school's _____ called me: "Chunmei go home immediately." I was nervous. I thought that my home is on fire. It wasn't. My home was robbed. I called police who told me: "The robber come in use The key. The door hadn't the damages." I didn't have insurance so I lost almost 6 thousand this time.

One year late. I read "*Journal Montréal*" there is an article: the police caught a woman who robbed 13 houses and she only lied children's key. When my daughter came back. I showed the picture to her. She recognized the woman. I called the police again. I expected maybe something could returned to me but the police said: "The woman sold and sent to her mother many things. her mother was in Haiti."

This is my *histoire*. Now I tell to all my friend's children: "Don't give the key To anyone. don't tell your *adresse* to *unconnu*."

April 24, 1997

Dear Chunmei,

What a terrible experience that you had!!! Was your husband very supportive? Was he at home or were you all alone with your daughter? You must have felt very scared and invaded. This experience has obviously left you with a bad and painful memory.

I have some friends from Russia who were recently robbed. The robber (robbers) must have had a key to the apartment as the lock on the door wasn't broken. The thief (thieves) stole their computer and all the wife's jewellery. My friends didn't have insurance either. They were so upset because they had just bought the computer and they don't have very much money. Actually, the husband isn't from Russia. He's originally from Guinea in Africa. Do you know what the Guinean community did? Each person in the Guinean community in Montreal put some money into an envelope and they gave the envelope to my friends. There was enough money in the envelope so that my friends were able to buy another computer. Wasn't that wonderful!!! I wonder if I were living in Guinea and something bad happened to me, if my countrymen would come together to help me. I'm not so sure.

My friends said that it was not just the fact that someone had stolen their material possessions that disturbed them. What was even more disturbing was that they felt as if they had been invaded. They were upset that someone had come into their personal space and had looked at, touched and taken their things. The wife was particularly upset since her jewellery had a lot of sentimental value to her. I think that you understand how they felt. I've never been robbed, but I

can image how you and they must have felt. I really don't understand why some people do mean things to other people.

Do you have any special plans for this week-end? Whatever you do, I hope that you relax and that you enjoy yourself.

Judith

P. S. I feel complimented that you confided your secret to me. Thank you.

DJ 9: April 27, 1997

Judith:

[...]

I think that if you were living in another contry and you had some trouble. Your contrymen could come to help you. Do you know why? Because live in a foreign contry is not same feeling than live in a mother contry. In the Mother Contry you have family and relation. You could get help from them but in another country you don't have and your contry men either so usualy your freinds are very important and that small group is solidifiable.

Last month. Chinese Community raised \$40.000 for a child. This boy was danger in the hospital, he must change his _____ but in CANADA didn't find some _____ for him. The hospital has to buy that from the U.S. it cost \$35.000. His parents come from China and they are students in Concordia. They didn't have money to save there son. They were very worrying. The Children Hospital's worker suggested them to asked help to Chinese community.

Chinese community was very helpful in the week-end newspaper. I saw a head laind and all page discribe the situation of the boy and his family in the end they said "We didn't have much time to save this child. if you could please help him." A lot of Chinese sent the cheques or went to office. Someone gave ten dollars. Someone gave two thousand dollars. just two weeks the child got enogh money to operat. his parents moved about Chinese helpful and solidarity After operation the boy well rapitely. Wasn't that wonderful too!

See you tomorrow, Chunmei

April 28, 1997

Dearest Chunmei,

What a gloomy, rainy day it is today. Unfortunately I won't be able to use my bike. Oh well, that's life!

I agree with you a 100% that you should do something to make yourself happy. Life can be difficult when you have to deal with everything alone. I find that something as simple as looking for an apartment can be fun if I'm planning to move with someone. When I'm moving by myself, however, it is a completely stressful experience for me.

Do you participate very much in the Chinese community? Maybe it would be a good idea to get involved in some of the activities that they offer. I've never lived for a long time in a foreign country, but I can understand how a person could feel isolated and alone. Many of my friends in Montreal come from other countries and they have the same feelings as you. I would like to introduce you to some of my friends because they are so wonderful. The next time that I have a "soirée" at my apartment, I will invite you. Would you like that?

The story about the Chinese boy and how the Chinese community helped him is very touching. I was wondering if Canadians would do the same thing, if they were living in a foreign country and then I remembered the flood that occurred in Saguenay last year. Canadians did come together to help the people. It was so nice to see. English and French Canadians united together

for the same humanitarian cause. I was very impressed with my countrymen.

*I keep forgetting to bring the book, **The Joy Luck Club**. Today would have been a perfect day to stay at home and to read it. I'll try to remember to bring it on Thursday.*

Bye for now, Judith

DJ 11: April 31, 1997

Judith:

Did you remember to bring the book today? I guesst "No". because if I forgot something. I need someone remind me or I write the work in my hand when I am washing it I can see that.

Has CANADA a lot of floods? last year in Quebec this year in Manitoba. My teacher said that the insurance didn't cover flood and earthquake. Only government help people who lost the house. It's a lot works to do.

I remember 1976 I was in China. There had The earthquake. that's a tragic. Almost 200.000 people died. Many children lost parents. I lived from this city 200 km. I felt the earth shook, I saw the house fell down. every body slept outside. People worrying about food, electry, job ... everyone need help but Chinese government refused, Red Cross's help. I didn't know why. Fortunately. Maybe CANADIAN'S government has enough money to help people and in CANADA doesn't have serious earthquake.

I'm interesting, you "soirée" I like meet people too. Maybe we would become friends. Thanks you!

April 31, 1997

My dear Chunmei,

I would LOVE to become friends with you! I should have more free time during the summer and in the summer there are so many things to do: the Jazz Festival, La francfolie, etc. Give me a call this Sunday morning and maybe we could meet at Mont Royal to help clean-up the park.

Yes, I forgot to bring the book today. Sorry. I promise to give it to you on Sunday, if we see each other, or on Monday.

In general, Canada doesn't have a lot of floods. However, there seem to be more natural disasters (tornadoes, earthquakes, floods, etc.) occurring all over the world than ever before. It seems that the earth's atmosphere and weather are changing. It's true that Canada doesn't have very many earthquakes. However, scientists predict that Vancouver will have a major earthquake one day. I hope not, as my 2 sisters live in Vancouver.

As I have already mentioned to you, I will be going to Vancouver for a week. I will be leaving on Sunday, May 11th and I will be returning on Monday, May 19th. So you'll have a week break from writing to me!

You would have been a little girl when the earthquake happened in China. In what city did it happen? It really is a tragedy that 200 000 people died. What happened to the children whose parents died? How scary it must have been for you to feel the earth shake and to see a house fall to the ground. I've never witnessed a natural disaster and I hope that I never will!

*Have a wonderful week-end and perhaps we will see each other on Sunday,
Judith*

DJ 12: May 4, 1997

Judith:

I called you on Sunday 11:00-12:00 but your line was busy I couldn't reach you so I went shopping. My refrigerator was empty. Usually I go shop on Saturday. Last Saturday I didn't have time. A friend asked me to help. She has worked at home by sewing machine this is the first time she got something to do she didn't have experience. I told her how to sew fast and I helped her finish that. Today I feel tired.

The earthquake happened in 1976 in Tang Shan China. It was really horror. The day before was very hot and humid. The people couldn't sleep. After 12:pm the temperature reduced a little bit they went to bed probably 3:30 AM the earth shake and house fell to the ground. It was 7.6 degree. The majority people didn't know what happened the ceiling already cover them. Many children were orphan because the mother or father *protected* them by her or his body. I know some orphans were adopted by another family. Some went to the government's special School. Now. They grow up.

When the earthquake happened I didn't marry so I didn't have a little girl. I married in 1982. Chunmei

May 5, 1997

Dear Chunmei,

I'm so sorry that my line was busy when you tried to call. I talk so much on the phone. My friends get so irritated with me when I'm on the phone and they can't get a hold of me. I should get "call waiting." Is that what it's called?

Yesterday morning I was talking to a close friend of mine who lives in Ottawa. We hadn't spoken to each other for a couple of weeks and had to catch-up on each other's news. She is really a wonderful person and I hope that you and she will have the chance to meet each other when she comes to visit me in Montreal. She taught English in China for a year when she was younger. She has also lived in Rome and in Vietnam.

I'm glad that you didn't end-up going to Mont Royal, as I wouldn't have been able to go with you. I was supposed to finish some work yesterday, but was unable to do it as I had a terrible migraine head-ache. I took a strong pain-killer and slept from 5:00 p.m. yesterday afternoon until 5:00 a.m. this morning. Fortunately my head-ache is gone, but unfortunately I haven't done the work that I promised to have finished for today.

I didn't know that you knew how to sew! Do you make a lot of your own clothes? I am always so impressed with people who know how to sew. I once took a course to learn how to sew, but I found it to be far too frustrating. I didn't have the patience necessary and the shirts that I made were ugly.

How tragic for all of the people who lived through the earthquake of 1976 and lost their loved ones. I think that it is the natural instinct of parents to protect their children. Even animals protect their babies. You said that some of the orphans were sent to government orphanages. What are orphanages like in China? I have a friend from India who would like to adopt a baby from an orphanage in India. She told me that the orphanages in India are disgusting and that it is very difficult and very expensive to adopt an Indian baby.

Can we have an oral conversation on Thursday at 12:20? I'll be here on Thursday at 10:00 p.m. to answer your letter and I will stay until you finish your lessons at 12:20. If there is a problem, you can phone me. Hopefully, I won't be talking on the phone (as usual).

Have a nice week!

Judith

DJ 13: May 7, 1997

Dear Judith:

I am worrying about your migraine head-ach. How often did you get that? did you see the doctor? I think that you should take care of your health.

Yes, I know how to sew and I like do that. It's my hobby. Some cloths of mine and my daughter are I make.

I'll tell you how I lean to sew 7 years ago. I just came here. I had to work because I wanted To ensure my family come too. I looked for a job. My landlord's friend opened a factory make the dresse for lady. I was working there. The boss came from Cambodia he could speak Chinese and he is a nice person. We were working very hard. every saturday I go to work. Sometime I work 12 hours, On the week-end I just want to sleep. I was exhausting but I thought of that period because I met wonderful people.

I heard about orphanages of China were not take care by the government too. but I don't know.

I've never visited any orphanage in China. Someone said is bad. Someone said is good who already went to China to adopt a baby. I confused. I watched the news. Now the *Quebecois* go to Haiti for get to baby. I hope that every orphan has chance to get a family and love.
have a good day! Chunmei

May 8, 1997

Hello sweetie!

You always look so pretty and well-dressed. One of my sisters is like you. Even though she has 4 sons and is doing her Masters degree, she is always well-dressed and she never looks tired or stressed. Sometimes I am able to give that image, but sometimes (like today), I feel like a slob and I know that I have dark circles under my eyes.

Thank you for being concerned about my head-aches. I think that I am having head-aches because I am not sleeping very well. I have a lot of work to do. I am looking forward to going to Vancouver to take a break. I will take long walks by the ocean so that I can breath and smell the salty air. It will be great to see green trees and colourful flowers.

In my neighbourhood, which is close to Outremont, I see quite a few middle-aged, white couples who have adopted Chinese babies and children. I think that Chinese babies and children are adorable. They are always girls. I have heard that Chinese people prefer to have boys than girls and that sometimes they abandon their baby girls. Is it true? What do you feel about this practice? I wonder if it is expensive to adopt Chinese babies. The couples that I see look very wealthy. I haven't seen any white couples with Haitian babies, however.

A friend of my sister adopted a baby boy from Guatemala. She is a single mother and she paid \$15 000 for her child. I have heard that in Guatemala, children are sometimes kidnapped from their families and sold to white people. I wonder if it's true. I would like to have my own child and to adopt a child from a Third World country.

I hope that you have a fantastic and wonderful week. If you give me your address, I will send you a postcard from Vancouver.

I will be returning on Monday, May 19th and will come to your school on Tuesday, May 20th at 10:00 a.m. Okay?

Judith

DJ 14: May 19, 1997

Judith:

How are you? After one week relax. I think you get more energy and you very happy when you saw your sister.

Vancouver is a good place to live It is not cold. I have some friends there. Sometime I think to move to Vancouver too. but I hard that Vancouver is expensive to live. It is true?

Yes. In China someone abandon their baby girls. They don't like girls. only like boys. I don't understand them. Maybe 20 years late, the Chinese girls would married 3-4 man, It's not bad. I guest for adopt a Chinese baby probably pay 10.000\$. I wonder is I want to adopt one. Maybe is free because I am Chinese. To me. I find that the girls and the boys are same. when I was pregnant. I was looking forward my baby is a girl.

I hadn't nothing special last week. I had a plant to go "finger lake" but I didn't find some partner to drive so. my daughter went to "La rond" I started to range the stuff at home.

Chunmei.

May 22, 1997

Hello Chunmei,

It's good to be back and I'm happy to see you. Yes, I had a very relaxing holiday in Vancouver.

It was wonderful to see my sisters, my nephews, and my parents. My sister didn't have her baby. I am a little bit disappointed because I would have liked to have seen the birth of the baby.

Vancouver is a very beautiful city. It was sunny and warm when I was there. It was difficult to return to grey Montreal. Vancouver is considered to be the most expensive city in Canada. An average studio apartment, for example, costs about \$600.00 a month. The Chinese population is huge.

It is too bad that there are so many orphan girls in China, yet it is so difficult to adopt. One of my sister's friends adopted a little girl and it cost her \$15 000.00!

Are you moving in June or July? You're like me in that you start to arrange your stuff in advance. I don't like to do things at the last minute. If you need help, I would be happy to help you.

May 30th is my birthday and I'm thinking of having a little "soirée" on either Friday or Saturday. Would you like to come?

Have a nice week-end?

Judith

DJ 15: May 25, 1997

Judith:

I'm so glad that you invite me to you "soirée" Thank you.

I'll move before June 1, I 'm not sure which date exately. If I won't be too tired, I'd like to go to your party. I'll give you a call. I called some campagny for move. It's expensive. They asked me 500\$. two years ago, I paid 250\$. I think that I move the small things by myself. It's save money.

Last Saturday. Someone knocked my door. She asked me "which party you'll vote." I said "I don't know haven't decided." It's true, I'm not intresting to politic or election. I don't know too much about Canada's politians. I just know there are not big difirens If liberal win or Cosevitive win. To me. I prefer Jean Charest because he is not separatist and he seems *doux*.

Do you know? In China, we have election too. I think that like play a game. Before I go somewhere to vote. I never heard the candidates' name, But I must go, If I don't want Maybe I have some trouble. So, I just profite half day off and I don't know who I vote.

Chunmei

May 26, 1997

Dear Chunmei,

I'm thrilled that you'll come to my birthday "soirée." I've decided to have it on Saturday night. It's not going to be a big party and I think that you'll like my friends. Feel free to bring your daughter. I don't know if there will be other children her age, but there will definitely be other children.

I must congratulate you for having integrated so well into the Canadian culture. You understand Canadian politics as well, if not better, than the average Canadian. Canadians don't know much about Canadian politicians either. In Canada there isn't a big difference between the political parties. Canadians tend to vote for the political leader whom they like the best rather than for the ideologies of the political party.

My friends from other countries are always surprised at how passive and ignorant Canadians are about Canadian history and politics. There is a good joke that illustrates how passive Canadians are: "How to you make 100 Canadians get out of a swimming pool?" You say, "Please get out of the swimming pool."

Oh, I have some wonderful news. My sister in Vancouver had her baby on Thursday. She's a little girl with black hair and her name is Anna Lucie. When my sister phoned to tell me the news, I started crying. I wanted so much to hold little Anna in my arms.

*Can we have an oral conversation on Thursday at 12:20 p. m.? We're almost finished!!
See you Thursday, Judith*

P. S. I finally remembered to bring The Joy luck Club.

DJ 16: June 8, 1997

Hello Judith:

I'm sorry that I didn't write to you last week. I was really tired. This week I've not finished range my home.

Today I can't concentrate write to you. because I have a friend come from China last week and he will leave Tomorrow who is my family's friend for longtime. We talk about my country and CANADA. We talk our life and future. He lived in Japan 1 1/2 year. He tell me that period was hard. He had to learn Japonnese and work. I think that He is smart. He just learned 1 1/2 year and he can speak well.

I'm sorry Judith, I don't have more idea what I'll write today, Could you give me some subject?

Thank you! Chunmei

June 8, 1997

Dear Chunmei,

You didn't need to apologize to me for not having written to me last week. I know that moving is a lot of work. In your case it must have been particularly tiring because you have had to do almost everything by yourself. If you need help, don't hesitate to call me. I would be more than happy to give you a hand. I am very strong you know. I swim almost everyday and I ride

my bike. I am not surprised that you have not finished arranging your house. I imagine that you have a lot of furniture, ornaments, clothes, etc. It is always more complicated for a family to move than it is for a single person.

I'm glad that your friend from China came for 2 weeks. Did he come especially to help you or did he have other business in Montreal? He must be a very close friend if you were able to talk about such personal topics as your life and future. How old is your friend? Do you have discussions with your husband like you had with your friend? Why did your husband only come for a week to help you? Were you happy to see your husband? Questions, questions, questions. Am I being too nosy (curious)?

When you finish arranging, your house, let me know. I'll invite you to my house one Sunday afternoon and we can plan to go to Mont Royal and listen to the tam tams (African drums). Yesterday there were hundreds of people there. They were of all ages and nationalities. It made me think of the 1960s. You will see what I mean when we go there together.

When we go, I think that I will invite a French friend of mine to join us. Her name is Danièle. She is a 40 year old, single mother. Her son, Livio, is 3 years old and is absolutely adorable. I think that you and Danièle would like each other.

Have a nice week and try not to work too hard. You need to get your sleep. Today you look very tired.

Bye for now, Judith

P.S. We only have 2 more weeks to go and then this study will be finished!

P.P.S. In only 2 more weeks you will have finished arranging your house!

DJ 17: June 11, 1997

Judith:

Thank you for your kind. I almost finish arranging my house. I don't want to move again. I'll live here for longtime.

Summer comes so fast. everybody wear light clothes. I like summer, it give me a good impression. I'll stay in Montreal. What can I do? Maybe go to other province? Maybe rent a chalet near a lake? Maybe go to work? I don't know. Do you have a plan of summer?

[...]

Chunmei

June 12, 1997

Dearest Chunmei,

I am glad that you have almost finished arranging your house. I understand why you don't want to move for a long time. Moving is so much work and it takes so much energy.

I also like summer. It feels so good to wear light clothes. I feel liberated from my heavy winter clothes. I definitely feel happier and more optimistic in the summer than I do in the winter.

I plan to spend most of my summer in Montreal working. I probably will go to Toronto for a few days to visit some friends. I also have quite a few friends who are planning to stay with me this summer. I definitely want to take advantage of the warm, sunny weather. There so many activities in Montreal during the summer. If you want, we could do some things together.

I'm sorry that you and your husband have grown apart. According to my experiences, long-distance relationships are difficult to maintain.

[...]

Another thing that has helped me over the years is my community of friends. I think that it is very important to have people whom you love and who love you. It is important to have people with whom you can share the good and bad times. People aren't made to live alone, without love. One of the serious problems in North American societies is that depression. One of the main reasons that people are depressed is because of loneliness.

I'm serious when I say that I would like to do things with you. Maybe we could go and listen to the tam tam players this Sunday. What do you think?

Talk to you soon, Judith

DJ 18: June 15, 1997

Dear Judith:

I'm 100% agree with you that it's very important to have people who you love and who love you. In my life the friendship also very important.

[...]

3 days ago. I bought a plant and I read the article that taught me How do better for plants . They said that 2 times per week water plants is good way so I didn't water my plant. This morning when I got up I saw eight worms died on the floor on drought. I was scare I don't know why in the plant bowl has many worms. It's normal or not I've never have the plants like this Should I throw out it?

June 16, 1997

Sweet, darling Chunmei,

To begin with, I assure you that I would never laugh at you. I feel very honoured and touched that you have told me your secret. I understand how you feel. Since you told me your secret, I'll tell you mine and you'll see that we're more the same than different.

[...]

With regards to your plant, I've never had a plant that had worms in the soil. However, worms supposedly are good for the soil. Why don't you phone the store where you bought the plant and ask them if it's normal to have a "wormy" plant.

Have a nice week-end and give me a call whenever you want.

Judith

DJ 19: June 18, 1997

Judith:

[...]

I was happy last Sunday when we went to "Mont Royal." I like walk around the mountain and see the other people. The tam tam players were very good. Only I don't understand much of this kind of music.

Today, my friend tell me a story about a Chinese family. I am pity on the young girl. This family is my close friend's friend. two years ago. This family was perfect. The father had a own restaurant and mother went to somewhere works as a volunteer. One day, the accident happened. the mother fell down the staircase and her head broke. a few days later she died. her daughter was 13. After the mother died. her father had many problems in business and he always under stress. Now. his doctor say that he must to stay in hospital. Social worker send the young girl go to a

"centre accueil"

Do you know something about "centre d'accueil"? Who can go to there? Is good for young people?

I think maybe I could do some thing for girl.

June 20, 1997

Dear Chunmei,

[...]

I'm glad that you had a nice time at "Mont Royal." Danièle really like you. I think that the Jazz Festival starts next week. Would you like to go to some of the concerts with me?

The story that you told to me about the Chinese family is so TRAGIC! It shows that we should appreciate our good health, the flowers, etc., because we never know when it will all disappear. Some people work so hard, worry all the time, or complain about what they DON'T have, that they don't appreciate the present and what they DO have. There's an expression in English that says: "Don't forget to smell the roses." It means in life we should stop from time to time to appreciate the wonderful things in life.

I don't know much about the "centres d'accueil." However, I do know that they are centres that help new immigrants, homeless children, people in need, etc. From the little that I've heard about them, they offer many good services to the community. Why don't you contact the "centre d'accueil" where this girl is staying and ask them exactly what they are doing to help her. I am sure that this young girl would be very happy if you wanted to help her. If you need my help, let me know. The fact that you want to help this girl shows that you are a very compassionate and sensitive person.

*Sorry dear, you have one last letter to write to me. How do you feel about that?
I'll come to your school on Wednesday at 12:00 for our last conversation. Okay?*

Judith

DJ 20: June 22, 1997

Dear Judith:

This is last time I write to you. I don't know How express my feeling. It's like two friends meet on very short time. We have many things to discuss. but we must to say "bye-Bye" I don't want to finishe. I don't want to let you go.

OK, we live in same city. I could call you and we could meet again.

Judith. It's true: you help me a lot. I lean English and other things from you. I like you, I like to talk my life with you. you have understanding. Thank you for all.

Finally. the girl (last letter I told you she was in "Centre acceuil") decides to go to China in the summer. helpful her father could get well when she comebake.

Maybe I can get a summer job. a *compagne* has the *projets* in China They need someone translate the articles in Chinese. I think if I use dictionary I could do that. Howevy. It's not easy It's a challenge. I should try.

Don't forget me, your friend Chunmei! Have a nice summer!

"Bisous." Chunmei

CHUNMEI: ORAL DIALOGUES

OD 1: March 24, 1997

Chunmei: Uh, sometimes, uh, if I think, uh, uh for my family future, (*umhmm*) for my daughter future, (*umhmm*) is better to li-, live in China.

Judith: *What.. That's, that's.. I, I think that's, that's what the idea is. (yeh) It's for the future and .. yeh, I, I guess .. I think for myself, it would be too hard for me. [Judith & Chunmei laugh]*

Chunmei: Very hard, very hard, very hard. When I come her, oh, I cried.

Judith: *Mmm. You were lonely.*

Chunmei: Yeh, I missed, (*umhmm*) I, I, I missed very much my family for sure.

Judith: *Umhmm. Did you make, um, friends quickly?*

Chunmei: Uh?

Judith: *Was it easy to meet people? There's a Chinese community here. Did you --*

Chunmei: Yeh, yes, yes. (*umhmm*) The first, uh, I come Montreal, (*umhmm*) I lived, uh, uh, I lived in the, uh, uh, *Vietnamienne* . (*a Vietnamese family*) *Vietnamienne*. She can speak, uh, Chinese. (*uhuh*) Uhuh.

Judith: *That's nice.*

Chunmei: After, she's very nice. She (*umhmm*) to show me how to go, uh, (*umhmm*) go to the immigration office, (*umhmm*) how to, (*mm*) how can, uh .. applation? (*umhmm*) applation for the -, (*umhmm, application*) yeh.

Judith: *Umhmm, umhmm. Because it's very different. I'm sure it's a very different system here, (yeh) a very different way of thinking. (umhmm) Um, you come come from more of a, you know, Communist background (yeh) and to come here it's- -*

Chunmei: Before the, the 19.. 89, (*umhmm*) I didn't like uh, go out of my country. (*umhmm*) Aft-, just, just after the, the, you know the Square Tienanmen, (*umhmm*) many the school have the problem with the, the government, (*right*) of the government.

Judith: *Right, that was in Beijing?*

Chunmei: Yeh! (*yeh*) I lived in Beijing! (*right, right*) My sister just, uh, just lived, uh, uh.. next to the, the street. (*uhuh*) The soldier shot the people!

Judith: *So what exactly happened? There were people there. Were they protesting? What were they - Why were there so many people there, at the square?*

Chunmei: Yes.

Judith: *Why, what were they there for?*

Chunmei: Uh, the people asked, uh, uh, the *démocratie(?)* (*umhmm*) the *démocratie* for, I think, uh, uh, many people uh, asked the government the, uh, .. Do you know the reporter? (*umhmm*) The reporter, uh, didn't has the right to, uh, tell something true. (*umhmm, umhmm*) The reporter read something, tell something, uh, before, uh .. on the newspaper, (*umhmm*) on the radio. Before that (*umhmm*) the reporter must put, uh, give, uh, his boss. (*umhmm*) If his boss, uh, um, sees something no good for government, (*umhmm*) it's changed after (*mm*) have the right, have the right, (*mm*) uh, uh, we can to, we can say - (*can say what's true*) say something that's uh, yes. But now there since, uh, the, the, the student, the people want to do not, uh, uh, for maybe study post. Now, the asked other piece of post.

Judith: *Yeh, yeh. And then the, the police came and the army came and just - (the army, yeh) shot just everybody, anybody who was in their way! Ah! How many people died?*

Chunmei: The government said maybe 200. Maybe, uh, 300.

Judith: *That was a massacre!*

OD 2: April 17, 1997

Chunmei: After school I have lunch, (*uhuh, uhuh*) after I read the newspaper -

Judith: *Umhmm. In Chinese or English?*

Chunmei: In English. (*Ah!*) Yeh, I have "**Gazette.**" (*uhuh*) After I find some words in the dictionary .. (*uhuh, uhuh, uhuh*) Maybe 2 o'clock, 2:30 you know, I want to sleep. [J. & C. laugh]

Judith: *So do I.*

Chunmei: 6, yeh, 6:30, 6:30 maybe it's, yeh.

Judith: *Uhuh, uhuh. And what time does your husband usually get home?*

Chunmei: No.

Judith: *What time does he get home? At 6, at 8, at 9 o'clock?*

Chunmei: No, he always go to China.

Judith: *Ah! (yeh) So he 's not here in Canada with you?*

Chunmei: No.

Judith: *Never?*

Chunmei: No never, no, no ever.

Judith: *Not often.*

Chunmei: Not often.

- Judith:* Ah! That's sad.
- Chunmei:* I feel not good. (*uhuh, uhuh*) Because, uh, uh know, is the family like this, is a long time that it's no good. (*uhuh, uhuh*) I come here 7 years. After 4 years my family come here. (*Right*) Now, if he always go to China, we like, uh - (*you're separated*) I don't like that, but, uh, they have a problem.
- Judith:* *Uhuh. For how long does he go to China? for months? for weeks?*
- Chunmei:* This time, uh, is uh, 2 months. (*uhuh*) He still in China. (*uhuh, uhuh*) He still in China. (*uhuh, uhuh*) I don't know .. when he come back.
- Judith:* *Uh, that's hard. It's hard to have a long distance (yeh) relationship, because you go different ways. (uhuh) Did you know your husband long before marrying him. Did you -, were you -, did you go out with him? Did you date him for very long (No) before you actually married him?*
- Chunmei:* No, not for long but, uh, just one years.
- Judith:* *Uhuh, so, if you had a choice to, to live your life as you wanted, (yeh) what what would you do? What would your life be?*
- Chunmei:* I think, the, uh, there are different, uh, ways (*umhmm*) for the.. for the life. (*umhmm*) I want my life is.. stable. (*umhmm*) But he want to the life is, uh, much better. (*umhmm*) If you want to the life much, much better, you must, uh, much work (*umhmm, umhmm*) for money.
- Judith:* *Umhmm. But if you work all the time, if you work all the time, you don't have time for a life.*
- Chunmei:* For, yeh, for the family too. (*uhuh*) You don't have time for the family. (*uhuh, uhuh*) ... I don't know how, (*uhuh*) how can I do ...
- Judith:* *Uhuh. And what would you do for your life, everyday, if you could do whatever you wanted? If you could work or study or travel or whatever, what would you do in your life?*
- Chunmei:* In my life?
- Judith:* *Yeh.*
- Chunmei:* Mmm... You know, for me in, in Canada, I, I didn't feel this my home. (*umhmm*) I just feel like, like guest. (*umhmm*) Just my daughter, my daughter come her, he, uh, she .. uh, like to -. The last year, the last year, I, I, I try, I tried, uh, going to my country, uh, if my daughter, mm, like(?) (*umhmm*) maybe I stay in China. (*umhmm, umhmm*) But she doesn't. She, she can, can't of foll -, follow, follow, the, the course, the course of Chinese, (*umhmm*) because the Chinese course is difficult. (*umhmm*) It is difficult than here.
- Judith:* *Mmm, mmm. Does she feel more Chinese or more Canadian?*
- Chunmei:* More Canadian.
- Judith:* *Really!? (Yeh) And she's how old? How old is she?*

- Chunmei: 13
- Judith: *13, umhmm. So she's only been here for 3 years and she feels more Canadian.*
- Chunmei: Yeh.
- Judith: *Ah, ah, that's strange.*
- Chunmei: The, the, the children change (*yeh, they adapt*) very fast.
- Judith: *They adapt, they adapt quickly. I would love to see China.*
- Chunmei: Huh?
- Judith: *I would love to go to China.*
- Chunmei: Oh yeh?
- Judith: *Tell me, tell me what it's like?*
- Chunmei: This summer, this summer?
- Judith: *No, no, I won't go this summer, but one day, one day (one day) I'd like to go. (Okay) But, I -, tell me what your impressions of China are. What is the countryside like? What are the people like. I'd like to have an idea of what China is to you. (mm, mm) Can you talk to me about China?*
- Chunmei: Uh, I think that the China, the Chinese people are very nice. (*umhmm, umhmm*) If, uh, I think if you go, you go, you go China, you go to China, you, maybe, you better, you better group (?). (*umhmm, umhmm*) No, no, no, you alone, (*umhmm*) because you alone, (*umhmm*) no, uh (?).
- Judith: *Umhmm. Do you mean that it's better if I go with a group, or if I go there, I will make friends quickly?*
- Chunmei: Yeh.
- Judith: *Uhuh.*
- Chunmei: Yeh, I think so, yeh.
- Judith: *You mean I won't be lonely, (yeh) like people often are in Canada.*
- Chunmei: Mmm. If you go to Beijing, I, you, you, you can stay in my home.
- Judith: *Yeh? Thank you.*
- Chunmei: Because my home is empty now. Yeh!

OD 3: April 24, 1997

- Chunmei: She, um, she did copy, you know. (*uhuh*) How do you say .. "*imprimer(?)*" (*uhuh*) Yeh (*she made a copy, uhuh*) Yeh.

- Judith: *Ah, that's what she did!*
- Chunmei: Copy, copy the key.
- Judith: *Uhuh, and broke in.*
- Chunmei: Yeh.
- Judith: *What did she take? What did she steal?*
- Chunmei: Okay. The.. C, uh, C, CVR(?) *(the VCR)* Uhuh, CVR or CVR?
- Judith: *In English it's "VCR."*
- Chunmei: Oh, "VCR". [J. and C. laugh]
- Judith: *You have the right letters. They're just a bit mixed-up.*
- Chunmei: Yeh, yeh, "CVR"? No, no! *(No, "VCR") "VCR." (Yeh.!) [J. & C. laugh]*
Two VCR, *(uhuh)* uh ... 2 video 'grammar, *(uhuh)* one fax machine .. uh, and, uh .. many clothes ... and, uh, the smaller camera.
- Judith: *Uhuh. Did she take any jewellery? Any --*
- Chunmei: Ah, no, (No) no, it's the, the, the, some, it's the, uh, expensive, *(uhuh)* I didn't make, *(uh)* uh, put in the, *(okay)* in the -, yeh. *Sauf que, uh, sauf que télé.*
- Judith: *Pardon?*
- Chunmei: Uh, e -, except, uh, except, uh, the T.V., *(uhuh)* maybe too heavy. *(Yeh)* She didn't, uh, she, she couldn't, she couldn't, uh .. *(carry it)* carry it. But other things, oh!
- Judith: *Did you have insurance?*
- Chunmei: No.
- Judith: *Do you have insurance now? No?*
- Chunmei: After, I just, uh, buy something, something cheap. *(uhuh, uhuh)* Before I, before if I bought something, I .. I want to buy the best, the, the best thing. *(umhmm)* Because I think, I think some -, some things is, uh, change fast. *(umhmm)* Before I buyed something, *(umhmm)* new, the mode. Maybe one years later, 2 years it's, it's, *(umhmm)* uh, *(umhmm)* out, out of date. *(umhmm)* If I, I bought, uh my T.V. like, uh ... VCR, [J. and C. laugh] *(Very good, very good)* I like the *marque* "Sony." *(uhuh, you like the brand -)* Now, I just, uh, bought, uh GE. [C. laughs]
- Judith: *Uhuh, "General Electric," (Yeh) "GE." But still, if there were a fire, or if somebody broke in again, it would be expensive to re-buy everything, like your clothes. When you buy insurance, it's also for fire.*
- Chunmei: Yeh, for, for stoles -

- Judith:* For fire, if there's a flame and the house burns - (okay) When you buy insurance for your house, it's for theft, that is if somebody goes into your house and takes things, and it's for fire. In case your house burns down with flames. (umhmm) So, if you had a fire and all of your things burnt, you would have no insurance. Again, you would have to pay (umhmm) for new things.
- Chunmei:* Umhmm. Yeh, uh I don't know, I just think if, uh, I buy the house, (*uhuh*) I change everything, after I (*uhuh*) I, I have to choose. Now .. I just think, uh, okay, not too expensive if someone come here, (*umhmm*) okay.
- Judith:* Do you own your house?
- Chunmei:* No. I just, I just, uh, think if, if I buy, after ..
- Judith:* Uhuh, then you'll buy some insurance. (*uhuh*) Insurance is not that expensive.
- Chunmei:* I know, just, uh, 15 dollars sometimes.
- Judith:* I pay \$30 a month.
- Chunmei:* \$13?
- Judith:* \$30 a month.
- Chunmei:* Well, I know, I know the 13's not expensive, because last year the bank made, made the, the mistake. (*uhuh*) Every month the, the bank take 15 dollar, um 32, (*uhuh*) like this (?). (*uhuh*) But I don't know, I'm not cheap. I'm, I'm not take the, (*uhuh*) the every month (*uhuh*) all, all, all the half months after, (*uhuh*) I check, uh, the book (?), (*Yeh*) the bank, blank, (*yeh*) the bankbook. (*Yeh*) I say, oh, every month the bank, uh, the bank take money, (*uhuh*) \$15. I don't know why. I ask, after I ask the bank, "Why you, you, you, you keep the money i in my *compte*?" The lady say, "Do you know the Mr. Jason?" (*umhmm*) I say: "I don't know." After the lady say, "I will to check. After I will call you, uh, what happened." One week later she called me, "We made a mistake. I return your money \$200."

OD 4: May 8, 1997

- Chunmei:* For me, for, I'm youngster, (*umhmm*) I, I think I want (*uhuh*) the 2 childs, okay, (*uhuh*) because, I, I, I think my, my daughter sometimes only.
- Judith:* Uhuh, she's lonely.
- Chunmei:* Yeh, yeh. She just say, "Mama, I want to -" The first he, uh, she wanted the brother. (*uhuh*) The second, she wanted the dog. She wanted -
- Judith:* A dog?
- Chunmei:* Yeh. [J. and C. laugh]
- Judith:* A brother, a dog, they're the same thing.
- Chunmei:* Yeh! She say, "If, uh, you, uh, don't give me the brother, go the dog."

- Judith:* Did you buy her a dog?
- Chunmei:* Mmm, I think after, yes, (*uhuh, uhuh*) because now I have a smaller, need small house.
- Judith:* *Uhuh, so you're still thinking of moving?*
- Chunmei:* Yeh, yeh.
- Judith:* *Have you found a house?*
- Chunmei:* Umhmm, umhmm
- Judith:* *Yeh? Did you already tell me that?*
- Chunmei:* After, maybe after 2 weeks. (*Ahh!*) I plan, yeh, I plan, yeh, uh, this, uh, this house. (*Oh!*) This month I -
- Judith:* *Are you excited?*
- Chunmei:* Yeh.
- Judith:* *Will your husband be home to help you?*
- Chunmei:* I don't know... u -, until now she, uh, he.. doesn't (*umhmm*) decide what day he come back. (*mm*) .. I just called company,
- Judith:* His company?
- Chunmei:* No, no, the company for the, the mo -, moving.
- Judith:* *Uhuh. Is it expensive?*
- Chunmei:* Maybe 200, 300 maybe.
- Judith:* *When I moved from Toronto to Montreal, (uhuh) I moved my furniture. It was very expensive, but it was a long distance.*
- Chunmei:* Yeh, how much?
- Judith:* \$1 000.
- Chunmei:* \$1000! Oh, it's expensive.
- Judith:* *Really expensive.*
- Chunmei:* If you rent the truck, (*uhuh*) you tell, you as your friends -
- Judith:* *Yeh, well, my parents paid for it. [J. and C. laugh]*
- Chunmei:* It's good!
- Judith:* *It was okay!*

- Chunmei: It was okay! It was okay!
- Judith: *But it's expensive.*
- Chunmei: Yeh! Yeh! The, the, the 'nother time I, I write, the, after the earth -, earth -, earthquake(?), (*Yeh*) earthquake, orphan(?), orphan(?), the some -
- Judith: *Umm, some what?*
- Chunmei: The children doesn't have (*oh, orphans*) orphan (?), (*yeh*) the some of orphan go to the special school, government special school. (*uhuh*) And these not, uh, the school, like, uh, the 'nother children. (*uhuh*) You know, they take the .. special course. (*uhuh*) When they are grow up, they are to come the, you know, the spy.
- Judith: *Oh, really?! Really?!*
- Chunmei: Uhuh. I heard someone (*umhmm*) Uh, uh, she telled me, this school, sh-, uh, uh, the children.. learn more, more, more something the 'nother children. Like the language, (*umhmm*) Russian, English -
- Judith: *Ah, so that they can be spies.*
- Chunmei: Yeh. (*umhmm*) Because they are, doesn't have the parents, (*right*) doesn't have the relation. (*umhmm*) If, uh, something happen, if something dangerous, it's no problem.
- Judith: *Uhuh. And also, (Yeh) and also they could be what's called "brain-washed." They could teach them things (Yeh, yeh) and eventually they would believe it. (Yeh) Really! (umhmm) Do you think that this is still happening now? Do you think that right now, there are orphans -, do they still go to special schools? the Orphans? Now that China is no longer communist -*
- Chunmei: I, I think, I think no, now, now, now, uh, most children can't go to this school. I think just the first, uh, uh, children, maybe in, maybe going the ... in job *actif*(?). (*umhmm, umhmm, "active"*) Umhmm.
- Judith: *That's interesting . It 's so surprising for me to hear things. (umhmm) It's so surprising for me to hear that orphans would be brain-washed like that.*
- Chunmei: Yeh, because, uh, if they have, uh, their parents, sometimes, sometimes the parents will refuse.
- Judith: *Umhmm, umhmm. The parents would refuse?*
- Chunmei: Well, their children go to this type of school.
- Judith: *Yeh, for sure.*
- Chunmei: Yeh.
- Judith: *This is all very interesting to me. I read an article. Actually I cut it out and I was going to give it to you to read. It was about China. I wanted to discuss it, but I forgot it.*

Chunmei: But, uh, this news not in the newspaper.

Judith: *No, no, it wasn't that. It was talking about how there are so many Chinese men and so few Chinese women and that babies are abandoned, the baby girls.*

Chunmei: 'Cause I, I know some, some woman. Uh, she, uh now, now she live in Montreal. Uh, she telled me, she telled me, she .. come from this school. She, uh, asked the immigrate, immigration preparation to immigrate here. (*umhmm*) It's It's difficult because she, uh, went to the, uh, maybe 4 countries (*umhmm*) for for the work.

OD 5: June 9, 1997

Chunmei: When, uh, when I come her, when I came here, the, the 7 years ago, I think, I just, uh, uh, arrived here. (*umhmm*) I hear Vancouver need -, I went to Vancouver with another people who to the, the farm (*umhmm, umhmm*) to pick up, to pick up the, the strawberries.

Judith: *In Vancouver?*

Chunmei: Yeh!

Judith: *Oh! Really!*

Chunmei: Mmm, mmm, in the... June.

Judith: *In June. (mmm, mmm) So you know Vancouver.*

Chunmei: Yeh, I stay there 2 months.

Judith: Did you like it?

Chunmei: Yes, I liked it. I just, uh, think too, uh, too expensive.

Judith: *It's very expensive. It's incredibly expensive.*

Chunmei: Yeh... And, uh, is not easy to move now. My daughter speak French. (*umhmm*) The English is, uh -. If I move, (*uhuh*) she like beginning, uh, talk with a age -

Judith: *At the age of 13 it's not a good time (yeh, yeh) to take her away from her friends (yeh) and her life here.*

Chunmei: I think, uh, if she finish (*uhuh*) secondary, secondary, (*umhmm*) maybe the, maybe the English is okay. (*umhmm, umhmm*) I don't know.

Judith: *Well, I think it's necessary to learn English. Is she learning English at school? Or just French?*

Chunmei: And, uh, learning English.

Judith: *She is also learning English?*

Chunmei: Umhmm.

Judith: *Does she speak English well?*

- Chunmei: I don't think so. (*umhmm*) Because, uh, all the friends speak, uh, French. (*umhmm*) Nobody speaks English.
- Judith: *Umhmm. Well, I think that she'll need to learn English.*
- Chunmei: Yeh. Because if she still try to learn English, when she will go to the college and the university.
- Judith: *Umhmm. And when she wants to work.*
- Chunmei: Yeh.
- Judith: *What does she want to do when she finishes school? (Oh!) You don't know or -*
- Chunmei: She wants to become, the first, first time she tell me, "I want to be, uh, astronaut." After a few days she says, "Mama, I want to .. become a designer." Uh .. the last week she tell me, "Mama, I want become a .. computer programmer."
- Judith: *It changes. It changes with her mood.*
- Chunmei: Yeh! I don't know.
- Judith: *She's still young. She's got a few years.*
- Chunmei: Oh! Just, just like the, the, the when she... reads book, (*umhmm*) the picture, the, the, the picture, she she saw the picture, there, there, there are the, the animal: "Mama, I like this one very much for me." "An elephant!" [J. and C. laugh] I told her, "You can go, you can live in the zoo!" [J. and C. laugh]
- Judith: *That's funny. Well, I think picking strawberries will show her reality.*
- Chunmei: Yeh.
- Judith: *Maybe she thinks of picking strawberries with butterflies, you know, on a beautiful sunny day.*
- Chunmei: She said, "Mama, you know, the money for me, for us is important." [J. and C. laugh] I ask her, "Why?" She say, "I want to buy the, the, some presents for my, for my friends for the birthday. I have to ... uh, buy the magazine (*uhuh*) for the little "Fille -" (*Yeh*) You know the magazine (*right*) for the teenager? "Fille -," the "Fille ador -, adorable." (*uhuh*) Yeh, I say, I, I can pay the, the .. the magazine, (*uhuh*) the newspaper, the magazine. Uh, she said, "Oh, the magazines are like, the, the, the something, uh like .. (*make-up*) make-up. I say, "You don't need this one. Too young."
- Judith: *Teenagers, young people always want to be older than they are.*
- Chunmei: What do you, what do you think, uh, the the children wear the clothes, (*uhuh*) the, the, here? What's called here?
- Judith: *It's called the navel.*
- Chunmei: The navel, yeh, the navel. She likes, yeh, she likes.
- Judith: *Well, it seems like the style from the 1960s (1960s) has come back.*

- Chunmei: Ah, yeh, yeh, yeh! You know sometimes she cuts the, the clothes.
- Judith: *Really? It's like fashion is a circle, (yeh, a circle) and it's gone back to the 1960s.*
- Chunmei: For the teenagers only.
- Judith: *Yeh, yeh.*
- Chunmei: Sometimes I think it's no good. Sometimes I think it's good because I think, I just think, I don't, uh, tell her, I think it's .. - (*uhuh*) She will marry. After she has the baby the *ven* -, (*uhuh*) *ven* - How do you - ? (*stomach*) The stomach is bigger.
- Judith: *So she should take advantage of her flat stomach. [J. and C. laugh]*
- Chunmei: Sometimes I think it's okay. Just a -, it will be just a short time for it.

OD 6: June 23, 1997

- Chunmei: Ah, okay, she, they said (*uhuh*) in the summer, she decide go to China. (*uhuh*) Uh, waited, uh, her, aunt, auntie.
- Judith: *Her aunt. Uhuh, uhuh. That's good. How old is she?*
- Chunmei: ..Uh, fif-, fif-, fifteen.
- Judith: *Fifteen. (Yeh) Ah, what a tragedy! (Fifteen!) What a terrible, tragedy! (Yeh) And what's wrong with her father? He's -, her father's in the hospital?*
- Chunmei: Yes, he's there, still there.
- Judith: *Is his problem mental or physical?*
- Chunmei: Mental, (*oh*) *parce que*, uh, she, uh, he, he want to suic -, suicide.
- Judith: *To commit suicide.*
- Chunmei: Uh, want commit the suicide. (*uhuh*) He do.., he want to hit somebody (*uhuh*) by car.
- Judith: *Oh!*
- Chunmei: Yeh!
- Judith: *So he 'd kill himself and the other person?!*
- Chunmei: So he hit him, yeh, yeh, he hit him, yeh, yeh, he hit him.
- Judith: *Did he kill the other person?*
- Chunmei: Yeh, not kill, just the car broken, (*uhuh*) the 2 cars broken. The, the people, uh, not broken, (*uhuh*) just the car. But, uh, the daughter say, "I don't know, uh, the next time .. (*right*) the next time what, what, what, what do you do the next time?"

Maybe you kill someone, maybe you kill s -, yourself." (*uhuh*) You know, in the hospital .. the nurse .. the nurse, the nurse take off the anything. (*uhuh*) He ... he didn't go out of the hospital. (*uhuh*) He can't, he couldn't.

Judith: *Uhuh. Legally he has to stay in the hospital. Is it legally or by choice that he is in the hospital? Was it he who said, "I want to go into the hospital," or was it his daughter who said that he was dangerous and then they legally put him in the hospital?*

Chunmei: Ah, yeh, yeh, the daughter said.

Judith: *Uhuh. How old is he?*

Chunmei: I think almost fifty, (*uhuh*) for -, forty-eight maybe.

Judith: *Uhuh. Is it because of his wife? Was it after his wife died that he became depressed?*

Chunmei: Yeh. And, uh, he has, umm, many problem ... business. He lost, uh, much money.

Judith: *Uhuh. What was he doing for work?*

Chunmei: Okay, he said, he, he bought a restaurant. (*umhmm*) No. He lost. (*umhmm*) I ask her, I ask, I ask him, "Do you have the contract of the, uh, legal bet .. uh, bought the restaurant." She said, uh, he said, "No," uh, he said, "Yes." But now someone take, uh, his restaurant.

Judith: *Took his what?*

Chunmei: The restaurant.

Judith: *The restaurant? (ah!) Oh, he just took it.*

Chunmei: *Uhuh. He want to, he want to sue me government. I don't know why. He say it's government fault.*

Judith: *Uhuh. Hmm. Did he buy that restaurant before his wife died or after?*

Chunmei: After.

Judith: *After. (yeh) So he probably wasn't thinking clearly.*

Chunmei: Yeh. After all the, all his friends say, "No, no, not that, because you have children. You have to do not too hard work. (*umhmm*) If you have to return you.. you must, (*yeh*) you must do much (*yeh*) work, uh

Judith: *Yeh. He has just - He has children or he has just one child?*

Chunmei: Just one.

Judith: *Just one girl. Oh. And, and his wife, what was she - How did you say that she died? She was just walking down the stairs (yeh) and she fell?*

Chunmei: Uhuh.

Judith: Oh my God! And who old was she?

Chunmei: I think like me. 43, 45, like me.

Judith: Oh my God! That's such a shock!

Chunmei: Just do something volunteer. Because, uh, her husband earn enough the money for the, for the, for the family. (*uhuh*) The, the family, uh, the father say, "You don't need go to out to work. Just, uh, uh, take care of the children, (*uhuh*) of me girl. (*uhuh*) But, uh, she say she is bor -, boring (?). She is boring the home all the day, (*She was bored.*) uhuh, all the day. She want to do something volunteer, as a volunteer.

Judith: That's nice. What did she do for volunteer work?

Chunmei: Just, uh ... You know the, the, the someone, uh... someone take the food, (*umhmm*) the food, uh, the some day, she just distribu - (*distributed*) distributed the, the food (*uhuh*) in the sack.

Judith: In a Food Bank, it's called. I think.

Chunmei: Yeh, maybe. Maybe it is.

Judith: That's nice. (Yeh, she just -) That's a nice thing to do for society.

Chunmei: Yeh, she just, uh, uh arrived the, the place. (*Yeh*) After she want to hang, hang he own, her own, uh, she, uh, her coat, (*uhuh*) but, (*uhuh, to hang up her coat*) uhuh, in there, in there, there is the somewhere for, for hang, hang, hang on the coat. (*Uhuh, they're called "hooks."*) But behind, behind there is the stair ... She doesn't know, she doesn't look. Maybe she, uh, too strong. (*Yeh*) After she just fall down.

BINH: DIALOGUE JOURNAL

DJ 1: March 24, 1997

Dear Miss Judith

How do you do, Mss Judith? I'm glad to write this letter to you. Theses days, how about your study? I think, this time you are busy, because it is the time to prepare for the exame, and do you have anything funny in your life?

And me, I feel stress, but I feel very happy, because I found a way for myself.

The spring is coming, do you like this season? and do you have any goals, and me, it is the *saison* I like, I think, It brings the new feels and the new chances to everyone, are you okay?

Now! I have a trouble about English language, I hope you can help me, because I leaned English language, but I can't find some one who speaks in English language with me. if you can help me in this trouble, I'm very glad. Thanks advance. And I wish you have a nice dream.

your cute boy, Binh

post script: I want to write to you alot, alot, but I don't know from where to start.

March 26, 1997

To my cute boy, Binh,

I am doing quite well thank you. However, I have had a terrible head-ache since this morning. As a result I haven't done very much work today.

You were very polite to call me "Miss Judith," however, you don't need to be so formal with me. I would feel more comfortable if you would call me "Judith."

You want to know about my studies? Yes, I am very busy. I don't have any exams because I'm not taking any courses. However, this study that I'm doing with you and two other people takes a lot of my time. I am also doing another research project with my professor which also takes a lot of my time. In addition, I'm taking an Italian course 2 times a week and I 'm giving an English course to 4 Russian immigrants once a week.

I wake up in the morning at about 6:00 a.m., I go swimming, and then I work until about 8:00 p.m. I'm feeling tired and I think that I will take a one week break in May. I would like to go to Vancouver to see my 2 sisters and my nephews. I don't mind being busy, because what I'm doing is interesting.

And you, why do you feel stressed? What do you mean when you say that you have found a way for yourself?

Yes, I do love the spring. On the other hand, I hate winter. Spring is my favourite season for the reasons that you already stated. After a long cold winter, I feel so tired and a little depressed. In spring I have more energy. My feelings of happiness and optimism that were in a deep sleep during the winter months, awaken. I don't have to wear heavy, winter clothes anymore. I can ride my bike, rather than taking the dark, crowded metro. I feel FREE!!! People on the street are more cheerful. The trees are green, the flowers are colourful, and the birds sing! Even writing about spring makes me feel happier.

I promise that I will do my best to help you with your English. You're welcome, in advance. Thank you for wishing me sweet dreams. Lately I've having disturbing dreams. What do

you dream about?

Bye for now, Judith

P.S. You made an excellent start!

DJ 2: March 29, 1997

Dear Judith!

It was so nice to read your letter. I'm very happy when you call me "cute boy." This expression please me too much.

Vancouver is a very beautiful city. I would like to visit one day, I had some friend who lived in Vancouver, they talked Vancouver was like my Dalat province. It always rains. I think you're good aunt. I had 2 nieces and a nephew is comic, I like to joke to him.

Today, the weather is bad it's snowing, there are many mountains of snow. Do you like to fish? maybe this summer. I will invite you to go fishing with me. Do you accept my invitation? I wish you get a good week-end. How did you pass your Easter? did you go to church? did you receive many chocolates from your boyfriend. you knew swimming. sometimes I go to swim with my friends in the summer.

I feel more comfortable when you accept to help my English. I promise to do my effort to make progress.

Judith! I would like to write more, but I don't have many vocabularies to express my idea, let me time I will write more!

See you, Binh

P.S. you have to take care to your health, don't work too much

April 1, 1997

Hi cutie!

I HAVE to call you "cute," because you ARE! I'm sure that your girlfriend agrees with me.

Yes, Vancouver is a very beautiful city. It is very green and has the ocean, and the mountains surrounding it. Vancouver also has a very big Asian population. I think that you would feel right at home in Vancouver.

I would be a good aunt, if I saw my nephews more often. I haven't seen them for 2 years. One of my sisters is going to have a baby in May. I hope to be there for the birth. I might even want to have my own baby one of these days.

Today the sun is shining. I plan to start riding my bike. I don't like taking the metro. I have never been fishing, so I don't know if I like it or not. Sure, I'd like to go fishing with you this summer. I accept your invitation. Where do you usually go fishing?

Yes, I had a very nice week-end, despite my terrible cold. On Friday evening, I had dinner with some Russian friends. They prepared a typical Russian dinner. Of course there was vodka. On Saturday night, I went out for Japanese food with a friend of mine. I love sushi. This friend of mine lived in Vietnam for 2 years. Do you know of any good Vietnamese restaurants?

I didn't really do anything for Easter. No I didn't go to church. And you?? What did you do on the week-end.

I'm glad that you feel more comfortable. You have a lot of vocabulary and you express

your ideas well. However, I'm sure that with time, you will write more and better.

I'll see you on Thursday, same time, same place, Judith

P.S. Thank you for your concern about my health.

P.P.S. Do you know that today is April Fool's Day. It is a custom to play jokes on people on April Fools Day.

DJ 3: April 3, 1997

Hi, Judith!

I'm reall sorry you this morning, I didn't write the letter for you, because last night, my friends and I went to the bar to drink till 1 a.m., so, I forgot.

Yes, I know some Vietnamese restaurants, they cook north Vietnamese food very delicious. I hope haveing a nice day, I'll invite to your friends and you to try my country's food

On last week-end, my parents and I went to the Vietnamese's church, and after that, I went to visit my friends and we went to drink coffees at dunkin donut, when I have free time, I liked to talk with them, they're interesting people, they talk every thing about the future, the sort of girl they like and the dream, and me, I also had a dream, I hope when I finish to the high school, I have a good job, I'll save money, and I'll come back my country to get married to a girl I love. that' s my dream.

and you? do you have a dream and kind of dream you have?

And you told, you want have your own baby, so do you like daughters or sons. I think you like daughters, and I also thing if you have daughters they will be very beautiful like you. How you think?

one more time, I'm really sorry you,

See you next time bye Binh

April 5, 1997

Hello there, Binh!

Don't worry about yesterday morning. We all forget sometimes. Even me, believe it or not!!!

I'd love to try some of your country's food. Is the food from the north very different than that from the south? I know that you eat a lot of fish. I love fish. I don't like meat very much.

Are you religious? I imagine that you are Christian if you went to church for Easter. Are you Catholic? A part of my family is religious, but I'm not.

It seems that your friends are very important to you. That's nice. I also think that to understand life, it is important to talk about life. My friends also are very important to me. In some ways I feel closer to my friends than to my family. However, I love my family and a family can't be replaced by friends.

If I remember correctly, you'd like to become a fashion designer. Would you like to design women's or men's clothes? When you become rich and famous, will you design some beautiful clothes for me? Do you already know the, girl whom you want to marry? Or do you mean that you hope to meet the girl whom you will marry when you go back to Vietnam? If this girl is already your girlfriend, what is she like?

And me? My short-term dream is to finish my studies. I would like to take a 2 month holiday in France and Italy. I have some friends in Europe whom I haven't seen for years and I

miss them.

My long-term dream is to teach English (or French) to adult immigrants. I taught children for 8 years and I feel like working with older people. That's not to say that I didn't like working with children, I just feel like a change. I love meeting people from other cultures.

What I want most, however, is to have a stable relationship with the man I love and to have a couple of children. It doesn't matter to me if I have sons or daughters. Thank you for your nice compliment. I'm sure that my children will be beautiful to me no matter what they look like.

Have a wonderful week-end and say "hello" to your friends for me.
Judith

DJ 4: April 9, 1997

Hi Judith!

I don't know how do I start to write? you know my English's very terrible. This is the fourth letter I write to you.

Now I introduce myself. Because I would like you understand me more, I'm not christian. I'm catholic, but christian or catholic they are no different, because Christians didn't believe in Virgin Maria, any way I think any religions are right.

If one day, I become rich and famous, I will design many beautiful dresses for you, are you okay?

by the way, I always remember the time we studied together. you are the best and sympathy lady I never seen before, and me, I also love my family very much. right now, I'm not already know the girl, because they like only moneys and jewels, if you have nothing they don't like to talk with you, that why I would like to go back to Vietnam and choose a girl who understand me, however I'm too young to talk about married. I love travel, maybe one day I will visit all Europe. In Europe have many beautiful beaches, I love the beach so much. I dream to possess one house is near the beach, every day walk hand in hand with my lover and hear the sound of the wave, wow! that is the wonderful life. And you? do you like that dream?

Now, it is 24:00 p.m., I have to bed, and I hope you don't laugh when you read this letter
 Bye, Binh. See you soon

P.S . how about this friday, I would like to invite you go to try my country's food, I'm glad when you say YES

April 10, 1997

Dear Binh,

Your English is NOT terrible and I would never laugh at your English. I find your letters to be very interesting and I feel that I'm getting to know you better by writing to you than I would by only talking with you. I think that you are a sweet person (also cute, of course) with a good heart. I also see that you are very romantic and I think that your next girlfriend will be very lucky. I think that you deserve to travel, to love, to be loved, and to have a wonderful life.

Your dream of owning a house in Europe near the beach, of walking hand in hand with you lover while listening to waves sounds perfect to me. I have travelled a lot in Europe, especially in France and in Italy. I love the Mediterranean culture. If I could choose a place to live, I would choose to be near the Mediterranean Sea in France or Italy. Maybe one day you and I will run into each other with our lovers on a beach in France or Italy.

Congratulations for having written 4 letters!! You have 16 letters left to write!!! I hope that you continue to be enthusiastic. I understand that you have a busy life. However, for my study it is very important that you write to me 2 times a week. If you think that this is too much work for you, you should tell me NOW!. I also am very busy and it takes at least one and a half hours to come to your school and to return to the university. I really don't have time to waste. Also, if you are going to be absent from school or forget to write to me, could you please telephone me so that I don't have to come all the way here for nothing. Thanks.

I would LOVE to try your country's food with you this Friday, but, unfortunately, I can't. I have some work that I MUST finish for Monday, so I need to work all day at the university. Can I have a rain-check? A "rain-check" is an expression that means "can we do it another time?"

See you tomorrow, Judith

DJ 5: April 16, 1997

Dear Judith,

It is a glorious day. The sun is bright, the birds are singing and the people are smiling.

Maybe everyone is in love today. last night I was downtown and visit my old friend. She has changed so much, she is taller than and shapely she was. She has stayed in my mind.

She and I enjoyed so much at dinner last night. it isn't often these days one has the pleasure of such really sparking conversation.

Do you have many friends? How do you feel when you meet some one long time you didn't see?

I was thinking about a certain lady and to get married but when I meat her, my face get red. I looked silly so I forget it, maybe it means I'm not already to talk about love. any way I'm also glad your job is coming along so well. It's a fine. Thank you for your bubbling note,

P.S. I hope always we have a good relationship. anyway, if I have some fault, please forgive me

Binh

April 17, 1997

Hello there, Binh!

Thank you so much for the coffee this morning. I don't usually put sugar in my coffee, but I enjoyed the coffee that you bought for me, because the sweet coffee made me think of how sweet you are.

I appreciate the effort that you made last night to write to me. Everybody seems so busy these days. I think that everybody should take me time to relax, to read, to write, to think, to talk, etc.

I am glad that you had a nice evening with your friend last night. For me it is very important to talk and to write letters to my family and friends (you, for example). So I make a big effort to find time in my daily life to do so. Sometimes I get so busy that I isolate myself from others, but then I stop myself and I say to myself: Don't forget how important your relationships with others are to you."

Yes, I have a lot of friends and I love them very much. I have a few friends in Montreal,

phone and write each other very often.

A month ago an Italian friend of mine, who is living in France, came to visit me. We hadn't seen each other for 4 years! We were so happy to see each other. We still love each other and we talked and laughed just as we had done 4 years ago.

I don't think that you need to think about marrying this friend of yours, not yet anyway. Why don't you develop a friendship with her first? There is no hurry. Take your time. I always blush when I first get to know a man who romantically interests me. I think that my face must turn redder than yours, because I am so white.

It has taken me a long time to write this letter today, so I must go. Have a wonderful week-end!

Judith

P.S. REMINDER! I will be here on Monday at 10:00. WRITE TO ME!!!!

DJ 6: April 20, 1997

Hi! My dear Judith.

How are you? did you have a nice week-end? and what did you do on the week-end?

And me? I have had a nice week-end. do you know why? Because last saturday is my father's anniversary of a death and that's also the day of the reunion my family.

The reunion was at the house's of my brother and my sister in law and my youngest brother and his girlfriend came back from florida. I haven seen him 2 years ago. because he lived with my aunt since my aunt had a restaurant, and he helped my aunt take care of the restaurant. and my grand sister and her husband come from toronto with their children, I was glad to see my niece and my nephew, and my niece gave me a big hug and said "I like uncle Binh" me too I also like her too much.

sometimes when I saw her I remember some memories when her family and my little sister and I left my country, I carried her on my back and we went 2 km away to the boat, in the past she was little girl, now she grow up she is a student in high school

At the banquet we had a lot of food to eat, the reunion was till 9 o' clock and we went to the living room singing *kara oke*, when I sang a sad song, my mother joked: "Oh! my boy don't make body headache" everybody laughed, then I got funny look on my face, but I didn't get angry to my mother, I knew she was just jokes.

On the way home, my mother said to me, "I have a lot of fun in this reunion, I haven't seen all my children one year ago" and I smiled to mother, I knew what she' s thinking, I just regret the funny time goes fast.

See you, Binh

P.S. I write this letter at 1:00 a.m. I have cold.

April 20, 1997

Hello my dear, lazy boy,

You are a very good boy to have written this letter to me at 1:00 a.m., even though you have a cold. Poor, sweet Binh is sick. We can look at life with optimism or with pessimism. If we look at the fact that you are sick with optimism, we can say: "Poor Binh is sick. Binh is so sick that he won't feel like going to drink in bars with his friends this week. Binh will have to stay home this week. Binh will be bored staying at home. What can Binh do so that he won't be bored? Heh! Binh can finish the letter that he wrote to Judith last night at 1:00 a.m. AND Binh

can write another letter to Judith for Thursday! What a great idea!" Happy Binh! Happy Judith!

It sounds like you had a wonderful family reunion. Your mother must have been so happy to have seen all of her children together. Did I understand correctly that your youngest brother lives in Florida? Is he still living with your aunt and helping her with the restaurant? I'm sure the sad song you sang was very beautiful. Did it hurt your feelings when your mother told you not to give everybody a head-ache?

It's strange how the fun times in our lives seem to go by so quickly. There is an expression English that says: "Time flies when you're having fun." It means that time goes by quickly when you are enjoying yourself.

On Thursday I will come to the school at either 10 o'clock or at 12:15, okay?

Take care of yourself, rest, drink lots of liquids, and go to be before 1 o'clock in the morning.

Dr. Judith

DJ 7: April 23, 1997

Dear Judith!

I'm sad when I heard you call me "Lazy boy it's not true, I'm Just Joking, really sometimes I'm lazy, I'm a pessimistic person. I take easy everything.

At home I can do many things, I always relate joke to my mother. I make her smiling, I like going to drink in bar with my friends, and I like dancing. Do you know how to dance? In my life I have a big dream. my dream's to travel all around of the world, because I want to know everything in the world, may be this summer, I will go to Florida for two weeks. I like travelling, I enjoy meeting new people. and my youngest brother lived in Florida with my aunt and he worked in my aunt's restaurant. he didn't like to live with my mother, he would like independant that why he left Montreal, but he comes back time in time Right now, I'm 24 years old but I never live without my mom. I need her affection, I look like a baby who always needs a mother.

The time flies when you are falling in fun, so we have to keep every funny moment, the time can't return, the life's smiling and blue, don't get angry profit all you have.

See you, Binh

April 24, 1997

My dear **HARD-WORKING** boy,

I also was only joking when I called you "my lazy boy." I would NEVER say anything to make you feel sad.

Why did you say that you are a pessimistic person? From you last paragraph, I would say that you are an optimistic person. The philosophy that we should appreciate the fun moments in life and that we should profit from all that we have, sounds like a very positive outlook on life.

Yes, I love to dance. It's been a long time since I've gone dancing. Last year I took Salsa lessons. Salsa is music and dancing from Cuba, I believe. However, I never practise, so I have forgotten the steps.

I also love to travel. There are so many countries in the world that I would like to visit. For the moment, I have neither the money, nor the time. However, many of my friends come from different cultures, so it's ALMOST like I'm travelling. One day when I'm rich, I'll invite

you to see the world with me, okay?

It seems to me that you have a very special and tender relationship with your mother. I think that most people need the affection of their mothers, even when they are grown-up. I like the relationship that I have with my mother. I think that it sometimes takes a while for parents to accept that their children have become independent adults. It also is sometimes difficult for adult-children to leave the love and comfort of their parents. What I appreciate with my mother is that although she will always be my mother and I will always be her daughter, we have succeeded in developing a relationship of love and respect between 2 adults.

Do you have any special plans for the week-end? Will you be seeing that girl with whom you had dinner last Saturday? Have a nice week-end and I'll see you Monday at 10:00 a.m.

Judith

P.S. Would you please attach the pages of the other notebook to this notebook, so that all of the letters are together? Thanks .

DJ 8: April 27, 1997

Hi my dear Judith.

Wow! I passed a wonderful week-end. Last week-end the weather is so beautiful. it was sunning, every body have gone to *Vieux port* and me too. my old friend and I have gone to *vieux port*, my old friend comes from Toronto, now he has worked in the casino in Toronto, we were best friend for many years ago.

Last week-end, I had many plans, I played Rolle blade at *Vieux port* , I borrowed a pair of skate, it was my first time to skate, I fell every second, but I enjoyed very much. I like to skate, and you? do you know to skate? I thought you skate very well, do you? I hasten summer coming because I would like to go fishing, it is my favourite hobbies, what will you do in this summer? have you any plan? will you travel anywhere? What is your hobby? and me? my hobby time is listen the music, every year at Montreal we have festival of Jazz. Do you ever go to their concert? It is interesting, Maybe this summer we can go together do you? if this summer you organism any party out side don' t forget me, call me anytime you can.

Judith! could you tell me what did you do last week, did you have any funny? Now the weather is warm the day longer than the night, so profit this beautiful time to enjoy with your family and your friend. I forgot to tell you the girl whom I had dinner lest Saturday we have yet contact, she called me last friday now we have relationship.

P.S. I don't have time to transfer last letter to this note book, but I promise to keep all the letters you wrote to me. See you,

Thai Binh

May 1, 1997

Hell cute Binh,

I think that everybody should have a cute, little Binh in his or her life. Do you mind if I take you home with me? No, I'm just kidding. I wouldn't like to leave your mother without her little Binh.

I'm sorry to hear that you were sick with a sore-throat. Are you feeling better? However, I am happy to hear that you had a great week-end with your friend from Toronto roller-blading in the "Vieux port." No, I don't know how to skate, neither with ice skates, nor roller-blades. I would be too embarrassed to start to learn now at my age.

I also am glad that summer is coming. This summer I don't have any special plans. I

imagine that I will have many friends come to visit Montreal (and me). Last summer I had visitors almost every week-end. It was great.

However, I will be going to Vancouver for a week in May. I'm leaving on Sunday, May 11th, and I am coming back on Monday, May 19th. So you will have a week holiday from writing to me. Are you happy?

My favourite hobbies are swimming, bike riding, reading, writing, listening to music, talking on the phone, learning languages, travelling... Due to my studies, I don't have much time to do any of my hobbies.

Yes, I have been to the Jazz Festival many times. I LOVE the Jazz Festival!!!! I also like "La francofolie," which is similar to the Jazz Festival. I would LOVE to go to the Jazz Festival with you this summer and I promise not to forget you if I organize a party. How could I forget my cute, little Binh?

Last week-end I worked during the days and saw friends during the evenings. I wasn't outside very much during the days, but I did enjoy the warm, sunny evenings.

I'm glad that the girl with whom you had dinner phoned you. When are you going to see each other again?

Have a nice week-end,
Judith

P.S. I'll be here tomorrow (Friday) at 12:15 to tape a conversation with you, okay?

DJ 9: May 5, 1997

My dear Judith:

You're very luck to visit Vancouver City. It's a beautiful and wonderful city, that place please me too much, the temperature is like California City no hot and no cold, but I don't like the security of this city, I have some friends who lived at Vancouver they told me the Security isn't safe any way, Miss Judith you leaving on May 11th and when will you come back? you know, I will miss you, because maybe when you are absent nobody tries English with me, don't forget to make pictures and send me if you have time.

This summer I have to find a Job, I need some moneys for the driving course, How do you get to work? do you know to drive? on May 27th, I will pass my driving exam. I hope I reussit my exam.

Next Sunday, It will be mother's day, what will you do? Do you buy some thing for your mother? have you organism some special for her. and me, may be I invite my mom go to restaurant and buy some flowers for her, last week I have worked so hard, that why I can't come last monday. I'm so sorry.

And you, don't work so hard, take easy for yourself, and you have to take lazy time and take care at all O.K.

And I wish you have a nice vacation and enjoy with your family.

Bye bye, Binh

May 9, 1997

Hi, cutie!

I'm glad that you came to school today. I was afraid that you wouldn't be here and that I wouldn't see you until after my trip to Vancouver. Two weeks without seeing my cute, little Binh

would have been too long!!! I return from Vancouver on Monday, May 19th at 8:30 a.m. The flight is an overnight flight, which means that I will be on the plane during the night. I think that I will be very tired when I arrive in Montreal. So I will come to your school on Tuesday at 10:00 a.m. to see you. You will have 10 days to answer this letter! I will not accept any excuses for not having written to me. Well, I might forgive you if you are sick, **VERY SICK**, for the next 10 days.

Yes, I am lucky to go to Vancouver. I hope that it will be sunny. One of my sisters goes jogging everyday beside the ocean. I think that I will go jogging with her so that I can breath the clean, salty air. I don't know why your friends told you that is unsafe to live in Vancouver. Maybe they were referring to the Vietnamese and Chinese gangs.

The best way to get a job is to look at the job advertisements in the newspapers and to go to an employment centre where they post jobs. You should also make a curriculum vitae to give the the different places where you want to apply.

Example: Curriculum Vitae
Name:
Address: etc.

You should type this on a computer so that it looks more professional.

Yes, I know how to drive. I used to have a car, but I sold it when I moved to Montreal 2 years ago. A car is very expensive and I find in Montreal that is easier to take the metro, to walk or to ride my bike, than it is to drive. Traffic and parking are always a problem in Montreal.

I don't know what I will do for my mother on Mother's Day. My parents live in Edmonton, but they will be in Vancouver when I am there. Perhaps my sisters and I will take her out for dinner.

Yes, I agree that I must take it easy. I think that my body is telling me to relax, because I keep getting migraine head-aches and today I have a stomach-ache.

Too bad that you forgot your address. I would have sent you a postcard from Vancouver.

Have a nice week! Enjoy your break from me! When I come back I want you to be healthy without your sore throat and cough.

Judith

P.S. I will miss you, too.

DJ 10: May 22, 1997

Hello Dear!

How are you? I know that you have a vacation. I mediatly write this letter for you to want to tell me what's goin on there? Now, let's me tell you about related on outing you enjoyed very much.

I still remember the day I went for a picnic with some friend, to a forest lay in the neighbourhood of any house.

On the day, I got up earlier than usual, and felt relieved when I saw the very eastern sky where the sun was dancing. It was like to be a fine day. I wash my hair and combed my hair on a hurry, with a bag full of necessary things and enough provisions for lunch. I was ready for the picnic.

May 22, 1997
 Binh, Binh, Binh,

You had 2 weeks to write to me and I see that you wrote it today, at the last minute. I would prefer that you write the letter yourself rather than dictating it to a friend. It is important for my study that you write it yourself. In any case, the letters that you wrote yourself were much better than this letter that you dictated to your friend.

I think that you could be an excellent writer. Your letters are very poetic and descriptive. I encourage you to find the time to write. You have very many interesting things to say.

I had a nice vacation in Vancouver. It was sunny and warm. I was disappointed to return to cold and rainy Montreal. It was wonderful to see my family. I love my family so much. Unfortunately my pregnant sister didn't have her baby. I'm disappointed, but that's life.

It is my birthday on May 30th and I'm thinking of having some friends over to my house next Saturday. Would you like to come? You can bring a friend, if you would feel more comfortable.

I hope that you have a nice week-end. I will come to your school on Monday at 10:00. Okay?

Bye for now, Judith

P.S. We are half way finished this study. You have 10 more letters to write.

P.P.S. Can you give me a copy of the 6th letter that you wrote to me? Thanks.

DJ 11: May 25, 1997

Hi Judith!

I congratulate you to have a nice birthday and I'm very glad you invited me to come your house, but I'm very sorry about that, because I just found a new Job in the restaurant. the restaurant owner said I'm going to work next friday, so I can't come to share your happy day with your friends and you please forgive me.

This week, the weather was nice and warm, what did you do on the week-end? where did you go? did you cook some special food on the week-end?

and me, last sunday I went to party with my friend, this party was competition of singing in Vietnamese, my friend participates in this competition. he would like to be a singer, he sang very well and he won first price he won 1000\$ and one ticket to go to florida, and he was happy me too, you know? a Vietnamese singer is very cheap, if you work for hobby is O.K., but you can't have a good income, but my friend loves to sing. I think every body have a choice to do whatever they like, any way I always beside him to encourage. I respect his choice, and you? what would you like to do in your life? Judith could you tell me more about your life. I'd like to share with you some happy stories and also some sad stories, do you agree?

See you! and happy birthday. I also wish every beautiful thing comes in your life.

May 26, 1997

Dear Binh!

First, I'll talk about "business." Thank you for copying letter 6 into the book. Do you know what happened to letter 5? You don't need to recopy it, you can simply take the pages out of your other book and put them into this book.

I looked at the calendar and if you write faithfully to me 2 times a week until June 27th, we

will be finished. Do you think that you can do that? I hope so.

Now, I'll talk about "pleasure." Thank you for your beautiful birthday wishes. Congratulations to YOU for having found a job. Let me know if it's a good Vietnamese restaurant. If it is, I'll go there for dinner one evening when you're working.

Yes, this week was warm and I hope that the temperature will continue to get warmer. I want to wear my summer clothes. I want to be hot. I want to sweat in the heat of the sun.

What did I do on the week-end, you ask? On Friday some friends of mine came over for wine and cheese. It was a very interesting evening as they were all from different countries Russia, Haïti, and Guinea. On Saturday I gave an English lesson to 4 Russians. Then I went to a circus that had acrobats. Afterwards I went to dinner to a friend's house. Later that evening a friend of mine came from Ottawa to visit me and she left on Sunday. I didn't do any work and I'm feeling guilty.

I think that you are a very sweet person and a wonderful friend. Promise me that you will never lose your sweetness.

Yes, I would like to share some happy and sad times of my life with you. Right now I'm feeling both happy and sad. I am very happy because my sister in Vancouver had her baby last Thursday. She had a little girl and her name is Anna Lucie. When my sister phoned to tell me the wonderful news, I started crying. I wanted so much to hold little Anna in my arms. I also feel sad because the birth of Anna reminds me of how much I want to have a baby.

*I must be off as I have a full day ahead of me. I'll be back on Thursday.
See you then sweetie, Judith*

DJ 12: May 28, 1997

Dear Judith:

I had a terrible headache since this morning, and I had a bad story on tuesday do you know why? because I had an exam driving's car but I fail, I didn't pass my exam, I felt so sad. so I came my friend's house, and my friend and I drank a lot of beer, then I slept at his house.

This morning when I got up to prepare going to school, I felt my head was heavy and health isn't good, so I didn't come to school.

Oh yeah! this afternoon the weather was hot, my friend wanted going fish, he wanted me to go with him, he talked I should go out side to breath the fresh air that good for health, and we went to Château Guay for to fish, and I caught a big fish, I bring to my home and my mom made soup.

Château Guay town. I love that town so. It's a small and Quiet there are houses and churches older, but they are very nice, they make the people think of the past, I think when I have a family I will live there, have you gone there? and what kind of place do you like?

Judith, thank you for your compliments, many people said like you" I'm a sweet person who laughed every day," but when I get angry I look like a mad dog.

Judith promise to me don't feel sad about baby, I think you will have soon, because God will bless to you.

See you.

happy Birth day

May 29, 1997

Hello sweet Binh!

I noticed that while I was talking in French to your friend, Vu, that you understood what we were saying. What an intelligent young man you are to speak 3 languages.

I understand that you feel sad for having failed your driving test. I am sorry that you feel sad, but I am sure that if you keep trying, you will pass. Don't be discouraged! Is your head-ache better?

It was a good idea to go out into nature, to breath the fresh air, and to fish. Did it make you feel better? Your friend seems to care about you.

No, I have never gone to Châteauguay. According to your description it seems very pretty and relaxing. However, I don't think that I would like to live in a small town for the following 2 reasons. First, I would eventually get restless and bored as I like to go to movies, to concerts, to museums, etc. and I like meeting new people with different backgrounds. Second, I like the thought of living in a close community, but I also like my privacy. It is difficult to have any privacy in a small town as everyone gossips about one another.

I like Montreal because it has neighbourhoods that are very community centred, but the privacy of others is also respected. I also like Montreal because it has the theatre, festivals, movies, etc. and it is very cosmopolitan. Montreal would be perfect if it were located in southern France.

I can't image you behaving like a mad dog. You seem so gentle. When I get mad, I am like a black cloud. I try not to speak, because I tend to say nasty things. My mother tells me that when I am angry, I have a tongue like a knife.

Thank you for wishing me a Happy Birthday. Guess how old I'm going to be. From now on I REFUSE to get any older.

See you tomorrow at 12:20 p.m.

Judith

DJ 13: June 6, 1997

Hi Judith!

Now It's 12:00 a.m. I think you're sleeping weel and having a wonderful dream. And me, I 'm sitting in the kitchen, and thinking what I should write to you. Did you have a wonderful week-end, and did you have some fun in your Happy birthday?

Today the sun was shining and hot, when I finished my school, I came to visit my friend, then we went to the park to play the soccer, long time I didn't exercise, so I ran a few minus I felt tired, after that, we sat down on the earth and looked the children played the base ball, I felt they're so hapiness, the summer I love that *saison*, in the morning when I have gone to school, I have heard on the branch the birds sang the love songs like a good wish of nature sent to eveybody.

Do you agree me? And you? What do you feel about summer? I Think you love it too, because i think you are a happy person and love nature. This Friday will be international day, what are you going to do? If you have nothing to do, so could you come to my school to share happy time and try some food with us O.K.

See you, Binh

June 4, 1997

Hello there, Binh!

How are you this fine sunny day? I'm doing quite well, thank you. Yes, I do love summer. Today I rode my bike here as fast as I could, because I thought that I was going to be late. The sun was warm on my shoulders. The wind felt soft as it blew in my hair. I felt strong, healthy, and in good shape. Montreal is beautiful with the leaves on the trees, the colourful flowers, and the smiling people on the streets. It's hard to believe that Montreal can be so beautiful in the summer and so depressing in the winter.

Yes, I had a very nice birthday. On Saturday night about 12 people come to my house. We drank wine, ate, talked, and laughed. On Friday night (Friday was the actual day of my birthday), a sweet friend took me out for dinner to a Japanese restaurant.

Thank you for your invitation to "International Day." Unfortunately, I'm doing work that has to be finished for Saturday. I promised to work all Thursday and Friday.

You haven't yet told how your job is going. What is the name of the restaurant where you work? What exactly is your job? Do you like your co-workers?

Does your mom know who I am? Every time I phone you she knows it's me even before I say my name. She seems very sweet (just like her son).

I'll give you a long week-end and come to your school on Monday at 10:00 a.m. Even though it's only Wednesday, I'm already wishing you a good week-end.

Bye for now, Judith

DJ 14: June 12, 1997

Hi Judith!

Are you fine?

What did you do on the week-end? did you enjoy a wonderful week-end with your friends.

And me, last Sunday I had not working, so my friends and I went to "La ronde." This is a twice I had gone to "La ronde." It was so funny, We had enjoyed every Joy, and there is a new Joy, its name is "tournée."

Do you like going to "La ronde?" What Joy is your favourite?

And last Friday, that was a funny day of my school. some student cooked their country foods and brought to school, and me, I didn't cook any thing, because I didn't know how to cook, I know how to eat only, but I brought some soft drink to school to share with my school mate.

after that we ate, drank, and talked about study my old teacher (Mark) and my old classmates had fun, they sang a Mexican song.

The party finished at 2:00 p.m, I felt the funny time was short, but I was very happy, because that's a chance for students and students understand each other well, and they could love what they had in their hand.

And you? did you have fun when you studied in your school. if you had, could you tell me?

See you, Binh

P.S. I'm so sorry about Monday, I had to go to hospital with my friend, so I couldn't come to school to see you.

June 12, 1997

Dearest Binh,

It has been more than a week since we have seen each other!! I was beginning to miss you. I was very happy to see your cute little face this morning.

In addition to my studies, I am also doing some work for my professor and another woman. The reason that I couldn't make it to the "International Day" at your school was that I had promised to do work for my professor and this other woman. I also worked all day Saturday. In the morning I gave an English lesson to a group of 4 Russians and in the afternoon I worked at the university.

On Sunday I didn't do any work. In the morning, I walked around Old Montreal with a friend. He then took me out for lunch and we ate "crêpes" and drank "cidre." In the afternoon I met a French friend of mine and her 3 year old son at "Mont Royal." Near the top of the mountain there is a little lake with paddle boats. So we took her son for a ride in one of the paddle boats. Sunday was a very relaxing day.

I have never been to "La ronde." I have never heard of the ride, "La tornade." It sounds very scary. When I was in Vancouver, I went to a small fair with my nephews and went on the rides with them. All of the rides made me feel nauseated. When I was younger, I loved going on rides. However, the older I get, the more my body protests. I suppose that my favourite ride is the ferris wheel. It's not very exciting, but it's relaxing and it doesn't make my feel nauseated.

Don't worry about not having been here on Monday. Why did your friend go to the hospital? I hope that it wasn't anything serious.

Have a wonderful week-end and I'll see you on Monday, Judith

DJ 15: June 15, 1997

Hi Judith!

I have passed a comfortable week-end, last Wednesday I went to see Rock-feet at downtown with my friend, there is a singer *Irlandais* who named Sehiard. She is cute and sing well. She had a nice voice, she represent for the Molson dry company.

it was a Wednesday, but there're more than 40.000 people came to hear the music.

How did you pass your week-end did you go to see *feux artifice*? Last Saturday, I went to see *feux artifice* with my friend, but I didn't know which country, but I found super nice. I think it will be a winner, every year I went to see *feux artifice* at least five times.

I loved the summer, because It has many activities there's "feux artifice", Jazz music, and we can go out for BBQ or also can visit our sibling easier than winter that why I love it.

I almost finish the school, I would like to take a short vacation, May be my family and I will go to California for 2 weeks, We're going to leave on July 12th and come back on July 26th, do you like California City? have you ever visited it? I had many friends who lived there, there is also "little Saigon" it is a city who have most Vietnamese lived, but I wouldn't live at that city, because I don't like the noisy city, that why my friends called me "old baby."

Any way I wish you have a nice day

So long, Binh

June 16, 1997
Hello my little Binh!

You seemed quite cheerful in your last letter. Is it the sun and the warm weather that is making you feel happy? I also love the summer for exactly the same reasons that you do. I feel alive! Nature is alive! People are alive! The city is alive!

I had a wonderful week-end. On Saturday night I didn't get home until 2:00 a. m. It has been ages since I have stayed out so late. First I saw a documentary on Russia. I have some Russian friends, so I'm trying to learn more about their country and culture. It was very interesting. After the film, we went to the Rock Festival and listened to James Brown sing. James Brown is a black singer from the States. He must be about 65 years old. The concert was excellent. After the concert I went to a reggae bar with a friend from Haiti. We danced until 2 in the morning.

Sunday was a more relaxing day. I did my laundry, I worked, and I went to "Mont Royal" to listen to the tam tam (African drums) players and to watch the people. Every Sunday hundreds of people meet at the bottom of Mont Royal to listen to the tam tam players, to dance, and to hang out. It's fun. If you ever want to go there, give me a call. It's very close to where I live.

No, I didn't see the fireworks on Saturday night. Where do you usually go to watch the fireworks?

Your trip to California sounds wonderful. Can I come? Just joking. Yes, I have been to California. I have been to Los Angeles, San Diego, and San Francisco. San Francisco is my favourite American city. It is so beautiful.

May I have an oral conversation with you on Thursday at 12:20 p.m.? I also would like you to do again the questionnaires that I gave to you at the beginning of the study. I'll call you tonight to see if Thursday is good for you.

Thanks for participating in my study!

Bye, Judith

DJ 16: June 19, 1997
Hi Judith!

The time goes fast. We both wrote the letters to each other almost 3 months. and we almost finish our study, maybe this letter is the last one, but I hope we'll keep on.

Anyway, I really say THANK-YOU, that I mean you helped me a lot of my study.

I still remember the first letter I wrote for you, it was hard to write, because we both didn't know to each other before, I spent 2 days to write a letter for you, but now, I spend a half hour to write only, that I mean may be we both are closer and to understand to each other, do you agree with me?

Last night, when I arrived home my young brother told me that you called me, I'm sorry about that, because my friend he Just bought a car, so we rode to *vieux port* to visit our friend, that girl I told you before, but she wasn't home, then we went to coffee's shop to drink a coffee, and watching pairs of lover were walking hands in hands on the side walk very romantic.

After that we went to the bar for drinking. we drank a lot of beer and told a lot of life, and

he asked me "Why don't you look for a girlfriend? let you don't feel alone" then I answered "I don't want to be tie, I want to freedom in these times that why I don't wanna look for a girlfriend. We drank till 3 a.m., so that why I couldn't answer your call.

Maybe my school will finish on June 20, since to day we both don't have the chance to meet each other in the short times but I promise with you, when I have the time I will phone for you, and you too?

And you? What are you going to do in the vacation? Will you work? or keep on your study with your professor?

Judith! to promise me don't work so hard.

Judith! I'd like to ask you, will we keep on our studies in next course or we have to stop at this course

I'd like to write more but I scare there's not the sheet for you write. by the way

Have a nice day!

Binh!

BINH: ORAL DIALOGUES

OD 1: March 24, 1997

Binh: I left school sometimes I think bisca I have uh, many, many friends

Judith: *Uhuh. In Vietnam?*

Binh: No, here. (*here, yes*) Yes, and um, I, I left my school (*uhuh*) bisca.. I, I, I liked uh ... uh ... how to say, mm, ... so-, som-, something I, uh, sometime I think, I'm in the wrong way you know, in the wrong way.

Judith: *You're going the wrong way in your life?*

Binh: Ah, wrong way, (*uhuh, you're taking the -*) I'm in wrong way.

Judith: *Uhuh. Why?*

Binh: Bisca, in the school, um, the I.. left my school. (*uhuh*) I think I need the money. (*uhuh*) I need worked then. (*uhuh*) And, and when I have the money, I go to drink beer and (*ah*) I, I, I do something drug: (*uhuh*) Now my, my, my mom, my mother come to, to, to live with me .. (*uhuh*) And I go to school (*uhuh*) to back.

Judith: *Uhuh, your mother's here to say, " No, no. (yeh) be a good boy." When you came to Canada, you came by yourself?*

Binh: No, (*No?*) with my sister.

Judith: Ah! And how old was your sister?

Binh: Mmm... thirty, thirty-two (*uhuh, uhuh, uhuh*) Yeh. And my father too, bisca my father ah, ah, we, we don't live to, to with my father.

Judith: *No, he's not with you?*

Binh: No, biscas he, he have a.. a.. other wife, you know, other wife.

Judith: *Another wife, uhuh.*

Binh: Yeh. My mom, my mom is uh, step-mother.

Judith: *Oh, okay.*

Binh: Yeh, um, the second wife.

Judith: *Uhuh, uhuh. And your real mother, what did- Is she alive, your real mother?*

Binh: Yeh.

Judith: *She's alive, your first, your real mother, your mother who gave birth to you?*

Binh: Mmm

Judith: *Yeh. So you have your real mother who came to live with you. Is that your real mother who's living with you?*

- Binh: Yeh
 Judith: *Yeh. And your stepmother is with your father (yeh) in Vietnam?*
- Binh: No, no here too.
 Judith: *Oh, here in Canada.*
- Binh: And (*umhmm*) the step- in, in, in Montreal. (*in Montreal, uhuh*) Not the same place, not the same place.
 Judith: *Uhuh, not the same place. And does your father have children from his second wife?*
- Binh: Yeh.
 Judith: *Yeh. How many children?*
- Binh: Mm, children? (*uhuh*) Maybe uh, I'm not sure biscas he has many, many wife.
 Judith: *He has many wives?!*
- Binh: In Vietnam it doesn't matter. (*ah*) If you have the money, (*ah*) you have the..
 Judith: *Ah, It's called polygamy [Binh laughs] when you have many wives.*
- Binh: Ah, ah, maybe many's not good. You can't take care (*mm*) of your children.
 Judith: *Mm. Ah. So you don't know how many children he has.*
- Binh: No, I don't know.
 Judith: *Was your mother his first wife?*
- Binh: No, second.
 Judith: *She was the second wife. He had a wife before your mother.*
- Binh: Mm.
 Judith: *So your father had 4 wives altogether. (yeh) Uh ? Your mother was the second.*
- Binh: Second.
 Judith: *Okay, and then he had another wife.*
- Binh: Other wife.
 Judith: *And now he's with a different wife?*
- Binh: The, the first wife, (*ah, ah, okay, uh*) biscas he-, (*oh, with the the first wife, he's with - okay, uhuh*) the first wife, (*umhmm*) biscas, uh, bisca uh, if you have the other wife, you must live to the first wife. (*uh, uhuh*) In the culture. (*uhuh*) It's the culture.

- Judith:* Uhuh. How does your mother feel about that?
- Binh:* Ah, maybe is feels sad. (*uhuh, yeh*) "Bus," mm, I don't know why, I don't know how, I don't know what about love.
- Judith:* Umhmm, mm, mm. What do you think about polygamy? About marrying many wives? What is your opinion?
- Binh:* What? For me?
- Judith:* Yeh, for you.
- Binh:* Mm. It's not good. (*yeh, yeh*) Yeh, bisca, you know, biscas -, when, when I, I, I, live in Vietnam, (*umhmm*) I study, he never ask me about studying, (*umhmm*) bisca we don't have the time to talk. (*umhmm*) He went to work, uh .. he just give money to my mother (*umhmm*) buy some food. (*umhmm*) That's it. (*mm, mm*) never, mm, nev-, never talk to me subject.
- Judith:* So you don't really know your father. You don't (no) really have a relationship with him.
- Binh:* I don't have to (*mm*) spe-, uh
- Judith:* Do you feel that you love your father?
- Binh:* Yeh, (*yeh*) biscas it's my father.

OD 2: April 18, 1997

- Binh:* Yeh, after we go to play the, the, the pool (*ah, pool*), to the pool. (*uhuh*) It's biscas I, I don't have a time, you know. If I have time, I go to play with them.
- Judith:* Uhuh, uhuh, uhuh. And you were saying in your letters, in one of your letters to me, that you take about life and women and -
- Binh:* Yeh, sometimes it's not true. (*No?*) Just thinking, you know.
- Judith:* Ah, well what - I, I was talking to a friend of mine last night, a man, and we were discussing what men talk about and what women talk about when men are together and when women are together. [*Binh laughs.*] It's very different.
- Binh:* Maybe fighting. [*Binh and Judith laugh*]
- Judith:* With men, when you're, you're with your friends, your male friends, what do you talk about when you go to a bar and drink.
- Binh:* When, when, when, I talk with the male friend, (*uhuh*) it's easier. (*uhuh*) Yeh, bisca anything I want to talk, I talk (*uhuh*) with the, with the -
- Judith:* An example. What do you talk about, for example?
- Binh:* A-, about the third person, third person, (*uhuh*) anything I like. Yeh.

- Judith:* Do you talk about your feelings?
- Binh:* Yeh. (*Yeh?*) Yeh. When we go to play, when we go to drink the beer, (*uhuh*) and listen the music, (*uhuh*) we talk everything. (*uhuh*) Yeh.
- Judith:* Do you talk about your relationships with your family (*yeh*) or with your friends?
- Binh:* Yeh. (*uhuh*) They talk about their family and, (*uhuh*) and me? (*uhuh*) Just listen, you know.
- Judith:* You don't talk.
- Binh:* No, no, just listen. I'm, uh, a quiet person. (*umhmm, umhmm*) I, I don't like to talk too much. (*umhmm*) Yeh, just listen.
- Judith:* *Mmhmm. So you don't expose yourself.*
- Binh:* No, I'm not exposed.
- Judith:* *Uhuh, uhuh. Why?*
- Binh:* Nothing to talk.
- Judith:* *That's not true. When you write to me, you have lots of things to talk about.*
- Binh:* Just thinking of (*umhmm*) when, when I talk to them, maybe they would laugh, they laugh ...
- Judith:* *I think women are much more open with each other.*
- Binh:* Yeh, it's true. I, I have a friend, I have a friend, he, he work very hard. He don't have the, the time to conversation, (*umhmm*), to the question, (*umhmm*) ... Something wrong in here. (*umhmm*) Yeh, he's always, uh, sometimes thinking. He laughs himself, he talk to himself. (*umhmm, umhmm*) Yeh, I scare.
- Judith:* *Mmm. Well, I think it's good to talk, (*Yeh, yeh, me too.*) or to write. It's good to write also.*
- Binh:* Sometimes you think, um, if, if you think of future, you think very important in your life, your future, (*umhmm*) but, but you get eno-, enough in your life. Sometimes, sometimes I talk to my feeling, (*umhmm*) but I'm not important.
- Judith:* *You, you think that you're not important? Or -*
- Binh:* Yeh, no, the, the, the future, (*yeh*) the future not is important. (*I see.*) What, what you get? (*uhuh*) Yeh. Uh, sometime I think for you buy some more if you want. For example, to buy a shoe, (*umhmm*) a shoes, maybe you like, but if you wear, you don't like it. (*umhmm, umhmm*) Sometimes I think the future best not to talking what you must do the (*right*) future.
- Judith:* *Yeh, right. And in my culture, I think that people think too much about the future, (*yeh, yeh*) about retirement, and -*

Binh: My friend... he think a lot (*mmm*) of the future.

Judith: *Yeh, and they don't live for now. (Yeh!) They work and want to save money. And when they're old they want to have lots of money. (Yeh) And their not enjoying their money now. (Yeh) I think I think there are extremes. In your culture, what is t like? In Vietnam? Do people live for now? Do they live for the future? Do they do both? Are they more balanced?*

Binh: Vietnamese, uh, like, like to present. (*The present*) Not past, not future.

Judith: *Yeh, and, and what do you like? What do you feel?*

Binh: Mmm, mmm. I like the present. (*uhuh, uhuh*) What, what I have in my hand. (*uhuh, uhuh*) That's good. Not the future. (*uhuh*) I don't know what is the future. I mean, I have, I have, I have a friend .. he think a lot of the, the, the church (?), church (?), the God. (*yeh*) Yeh. (*uhuh*) I scared him. (*uhuh*) Yeh, the, I, I, I, I, I, I, I come to visit, come to visit, um, I come to visit his house. Oh, I see .. like ... the, the, the house (?), (*umhmm*) the house. Yeh, there are lots of - yeh, yeh many, many pictures. I scared, uhuh.

OD 3: May 2, 1997

Binh: But I, I had to hear (*uhuh*) .. it's small problem.

Judith: *What were people saying?*

Binh: My, um, classmates say, um, not simple. Uh, they say they watch the T.V., (*uhuh*) the, the, the news (*uhuh*) and the news .. uh, talk about homosexuals (*uhuh*) and, and, and she asked my teacher .. why, why the news .. (*uhuh*) do like that. And my teacher say, (*uhuh*) "It's normal, (*uhuh*) it's normal."

Judith: *It's normal to be homosexual?*

Binh: Yeh, yeh.

Judith: *And how did your classmates react?*

Binh: Yeh, she say, she said, uh uh, she said, uh, it's not good for to teach the, the children. (*umhmm*) And, and my teacher said that to have plans when your, uh, her daughter, her daughter? and ha-, have to .. have to think about that.

Judith: *Umhmm,. umhmm. What do you think?*

Binh: Me?

Judith: *Yeh.*

Binh: Small problem, yeh, true, small problem. When, when this, I have story when I come back to my country. (*umhmm*) I, I know there are three, uh, there are three old men, (*umhmm*) yeh, he want to watch the, the, the, the, the, the, film (*umhmm*) the sex. (*umhmm*) Yeh, it's my country. (*umhmm*) Yeh.

Judith: *Like .. (yeh) they want to watch pornography? Is that what you mean? (yeh) They*

want to watch a film about sex?

Binh: Yeh, (*uhuh*) That's my country, yeh, that's my country. Th-, uh, in, in televi-, (*yeh*) in television watch that. (*umhmm*) He want to know. (*umhmm*) I think, I think let take, take easy, you know. (*umhmm*) If you want to look, (*umhmm*) that's fine, but you don't think about that.

Judith: *Umhmm. But their must be homosexuals in Vietnam.*

Binh: Yeh, many. (*umhmm*) That's, that far. (*right*) What do you think about that. (*umhmm*) You, uh, if, if you think it's small problem, it's small problem. (*umhmm*) If you want to make big problem, (*right*) it's big problem.

Judith: *Right. So you think that in our society we put too much emphasis on it? Do you think that in, in Canada we talk too much about homosexuality? We make it a big problem? ... You're not understanding. Um, you said that, okay, you said for you, homosexuality is a small problem.*

Binh: Yeh.

Judith: *Do you think that in Canada we make it into a big problem, by talking about it on T.V? We talk about it a lot.*

Binh: Yep. Interesting problem.

Judith: *An interesting problem.*

Binh: Like the, the news- the newspaper just today. (*uhuh*) Three women (*umhmm*) talk about animal (?).

Judith: *Animals?*

Binh: Yeh, the fur, fur, (*uhuh*) uh, it uh, they want to protect.

Judith: *They want to protect animals?*

Binh: Yeh, yeh. (*uhuh*) But I think that it the, the myth. It the myth (?), myth (?).

Judith: *A myth?*

Binh: Yeh.

Judith: *It's not true?*

Binh: No, I, I think it a myth. (*uhuh*) But, but why they, they, they want to protest the animal?

Judith: *You think that they should not or they should?*

Binh: Uh, it myth. (*Yeh*) Yeh.

Judith: *So you think that's more important than talking about homosexuality, for example. Is that what you're saying?*

- Binh: No, that's not the small problem. (*uhuh*) I, I don't want to waste the time, you know, (*umhmm*) for, for that problem.
- Judith: *On the animals?*
- Binh: Yeh.
- Judith: *You don't want to waste time on that problem?*
- Binh: Like, like, like the sheep (?), the sheep (?) (*the seals?*) the sheep, the sheep, s-h-e-e-p. (*oh, the sheep*) Yeh, the hair of the sheep, the sheep (?).
- Judith: *Yeh, the sheep, yeh. What about the sheep?*
- Binh: Like, uh, the, the, the, sweater.
- Judith: *Uhuh, they have wool.*
- Binh: They, uh, ...
- Judith: *But that's not quite the same as killing an animal.*
- Binh: Not the same?
- Judith: *Well, if you take the, the wool from the sheep, the wool and cut it, you can make a sweater, (okay) the animal doesn't die.*
- Binh: The, the leather, leather, (*uhuh*) the leather from the sweater, the leather (?).
- Judith: *It's called wool. (yeh) From a sheep it's called wool. (yeh) But the sheep, the animal doesn't die and it doesn't hurt the animal. Versus killing an animal for fur -*
- Binh: But they don't have a soul. (*They-*) They don't have a soul.
- Judith: *How do you know?*
- Binh: I just think that.
- Judith: *But they suffer. They hurt if they're killed. They hurt. No?*
- Binh: Like, like you know the tiger (?), (*the tiger*) the tiger, (*uhuh*) kill the people, you go kill the tiger. It's the same way. If you strong.
- Judith: *But I don't think it's quite the same.*

OD 4: June 4, 1997

Judith: *So did you start your job?*

Binh: Yeh.

Judith: *Yeh, and-?*

- Binh: It's good.
- Judith: It's good.*
- Binh: Yeh.
- Judith: What do you do exactly?*
- Binh: Dishwasher.
- Judith: You wash the dishes?*
- Binh: Yeh, yeh.
- Judith: And do you know the name of the restaurant?*
- Binh: Yeh, um, "Nguda" on the, on the, the St-Denis street at the corner of Jean-Talon.
- Judith: Jean-Talon?*
- Binh: Jean-Talon and St-Denis.
- Judith: Ah! You work every Friday? When do you work?*
- Binh: Friday and Sa-, Saturday and Sunday.
- Judith: Uhuh, from what time until what time?*
- Binh: Um, um, at 10 to 5, 10 to 5.
- Judith: In the evening?*
- Binh: No, in the morning.
- Judith: In the morning, ah, okay.*
- Binh: In the morning.
- Judith: Then, you have your nights free.*
- Binh: Yeh.
- Judith: And what about your co-workers? the people that you work with? (uh?) The people that you work with - The other people that work there. (yeh) What are they like? (um?) Are they nice?*
- Binh: Yeh. I, I don't know. I, I, I never talk, (uhuh) bisca I just new. (uhuh) I'm the new, the new worker.
- Judith: The new worker. The new boy on the block. And what did you do this weekend? You worked and what did you do in the evenings?*

- Binh: A-, a-, after work, (*umhmm*) went to play the soccer, (*uhuh*) and went to the bar with my friends (*uhuh*) and played soccer, and after that .. went to drink something.
- Judith: *You went to drink something?*
- Binh: Yeh.
- Judith: *How many beer? (hmm?) You went to drink beer?*
- Binh: Yeh, not a lot, just, uh, 2 beers, (*uhuh*) 2 beers. My face got red.
- Judith: *From the sun?*
- Binh: Hmm?
- Judith: *From the sun? Or from the beer?*
- Binh: From the beer.
- Judith: *Do you have any plans for the summer? What do you plan to do?*
- Binh: Oh, maybe I went to work.
- Judith: *Will you be able to work more hours this summer?*
- Binh: Yeh.
- Judith: *During the week?*
- Binh: Umhmm. I don't know, maybe if, if I have money, I take myself vacation (*mmm*) to Cuba.
- Judith: *To where?*
- Binh: To Cuba.
- Judith: *To Cuba!*
- Binh: Yeh.
- Judith: *Really!*
- Binh: I, I like, I like the sea.
- Judith: *Who do you know there?*
- Binh: I don't know.
- Judith: *Who would you go with?*
- Binh: My friend.
- Judith: *Wow!*

- Binh: The, the ticket we, we get from the plane, um, just, um six, uh, six, six hundred. (*uhuh*) Yeh.
- Judith: *And what about - Where would you stay?*
- Binh: In the hotel.
- Judith: *In the hotel. Is that included in the price?*
- Binh: Yeh, yeh.
- Judith: *Really!*
- Binh: Yeh, yeh.
- Judith: *Excellent!*
- Binh: Yeh, I, I have, some of my brothers work for them sell ticket (?), (*uhuh*) to sell to sell the ticket. (*uhuh*) He told me.
- Judith: *For how long would that be?*
- Binh: A week.
- Judith: *One week for \$600, hotel included?*
- Binh: Umhmm.
- Judith: *Wow, that's an excellent price, an excellent price.*
- Binh: I think.. very cheap. (*Yep,*) Yeh.. (*it is*) than for *Floride*, Florida.
- Judith: *Pardon?*
- Binh: Florida (?), (?).
- Judith: *For?*
- Binh: Florida (?).
- Judith: *For foreigners? No?*
- Binh: For Florida.
- Judith: *For - ? It's cheaper than Florida?*
- Binh: Yeh.
- Judith: *Uhuh, uhuh. I think it's the low season, which means that there are not a lot of people in the summertime who go to Cuba. More people go in the wintertime, which is the high season. Do you speak Spanish?*
- Binh: No.
- Judith: *No.*

- Binh: Just, uh, I could say, "*Come esta?*"
- Judith: *I noticed in the back of the book, you had some Spanish words.*
- Binh: Yeh.
- Judith: *So what do you know about Cuba?*
- Binh: I just know, I just seen the, the T.V. (*umhmm*) and they, they had the picture (?). (*umhmm*) Yeh, I just see, I just, uh, I just like the beach. (*umhmm*) Yeh. It's hot.
- Judith: *There are beautiful women, I bet. (mm?) I bet, I think there are beautiful women there. (mm) You're not interested?*
- Binh: No, just for the vacation, for relaxing.
- Judith: *Yeh, yeh, it sounds wonderful. So when would you go?*
- Binh: Maybe, uh, July. (*umhmm*) If I have money. I'm not sure you have.
- Judith: *I think you would love it. I would be, I would be jealous.*
- Binh: Hmm?
- Judith: *If you go, I will be jealous. [J & B laugh] You have to write me a postcard.*
- Binh: Yeh, but I have not your address.
- Judith: *Well, I'll give it to you. If you go. I will give it to you.*
- Binh: Where are-, what are you going to do on Friday?
- Judith: *On Friday, I have to work (oh)unfortunately.*
- Binh: Bisca my school, (*uhuh*) somebody's cooking food.
- Judith: *Uhuh. Everybody's cooking something?*
- Binh: Yeh, and me to eat.
- Judith: *You're not cooking anything?*
- Binh: No.
- Judith: *Why not? You don't know how?*
- Binh: But I know how to eat.
- Judith: *You know how to eat?*
- Binh: Yeh. [B. & J. laugh]
- Judith: *I'm sure that you know how to eat. Is it the whole school or just your class?*

Binh: The whole school. (*uhuh*) And if every want to cook, that fine, uh, if don't want to cook, that's fine too.

Judith: *Ah, there's no pressure (no cook) to cook. That sounds like fun. It's too bad that I have to work.*

OD 5: June 19, 1997

Binh: Yeh, uh, uh, California for 2 weeks, then after that I go to work, (*uhuh*) I go to work with my brother.

Judith: *Doing what?*

Binh: Manufacture about clothes, (*uhuh*) because he has a co-, a small, small company.

Judith: *Uhuh, uhuh. What kinds of clothes does he make?*

Binh: The, uh, clothes ladies'.

Judith: *Uhuh. So can you steal a couple of dresses for me? [J. & B. laugh] Size 6 or 8.*

Binh: Did, did you see the police car here? [J. & B. laugh]

Judith: *Where exactly are you going in California? What cities?*

Binh: I don't know. I never asked my mother, bisca maybe it's, uh, we come to visit my, my aunt, (*umhmm*) other aunt (*umhmm*) ... bisca she has a baby.

Judith: *Where does she live? your other aunt?*

Binh: California. I don't know.

Judith: *You don't remember the city?*

Binh: Must, uh..., most Vietnamese live there.

Judith: *Maybe San Francisco?*

Binh: ... And you, what are you doing?

Judith: *What am I doing? Well, I'm going to Toronto for 5 days.*

Binh: 5 days, after that?

Judith: *I'm working (working) on my studies and also my job. And I have a lot of friends that are coming. I have a friend from-, an Italian friend who's coming for 6 weeks.*

Binh: Do you finish your study or - ?

Judith: *Um. oh, I have finished. I now have all of the information. Now I have to organize it. I have to write what you have written. I have to analyze it and I have to see if there were any changes in your attitude, in your writing, and in your speech. If -, when I finish doing that, I'll tell you. I'll give you the results. And how are we going to keep in contact now?*

- Binh: By phone...
- Judith: *How? By phone. But you're never home.*
- Binh: I'm lazy boy.
- Judith: *Through your brother and your sister.*
- Binh: No, no... I, I, I don't, I don't very often stay home. (*umhmm*) Always, always? I go to.. (*umhmm*) my friend's house. (*umhmm,umhmm*) A-, After, after 9-, after 9 p.m., (*umhmm*) I'm out (*your out*) until I sleep.
- Judith: *Do you have a friend who has "Internet?"*
- Binh: Hmmm?
- Judith: *Do you have a friend who has "Internet?"*
- Binh: Hmmm?
- Judith: *Do you have a friend who has "Internet?" E-mail? Umm. It's a programme in the computer. With "Internet" you can have access to practically everything and there's something called "e-mail" and (oh, no) with the computer we could write to each other. You don't have that?*
- Binh: Um... all of my friends, my, doesn't go to school. (*uhuh*) They doesn't go to school.
- Judith: *Uhuh. It's a good way to keep in contact by writing letters with a little e-mail.*
- Binh: After school, I, I come to, to their house (*uhuh*) and drink coffee... we watch the T.V. (*mmm*) After that-
- Judith: *After that it's beer (yeh) and bars. [J. & B. laugh]*
- Binh: "Bisca" here not, not, uh a -, after work nothing to do, (*uhuh*) except the beer.
- Judith: *Uh, well, you could come and visit me. There are a lot of activities in the summer. There are the Jazz Festival and lots of other festivals. We could go.*
- Binh: But when?
- Judith: *Well, we can phone each other.*
- Binh: Yeh, yeh.
- Judith: *On Sundays - . I wrote to you, in the last letter that I wrote to you - . On Sundays, um -. You know "Mont Royal?" At the bottom, on avenue du Parc, (avenue du Parc), yeh, yeh, (yeh, yeh) there's a statue, and on Sundays, there are (yeh, yeh I know) people and tam tam players. It's very close to my house.*
- Binh: I have, I have gone there.
- Judith: *Well, you could phone me one Sunday and say -, and we could go there and hang out, (Yeh) go out for coffee and then for beer in the bars. [J. & B. laugh]*

- Binh: I always want to promise, but I never keep my word. (*uh*) Bad! Interesting.
- Judith: *You're, you're -, well, if you ever want to go, you can phone me.*
- Binh: I.. it's, it's good.
- Judith: *Maybe I'll drop by your restaurant. Are you still going to be working in the restaurant during the summer?*
- Binh: No.
- Judith: *Yeh? Maybe I'll drop by your restaurant.*
- Binh: Hard work.
- Judith: *Are you washing dishes?*
- Binh: Yeh, and cut the, the vegetable.
- Judith: *What? Pardon?*
- Binh: Vegetable.
- Judith: *Uh, the vegetables. Uhuh, uhuh. So it's hard. You're standing all the time.*
- Binh: Hmm?
- Judith: *You're standing-up, your not sitting in your job, you have to stand and -*
- Binh: And in a rush
- Judith: *In a hurry, always in a hurry. Are you going to keep that job for the summer anyway?*
- Binh: No.
- Judith: *No, that's it.*
- Binh: But, but, I don't want, I don't want to work in restaurant.
- Judith: *No?*
- Binh: It's hard
- Judith: *It is. It's hard physical work. (yeh) So what, uh ... what will you have to do exactly in your brother's factory? (umhmm) What will do exactly? (exactly?) What will you be doing?*
- Binh: Mm?
- Judith: *What will be your job exactly? What exactly will be your job in your brother's f factory? Will you be sewing? Will you be -*
- Binh: No. Uh, maybe I, I.. pressing, you know, (*mm*) pressing to the button.

- Judith:* Ah, okay. (pressing) So ironing, uhuh. (yeh) Will that be a full-time job?
- Binh:* Yeh. (yeh) Maybe 7 day a week, (ah!) 6 days.
- Judith:* Ah! You're not going to have much time, much free time.
- Binh:* Yes, I don't have time. (uhuh) Maybe in the session, I, I, I don't go to work more.
- Judith:* No. In September, you mean. Is that what you mean?
- Binh:* Hmm?
- Judith:* You mean that in September you won't want to work anymore? I don't understand what you mean.
- Binh:* I mean, for only for study. Not, not, not like now.
- Judith:* Uhuh. You'll only work until August 30th.
- Binh:* No, no, only studying, (okay) no working.
- Judith:* Oh, okay, you'll only study when you go back to school. Yeh, yeh, it's hard work.
- Binh:* I, I, I, I, don't want to, to mix, I don't want to mix study and work.
- Judith:* Yeh, you don't want to mix study and work. Yeh, yeh, that's a good idea.
- Binh:* Sometime make a... then the boss get ang-, angry very, very fast, uh, when you mix the 2 thing together.
- Judith:* Yeh, yeh, you get it all mixed up.
- Binh:* Some -, some -, sometime I come to school and I, I like asleep, you know.