



SECOND LANGUAGE LEARNING PROCESSES IN SOUTH ASIAN BRITISH IMMIGRANTS: COMMUNITY OF PRACTICE, INVESTMENT, AGENCY

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Abstract

This study is qualitative examination of second language learning process in South Asian British immigrants in London. Based on L2 socialization theory as a theoretical framework, this study foregrounds L2 learning process as an active and meaningful participation by learners in community of practice. The focus of study is on dynamic interplay between the social community and the investment by individual learners.

Introduction

In September 2013, one researcher embarked on a course in MA ELT in London. During their time there, the researcher gained insights into the significance of teaching practice, leading them to volunteer with the council. Consequently, an opportunity arose for the researcher to serve as an ESOL instructor for adult women at a women's club, facilitated by the council. The rationale underlying this teaching program aims to cultivate English speaking skills among learners to enable proficient and confident communication within the community. The learners comprise a group of South Asian British immigrant women residing in East London for over three decades. Despite their lengthy exposure to an English-speaking environment, these women struggle to communicate proficiently in English. This discrepancy raises questions regarding their prolonged inability to acquire English fluency despite their extensive time spent within an English-speaking community. These inquiries include the lack of perceived necessity to learn English despite active involvement in familial affairs throughout the years, as well as the underlying reasons hindering their acquisition of English as a second language over the decades.

In delving into research pertinent to this demographic, it became apparent that a growing body of literature addresses issues related to English as a second language (ESL) acquisition within both formal classroom settings and natural learning environments, considering the socio-cultural context. This research predominantly focuses on adult migrants who have immigrated to English-speaking countries and encounter challenges in attaining proficiency in their English speaking skills within their new societal context. Concurrently, the researcher's dissertation centers on examining the sociocultural context of adult immigrant language learners.

Within the framework of sociocultural context, the relevance of L2 socialization theory emerges. This theoretical perspective conceptualizes L2 learning as a process of social participation within a local community of practice. Consequently, L2 learning is construed as



a dynamic engagement shaped by social interactions within a given community, as underscored by scholars such as Duff & Talmy (2011), Lave & Wenger (1991), Norton & McKenny (2011), and Wenger (1998).

“Process by which novices or newcomers in a community or culture gain communicative competence, membership, and legitimacy in the group.”(Duff : 2007; 31

While learning second language learners make an effort to appropriate their language in accordance with sociocultural norms of target language community, construct identity, adopt normative practices and establish themselves as competent members of the community. (Garrett & Baquedano-López: 2002).

L2 socialization studies primarily focuses on two area of research: (a) examination of the social cultural values and norms of target language community in relation to second language learning (b) examination of social community in learning L2.

However, majority of the studies carried out in context of L2 learning processes in immigrants revealed the fact that L2 learners are caught in the inequitable power relations of dominant communities which resulted in hindering their language learning opportunities, language acquisition and their identities.

Whereas, area needed to focus for further research and investigation is: how L2 learners learn language when social power relations do not limit their L2 learning processes. Moreover, how social communities can offer learning opportunities to L2 learners and how L2 learners use the resources and opportunities available to them to become the proficient speaker of the target language is needed to be examined and investigated. Moreover, role of communities of practice in constructing identity of the learners is also needed to be considered. Recently, SLA researchers conceptualized L2 learners as “intentional human agents” (Dewaele, 2009: 638) instead of “uniform recipients of socialization” (He: 2003; 128), who “play a defining role in shaping the qualities of their learning” (Dewaele: 2009; 638).

Therefore, recently (Cook: 2006; Morita: 2002, 2004; Norton: 2000; Polanyi: 1995; Siegal: 1995, 1996) emphasized that individual circumstances vary from person to person in their ways of learning second language.

Hence, Social variables in context of individual L2 learners initiated interest in research, focussed on individual case studies in context of L2 acquisition and further work comes up with Norton’s notion of ‘Investment and identity’(2000). Norton (1995) proposes “comprehensive theory of identity that integrates the language learner and the language learning context.” (ibid: 12). Although the notion of investment well describes socially situated nature of L2 learners’ desire to learn an L2, Kinginger’s (2004) study suggested notion of ‘investment’ alone is not enough to explain L2 learners’ drive to learn second language. Hence, he presented theoretical concept of ‘agency’ (Duff: 2012; Kinginger: 2004; Lantolf & Pavlenko: 2001) to justify and reason with complex process of language learning in socio cultural context. In short, further research is required to examine the individualistic and complex process by which learners exercise their agency or invest to form their language and acquire additional language. Hence, my dissertation aims to scrutinize the role of investment

and agency in context of my study which focuses at the learners, located in unique setting in target language community. Statistical information of East London, specifically location of the case study is as follows:

The case study is done in East London, Borough of Newham. In a project 'The languages of London's school children' Baker and Eversley (2000:5) collected data and mentioned 350 languages are spoken in London based on information provided by LEA (Local Education Authority). However, 40 languages were identified as leading ones. Nevertheless, Black published data collected by ONS (office of National Statistics) on November 2004 reported that there are 20 major languages spoken in London.(2005; 62).

Likewise, ONS (2011 census) reported 40 non-indigenous groups reside in London. Analysis of data shows high concentration of BME (Black and Minority Ethnic) group in East London (Newham, Redbridge), West London (Brent, Hounslow, and Ealing), and Inner London (Westminster, Southwark, Lambeth and Tower Hamlets). (See BME population) ONS (2011 census) further reported following facts regarding the linguistic and ethnic

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diversity in London and specifically in Newham:

For the first time ONS (2011) collected the data of 'English language proficiency' and 'main language' of the residents in England and Wales. Overall 92.3% reported English as their main language. On the other hand, in London the percentage is 72.9 and lowest proportion population reported English as main language is in Newham i.e. 58.6%. However, demographically Newham is also reported to be most diverse as in this borough BME has outnumbered white, and makes 83.3% of Newham population.

Regarding English language competency, overall in England and Wales 1.3% of population is reported to speak little or no English. However, this figure rises in London to 4.1%, and Borough of Newham is reported to have highest number of population (8.7%) who cannot or speak little in English.(see ONS report).

Thus, my study aims at exploring L2 learning processes in female adult immigrants who have been in London and residing in an area which has high percentage of BME and have high rate of population who speaks no or little English. I'll be examining their communities of practice, their role and participation to resist or acquire L2 language.

Review of the Literature

This chapter describes the historical view of second language socialization. It further explains theory research and assumptions associated with L2 socialization generally as well as in context of women immigrants.

Second Language socialization:

Significance of local context in understanding a language is initially recognized by Boas (1911) and Malinowski (1994) in the beginning of early twentieth century. They argued that process of language learning is deep rooted in social, cultural backgrounds of learners and hence, it cannot be understood “without constant reference to these broader contexts of verbal utterance” (Malinowski: 1994;5).

Later on, Gumperz and Hymes (1964, 1972) proposed ‘ethnography of communication’ and ‘communicative competence’ Hymes (1972). They argued that the acquisition of language involves not only the acquisition of linguistic competence but also the acquisition of sociocultural competence, which is a speaker’s ability to use a language in ‘socially and culturally appropriate ways’. (Hymes, 1972).

The proposal of ethnography of communication and communicative competence has influenced the research work in field of SLA. In order to gain better understanding of language learning in second language learners, researchers started to explore the relationship of L2 learning in wider socio cultural context.

Second Language Socialization:

Concept of language socialization has been investigated by proponents such as Atkinson (2003), Duff (1995, 1996, 2002,2007) and Watson-Gegeo (2004), Dewaele (2005), Block (2003) in SLA. Their work call for ‘the social’ and ‘the psychological’ as shapers of language learning processes. (Block: 2009; 46).

However, Zuengler and Cole (2005) refers to the process of learning a language by learners who are

“Neither monolingual nor proficient bilinguals, but who implicitly or explicitly, are still in the process of acquiring a second language” (ibid:303)

Moreover, L2 socialization research observes learners’ ability to use the target language, as well as, the process of constructing one’s social identity in a new community. L2 socialization highlights the fact that language learners do not learn just a language. With language they learn ideologies, social cultural practices and beliefs of target language community. However, all these are acquired from the community of practice (CoP) of the

learners. That’s why significance of CoP in acquiring second language has been of major interest in recent studies.

Role of Community of practice (CoP):

Recent researches reflect that social community plays a significant role in learning language. Language cannot be learnt in isolation rather in social context and rooted in local community of practice. [Gumperz & Hymes (1964, 1972); Ochs & Schieffelin (1984); Schieffelin & Ochs (1986)]

However, previously studies were limited to traditional paradigms of language socialization



studies (e.g. communicative competence and ethnography of communication). Whereas, in last decade of twentieth century researchers and theorists proposed the participation of individual in ‘communities of practice’ (CoP) [e.g. Lave & Wegner (1991); Eckert & McConnell-Ginet (1992); Wenger (1998)]

Thus, the framework of CoP suggested by Lave & Wegner (1991) and Wenger (1998) is comprised of four elements: meaningful participation, community, practice, and identity. All these four elements are conversed below.

Meaningful Participation:

Proponents of CoP argue that living in a community (either classroom or new place) does not result in language learning. Meaningful social participation of learner in a community plays an effective role in second language learning. Eckert and McConnell-Ginet (1992) define a community of practice as

“an aggregate of people who come together around mutual engagement in an endeavour ...ways of doing things, ways of thinking, ways of talking .. power relations — in short practices.” (ibid: 464).

Likewise, Wenger (1998) use the term participation :

“to describe the social experience of living in the world in terms of membership in social community and active involvement in social enterprises. Participation in this sense is both personal and social. It is a complex process that combines doing, talking, thinking, feeling, and belonging. It involves our whole person, including our bodies, minds, emotions, and social relations”. (ibid: 55, 56)

Thus, Wenger, Eckert and McConnell-Ginet argued social structures and social interaction play an important role in developing and structuring of participants’ identity, which is ‘constituted of and constituted by the social environment.’ (Block: 2009; 26). To be precise CoP framework suggests, learning occurs when learners participate and find their existence and actions meaningful in that society. This participation results in position of participants as peripheral or marginal in CoP.

Peripheral vs Marginal:

These social interactions with various communities of practice are meaningful if learner is actively involved and achieves ‘legitimate peripheral legitimacy’ via ‘mutual engagement with other members, to their actions and their negotiation of enterprise and to their repertoire in use.’(Wegner: 1998; 100). Thus, Novices in a new community learn to participate in making and negotiating meaning with other members of community in the pursuit of joint enterprise. Legitimate peripheral participation is “structured to open the practice to non-

members.” (ibid) as peripherality provides newcomers an “approximation of full participation that gives exposure to actual practice” (ibid) with minimum cost of error and risk. Legitimacy provides newcomers a community’s recognition as competent members of that community.

Thus, legitimate peripheral participation can be explained as the process that provides novices recognition and opportunity of learning to be the potential member of the community with less cost of error.

However, Wenger asserts ‘newcomers must be granted enough legitimacy to be treated as potential members.’(ibid: 101) On the contrary, if individual is not granted enough legitimacy he might choose not to participate as a form of ‘reflective form of resistance’ (Block: 2007; 25) leads to marginal position of individual in community.

Thus, when individuals participate in a CoP they position themselves in social settings and make choices to respond and to ignore, it is through this process of negotiation, resistance and non-participation they construct identities and produce different learning outcomes. This blend of participation and non-participation of an individual in CoP is peripheral if community offers opportunity for learning to be the full member of community. In contrast, if participation is restricted by social forces/ power relations, it builds barrier in learning process of individual, thus, individual’s position is marginal and non-participation prevents opportunities for learning.

Thus, CoP conceptualizes learning by the active participation of learners in community, either marginal or peripheral by negotiating meaning, subject position of individuals, constructing and defining identities and establishing legitimate position in a new social community.

Community:

In framework of CoP, community refers to a specific group who is mutually engaged, has joint enterprise and a shared repertoire, such community is not restricted to geographical boundaries. Thus, it can be said that we all live in community of practice and at times we live in multiple communities of practice simultaneously at work and in our personal lives. Wenger (1998:5) referred CoP as “social configuration” in which participants negotiate meaning and define themselves in diverse

“subject positions throughout their lives, depending who they are with (family, colleagues at work, social groups at school).”(Block: 2009;25).

Hence, role of community in second language socialization plays an integral role to develop and learn L2.

L2 socialization into local community:

Earliest study to connect L2 and a community was done by Schumann (1978). In his case study his learner (Alberto) showed little improvement in learning English language.

However, Schumann considered psychological distance between Alberto and the people in the target language community. Schumann suggested Alberto was unable to learn English language because his English functionally restricted and pidginized. Based on his findings, Schumann proposed acculturation model of L2 acquisition: “the degree to which the learner acculturates to the TL (target group) will control the degree to which he acquires the second language.” (ibid:34)

Schumann’s acculturation model was criticized for being too simple and lack of social power structure. Schmidt (1983) highlighted that other factors such as previous school experience and demands of busy life should be considered for his unwillingness to learn English.

Whereas, Norton (2000) argued that “the dominant power structures within society had relegated Alberto to marginalized status.”(ibid: 116). Thus, his lack of interest in learning

English was due to the lack of opportunities to practice target language provided by society to him.

However, his research opened the doors of further discussions for SLA researchers role of community in acquiring second language.

After two decades of Schumann's proposal of the acculturation model of L2 acquisition, Norton (2000) proposed her findings in relation to second language learning and its social context. Her theory based on perspectives of feminist poststructuralist theory (Weedon: 1997) and Community of practice (Lave & Wenger: 1991, Wenger: 1998). In her theory she emphasized that opportunity for learning is not a privilege but a right given to L2 learners to negotiate their social identities and resisting marginalizing practices of the dominant society. She well elaborated her point during case study of four immigrant Canadian women. One of her learners (Martina) needed to work with speakers of target language, whereas, she herself was not a proficient speaker of the language. Hence, her colleagues positioned herself 'broom', whereas, Martina repositioned herself as their mother instead of powerless immigrant and claimed her 'right to speak'. (Norton: 2000; 8). Likewise, Katarina (another learner and Polish migrant) who was Master's degree holder with 17 years of teaching experience in her home country was positioned as 'unskilled and uneducated'. She resisted this position, discontinued her ESL course and joined 18 month computer course 'not because I have to speak, but because I have to think.' (ibid: 91)

These, brief examples reflect multidimensionality in individual's personality which impact their learning processes.

Multidimensionality in L2 socialization:

The outcome of L2 learning has been point of discussion among SLA researchers and theorists. There are two major elements that impact language learning outcome: Social perspective: it examines the opportunities that are provided by the society to L2 learners. Unlike acquisition of L1, learners of L2 are not always supported with stimulating and cooperative community of practice. Thus, impact their language learning outcome which is diverse and multidirectional.

Likewise, individuals of L2 learners are not 'introverted or extroverted, inhibited or uninhibited' (Norton: 2000; 3). They are 'multidimensional' (Block: 2009; 40). Hence, Multidimensionality means "enactment of different dimensions of identity, such as ethnicity, nationality, gender and social class." (ibid: 40).

Moreover, Talmy (2008) has called for "dynamism" (ibid: 622) in L2 socialization research. Talmy argues that L2 socialization is not a seamless and unidirectional process but as a dynamic process that may lead L2 learners in different directions of socialization and bring diverse outcomes on account of their multidimensionality. Ochs and Schieffelin (2011) attributed 'dynamism' in socialization process:

"Regardless of when it transpires across the life course, language socialization is best viewed as an *interactional* rather than unidirectional process. . . That is, all parties to socializing parties are agents in the formation of competence" (ibid: 5,6)

Dynamism and multi dimensionality requires to observe individual learners rather group of learners as it is co related with individual behaviours and circumstances. Thus, Multidimensionality encompass diverse dimensions of identity of an individual learner rather group of learners.

Locating Position of L2 learners in socialization research:

SLA researchers during their investigations about role of learners and social cultural context focussed at homogenous group of L2 learners rather an individualized view of language learning in social contexts.

However, Whyte (1943) in his classic sociological study suggested “each individual has his own characteristic way of interacting with other individuals.”(ibid:262-3).

Thus, Unproblematic and undifferentiated view of language socialization has been challenged by many such as He (2003), Norton (2000), Haneda (2006), Morita (2002, 2004), Siegal (1995) and Polanyi (1995). They argued that L2 learners should be researched as an individuals in community of practice as

“ultimately, every language learner is alone with a unique experience, an experience tailored to, by and for that individual.”(Polanyi: 1995; 287).

Thus, Norton’s (2000) case study on Canadian immigrants also highlighted the individuals’ roles in context of their communities of practice and how individuals negotiated, resisted and challenged the unfavourable opportunities available to them in target language community. The response of individuals to the opportunities to learn L2 and their motivation are termed as Agency and Investment, which are explained below.

Identity and Investment:

Norton (1995, 2000) argued that socially situated nature of language learning is not adequately addressed by SLA researchers and theorists. To address this gap she presented theory of ‘identity’ that foregrounded the “profoundly social nature of language learning.” (Norton &McKenny:2011). In her case study on four immigrant Canadian women, Norton highlighted the efforts of these women to access and gain legitimacy as a member of a new community against unequitable power relations. In order to be the member of a new community they negotiated, resisted and struggled for their identities — between the identity imposed on them by the society and the identity they want to gain in the society. Hence, Norton emphasized the identity of L2 learners as an integral part of second language learning and defined ‘identity’ as:

“I use the term identity to reference how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future”.
(ibid: 5)

Hence, Norton viewed identity as individual’s relationship to the social world and his/her struggle and potential to change and construct the relationship with this world for future gains. Norton (2000) further promoted notion of ‘investment’ and argued L2 learners learn L2

“to acquire a wider range of symbolic and material resources, which in turn increase the value of their cultural capital.” (ibid: 10)

Investment, Norton (2000) explains as:

“The concept of investment, which I introduced in Norton Peirce (1995), signals the socially and historically constructed relationship of learners to the target language, and their often ambivalent desire to learn and practice it. It is best understood with reference to the economic metaphors that Bourdieu uses in his work—in particular, the notion of cultural capital.

Bourdieu and Passeron (1977) use the term ‘cultural capital’ to reference to the knowledge and modes of thought that characterize different classes and groups in relation to specific sets of social forms. They argue that some forms of cultural capital have a higher exchange value than others in relation to a set of social forms which value some forms of knowledge and thought over others. If learners invest in a second language, they do so with the understanding that they will acquire a wider range of symbolic and material resources, which in turn increase the value of their cultural capital. Learners expect or hope to have a good return on that investment—a return that will give them access to hitherto unattainable resources.” (ibid)

Thus, investment is primary force to change and construct social reality and in this process identity is fundamental source of investment. Norton’s notion of investment is based on economic metaphor proposed by sociologists Bourdieu and Passeron (1977). According to them, social structures are produced, maintained and changed to people’s negotiation of symbolic power manifested as economic capital (cash, assets), social capital (membership, reputation and social status) and cultural capital (knowledge , skills, educational and technological qualifications (Boudieu:1991;14)).

Based on this metaphor Norton (2000) proposed that L2 learner invest in L2 learning to increase this ‘higher exchange value’ cultural capital. As, one of the immigrant women, in Norton’s case study, stopped investing in learning English (though classes were free) because she realized that she is positioned as : “unskilled and uneducated” (ibid:142) in a new social community in spite of the fact she is highly educated back in her home country (Poland); rather she started investing in computer skills, which she thought would give her better “return” and would allow her to “access to hitherto unattainable resources”— i.e. establishing her identity as a skilled and educated woman in new social community as well.

Although, Norton’s concept of ‘investment’ has opened new avenues for SLA researchers in lieu of L2 learning and learners. Yet it raises questions regarding investment and L2 learners’ language learning, such as: Is this phenomenon of ‘investment’ applicable to all L2 learners? Do all L2 learners learn language with some expectations, desires, objectives that reflect ‘investment’ on learners’ part as a drive or force to learn L2? Although not so much investigations are carried out to observe validity and practicality of Norton’s notion of investment. Yet, Kinginger’s (2004) case study reflected different perspective of learners’ drive and motivation termed as Agency.

Agency in SLA research:

Agency like investment is understood as socially mediated construct. However, not all SLA researchers view L2 learning as investment by learners.

Thus, the proponents [Duff (2012); Kinginger (2004); Lantolf & Pavlenko (2001); Pavlenko & Lantolf (2000)] argued that learners are not passive participants in the process of learning an L2 but individuals who can make deliberate choices and “play a defining role in shaping the qualities of their learning” (Dewaele, 2009). Duff (2012) defines agency in this way:

“People’s ability to make choices, take control, self-regulate, and thereby pursue their goals as individuals leading, potentially, to personal or social transformation.” (ibid: 417)

Therefore, agency is phenomenon that describes individual’s ability to imagine, perform, accept, resist, challenge and negotiate with themselves and social world to create opportunities for self-transformation. Thus, we can say agency is the “socioculturally

mediated capacity to act” (ibid:112)

Lantlof and Pavlenko (2001) viewed agency “mediated relationship” (ibid: 148) of individuals and social worlds where they practice their language. It can be explained as though L2 learners seem to be engaged in same activity yet it is not the case as their relationship with social world is not same. They argue it’s ‘significance’ (ibid: 48) that eventually shapes ‘individual’s orientation to learn or not’ (ibid). They further stated that this significance is constructed by learners’ personal histories, goals of learning, beliefs and their relationships with the social world in which they interact and communicate.

Moreover, in a case study, Kinginger (2004) documented learning experience of an American student (Alice) while learning French as L2.

Alice was enthusiastic and motivated in learning French because of the image of France promoted by American mass media as a country of wealth and culture. Being herself brought up in working class family she wanted to be the someone ‘who she can admire’ (ibid:240).

Hence, she decided to be French teacher, who is committed to promote intercultural awareness and social justice. In pursuit of her dreams and imagination she started learning French. When she exceeded third year level of college education French education, she moved France in study abroad program. In France her “image of France and of herself as a student and speaker of French were repeatedly challenged” (ibid: 232). Alice was initially depressed as she found her experience in France unproductive and frustrating as well as her French inadequate. Although, it was challenging to live in new society and attain advanced language proficiency yet she tried to gain access to French people to practice French by interacting and socializing by hanging out and ‘making rounds of rooms in the residence hall where students gathered to eat and drink’(ibid:236). Thus, Alice continuously reconstructed her motivation to learn French. Kinginger argues Alice’s language learning process not only develop her ability to communicate in French but also to stick with things (ibid: 238), eventually transformed into the person who persuades her goals of becoming French language teacher rather a ‘drifter’ (ibid:240).

Kinginger (2004) views Alice’s socialization process from the prospective of language identities and (class and gender) and investment (desire to gain cultural capital). However, he argues Alice’s efforts to reconstruct her social identity to be the person of her imagination involve investment to gain French language competence by using her resources, talent and personal experience to access cultural capital of target language to be ‘cultured person’(ibid). Whereas, the motivation that drives her to gain foreign language competence is not utilitarian or instrumental value, rather the prestige of French language in United States culture. Thus, he emphasizes intentions to learn language emerge from sociocultural worlds and ‘their dynamism over time’ (ibid). In Alice’s case, she is motivated by her desire and imagination to overcome the instability and economic crisis of her personal life. In order to achieve her desire, she decided to be French educator and invested in learning this language. Initially, in France she got depressed and demotivated that her investment is worthless. Then she struggled to access French speakers informally to achieve her dreams /goals. Thus, Kinginger proposes: “language learners’ history, disposition towards learning, access to sociocultural worlds, participation and imagination together shapes the qualities of their imagination.”(ibid: 241). Thus, he proposes two things: (a) the notion of investment alone may not be comprehensive enough to explain L2 learners various driving force for learning L2, (b) other forms of learner agencies such as aspiration and imagination, too play a powerful role in shaping language processes and acquiring language.

Hence, notion of agency and investment calls for negotiation and resistance in L2 processes.

Negotiation and Resistance in L2 processes:

When a particular identity is imposed to L2 learners by dominant target language society, and learners resist to be illegitimate members of community. As non-traditional students [in Atkinson (2003), Duff (2002), Harklau (2000), Talmy (2008)] resisted the marginalizing practice in school by showing destructive behaviour in classrooms. Likewise, Morita's (2002, 2004) Japanese student resisted as she silenced in classroom when she was marginalized as an incompetent, non-native speaker of English. Similarly, in Norton's case study (1995,2000) Matina resisted when she was positioned as 'broom' by her co-workers.

Learners when positioned as illegitimate members of community by dominant target language community, not only they resist but also negotiate their identities. As Katarina (participant of Norton's(2000) case study) stopped participating in ESL classes and joined computer courses to negotiate her identity being 'unskilled and uneducated' to gain legitimacy as skilful educated individual. Similarly, Rie , (Morita:2002,2004) also struggled to re-orient her identity by participating in certain aspect of learning in classroom while ignoring the aspects that she found irrelevant to her learning.

Thus, recent studies on L2 socialization highlights the fact that social participation is challenging for L2 learners in target language community of practice. This realization give rise to two issues: (a) L2 learners' struggle to gain access to target language community of practice; (b) L2 learners' struggle to gain legitimacy as a member of a target language community. Due to the unequitable power relations in target language society, L2 learners are marginalized and identified as illegitimate; thus, learning opportunities become limited to L2 learners which results in negotiation, resistance or acceptance by learners to gain their identity and position in dominant target language society

Agency, Identity and Investment:

The reconsideration of language socialization identified agency, identity and investment. Proponents of these theories argue the role of learner not as passive static disciple member of community of practice, rather a complex and responsive human being with feelings and emotions. Hence, L2 learners, resist, negotiate and challenge the identity and position imposed by the dominant target language society if collides with their desired identity and position. Therefore, Researchers like Cook (2006); Norton (2000); Morita (2002, 2004); Polanyi (1995); Siegal (1995, 1996) focussed on individual case studies to observe how L2 learners engage themselves in L2 learning process. During the learning process not only the structure of social communities but also learners' participation and struggle play significant role. Although, recent studies show various responses of L2 learners to communities of practice as negotiation, resistance and non-participation to construct their identity and to gain position in a new community.

Such responses are specifically noticeable among immigrants of English speaking countries, who struggled to acquire English speaking skills and faced challenges that resulted in negotiation, resistance and non-participation, varying from person to person's socio cultural context.

Migrant Women and L2 Learning:

"Immigrant women more likely to migrate to join their spouses rather than for economic reasons, they may speak less English on entry....immigrants who remain at home raising children come in contact with English speakers less often than immigrants in the workplace."(Carliner: 2000; 161).

Likewise Norton (2000) asserted:

"Immigrant women occupy a particular and different location in society to

immigrant men, and the experiences of immigration must be understood as gendered ones". (ibid; 12).

Hence, as they are not exposed to 'public world' they do not get chance to interact with target language community, which result in less improvement in English language skills in women. Previous studies by Morgan (1997), Cumming and Gill (1991, 1992), Ng (1981), Rockhill (1987a, 1987b) provide an insight that emphasize the access to target language community is essential to learn language. These researchers explored the complex position of learners in the target language community. The studies further investigated the factors which hinder the learning process in these immigrant women. However, Norton's (1995, 2000) study investigates the L2 learning process from Learners' prospective. Her study focusses at learners' desires, feelings and struggles in this journey of L2 learning process. And argues that language learners have their aspirations, social needs apart from linguistic needs which play a significant role in L2 language learning.

Focus of dissertation:

The present dissertation focus on the dynamic role of agency and investment in learning process of L2 in line with research by Kinginger (2004); Norton (2000). This study examines how learners exercise their agency to acquire L2 in a social community. It focuses on adult South Asian women to describe and analyse different ways L2 learners exercise their agency and investment by confronting, resisting, challenging and positioning them in certain ways to establish themselves as legitimate members of target language society and to gain their identity.

This short case study, is conducted to explore the applicability of Norton's notion of investment in hybrid social community and to observe the influence of other forms of L2 learners' agency in the process of language acquisition.

Research Questions:

- a. Since interaction with Community of practice is integral in L2 learning process.
- b. What role CoP plays in L2 learning and in shaping identities of L2 learners?
- c. What is the role of investment and agency in the process of L2 learning?

Methodology

The chapter explains the methods deployed in this study. It describes the research methods as well as instruments employed for analysis in this study are described. Moreover, professional limitations and brief information of focussed participants is also mentioned in this section.

Code of Research Conduct and Research Ethics:

In order to carry out research in lieu of my dissertation, I informed my school and my supervisor about my research objectives and target community. Furthermore, I provided them detailed information about the site of research, observant participants and asked permission from school for this research. Thus, school granted me permission to carry out my research within code of research conduct set out by school and human rights legislation. Hence, taking position as a researcher for this dissertation I declared that the research will be ethically conceived, and will be conducted to meet the University's ethical standards for research.

However, in order to protect legal, moral and human rights of research participants, a consent form was signed by research participants, establishing the common grounds for researcher and research participants to gather data relevant to research without violating the participants' rights in the process of data collection.

Therefore, the participants of my case study, were fully informed of the details of the study in the consent form. By signing this document, participants agreed that they fully understand the research in which they are going to be engaged. Thus, got the consent of learners to obtain,

hold and use personal information for this research.

I invited learners to volunteer in my research. Out of ten, two participants showed interest to be the part of my research. Hence, I recruited two learners as observant participants for my research work

Prior to sign the form, I informed my group of learners, purpose of research and data collection. I explained the purpose of my research is to record their experiences and expressions while learning L2 since they arrived in London till now. I further informed them about my methodology to tape record their conversations to keep data natural and original to achieve valid and reliable outcomes. Moreover, participants were assured that data pertinent to research objectives will be utilised only. They are further assured that this research is best of their interest and carried out with intention to improve their lives. Their confidentiality and anonymity is also assured to them. Therefore, to protect their privacy and keep anonymity instead of names I use initials of my focal participants' names.

Research site:

This English language learning course is held in London (Borough of Newham) by South Asian women club to develop conversation skills among non-native speakers of English, so that they can communicate within society confidently and fluently in their daily lives. This ESOL class is a part of the project funded by Borough of Newham. I joined this project as ESOL instructor to south Asian British immigrant women. Hence, my group of learners are all females from homogenous ethnic background which is similar to my ethnicity.

Moreover, scheme of studies, includes to enable learners to speak confidently in English while interacting with English speaking people in their routine lives. Such as, conversations with doctors, teachers as well as while travelling, shopping, weather and other routine small informal dialogue within community. Furthermore, the curriculum of Entry1 level comprised of four components: vocabulary, grammar, conversation, reading and pronunciation.

Whereas, Proficiency of English learners is assessed as Entry 1 (beginners) to Level 2(advanced). While, the focal learners were at Entry 1 (beginners) level when they joined language classes.

It was a class of 10 learners, all were adult women. Three of them have done their secondary school, four of them have completed their intermediate level and three were graduates from their home country. All of them were from 50-70 years of age. All of the participants have been in London for more than three decades.

Focal Learners:

I involved four learners for this case study. Basic demographics of participants are as follows. First participant is **Mu**, a Pakistani ethnic 66 years old migrant. She is grandmother of 4 children now. She moved to London after her marriage 43 years ago. She finished primary school back in her home country. She used to work from home as well. However, she was accompanied by her family when going out and doing errands, who acted as an interpreter for her. Although all her children married and busy in their lives still managing time to help her to carryout various task that need interaction with English community. However, she wanted to be independent. Therefore, she joined language institution to learn English.

Second participant is **Ra**, a Pakistani ethnic 62 years old migrant. She is enjoying her life as grandmother of 9 children. She moved London 43 years ago after her marriage. She was interested in learning English since she arrived London, but unable to learn because of her domestic responsibilities. Now she feels as she is free from her parental responsibilities because all her children married and busy with their lives; so this is time for her to fulfil her dream to learn English and to mix up with English community.

Methodology:

In this section I'll describe research approach used in this case study. I found ethnographic case study method appropriate for my course work. As, ethnographic approach concentrates on 'small details in human interaction' (Blommaert et al: 2010; 6). Moreover, this approach is useful in scrutinizing context of talk and conversation while studying dynamics of language and its speakers. Additionally, I found the aims of ethnographic approach and my research are similar. My research targets to examine 'talk' (conversation) of my focal participants in order to record their individual personalized perspective on account of their meaningful behaviour in their social context. Along with, my case study focuses at the notions of Norton's (2000) 'identity and investment' and Kinginger's (2004) 'agency' in context of L2 socialization. Hence, I intend to find parallels and contrasts to their concepts in lieu of my case study. In this regard, Blommaert et al (2010) contends ethnography:

"has the potential and the capacity of challenging established view...It is capable of constructing a discourse on social uses of language and social dimensions of meaningful behaviour which differs strongly from established norms and expectations."(ibid:13)

In Nutshell, ethnographic study is appropriate to my research inquiry and aims. Therefore, I'll explain the effectiveness and appropriateness of this methodology in context of my research inquiry.

Ethnographic case studies:

Ethnographic case study is a methodological approach that combines ethnographic method with case study design. Ethnographic studies have gained popularity in social sciences and humanities research as well as in field of second language acquisition, due to its contextually bounded nature of social phenomena and human activities. Peacock (2002) elaborates that ethnographic research techniques are originally developed by ethnographers who study 'other' and 'other' culture. "The other" can be ethnic group settled in remote area, it can be a social group that forms sub culture in a community or elsewhere, it can be a school, classroom or a group of students in which researchers of that field be interested in.

However, in ethnographic studies, researcher's role is that of data gathering and analysis, and understanding is accomplished through the lens of researcher. Hence, understanding involves researchers' interpretation (Geertz: 1973) or translation (Clifford: 1986) of 'what presumably witnessed and understood during a stay in the field.'(Van Maanen: 1988;3). Therefore, as I share similar ethnic back ground (I'm also south Asian like my focused participants), I am able to understand the reasons, intentions and factors lying underneath their actions and responses in due course of language learning. Thus, it helped me to interpret and translate the data most appropriately in their social cultural context.

Case Study:

Ethnographic studies are often combined with case study design, in order to gain in depth understanding regarding people involved in study for comprehensive research inquiries. Case study is

"The study of the particularity and complexity of a single case, coming to understand its activity within important circumstances" (Stake: 1995 ;ix).

In a case study, researchers are

"Interested in understanding the meaning people have constructed, that is, how they make sense of their world and the experiences they have in the world"

(Merriam: 1998 ;6).

Hence, purpose of case study is to apprehend and achieve an emic outlook on

“What it means for participants to be in that setting, what their lives are like, what is going on for them, what their meanings are, [and] what the world looks in that particular settings” (Patton, 1985: 1).

As I'm intended to observe individualised L2 learning processes in their particular context, therefore, ethnographic case study fits the purpose of my research for this dissertation.

Ethnographic Writing:

Ethnographic writing reflects writer's interpretations of what they saw and understood during field work. In ethnographic writing, researchers are not fieldworkers but they become authors. (Geertz: 1988).

Nonetheless, either author's voice should be part of text or not, has been a controversial issue in ethnographic writing. However, Van Maanen (1988) identifies three subgenres of ethnographic writing today: (a) realist tales; (b) confessional tales; and (c) impressionist tales. Realist tales are traditional style of ethnographic writing and author's voice completely eliminated. These are characterised by thorough documentation of uncoloured description (authenticity) of mundane details of life among people studied.

Conversely, in confessional tales author's voice play integral role in lieu of the people and culture studied. 'highly personalized styles and self-absorbed mandates' (ibid:73) is the major characteristic of confessional tales. Moreover, instead of authenticity emphasize is laid on author's viewpoint regarding particular cultural phenomenon in their field work.

Whereas, Impressionist tales take an alternative approach to ethnographic writing. In Impressionist tales, author reveals and reconstructs his findings during fieldwork in a dramatic form. In this framework impressionist tales are often considered as literary works. (Clifford & Marcus, 1986 ;Geertz, 1988). The goal of Impressionist tales is to show the transparency and concreteness, 'immediacies' in Geertz's word of the experience in the field. The objective of impressionist tales like realist tale is authenticity of the culture studied. However, Impressionist tales conceptualize authenticity in a different way from Realist tales do.

Following the ethnographic case study perspective, I deployed in depth interviews as tool to investigate my research aims.

In-depth interview:

In qualitative research, in-depth interviews are one of the main methods for data collection. Classic ethnographers such as Malinowski emphasized on talking to people to grasp their point of view (Burgees: 1982a). However, in-depth interviews are also described as form of conversation (Burgees: 1982a; Lofland and Lofland: 1995). Whereas, Sidney and Beatrice Webb described this method of interview as 'conversation with purpose' (Legard et al:2003;138). Thus, the basic purpose of in-depth interview or such conversation is to access knowledge to people's meaning to their experiences and social worlds; thus, 'to understand the world from the subjects' points of view and to unfold the meaning of their lived world.' (Kvale: 2006; 481), that help social scientists to examine variety of human experiences.

In-depth interviews provide opportunity to observant-participants to voice and freely state their life situations in their own words. Moreover, it builds personal and close interaction between researcher and focal participants. In contrast to harsh manipulation of behaviourist experiments dialogue suggested mutuality and egalitarianism; with their gentle, unassuming, nondirective approaches, qualitative interviewers entered into authentic personal relationships with their subjects. (ibid).

In spite of the subjectivity and reciprocity between researcher and researched and close interaction there is difference between normal conversations and in-depth interviews- 'their objectives and the role of researcher and participant are quite different.'(Legard et al:2003;138).

Moreover, The influence of postmodernism, constructionism and feminism has also led to new perspectives on in-depth interviewing and new forms of interview. Among those forms Biographical, narrative, life history and oral history approach is one of the approach used during conversation interviews. Through narratives and personal accounts with biographical interviews cover participants' whole life and oral history with focus on specific events and periods. This approach involve intensive and extended data collection and participants are given freedom in expression of thought to shape their own narratives. (ibid:140,141)

Key features of in-depth interview:

Whatever, the approach researcher and interviewer opt for their data collection, there are certain features consistent in all in depth interviews.

Firstly, in depth interviews are flexible. Although key issues and topics that are required to be explored and investigated are set since the beginning of the interview. However, flexibility is in order to responses of interviewee 'to be fully probed and explored' as well as 'allow researcher to be responsive to the relevant issues raised spontaneously by interviewee'.(ibid).

Secondly, interview is interactive. The data is collected by interaction between researcher and interviewee. The researcher presents a questions that motivates interviewee to answer freely. However, interviewer intervene on account of the answer given by the participant.

Thirdly, the use of variety of techniques to gain in depth answer. Initially interviewee answers are on surface level, therefore, to gain insight of response, researchers probe, penetrate, explore by follow up questions to get clear and deep understanding of participants' responses. Hence, in follow up questions researcher concentrate on reasons, feelings, beliefs that underpin participants' answer. This furnishes explanatory evidence which is an important element of qualitative research. (ibid)

Fourthly, this method is generative, as it creates new knowledge or thoughts at some stage. However, it depends on research questions, at some point either participant or researcher direct the interview towards the point which is never explored before.

Finally, the emphasize on depth, nuance and interviewee's own language to capture data the natural form and to understand meaning presented by interviewee. Therefore, 'interview is generally tape recorded as notetaking might change the form of data'.(ibid: 142)

In short, this case study is imbedded in the position of L2 learners as individuals in social contexts. It explores the dynamics of socially situated activities by L2 learners and its impact on their L2 learning process. Hence, the purpose of study is to investigate and understand L2 learners' lived experience of learning L2 in a particular setting (language school in London's borough of Newham) in a particular time period (12 week session). I find ethnographic case study perspective appropriate to examine the dynamic, positioned and balanced nature of L2 learning and describe diverse portraits of L2 learners individually in framework of their individual social contexts.

Additionally, my casestudy requires to access cultural milieu and social worlds of focal participants to observe the roles and positions of L2 learners in their social contexts during

L2 learning. Hence, in depth interviews based on biographical narrative approach in interview is an appropriate approach to explore the lived experience of individuals from their own perspective. Moreover, in order to collect data in natural form I tape recorded the conversations and make sure the responses and conversation is flexible and interactive. Furthermore, I probed my focal participants to get into depth of their surface responses to make my inquiry informed, authentic.

Positioning as researcher and writer:

This study adopts narrative, non-fiction and essayistic style. There are five participants in my field work experience; four are ‘observant-participants’ and fifth is myself. The objective of my in-depth interview is to provide authentic presentation of my research inquiry.

Legard et al (2003) stated requirements of qualitative interviewer as one who is a good listener and clear; has logical mind and sound analytical questioning skills along with an enquiring mind. Moreover, he suggested in-depth interviewing requires interest and respect for people as individuals (ibid: 142)

Whereas, Kvale (1996) put forward two alternative positions on in-depth interviewing. One is ‘miner metaphor’:

“Knowledge is understood as buried metal and interviewer is miner who unearths the valuable world....the knowledge is waiting in the subject’s interior to be uncovered. Uncontaminated by miner. The interviewer digs nuggets of data or meaning out of subjects pure experiences ,unpolluted by any leading questions.” (ibid: 3)

The second is ‘traveller metaphor,’ in this position researcher creates and negotiates the knowledge.

“the traveller asks the questions the lead subjects to their stories of their lived world and converses with them in the original Latin meaning of *conversation* as ‘wandering together with’.(ibid:4)

Thus, in first position researcher records lived experience of participants as narrated by interviewee ; however in second position, researcher leads interviewee to explore the new insights, and meaning of the stories are developed as researcher wants to interpret them.

Succeeding the positioning suggested by Kvale(1996), I positioned myself as a traveller to establish my relations and subjectivities with participants, pertinent to the understanding and interpretation of the data.

Nonetheless, interpretations drawn from data is unavoidably biased. However, to establish credibility of studies, researchers deploy various techniques. Triangulation (Lincoln & Guba: 1985) and thick description (Greetz1973).

In Triangulation, researchers make contentions by collecting data from multiple sources and examine emergent themes from multiple perspectives. Whereas, through thick descriptions researchers provide contextualization and the complexity of human behaviour and thoughts to establish credibility of studies. Hence, thick description provides readers footing to make inferences. Drawing from their knowledge, personal experience, and intuition, readers relate what is described in the texts to their perspectives and lives (Patton, 1990; Stake,1995). Duff (2006) contends that the aim of research is to “generate new insights and knowledge”(ibid:66). These “new insights and knowledge” are gained through thick

description, contextualization, triangulation, prolonged observation, and researchers' objective–subjective lenses in ethnographic case studies.

Moreover, Ethnographic studies are studies of human being by human being. The nature of studies is interactive, spontaneous, and idiosyncratic. Therefore, in depth interview is very effective and productive tool, to gain individualized first-hand knowledge of observant participants' feeling, expression in context of L2 learning process.

The objective of ethnographic case study is to interpret what I observed and understood through my conversation (in-depth interview) conducted in the summer of 2014 in London. I attempt to establish credibility by deploying various techniques suggested above such as, prolonged observations, writing thick descriptions, triangulations.

My role at research site is that of an observer and participant- observant as well as of interviewer. Moreover, as fieldworker, at research site, I endeavoured to gain access to students, building meaningful relationships with focal participants and to get access to learners' idiosyncratic perspective in their process of L2 learning.

Professional limitations:

Ethnographic realities are always partial, incomplete, and plural (Clifford, 1986; Duff, 2006; Geertz, 1973; Wolcott, 2008). As Duff (2006) puts it, “there are multiple possible ‘truths’ to be uncovered or (co constructed), which may not always converge” (ibid: 75). Thus, lives of participants cannot be portrayed wholly and completely.

However, the interpretations that I offer are my perception of reality. This is not only one way to conduct and write ethnographic study. However, this approach is helpful for my study and to underpin the contemporary traditions and research conventions of anthropology, sociology and education.

Moreover, my research work cannot be generalized. As my case study focuses at individual's social context in L2 socialization. My investigations are informed by the work of educational researchers such as Norton (2000), Kinginger (2004) and Hymes (1996). Their ethnographic study underpin the concept that language learning process varies from person to person, depending on various social and individual variables. In addition, my study focus at the situations and positions L2 learners encounter and have outside the classroom. These social contexts vary from person to person on account of various factors such as resources of language, culture and society. Hence, it is very much specific to the individual's socio cultural context and accessibility to resources that can be helpful to learn language.

Data sources and Collections:

This section explains types of data I collected as well as how data was collected and analysed.

The primary data source for this study consists of conversational interviews (audio recorded) and my observations.

The researcher's observations focused to examine multiple things:

- (a) The nature of the community of practice of participants, which is the community they interact with outside the classroom.
- (b) How community allows legitimacy and peripherality to the learners.
- (c) How focal students participated in daily activities and events occurring in their community.
- (d) How they relate themselves with other members of community
- (e) What the focal students do to make sense of themselves and actions in a new community of practice.

The observation started the day I joined the language class as language instructor, till the end of the program. Being Asian and one of their ethnicity it was easy for me to establish trust and conversation with my focal participants. Hence, I occasionally invited them for conversations that help me to peep in the participants' lives and observe the factors affecting in shaping their L2 and personal development in context of language learning.

For conversational interviews, I designed set of questions that triggers the conversation which is helpful in attaining a rich data to be analysed to observe the process of L2 among L2 learners relevant to my research query.

I started interviews after one month of joining the language institution. I interviewed one focal participant at a time. It took me two weeks to interview both participants of study. However, I was in touch with my learners from time to time to record their experiences.

The interviews were audio recorded and later transcribed by me. Moreover, as my learners were unable to express themselves in English, they showed their interest in recording their experiences and expression in their native language 'Urdu'. Thus, I recorded their interviews in their native language and later on translated into English while writing transcript. While translating I made effort to use vocabulary that is appropriate and best express thought and expression in the context of their utterances and meaning.

Data Analysis:

Data analysis in this study, as part of qualitative research is conducted inductively. The themes in this study have emerged from the data, and the claims are grounded in sources of data that I collected.

To analyse data, I followed six steps of analysis suggested by Kvale(2007:102)

The data analysis began moment my participants started sharing their life spontaneously. At that moment I listened quietly and did not intervene, only recorded the responses.

On second stage, subjects started reasoning and explaining their actions and experiences from their perspective based on their spontaneous conversations. As my participant Ra suggested there is no need to learn English anymore because there is 'our' people all around, who understands my language very well.

On third stage, during interview I started probing and enquiring my interviewees to gain in depth and exact meaning and interpretation of their thought and expression.

After that, to analyse the recordings alone I structure the recordings in form of transcriptions. These transcriptions helped me to analyse the data to develop meanings of the interviews.

While analysing the data, I revisited and re-interviewed participants to get the clear meaning and expression in context of experiences shared by them.

Thus, entire process of data analysis consisted of recursive examination of different sets of collected data. I read, reread, analyse, reanalyse, interpret and reinterpret data I collected during my field work for this study both at macro and micro levels.

Chapter IV: Data Analysis

My learners reside in East London in Borough of Newham. The statistical details of borough of Newham (mentioned in introduction) shows higher concentration of BME in this area as they make 83.3% of population.

Thus, my group of learners reside in area where large number of population is not

communicating in English but in their native languages. Secondly, large number of population is comprised of non-native speakers of English.

Portraits of participants:

Ra: Ra is 62 years old when I met her during English language learning program offered by women club. She is a Pakistani British immigrant who has been living in East London (Borough of Newham) for last 43 years.

Born in 1952 in Pakistan, she finished her primary school from her home country. In 1971, when she was 19, she arrived London on spouse visa after getting married to Pakistani British immigrant man. Besides her husband there was no one from her family lived in London at that time. She is mother of 7 children and now have 9 grandchildren.

All her family speaks Urdu or Punjabi in home. Both Urdu and Punjabi are her native languages, therefore she is fluent in both languages. However, now her grandchildren speak English most of the time in home as well.

Her husband worked in a flour mill and proficient speaker of English. He was responsible to carry out all the duties where interaction in English is required such as communication with children's school, doing errands, interaction with public institutions etc. Meanwhile, Ra's responsibility was to raise and look after family and home.

Moreover, she was never gainfully employed. She stayed home, busy with children and domestic chores. However, for very few times she worked from home. The work included stitching and sewing for a factory. Material was delivered and collected from her home by factory manager. The manager was Asian, so she always communicated with him in her native language Urdu. However, being too much busy with children and household responsibilities she rarely found time to get involved in stitching job on regular basis.

Nonetheless, she was keen to learn English since she arrived London, because *"it feels good to speak fluent English and communicate with English women and to know them and to tell them about myself"*.

From 1971 till 2014, she's been in London for almost 43 years, however, she is unable to communicate in English. Whereas, she never felt embarrassed or had guilt for her incapability to communicate in English. In answer to a question she said: *"If I felt embarrassment or need to learn English I would have learnt it by now."* Whereas, she felt, as only motive for her to learn English is to communicate with English community — which is her personal interest, so it's never been important to learn English anyway (the tone of her voice expressed this followed by her next statement).

Whereas, she joined English language school occasionally. But every time she started school, she got pregnant, hence, discontinued her language learning program. Finally, when her youngest son started school, she again joined language school. But again, domestic and children's responsibilities refrained her from continuing the school. Thus, she decided not to learn English ever again. However, she joined the language institution again now, where I met her. Now, she said: *"I'm free from all domestic and children's responsibility. All my children are married and busy in their lives. I've enough free time to learn English now."* She further added: *"Now I want to be independent. I want to move around myself without my children."* (Ra does not want to depend on her children as an interpreter, she wanted to be on her own, while outside the home.)

Ra further stated when she arrived London there were fewer Asian people at that time. However, her home was situated in an area which has Asian neighbourhood, largely Sikh community. Sikhs can also speak Urdu and Punjabi — native languages of Ra. So, she made friends with them. She went out with them and had parties together. She joyfully remembers *"it was such great time, all of us used to go out in park with our children. Our children played together and we had long chats."* Another time she recalled: *"after completing our routine domestic chores, while our children in school, we all went out for shopping. We never intended to buy anything, but we used to do window shopping and grocery."*

Furthermore, her doctor was also Asian, who could understand her language. So, it was easy

for her to communicate in her native language with doctor. Additionally, When her children grew older, they accompanied her and acted as her interpreter wherever, she needed one. Although, she was not a fluent speaker of English. However, she was able to learn few English words that are always helpful when ever going out alone. These chunks are learnt due course of her shopping :*“They were really nice and good people. When I used to point at any item let’s say apple. The shopkeeper who used to be English then, said its name – apple, you want apple, how many apples do you want. I’m very intelligent. Thus, I learnt names of many grocery items and basic words to understand and communicate.”*

Conversely, She further added, *“in schools, whenever I joined, they emphasize on writing a lot. And I always get confused..... how to speak.....as they are asking us only to write and notalk.”* Later on, she said, *“it’s good in this language class that you ask us to speak and you involve us in conversation, this way our hesitation to use language evaporates, and I feel myself ready to communicate in English..... I feel confident, even outside the classroom.”*

Ra thought now there is really no need to learn English language *“you see, now, there is such a large community of our people. When we go out Asians are everywhere, they can understand our language. So now, there is no need to learn English anymore. Because, everywhere in shopping centres, at grocery stores we have our people who understand our language.”*

After joining this program for three months, Ra was happy that her practice in classroom to communicate in English is helping her in communicating with larger community. She expressed happily, that she tried to explain doctor her symptoms in English by herself. And was proud of it.

Mu: Mu is 66 years old when I met her during English language learning program offered women club. She is a Pakistani British immigrant who has been living in East London (Borough of Newham) for last 43 years.

Born in 1948 in Pakistan, she finished her primary school from her home country. In 1971, when she was 23, she arrived London on spouse visa after getting married to Pakistani British immigrant man. Besides her husband there was no one from her family lived in London at that time. She is mother of 6 children and now have 4 grandchildren.

All her family speaks Urdu or Punjabi in home. Both Urdu and Punjabi are her native languages, therefore, she is fluent in both languages. However, now her grandchildren speak English most of the time in home as well.

Her husband worked as a train driver and was a proficient speaker of English. He was responsible to carry out all the duties where interaction in English is required such as communication with children’s school, doing errands, interaction with institutions etc. Meanwhile, Mu’s responsibility was to raise, look after her children and home.

Moreover, she did job for 15 years. The job was of stitching and sewing for a factory. Material was delivered and collected from her home by factory manager. The manager could speak in English. Whereas, she could not speak or understand English. So, *“We both ‘talk’ with gestures and signs.”* She informed.

From 1971 till 2014, she’s been in London for almost 43 years, still she cannot communicate in English. On my inquiry, she answered: *“laziness.... I always realised need to learn English, but I never made an effort to learn”*. Later on, she added, *“two years ago, I joined English language school for one year. But they were focussing at reading and writing, and never provide us an opportunity to speak English, that’s why I never learnt to speak English. Thus. I left the school. Since then I never tried again.”*

Mu joined language school now, again. Because earlier, her husband and children were doing all errands. They’ve been with her during shopping and various other outdoor activities and acted as their interpreter. Moreover, her doctor was Asian. But *“now things are different, my children are busy in their lives, married and living on their own. My husband is sick and bed ridden. He needs me to do everything, he used to do earlier. Even my doctor is no more Asian, he can’t understand Urdu or Punjabi. He only understands English. Though my*

children still manage time to carry out various tasks, still I think I should be independent.”

Mu further added that when she arrived London there were fewer Asian people at that time. Whereas, her home was situated in an area which has Asian neighbourhood. So, she made friends with them. However, she’s been so much busy with job, small children and household work, there was hardly any time to socialize. Whenever, she had some time, they used to visit each other’s home and invited each other at parties. So, ‘*time went by*’. She said with soft smile.

Although, she was not a fluent speaker of English, yet she was able to learn few English words that are always helpful when ever going out alone.

After attending this program for three months, Mu showed her satisfaction: *It’s productive as we are involved in English speaking activity.’* She further added: *“I feel confident, when I try to speak English outside the classroom but I feel I need to take more language classes to learn more English.”*

Analysis:

In order to investigate notion of investment, agency, and role of CoP in context of my case study; I’ll explore the opportunities available to my both participants to learn English language in local community. Later on, I’ll discuss the role of investment and agency during language learning process in context of my focal participants.

Community of practice:

Mu and Ra are engaged in multiple communities of practice at the same time. Both have certain similarities in their communities of practice. Their one community of practice is their home. There are certain similarities in this CoP . Husbands of both observant participants work and were proficient speaker of English language. Moreover, their children were born and brought up in London, studied in state schools, so capable of speaking English fluently and accurately. It’s only Mu and Ra who were not able to speak English in their respective families. However, it had never affected their status or position in their homes. Both participants established their native language Urdu as a medium of communication, thus, they never felt inadequate or diffident in home. In fact, they were well respected and valued member of their family. Hence, they never required to resist or negotiate their identities, as they were completely facilitated and accepted by their family in their roles.

Moreover, Like Katrina’s husband (Norton 2000) their husbands took responsibility of dealing with public world where interaction with target language is required. Additionally, their children and husband always acted as an interpreter, whenever, they are required to interact with English community while doing errands and major purchases Hence, they never need to interact with larger Anglophone community. Thus, Mu and Ra never faced inequitable power relations within larger target language community. So, never felt alienated and inferior in their larger community.

Moreover, in terms of local community Mu and Ra are settled in a community where majority have similar ethnic, cultural and social background and communicate in their native languages. Carliner (2000) highlighted the fact that immigrant who are less proficient in English speaking skills likely to live in their ‘ethnic enclaves’ and settles down in community who has high concentration of their fellow countrymen. Likewise, both learners, interact and socialise within this sub community which is part of larger target language community. In neighbourhood of Mu and Ra majority were Sikhs, Indians, Bangolis and Pakistanis. As, Ra joyfully remembers the great time she had with her neighbouring friends. And Mu remembers her company of her next door friends with soft smile. Thus, in case of Ra and Mu, their community comprised of people who can speak their native language, so they never felt need to learn English to be part of society or community and they do not face any constraints from society due to their incompetency in English.

Besides providing ample source to feel at home while living among own people, their ‘ethnic enclaves’ facilitated them in providing public services through bilingual speakers, who are proficient in native as well as in English language. These services include appointing doctor

who can understand their native language. As, Mu and Ra had Asian doctor, so they communicated with him in their native language. The concentration of homogenous group of people so high in community that Ra felt: *“you see now there are ‘our own’ people everywhere, in grocery stores, in surgeries, so actually there is no need to learn English as they can understand our language very well.”* Thus,

“Language should not be considered as neutral medium but should be taken in context to its social meaning. Because through language, communicative process occurs and communication is developed between individual, society and community.”(Norton: 2000:130)

To conclude, it is clear both Mu and Ra, are facilitated by their communities of practice and never find themselves struggling for their positions and identities in society. Therefore, their community of practice eliminates the constraints of identity and status in process of socialization. However, point of attention is that all this socialization occurred in native language of learners.

In context of their target language which in my case study is English, the role of community is twofold. On one hand, in such community they did not encounter any pressures and stress by society to learn English, neither their identity and position was challenged by the community nor they had to negotiate and resist to secure desired place in society – which is dominant factor in case of Eva, Katrina, Felicia, Mia and Martina (Norton:2000). Rather, their community of practice facilitated them in securing their identities and positions in the society.

On the other hand, such community of practice (where communication is in native language of learners) provide limited access to target language community. As L2 learners are surrounded by people with whom they interact in their native language. Moreover, their husbands facilitated them from buying major purchases to interaction with public institutions, thus, they did not get exposure to English which is important in learning L2. Furthermore, their children acted as an interpreter whenever required, but never helped them to learn English, which restricted their language learning to ‘chunks’ they picked from their surroundings while moving out in the community. Due to such supportive and facilitative community, Mu and Ra in spite of spending 43 years in London, never became active participant of larger Anglophone community of London. On the contrary, they socialized, interacted within the sub community formed by the people of their ethnic cultural background and never felt diffident and shy due to their incompetency to interact in English.

Gender:

Carliner (2000) highlighted that

“Immigrant women more likely to migrate to join their spouses rather than for economic reasons, they may speak less English on entry....immigrants who remain at home raising children come in contact with English speakers less often than immigrants in the workplace.” (ibid; 161).

My both participants were female immigrants on spouse visa. Therefore, their major role was limited to children and domestic chores and refrained them from approaching resources that can be helpful in learning English language. Both participants said, they joined language institution now, because they are free from their children’s responsibility and have time to learn language. Conversely, Martina (Norton:2000), acted as prime caregiver, whose husband can speak little English and unemployed, therefore, it was Martina who has to keep the house running by doing various errands important for organization of home and involves interaction with target language community. Hence, it can be said, that it’s not always necessary that women struggles to learn English due to their passive interaction with target language community. It depends on the role of L2 learner in their personal lives. If the learner is active participant and responsible for organisation and running of house which involves interaction

with target language community, it's likely that he/she will develop language skills quickly due to the greater exposure to target language, which is unavailable in case of my participants.

Work opportunities:

Unlike, Martina, Mai, Eva or Felicia, (Norton: 2000) Mu and Ra never worked outside their homes. As, Ra never worked because she is left with no time to contribute in finances, and her husband was earning enough to support the family without Ra's financial contribution. However, if she occasionally worked, it was from home. Likewise, Mu who worked from home for 15 years. Rockhill (1987) observed that work available to immigrant women is

“an extension of their work at home and does not provide them with the opportunity to learn English in the same way that men can.”(ibid; 162).

Nevertheless, the interaction between Mu and her manager is worth noticing. Unlike Ra whose manager was Pakistani, Mu's manager was English speaking who provided and collected material from her home. However, they always communicated with each other through gestures and signs. ‘We both explained our meaning with gestures and signs’. Unlike Eva and Martina who faced challenging situations because of their inability to communicate in proficient English.

Thus, in spite of working for and interacting with English manager for 15 years she never learnt English. It was her skill as seamstress that is valued and instead of learning language both found an alternative of verbal communication in form of signs and gestures. This is a possibility when skill apart from language is more in demand and interaction is between only two people of same interest. In Mu's case, Mu was interested in earning some money, and manager was interested in utilising her skill of stitching so they compromised on language of sign and gestures. Thus, as focal participants were working from home they never faced larger community of target language. So, their English speaking skills neither challenged nor enhanced. In contrast to Katrina (Norton: 2000), whose language skills improved at her workplace where she interacted with elderly people who provided her opportunity to learn English through interaction and she never felt marginalized either.

From above analysis, it is very much clear, that Mu and Ra never felt inferior or incompetent in society. They lived normal day to day life from job to groceries. Moreover, their identity is preserved because their communities of practice never marginalized them, largely because they never interacted with target language community. They lived in marginalized sub community who share same language, culture and interest within larger Anglophone community.

Carliner (2000) asserts:

“Like other investments in human capital, the decision to invest in English language skills depends on the costs and benefits of doing so”. (ibid)

My learners never felt the need to invest in language for economic, social or cultural gain.

Learners' commitment to learn language:

Although, apparently my learners do not need to learn English for economic, social and cultural gains, yet, both learners wanted to learn English. Ra since arrived London as newly immigrant is interested in learning English because ‘*It feels good to speak English fluently, I want to know about English women and I want to tell them about myself.*’ And Mu wanted to learn English now, because ‘*Though they (her children) are great help. Yet I want to be independent.*’ Her tone suggested, still it's not necessary to learn English but it will do well in

her life. Unlike, Martina,(Norton :2000) who wanted to learn English for her family survival and Felicia(ibid), who wanted to learn English to regain her status as wealthy Peruvian in Canadian society, Ra's desire based on her wish to interact and socialise with English community and Mu's desire is to be independent. In spite of lesser support to interact with larger target community language still she is interested to learn language as an additional skill to be independent, as her children extending their help to correspond with target language community.

In order to achieve her desire, Ra did her effort. She joined English language school. But she was unable to carry on because she got pregnant and had to discontinue, this happened four times. However, she started her effort again when her youngest son started his school and quit again because of her children and household responsibilities. However, she didn't end her struggle. Now, when all her children are married and she has enough time to learn language she joined the language school where I met her.

However, Mu's reflections and struggle is different. In answer to my question, 'why she never tried before to learn English?' she replied: *'I was lazy.... I never thought to learn English'*. Whereas, she joined English language school two years ago. *'I went to this school for one whole year. They were only giving reading and writing practice and never provide me opportunity to speak English. That's why I never improved my English speaking skills. So finally I left school.'*

Moreover, unlike Martina's children who helped their mother to learn phrases and sentences to make her better communicator of Anglophone society, and Mai's nephews who assisted to practice and learn English language, families of my participants, though very good speakers of English language never made any such effort with my learners, On enquiring, Ra answered, *'I never have enough time to learn it from them. My children were too small then and depending on me. I've all the household work to do.'* Mu's reply was: *'I never realised I can learn from them. And then children don't have time. They were always so busy in their studies and life.'* And regarding their husbands, their answer was unanimous, that they came back to home tired, how can he teach English, and we don't need it anyway.

To summarize, Mu and Ra have different drives to lean English. Ra has been interested in learning English 'to feel good' and to interact with English community. She joined English language program, whenever, she got time. She never gave up. However, Mu's drive to learn English is 'to be independent' in carrying out door tasks. Her commitment to learn language is reflected in her attempt to join this school where I met her, in spite of her first experience with language school was not successful. It can be observed that as they are unable to access the prime source (their children and husband), they did not withdrew their efforts. They looked for alternatives and went language schools.

We may conclude, both learners, may not able to utilise the resources available to them in community— their husband and children, who are proficient speakers of English because they are too busy to help them to learn English language. But they did not give up, they find other ways in form of joining language school to fulfil their drive and desire to learn language.

Investment and Agency:

Most significant part of my case study is absence of social constraints in the process of socialization. Previous studies (e.g. Atkinson, 2003; Duff, 2002; Harklau, 2000; Iino, 1996, 2006; Kinginger, 2004; Miller & Zuengler, 2011; Morita, 2002, 2004; Norton, 2000; Talmy, 2008; Teutsch-Dwyer, 2001; Willett 1995) on L2 local socialization have shown that the social structure, power relations, and ideologies of the target language community, place constraints on the processes of socialization by L2 learners .

However, my participants, are living and interacting in sub community where they are facilitated and supported by community on account of similar human and cultural capital (values, language and culture) in larger target language community (London). In my case

study, such a community, provides an opportunity to migrants to settle down in new country without negotiating and resisting their identities in the society, provided they are facilitated by their families and communities while interacting and communicating with larger community. My participants are facilitated by their husbands in public dealings as well as by community which provided them services in their native language such as Asian doctor, Asian shopkeepers etc. Likewise, in home they are well respected as mother and important family member. Their inability to speak English never hindered in their position and identity inside or outside the home. On the contrary, Norton (2000) circumstantial learners are placed in web of social and power relations. Moreover, Norton (2000) argued: L2 learners learn L2 with the understanding that the gain in their cultural capital (e.g., language skills) would bring them a better return for the future, For investors (e.g. L2 learners), increasing cultural capital (and deciding what cultural capital to

increase) is important because it would eventually determine the value of return on their investment. My participants want to learn English because of their desire 'to feel good to speak English fluently and to communicate with English women'(Ra) and 'to be in dependant' (Mu). Their reasons are not associated with economic, cultural and social gains. Conversely, Mia, Eva, Katrina, Martina, Felicia, (Norton: 2000) they all struggled either in home, at workplace or in society to gain desired place in society. And English language is gateway to reach their desired status, positions and identities in society. Thus, investment in case of my participants, might be interpreted as learners' commitment to learn English language. As in spite of the unsuccessful attempts in past, they never gave up and keep on persuading their ambivalent desire to learn English language. Even learning English vocabulary, just by observing and listening is an achievement in their circumstances. This shows their continuous effort to avail the opportunities available to them in this facilitative yet limited (in terms of access to English language) community of practice. Hence, in context of my study, investment may be in form of learners' ambivalent desire to learn English language.

On the other hand, Kinginger's (2004) concept of agency seems to be more appropriate in context of my study. Kinginger defined agency as :

"People's ability to make choices, take control, self-regulate, and thereby pursue their goals as individuals leading, potentially, to personal or social transformation." (ibid: 417).

He further asserts, investment is a part of learning process and learners take aspirations from their imaginations and dreams, then struggle to achieve them. L2 learners do not necessarily understand L2 learning as a symbolic exchange of their capital. Similarly, my participants, intended to learn English language because of their desire and they persuaded to learn without any cultural social or economic gains.

In short, I may present my viewpoint as the notion of investment might be applicable in context of inequitable social relations of dominant communities while L2 learners learn L2. However, it might not be applicable to the other types of learners who are placed in different social contexts as in the case of Ra and Mu. As Ahearn (2001) defines agency a "socioculturally mediated capacity to act" (ibid: 112). Hence, L2 learner's agency needs to be conceptualized in relation to the social contexts in which they are placed.

Unlike the findings of previous studies on L2 socialization, which have shown the L2 learners struggling, resisting and negotiating in their communities of practices for their acceptance and identity. During the process of L2 learning, Mu and Ra case study has demonstrated the facilitative role of social community, though not in favour of L2 learning process, but to establish their identities and positions in community of practice. Thus, for my participants learning English language is an additional cultural capital rather essential cultural capital. This confidence bring ease and comfort in learners' attitude towards language

learning and helped them to focus at language purely for its own sake. Norton (2000) contended:

“Their anxiety could not be considered as invariant personality trait but a condition constructed by poor economic conditions and limited life chances”.

(ibid:124)

However, my learners did not face any such situation. Hence, the positive impact of this social construct is observed during learning process of L2 in Mu and Ra in classroom. In spite of the age group they belong to, they show steady progress in acquiring English language skills; which might not be possible in their age if coupled with social stress and economic pressures in their age.

My case study, may also suggest that identity of L2 learners may not be necessarily co related with their proficiency in target language community. It's deeply embedded in the communities they live in and interact with. My learners never felt shy, inferior or complex because of their incompetency in English language. On the contrary, Martina, Felicia though able to communicate well within community never felt confident because they were unable to get their desired status.

However, the success and process of acquiring L2 language learning and attitude of learners while learning the language accurately requires further study and observation.

Chapter V: Conclusion

This study was conducted to understand the deeper meaning of L2 socialization while learning second language in adults. Based on the ground that L2 learners are ‘intentional human agents who play a defining role in shaping the qualities of their learning.’(Dewaele: 2000; 638) this study examined the role of L2 learners in acquiring L2 in context of their community of practice. This study further explores the role of investment and agency in second language learning process.

The study mainly focus at the factors that hindered in L2 learning process of my focal participants, who have been in London for last 43 years. The investigation is done to examine the role of their community of practice, and contribution of L2 learners in form of investment and agency during learning process of L2. However, my study did not get into details of how they acquire language in three months of this language program. The focus of my study is to know why they were unable to learn language after spending such a long time in target language community and what efforts they made to learn or to resist English language till now.

Recently SLA researchers focussed at social context of L2 learners’ drive and motives during L2 learning process. Integrative and instrumental motivations (Gardner, 1985; Gardner & Lambert, 1972) and intrinsic and extrinsic motivations (Deci & Ryan, 1985; Noels, Pelletier, Clément, & Vallerand, 2000), investment by Norton (1995, 2000) and agency by Duff (2012); Kinginger (2004); Lantolf & Pavlenko (2001); Pavlenko & Lantolf (2000) are few of the prominent ones.

However, each of them justify the observations and findings relevant to particular group of learner in certain social context. None of these theories can claim ‘one size fits all’ notion, because of the contextually sensitive, individualistic and dynamic nature of L2 learners’ desires and drives to engage in the activity of L2 learning. As, L2 learners are socially situated individuals who relate to the social world in idiosyncratic ways and construct the meaning of their actions and self in unique ways.

In context of my case study, influence of community of practice in L2 learners is quite evident. My learners have been resident of London for 43 years, but in spite of their interest in learning English as second language and their efforts to learn, they are unable to acquire it. The in depth investigation shows, they are facilitated by their community of practice who provided services to them in their native language and by family who took responsibility of all the tasks that require communication with target community and act as their interpreter where needed. Though they lived in London, but they actively and meaningfully participated

in mutual engagement, joint enterprise and shared repertoire (Wenger: 1998) in their 'ethnic enclaves' (Rockhill: 1987) formed by their country fellow men. Due to the high concentration of their countrymen in the area, resulted, in providing them facility of interacting with homogenous cultural and ethnic group, who can understand their language. This facility barred the access to English language, and L2 learners in spite of their interest and effort, could not access the resources in local community that can help them to learn English. Thus, it may be concluded, community of practice play an integral role in process of L2 learning.

Likewise, Participants didn't interact with target language community and remain passive in their communication with target language community may conclude that active participation of L2 learners in target language community is crucial in process of L2 learning .

However, previous studies have shown that during L2 socialization and learners' effort to learn L2 language, they encounter inequitable social and power relation and their community becomes the site of struggle.

My case study is unique in this context. As my learners were part of sub community which share similar socio cultural back grounds, hence, in their process of learning L2 neither they need to struggle and negotiate their identity to achieve the desired place in community nor need to face any inequitable social power relations. For them, acquiring new language is their desire to be proficient speaker of English and an additional skill. My learners never felt inadequate and inferior in the society because of their inability to communicate in English. In fact response of Ra is noteworthy: "*if I felt anything like that, I would have learnt English by now.*" Norton (2000) asserts:

"Feelings of inadequacy and poor self-confidence must be linked to the power relations that the women had to negotiate in their social interactions in the wider community". (ibid: 123)

Thus, absence of power relations rid my learners of stressful day to day living conditions which is quite apparent in the participants of Norton's case study during L2 learning process. Thus, it may be concluded such homogenous communities, are helpful for immigrants in new country to settle and preserve their identity and position in society.

Thus, I like to suggest, communities of practice comprised of 'ethnic enclaves' play dual role in lives of L2 learners. On one hand provides security and protect learners' identity and self; on the other hand, they become an obstacle in accessing to target language community.

That's why my learners, expressed their interest in practising English speaking in classroom. They expressed their dissatisfaction to their previous language schools, as the large focus is on reading and writing, and no practice is provided to develop their speaking skills

Moreover, Norton (2000) argues: "Investments ... are intimately connected to the ongoing production of the learners' identity and their desire for future."(ibid:120).In context of my observations, my learners didn't need to negotiate their identities because their community was not site of struggle and they did not face inequitable power relations. Likewise, their desire to learn language is not linked with 'better' future. They are not looking forward to some economic or socio cultural benefits. Hence, it may be suggested that not desire or drive of all L2 learners can be interpreted as investment. However, in order to achieve their desire they invest time and money by joining language classes over and over again in hope to acquire English speaking skills. They invested their time and money in learning language.

Thus, notion of investment do not adequately address the drive to learn language in context of my learners.

This situation brings into discussion the notion of agency promoted by Kinginger (2004). Agency, identifies learners as agents, who have power to make choices, initiate certain actions, actively resist certain practices, construct identity and negotiate meaning of their action and take control over their learning to pursuit their goal of learning L2. In context of my learners, they are persuading desire to learn English and put their effort and commitment to achieve their goals. Moreover, my learners take initiative to learn language and take over the control by trying again and again to join language institution to learn language.

To summarize, communities of practice play vital role in process of language learning as well as in development of individual's identity. Moreover, investment may not be always the answer to learners' drive and desires, not all learners learn language to exchange cultural capital for better gains in future. Many times learners want to learn language just because they want to acquire additional skill and various other benefits which necessarily cannot be explained in economic and social terms.

Chapter VI:

My case study is unique in its social context. My learners spent 43 years in London and participated actively in the community of practice by interacting, communicating and living normal life on day to day basis. However, they reside in homogenous community formed in larger target community, which facilitated its people by offering services in their native language. This resulted in getting an identity and social status in L2 learners but restricted access to target language community.

My study explored the role of community of practice in lives of learners and how notion of investment and agency justify their ambivalent desire to learn language.

However, further study and investigation may be required to observe and examine the role of such 'ethnic enclaves' during second language learning process.

Moreover, further study is required to inform SLA field, either L2 learners, who are part of such ethnic enclaves should be treated as foreign learners on account of their immersion in their native language and minimum exposure to target language or as second language learners as their ethnic enclaves are part of larger wider target language community.

However, investigation may be carried out to examine how these bilingual services can help L2 learners to access target language resources that can give exposure of target language to L2 learners to enhance their L2 speaking skills.

Chapter VII:

My study highlighted following elements that may be useful in acquiring, teaching and learning English as second language.

When I asked my class collectively, what do they want most in their ESL class? They emphasized on the practice of speaking English in classroom. Along with they wanted to be taught grammar, vocabulary and tenses (structure) as well. However, they wanted less theory and more practice of speaking skills. In this regard Mu's feedback bespeaks well on behalf of whole class: "I attended language school for one whole year, and they emphasized reading and writing a lot. There was no practice of speaking English. In this class, large emphasize on speaking English. I find it very helpful as it reduces the hesitation I feel while speaking English during conversation practice in class."

Emphasis on speaking skills, might be helpful in ESL class as for immigrants as it might be difficult for them to access target language community to practice their speaking skills. Alone grammar and tenses might not be productive in ESL class where English is taught as second language.

Additionally, community of practice in classroom setting should be extensively immersed in target language. Broad and vast exposure to target language may be more helpful in accelerating meaningful learning of second language.

Both pedagogic suggestions are already informed to SLA in form of 'communicative competence'. My study further confirms, that it is still useful and productive form of teaching English as second language. Further study may help to further explore the teaching strategies that help learners to be relieved from stress builds up due to their own drives and desires.

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