MULTI-MODAL NARRATIVE PRACTICES IN ADULT ESL: FOSTERING INVESTMENT IN LANGUAGE LEARNNING AND NEGOTIATING RACISM, LINGUIICISM, & IDENTITY

by
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Dedicated to my Parents - Dr. M.A Matin and Nilufa Yeasmin
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Abstract

Language learners’ identity construction and language learning through narratives (Norton 2010; Johnson 2015) and multimodal technologies (Lam 2006; White 2007) have been found to be effective ways to facilitate ESL learning. Additionally, Multimodal pedagogies and narrative practices in the language classroom facilitate L2 learning, investment in language learning, and learners’ identity and agency construction (Crandall 2018; Johnson & Kendrick, 2017). Further, racism and linguicism are aspects of language learners’ lives that affect their language learning trajectories (Corona & Block, 2020; Dovchin, 2019). Few studies, however, examine how multimodal narrative practices in L2 classrooms can foster learners’ investment in language learning and allow adult L2 learners space to negotiate identity, racism, and linguicism to become legitimate members of the target community. This study investigates the pedagogical role of multimodal narrative practices in negotiating difficult experiences outside the classroom and the subsequent investment in language learning.

The study was conducted in a beginning intermediate ESL class in the mid-south, USA. The class comprised five immigrant women participating in a multimodal narrative based language teaching approach designed by the instructor. The learners each wrote ten multimodal narratives in a shared Google Docs over the period of 10 weeks about their English-speaking experiences with host nationals and retold those narratives in the classroom. The learners also participated in interviews with the researcher. The class sessions and interviews were transcribed, and the data were coded for themes and language use. Model of investment (Darvin & Norton, 2015), narrative analysis, and Critical Narrative analysis were used to analyze learners’ range of investment, identities, and language development.
The findings showed that multimodal narrative practices—linguistic, visual, and oral—helped learners enter the external community by allowing them to monitor their investment and negotiate racism and linguicism. The practices were also found to help learners become aware of their right to speak and motivate for continuous investment leading to identity construction. This pedagogy in ESL classrooms can help learners develop their right to speak in the safe space of the language classroom and enter the target community by negotiating racial and linguistic challenges.
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Chapter 1

Introduction

In discussing classroom pedagogies, multimodal pedagogy and narrative practices in the language classroom was found to be effective in fostering ESL learning and exploring learners’ identity and agency (Norton, 2013). Prior studies also found the effectiveness of using digital tools in language classrooms in facilitating ESL learning and constructing identities (Jonson 2015). Additionally, learners may not fully invest in the language practice if the practice “position them as inadequate, incapable, or unworthy” (Darvin, 2020, p 245) and the investment in a target language is “contingent on the negotiation of power” (Darvin and Norton 2015, p37). Investment offers “a way to understand learners’ variable desire to engage in social interaction and community practices,” and it focuses on learners’ relationship to the target language (Norton, 2013, p. 6). Norton (2013) suggested that learners’ lived experiences and identities need to be included in the second language teaching pedagogy curriculum in bridging the gap between language learning in the language classroom and learners’ opportunities to practice the language in the wider community. Moreover, Digital storytelling that had learners’ past experiences and present experiences (Darvin & Norton, 2014) might increase learners’ investment in language practice in the classroom. Further, racism and linguicism are aspects of language learners’ lives that affect their language learning trajectories (Corona & Block, 2020; Dovchin, 2019). Additionally, Raciolinguistics ideology is responsible in positioning immigrants learners as racialized students who are deficient and need remediation (Rosa, 2016; Nelson, 2020). Few studies, however, examine the pedagogical role of multimodal narrative practices in adult ESL classrooms in fostering learners’ investment in language learning and negotiating racism and linguicism that occur outside the language classroom. The role of multimodal
narrative practices about learners’ everyday experiences of using English in fostering adult immigrant language learners’ investment in language learning is yet to be examined. This study investigates the pedagogical role of multimodal narrative practices—linguistic, visual, and oral— including debriefing teaching techniques in fostering learners’ investment in language learning and in negotiating racism, linguicism, and identity. This study examines how multimodal narrative practices in L2 classrooms can allow adult L2 learners space to negotiate racism and linguicism and become legitimate members of the target community.

1.1 Identity & Investment

The term ‘identity’ is not new in the field of Second Language Acquisition and the scholars of this field defined the term ‘identity in various ways (Norton, 2000; Block, 2007; Pavlenko, 2003; Park, 2007) and revealed the intersection of identity and language learning. Norton (2000) looks at identity as “how people understand their relationships to the outside world, how that relationship is constructed across time and space, and how people understand their possibilities for the future” (p. 410). In describing identity, Norton (2013) emphasized on the outside world where language learning takes place and learners’ identity changes over the time. She also highlighted learners’ relationship with the outside world since learners’ relationship with the world around them determines who they are and who they want to be. Scholars like Norton and Darvin (2015) found that with the changes of time, the identity of a person cannot remain constant. Moreover, Park (2007) also focused on a person’s social relationship in explaining identity as he explained identity as “an inherently social product that is jointly created by interactants, rather than as a predetermined, psychological construct that is lodged within each individual’s mind” (P. 341). Here the researcher demonstrated that learners’ social interactions with the people of the target community define their identities. Ivanic’s (1998) idea of ‘identity’ is aligned with Norton’s and
Park’s ideas of ‘identity’ as he said that identity is the result of an individual’s social interaction and one’s affiliation to a community. All scholars agree with the same point that ‘identity’ is visible in social interaction. West (1992) also expressed ‘identity’ as one’s willingness to affiliation and Stockton (2015) noted different terms to explain ‘identity’ such as social, cultural, ethnic, race, class, gender, academic, literate, and national; however, if these terms are not present with one’s identity, that can be called ‘unspecified’ identity. Norton (2006) emphasized on common beliefs about identity and most of the identity-research relied on this common ground. Identity is dynamic, multiple, fluid, a site of struggle, changes over time, complex, contradictory, and multifaceted. While learners’ identity focuses on learners’ relationship with the world around them, learners’ investment in language learning emphasizes on their relationship with the target language.

Investment refers to learners' commitment to the goal and desire to learn the language and engage themselves in the language learning process, offers "a way to understand learners' variable desire to engage in social interaction and community practices," and it focuses on learners' relationship to the target language (Norton, 2013, p. 6). To what extent learners will invest in language learning depends on the negotiations of power between interlocutors (Darvin, 2019). The existing dynamic social power might affect learners’ access to the targeted community and the situation under which learners speak. Person who is in the position of power serves as a gatekeeper of a context; therefore, a person who is not in the power must negotiate the imposed linguistic norms given by the host nationals. Learners invest in language learning with the understanding of acquiring symbolic (language and friendship) and material resources (job and money) (Norton, 2013).

Moreover, motivation and investment are closely examined by Norton (2013) who explained motivation as learners’ willingness to learn the language for practical purposes. The
learner who has the willingness to learn the language for finding jobs, this type of motivation is considered instrumental motivation. The learner who has the willingness to learn the language for integrating into the society, that type of motivation is called integrative motivation. Both motivation and investment construct learners’ identity. Motivation is a psychological construct while investment is a sociological construct. A learner might be highly motivated to learn the language, but she may not invest in language learning if the language practice in the classroom or outside the classroom makes her feel unworthy (Darvin, 2019). Thus, having high motivation does not always ensure that a learner will invest or will have high desire to practice the language. How learners’ investment in language learning that occurs outside the language classroom can be fostered needs to be identified.

1.2 Multimodality

With the demand of ongoing technology and media, the importance of developing multimodal based pedagogy has been recognized by the scholars around the world (Liang and Lim, 2020). The word multimodal means ‘having different modes’ and multimodal literacy refers to the study of language that includes more than one mode (textual, visual, aural, gestural) for conveying meaning. Multimodality is a communication practice that includes textual, aural, linguistics, spatial, and visual modes to convey a message. Through using different modes, people communicate, for instance, we use words for expressing our ideas and we use images for illustrating various aspects. By adding visual, aural, and textual modes for sharing stories or experiences, the learning process can be more interesting for the learners. Anderson et.al (2006) were inspired by a multimodal communication scholar (called the New London Group) and explained that multimodal composition prepares learners for the future.
The New London Group (1996) first developed and advocated new literacy pedagogy, called multiliteracies, for addressing the ‘multiplicity of the communication’ and growing aspects of ‘cultural and linguistic diversity’ (63). Multimodality can be incorporated in various ways in the language classroom as learners can be benefited from multimodal literacy as it facilitates collaborative learning and increases worldview to the learners. Additionally, digital multimodal practice helped express learners’ ideas and construct identities (Yarosh, Bonsignore, McRoberts, & Peyton, 2016). In recognition of the increasing needs of multimedia technology in learners’ daily life, there has been an ongoing interest in research to identify how multimodality can be used in the educational context in engaging and motivating learners (Liang & Lim, 2020). Nelson found that using multimodal text in the language classroom helped develop language proficiency (2008). Moreover, researchers recognized that multimodal composing practice not only increased learners’ engagement in the language classroom but also developed their digital skills and multimodal competence (Vasudevan, Schultz, and Bateman 2010). In the light of past research studies that focused on the importance of using multimodality in developing language and multiliteracy, this study focuses on the role of multimodal practices in negotiating linguicism, racism, and identity.

1.3 Linguicism and Racism

Linguicism refers to beliefs or ideologies that discriminate against human beings based on language. Skuntnabb-Kangas (1988) defined linguicism as “ideologies and structure which are used to legitimate, effectuate and reproduce an unequal division of power and resources (both material and nonmaterial) between groups which are defined on the basis of language” (p.13). This ideology regulates unequal division of power between people based on how an individual uses language (Dovchin, 2019). Such ideology blocks learners’ entry into the external community since learners remain under pressure when they speak and face discrimination because of their language,
color, and race. Scholars Corona and Block (2020) noticed that language learners experienced racial microaggression by their teacher because of their color, race, and language. Both institutional and noninstitutional settings are considered as sites of struggle for language learners given that learners fail to convey and discuss complex ideas when they are in the classroom setting (Dobinson & Mercieca, 2020) and learners are forced to accept the linguistics norms given by the gatekeepers when they are in a noninstitutional setting. If the classroom’s context or practices position learners as unworthy, inadequate, or incapable (Darvin, 2019), how they would position themselves as valued members in the context where they face racial discrimination.

1.4 Statement of the Problem

Recent research on identity and investment focused on how and when language learners invest in language learning (Norton 2013, Norton & Darvin, 2014) and how multimodality in language classrooms develop language and literacy (Vasudevan, Schultz, and Bateman 2010; Nelson, 2008). These prior studies necessarily investigated how learners’ story telling about their past and present experiences in a digital tool can help identify their identities and how including learners’ lived experiences and identity in the curriculum can bridge the gap between learning target language in the language classroom and learners’ opportunities to practice the language in the wider community around them.

Studies show that community-based English language programs focus on limited grammatical rules, memorizing, and practicing those rules instead of focusing on critical thinking about learners’ own identity (Zhalehgooyan, 2017). After migration, adult immigrants language learners enter community-based adult language programs most of which focus on learners’ surviving language skills that help develop fluency and ignore learners’ critical thinking about social power and identity. Mere fluency through the surviving skills development does not necessarily ensure
learner’s investment in language learning and integration into broader social perspectives since learners’ investment in language learning or their desire to practice the language depends on the negotiation of power. Migrant language learners’ face challenges such as linguicism and racism both inside and outside the classroom (Kanno & Vargehese, 2010; McBreien, 2005; Corona & Block, 2020) and such challenging experiences affect learners learning trajectories. While Duff (2002) found that most of the English language learners felt in secured to speak in the classroom as they might be criticized by the peers of the target community, Corona and Block (2020) found that learner faced racial microaggression by her tutor in bilingual context during telling stories in her first language. Experiencing criticism or racism in the classroom or outside the classroom affect learners’ investment in language learning since this type of experience makes learners feel ‘inadequate, incapable, or unworthy’ (Darvin, 2019, p. 245).

Little research has considered how multimodal narrative practices in adult ESL classrooms can foster learners’ investment in language learning both inside the classroom and outside the classroom and how multimodal narrative practices can help learners’ negotiate racism and linguicism that occurs outside the classroom.

1.5 Purpose of the Study

Language classrooms need to emphasize on certain type of language teaching pedagogy that will foster learners’ investment in language learning and will help them become legitimate members of the target community by critically analyzing the existing social power and negotiating racism and linguicism. Learners’ identities are shaped by their investment in the community (Norton, 2016) where they experience racial microaggression (Corona & Block, 2020) and linguistic racism (Dovchin, 2019). Very little studies have investigated how multimodal narrative practices in the classroom can allow adult language learners space to negotiate racism and
linguicism to become legitimate members of the community. This study analyzed the role of multimodal narrative pedagogy in fostering learners’ investment, the developing language, and negotiating racism and linguicism.

1.6 Research Questions

This study developed the following research questions to identify the role of multimodal narrative practices in adult ESL classroom in finding the affordances of multimodal narrative practices in developing language, fostering investment, and negotiating racism that occurs outside the classroom.

1. How can multimodal narrative practice help adult language learners invest in language learning?

2. How do immigrant adult language learners’ identities shift with the changes of their investment in language learning?

3. How does multimodal narrative practice contribute to immigrant adult learners’ second language learning?

4. How can multimodal narrative practice help immigrant adult language learners negotiate difficult experiences outside the classroom?

1.7 Conclusion

This study seeks to find the pedagogical role of multimodal narrative practices that include multimodal narrative writing about learners’ experiences of using English in everyday life and the oral reflection of the multimodal narratives in adult ESL classroom. As multimodality was used in various ways in language classrooms in finding the role in developing language, this study specifically investigated how multimodality can foster learners’ desire to practice English in the
target community and how the practice helped learners develop the language and negotiate challenging situations. This study is motivated by the research gap that shows the possibility of using multimodality in adult ESL classrooms in finding learners’ range of investment in language learning. This study bridged the gap in the current body of literature review in investment in language learning and using multimodality in the adult ESL classroom. This study contributes to understanding of how multimodal narrative practices help adult language learners invest in language learning and negotiate racism and identity in the contexts where language learning takes place. In the next chapter, I review the previous studies on identity, multimodality, and narrative practices that informed this research. This dissertation project is organized into five chapters including this one. The second chapter focuses on the prior studies relevant to the current study, the third chapter will talk about the methods of collecting data and how I analyzed the data to identify the answer to the above-mentioned research questions, the fourth chapter will explain the analysis of the data and the findings of the study, and the final chapter will summarize the study including theoretical and pedagogical implications of this study.
Chapter 2

Literature Review

In this chapter, I outline the previous studies that have explained when and how learners invest in language learning, identity that learners construct, and multimodality that researchers used in the language classroom. The aim of this chapter is to present the aspects that previous research studies have already reflected on and the area that is yet to be addressed. By locating some gaps in the existing literature review, this study aims to fill out the gaps. This chapter focuses on the existing body of literature on investment, identity, multimodality, narrative writing, and racism, and linguicism. The chapter delves on reviewing learners’ investment in language learning, relation between investment and identity, role of multimodality and narrative telling in the language classroom in learning language and identity construction.

2.1 Investment and Identity

As mentioned in the previous chapter that Investment refers to learners' commitment to the goal and desire to learn the language and engage themselves in the language learning process, offers "a way to understand learners' variable desire to engage in social interaction and community practices," and it focuses on learners' relationship to the target language (Norton, 2013, p. 6). Darvin (2019) mentioned that learners’ investment in the target language depends on the negotiation of power between speaker and the interlocutors. For instance, Norton (2013) found that immigrant women in Canada felt hesitant to speak in English with the target community's people since learners noticed that immigrant identity had a negative connotation associated with social power. This feeling had no relationship with motivation rather it was associated with social class power. Norton and Toohey (2011) conducted a study on European immigrant women in
Canada and they noticed that immigrant women avoided speaking in English in specific situations. The woman participant of that study was a highly educated person in her home country but in Canada, she only managed a job in restaurants and this new job identity had a negative impact on her life. Therefore, she chose the social identity of being a mother instead of choosing the new restaurant job identity. The researchers mentioned that if learners do not create their images in the target community, they will not invest in the target language. Therefore, the researchers suggested that teachers should help learners to become members of the target community. Specifically, how teachers can help foster adult ESL learners’ investment in language learning is yet to be identified. Although Darvin and Norton (2014) suggested digital storytelling about learners past and present experiences might increase learners’ investment, little studies have examined the role of multimodal narratives about experiences of using English in daily life in fostering learners’ investment in language learning.

Adult language learners' language learning predominantly depends on their practice in the language classroom and their engagement in the target social community. Learners’ participation in the social community helps them assume who they are and who they want to be. Language learning, learners' engagement in society, and their identities are closely related, and "it is the language through which learners negotiate their selves and are accepted or rejected in specific, powerful social networks" (Norton, 2000, p. 5). Language learners' identity regulates and influences the language learning effectiveness, outcomes, and language learning process (Teng, 2019); thus, investment, identity, and language learning intersect.

The sociological construct of ‘investment’ or psychological motivation shows a complex relationship between language learners’ identity and language learning commitment. Learners might be highly motivated to learn but they might have a small investment in the language practice.
Norton’s (2013) ethnographic approach revealed a different way of looking at motivation. She discovered that a high level of motivation does not always contribute to language learning. A learner might be highly motivated, but she may not invest, or she may not have high desire to practice English in the target community since the language practice in the classroom or outside the classroom might make feel unworthy or less valued (Darvin, 2019). When language learners have little to no investment for the language practices in the classroom, they might choose not to participate in the classroom activities. In this context, learners could be identified as ‘poor’ or ‘unmotivated’ language learners by the members of the target community (Norton & Toohey 2001). Norton Peirce (1995) asked why in some situations, language learners can communicate successfully and why they remain silent in some cases. Like other recent scholars Darvin & Norton 2019), Norton Peirce (1995) believed that social class power and racism can also limit learners’ ability to communicate. However, how adult ESL classrooms can address racism to help learners understand how to negotiate racism is yet to be examined. This study aims to identify the role of multimodal narrative practice in adult ESL classrooms in fostering learners’ investment and negotiating racism that occurs outside the classroom and blocks learners’ ability of communication.

Mostly, community-based English language programs focus on limited grammatical rules, memorizing, and practicing those rules instead of critical thinking about learners' own identity. Although the classroom is the only initial place for adult learners to practice the language (Skilton-Sylvester, 2002) and narrate their struggles, women learners often tend to remain silent in the classroom. Additionally, Immigrant women felt hesitant about speaking English and felt insecure about speaking in the classroom because of their fear of being criticized by the peers of the target community (Duff, 2002). Therefore, learners may not invest in the language classroom or outside
the classroom if the language practice makes them feel inadequate or incapable. Norton (2013) suggested that learners' lived experiences and identities need to be included in the second language teaching pedagogy curriculum to bridge the gap between language learning in the classroom and the opportunities to learn the language outside the classroom. Keeping that in mind, Norton (2013) suggested immigrant learners’ diary study as pedagogy of possibility in the language classroom in identifying personal experiences of language learning and social interaction with the members of the target community. While previous studies focused on learners’ personal experiences of language learning, this study not only gives emphasis on learners’ everyday experiences of using English but also how to negotiate identity and challenging situations that occur in their everyday lives, and how to foster learners’ desire to practice English in the target community.

2.2 Language Learning and Identity Construction

Language is one of the social identity markers of a learner because a person always has multiple social identities like individual identity, group identity, local identity, global identity, social identity, cultural identity, gender identity, religious identity, discourse identity, affinity identity, institutional identity (Gee 2000). Learner’s use of language and choice of language determine his identity as an insider of a group or an outsider of a group. Social networks and employment opportunities are closely associated with identity formation. Learners learn the language for having social access and employment opportunities. Immigrant’s interactions with the members of the target community shape their identity and it entirely helps them understand who they are and their possibilities for the future. Learners’ experiences of interaction that occurs outside the classroom needs to be discussed inside the classroom in finding the range of learners’ investment and the reasons that block learners’ investment. The current study aims to investigate
learners’ multimodal narrative writing about their experiences of interaction that takes place outside the classroom.

Social identity can be seen from different perspectives, and it depends on learners’ understanding about themselves, their relationships with others, and how they consider their past experiences and future (Norton Peirce, 1995). Ishii (2017) conducted a study with refugee language learners and noticed that learners’ everyday experiences and interaction with the members of the target community influence identity formation. The researcher found that learners’ everyday interaction molded their identity and that helped them understand their own selves. In this stage, a person reconstructs, adjusts, negotiates, and reconceptualizes their identities in a new place. Learners use language and engage themselves with the targeted community members, for instance, they need communication with landlords, doctors, nurses, bankers, child’s teachers, and people in the grocery store, etc. and through this communication process, they create their positions in a new society and they recognize their new identity in that society. This new identity construction is not the same for each immigrant. Ishii’s (2017) study did not require participants to interact with the people of the target community, but the study is important as it identified that learners’ everyday interaction shape their identity. As identity, investment, and language learning intersect, this current study asked learners to write and reflect on their experiences of using English outside the classroom in finding learners’ range of investment and how identity shifted with the changes of their investment.

Norton (2000) draws the notion of identity from the poststructuralist theories of identity where researchers emphasized the role of language and the relationship between social and individual. Weedon (1997) argues that language learning helps to construct our sense of self which means language helps to understand one’s subjectivity or a person’s identity. Theories of identities focus
on multiple positions of a language learner from where he or she can speak and express his identities. Norton (2013) argued that Second Language Acquisition theorists should address how social power relationship affects learners’ access to the target language community. A learner might be marginalized in one context, but he may be highly valued in another context. This status might affect the learner’s learning process and having access to the target language community. Language practice and resources are also associated with identity as learners’ practice depends on the access of resources and the availability of resources depends on the social status of the learner. Norton’s (2013) findings gives an important idea that learners’ class status might affect learners’ access to the target language. She suggested that educators or language programs can help learners to get access to the target language community. Prior studies have not yet focused on how language classrooms can address social power gaps or class differences to make learners’ aware of this existing social inequity and help them get access to the target language community. This study focused on learners’ everyday experiences of using English with the aim of identifying challenges that block learners’ investment in language learning.

Poststructuralists theorists Lave and Wenger (1991) and Bourdieu also revealed that language learning is a social complex practice. A learner cannot think about his identity without thinking about his social surroundings. Many scholars frequently used sociocultural theories in the study of second language acquisition (Toohey & Norton 2010). The theories represented language learners shifting identity from individual to collective social and historical identity. Lave and Wenger’s (1991) work has been used by many scholars of the language field and most of them use sociocultural theories for showing the connection between social participation and learning. Researchers in this field defined ‘learning’ as learners’ participation in a community or learners’ engagement with the communities. This idea is important for the current study as it asked learners
to reflect on their experiences of using English outside the classroom where language learning takes place.

2.3 Language and Identity

Language, gender, and identity are interconnected, and these three areas have become prominent in the field of linguistics since the 1960s. Throughout the decades, scholars focused on the relations among sex, power, identity, and language. Recently, Ariyani et al. (2018) conducted a study on language learning strategies based on gender. The researchers wanted to see how gender affects the local language learning strategies. The participants speak in national language at home, but they learn the local language at school. For collecting data, researchers used ‘Language Learning Strategy Questionnaire’ where the questions were about various strategies, they used to learn the language (p. 1225). The statistical result of this study revealed that women followed ‘metacognitive’ strategies for learning the language while male followed cognitive strategies for learning the language (p. 1226). Here the researchers explained cognitive strategies as rote learning or memorizing the rules and they used Graham and Rees’ (1995) notion to explain ‘metacognitive’ strategies. Metacognitive strategies refer to the process which helps learners to think about their own thinking. Graham and Rees’s (1995) noted that female learners are afraid to be criticized by their peers and that feelings made them think about self-evaluation and self-correction. That means female learners use their own thinking to learn the language. The findings of this study are important for the current research as the study is focusing on community-based language programs and those programs most of the time emphasize on rote learning for teaching adult language learners. However, the findings of Ariyani et al.’s (2018) study showed that rote learning is not fruitful for female learners.
Women’s language choices were characterized as ‘deficit’ in Lakoff’s (1975) and Throne and Henley’s (1975) studies. The researchers conceptualized ‘deficit approach’ and women felt under that ‘deficit framework’ as women use some form of language which creates a deficit. Lakoff argued that women tend to use more tag questions than men, and women use hedges, some feminine adjectives, and expressions more compared to men. So, Lakoff (1975) highlighted that women’s choice of language reflected their feelings of in-security and their language choice made their social position inferior compared to male. The study shows that the use of language constructs the female’s social identity. The finding of this study suggested that researchers should pay attention to women language learners more and language programs and educators can help women learners’ construct a secured position in the society. This suggestion is important for the current study as the current study is focusing on women learners’ language learning and identity construction through analyzing multimodal narrative writing.

Fishman (1983) analyzed the interactions among male and female and focused on the amount of talk, the number of questions asked by each participant, and their ability to introduce the conversation topic and to maintain the conversation. In the mixed gender conversation, the researcher noticed that men talked more than women and men had the ability to introduce the topic of the conversation and men were successful in maintaining the topic of the conversation. On the other hand, Tannen (1990) mentioned that women tend to maintain social relations and prefer solidarity in the conversation. However, men prefer to represent their status in the conversation.

Researchers have a continuously growing interest in the language learning process, identity construction, and the role of gender in the formation of identity. Prior studies suggested that the second language learning process should incorporate gender issues (Skapoulli, 2004). When immigrants migrate in a new culture, they need to become aware of the gender issues of that new
culture. If learners understand the gender ideologies of a new place, they will understand their own position in that society and their relationship with that society.

Prior studies applied feminist poststructuralist approaches for exploring language, gender, and identity issue (Eckert & McConnell-Ginet, 2003; Norton, 2000). For example, Warriner (2004) applied feminist poststructuralist approaches for exploring women refugee learners’ way of identity construction and negotiation within a situation. The participants were asked how they positioned themselves as language learners and as female immigrants in a workplace. Findings showed that learners construct their identities in various ways like three of them constructed their individual gendered work identities by using linguistic resources (written or spoken corpora) and linguistics devices (their knowledge about culture and traditions of the USA). Here learners use narrative accounts of talk, storytelling, and autobiographical narratives as linguistic resources to explore their identities. Rest of them constructed complex, multiple, and hybrid identities through expressing narrative autobiography. They positioned themselves as a wife or mother which emphasized their responsibilities in the job place as well as in their families. Warriner’s (2004) study used a narrative tool to explore learner’s identity, but the current study is going to add multimodality to explore learners’ expressions and identity.

In terms of motivation in learning a foreign language, female learners are slightly more motivated than male learners. Many studies were conducted on motivation and gender difference in learning a foreign language in different countries like Canada, United Kingdom, Hungary, Poland (Williams et al., 2002). It is also revealed that male learners are less motivated than female learners in terms of learning various languages like English (Henry, 2009; Kim & Kim, 2011). Although women learners are more motivated than male learners to learn a language, female learners in most of the cases feel uncomfortable, in secured, frightened in the language classroom.
(Frye, 1999 & Duff, 2002). These prior studies suggested that educators or language programs should be aware of the issues relevant to women learners to help them feel confident in the classroom as well as outside the classroom.

Moreover, to ensure women learners’ classroom participation, teachers prefer theme-based discussion and storytelling for practicing the language. Scholars of this field are continuing their effort to make the ESL classroom effective for immigrant women language learners. Scholars believe that a language classroom can change a learner’s life. Frye’s (1999) study focused on immigrant Latina women and the issues relevant to their lives. He used the ‘Participatory Critical’ framework in his classroom and this framework used problems posing questions as a basis for language learning. In his study, all 17 participants were Latina women who were taking community ESL classes during the time of the study. Participants were fluent in Spanish and their background varied in terms of their age, social economic status, and the number of years in the United States. Frye applied Freire’s (1970 b) participatory education approach to literacy in the ESL classroom and he found this approach as an effective one for exploring learner’s awareness of their own identity. In the language classroom, participants generated themes for discussion with the help of their teacher’s guide. The discussion themes were like employment opportunity, improving communication skill, knowledge about school policies for the betterment of children, increasing the ability to negotiate cultural norms. The generated themes were created based on family relationship, gender, race, equity, negotiation of identities, and racial prejudice and discrimination. These types of themes can be the central learning process to help students in constructing their own identity. When teachers put a topic in learners’ personal topic the classroom discussion becomes more natural and richer than the usual discussion. For instance, if teachers only address any topic without putting it in learners’ personal context, the classroom environment
becomes silent. The findings of the study basically showed the success of using the participatory method in the classroom. Participating in theme-based classroom discussion of students’ personal lives developed solidarity among women learners, developed a sense of identity, and made them feel special in the classroom.

2.4 Narrative in developing learners’ Identity

Narrative writing can play a vital role in constructing adult language learners’ social identity as well as gender identity. Through writing in the second language, learners explore their gender identity. Pavlenko (2001a) conducted a study on both male and female second language writers and the learners described their second language learning experiences and memories by writing autobiographies. The result showed that male writers displayed gender issues in their writing, and they considered language learning as an individual achievement. On the other hand, female writers emphasized their new identities in their writing where they did not consider language learning as an individual achievement rather, they focused on their relationship with others in society. Moreover, Bamberg & Georgeakopoulou (2008) and Gerogakopoulou (2006) suggest that analyzing small narratives that include everyday conversation helps identify the identity of the narrators and how participants navigate their contradictory positions. Wortham (2006) found that analyzing small narratives about interactions not only helped understand the events of the narrative but also helped identify what narrators did during interaction.

The primary purpose of general academic writing is to prepare learners for examinations rather than to prepare learners for developing as an individual learner (Applebee & Langer, 2009; Hillocks, 2002). Crandall (2018) conducted a study with refugee adult participants and the result suggested that teachers would find more positive results if they implemented life-based writing
instead of merely preparing learners for the exam. In this study, the researcher highlighted theme-based personal writing for refugee learners. Life-based writing helps learners build their identity.

Narrative writing is very fruitful for adult learners as they can narrate their life experiences and they come in the language classroom with various experiences. Learners can share and transfer their knowledge through this type of writing. The word narrative came from the Latin word “narrativus” and that means ‘telling the story’. The dictionary meaning of ‘narrative’ is ‘an account of connected events’. The narrative approach is defined as “a written story template consisting of a series of incomplete sentences and blank spaces of varying lengths. It is structured as a story in skeletal form. The aim is for participants to produce a coherent story by filling in the spaces according to their own experiences and their reflections on these” (Barkhuizen, 2011, p. 402). Through narrative writing, one can understand or make sense of lives, one can gather knowledge about personal identities, and self-concept (Polkinghorne, 1988). By implementing a narrative approach in the classroom, teachers can understand who their learners are, what their relationship is with the world or surroundings.

Recent studies also emphasized on the grammatical choices that language learners choose to construct their identities through writing. Ivanic (1998) revealed that the use of the pronoun “I” represents learners’ authorial power. Through using ‘I’, ‘we’, and ‘me’ in writing, language learners explore their personal and collective identity. Block (2002) indicates that when L2 learners come to a new place, they struggle with their personal identities. Ivanic (1998) argued, “writing is an act of identity in which people align themselves with socio-culturally shaped possibilities for self-hood” (p, 32).

Murray (2009) conducted a study on Japanese English language learners that followed a narrative approach in which learners were asked to write narrative stories. Learners’ stories
showed that learners felt uncomfortable to expose themselves in the public place when they committed grammatical or syntactical mistakes. So, this finding helped the researcher to focus on learners’ grammatical issues. He stated, ‘So, I started to routinely correct grammar and other errors… During the revision process, I concentrated on the story itself, its structure and meaning’ (53). It becomes easier for the researcher to highlight learners’ specific needs. The finding of this study seems important as the current study will ask learners to share their feelings about learning and their interaction with the members of the targeted community through narrative writing. The result might be beneficent for educators and language programs.

Ortiz Medina (2017) also conducted a study on young adult language learners in Columbia to see how they shape or construct their identity as speakers of English through their positioning in the oral task in the classroom. Although the researcher focused on the oral task, the method of the study included diary writing and that is considered as narrative writing. Participants were asked to write diaries twice a week and they were instructed to write the context of the oral task. Learners described their overall feelings about the oral task specifically, what happened during the task, who they worked with, and what the topic was. In the diary, learners reflected on their impression about their own performance and about their assessment of their performance. This method helps the researcher analyze their classroom oral discussion more critically and deeply. During the oral task, learners did not express their feelings about the task, but narrative writing created a space for them for exploring their impression and feelings about their oral task. By implementing this narrative writing method, the researcher could correlate learners’ original classroom oral interaction and their feelings about that. In their reflection writing, learners explicitly mentioned their feelings about their position during oral interaction. The researcher was also able to see the
change of their identity construction and learning process by analyzing diary writing from the beginning until the end of the course.

2.5 Multimodal Narrative Practices

Recently, multimodality gained prominence and attention by the language classrooms and educators. The language classroom went beyond using communicative language teaching methods (CLT), which failed to prepare L2 learners for the complex world. The technique allowed learners to acquire only a limited number of words and grammatical forms (Zapata & Ribota, 2021) and failed to provide critical thinking space. Multimodal pedagogy and narrative practices have been widely used in the language classroom since they helped reveal learners' lived experiences and identify learners' fluid identities. Prior studies noticed that storytelling in a digital tool could enhance learners' motivation to use the language both inside and outside the classroom (Reinders, 2010).

Multimodality and narrative approach or storytelling can be incorporated in the language classroom. Prior research studies investigated the affordances of digital technologies in constructing learners’ identity (Lam 2000, 2006; Lewis and Fabos, 2005; Kramsch & Throne 2004; Norton & Williams 2012). Moreover, several scholars critically analyzed the components of multimodality (Baldry & Thibault, 2006; Blommaert, 2005). Most of the studies focused on the effect of digital technologies to see learners’ identities and language learning development. Lam (2000, 2006) noticed that youth immigrant learners in the United States presented their identities as multilingual and multicompetent actors in computer-mediated networks. When learners communicate through social media networks, they tend to use both first language and second language and using these two languages reveals their multilingual identities. White (2007) conducted studies on two online language teaching programs in Australia and she identified that
both teachers and learners’ identities are significant. Lewis and Fabos (2005) conducted a study to explore the functions of Instant Messaging (IM) among youth language learners to explore their social identities. The result showed that youth learners used Instant Messaging for developing their social relationships and maintaining their social statuses. The researchers also noted that using IM fosters literacy as well. These findings presented a comprehensive idea about using technology and multimodality in the language classroom to explore learners’ identity and language development. Prior research studies have not largely focused on the affordances of multimodal narrative writing in adult ESL classrooms in developing language and identifying learners’ identity or their relationship with the world around them.

Prior research studies showed that language teachers used multimodality in the language classrooms in various ways and the result was very effective in each case. Miller, Mackiewicz, and Correa (2017) conducted a study on English language learners in the United States. They tried to explore whether “participating in the multimodal and dual-language identity text intervention” fosters the length of discourse and lexical variations when they tell stories. The result of their study showed that participants’ vocabulary skill improved in terms of number and variations. They tended to produce a good number of words during telling stories and there was a variation in producing words. The researchers collected 35 different pictures and participants were asked to choose pictures and tell a story about the picture. They collected the pictures from different websites and no picture was used more than one time with each participant. The study was conducted on third grade English language learners, teachers found it very effective. Storytelling is a narrative approach and using pictures for teaching language is a multimodal approach for teaching language.
Through multimodal literacy, learners can improve their language as well as construct their identity. Prior research showed that through practicing multimodality, learners explore, experience, and perform identities (Yi and Hirvela 2010; Skinner and Hagood 2008). Somerville & Dwarte (2014) conducted a study on nine teachers and 105 students to explore learners’ everyday language practices, skill, and experiences. The researcher used a wide range of multimodal activity as a tool to identify learners’ “repertoires of linguistic practice” (Guitierrez & Rogoff, 2003). During the interview with the students, they reflected their regular experiences about using language and multimodality. They engage themselves in translating and language brokering practices. They used to watch movies, audio-visual segments in several languages, Skype, play online video games, read, and view audio-visual programs, and text in multiple languages. Later, the researcher asked learners to present their own language use in the classroom by using multimodality. Students were very enthusiastic in the classroom to think about their everyday experiences about using language. Learners were instructed to present their experiences in different ways like by drawing a tree diagram, geographical maps, lists, pictures, and text in multiple languages. Data revealed that students showed their individual and group identity, critical awareness of using languages within the classroom and outside of the classroom. Teachers use the multimodality to design the curriculum with the association of regular lessons and activity. The result of Somerville and Dwarte’s (2014) study finally showed learners’ everyday language-related activities have a positive impact on classroom culture, student identity, and their confidence. Learners’ improvement was noticeable, and the improvement was more than teachers’ expectations.

Most studies on classroom pedagogies found that web-based language teaching, digital storytelling, and multimodal literacy foster language learning and help specifically young
immigrant learners construct identities (Zakaria, Yunus, Nazri, & Shah 2016). Recently scholars in this field used a digital tool name, ‘Story Bird’ in ESL classroom for introducing students with 21st century skills (Zakaria, Yunus, Nazri, & Shah 2016). The aim of their study was to explore English language learners’ experiences in using ‘Story bird’ for writing narrative text. Educators want to integrate technology in the regular classroom for preparing students for the 21st century literacy. The researchers conducted the study on 15 adult students at a private university in Malaysia. They were doing a diploma degree at the university. Semi-structured interview and observation took place for collecting data. The findings showed language learners’ positive experiences in using ‘Story Bird’ in writing narrative text. The implication of this study is that ‘Story bird’ can be used as a pedagogical tool for teaching narrative writing. The study shows the importance of technology for the language classroom. However, the study did not focus on learners’ identity. However, Conrad (2013) mentioned that digital tools are useful for expressing one’s experiences by telling stories, writing blogs, and creating a video. Gee (2005) noted the advantages and benefits of using digital storytelling and he mentioned that it helps one to present his real-life situations and it also creates interest for students to learn. Gee’s (2005) ideas contained an underlying meaning that is when learners present their real-life experiences by writing a story, they will know who they are and what their relationship is with society. That means this tool will help them explore their identity. Moreover, Reinders (2010) noted that storytelling in a digital tool can enhance learners’ motivation to use the language both inside and outside of the classroom. His idea has an association with the idea of ‘identity’ (Norton 2000) of language learners. When learners become motivated, they come to the language classroom for learning the language and if teachers can motivate the learners, they will use the language outside of the classroom as well. Veum et al. (2020) also noticed that immigrant learners constructed spatial identity, relational
identity, and functional identity using linguistic and visual resources. Most studies emphasized pedagogical approaches for exploring learners' complex shifting identities.

Graham and Perin (2007) suggested creating ‘visual representation of ideas before writing’ (467). Digital storytelling includes visual representation of one’s ideas and activities and it fosters writing. Most of the prior research studies highlighted on digital technology and those conducted with young language learners, and some took place at a university setting. A very little study on multimodal narrative writing took place in a community-based language center for adult language learners. Using multiple modes in teaching language can empower learners and sight has a positive impact in the learning process. Ivanić’s (2006) argument emphasized language in general which mainly focused all forms of communication including multimodal tasks and the result of the study shows that multimodality helps learners reconstruct their identity in the classroom as multimodal tasks foster learners’ class participation. Prior research noticed that multimodality can be a successful pedagogical tool that helps refugee English language learners express their experiences and construct their identities and their agency (Johnson & Kendrick, 2017). Prior research studies applied narrative writing in the language classroom for identifying learners’ identity and some studies emphasized digital story for teaching language. Little studies focused on multimodal narrative practices in adult ESL classrooms in identifying how learners are positioned by others and the challenges that learners’ face outside the classroom, for instance, linguicism and racism.

2. 6 Linguicism & Racism

Linguicism refers to “ideologies and structure which are used to legitimate, effectuate and reproduce an unequal division of power and resources (both material and nonmaterial) between groups which are defined on the basis of language” (Skutnabb-Kangas 1988, p.13). Recent research shows that in Mongolian context, a minority ethnic group was often discriminated against
because of having ‘broken Mongolian’ and they had to negotiate to the linguistic norms set by the educational institute and workplace (Dovchin, 2019). Learners’ frustration in their negotiation caused dissatisfaction in investment or using the language of the host nationals. Women, who used to speak in ‘African English’ in Canada, were often ignored and corrected by the host nationals; therefore, they did not focus on the content of the speech of the women because of breaking down the communication (Creese & Kambere, 2003). In that context, learners were discriminated against because of having African American accent which labeled them as Blacks who were not proficient in so called standard English. This situation is more complex when learners’ first language is not English; therefore, they endure more discrimination. Adult language classrooms should emphasize on pedagogical tools which would help them monitor the existing social inequity and manage their own affective difficulties to negotiate racism. Learners’ critical thinking about social inequity can help them position as valued members of the community.

Experiencing linguicism made learners feel that they are not legitimate members of the target community. Learners’ legitimacy in the target community is important because language learners always want to be accepted by the host nationals. Learners’ rejection by the people of the targeted community affects their investment in language learning. Jean-Pierre (2018) found that Quebec English speakers mentioned they experienced discrimination and considered as illegitimate members of the Quebec community because of having power difference between Anglophones and Francophones. The unequal power difference made Quebec English speakers outsiders in the community. Immigrant language learners with minority background even endure more discrimination not only because of their accent but also for their race and ethnicity. For instance, Asian learners are often mocked and ridiculed by the peers of the target community because of their ‘broken’ and ‘Ching-Chong English’ (Chun, 2016). Such discrimination deteriorates
learners’ sense of belonging in the community. Multilingual learners’ shuttle between different languages or varieties of languages which is not considered their asset, rather it is seen as their liability (Wei, 2018). The consequences of racism will largely impact an individual’s identity and language learning since minority language learners’ challenges continue to be increased because of not having access to the resources in school and community (Dovchin, 2020; Corona & Block, 2020). A little study has examined how multimodal narrative practices in L2 classrooms can allow adult L2 learners space to negotiate racism and linguicism to become legitimate members of the target community. This study investigates the pedagogical role of multimodal narrative practices in negotiating difficult experiences that immigrant adult language learners face in their subsequent investments in language learning.
Chapter 3

Methods of Inquiry

The study relies on qualitative research and takes a qualitative ethnographic approach. In addition, the study employed action research which is an approach that is a “form of self-reflective inquiry undertaken by participants in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situation in which the practices are carried out” (Carr and Kemmis, 1986, p.162). In this study, students’ production of multimodal narratives in an ESL class in the U.S. was examined and analyzed for describing learners’ identity, identifying the affordances of the multimodal narrative pedagogy in adult language classroom in fostering learners’ investment in language learning and negotiating racism and linguicism. Rockhill (1982) argued that ‘qualitative perspective represents a different way of knowing, of thinking, and of representing the experience of participation’ (p.3). The qualitative approach focuses on persons’ everyday experiences in different situations and everyday process of meaning construction. Qualitative approach has been successful in describing human being’s identity.

The study used narrative analyses to analyze adult language learners’ narratives that they produced. Narrative approach is the one of the effective approaches for exploring human being’s life stories, feelings, and experiences and it also leads to language learning. Over the past 20 decades, the Narrative approach becomes an established and well accepted approach in the language learning and teaching field (Benson, 2014). Moreover, Swain (1999) also emphasized on the Narrative approach by saying that narrators ‘use existing resources to create a personally satisfying and socially acceptable self-presentation’ (254). Through applying narrative approach scholars understand the subjects better. Wortham (2001) also utilized tools from narrative approach to better understand the ways participants position themselves in the society and unfold
the relationship among people. The methods of narrative analysis were first developed by the scholar William Labov and his colleagues and later Labov (1982) modified the approach. Narrative and Identity often go together since narrative is considered primary vehicle to understand who the narrator is. Scholars such as De Fina, Schiffrin, and Bamberg (2006) described identity as a concept in which people construct images of themselves and others. For instance, De Fina relied on narrative discourse in identifying who immigrants are, what they think, what they feel, why they come to the U.S, and how they see themselves. Additionally, she added that narrative approach helped understand how the narrator represents the self and how humans elaborate experiences (2003). Moreover, narrative approach not only helped analyze individual’s stories and experiences but also the social representations and ideologies. The current study used narrative approach to identify how immigrant language learners represent themselves and how they construct the images of others.

In describing learners’ identity qualitative research has been found effective and successful (De Fina, 2003). For finding learners’ actions and relationships with the real world, this study has made use of photography as a data gathering tool. The study analyzed photographs that learners added with their narratives and took in different occasions or collected from the online to identify individual’s actions and relationships with the world. Through the analysis of photographs, the study will demonstrate learners’ identity and affordance of using photography in language learning.

In addition, this study incorporated debriefing teaching strategies in the language classroom. Debriefing on learners’ written multimodal narrative was used in analyzing what happened in specific context where learning takes place. This teaching strategy has been found to be fruitful in ensuring critical thinking, reflective thinking, and understanding (Reyes-Chua, 2018).
teaching strategy helps students become aware of their inner resources and feel empowered. In this study, debriefing teaching strategy was used for finding possible techniques and solutions to problems that immigrant language learners encountered in their daily lives. Various types of activities can be included in debriefing teaching strategy, for instance, community puzzle, action, and reflection etc. In this study, when learners reflect on their lived experiences in the class, I help them dig further by asking 'what', 'so what', and 'next what' questions.

3.1 Context

The study was conducted in a community-based language learning center in Memphis, Tennessee. Most of the students who enroll in the language center are adult immigrants and refugee language learners. The number of female learners is higher than the number of the male learners. The community-based language program designed courses to help learners feel empowered and get better opportunities. The participants of this study were enrolled in ‘Speaking Well in the US’ course that emphasizes the application of grammatical knowledge and pronunciation in everyday speech. The curriculum prescribed a grammar book that incorporated four skills of language learning. However, the instructors were welcomed to employ any pedagogy through which learners could learn the language spontaneously. Keeping the content of the book in mind, I incorporated four skills in multimodal narrative practices in which learners were asked to write a multimodal narrative about the experiences of using English in a shared google doc. Learners were also required to reflect on their written narrative orally in the classroom and debriefing on written multimodal narrative was incorporated in analyzing what happened in the context, why that happened, what is next. It was a ten-week course, and I taught the course.
3.2 Participants

Five immigrant adult language learners whose language proficiency was beginner level participated in this study. All of them enrolled in the ‘Speaking well in the U.S.’ course which aimed to prepare learners to speak well when they communicate with the people of the target community. The age range of the participants is between 25 to 48 years. Three participants were from Brazil and two of them were from Venezuela. The length of their residence in the U.S. was from 2 weeks to 10 years. Only one participant who was 48 years old had been living in the USA for ten years. The rest of them had been living here for a short period of time. Three of them did not take any English language course in the USA before starting ‘Speaking well in the US’ language course. Two of them took different English language courses before taking the ‘Speaking well in the US’ course. Participants’ pseudonyms were used to protect confidentiality in accordance with IRB (Institutional Review Board) protocol.

Table 1

<table>
<thead>
<tr>
<th>Pseudonyms</th>
<th>Length of Residence in USA</th>
<th>Age</th>
<th>From</th>
</tr>
</thead>
<tbody>
<tr>
<td>Molly</td>
<td>2 weeks</td>
<td>32</td>
<td>Brazil</td>
</tr>
<tr>
<td>Amy</td>
<td>1 year</td>
<td>28</td>
<td>Brazil</td>
</tr>
<tr>
<td>Camelia</td>
<td>23 years</td>
<td>48</td>
<td>Brazil</td>
</tr>
<tr>
<td>Genia</td>
<td>10 months</td>
<td>35</td>
<td>Venezuela</td>
</tr>
<tr>
<td>Arena</td>
<td>4 years</td>
<td>25</td>
<td>Venezuela</td>
</tr>
</tbody>
</table>

Molly, who came to the USA two weeks before the data collection had started, completed her bachelor’s degree, and worked as a teacher at a school in Brazil. She is 32 years old, and her first
language is Portuguese. Besides having a teaching job, she was an analyst at a company. She enjoyed her teaching job and was highly valued in her community. It has been 3 months since she arrived in the USA. Because of the economic advantage in the USA, her husband moved to the USA and managed a job; therefore, Molly had to quit her job. When Molly arrived in Memphis, immediately she took initiatives for learning English and enrolled in a community-based English language program. The language classroom was the initial place for her where she could spontaneously deliver her feelings about her career and future.

Amy, who is a 28-year-old Brazilian, has been living in the USA for the last one year with her husband and one-year old daughter. She was the youngest of all the participants. Like Molly, Amy’s first language is Portuguese. She left her job in Brazil where she used to work at a hospital and moved to the USA as her husband managed a job here. It has been one year since she is living in the USA. Amy came here with a hope of having more opportunity, but the reality was different because she had to stay at home for a year after coming to the USA. The most difficult part for her was English language as her English proficiency level was not up to her expectations. Initially, her husband helped her during communication with the English speakers. After a year, she enrolled in the community-based language program with the aim of improving her English. Besides, she used to watch movies with subtitles to improve her English.

Camelia is 48 years old and came to the USA twenty-three years ago from Brazil with the hope of having a job. She completed her bachelor’s in law back in her country. She was single when she came to Texas in 1996 first and moved to Memphis, Tennessee in 1999. Before moving to Memphis, she also went to Florida searching for a job. She found that Florida was expensive for living and Texas was not a suitable place for finding jobs. She used to do various jobs in Texas and Florida, like a babysitter and a bar attendee; however, she received low wages as she did not
have legal documents. Initially, she did not even have home for living; therefore, she had to stay on the street. She first got married in 1998 but this marriage was one of the most difficult parts in her life as her husband did not take any responsibility. When her second child was born, she divorced her husband given that he used to drink a lot and spent money only for drinking alcohol. However, things had changed when she married person who took her responsibility and her children’s responsibility. Now she is the mother of five children and a wife of a good man. Recently, she realized she needed to improve her English as she had to communicate with her children’s teachers at school and with her clients who are mostly Mexican and come to her office to talk about their green card process. Therefore, with the hope of improving her English, she enrolled in a community-based language program.

Genia is from Venezuela and came to the USA only 10 months before. Currently she is 42 years old, and her first language is Spanish. In Venezuela, she worked at a bank as an economic analyst. She had a great time with her family members back in her country; however, the lifestyle was challenging and costly in Venezuela. Therefore, her husband moved to the USA with the hope of finding better opportunities. After migrating to the USA, she had both positive and negative feelings. First, she was happy as her husband managed a job and her family received work permits in the USA; however, she was upset at the same time because speaking English was a very difficult part for her. Mostly, she relied on translation and her children and husband helped her translate. Initially she struggled understanding pronunciation and English vocabulary. She also used ‘google translation’ for speaking English with the people of the target community. Therefore, she realized she needed to improve her English and enrolled in a community-based language program.
Like Genia, Arena was also from Venezuela and came to the USA 4 years ago. She was 25 years old and was the youngest among all the participants. Her first language was Spanish. She completed her graduation back in her country where she learned basic English. She worked at a kindergarten school as an administrative officer and her husband was a lawyer in Venezuela. Now she is working at a Mexican restaurant where most of the customers are from Mexican; therefore, she can use Spanish with them. However, she realized she needed to improve her English skill since she had customers who were also English speakers. She loved speaking but her English competency was not up to her expectation. Therefore, she enrolled in a community-based language program for improving her English. She is enjoying her life in the USA as she has a job and can contribute to her family. As English is the only barrier for her, she is determined to practice English.

3.3 Data Collection

For finding the answers to the research questions, a semi-structured interview was conducted, learners’ multimodal narratives about using English in their daily lives, and reflection of their narratives were collected. Multimodal narrative pedagogy asked the participants to write one multimodal narrative story per week about using English by using a shared google document. The prompt of the narrative was adapted from Norton’s (2012) study and was optimized. Researcher also produced two sample narratives that were shared in the same google doc at the beginning of the semester. Each learner produced one written multimodal narrative per week, and they reflected their narratives in the classroom. Five narrative reflection sessions were video recorded.

3.4 Procedures

3.4.1 Interview
For conducting this study, one semi-structured open-ended interview was conducted with the participants at the beginning of the semester before collecting other data with the aim of exploring learners’ background information, demographic information, their initial experiences of using English in the US, their views, and feelings about using English with the people of the target community. Open-ended interviews always help researchers explore the aspects of the information and respondent’s experiences in depth (Cervatiuc, 2009). The interview was conducted at the library of the language program. This interview helped not only helped identify learners’ biographical information but also their ideology towards using English. This interview took place to see how learners initially described their language learner identities. Interview questions were included based on their life, histories, perception about their own competence in English, their feelings about migration, how often they interact with people, their goal for learning English, and how they feel about their interaction. The length of the interview was 35-40 minutes with each participant. All interviews were audio tape recorded.

Table 2

<table>
<thead>
<tr>
<th>Date Interview</th>
<th>Name</th>
<th>Length of the Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 30th</td>
<td>Camelia</td>
<td>40 min</td>
</tr>
<tr>
<td>July 1st</td>
<td>Molly</td>
<td>40 min</td>
</tr>
<tr>
<td>July 2nd</td>
<td>Amy</td>
<td>40 min</td>
</tr>
<tr>
<td>July 3rd</td>
<td>Genia</td>
<td>35 min</td>
</tr>
<tr>
<td>July 4th</td>
<td>Arena</td>
<td>35 min</td>
</tr>
</tbody>
</table>
3.4.2 Modeled Multimodal Narrative Writing

Before assigning the task, I wrote three multimodal narratives as sample writings in a shared google doc to help them understand the structure of the narrative writing and how I used different strategies and techniques for ensuring a successful conversation in my real life. In the sample narratives, I focused on my experiences of using English with the English speakers, the challenges that I and my family faced being a nonnative English speaker, and how I negotiated various situations. In the sample narrative writings, mostly I highlighted different strategies or techniques for negotiating meaning. For instance, I highlighted my willingness to have conversation with the people of the target community, the way I negotiated meaning at various contexts, and the way I engaged community members in conversation.

3.4.3 Learners’ Multimodal Narrative Writing

The goal of the language class was to help learners speak well in the USA. Language learning not only takes place in the language classroom but also occurs beyond the language classroom. The prompt that I chose for writing multimodal narratives was aligned with the course goals and curriculum since the prompt focused on language learning that takes place beyond the language classroom. By the end of each week, learners were assigned to complete a multimodal narrative writing at home in a shared google doc. Since learners wrote their narratives in the same shared google doc, everyone had access to their teacher’s and peers’ narratives. The writing prompt that I chose was adapted from Norton’s (2012) study and was modified based on learners’ needs and the study’s purpose. The prompt asked learners to write about their experiences of using English in their daily lives.

Writing Prompt and Learner’s multimodal narrative:
Write down a narrative about your experiences of using English this week. Focus on one specific event. When did you use English this week? Whom did you speak English to? What did you say? How did you feel about your own English? Tell us in detail and add any pictures or videos or any relevant information.

Each learner produced ten multimodal narratives within ten weeks of classes. The table below shows the dates and the numbers of the multimodal narratives that learners produced.

**Table 3**

*Data Collection*

<table>
<thead>
<tr>
<th>Date</th>
<th>Multimodal narratives writing</th>
<th>Narratives reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 7th &amp; 14th 2020</td>
<td>multimodal narratives 1-2</td>
<td></td>
</tr>
<tr>
<td>July 17th &amp; 31st</td>
<td></td>
<td>narrative reflection</td>
</tr>
<tr>
<td>July 21st &amp; 28th</td>
<td>multimodal narratives 3-4</td>
<td></td>
</tr>
<tr>
<td>July 31st</td>
<td></td>
<td>narrative reflection</td>
</tr>
<tr>
<td>Aug 4th &amp; 11th</td>
<td>multimodal narratives 5-6</td>
<td></td>
</tr>
<tr>
<td>Aug 14th</td>
<td></td>
<td>narratives reflection</td>
</tr>
<tr>
<td>Aug 18th, 25th</td>
<td>multimodal narrative 7-8</td>
<td></td>
</tr>
<tr>
<td>Aug 28th</td>
<td></td>
<td>narrative reflection</td>
</tr>
<tr>
<td>Sept 1st and 6th</td>
<td>multimodal narratives 9-10</td>
<td></td>
</tr>
<tr>
<td>Sept 7th</td>
<td></td>
<td>narrative reflection</td>
</tr>
</tbody>
</table>

After producing each multimodal narrative, learners were asked to reflect their narratives orally in the classroom.

3.4.4 Reflection and Debriefing

As I mentioned above that after completing each multimodal narrative, learners were required to retell and reflect their stories in the classroom. During the reflection session, I pulled up the google doc in the projector where all learners could visually see the multimodal narratives.
In response to teachers’ questions, learners could share their lived experiences of using English in detail. Here, I incorporated a debriefing teaching strategy that helped identify 'what', 'so what', and 'now what' questions. When learners reflect on their narratives or lived experiences in the class, I helped them dig further by asking 'what', 'so what', and 'next what' questions. 'What' question allows them to share what happened to their life, 'so what' question helps them express their feelings about the event, and 'next what' question guides them to think about how to address the same issue in the future.

During reflecting the narratives in the classroom, learners were asked to explain the photo mode that they used in their written narratives. Learners shared the reasons for choosing specific photos, the relation between the photo mode and the narratives, and introduced the character if there was any character, and the place or objects of the photo.

3.5 Data Analysis

For analyzing data, NVivo 12 plus, which is computer assisted qualitative data analysis software, was used. Interview data were transcribed and coded for finding learners’ ideology about language, their initial desire to practice the language, and their primary identities as language learners. The transcriptions were double checked by the researcher. Different themes were identified from the interview data, such as dependent language learner, monolingual speaker of Spanish language, less-confident, less courageous speaker of English. For instance,

Example: Interview (Ideology and Identity initially)

T: What was the most difficult part after coming here?

M: It’s language. **It is very difficult for me. But I don’t like English.** I never like English. The culture was difficult for me. The clothes is very difficult for me to
find. I mean… umm. **I stay, talk, and go in the places only with my husband**… I do not live the moment. **Because he speaks English very well.**

The above example is an excerpt from an interview that show how a learner initially felt about English language after moving to the U.S. The statement was coded as language learner identity in which the learner has presented her dependent language learner identity.

Learners written multimodal narrative was also coded in finding learners’ range of investment that means how desired learners were to practice or learn English. Written narratives also helped find how learners construct the images of themselves and others. Combinedly interview and written narrative data analysis showed the range of learners’ investment from the beginning to the end of the course. Additionally, the written narrative data also reflected learners’ identity, how learners positioned themselves, and how they were positioned by others. For instance:

*Example: Written Multimodal Narrative (Investment, Identity, & Negotiation)*

---

*IThis week when I was working and I was charging the bill, the customer tells me, he had a coupon a $5 off, and I tell him that it was very good that he was going to discount it, but while charging the client asks me where I was born and I told him from Venezuela, he said “great is beautiful country” and I said “yes it was” so when I turn in the bill I do not add the discount, I felt very bad, and I didn’t know how to tell him that I could use it for the next occasion, I said you can try for the next time him did not understand me, so I said your can use your coupon for you next visit I’m so sorry! Him said no problem it ok tanks!*
The above written narrative was coded from different angles since the data indicated how the learner was positioned as immigrant by her American customer based on her language and physical appearance when the person asked her where she was born. The data also showed how she felt about using English with her customer. Failing to deliver the information to the customer made the learners feel bad; however, the written text also showed how she negotiate meaning. This written text was coded in terms of learners’ identity as a language learner and her investment (desire to use English) in language learning.

After coding learners’ written narrative, the photo mode was analyzed based on Van Leeuwen’s (2008) theories of multimodal critical discourse analysis. Leeuwen’s theories helped analyze the possible meanings of identity that learners’ presented in multimodal text. In terms of identity in multimodal text, Van Leeuwen categorized three different identity types, “Spatial identity”, ‘Relational Identity’, and ‘Functional Identity’. This study analyzed ‘who and ‘what’ was represented in the images and how students constructed themselves in the images. This study identified and coded two forms of possible identity that learners depicted in the photo mode. The first common identity that learners in this study depicted was ‘relational identity’ in which learners visually focused on themselves in relation to other people. For instance, learners mostly added photos that depicted group of people and linguistically, they represented their relationship by denoting ‘my mother’, ‘my friend’, and ‘my daughter etc. Learners also represented their ‘Functional identity’ by using the photo mode. Although ‘Functional Identity’ mostly occurs in the text, this type of identity can be visible in the images (Van Leeuwen, 2008). Functional identity refers to learners’ involvement in an activity or an action. For instance, in this study, some of the
images depicted learners various activities, like gardening, baking, and signing documents etc. For example, the data were coded like this:

Example: *Photo mode (Identity)*

![Functional Identity: Baking](image1)

*On Saturday I prepared some empanadas to sell to my friends. The order was: 20 patties of ground beef, 25 of chicken, 15 of papa von cheese and 50 tequenos.*

*I gave my neighbor several of each flavor and to thank me I gave 3 aromatic candles.*

![Relational identity: Family Ties](image2)

*Important to the whole family and was happy because I could understand when the Judge of the court told them to unite them in marriage with all of the law.*

Figure 2: Genia’s multimodal text
The photo mode also helped analyze learners’ identities or their relationship with the world around them (Norton, 2013). The affordance of using photo mode was also coded for analysis to see how the photo mode helped develop language. When learners reflected their written narratives, they used to explain the photo modes in the classroom. For instance:

**Example: Multimodal Text and Oral Reflection- (Identity and Affordances)**

Reflection:

G:  ```
Jinna this time went to the river. This is my daughter. She is 13 years old. The river she wanna this duck boat. Mississippi river. My husband fish there. All family went there.
This is my flower. I like gardening. This flower is growing inside my home. Inside all people come to my house and ask it is real.
```

Figure 4: Example of Multimodal Text and Oral reflection
The above-mentioned multimodal text was produced by Genia who reflected on her multimodal text in the classroom. Since she explained the photo mode in the classroom, I coded the reflection of the photo mode as the affordances of the mode in developing language since she had the opportunity to speak more in the classroom.

Besides coding the affordances of photo mode during oral reflection, five multimodal narrative reflection including debriefing sessions were video recorded, transcribed, and coded for identifying major themes. Learners were asked to reflect the narratives that they produced in a shared google doc. Debriefing teaching techniques were incorporated during learners’ reflection on their narratives. This data helped identify not only the changes in their investment and identity but also understand how they negotiated racism in various contexts where language learning takes place. For instance:

**Example: Reflection and Debriefing (Investment, Identity, & Managing difficulties)**

T: So Amy, you finished writing your story by saying that the home owner stopped speaking with you and then he started speaking with your husband. But you did not tell us why that happened and how did you feel at that moment?

Amy: I said I don’t know English. Then he stopped speak with me. I feel good because the man talk with my husband. I feel the person like my work. I am interacting (shaking head) saying well, yes that sounds good, etc. The man talk with my husband and I oh ya, that’s okay, and very well. He did not speak with me but I was like oh yes, very nice, I tried to do (Lack of confidence- Identity)

T: Okay got it. That means when you said you did not know English, the person stopped speaking. But you tried your best. **So, what you can do next time?** From the next time you can simply request people to speak a little bit slowly. You know English. You are speaking in the classroom and we understand your language. It means you know how to speak in English. **Try to avoid saying I do not know English.** It has a negative impression.
You might say hey I am learning English. Would you please speak a little bit slowly for me?  

Figure 5: (Amy, classroom reflection, August 14th)

The above-mentioned example shows how I coded reflection and debriefing teaching sessions data in finding learners’ desire to practice English and what happened in a specific context, why that happened, and what they can do in future. For example, during reflecting on written narrative, I specifically asked Amy to explain why that happen since she did not explain the reason in her writing. Also, I asked her how she felt when the homeowner stopped speaking with her. Amy’s response helped me identify her desire to practice English or her investment in language learning outside the classroom. The table below shows how I coded different types of data for analysis.

### Table 4

<table>
<thead>
<tr>
<th>Sources of Data</th>
<th>Analysis</th>
<th>To identify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview data</td>
<td>Transcribed and Coded</td>
<td>Initial investment and identity</td>
</tr>
<tr>
<td>Written Narrative</td>
<td>Coded</td>
<td>Range of Investment &amp; identity</td>
</tr>
<tr>
<td>Photo mode</td>
<td>Coded</td>
<td>Identity &amp; Affordances</td>
</tr>
<tr>
<td>Reflection &amp; Debriefing</td>
<td>Transcribed &amp; Coded</td>
<td>How to negotiate</td>
</tr>
</tbody>
</table>

After a few months of working with the data (Interview, written narrative, photo mode, and reflection and debriefing sessions), three major themes came out: Learners’ investment in language learning and shifting identities (Darvin and Norton, 2015), monitoring and managing affective
difficulties, and negotiating racism and linguicism (de Costa 2020). These three major themes worked as a primary focus of the analysis chapter. The above-mentioned themes led the researcher to talk about the way individuals invest in language learning in everyday life, identities that change with the changing of their investment, and the way learners negotiate racism in the target community. The data reveal when and why learners’ had high desire to practice English more with the people of the target community, how learners’ monitor and manage their affective difficulties, and how they negotiate existing social inequities. Darvin and Norton’s (2015) model of investment has been used to analyze identity and ideology.

Darvin and Norton’s (2015) investment model establishes the link between identity, capital, and ideology. The model allows researchers to examine how distinct events develop into communicative practices. Learners’ investment intersects the concepts of identity, ideology, and capital. The elements of this framework will help understand learners’ investment that combines learners’ ideology and identity. The framework helped analyze the role of identity and ideology in learners’ investment in language learning. Language ideology constructs the inclusion and exclusion in the community where learners are positioned in multiple ways before they even speak. Learners’ various identities like, race, color, ethnicity, and gender determine their right to speak or right to enter. The construct of ideology in the model of investment helped analyze the “relation between communicative practice and the systematic patterns of control” (Darvin and Norton 2015, p. 43).
The concept of identity refers to a site of struggle and fluid as it changes over time and space. This model explains identity as a struggle. Because of language ideology, learners position themselves and are positioned by others in certain ways that are associated with their gender, race, color, and social class power. The concept identity helped analyze learners’ narratives in finding who learners are, how they are positioned by others, and who they want to be. In this study, learners narrative revealed how they were positioned by others and how they positioned themselves in various settings. The current study used the concept of identity and ideology in analyzing learners’ narratives.

3.6 The Role of the Researcher and Relationship to Participants

The participants of this study were my students as I taught the class named ‘Speaking Well in the US’ where all five immigrant language learners were enrolled. I have been teaching at a community-based language program for the last several years. Being a nonnative speaker of English and a teacher of English language, I developed a good relationship with my students as I could connect my own real-life experiences with learners’ stories. This relationship helped learners feel less pressured when they expressed their experiences and challenges about using English.
Most of the students who were enrolled in the community-based language program are adult immigrants and refugees who came to the United States recently and wanted to integrate in the target community by improving their English. The purpose of the ‘Speaking Well in the US’ course was to help students speak spontaneously with the English speakers.

Being a nonnative English speaker and a teacher of English language, I have been observing and analyzing learners’ behaviors and potential problems that learners face inside and outside the classroom since the beginning of my teaching at the community-based language center. Prior Studies showed that “Reflective teachers analyze the students’ behaviors, identify potential problems, modify their teaching practices, and evaluate the results. Some ideas succeed; others fail- sometimes surprisingly. This process is called action research” (Chamot et al 1998). The current study is an action-based research in which learners’ multimodal narrative writing about their lived-experiences of using English and learners’ reflection on their narratives were collected as data with the aim of solving the problem related to educational practice in the community-based language programs. Good – say something about this in the introduction Mostly community-based language programs focus on teaching grammar that is not productive enough for learners in terms of investing more in language learning and integrating in the target community. Jansen and Liddicoat (1998) argued, ‘classroom research is not simply a process of theorizing about classroom, essentially, it is connected to problem solving’ (p. 2). The purpose of the current study was to find out what helped language learners most in fostering their desire to practice English more in their daily lives and what helped them feel legitimate members of the target community. Participants could have felt pressured to respond spontaneously during narrative reflection or interview if they had not felt valued in the language classroom.
3.7 Conclusion

The current study has used a qualitative ethnographic approach and employed action research in which participants’ production of multimodal narrative writing, narrative reflection, and interview data were collected and analyzed. The interview data were collected in identifying learners’ biographical information, language perceptions towards English, and their identity as language learners. Learners’ production of multimodal narrative writings and narrative reflections were collected in finding learners’ experiences of using English outside the classroom and how learners negotiated meaning during conversation with the people of the target community. The photo modes that learners used in their narrative writing were analyzed to find the affordances of multimodality in developing language and to find learners’ action in the real world and their relational identities. This study intersects identity, investment, language learning, and racism and the following chapter will present learners’ range of investment and a shifting identity, language development, and negotiation of racism and linguicism.
Chapter 4

Analysis and Discussion

The current study examined adult immigrant language learners’ multimodal narrative practices that included multimodal narrative writing about using English in daily life and retelling the multimodal stories. I incorporated debriefing teaching strategies to identify adult immigrant language learners’ range of investment in the classroom practice and on the broader community to identify whether the classroom practices foster learners’ investment in language learning and how the practice helps them enter the external community. The debriefing teaching strategy is a technique that allows learners to reflect on their thinking and learning, boosts learners’ knowledge, and helps learners become aware of their inner resources. When learners reflect on their lived experiences in the class, I help them dig further by asking 'what', 'so what', and 'next what' questions. 'What' question allows them to share what happened to their life, 'so what' question helps them express their feelings about the event, and 'next what' question guides them to think about how to address the same issue in the future. The multimodal narrative practices and debriefing teaching strategies allowed learners to reflect on their learning and the challenges they encountered in the community. The practice helped the learners understand how to enter the external community by negotiating racial and linguistic challenges and becoming legitimate members of the target community. They could monitor their investment in language learning, analyze their language development, and manage their affective difficulties. Multimodal narrative practices enhanced learners’ desire to engage more in social interaction and community practices that shape their identities.

The data showed that multimodal narrative practice and debriefing teaching strategy fostered participants’ range of investment in language learning that shaped their language learner

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identity. Molly was one of the participants who had high desire to communicate with the English speakers and her multimodal narratives showed the classroom practice helped foster her investment in language learning. With the changes of her investment her language learner identity changed from a dependent language learner to an independent language learner. Amy was a less confident speaker who did not have opportunity to speak with the English speakers initially; however, she invested in classroom language practice and gradually her identity changed from a less confident speaker to a more confident speaker. Like Amy, Camelia did not have much opportunity to interact with the English speakers, but she invested in classroom practice and her identity changed from a monolingual speaker to a bilingual speaker. The multimodal narrative practice also helped Genia to invest in language learning and change her identity from a less courageous speaker to a more courageous speaker.

Multimodal narrative practice helped all participants monitor their language development and manage their affective difficulties. For instance, Molly’s narrative demonstrated that she started learning the language in a natural setting from her American friend and she used metacognitive strategy for managing her affective difficulties. After monitoring the narratives of using English with the English speakers, Amy identified her difficulties and made a short-term contract with her husband about practicing English. Genia and Camelia’s children made fun of their mothers’ English; however, both learners were determined to practice more English whenever they had opportunity to speak no matter what their children would think about their English. Multimodal narratives and debriefing teaching strategy not only allowed learners to monitor their language development and difficulties in learning language but also helped them trace the existing social inequities.
Multimodal narrative practice helped language learners understand existing racism and learn how to negotiate racism and linguicism. Genia faced racial discrimination because of her language when she went to a shopping store. Writing and telling the lived experience in the language classroom helped Genia learn about existing racism. Genia’s experience also helped other language learners understand how she negotiated the meaning. Moreover, Molly was criticized by her student because of the way she spoke English; however, Molly’s colleague immediately addressed the issue by advocating multilingual learners’ inner resources that means knowing more than one language is considered learners’ assets. Discussing challenging situations in the language classroom was effective since learners could understand how to negotiate racism and linguicism.

This chapter will first briefly show how I modeled the multimodal narrative practices, debriefing teaching strategy, and my sample narrative writings where I highlighted how I negotiated meaning by implementing some strategies. In this section, I will show learners’ effort to follow those strategies that I highlighted in my sample narrative writing. Then the chapter will explain how multimodal narrative practice and debriefing teaching strategy helped foster learners’ investment that is learners’ desire to practice English or to learn English more. The chapter also aims to show how multimodal narrative practices helped learners monitor their language development and manage affective difficulties. Finally, the chapter will talk about how multimodal narrative and debriefing teaching strategy supported language learners in understanding and negotiating existing racism and linguicism.

4.1 Multimodal Narratives & Debriefing Teaching Practices

The curriculum of the course was mainly designed for teaching grammar, but the aim of the course was to help language learners speak well in the USA. The textbook mainly included
grammar lessons; therefore, teachers were asked to provide scaffolding in a way that helped
learners learn the language. Multimodal narrative and debriefing teaching strategy included four
skills that combined writing, reading, speaking, and listening. Learners wrote multimodal
narratives in a shared Google doc where I, as a bilingual language teacher and a woman of color,
also wrote two sample multimodal narratives about my experiences of using English in the wider
community to make learners familiar with the form of narrative writing at the beginning of the
course. Since they wrote their narratives in a shared google doc, everyone can read each other’s
narratives. Learners were asked to write one multimodal narrative at home per week about
experiences of using English and they were also asked to reflect the multimodal narratives in the
classroom. As a language teacher, I also shared my stories and offered solutions to the challenges
they encountered in the broader community. While retelling and reflecting on their stories in the
classroom, I also asked various questions and added personal experiences that helped them
realize their inner resources. Through multimodal narrative practice, learners could write their
narratives, read their peers’ narratives, talk about their narratives in the class, and listen to their
peers’ stories. Therefore, multimodal narrative practice worked as a tool through which learners
could practice four skills of the language.

Table 5

Multimodal Narrative Practice and Debriefing Teaching Steps

<table>
<thead>
<tr>
<th>Teaching tools</th>
<th>Skills/Steps</th>
<th>Homework/Class work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimodal Narrative</td>
<td>Writing in the shared Google doc</td>
<td>Homework</td>
</tr>
<tr>
<td></td>
<td>Reading peers’ narratives</td>
<td></td>
</tr>
</tbody>
</table>
4.1.1 Modeling the Writing Assignment

The goal of the language class was to help learners speak well in the USA; therefore, I had to choose a writing prompt that was aligned with the course goals and curriculum. The writing prompt that I choose was adapted from Norton’s (2012) study and was modified based on learners’ needs and the study’s purpose. The prompt asked learners to write about their experiences of using English in their daily lives. For instance, the writing prompt asked them:

Write down a narrative about your experiences of using English this week. Focus on one specific event. When did you use English this week? Whom did you speak English to? What did you say? How did you feel about your own English? Tell us in detail and add any pictures or videos or any relevant information.

In response to this prompt, I wrote two sample narratives for the students to help them understand how to write a narrative and add multiple modes in the writing. In week 3, when I noticed that learners mainly focused on their deeds in the narrative instead of writing about their experiences of using English, I wrote one more sample narrative for them and explained the narrative in the class. In sum, I wrote three narratives that demonstrate my experiences of using English in different contexts. For instance, At the beginning of the course, the narrative that I posted was about my English experiences with a woman in a park where I went a few days back before writing that narrative. Here is the excerpt of the story-
Excerpt 1: *I did not have Ideas, but I talked*

We noticed that some people were fishing there also. The most interesting thing was that when we were sitting there, suddenly we noticed a snake in the lake. I was kind of scared to see that. But my husband and son were not scared at all. Then, one woman appeared. She noticed the snake as well. Then, I started talking to her. I had a short conversation with her, and she said that this snake was poisonous. She also told me the name of the snake which was a cottonmouth. I came to know different things about snakes from her. She is familiar with various snakes. I did not have ideas about snakes that are available here. This was the first time, I talked about snakes with an American and learned something interesting. (Week 1 - Sample narrative)

During reflecting the narrative in the class, the point that I tried to highlight was my interaction with a woman I did not know. Although I was a language teacher who was a nonnative speaker of English I had still options to learn from native speakers of English. Because of having a conversation with the woman, I learned about snakes and my willingness of having conversation showed my desire to communicate with the English speaker. I highlighted the initiative that I took to start the conversation with the woman: “I started talking to her.” During reflecting on my story in the class, I said: “It is okay if we do not have ideas. We can ask. We can talk.” (Reflection in the class). Learners expressed their concern about negotiating meaning and their fluency level in English. Therefore, I also mentioned that there is nothing to feel inferior during interaction with the people in the wider community if the topic of conversation subject is unknown. Since language learners mostly struggled negotiating meaning, I modeled a multimodal narrative writing that showed how to negotiate meaning in the public conversation.
4.1.2 Model the negotiation for meaning through multimodal writing

I wrote a multimodal narrative for them about using my English in a Subway where I had trouble understanding the menus given that I was not familiar with the American menus. Here is the excerpt of the narrative:

Except: 2: *I asked questions since I did not understand*
Last week my husband, my son, and I went to Ohio state. It was a long drive for us. We started our journey at 5:30 am. My husband drove the whole way. We enjoyed watching the natural beauties. I made some breakfast and took that with us. Then, we stopped at a subway around 1:00 pm when three of us were hungry. So, we decided to have lunch in the Subway. My husband and my son were waiting, and I went to order for food. But I found that I am not familiar with the types of food that they had. This is because I usually do not go to the subway. Then, I checked the menu and decided to order a Tuna Sandwich. So, one of the employees of the Subway asked me, ‘do you want 12 inch or 6 inches?’ I said 6 inches although I did not have clear ideas. Then she said, ‘which bread do you want?’ I could not tell the name of the bread. Because I do not know what type of breads they had. But I got an idea. I asked her ‘what type of breads do you have’? Then she told me different names like “Italian, honey oats, and Italian herbs and cheese etc.”. These are the breads that they have. Then I choose a honey oat. Again, she asked my preference for cheese. I could not tell her properly. She was looking at me weirdly. I was thinking for a while. Then I said any type is fine. She then asked what type of sauce I preferred. Luckily, I was familiar with different sauces. So, I told her to add honey mustard and some light mayonnaise. They had different varieties like honey mustard, ketchup, BBQ, ranch, and chili sauce etc. She also asked me about toppings. I told her to put lettuce, tomatoes, and onions.
Overall, my experience about using English in the subway was not very good since I was not familiar with the menus. And I was not a regular customer of a subway. But it is okay. Now, I know all those names of the breads and sauces. (Sharmin, multimodal narrative week 3)

The above narrative helped understand a challenging context that a nonnative English speaker may face. My narrative offered some possible solutions that learners could take during having conversation with the English speakers. The strategy that I used helped me continue the conversation with the lady in the subway. My strategy was to ask questions about the things that I was not familiar with: "But I got an idea. I asked her, 'what type of bread do you have'? Then she told me different names like "Italian, honey oats, and Italian herbs and cheese, etc.". ‘Asking question’ strategy helped learners understand that nonnative English speakers have the right to ask questions if they do not understand, and by doing so, one can continue the conversation. The strategy aligns with Darvin and Norton’s (2015) study where they claim that nonnative English speakers have right to speak and right to be heard. I positioned myself as a language teacher and a nonnative English speaker who had the right to speak and the right to be heard. When I reflected on this story in the classroom, I also mentioned, "It is okay if we do not understand. We can ask them to explain". Here I used the pronoun "we" and 'them' which presented ‘our in-group’ immigrant identity and the ‘American identity’. When a teacher uses the pronoun 'we' in the classroom, learners feel included, valued, and worthy in the community. If learners can claim their legitimacy in a context, they can invest more in their learning (Darvin, 2020). Learners'
multimodal narratives showed that they applied the strategy of asking questions during a conversation with the target community's people. The strategies that I used in my conversations with the English speakers were:

**Table 6:**

*Conversation strategies modeled*

<table>
<thead>
<tr>
<th>Willingness to have conversation (Investment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking Question (Negotiate Meaning)</td>
</tr>
<tr>
<td>Engage community members in conversation (Repair breakdown)</td>
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<tr>
<td>Not feeling inferior if the topic is unfamiliar (Feel confident)</td>
</tr>
</tbody>
</table>

In my sample narrative writing and reflections in the classroom, I put stress on my willingness to have conversation that inspired me to ask questions to the speakers of other language; therefore, the strategy helped engage in the conversation and negotiate meaning. The multimodal narrative practices and debriefing teaching strategy also created an opportunity to speak both in the classroom and outside the classroom where nonnative English speakers face implicit language ideologies and various challenges like racism and linguicism.

4.1.3 *Facing implicit language ideologies in public conversations*

In week 4, when learners shared their multimodal narratives and reflected on their stories that are about various challenges that they faced outside the classroom, I also connected one of the stories about my husband's experiences of using English in a superstore that showed implicit language ideologies in public conversations. I said:
Excerpt: 3

You Speak English!

T: One day my husband and I went to a superstore. We were in the auto parts section and we were looking for an item for our car. One of the white women was also in the same section and was looking around. Then she suddenly said, “You speak English!”. This statement made my husband felt offended. My husband is doing his PhD and he is also teaching here. Then, my husband said “I speak in 8 languages. How many languages do you speak in?” Then the lady was staring for a while and did not answer. You can face different types of challenges. It is always good to talk and explain. My husband had been teaching English for last 10 years and see he heard the question about speaking English because of his appearance. Because he is not like an American. (My reflection in the class, July 31st)

The above excerpt shows the existing implicit language ideology that English speakers have about people of color who may not speak in English and this ideology leads to inequality in society. The white woman’s ideology reflected linguicism, which refers to beliefs or ideologies that discriminate against human beings based on language, color, and race. The ideology regulates the unequal division of power between people based on how they use language (Dovchin, 2019). Such discrimination deteriorates immigrants’ sense of belonging in the community. Multilingual learners’ shuttle between different languages or varieties of languages, which is not considered their asset, is seen as their liability (Wei, 2018). As a language teacher, I tried to make them aware of their inner asset and resources by saying: “my husband said, “I speak in 8 languages. How many languages do you speak?” Knowing more than one language is an asset for a multilingual learner. The above excerpt also helped them understand not to remain silent if they face any challenges since they have the right to speak. Discussing lived experiences of using English in the wider community is essential in the language classroom to empower adult immigrant language learners. The participants of this study also had a very similar experiences and they could use the strategies that they learned to negotiate the meaning.
Molly and Amy developed agency to negotiate meaning in the public conversation. Molly had effort to negotiate the implicit language policy. For instance, she said-

Excerpt: 4

I Knew How to Order

One day, I was in a diner with a friend and was looking at the menu that the clerk asked me what was my order and I said wait a moment, my friend turned to him and said it was because I could not speak English. patience. I immediately corrected her. That I was just choosing, but knew how to order… I felt like a disability. But until the request came, it was my friend who went wrong. (Molly, Multimodal Narrative Writing)

In the above excerpt of narrative, Molly explained how she negotiated active linguistic discrimination that hurt her feelings. She talked about one of her American friends who critically positioned her as a non-proficient person in front of an attendee of a restaurant during having dinner: “I said wait a moment, my friend turned to him and said it was because I could not speak English. patience. I immediately corrected her. That I was just choosing but knew how to order”. Molly’s friend viewed her as marginalized, with little to no proficiency in English. Molly took time to order food as she was busy with choosing the menu; however, her friend assumed Molly was taking time because of not knowing how to order food. In this context, Molly’s friend indicated that Molly had little a power to maintain the conversation with the attendee of the restaurant. This is an example of implicit language ideology that English speakers have towards people of color. Molly felt disabled after being critically judged by her American friend. Molly’s American friend viewed her as less intelligent and unable to speak English. This ideology hurt her feelings as she mentioned she felt disabled. Such ideology blocks learners’ entry into the external community since learners remain under pressure when they speak and face discrimination because of their language, color, and race. The narrative excerpt reveals that
Molly was positioned by a powerful other (Darvin and Norton 2015) who played the role of a gatekeeper of the communicative context. Molly, however, recognized and asserted her as a legitimate member of the community by immediately correcting her friend: “I was just choosing (the menu), but knew how to order.” Her statement about correcting her friend also asserted her skilled identity as L2 speaker, and her approach helped her become a legitimate member of the community. Molly’s example echoed with the sample narrative that I wrote for them about my husband’s experiences that shows implicit language ideology. Therefore, multimodal narrative practice and debriefing teaching practice helped learners understand how to negotiate implicit language ideology. The sample multimodal narratives also helped learners understand how to negotiate meaning by asking question.

For instance, Amy hardly found people who had patience to listen nonnative English speakers; therefore, she applied the strategy of asking questions. In one of her multimodal narratives, Amy explained her strategy of asking question that she learned from the classroom practice. She said:

Excerpt: 5
“I Asked her to Repeat the Question”

Last Sunday in the morning my husband, daughter and I went to the zoo. When we arrived there we soon went to see the lions and a thing caught our attention. The lioness looked a men and made a noise like she was going to attack the man.

The man left and we continued there. I was taking a picture when a woman approached and she asked me something. I had understood that she had asked me the following question: “could you take a picture?” but in fact I only understood the name photo. So I answered: “yes”. I saw that she looked at me weird and walked away. I apologized to her
and I said I didn't understand English very well and I asked her to repeat the question again. Then she asked me again: “Am I on the way of your picture?” I said no and we smiled. My husband was by my side but just watching, so I told him that I didn't understand the first time she spoke. So he said she asked you the following question. “Am I on the way of your picture?” Then we smiled at what had happened. I felt a little embarrassed that I gave an answer without understanding the whole sentence. (Amy, multimodal narrative writing)

In this excerpt, Amy talked about asking questions when she failed to understand a woman she met in the zoo. She asked the lady to repeat the question since she did not understand her: “I did not understand English very well, and I asked her to repeat the question. Then she asked me again: ‘Am I on the way of your picture?’ I said no and we smiled”. Here, Amy attempted to overcome the comprehension problem as she requested for clarification. In Second Language Acquisition (SLA) theory, this is an example of ‘Negotiation for Meaning’ that refers to the “process by which two or more interlocutors identify and then attempt to resolve a communication breakdown” (Ellis, 2003, P. 346). This is important to mention that the overall context changed when Amy asked her to repeat the question. First, Amy failed to answer since she did not understand the woman’s question; therefore, she looked “weirdly” at her. This ‘weird’ gesture is an example of paralinguistics feature that is an aspect of spoken communication and includes body language, gesture, facial expression etc. This is a type of feedback that led to noticing a language gap; however, this type of feedback helps language learners understand whether the speech was comprehensible or not. As soon as Amy applied the strategy, the woman repeated the question which Amy could answer, and both “smiled.” It shows that if learners know how to negotiate meaning and are aware of their right to speak, they can ensure successful communication and can repair a breakdown communication. Amy’s asking question illustrated that she employed cognitive strategy which is one of the preferred strategies that intermediate language learners tend to use to comprehend the meaning or to solve problem
(Kazemi & Kiamarsi, 2017). Amy asked the lady to repeat the question which also manifested that she had willingness to communicate which is an example of her investment. Amy was able to repair a breakdown communication by asking a question as it is ‘rare occasion that native speakers would…repair a breakdown communication’ (Norton, 2013, p. 147). Her immediate response and asking question strategy which she learned from the classroom practice reflected her continuous effort for language learning.

In this context, second language acquisition takes place as a participation that is a process in which learners become a member of a particular speech community where learners engage themselves in various settings. The multimodal narrative practice and debriefing teaching strategies not only helped language learners learn how to negotiate meaning but also helped foster learners’ investment in language learning. Investment means learners’ desire to engage themselves in social interaction and community practices. The multimodal narrative practices created a space where learners could talk about how willingness to have conversation and asking question can help negotiate meaning. Applying those strategies in regular conversation, writing multimodal narratives about the experiences of using English, and reflect on the narratives helped foster learners’ investment in language learning. The notion investment in SLA has become synonymous with language learning commitment and is based on learners’ intentional choice and desire. In this view…They (learners) can exercise agency, claim their right to be heard, change perceptions and institutional prejudices, and strive to become whoever they want to be” (Norton, 2013, p. 195).

4.2 Learners’ range of Investment and Shifting Identities

Multimodal narrative practices reveal learners’ lived experiences of using English and changing desires to engage themselves in social interaction. When learners started engaging
themselves in social interaction, their identities also shifted from dependent to independent, less confident speaker to more confident speaker, monolingual speaker to bilingual speaker at home, and introvert language speaker to an extrovert speaker. Language learners’ identity regulates and influences the language learning effectiveness, outcomes, and language learning process (Teng, 2019).

4.2.1 Molly- From a dependent to an independent learner

Multimodal narratives and interview data revealed Molly’s intentional choice and desire to engage in social interaction and community practices over time. Multimodal narrative practice and debriefing techniques in the classroom created a space where Molly could deliver her lived experiences of using English and reflect on her narratives since the practice asked learners to share and reflect on their English experiences with their classmates and me as the teacher. Molly lived in the USA for three months during collecting data and noted that she could not speak “English very well” at the beginning. During having an interview with her, she mentioned:

Excerpt 6:

“I do not speak very well”

Teacher: What did you do when you were in Brazil?
Molly: My in my country umm I and my husband in my house and I was a teacher for Mathematica.
Teacher: Mathematic?
Molly: Yes. And I was analyst at the company
Teacher: O good. So, tell me your feeling about your job
Molly: I happy and I was very happy in the class.
Teacher: In your teaching job?
Teacher: Okay, can you tell me why did you come to Memphis? Or how did you come to Memphis?

Molly: My husband umm he has job in Memphis umm, but I go only school English. But I do not speak very well (laughing)

Teacher: What was the most difficult thing that you found after coming here?

Molly: It is language it is very difficult for me. But I do not like English. I never like English. The culture was difficult for me.

Teacher: Can you remember any story that happened after coming to USA?

Molly: In the moment nit usually. I stay, talk, and go in the places only with my husband.

Teacher: So, you always need your husband’s help to go to different places?

Molly: Yes. I do not live the moment. Because he speaks English very well.

Teacher: You already said that you do not like English. So, how do you feel when you speak in English?

Molly: No confidence. No, I am not because my first people confident is Amanda who speaks Portuguese (laughing). The People in the US is very friendly but not friends in full time. I like it when understand the people... In the moment I feel difficult. I worry. I need talk to people. I love to talk

Teacher: What is your future plan?

Molly: I depend on my husband. I my plan is to go back to my country and work as a teacher. It is very difficult for me it is painful to live here without working.

(Interview, July 5th, 2019)
While Molly was a mathematics teacher at a school and an analyst in a company in Brazil, which gave her much financial solvency and social standing, she felt depressed when she realized she had no capital or job in the USA, and she needed to depend on her husband, “I depend on my husband… It is very difficult for me. It is painful to live here without working.” Molly was highly valued in her country as she had financial solvency and social power. She desired to get a job that indicated her desire to become a valued member in the host community. Molly used to depend on her husband for communication as her husband had a job and knew how to speak in English. Molly presented her dependent identity and her psychological condition, which shows she had trouble because of her less proficiency in English at the initial stage: “It is language. It is very difficult for me”. Molly mentioned in the above excerpt that she did not “like English” which reflected her historically constructed relationship to the target language. She was not attached to English language while she was in Brazil. However, she thought she needed to “talk to people” to improve her English. This statement showed Molly’s intentional choice and desire to interact with the people of the host national. This intentional choice or desire is different than the notion of motivation that means having “unitary, fixed and ahistorical personality” (Norton, 2008, p. 3). Norton observed that high levels of motivation did not necessarily ensure good language learning and motivation theory did not emphasize on the unequal relations of power between language learners and target language speakers. Therefore, Norton developed the construct of ‘investment’ that refers to learners’ socially and historically constructed relationship with the target language and their ambivalent desire to learn and practice it (Norton, 2012). Although Molly was not historically connected to English, she wanted to invest in English language since the language practice will help her acquire a wider range of symbolic and material resources and connect socially (Norton, 2015). Molly wanted to have a job, which is
material resources, and she knew that she needed to be proficient in English language which is considered symbolic resources. Moreover, symbolic and material resources will help increase the value of social power. Molly had desire to invest; however, she found that interacting with host nationals is not easy since she had hard time finding “full time friends” who speak in English and could help her practice the language. Molly’s statement in line 18, “The People in the US is very friendly but not friends in full time,” also reflects existing social class power in which immigrant language learners struggle building friendship with the English language speakers because of their language, race, and social class difference that also impact language learning. Although initially Molly had trouble finding American friends, she did not stop investing language learning.

Molly’s written multimodal narratives revealed her initiatives to interact with the people of English speakers although she used to be with her husband most of the time when she went outside. Molly had trouble ensuring a comprehensible conversation; however, she put effort to avoid breaking down the conversation. She said-

Excerpt 7:

*Conversation was not successful initially*

This Saturday, I and my husband are famed for the city of Little Rock that is in the city of Arkansas. We left the house at 8:30 a.m., so as soon as we arrived, we went to have breakfast at The Corner, a nice restaurant. We ordered two pancakes, for my husband a coffee and for me an iced tea. It was all flowing very well, but I asked for more tea the waiter the same understood but discovered that the culture of this restaurant and the customer if they serve the drink, so I went to fetch the tea. Arriving there were two teas at my disposal to me and the waitress we had to converge below:
Me: How do you say shrimp? (Pointing to the teas)
Waitress: Shrimp?
Me: What, how do you say shrimp?
Waitress: I like shrimp, but we do not have it here.
Me: I'm sorry, sugar?
Waitress: Ow, which one is sweet?
Me: That.
I thanked her and left happy to have my sweet and cold tea. Lol

(Molly’s multimodal narrative, week 3)

In Week 3, Molly wrote about a short conversation with an American waitress in the restaurant where she went with her husband (Excerpt 7). It is important to note that the excerpt shows how Molly took the initiative to interact with the waitress, although her husband (the stronger English speaker) was with her. Her interaction with the waitress reflects her desire and effort to use English with members of the target language community. In this context, Molly applied the strategy of ‘willingness to communicate’ that we discussed in classroom practice, and I showed the strategy in one of my sample narratives that was about my conversation with lady in the Shelby farm park. In my sample narratives and reflection, I highlighted my willingness to speak English with the English speaker and how I asked question when I was not familiar with the species of the snake that I saw in the lake water. Here Molly pronounced the word “shrimp” for ordering “sugar”; therefore, the communication was not successful initially. However, Molly kept trying and could tell the word properly. Molly could avoid having a conversation with the waitress since her husband was there (as she noted above in Excerpt 7), but she chose not to remain silent, reflecting her growing interest in practicing the language. Molly’s effort shows her willingness to communicate and practice English with the English speaker.
Moreover, the photo mode that she added in her narrative was taken in the restaurant and this mode helped her recollect the events and write the events. The photo mode worked as familiar tool that helped her write the real-life events. The mode also demonstrates the validity of the narrative that they went to the restaurant.

As a researcher, I can see Molly’s range of investment that started developing since she tried to make the conversation a successful one. Moreover, the narrative also revealed how her symbolic capital (knowledge, language, friendship etc.) was also increasing. She already had pre-existing knowledge about restaurant’s culture that she brought with her from her country, Brazil where waiters mostly serve the food in the table. Her narrative demonstrates that she learned a new culture of restaurant and this knowledge is her new symbolic capital. As a learner, Molly could also realize that she learned a new restaurant culture of collecting food. However, as a language learner she could not realize that her agency and investment started developing. For example, although her husband was with her, she did not remain silent. She kept speaking until the conversation was successful. Her effort for making the conversation successful demonstrates her desire to practice the language or her commitment to learn the language.

Molly revealed her progressed investment and new identities in one of her multimodal narrative writings where she demonstrated a tremendous shift in her perception of herself as an English speaker. She noted:

Excerpt: 8

She said I communicate very well

When my husband and I arrived in Memphis, we received assistance from Mrs. Corole (Carole) hired by the company my husband works to help us in the beginning. Corole (Carole) took us to the sights. But in all situations my husband was with me and always translated everything. After Corole (Carole) for knowing that I stay home alone invites
me out, but as I don't speak English well, I always refuse. This Thursday I decided to accept and to our surprise we had a great afternoon together. We went to two stores that I like and then to the museum. I do not like it very much, but she does. We talked a lot about various subjects: Marriage, children, work, future, and she, besides understanding me, praised my English. She said I communicate very well. Of course, I need to learn how to conjugate verbs and broaden my vocabulary, but I already know if I like something or not. I was very happy. Under the view folder and my favorite photos. (Molly-Written Multimodal Narrative, August 11th)

Here Molly feels happy that someone feels she can “communicate well” in English that is example of comprehensibility. Molly’s initiative to spend time with Carole is considered investment in language learning as she chose to spend time with Carole for practicing English. The above narrative reflected her intentional choice when she decided to accept Carole’s invitation: “I decided to accept and to our surprise we had a great afternoon together”. Molly’s decision of going outside without her husband for the first time revealed her growing self-reliant identity as she was fully depended on her husband from the beginning and she mentioned that during having interview with her: “T- So, you always need your husband’s help to go to different place? M- Yes, I cannot live a moment” (Interview, July 5th). The above narrative also shows her transitioning identity from a dependent to a self-reliant person as she said: “In all situations my husband was with me and always translated everything. I stay home alone (and Carole) invites me (to go) out. I do not speak English well. I always refuse. This Thursday, I decided to accept (Carole’s invitation)”. The statement also revealed her growing authority as she started gaining the power of making decisions which helped her get access to a person who was an English
speaker with whom she spent around three hours. Initially, Molly could not decide anything since she depended on her husband; however, her desire or commitment to learn the language helped her choose to spend time with an English speaker without her husband’s help. When Molly decided to spend time with Carole, her identity and confidence level had shifted from a dependent, less confident learner to an independent, confident learner.

Further, pronoun choice or pronoun shift in the narrative represents an individual’s identity construction and agency, and pronoun switching ‘indexes relationships between the narrator and other participants.’ (De Fina, 2003 p.53). Molly’s pronoun choice ‘my’ and ‘I’ and pronoun shift from ‘I’ to ‘we’ in the above-mentioned narrative signals her shifting identity. By using the pronoun ‘I’ and ‘my’ in the sentence, “…my husband was with me and always translated everything. I stay home alone…,” she portrayed her relationship with her husband who used to translate everything for her, and she evaluated herself as a dependent person who had low confidence in English and had to rely on her husband. The pronoun choice shifted from ‘I’ to ‘we’ in the next sentence: “This Thursday I decided to accept (Carole’s invitation) and to our surprise we had a great afternoon together. We went to two stores…”. The statement ‘we had a great afternoon together’ shows her good relationships with Carole. Here, the pronoun ‘we’ shows her group identity as well as her relationship with the person of the target language. The statement ‘we had a great time’ indicates her friendly relationship with Carole with whom therefore Molly could talk about “marriage, children, work, and future”.

By using the pronoun ‘I’ in the sentence ‘I decided to accept…’, Molly also showed her agency which means she could take the decision independently. Her less confident and dependent identity had changed at the time when she decided to spend time with Carole and received appreciation from her: “She (Carole) said “We talked a lot about various subjects:
Marriage, children, work, future and she, besides understanding me, praised my English. She said I communicate very well”. When Molly received acknowledgement about her using of English language from a person of the host national, she felt motivated to practice the language more as she stated: “Of course I need to learn how to conjugate verbs and broaden my vocabulary ... I was very happy”. Molly’s interaction with Carole played a vital role since she received support from an English speaker. Molly’s narrative showed that she was understood by Carole and that means Molly’s language was comprehensible and that can be considered symbolic resource which means she was on the process of learning the language and people started understanding her. Here, Molly invested in language learning as she wanted to see herself doing job which would help increase her cultural capital and social power (Darvin and Norton 2015). Molly’s desire for learning the language and appreciation from a host national helped her invest continuously. The theme of the above narrative revealed her identity, language development, and her desire to learn the language (Riessman, 2005). The structure of the narrative portrayed one of the turning moments of Molly’s life that is when she took the initiative to have a conversation with Carole. From that moment, Molly started investing in English widely since she received support from a host national.

As a researcher, here I found how Molly’s agency and investment started growing at this stage. She could make the decision of going outside without having her husband and this is an example of her growing agency. Because of spending time with Carole, Molly also built a friendship which is the symbolic capital that she could not recognize as a language learner. As a researcher, I also noticed her increased investment in language learning as she had a successful conversation with Carole for several hours. Her desire to practice English with the English speaker denotes her investment or her commitment to learning the language. As a language
learner, Molly realized that her language started improving as she communicated well as Carole understood her.

The photo mode that Molly added in the above narrative also portrayed her identity. In her writing, she mentioned that those photos were her favorite images that she took during visiting the museum with Carole. By adding the photo of a painter, she revealed information that she learned outside the classroom. The photo mode reflects the reality, experience, and information (Yang & Zang, 2014). The photo mode also represented her ‘Functional identity’ (Veum et al. 2020; Leeuwen, 2008) which refers to an individual’s actions and relationships with the world. The photo showed Molly’s activity of learning about a person who is a painter. Molly emphasized her action and explained what she did as she highlighted the information in the classroom when she reflected on her story: “This is Kate Freeman. She is an American Painter. In the Museum, they expose this picture. And other two pictures are my favorite. I took this picture in the museum” (Reflection on Multimodal Narrative in the class, Molly). She was the ‘doers’ of an action as she took the photos (Van Leeuwen, 2008), and she explained what she learned about Kate Freeman which is an action. She chose to add those photos because those seemed informative and symbolic to her. The visual mode also allows Molly to talk about her lived experiences in the classroom and this tool helps “stretch her thinking” (Early and Marshall, 2008) during speaking in the classroom. The photos that she uploaded were relevant to her story and indicated she learned something new about an American painter. By adding the photo mode in the above narrative, Molly revealed her knowledge about the culture of the target society. It is important to mention that Molly came to the language classroom with a capital which was her knowledge about her own culture, history, and language. In this context, the choice of her image in the above-mentioned narrative is contributing to the additional meaning of the narrative. The
photo mode indicated her new knowledge about a new culture which is considered her new ‘symbolic capital’ that she acquired recently and portrayed in the narrative. By adding the photo of a painter, Molly emphasized her interest in cultural aspects as she said, “my favorite photos”. Additionally, during writing the narrative about her lived experiences, the photo mode worked as a tool that helped Molly recollect the events that took place on the day when she spent time with Carole. During interpreting the photo in the classroom, she introduced a new character which is one of the important aspects of narrative. Therefore, the photo mode created a space for her to talk more in the classroom. Overall, the photo mode helped her recollect the events during writing and telling the narrative.

Additionally, in one of her multimodal narrative writings she used a photo mode that created an opportunity for other language learners in the classroom to engage themselves in the conversation. The photo that she added in her narrative was relevant to the Bible:

Excerpt: 9

**I like my new Class**

Last week I attended a new English class at the Baptist church. But my beginning was not very good, because the church test is so different. These are just questions about a picture. It's not a problem for me, but I didn't understand the first question and the person in charge put me at the basic level. People in the class are studying "My name is ...", object names and colors. So I talked to him about class change and he changed last week. I like my new class, but in the last class my teacher told me about changing classes again because the level is too easy for me. I'm going to change next week and I don't know what to study in my new class, but there is a way to study. First we study grammar and conversation, and then we study the Bible. I love studying the bible because I know the text and it is easier to understand about the text.

Below pictures of my second Bible passage that was studied.
In the above narrative, the image that Molly added not only supported her writing but also helped recollect the events that happened in her new classroom. By adding the photo, Molly also visualized how learning took place in her new language classroom and supported her narrative as she said “these are just questions about a picture. It's not a problem for me”. The image enriched the text and offered something more than the text offers since the photo mode reminds us of the Bible story that was embedded in her written narrative. Additionally, the photo mode created an option for all learners in the classroom to talk about the mode in detail. She illustrated the picture in the classroom and mentioned that the picture was from the Bible and it became easier for her to understand the story given that the photo was familiar. She said:

Excerpt: 10

*The Story is about Miracle*

Molly- The picture is from the Bible. Because it is more easy to understand the story. My teacher in the church find the picture for us. The story is about miracle, fish, people, and peace in the Bible. Do not fish in this year, Not fish in the sea. After the miracle, there are a lot of fish. Jesus loves the people”

T- So, how do you feel when you talk about photo?

Molly-It is more easy. I know the picture. Sometimes I am tired of thinking.

T- Okay. Yes, the story sounds very interesting. Isn’t it?

Amy: Yes, whole night they did not find any fish. But after the miracle there is a lot of fish.
T: Right. I think the story is not just about miracle but also about God’s power and human beings’ faith upon God. If people follow God’s command, they will be rewarded.

(Molly, Amy, & Teacher September 2nd, 2019, reflection on Molly’s narrative in classroom)

When she explained the photo mode, other participants could participate in the classroom discussion, and they could jump to a new story. The photo mode signified a message and visualized another full story from the Bible. An important, meaningful religious story was embedded in a single image, making the audience think about it further deeply. Other participants and I could add information when Molly talked about the image. This is an example that shows how photo mode created more opportunities for language learners to speak in the classroom. For instance, Amy added the information about miracle: “Whole night they did not find any fish. But after the miracle there is a lot of fishes”. I also tried to add the message of the story: “I think the story is not just about a miracle but also about God’s power and human beings’ faith upon God. If people follow God’s command, they will be rewarded”. Using a familiar mode helped learners explain the story in the classroom. Learners engaged themselves more in producing fresh stories when language classrooms include familiar modal resources (Setin 2007). In this study, familiar photos and experiences helped learners invest in the language classroom learning. The data of this study shows that if the event and photo modes are familiar to the learners, they feel comfortable to talk and write about that. Learners high confidence level can motivate them to invest further in language learning and gaining agency.

The above-mentioned narrative helped me identify Molly’s language development as she narrated the story about the changes of class from beginning level to upper level. As a student, Molly could also understand her own language development as she said the class level was very easy for her. Writing narratives about using English in everyday life helped me and learner
monitor language development. Moreover, I also understand, how familiar text and photos positively impinged language learning as she talked about the positive aspects of studying Bible since the text was familiar to her. Similarly, I noticed that writing about everyday experiences helped them develop the language since they could write and talk about the events that they experience with. Additionally, I found that the familiar photo mode that Molly added from the Bible helped all language learner engage in the class discussion which was how they developed their language.

Molly’s multimodal narrative practice and critical reflection on the narrative also revealed how her investment helped her gain full agentive capacity. She wrote:

Excerpt: 11

I gained Autonomy

As a final text, I should highlight the many times I talk to different people. Today I have contact with Americans all day long. After starting my job, I got a lot more than a job. First I gained autonomy, I can go wherever I want. So I have opportunities. And I realized that when I'm alone, I can communicate much better. People who know more about prey or unwillingness to expose you to error will not let you develop. .... Every day before work, I go to a coffee shop, buy different coffees and test my English, I know I can order it. I know that every day we are learning, and I have heard from many Americans that they understand me very well and that makes me feel good. So is to continue studying and practicing.

And I think for those who know, I think it's cool to wait for someone to ask for help, so they can develop more. After all you don't know if that is her only opportunity to practice.

(Molly, Written multimodal narrative, Sept 6th)
The narrative depicted that Molly's self-determination capacity had changed after having a job. She said: "I gained autonomy" which means she was once dependent on her husband as already mentioned above, but now she gained authority to make a decision. With the changing of identity, Molly's position and authority also changed. The job created various opportunities for her: "After starting my job, I got a lot more than a job. First, I gained autonomy, I can go wherever I want. So, I have opportunities". Molly also highlighted that material resources like job or money could create more opportunities, and learners' investment in language learning can ultimately bring opportunities. When Molly managed a job, she could invest more in language learning as she said she continued having a conversation with Americans all day and she realized she could communicate much better: "Today I have contact with Americans all day long… And I realized that when I'm alone, I can communicate much better". The narrative reflects Molly's investment that locates at the intersection of identity, capital, and ideology. Darvin and Norton (2015) proposed, in their model of investment, that "learners invest in particular practices not only because they desire specific material or symbolic benefits, but also they recognize that the capital they possess can serve as affordances to their learning" (p. 46). As learners' identity, ideology, and capital are intersected, they value each construct that determines power in the society. After managing a job, Molly’s identity had shifted, her opportunities to learn English was increased, and her agentive capacity was changed.

Moreover, the photo mode of a coffee reminds her the days when she used to go to coffee shop almost every day without having her husband. The photo mode reflects the validity of her narrative about buying coffee every day. Additionally, the photo mode reflects her action in the real world around her as she said, every day she used to go to coffee shop to test her English. By adding the above photo mode, Molly emphasized that she knew how to order various types of
coffee which reflected her agency and language development. Here, Molly adopted the photo mode from the internet to support her narrative. The visual mode helped enhance the text in terms of representing her ideas about language learning. The image that Molly uploaded does not entirely mean that she loves coffee, rather she bought coffee to test her English. In the narrative, she did not mention that she goes to coffee shop because she loves coffee, but she goes there to monitor her language development. Thus, the image and the narrative text enhance each other to represent ideas (Guzetti and Wooten, 2002).

The above-mentioned narrative helped me recognize how her agency developed significantly and how her language learner identity shifted from a dependent language learner to an independent language learner. As a language learner, Molly could realize the development of her agency. However, as a researcher, I found how capable she was in making decision and how independent she was as she did not have to rely on her husband in terms of making decisions, or going outside, or communication with the people of the target community. As a language learner, Molly noticed that she could communicate much better which is an example of language development.

In conclusion, the data shows us how multimodal narrative practice fostered Molly’s investment or desire to practice English or learn English more in the classroom settings and outside the classroom. The photo mode specifically created an option to practice more English in the classroom. She also practiced English with Carole and had the desire to speak English whenever she had the opportunity. The data also reflects how her identity changed from a dependent language learner to an independent language learner, and how her agentive power increased gradually because of her continuous investment. Moreover, in the case of Amy, the
multimodal narrative practices also helped foster her investment and change her identity from a less confident speaker to a more confident speaker.

4.2.2 Amy - From a less confident speaker to a more confident Speaker

Amy, like other learners, came to the language classroom with the hope of acquiring symbolic and capital resources such as “speaking better English and getting a job in the USA” which she mentioned during her interview (July 2nd, 2019). Amy’s multimodal narratives and classroom reflections showed her continuous desire to learn the language and her shifting identity from a less confident speaker to a more confident speaker. During her interview, she revealed her low confidence as an English speaker:

Excerpt: 12

I stayed one year inside my house-

Teacher  Okay, what is your first language?
Amy       Portuguese.
Teacher  Good. When did you first come to USA?
Amy       Umm last year…
Teacher  What did you do back in your country?
Amy       About work? Job?
Teacher  Right.
Amy       I worked in hospital.
Teacher  Okay. So, tell me how you came to USA or why did you come to USA?
Amy       Because my husband change job. Here I think more opportunity.
Teacher  More opportunity here?
The above excerpt showed the struggle that Amy faced because of her low proficiency in the English language; however, she came to the USA with the hope of having more opportunities: “More opportunity here”. This statement proves that Amy came to the language classroom with the hope of acquiring resources such as symbolic and material resources (Norton, 2015).

Although Amy came to the USA with the hope of receiving more opportunities, she had to stay
inside the home for one year since initially she did not have symbolic resource, such as, language proficiency: “I stayed one year inside my house”. She was highly valued in her country as she had material resources or job over there which means she had power and freedom; however, she felt imprisoned inside her home after coming to the USA given that English was the most challenging part for her. The important point that Amy mentioned in the above excerpt is that initially, she did not receive support from the host nationals. This is one of the differences between Amy’s and Molly’s experiences. Although Molly did not have any American friends, she received support from Carole and could make a friendship with her. However, Amy mentioned in the above excerpt: “people do not have patient (patience) to talk to me”. This statement showed her ideology about the people who ignored her because of her language proficiency. This ignorance often occurs because of how immigrants use the language and their colors and race (Corona and Block, 2020). In this study, multimodal narrative practices worked as a tool that facilitated social interaction and active participation in the learning task. Multimodal narrative practices (writing about the experiences of using English, adding modes, and reflecting on the stories and modes) created an option in which Amy could further reflect on various challenges that she faced in her everyday contexts during having conversations. For instance, in one of her reflections on narratives, she explained why people of the target community do not have patience. She said:

**Excerpt: 13**

*People do not have patience-*

Amy  Other people do not have patience. Molly had that luck because people are patient, patient with her. I cannot find people have patience with me. I don’t have. But I try when I walk in the street people come and talk a little bit. But when they see she don’t speak well then okay see you (showing bye by shaking her hand
Teacher: My suggestion for you is never give up. If you do not get the point, you can ask like hey would you please repeat, or would you please speak slowly?

(Amy, classroom reflection, August 14th)

The above excerpt revealed that Amy was going through challenging experiences as she said, “I can’t find people have patience with me”. Amy compared to her own experiences with Molly's experiences: "Molly had luck because people are patient, patient with her. I cannot find people have patience with me. I don't have. But I try when I walk in the street people come and talk a little bit". These statements show how multimodal narratives created a platform where learners could reflect on their own experiences and evaluate their peers' experiences. Multimodal narrative and debriefing teaching practices facilitated active language learning and interaction in the language classroom. Amy's statement reveals that immigrant learners always do not receive the same treatment from the target community's people. Molly received support from the host national, while Amy did not receive it. Here Amy is evaluating others from her perspective, and she found that people resisted interaction (Norton, 2012) because of her lack of confidence in English. However, Amy learned various strategies from other learners’ multimodal narratives, for instance, Molly’s narratives showed her ways of communication with the members of the target community. Molly used to communicate with the English speakers whenever she had the opportunity as she was not worried about her confidence during speaking with people, she had desire for communication, and she became aware of her rights to speak. Amy learned from her peers and teacher how to address the situation if she did not understand as I said: “My suggestion for you is never give up. If you do not get the point, you can ask like, “hey, would you please repeat, or would you please speak slowly””. Amy applied the strategy as she asked the lady who was in the zoo to “repeat the question” which ultimately helped her make a successful communication that she revealed in excerpt 12. Although she felt embarrassed initially because
of not understanding the question, immediately she positioned herself as a legitimate language learner as she asked question and tried to repair the communication. Her initiatives also indicated she was active to the task of language learning which is one of the important techniques of a good language learner (Norton and Toohey 2001). Here, Amy did everything that a good language learner does; however, she felt she was not enough competent to carry out a successful conversation. Therefore, Amy’s psychology about her own confidence was also responsible for blocking her investment in language learning. As I already mentioned that learners engage themselves more when they find familiar modal resources in the language classroom. For instance, when learners find a familiar photo mode in the classroom, they feel more comfortable to talk about that mode. In this study, multimodal narrative practices and debriefing teaching strategy combined familiar multimodal resources in the language classroom where learners could narrate their daily lived stories and explain familiar photos relevant to their stories. Known stories and familiar photos helped Amy engage more in the classroom language practice. For instance, Amy mentioned in one of her class reflections that “The exercise (multimodal narrative practice) helped me a lot. Because I write, I talk about something I know or I did” (Amy, classroom reflection). Here, Amy highlighted the affordances of multimodal narrative practice in the classroom as the practice ‘helped’ enhance her confidence. The statement proves that storytelling in a digital tool can enhance learners’ motivation to use the language both inside and outside the classroom (Reinders, 2010). The above statement also echoed with previous findings that using familiar modes help language learners engage themselves more in the language classroom.

The above-mentioned debriefing teaching excerpt that demonstrated Amy’s ideology about receiving help from English language speakers in terms of making successful conversation
helped me and Amy understand that English language learners do not always receive support from the English speakers. However, as a researcher, I could realize the reasons behind not receiving support from English speakers after reading her written narratives. The reasons were Amy’s lack of confidence and not knowing the strategies to use during conversation with the English speakers. In the classroom, I noticed that Amy could speak spontaneously but when she used to speak with the English speakers outside the classroom, she was not confident enough to continue the conversation. Revealing not knowing English was one of the reasons to breakdown the conversation. However, Amy could not realize that expressing lack of proficiency in English could impinge her language learning trajectories. The debriefing teaching helped Amy understand the strategies of asking question during conversation in order to make the conversation a successful one.

Amy’s other multimodal narratives showed she kept practicing English and a few weeks later, Amy disclosed her growing confidence in one of her narratives. In one of her narratives, she said:

Excerpt: 14

**I can Understand and Speak**

Last Friday my husband, daughter and I met some friends in a brewery. When we arrived at the brewery we saw a place for the kids to play. So my daughter soon went to play. Our American friend’s daughter was playing there too. After few minutes our American friend come to talk with us about a road trip that she did and we asked her to help us organize our road trip to Grand Canyon.
After we went to table and we talked about various topics, the trip she made to Brasil, culture, family, dance, music and school. I felt very good because I could talk about various subjects, and when I had difficulty pronouncing something she helped me out when I didn’t know a word in English I asked her boyfriend who is Brazilian. Contrary to what I thought she is a very open person to talk and help in the language. This was a very pleasant night for me, because I realized I am able to understand and speak English in a everyday conversation.

The narrative above revealed Amy’s improved confidence level as she said, “I felt very good because I could talk about various subject”. The above extract also illustrates that Amy’s American friend helped her in making correct pronunciation “when (she) had difficulty in pronouncing something…”. We also noticed that Molly experienced the similar incident when she had conversation with her American friend Carole. Amy’s statement, therefore, resonates with the language theory that language learning is a social practice and learners’ participation in social practice is associated with learners’ motivation and desire. Amy’s engagement in classroom practice enhanced her desire to practice English with the English speakers and improved her desire that ultimately fostered her confidence level. In the above narrative, Amy evaluated her American friend positively by saying “she is very open person to talk and help in the language. When I had difficulty pronouncing something, she helped me out”. Amy evaluated her friend as ‘open’ and ‘helpful’ as her friend cooperated with her in terms of making a successful communication. Amy had been rejected by the English speakers several times in her initial stage of learning the language and we already noticed that Amy hardly found people who had patience to communicate with her. This is the first time when Amy was accepted by an English speaker who helped her during having conversations. Learners’ legitimacy in the target community is important because language learners always want to be accepted by the host nationals. Learners’ rejection by the people of the target community affects their investment in language learning. When the host nation accepts learners, they feel included and insider. The unequal power difference made minority English
language speakers feel outsiders in the community (Jean-Pierre, 2018). This time, Amy received support since her confidence level increased and she felt insider.

The above narrative illustrates Amy’s shifting language learner identity from a less confident language learner to a more confident language learner as she demonstrated the knowledge of asking question that she learned in the language classroom. As a language learner, Amy could not notice the changes of her language learner identity; however, she could realize that she started receiving help from the English speakers in terms of practicing English. The image that Amy added was taken on the day when she met with her friends. The image helped her recollect the experiences of using English with her American friend. In the narrative Amy not only explained her experiences but also talked about the place.

The multimodal narrative practice not only boosted her confidence level but also helped enhance her language skill; for instance, her writing skill developed significantly as in the above narrative. We can see that in the above narrative, her writing is much better compared to the narratives that she wrote in the first several weeks of the semester. Most of the sentences that she used in the above narrative were compound sentences; however, she used to use simple sentences in her previous narratives that she wrote at the beginning of the semester. For instance, in one of her writings that she wrote in week two, she did not explain the event in detail:

Excerpt: 15

**Story was not detailed.**
In this excerpt, she wrote only a few simple sentences. However, she did not explain the event in detail. Moreover, at the beginning of both narrative writings (excerpt 14 & 15), she used the same sentence structure: “…My husband, my daughter, and I..” that she learned in the language classroom. When I wrote my narrative about using English with the lady in the subway, I also used the same sentence structure, and I talked about the structure in the classroom: “Last week my husband, my son, and I went to Ohio state” (Excerpt 3, Multimodal narrative writing, Sharmin). It represents that whatever she learned from the language classroom; she was active to the task of language learning. Continuous investment in the language classroom helped her develop language skills as she realized she started understanding people: “I realized I am able to understand and speak English in an everyday conversation” (Excerpt 14, Amy’s multimodal narrative, week 9). Here, she realized she started having confidence, which she did not have before. The statement also portrayed a significant development in speaking and listening skills as she said she could ‘understand’ and ‘speak in English’. Moreover, this was the first time Amy had a successful conversation in which she felt confident. Multimodal narratives practices and debriefing teaching strategy helped me as a language educator understand the range of Amy’s
investment both inside and outside the classroom. Data shows that Amy’s multimodal narrative practice fostered her investment in language learning both inside and outside the classroom. Writing and telling narratives on familiar topics increased her desire to speak more with the people of the target community. This increased desire or investment in language learning not only helped her find people who have patience to talk to her but also shaped her language learning identity. As we already noticed that Amy’s investment changed her identity to a less confident speaker to a more confident speaker. Like Molly, Amy’s narratives show a significant development in her language learning that took place both inside and outside the language classroom. Like Molly and Amy, Camelia’s identity also gradually changed from a monolingual speaker to a bilingual speaker.

4.2.3 Camelia- From a monolingual speaker to a bilingual speaker

Camelia who had been using Spanish for most of her life now started using English language in the classroom and at home. Camelia was the oldest among all participants who initially did not fully involve herself in the classroom practice. Multimodal narratives asked learners to talk about their experiences of using English that they used outside the classroom or in the community; however, Camelia used to use Spanish outside the classroom. Therefore, she could not engage herself in the multimodal narrative writing practice for the first few weeks of classes. Camelia had no experiences to write or talk about using English as mostly she relied on Spanish language. After observing other learners’ narratives reflection, in week 4, she wrote her first multimodal narrative and reflected on her narrative in the classroom where she revealed her new decision of using English for making doctor’s appointment. She said:

Excerpt: 16

*No Translation this Time*
My last week is very good. Hmm it was a good weekend. Frequently (mmm) I make appointment in Spanish. I used Spanish for long time for making appointment. No translation, this time. There is no translation. umm.. But last week, I make an appointment by phone in English. It was more fast and easy. And the question is (umm umm) not long. It’s like name, and what is your birthday, your name, your address, what kind you want in clinic ya easy question. (Camelia, classroom reflection, August 4th)

In the week I made a medical appointment by phone in English and I found it very easy and faster than in Spanish. Then I went to school very happy.

It was a very nice week that God gave me and allowed me to do my activities without any problem, in the morning I went to school and learned what were the adverbs of frequency that are:

All, Nearly all, Most, Many, A lot of, Some, Not many, Few, no one, and we practiced and talked about the subject was very interesting and I went home. I am very happy because now I can talk to my children in English. before I felt a lot of shame because they laughed at me but now I don’t care what I want is to learn. In the afternoon I went to buy my daughters’ backpacks and asked them in English what colors they wanted and I mentioned the colors.

(Camelia’s reflection and the written multimodal narrative, week 5)

Camelia did not have to use English for making doctor’s appointments as she had an option to use Spanish. However, after a long period, she took initiatives to use English with the members of the community. Although multimodal narrative practice in this study did not make it obligatory for learners to use English outside the classroom, Camelia decided to use English for practicing purpose. The multimodal narrative practice asked learners to write and talk about any kind of experiences of using English that they had in their regular life. In the field of applied Linguistics, scholars promote the benefits of using first language; however, scholars also tend to emphasize different strategies that foster language learning. In this context, Camelia’s using English at home does not mean she ignores using first language, rather she acts as a bilingual speaker. In the above excerpt, she revealed her shifting identity from a monolingual speaker to a
bilingual speaker by saying ‘I used Spanish for long time for making appointment. No translation, this time. There is no translation. But last week, I make an appointment by phone in English. It was more fast and easy’. Although she had the option to use Spanish, she chose to use English to make an appointment, reflecting her investment in English language learning. The statement also denoted her desire to learn the language and reflected her bilingual speaker identity. In North America, Norton’s (2012) notion of “investment in SLA has become synonymous with ‘language learning commitment’ and is based on learners’ intentional choice and desire (Kramsch, 2013, p.195). In this study, multimodal narratives writing practice created an opportunity where Camelia could write about using English outside the classroom and debriefing strategy allowed her to reflect on that narrative that resulted in greater investment in English language learning. Although the conversation topic was very simple, she felt very ‘good’ given that she started something new after a long time. Even though she was not always surrounded by the English speakers, the multimodal narratives practice encouraged her to invest in language learning.

As a language learner, Camelia realized that her confidence level in using English started changing since she did not need help from the translator at this point that she mentioned in the above-mentioned narrative. However, as a researcher, I noticed her shifting language learner identity from a monolingual Spanish language speaker to a bilingual speaker as she started using English both at home and outside of the home with the aim of developing her own language. As a language learner, Camelia did not recognize her investment in language learning; however, as a researcher, I noticed that how invested she was in learning the language. In the above-mentioned narrative, the statement ‘now I do not care. What I want is to learn’ clearly demonstrated how
committed Camelia was in terms of learning the language and how desired she was regarding practicing English.

During reflecting on the story in the classroom, Camelia also explained the photo mode that she used in her writing (excerpt 16). She said, “This is my daughter. She is 13 years old. Jinna this time went to the river. The river she wanna this duck boat. Mississippi river. My husband fish there. All family went there”. Here Camelia introduced new characters, which is one of the aspects of narratives. Camelia’s daughter’s photo was relevant to the narrative where she wrote about her daughter Jinna. By adding her daughter’s photo, Camelia reflected her ‘relational identity,’ which means she focused on her relationship with her daughter with whom she started practicing English (Leeuwen, 2008).

CAMELIA’S other written narratives revealed that she found an option to practice the language with her children at home since she was not surrounded by English speakers. In one of her narratives, she said:

Excerpt: 17

I do not care—what I want is to learn

I Practice more English at my home with my children and and last time last time no English only Spanish. Because I wanna-he- I wanna- they speak Spanish before. I speak more English with them in the car and home. I am very happy because now I can talk to my children in English. before I felt a lot of shame because they laughed at me. But now, I do not care—what I want is to learn. In the afternoon, I went to buy my daughters' backpacks and asked them in English what colors they wanted, and I mentioned the colors. Like, I buy their backpack and I said what color do you want? Umm, grey, black umm-I said, grey, black, red. (CAMELIA, classroom reflection, August 26th).

Although Camelia did not have any American friends or neighbors with whom she could spend time and practice English, she discovered a place where she could practice English. She chose to use English with her children, and it represented her desire to practice the language. Although
prior research investigated the importance of using first language at home, Camelia decided to use English for developing her own language. As I already mentioned above that multimodal narrative practice did not require her to use English at home; however, Camelia found that using English at home was beneficial for herself. During narrative reflection, Camelia said: “I used Spanish with them as I want them to learn Spanish”. This statement advocates the importance of using first language at home. As Camelia’s children are grown up, she might think her children have learned Spanish from her and now it is the time for her to learn English from the children. Since the classroom practice asked Camelia to write and reflect on her daily English language use that took place outside the classroom and she did not have access to the people of target community to practice English, she took the new initiatives of using English at home which helped Camelia feel confident in using English. She said: “But now I don’t care. What I want is to learn”. The statement shows her determined identity to learn the language since the only thing she wanted was to learn the language. The statement shows she is committed to her goal and that is how she started investing in English language learning. Camelia faced challenges before when she tried to use English with her children as they used to laugh at her which made her feel ashamed: “before I felt a lot of shame because they laughed at me’. Her children who could speak both languages were considered more experienced than Camelia who could speak in Spanish, Children’s high competencies level in English created a ‘degree of embarrassment’ for Camelia (Ciriza-Lope et al., 2016, p.296). This inequitable language competencies blocked Camelia’s investment in English language learning with her bilingual children who had high competencies level in English. Therefore, Camelia’s investment in a target language was “contingent on the negotiation of power” (Darvin & Norton, 2015 P.37). Now that Camelia decides to practice English with her children, her identity has shifted from Spanish-speaking
mother to English language learner.

It is also important to mention here that ‘natural language learning’ does not always ensure language learning since “natural language learning is frequently marked by inequitable relations of power in which language learners struggle for getting access to social networks that will give them the opportunities to practice their English in safe and supportive environment” (Norton, 2013, p.149). The situation was also the same for Camelia as she had been living in the USA for ten years but rarely had access to the target community people because the outside world was hostile and uninviting for her. For instance, in one of her narratives, she said “They don’t know that I'm Latin and I don't understand English, use my children as translators, but notice that the secretary doesn't like me not to understand. I asked him to speak more slowly. I felt frustrated not to understand him” (Camelia, multimodal narrative writing, Aug. 18th). In the narratives, she also added an image which truly revealed her frustration.

Excerpt: 18

*Use my children as translators*

*they don't know that I'm Latin and I don't understand English, use my children as translators, but notice that the secretary doesn't like me not to understand.*

*Kamri*

What?! I don't understand

I asked him to speak more slowly, that my English was small. I felt frustrated for not understand

(Excerpt from Camelia’s Written narrative)

Previous studies have also noticed that native speakers of English are impatient with the immigrants and are not eager to negotiate meaning with them (Norton, 2013). When language
learners find such situations, they can stop investing in language learning and lose their motivation as with some of the participants in Norton’s study. Therefore, despite being highly motivated, there were some unwanted situations under which Camelia felt uncomfortable to speak in the target community.

In the above excerpt, Camelia used two Internet memes in which the first one features a man of color who stared at the audience with the caption “What?!?” and the second one shows the text “I do not understand”. The implied meaning that Camelia wanted to present through using Internet memes was the attitudes that the people, who are in a position of power, have toward immigrants. The meme that she used carries typical racial stereotypes against a minority group of people like Mexican and Asians (Yoon, 2016). Although she used a photo of a man of color who could potentially be interpreted as a Spanish speaker, the pronoun ‘they’ in the sentence “they do not know that I’m Latin” demonstrates that the person does not belong to her community. Pronoun ‘they’ usually refers to ‘other’ who are not from the same group of community. Moreover, the photo mode also reflects the person’s confusing look at Camelia and that does not happen when people have conversation with the members of their own community.

Using the internet memes, Camelia wanted to present how she felt when she understood that the school secretary did not like her since she did not understand his English. In this context, the meme with the man who started at audience with the caption ‘what/!’ depicted how immigrants face questions about their legitimacy because of their race, color, or language. Discrimination can be both verbal and nonverbal by which one can attack people based on their color and the way they use language (Corona & Block, 2020). Camelia felt disappointed as the person did not like her lack of understanding English. It seems the person’s weird gesture positioned Camelia as “illegal immigrant” in the U.S where immigrants are often stereotyped in different ways like
“illegal immigrants”, “forever foreigner”, and “model minority” etc. (Reyes, 2016). Using photo mode in the narrative writing not only helped Camelia talk about the real event in the classroom but also help classroom audience understands what type of challenges a language learner might go through.

In the above excerpt 18, Camelia highlighted her ideologies about home language policy as she preferred Spanish at home. She used Spanish to make sure her children learned their mother language and her effort echoed with prior research studies on family language policy that always advocates the importance of using first language at home. From that point of view, Camelia did a magnificent job of raising bilingual kids who learned Spanish from their mother besides learning English at school. Here Camelia represented herself as a conscious mother who was responsible for shaping her children’s language. Now, for the time being, Camelia switched to English from Spanish at home not for her children but for her linguistic development. Usually, parents switched to English when their children used English at home (Pan, 1995); however, Camelia switched to English for her own language development. It is important to mention here that Camelia’s children are already grown up and now they have command in Spanish language. Thus, there is no reason for Camelia to be worried about her children’s mother tongue learning if she practices English with them.

In summary, the data shows that when multimodal narrative practice in the classroom required Camelia to reflect on using English in daily life, she found her home as a convenient place where she could practice English without having any mental pressure that language learners often face outside the home. It is also important to mention here that talking about the photo mode that reflected the person’s weird face helps her think about finding a comfortable place where she could practice or invest in language learning. The multimodal narrative practices
showed how the practice influenced Camelia to practice English in convenient environment for her own language development and how photo mode helped her reflect the real challenges that she faced at her child’s school. The above-mentioned examples indicated the affordances of multimodal narrative practice in the language classroom in fostering Camelia’s investment that shaped her identity from a monolingual speaker to a bilingual speaker. Like Camelia, Genia’s identity also changed from a less courageous speaker to a more courageous speaker.

4.2.4 Genia- From less courageous to more courageous speaker

Genia, who came to the USA a few years ago, most of the time depended on Google translator or children for having communication with the host nationals. At home, although she tried to use English with her children, she stopped doing so as she was criticized by her children because of her inappropriate pronunciation: “No speak ‘washes’ (showing the watch) speak ‘watch’ (emphasis on correct pronunciation)”. Her statement represents that adult ESL learners are always being threatened, judged, and laughed at by others including their children and peers (Ciriza-Lope et.al, 2016). Genia was judged by her children; therefore, most of the time, she preferred using Spanish at home “No practice. This week at home only speak in Spanish. Yesterday, in the church also speak in Spanish”. In one of her narratives, she revealed her frustration. She wrote:

Excerpt: 19

‘They make fun of my English’
In the above excerpt, Genia revealed her frustration since her children mocked her because of her English pronunciation. Like Camelia, Genia also did a marvelous job of raising bilingual kids at home and wanted her kids to learn Spanish. Moreover, she had limited options for using English since most of her friends are Spanish speakers; therefore, she chose to practice English with her children, but her children made her feel frustrated: ‘It is frustrating for me’. As the multimodal narrative practice asked her to reflect on her use of English in daily life, she tried to utilize her opportunities; however, initially, she failed to use English with her friends since they were Spanish speakers: “…several friends were in our apartment, but everyone speaks Spanish”. The statement confirms that Genia was mostly surrounded by friends who were Spanish speakers which might be one of the reasons to practice English with her children. In the above excerpt,
Genia also highlighted her desire to learn English although she was slightly teased by her children: “they made fun of my pp (poor pronunciation). Even though the children made fun of Genia’s English and she felt frustrated, she was determined in learning the language as she said: “I must learn at least 20 verbs and continue practicing”. This statement proves her desire in learning the language; thus, her narrative writing helped me understand her needs and the range of her investment. Since she was determined in practicing English, she was looking for an opportunity to use English with the host national. As a language learner, she could realize that she had hard time finding opportunities to practice English although she met some of her friends who could speak English. Her above-mentioned narrative revealed that although she had desire to practice English, she needed to boost her confidence her level to utilize the opportunities that she had.

When Genia found an opportunity, she revealed the story in one of her narratives where she talked how she utilized the opportunity. One of her American family friend, Amanda surprisingly visited her house and with whom she tried to speak in English. She said:

Excerpt: 20

*I think I did well.*
In the above excerpt, Genia said when her friend visited her, she tried to participate in the conversation which means she felt courageous to engage herself in the conversation. In this context, she chose to use English and it reflected her investment in English language learning. She recognized her own development in English since her friend Amanda understood her as she said: “I think I did well, she understood me and told me you are doing well with your English”. The statement shows her English was comprehensible and she received positive feedback from Amanda. If classroom practice or community practices position them worthy and if learners can claim their legitimate positions in the context, they can invest more in the target language (Darvin, 2019). When Amanda understood Genia’s English, she felt capable and worthy as she said she “felt good”. In the above-mentioned narrative, she critically analyzed her own language practice. She noticed she used ‘simple words and phrases’ but she felt that knowing small vocabulary was not sufficient for a successful communication. Although her friend Amanda has negotiated the meaning, English speakers usually do not do so in the regular community.
practices. Multimodal narrative writing not only helped me understand Genia’s needs but also helped Genia think about her needs as she mentioned the linguistics areas where she needed to improve.

The above-mentioned narrative helped me understand Genia’s investment in language learning since she participated in the conversation without being afraid of facing criticism. As a researcher, I noticed how desired she was in terms of practicing English and how comprehensible her English was as her friend mentioned that she was doing well with her English. As a language learner, Genia could realize that her language started developing as she said she did well. She also understood that she needed to develop her vocabulary and sentence structure. Monitoring language development or difficulties in learning is the part of language learning process in which Genia was going through. I also observed how her language learner identity changed from a less courageous language speaker to a more courageous language speaker at this stage as she said “I tried to participate in the conversation. I think I did well”. The statement also demonstrated her continuous desire to practice the language.

During reflecting her narrative in the classroom, Genia explained the photo mode that she used in the above-mentioned narrative. She said:

Excerpt:  21

*Explained the above Photo mode*

In the picture, she is Amanda, my friend. She visits surprising my house. Amanda umm her daughter and husband. She is American. They are our family friends. I tried to speak English and felt very good. My husband said (showing thumbs up, looked at the phone and wrote something and showed me) not wasting money (Genia, Classroom reflection).

When she reflected on the photo mode, she showed her ‘relational identity’ as she added her photo with the people who are her American friends. Here she is portraying her interpersonal
relations with them, and by introducing the characters in the classroom, she also emphasized how important this interpersonal relationship is to her. It is significant to mention here that, when Genia wrote about her Spanish speakers friends in one of the above-mentioned narratives, she also added a group photo of her friends. Scholars Veum et al. (2020) also noticed that new immigrant students tended to focus on their interpersonal relationships by using multimodal text to depict one or several persons. Students also highlight “personal kinship by representing themselves as a part of a family or a group” (Van Leeuwen, 2008, p. 42-43). The photo modes that Genia used in her writings most of those demonstrated her kinship with her family and friends. Using photo mode in narratives was beneficial as Genia could portray her interpersonal relationship that further explained her social association and connections with people. Genia’s narratives and photo modes disclosed her investment in language learning.

Genia’s investment was noticeable as she used English with Amanda and this initiative made her husband think that he was not wasting money for her: “not wasting of money”. The statement proves that there was a noticeable change in Genia’s use of English language. Her statement about her husband’s comment represents her investment in English learning as she intended to use English with Amanda and had desire to practice. Therefore, her learning identities changed from a less courageous language learner to a more courageous language learner.

In conclusion, it is visible from the data that all adult language learners' language learning identities changed with the change of their investment. When they actively engaged themselves in the language classroom practices that asked them to write multimodal narratives on using the English language in their everyday lives and reflect on their narratives in the classroom, their identity started changing. For instance, Molly was a dependent language learner, and her
continuous investment helped her become an independent language learner. Her identity started changing when she chose to have a conversation with Carole and went outside without having her husband. Amy was initially a less-confident language learner who did not have confidence in her own English, although she used to follow the strategies that good language learners follow. She actively engaged herself in the classroom practice; however, her identity started shifting from a less-confident speaker to a more confident speaker when she started utilizing asking questions with the lady in the zoo. Camelia and Genia had similar experiences since they both successfully raised bilingual children who made fun because of the way their mothers used English language. Camelia's identity changed from a monolingual Spanish speaker to a bilingual speaker. Her identity shifted when she decided to improve her English and started speaking English with her children at home. Her decision to use English was her investment which helped change her identity from a monolingual to a bilingual speaker. On the other hand, Genia initially became frustrated since her children judged her because of her pronunciation; however, she also chose to use English when she had the opportunity to practice English with Amanda and received positive feedback from Amanda. Therefore, Genia started feeling more confident in using English, and her identity changed from a less courageous to a more-courageous learner.

The multimodal narrative practice fostered learners’ invest in English language learning since they were asked to reflect on their English language use. Learners' investment helped shape their identities as well. Moreover, the multimodal narrative practice helped learners monitor and manage their language development and affective difficulties. They wrote their multimodal narratives in a shared google doc where they could monitor their language development and affective challenges. The classroom reflection on their narratives and debriefing teaching strategies also assisted them in managing their affective difficulties. The study shows that
learners' investment, identity, language learning, and monitoring learning progress or challenges are intersected. Monitoring language development was useful in fostering learners’ desire to practice English more since the process motivated learners further to use English. Similarly, monitoring learners’ challenges also seemed effective in managing learners’ affective difficulties since they could analyze what happened, why that happened, and what they need.

4.3 Monitoring Language Development & Managing Difficulties

As we started seeing in the data above, Multimodal narratives practice created a space where language learners could monitor the range of their own development in language learning. For instance, in Excerpt 20, when Genia wrote her narrative about her conversation with her American friend Amanda who praised her English, she highlighted her language development and needs. Genia felt good since her language was comprehensible to Amanda; however, she identified she did not use complete sentences and needed to increase her vocabulary and grammar knowledge. Genia not only observed her growth but also mentioned her needs to improve her language. The multimodal narrative practices helped learners and me to monitor their progress and take further initiatives to manage their affective difficulties.

4.3.1 Molly- Learned the Language in Natural Setting

Molly, who used to depend on her husband, revealed her language development which occurred due to her friendship with Carole. In one of her classroom reflections, she mentioned the importance of practicing English with English speakers. She mentioned:

Excerpt- 22

**Importance of Practicing English**

M: We talked about many things. She married for 6 years… She is married first. But her husband died. Then she married again. She is together with her first husband
for thirty years… She still love her first husband… She speak with me and she understands me very well.

T: Oh, wow. That’s great.

M: Yes, because… Conversation Carole and me. for three hours.

T: So, you had a three-hour conversation with Carole. That is awesome! Just few weeks back, you felt so nervous about speaking in English. You said that you hate speaking in English. But now you had a successful conversation with an American whose first language is English.

M: Yes, yes! Only Carole and me. It is important to talk.

T: Yes. Can you tell me why you feel like it is important to talk? M: I like our conversation. Because not important to (umm)…. speak the marriage or future, not important. But the important is conversation. Only conversation is very good for me. Because she not speak Portuguese. I felt I understand she and she continue. She only use English. Like she said the floor is carpet. I did not understand. She shows the carpet(In gesture, she is showing the carpet).

T: Okay.

M: I think speaking English is very important because one moment I talk to Carole and I said Karate (without proper stress) but she did not understand. Then she said Karate (with proper stress).

(Molly, Oral reflection, August 7th, 2019).

Molly’s classroom reflection about her written narrative that she wrote on August 4th showed her language development as I mentioned: “So, you had a three-hour conversation with Carole. That is awesome! Just few weeks back, you felt so nervous about speaking in English. You said that you hate speaking in English. But now you had a successful conversation with an American whose first language is English”. She chose to spend time with Carole, and she found it fruitful since she explained the importance of having a conversation with a host national regarding learning English. Molly believes that having conversation with an English speaker is important no matter what the conversation topic is: ‘Because not important to (umm)…. speak the marriage or future, not important. Only conversation is very good for me’. The statement revealed the point of having access to Anglophone social networks that helped her learn the language naturally. We already noticed above in excerpt 8 that Molly chose to spend time with Carole and
Molly’s decision helped her learn the language. In the above-mentioned excerpt, she said: “Like she said the floor is carpet. I did not understand. She shows the carpet”. It shows she learned a new word from Carole. She could monitor what she learned and how she learned. The classroom reflection on her narratives created a space to focus her ideology about the importance of practicing English. Similarly, it shows how Molly learned the language naturally from an English speaker although language learners can have exposure to English through television, newspaper, and radio.

Molly believes practicing English with host nationals is important since it helps learners pronounce correctly. In the excerpt mentioned above, she said: 'I think speaking English is very important because one moment I talk to Carole, and I said Karate (without proper stress) but she did not understand. Then she said Karate (with proper stress).' The statement reflects Molly’s experiences of natural language learning that familiarized with the pronunciation that English speakers use. The finding echoed with the prior studies such as, Loewen (2015) summarized that "communicative interaction can have a positive effect on L2 acquisition" (p.50). Students' communication in the target language is essential since it helps develop "implicit knowledge, procedural knowledge, and communicative competence" (Loewen, 2015, p.53). Scholars such as Benati and Angelovska (2016) mentioned 'conversation and interaction make linguistic features salient to learners and therefore increase their chance of acquisition" (p. 141). Molly’s ideology does not represent herself as a reluctant language learner who prefers to remain silent or who is more likely to listen than speak, rather she portrays herself as an expressive language learner who utilizes the moment whenever she gets an opportunity through which she can learn linguistic features like vocabulary, grammar, and pronunciation. At one point of her narrative,
she explained her needs for learning the language as she said: ‘I need to learn how to conjugate verbs and broaden my vocabulary. (Molly, Multimodal Narrative Writing, August 11).

When Molly wrote the narrative and reflected on it, she realized she needed to improve her vocabulary and use of verbs. At other points of classroom reflection, she also added: “We get together. Our conversation... for 5 hours. 7 people were there. We only speak in English for the whole time... we speak about my past, my present, and my future. Not speak very well the conjugation verb but hmm together understand me”. Here she is emphasizing on language structure which she has not acquired fully yet, but she has continued practicing English. The multimodal narratives practices afforded language learning as learners could monitor their development and challenges. This practice made Molly more motivated to use English even with the L2 speakers. She mentioned:

Excerpt 23

*Using English with L2 speakers*

In the last week I going house my friends and speak only English for 2-3 hours and one friend Russia from Columbia and another friend from Israel and my husband is Brazilian. Only speak in English all time and everybody understand me and I understand everyone. I do not understand sentence when people speak in other form not in Portuguese. Because Columbus person and my husband speak in Portuguese but in the house no. Everybody English. Other form continues and I understand.

In the narratives, Molly is reflecting different national identities by mentioning the name of different countries like, ‘Russia, Israel, and Brazil’. By doing so, she portrayed her own immigrant identity as well and distinguished her from the American identity. Her narrative again portrayed her determined identity in learning English. Usually, immigrant learners choose their first language when they communicate with the members of their own community, however, Molly was so determined that she did not allow Portuguese during speaking with other immigrant friends. Because of having continuous practice, she found that her English was
comprehensible to other immigrant friends. Moreover, she also understood her friends’ English. It is important to mention here that Molly always utilized her opportunity to practice English. As the multimodal narrative practice required her to reflect on her English that she used in her daily life, she utilized every possible chance. Molly's above narrative about her conversation with L2 speaker is important since scholars such as Loewen (2015) also believe 'it is important to consider what types of possibilities there are to encourage learners to engage with L2 speakers outside the classroom' (p.54). Lessard-Clouston (2018) suggested that educators can help learners interact with native and nonnative English speakers since this type of interaction creates a platform where learns can "ask for clarification, check their understanding, and negotiate meaning, and so on, all of which provide opportunities for the communication of meaning, noticing, and L2 learning" (p.21). When Molly said she understood everyone and everyone understood her, she noticed and checked her understanding. As a researcher, I could perceive that writing narrative about using English in everyday life and reflecting the narrative in the classroom helped Molly monitor her language learning process as well as helped me understand the range of her investment in language learning.

Through multimodal narrative practice, learners could notice and check their own understanding and language learning. The most important thing is that learners took steps individually when they noticed their challenges for managing their affective difficulties. For example, Molly applied a new strategy, which she shared during reflecting on her narratives.

4.3.2 Molly- Metacognitive Strategy for Managing Affective Difficulties

After monitoring language development and challenges, she started a new strategy of writing all her conversations to review those at home and in the classroom. She revealed this new strategy in her multimodal narrative writing and classroom reflection -
As everyone know this week I started my work, but before starting last Wednesday was very tense because in the last email my future boss requested two last processes before I could start. The first was just to fill out a form. But the second one I would have to go to a doctor. The problem is that when I arrive at the doctor they told me that my certificate could take some time to leave. So I had to tell my new boss that, but my husband who helped me in this part was busy and I had to call her alone. I took courage and called. She understood me. And let me start work even without the doctor’s document. I wrote the words I said the same to be evaluated in class. I know they were simple words, but I was happy to make sense of my new boss.

(Molly Narrative Writing, August 18th, 2019)

At the end of the above excerpt, Molly revealed she started writing her conversation as she wanted to evaluate her English. She said: “I wrote the words I said…I know they were simple words,” which showed she noticed and monitored her own English and started writing what she said while having a conversation. The multimodal narrative practice asked her to reflect on her using of English, and she actively engaged herself in the classroom practice, which showed her good language learner identity (Norton & Toohey, 2001). However, besides writing multimodal narrative practice, she started the new habit of writing down everything after having a conversation. It reflects her meta-cognitive awareness, a self-awareness skill that helps learners understand how they learn best. Metacognition refers to “an awareness of and reflections about one’s knowledge, experiences, emotions, and learning in the context of language learning and teaching” (Haukas et al. 2018, p. 14). Multimodal narrative practice helps her monitor her understanding and performance; therefore, she could take the initiative to manage her
difficulties. The initiative that she took was metacognitive strategy, which refers to “general skill through which learners manage, direct, regulate, guide their learning, i.e., planning, monitoring and evaluating” (Wenden 1998, p. 519). As a language learner, Molly realized that her confidence level increased, and she felt more courageous in speaking English. As a researcher, I noticed that Molly’s language developed since she had a successful conversation in a professional setting. Also, the above narrative helped me understand that Molly started using metacognitive strategies which one of the important strategies of learning language.

In the classroom, when she reflected on the above narrative, she noted:

Excerpt: 25

**Starting this Routine of always Writing**

In many parts I know I need to correct. I am starting this routine of always writing what I remember from conversation to study at home. I wrote the words I said the same to be evaluated in class. I know they were simple words, but I was happy to make sense to my new boss (Classroom reflection, August 19th).

In the reflection, Molly highlighted the reasons of starting this new habit: “I am starting this routine of always writing what I remember from conversation to study at home. I wrote the words I said the same to be evaluated in class”. She wrote her conversation since she wanted to review her own English at home later and she also wanted to receive feedback in the class to make sure she used correct English. All her efforts are associated with metacognition awareness as it works as a prerequisite process for further learning and it helps understand what still must be learnt and planning how learning can be achieved (Haukas et al, 2018). Molly’s new strategy of writing her conversation and review her English at home and classroom consider her investment since she chose to retell her conversation in the classroom. Her continuous investment helped her get access to the material resources (job) as she explained her
conversation with her boss in the narrative; therefore, her identity shifted from an unemployed to an employed person. However, she did not stop investing after getting a job, rather she wanted to see herself as a valid member in her job place which means she wanted to see herself as a legitimate member in her job place. In the above narrative, she not only explained how she was investing but also explained the reason for her investment. Multimodal narrative practice helped her monitor language development that ultimately fostered the metacognitive awareness and encouraged her to continue practicing English: “…My husband who helped me in this part was busy and I had to call her (boss). . . I took courage and called. She understood me” (excerpt 24). Despite her fear, she called her boss and spoke in English. This is a turning point of her life as this was the first time, she had a conversation with someone in a position of power, and the setting was professional. When Molly felt accepted by her boss, she felt more confident and started thinking about further development in English.

4.3.3 Amy - Refrained from Expressing Ideas

Like Molly, Amy used to monitor her English development and challenges when she wrote and retold her narratives; however, unlike Molly, who had confidence and courage, Amy was frustrated about her own English. As we already noticed above, Amy used to do everything that a good language learner does, but she lacks confidence in her own English. By writing a narrative about her English experiences, Amy monitored her English and noticed her challenges. In one of her reflections in the classroom, she noted:

**Excerpt: 26**

**I do not Speak English**

I think my problem is I do not have confidence. When I speak, I don’t have this. I think this is my problem. There are people who told me “you speak English” but I think I don’t speak English. I do not believe me. Sometimes, I talk with my husband and he said, “you talk English” but all time I feel no. No, I speak. But for me it’s very bad when I do not
understand people. It is very bad for me because I didn’t understand the man. It is very sad for me very bad for me. Because I told for that I do not speak English very well. For he speaks slowly for me (Amy, Classroom reflection, August 14th)

The above excerpt shows that, unlike Molly who had positive attitude about her own English competence and utilized every possible opportunity, Amy could not respond to all opportunities to practice target language because of having poor self-confidence. When Amy reflected her feelings about using English, she revealed her affective difficulties: “I think my problem is I do not have confidence… There are people who told me “You speak English” but I think I don’t speak English. I do not believe me”. She was having trouble in speaking since she had a little ‘control over the rate of flow of information’ (Norton, 2013, p. 160) during real time communication with the host nationals; therefore, her levels of anxiety increased, and the confidence level decreased. Although her progress in speaking was recognized by others, she tended to feel ashamed and inferior when she did not understand people. The level of anxiety or the confidence level is contingent as it depends on the context and the people who they are talking to. She critically evaluated her own English. When Molly felt accepted by her boss, she felt more confident and started taking further steps of writing everything down from her conversation for improving her language. However, Amy felt not accepted in her job place. As a language learner, Amy realized that her confidence level was not up to her expectation that blocked her language learning process. However, as a researcher and a language teacher, I noticed that she spoke well in the class, but she used to expect supportive environment from her interlocutor in terms of proceeding the conversation. I also noticed that Amy used to compare her situation with Molly’s situation since Molly used to receive support in most cases during having conversation with the English speakers. The only difference I noticed between Amy and Molly was utilizing the opportunity. Molly tended to utilize every possible opportunity that she had, and she was not very worried about mistakes or criticism; therefore, she had successful
conversation in most settings, like professional environment and friendly environment. On the other hand, Amy was worried about her mistakes which blocked her in continuing conversation in both professional setting and general setting.

In one of her narratives, she noted her experiences of using English in a professional setting where she had a conversation with a homeowner who offered house cleaning job and avoided speaking at one point:

Excerpt: 27

*He didn't talk with me anymore*

Last Saturday I published a small text in app. In this text I advertised that I am available to clean. On Sunday one man send me messages that asked how much and if was possible to go his house. I answered yes. At 4:00 pm my husband, my child and I went to his house. When we went there, I talked with him about how he would like that I clean his house. After some minutes I told him that I don’t speak English very well. After I said that he didn’t talk with me anymore. From this moment on he talked just with my husband.

(Amy, Multimodal Narrative writing, Aug 11th).

When learners communicate with the host nationals especially when they are in their workplace, they go through under pressure and their confidence level drops. Amy had a same situation when she went for a cleaning job and found that she could not continue speaking English with the homeowner. Primarily she communicated with the person who called her for cleaning, which was a good start, however, at one point she let him know she could not “speak English very well” and this statement was responsible for breaking down the conversation which means she
was rejected by the person of the target community since the homeowner stopped speaking with
Amy and started speaking with her husband. Here she positioned herself as a less competent
speaker of English and an introvert language learner as she “refrained from expressing her ideas
in English” (Medina, 2017) when she had opportunity for communication. Although she could
not continue a spontaneous conversation, she used a different technique for involving herself in
the conversation. During reflecting on the above-mentioned narrative in the classroom she noted:

Excerpt: 28

Linguistic Back channel

T: So, Amy, you finished your story by saying that the homeowner stopped speaking
with you and then he started speaking with your husband. But you did not tell us
how you felt at that moment.

Amy- I feel good because the man talk with my husband. I feel the person like my work.
I interacing (Linguistic backchannel-interacting by shaking head and saying well,
yes that sounds good, etc) I am interacing (Interacting) the conversation. The man
talk with my husband and I oh ya, that’s okay, and very well. He did not speak
with me but I was like oh yes, very nice, I tried to do..

T: Okay got it. That means you tried your best.

(Classroom reflection, August 14th)

Amy used linguistic backchannel which signals that the listeners is listening and understanding to
involve her in the conversation: “I am interacting by shaking head and saying well, yes that sounds
good during conversation”. Backchannel can be both verbal such as ‘okay’, ‘right’, and nonverbal.
By doing so, she tried to interact which shows her attention or willingness to keep listening. The
statement also showed she understood the homeowners’ speech as she interjected her responses
when the homeowner was speaking. Here, Amy failed to recognize herself as a legitimate member
of the community within the context of power since she said: “I do not speak English very well”.
To become a legitimate member of the target community, learners need to be recognized by others
and by themselves (Norton, 2015). Usually, the language appropriateness in the communication is
determined by the “dynamic relation of power between interlocutors” and native speakers or people who are in power act as “gatekeepers of communicative contexts”; therefore, people who are in power determine others’ participation in the communication (Darvin, 2019, p.249). Amy failed to assert her own identity as legitimate L2 speaker which limited the opportunity for her to speak and be heard by the host national. The multimodal narratives practice is a platform where learners can keep monitoring their own challenges which are associated with imposed linguistic norms. Therefore, learners could also take initiatives for managing their affective difficulties. Like Molly who started writing everything after having conversation, Amy also started a new strategy for managing her difficulties.

4.3.4 Amy’s Metacognitive Awareness

As we have noticed above that Amy had a hard time speaking in English and expressing her ideas, she took a new initiative to become proficient in English. In one of her narratives, she noted:

Excerpt: 29

Signed a contract

A few days ago I was talking to my husband about my English, thinking that I was not able to develop and was standing at this level for a long time. My husband said that this is not true and that I have improved a lot since I started to speak in English. To prove me that, last Monday, my husband wrote me a contract saying that from the moment I signed it we would speak only in English for 2 months.

We had tried other times to start in English only and it had never worked; because we always came back to communicate in
Portuguese. So I read the contract and thought “we will speak Portuguese again” so I signed it. Since then we have only spoke in English. Some hours later I had forgotten the contract we had made and spoke in Portuguese. When I said something to him in Portuguese, he kept talking in English and said that he didn't understand. Then back to speaking in English. This day was a new experience because we had never spent so much time speaking only in English. Speaking English with him is a lot easier because I have time to think and speak a little more correctly. I feel very good because I learned new words and he corrected me when I said something wrong. Sometimes I got a little stressed when he said something to me that I couldn't understand, so he always explains it to me in English. For me it was a great experience. We are going to continue to communicate in English, and I am sure this will help me to improve a lot. (Amy, Multimodal narrative Writing, August 18th)

The initiative of using only English at home reflected her husband’s effort to help manage her affective difficulties which she identified after monitoring her experiences of using English. It is noteworthy to mention that Amy clearly stated that her husband made the contract for two months: “We would speak only in English for two months”. The statement shows the initiative was taken for the time being with the aim of improving her English. Thus, the initiative of practicing English at home does not go against the prior research studies that prescribed using first language at home since the contract was made for a short period of time. During writing the above narrative, Amy focused on her thinking process, which is an example of metacognitive awareness: “Speaking English with him is a lot easier because I have time to think and speak a little more correctly.” The statement revealed why she did not feel confident when she used to speak in English. When she spoke, she needed to think, which blocked her speaking. Moreover, she was worried about mistakes, which also hindered her speaking. Her analysis of her own experiences of using English not only helped her to take further initiative but also helped me to know her needs. Although she was afraid of her mistakes, she was an optimistic learner who was trying to reduce her fear of being criticized by others: “I feel very good because I learned new words and he corrected me when I said something wrong. Sometimes I got a little stressed…”. Although she proved herself as a less courageous language learner initially, she did not take
herself away from the path that the good language learners prefer for learning language. This was a new experience for her, and she took it very positively as she found a person with whom she could practice English without having any mental or psychological stress.

As a researcher, I noticed that Amy was thinking about her own learning process that she revealed in the above-mentioned narrative. As a language learner, she found that practicing English with her husband was helpful. Figuring out the way that helped learners most in learning the language is one of the aspects of language learning process. As a researcher and a teacher, I observed how invested she was in learning language as she was searching for the ways that worked best for her in-terms of learning the language. Making a contract about using English with her husband demonstrated her high desire in learning language.

After Amy produced the excerpt above as her writing assignment for the week, she talked about it in class. In this telling about the writing, she repeated what she had written with an added story in class:

**Excerpt: 30**

*Never Spent so much time in speaking English*

Since then we have only spoke in English. Some hours later I had forgotten the contract we had made and spoke in Portuguese. When I said something to him in Portuguese, he kept talking in English and said that he didn't understand. Then back to speaking in English. This day was a new experience because we had never spent so much time speaking only in English. At 2 am night my husband wakes up and I listened some noise and he came to the bedroom and I was talking with him and he said, ‘English please I do not understand you’. Oh my God (laughing). At 2 am! (Reflection in the classroom, Aug. 19th)

Here, Amy reflected her as a dedicated language learner who “never spent so much time speaking only in English”. Unlike Molly, Amy was more likely to listen than speak; thus, her husband took the initiative of practicing English with her as she had less access to Anglophone
social networks where she could learn English naturally. From her husband, Amy received support, which is a common expectation of language learners who want to feel welcomed and accepted by the host national. As we noticed, Molly received support from her American friend Carole and her husband, and Camelia also obtained support from her children, who used to translate everything for her. Genia's husband also praised her English when she used English with her American friend Amanda who surprisingly visited Genia's home. Here, Amy's husband also supported her to be consistent to the policy that he made for a certain period time to help improve her English. In this context, the multimodal narrative practice revealed learners' language development, challenges, initiatives that they took, and the support learners received from their family members and American people. For instance, Genia she was neither surrounded by the English speakers nor received full support from her children in terms of practicing English, however, her narrative writing shows how she negotiated meaning with the English speakers.

4.3.5 Genia Monitored Gap and Negotiated the Meaning

As we have noticed above that Genia started feeling confident when she received positive feedback from her American friend Amanda. Although her children made fun of her English, she did not stop practicing English. Genia’s narratives that she wrote later represented that she continued monitoring her own English learning development and revealed how she demonstrated her learning in her real life. In one of her narratives, she highlighted her conversation with a cashier that took place in a restaurant, and she wrote:

Excerpt: 31

Learned in the classroom & demonstrated in the real Life
The above excerpt showed that Genia had a successful conversation with a cashier of a restaurant. When she reproduced the conversation that took place outside the classroom and shared the actual conversation in the classroom, both the students in the class and I noticed that Genia felt confident in using English and learned new words from her natural conversation with

(Genia, Multimodal Narrative, Sept. 9th)

On Saturday I felt very bad because of the flu I have had for several days. Take my children to eat at KFC. They had craving days. I had to place the order with the cashier which was:
Me: good afternoon how are you?
Cashier: very well and what will your order be today?

Me: ok I want 2 Services of # 6 which are 3 pieces of chicken, salad, bread, mashed potatoes and drink please Pepsi I don't like Dr. Peper.
cashier: ok very good, anything else?
Me: a service # 17 of 2 chicken burgers with fries.
Cashier: fried or roasted chicken?
Me: what ????? I do not understand fried or what ?????
Cashier: is this ... He approached an oven and showed me the two types of chicken.
Me: haaa ok I like fried ..
Cashier: ok something else ??
Me: Yes, 3 chicken tenders with french fries for my youngest son.

Cashier: ok, your order is $ 30.59.
My son: Mommy, we would have gone to Mc Donalds with the $ 1 combos.
Me: I want to eat the chicken here.
On occasion, if my English was fluent until he named me roast chicken, I didn’t know that word in my vocabulary. I must practice and study more.
the employee of the KFC. Her conversation shows how she negotiated the meaning when she did not understand the meaning of ‘fried and roasted chicken’. The person in the restaurant showed her actual fried and roasted chicken to help her understand the meaning of those words. It is important to mention here that the actual fried and roasted chicken worked as scaffolding or tool that helped Genia understand the meaning. Therefore, she repeated the word fried chicken: “Ha okay I liked fried chicken” which is an example of ‘uptake’ that refers to the process people go through to think about a new idea until it makes sense to them. One of the aspects of uptake is how single person ‘takes up’ or learns new information. In this context, multimodal narrative practices created an opportunity for Genia to learn and demonstrate learning in the real life. I had a similar experience that I shared in one of my sample narratives where I described my experiences of using English in a subway where I had trouble since I was not familiar with the American menus. In my narrative, I wrote how I continued the conversation by asking them questions about the menus.

Moreover, it is very important to mention here that Genia did not need help from her children as translator. She did not rely on her children, who are considered more proficient in English than their mother, rather she tried to continue the conversation and successfully negotiated the meaning. This time children did not make any fun of her English although they used to mock her when they were not in the public settings. At the end of the excerpt, she analyzed and commented on her own English: “my English was fluent until he named me roast chicken, I didn't know that word in my vocabulary. I must practice and study more”. Overall, the statement and the above excerpt show Genia’s growing agency, her ability to negotiate for meaning by asking questions, her language awareness, and her ability to notice a gap in her language. In this context, Genia’s interaction played a vital role in facilitating her lexical
learning. In the field of Second Language Acquisition, scholars have noticed that when language learners have trouble in communication, they are more likely to switch their attention from meaning to solve the problem (White 1987). In this context, Genia’s action echoed with the prior studies as we noticed that when she had trouble during conversation, she put the effort to solve the problem and that initiative helped her adjust the interaction and facilitate acquisition.

Genia’s above mentioned narrative helped me realize that monitoring gap in learning helped foster Genia’s awareness of how to learn; therefore, she could apply various strategies to fill the language gap and negotiate the meaning that ultimately developed her agency. Additionally, Genia’s investment helped her acquire the symbolic resource which is her English language development. As a language learner, Genia could also recognize that her language was improving.

In another narrative, Genia described her positive feelings when she had a successful conversation with one of her American friends whom she first met in the church. She mentioned:

Excerpt 32:

I must spend more time with English speakers

My friend Amanda Grety from the Church visited me on Monday with a surprise for my son Juan Pablo. Some books to learn to read in English. Funny books for children. My son is happy for his new books and I because I was able to practice English. She is American, does not speak anything Spanish. We talked about how difficult it is to get tired of work to do homework, have teenage children, and vacation time that allows us to work during the year. It was amazing because she understood me and I understood her. I must spend more time with friends or colleagues who speak English to be able to practice, increase my vocabulary and help my ear and mind not to translate into Spanish in order to understand and speak. I must practice, practice, practice.
(Genia’s Narrative Writing, week 10).

The above excerpt shows that Genia’s language was comprehensible, and she became more automatic with English. Like Molly, who believes that speaking with English speakers is essential for improving the language, Genia also believes interacting with English speakers is necessary for developing the language: “I must spend more time with friends or colleagues who speak English…”. The statement shows Genia has achieved agency and learned strategies for improving her language. It is important to mention here that agency is something one achieves mostly by means of an environment and language classroom or language teaching practice can help learners enhance their agency. Based on Archer’s (2003) influential theory of agency, Gao (2013) investigated learners’ agency through reflective thinking and found that learners’ narratives support this thinking. Biesta and Tedder (2007) also suggested to focus on learners’ narratives to help them become aware of their agency and understand how they achieved their agency. In this study Genia and other language learners wrote narratives and reflected their narratives in the classroom where they could monitor how language learners took decisions about their language learning, how they engaged themselves in learning, and how they negotiated different circumstances under which the language learning took place. Multimodal narrative practice worked as a scaffold that helped enhance Genia’s agency in language learning.
and ultimately helped complete a successful conversation.

As a researcher and a language teacher, I discovered that Genia talked about the improvement of vocabulary in most of her written narratives. Genia’s narrative writing helped reflect on her learning; therefore, she always tended to talk about the things that she needed to improve further, like vocabulary and sentence structure.

In conclusion, the data show that learners' narrative writing and reflection helped them monitor their language development and understand learners’ various strategies in language learning. For instance, Molly emphasized having a conversation with host nationals from whom she learned the pronunciation of the word "Karate" and "carpet". When Molly monitored her English development, she used a metacognitive strategy for having further development in her English learning. Meta-cognitive awareness refers to a self-awareness skill that helps learners understand how they learn best. Metacognition refers to “an awareness of and reflections about one’s knowledge, experiences, emotions, and learning in the context of language learning and teaching” (Haukas et al. 2018, p. 14). Amy's husband's initiative of practicing English with him for two months helped her get access to the target community's people. Arena and Genia's narratives initially portrayed they did not have enough opportunities to practice English with the English speakers; however, their narratives revealed their challenges that blocked language learning. Therefore, they could immediately take various initiatives to practice more or invest more in language learning, for instance, learners started asking question during conversation for negotiating meaning, writing their real conversation to make sure they accurately used the language, using metacognitive strategies to understand how they learn best, and practicing English with the family members. These examples show how well learners monitored their own language practices since all of them could manage their affective difficulties in various ways that
resonated prior studies related to second language acquisition. The debriefing teaching practice and multimodal narrative practice also helped foster learners’ desire to use English with the English speakers as they could see the lived experiences, understand the dominant group’s ideology regarding English competency, and understand how to negotiate the challenging situations. Thus, the overall practice that includes writing multimodal narrative, reflecting the narrative, critically discussing the narrative helped foster learners’ desire to use English. Moreover, monitoring learners’ own narrative not only helped them identify their affective difficulties but also helped them go to the bottom of the difficulties that show racism and linguicism are aspects of language learners’ lives which mostly affect their language learning trajectories.

4.4 Racism, Linguicism, and Socially Dominant Ideology

The narrative reflection and debriefing teaching strategy in the classroom show how racism and linguicism are related to learners’ everyday life. Debriefing teaching strategy during narrative reflection helped learners become aware of the social problems and their inner resources. Kubota (2020) defined racism as “discourse, knowledge, and social practices that by means of interiorization, denigration, marginalization, and exclusion, construct and perpetuate unequal relations of power between groups of people defined by perceived racial difference” (p. 712). Moreover, linguicism, refers to beliefs or ideologies that discriminate human beings based on language. Skuntnabb-Kangas (1988) defined linguicism as “ideologies and structure which are used to legitimate, effectuate and reproduce an unequal division of power and resources (both material and nonmaterial) between groups which are defined based on language” (p.13). Linguicism can be open, visible, or hidden, invisible, and passive. In this study, Molly and Genia heard certain discourse that made them feel excluded in the community, Arena experienced
explicit racism because of her language. Camelia felt marginalized when she had a conversation with the person who had the position of power.

4.4.1 Multilingual Learners Shuttle between Different Languages

As I mentioned above that Molly used to utilize the opportunities and closely monitored her language progress. She explained the importance of having conversation with the English speakers and used meta cognitive strategy to develop her language learning. Molly’s investment helped her acquire material resource that is her job in the USA. Molly managed a job as an assistant teacher at a church school where she felt welcomed by her colleagues; however, her students did not receive her warmly.

Excerpt: 33
‘Why Your English is So Funny’

M: As everyone know this week, I started my work. I am assistant teacher. And preparation the kids and help them plays. It is a Catholic school in Collierville. For me it is very important because umm not money because my pay. I pay very little. But I practice English”. Speak with the kid is very easy for me. I like speak with the kids. I am very happy because the people in the us my family in the us speak me O you teacher you job in Brazil in school but not here in the US is not possible. You not teacher here…

T: How did you feel?

M: I am very happy. I can practice English. In the picture you can see my colleagues and boss. My supervisor is not here. But I talk to my supervisor all day and she talk my job umm my responsibility…

T: Okay. Did you face any incident that hurt you?

M: No, in fact they are very receptive (respectful). Only once did a student ask me why my English was funny and a teacher quickly said: This is because she speaks two different languages and that leaves her with a different suture, but the important thing is that you understand her "That is, they always tell me respect.

(Classroom reflection, August 14th)
People from other races face Linguicism or Linguistic racism when they are unable to speak English "properly," and they are considered less intelligent because of their "broken English". In this context, Molly was ridiculed by one of her students who described her English as 'funny'. Molly’s experience echoed with Dovchin’s (2019) study that showed a minority ethnic group was often discriminated against because of having 'broken Mongolian' and they had to negotiate the linguistic norms set by the educational institute and workplace. Moreover, Asian learners are often mocked by the peers of the target community because of their 'broken' and 'Ching-Chong English' (Chun, 2016). The above narrative excerpt demonstrates that although Molly initially felt not included in the community, she immediately received support from her colleague, who answered the question: "This is because she speaks two different languages and that leaves her with a different structure, but the important thing is that you understand her". It is very important to mention that multilingual learners' shuttle between different languages or varieties of languages is not considered their asset, rather it is seen as their liability (Wei, 2018). In this context, Molly's colleague acknowledged her English since Molly's English was comprehensible no matter how she sounded. Molly's colleague recognized her bilingual identity which considered her asset. Molly's identity is initially shaped by dominant ideology (Darvin & Norton 2019) which is defined as "dominant ways of thinking that organize and stabilize societies while
simultaneously determining modes of inclusion and exclusion” (Darvin & Norton 2015, p.18). Molly’s student primarily did not see her English as normal that represented "socially dominant ideology about what is good, bad, acceptable, or unacceptable (De Fina, 2003). However, Molly’s colleague recognized her English as being acceptable since her English was comprehensible. Molly’s student’s ideology and her colleague’s ideology also shaped her identity in different ways in this context. For example, Molly’s professional identity is her ‘achieved’ identity which means how she sees herself; however, this identity is questioned by her student and transformed into an ‘imposed identity’ which means how others see her (Tingting Hu 2018), and her ‘imposed identity’ was modified and newly shaped by her colleague’s ideology. Her identity possesses different layers like an onion and became fluid (Darvin & Norton 2015).

Moreover, Molly’s student’s comment made Molly feel excluded from the community; however, her colleague’s statement immediately made her feel included in the community at the same time. A considerable attention needs to be paid to the statement “This is because she speaks two different languages… but the important thing is that you understand her” as it invites change in existing social injustice. It is important to note that the statement promoted Critical Race Theory (CRT) which invites change in existing social injustice. Critical Race theory is an appropriate lens to understand the immigrant language learners’ experiences since the theory advocates historically marginalized people’s experiential knowledge (Charles, 2019).

The data shows that Molly's reflection in the class helped all learners understand the existing inequities in society and learners’ inner resources. The multimodal narrative and the debriefing teaching practice also helped them understand how they would negotiate challenging situations in the future. Moreover, I also connected my stories with Molly’s experience to help them understand learners’ inner resources. For instance, when my husband heard a question
about his English from an American lady who wanted to know whether he spoke in English, my husband replied, "I speak in 8 languages how many languages do you speak?" (Excerpt; reflection on my narrative). I critically reflected on this incident in the classroom; therefore, learners could connect these two incidents and became aware of their inner resources that knowing more than one language is language learners’ asset.

In the above narrative, Molly focused on her job which is one of the great achievements for her. As a researcher, I understood that having a job in a target society is a part of language learning process. Language learners come to the language classroom with the aim of acquiring symbolic and material resources (learning language, making friendship, managing job etc.) At this stage, Molly acquired both symbolic resources and material resources. This new job shifted her identity from a language learner to a teacher.

4.4.2 Multilingual Identity is not considered Learners’ Asset

Unlike other participants, Genia was discriminated against and insulted in varied ways based on how she spoke in English. Genia talked about her experience in one of her narratives where she focused on her conversation with a cashier who insulted her since she was an immigrant. She said:

Excerpt: 34

I do not Speak Spanish. I am American
Genia experienced linguicism because of her ethnicity, broken English, and having a particular type of accent. She went to a store where she noticed the existing social power. The cashier considered him superior in society as he was the speaker of English. When Genia did not understand the cashier, she said her "English was small," which sounded funny to the cashier as he started laughing. By adding the photo that she collected from online, Genia also tried to show the cashier's laughing face, which portrayed a clear insult. Although the photo mode, that Genia has collected from online, shows he is a person of color, he makes it clear that he is from a target
community by saying "Excuse me, I do not speak Spanish. I am American.". Immigrant people are frequently ridiculed by the target people because of their accent or having broken English. This finding is also echoed with prior studies, for instance, Dovchin's (2019) study found that young Mongolian immigrant girl was mocked by her peers because of having Russian accent in her English. The cashier also mocked Genia since she used Spanish and struggled to communicate with him in English. The employee laughed at Genia instead of cooperating with her, and that was frustrating for a language learner: "I felt frustration (frustrated) because I did not understand him, but he was not kind to me." The word 'not kind' indicates that the cashier's behavior was offensively impolite; that was because of how Genia was using English. The cashier considered him superior as he was an American and knew how to speak in English, which means he had the symbolic and capital resources that made him feel superior: 'Excuse me, I do not speak Spanish. I'm American'. By saying the words "I' and American," the cashier proved his American identity and high status in society. At the same time, he tried to distinguish his American identity from an immigrant identity: "I do not speak Spanish. I'm American". He wanted to mean that Americans speak English, and if anyone does not speak English, he does not belong to USA. Like Molly's students' statement 'why your English is funny', the cashier's statement 'I am American" also explicitly invoked racial discrimination that hurt Genia's feelings. Here the person portrayed an uneven and unequal linguistic power between language users as the cashier directly attacked Genia's feelings based on how she spoke. Like Molly and Arena, Genia was distinguished because of her race and language, and she was shuttled between Spanish and English, and her translanguaging ability was not considered her asset (Wei, 2018); instead, it was considered her lacking. 'Linguicism' includes any indirect discrimination or direct verbal, or oral abuse based on how or what a person speaks (Piller 2016).
Moreover, it is important to mention here that Genia tried to negotiate the meaning by using Google translator that played a vital role in the context in which asking question strategy did not work to negotiate the meaning since Genia was in her initial stage of learning language. Although Genia was in her initial stage of learning, she portrayed her agency in negotiating meaning. It is also important to note that Genia raised her voice and did not remain silent: “…You could speak more slowly in the next time and not laugh”. The statement indicates she was aware of her rights to speak and her rights to be heard. Genia's multimodal narrative revealed her experience of linguicism and the way she negotiated the meaning. The multimodal narrative practice revealed how language learners critically think about various challenging situations that occur outside the classroom. For instance, Arena who worked at a Mexican restaurant also experienced racism.

4.4.3 Immigrants will Never Melt into White Americanness

One of Arena’s multimodal narratives was about her experiences as Uber driver which was her part time profession. When she reflected the story in the classroom, she not only explained her experiences as Uber driver but also informed how she was criticized by an American because of her language.

**Excerpt: 35**

*What are You Doing in this Country if You Don’t Speak English?*

T: We are going to talk about the stories that you have written. So, Arena in your story you mentioned that sometimes you worked as a UBER driver. Right?

A: When I am free, sometimes I drive UBER because I like that. I like drive. So, one customer asked me hey where are you from? Because he listened my accent when I said how are you. He said where you are from. I said I am from Venezuela. Oh good. He said I speak (pokito- not clear) Spanish. I said I do not speak English. My English is horrible. Then he said (not clear) no your English is better than my Spanish. He is an American. He said he can speak in Spanish. But I do not know what Spanish he knows…
T: How did you feel speaking with an American?
A: Good. I feel good. Sometimes I feel shy when people do not understand. I am in silent for the speak but for the good people I can speak more. I felt comfortable with him to speak. But, sometimes I feel afraid when the people make fun of me. You know. I remember one day when one person I do not remember his name. He told me hey hmm what are you umm what are you doing in this country if you don’t if you don’t speak English.
T: Oh, my goodness!
A: Uhm. Yah. I felt very very very sad. Okay. But I said do you speak other language? Because I am trying to learn other language. Spanish is my first language. Do you speak Spanish? At that moment, I felt terrible. I need to speak English right now. Because When I speak English, I feel need freedom. Yes. I think this is a process. Now this class is motivation for me. I need to communicate with you in English. In my work too. I think I have I have been a grow. For example, if people tell me about my pronunciation about my grammar it is difficult for me. I am trying every day. This is the important point.
T: I mean this country is open for everyone. Was he an English speaker or from a different country?
A: No, He is American. American people.

(Classroom Reflection, September 2nd)

The above excerpt demonstrates the ongoing prejudice and discrimination that block the mobility for the immigrants in the society. It is very important to mention here that the person’s statement “What are you doing in this country if you don’t speak English” shows hegemonic ideology about immigrants or Latinos that they will never melt into White Americanness and will remain separate and outsider from White Americanness (Rosa, 2016). Like Genia, Arena also heard the question about her belongingness that was determined based on the proficiency of English language. The statement is a clear example of overt discrimination as it illustrates if a person does not know English, he has no right to be the part of this country. The person has the notion that immigrant language learners are not authentic speaker of English; thus, they are not considered authentic or legitimate members of this community. It is worth mentioning that Arena replied “do you speak other language; I am trying to learn other language. Spanish is my first
language. Do you speak Spanish?”. These statements essentially portrayed her awareness of inner resources that enhanced her confidence to ask question. It is also important to recall how Molly’s colleague recognized Molly’s multilingual identity when her student asked why Molly’s English sounded funny. In this context, learners’ narrative writing, narrative reflection, and debriefing teaching helped them understand what challenges language learners may face, how they negotiated the challenges, and how to utilize that knowledge in various contexts of their real-life situations. Arena’s statement “now this class is motivation for me” indicates how the classroom practice helped invest in language learning and understand how to negotiate racism and linguicism in real-life.

In sum, three of the above examples show how immigrant language learners are judged in different contexts like at their job places and grocery stores. The multimodal narrative writing revealed how immigrant language learners are discriminated against for instance, immigrant learners are often criticized because of their accent, learners’ multilingual identity is not considered their asset, and immigrant language learners would never melt into American Whiteness. Narrative reflection and debriefing teaching strategy specifically helped learners understand how to negotiate existing racism and linguicism since learners could discuss and analyze incident.

4.5 Conclusion

To summarize, the five participants in this chapter revealed their various ranges of investment in language learning, language development, and shifting identities through writing multimodal narratives about their lived experiences of using English and reflecting their narratives in the classroom. The findings show that the multimodal narrative and debriefing teaching practice in the classroom fostered learners' investment, helped them discuss existing
racism, and learn how to negotiate racism and linguicism. Learners' narratives revealed how their investment range changed gradually and how their identity shifted with the change of their investment. For instance, Molly had a significant difference in the range of her investment in language learning. The multimodal narrative revealed how quickly she developed her desire to have more interaction that led her to invest more in the classroom and outside the classroom. Molly's wide range of investment in language learning had changed along with her identity that shifted from a dependent language learner to an independent language learner and from a language learner to a schoolteacher. The overall classroom practice fostered Amy’s investment that led to shifting her identity from a less confident speaker to a more confident speaker. Camelia showed her desire to use English in her multimodal narrative writing and her investment helped change her identity from a monolingual Spanish speaker to a bilingual speaker. Like Camelia, Genia became more courageous speaker when she decided to practice English more. Writing learners' experiences of using English in a shared google doc helped learners monitor their language development and manage their affective difficulties.

All participants monitored their language development; for instance, learners had considerable development in writing in terms of length, vocabulary, and sentence structure. After reflecting the narratives learners recognized they needed to improve their vocabulary and pronunciation. Learners could simultaneously monitor their language development and challenges; therefore, they could take initiatives to manage their affective difficulties. Thinking about taking initiatives for improving English made learners feel more desired to practice English. Thus, monitoring language development not only helped learners manage affective difficulties but also helped foster learners investment in language learning. Moreover, using photo mode in narrative writing created a platform in the classroom where learners could speak
more spontaneously. Furthermore, the multimodal narrative practice about using English in daily life helped learners understand the social injustice they encountered in their daily lives. More importantly, multimodal narrative practice and debriefing teaching practice created a space where learners could discuss the existing racism and find ways to negotiate racism and linguicism to become legitimate members of the target community.
Chapter 5

Conclusion and Implications

The current study suggests that natural language learning repeatedly blocks learners’ desire to practice the language given that ‘natural language learning is often marked by inequitable relations of power’ (Norton, 2013, p. 149). This study investigated the pedagogical role of multimodal narrative practices in adult ESL classrooms in fostering learners’ investment in language learning, developing language, and understanding racism and linguicism that learners face outside the classroom. Rather than only focusing on how and when learners invest or how multimodality develops language learning, as prior studies have done, this study has presented the pedagogical role of multimodal narrative practices, including debriefing teaching strategies in fostering learners’ investment in language learning.

Learners’ multimodal narrative show that English language speakers are often unwilling to engage in a negotiation of meaning with the language learners especially when learners are in professional settings like in job, child’s school, and super stores. For instance, Amy hardly found people who had patience to talk to her and often avoided speaking when they found her speech was not comprehensible. Genia had trouble in making a successful communication with a cashier at a superstore; however, the person was unwilling to engage in a negation of meaning by saying, “Excuse me I am American, I do not speak Spanish”. Although it is believed that language learners are surrounded by the native speakers, the data of the current study show that most of the language learners like Amy, Camelia, and Genia were mostly surrounded with Spanish speakers and rarely had communication with their neighbors who are English speakers. For example, Camelia was a lawyer who used to deal with immigrants’ cases; therefore, she hardly had communication with the people of the target community at her job. Like Camelia, Amy was
also surrounded by the Spanish speakers and rarely found a supportive environment where she could speak. The current study shows that it is learners’ liability to understand and to be understood. For example, Arena heard from her colleague that what she would do in the USA if she did not know how to speak English. The statement indicated that it was Arena’s responsibility to be understood. Molly also heard from her student that her English was funny that also demonstrated that it was Molly’s liability to sound like native speakers of English although her English was comprehensible. These type of inequitable relations of power between language learners and interlocutors block learners’ desire to practice English.

Prior studies also identified that learners’ unwillingness to communicate with the competent speakers of English diminishes language learners’ opportunities to success (Mystkowska-Wiertelak, & Pawlak, 2017). As the current study found that natural language learning often blocks learners’ willingness to communicate because of existing inequitable relationships of power, the study combined natural language learning theory and Instructed SLA theory to help learners spontaneously communicate in authentic social situations. Instructed SLA occurs in the classroom where teachers include a wide range of instructional approaches, techniques, and strategies. This study used multimodal narrative practices that included writing narratives, oral reflection on narrative, using photo mode, and debriefing teaching techniques with the aim of raising learners’ consciousness and understanding forms of a language. As I mentioned in the Methods section that the study was conducted in an Adult ESL classroom in a community-based ESL program in the USA. Each participant produced ten written multimodal narrative writing in a shared Google doc about their experiences of using English in their daily lives. After producing written multimodal narratives, they reflected their narratives orally in the language classroom where they also talked about the photo mode that they added in their
narrative writing. I also incorporated debriefing teaching techniques when learners reflected on their written multimodal narratives.

There are a remarkable number of benefits of using the techniques that were used in the current study. For instance, writing about learners’ experiences of using English that occurs outside the classroom helps understand learners’ willingness or desire to communicate with the English speakers. Learners’ written narratives also helped understand the reasons that block or enhance their investment or desire to practice English. Oral reflection on the narratives and debriefing teaching technique not only helped learners talk about specific event but also helped them critically think about the event, for example, what happened specifically, why that happened, and what next questions helped them think critically. For instance, Amy’s narrative revealed that she had trouble finding people who had patience to talk to her. However, the oral reflection and debriefing technique helped her find the reason behind that. English speakers used to avoid speaking with Amy since she tended to express her lack of confidence which was responsible for breaking down the communication. The ‘next what’ question of debriefing strategy helped her understand that by expressing confidence and by asking questions during conversation she would be able to negotiate this type of event next time. This technique also raised learners’ consciousness about social issues, like, English speakers tend to avoid repair breakdown communication and that means it is language learners’ liability to be understood and to repair the broken communication. Additionally, talking about photo mode in the classroom helped develop learners’ language as they could speak more spontaneously in the classroom when they use familiar photo mode. Moreover, the overall practice reveals learners’ range of investment and how their identity changes with the changes of their investment.
I argued that multimodal narrative practices and debriefing teaching techniques, that include learners’ multimodal narrative writing and oral reflection on their narratives about their everyday experiences of using English, need to be included in the curriculum in fostering learners’ investment in language learning and understand existing racism and linguicism. This study has pedagogical implications in the language classroom and has an important theoretical implication.

5.1 Theoretical Implications

The current study is rooted in theories of identity and investment that occur at the intersection of identity, ideology, and capital, Natural Language Learning theory, and Instructed SLA theory. Moreover, the current study advocates Critical Race Theory that is an appropriate lens to understand the immigrant language learners’ experiences since the theory supports historically marginalized people’s experiential knowledge (Charles, 2019). Immigrants are historically marginalized because of their race, color, and the language; thus, learners’ experiences with the people of the target community needs to be analyzed with the lens of CRT which invites change in existing social injustice. The current study takes place at the intersection of identity, language, and race and invites change in social injustice by increasing learners’ awareness about existing injustice. I also created a community in the classroom where both teacher and students were nonnative English language speakers and within that community social issues could be discussed in the classroom where learners could empower one another through language learning.

Inspired by the work of Bourdieu (1977), the construct of investment demonstrates the conditions of power in various learning contexts that can position language learners in unequal ways and can determine language learning outcome. Norton argued that a language learner might
be highly motivated but may not be invested in the language practice if the practices are racist, sexist, and homophobic; therefore, how language learners are able to invest in language learning is contingent on the dynamic negotiation of power (2013). The current study supports the theory of identity and the construct of investment complementary to the theory of motivation in the field of Second Language Acquisition (SLA). The construct of investment explains learners’ socially and historically constructed relationship with the target language and their ambivalent desire to practice the language. In the current study, the written multimodal narrative revealed language learners’ relationship with the target language and with the larger social world; for instance, how learners were labeled by the society as illegal immigrants, marginalized in different learning contexts, and were positioned in various ways. However, learners’ narratives also reveal that immigrant language learners are also sometimes valued by the people of the target community. Thus, learners identity is theorized as multiple and a site of struggle and the identity changes over the time and space. For instance, Molly’s language was ridiculed by one of her students who positioned Molly as immigrant language learner; however, Molly’s colleague valued her multilingual identity which was considered her asset. Additionally, once Genia was positioned by a staff at a super store as illegal immigrant who did not belong to the target community since she had trouble making a successful communication. This type of incident blocks learners’ investment in language learning. However, when Genia received support from a staff at a different super store, she felt important and desired to use more English with her. In one super store, Genia was positioned as valued customer but at a different store, she was positioned as illegal immigrant. Thus, learners’ identity is multiple, a site of struggle, and depends on how supportive the interlocuters are in terms of having a successful conversation. The current study also revealed that initially learners had an ambivalent desire to practice the language given that
learners’ relationship with the society and the social contexts, where learning took place, were not entirely determined. For instance, Amy wanted to practice English but her feelings about her confidence and the lack of support from the people of the target community blocked her desire to practice English.

The current study also contributes to the theory of identity and investment as the study raises the possibility of ensuring learners’ unquestioning desire to practice the target language by monitoring their challenges, managing affective difficulties, and learning how to negotiate racism and linguicism. Monitoring multimodal narrative writing about using English in a shared google doc helped language learners recognize the challenges that learners faced outside the classroom because of having a power gap in the society. For instance, some participants were positioned as illegal immigrants given that the way they used language or pronounced language. Additionally, the study showed that immigrants will never melt into White Americanness if they are unable to speak English. Narrative reflection and debriefing teaching techniques helped learners understand how to negotiate the challenges in various learning contexts. Narrative Writing about experiences of using English and talking about their experiences gave them opportunities to negotiate identities and positionings. This study not only helped understand learners’ relationship with the target language and society but also helped foster learners’ unquestionable desire to practice English in various learning contexts. The multimodal writing also helped develop language in terms of grammar and language competency. For example, all participants narrative writing that they produced at the beginning of the cycle were not well developed and most of the sentences were simple sentence structure. However, the narratives that they wrote later were well developed and most of the sentence structures were compound. At the end of the cycle, learners’ narrative showed a noticeable change in sentence structure, length
of writing, and development. Additionally, learners’ language practice outside the classroom helped learn pronunciation. For example, Molly learned vocabulary and pronunciation from her American friend Carole. Similarly, Amy learned the pronunciation of different words from one of her American friends.

Learners’ reflections on the use of English that occurs outside the classroom reveal to what extent language learning takes place in various natural language learning contexts. Since the study noticed that English language speakers are often unwilling to engage in a negotiation of meaning, the current study also advocates Instructed Second Language Acquisition theory which refers to any type of second language learning or acquisition that takes place mostly in the classroom where teachers usually guide, facilitate, and manipulate the process of second language learning (Loewen, 2019). In the classroom, the participants of this study were asked to reflect on their experiences of using English that occurs outside the classroom. Learners wrote narratives about their experiences, reflected on the narratives, and received opportunities to critically think about their experiences as debriefing teaching strategy was also included. The classroom practice not only helped learners develop language but also helped understand how to negotiate challenging situation that occurs outside the classroom. For instance, Genia negotiated linguicism at the superstore and Arena negotiated racism at her job place. Incorporating Natural Language Learning theory and Instructed Second Language theory is helpful in terms of addressing the social injustice that learners face outside the classroom to help them become legitimate members of the target community.

In keeping with the growing need for changing social injustice, this study supports extending antiracist pedagogy in the language classroom with the aim of empowering the learners of color.

5.2 Pedagogical Implications
The current study has pedagogical implications in ESL classrooms as the findings of the study show that multimodal narrative practices help foster learners’ investment in language learning and understand how to negotiate existing racism. Norton (2013) suggested that learners’ lived experiences and identities need to be included in the second language teaching pedagogy for bridging the gap between learning the target language in the language classroom and learners’ opportunities to practice the language with the wider community. Keeping that in mind, she suggested diary study as a form of pedagogy which was framed as a project about the learning of English as a second language in Canada. She also suggests that language classrooms need to ensure practicing speaking and writing to help them interact with the target language speakers. Moreover, Darvin and Norton (2014) argue that digital storytelling, which includes learners’ story of migration and personal histories, has a great potential in ensuring full investment in migrant learners’ transnational identities. Early studies on identity and investment mostly looked at how learners were invested in language learning, learners’ achievement of agency, why learners invest in language learning, and what opportunities learners have for interacting with the target language speakers but did not rigorously focus on how language classroom can foster learners’ continuous investment in language learning that occurs outside the classroom where they experience racism and power gap. This study contributes to the second language teaching pedagogy as the study shows the role of multimodal narratives practices—linguistic, visual, and oral—about the experiences of using English in fostering learners’ investment and negotiating racism, linguicism, and identity. Writing about experiences of using English, talking about photo modes that learners used in their narrative writing, and critically reflecting on the narratives helped learners increase their desire to practice English more with the people of the target community.
As we have noticed above that learners’ investment in language learning depends on the dynamic negotiation of power, the current study supports extending antiracist practices in the language classroom to help foster learners’ investment outside the classroom by addressing challenges and racism that learners face outside the classroom. Prior study showed that teaching theory or grammar is not always sufficient for adult language learners to make them feel confident in interaction with the people of the target community as language learning and social world are interrelated (Chik & Ho, 2017). Without ignoring a focus on grammar, I argue that language teachers need to help language learners understand what linguicism is and how to negotiate racism and linguicism in various learning contexts given that learners desire to practice English depends on the dynamic negotiation of power. This type of classroom based social research will help educators understand to what extent learners are investing in language learning outside the classroom, what types of challenges learners are facing in terms of practicing language with the speakers of English language, and how learners inner resources can help learners negotiate difficult experiences outside the classroom and the subsequent investments in language learning.

Multimodal narrative practices, that asked learners to write and talk about their daily experiences of using English, helped language learners engage in conversation in every possible context; like at work, grocery stores, doctors office, and at home. Since the study required learners to share their experiences of using English that used to occur in a wider society, learners tried to utilize all the possible opportunities that they found for using English. For example, Camelia had been using Spanish in making doctor’s appointments for a long time; however, the multimodal narrative practice made her feel desired to use English for making an appointment. Although she had the opportunities in using English, she did not utilize those opportunities
before. Additionally, immigrant language learners tend to use first language when they are with their community members. This study shows that writing and talking in the language classroom about everyday experiences of using English helped learners feel motivated to practice English outside the classroom even with the people of their own community with the aim of developing their second language.

Moreover, the current study demonstrates that using technology and multimodality in adult ESL classrooms is feasible as Google doc supports both computer and smartphone; therefore, if any learner does not have access to a computer, she can use her smart phone to engage in the classroom practices. Prior studies mostly investigated the affordances of digital technologies in constructing young language learners’ identity and developing language (Lam 2000, 2006; Lewis and Fabos, 2005; Kramsch & Throne 2004; Norton & Williams 2012). The current study investigated the affordances of multimodality in developing adult language learners’ language and in identifying their relationship with the world around them. The current study portrays that using photo mode in writing and talking about both linguistic and visual modes that are relevant to their everyday life are useful in developing language and awareness as the practice helped stretch learners’ thinking during speaking about social aspects. From a practical point of view, the study not only contributes to language development but also contributes to social change.

5.3 Direction for Future Studies

The study investigated the pedagogical role of multimodal narrative practices in adult ESL classrooms in fostering learners’ investment in the target language, developing language, and negotiating racism and identity. The study suggests that language classrooms can help language learners engage in successful interaction that occurs outside the classroom by
addressing real life challenges like racism and linguicism and how to negotiate challenging situations. While the current study revealed that reflecting on learners’ experiences of using English helped address the challenges like racism and linguicism that block learners’ investment, future studies need to examine the intertwined characteristics of racism in society and deleterious effects on immigrant’s lives. In terms of pedagogical role of multimodal narrative practices in creating learners’ awareness and knowledge about social discrimination and its role in L2 learners’ combating linguistic racism is essential to investigate further. Future studies can also incorporate readings that include narratives about racism and linguistic racism, writing narratives, speaking, and other multimedia modes like videos that portray racism or linguicism to see how the practice helped language learners become more knowledgeable in recognizing the racialized nature of language.

Keeping Motha’s (2020) question ‘is an antiracist and decolonizing applied linguistics possible’ in mind, the current study suggests incorporating translanguaging multimodal narrative pedagogy in multilingual classrooms with the aim of harnessing linguistic racism in both institutional and non-institutional settings. Asking learners to produce narratives of their lived experiences in their first languages and to translate their narratives in English later can help them feel the importance of their languages and their presence in a new context.

5.4 Conclusion

As stated above, the purpose of this study is to investigate the pedagogical implication of multimodal narrative practices in fostering learners’ investment in language learning, developing language, and understanding racism and linguicism that learners face outside the classroom. The results of the study denote that writing multimodal narrative in a shared Google doc about the experiences of using English that occurs outside the classroom and reflecting on the narratives
and photo modes in the classroom helped foster learners’ investment in the language learning in classroom and outside the classroom settings. All participants felt more desired to practice English outside the classroom given that in the language classroom, they could write and talk about their every-day experiences of using English and the challenges that caused block in their investment in learning. Writing and reflecting on multimodal narratives helped learners understand the challenges that they faced like lack of self-confidence, power gap, racism, and linguicism. Additionally, debriefing teaching techniques helped learners know how to negotiate difficult situations in various learning contexts.

The overall findings of this study indicate that writing multimodal narratives about lived experiences of using English helped learners monitor each other’s’ language development and affective difficulties as they wrote their narratives in a shared platform. Monitoring each other’s language development also helped them manage their own affective difficulties. Using multiple modes in the narratives like linguistic and visual modes created an extra space for learners in the classroom where they could speak more spontaneously since the photo mode that they used were familiar to them. Moreover, oral reflection on the narrative and debriefing teaching technique combinedly helped learners understand the reasons of different challenges and how to negotiate challenges like racism and linguicism in various learning contexts. In sum, with the changes of learners’ investment in language learning, their agency started changing, and their language learner identities also shifted.
References


Dobinson, T., & Mercieca, P. (2020). Seeing things as they are, not just as we are: Investigating linguistic racism on an Australian university campus. *International Journal of Bilingual Education and Bilingualism, 23*(7), 789-803.


Noddings 83-94.


Appendix 1: Approval from U of M Institutional Review Board

PRO-FY2019-637 - Initial: Approval - Exempt
irb@memphis.edu <irb@memphis.edu>
Fri 6/7/2019 8:40 AM
To: Evelyn Wright Fogle (ewfogle) <ewfogle@memphis.edu>; Mahmuda Sharmin (mshrin1) <mshrin1@memphis.edu>

THE UNIVERSITY OF MEMPHIS

Institutional Review Board
Division of Research and Innovation
Office of Research Compliance
University of Memphis
315 Admin Bldg
Memphis, TN 38152-3370

June 7, 2019

PI Name: Mahmuda Sharmin
Co-Investigators:
Advisor and/or Co-PI: Evelyn Fogle
Submission Type: Initial
Title: Multimodal. Narrative Writing and Adult Immigrant Women Language Learners' Identity Construction and Language Learning
IRB ID: #PRO-FY2019-637
Exempt Approval: June 6, 2019

The University of Memphis Institutional Review Board, FWA00006815, has reviewed your submission in accordance with all applicable statuses and regulations as well as ethical principles.

Approval of this project is given with the following obligations:

1. When the project is finished a completion submission is required
2. Any changes to the approved protocol requires board approval prior to implementation
3. When necessary submit an incident/adverse events for board review
4. Human subjects training is required to be kept current at citiprogram.org every 2 years

For any additional questions or concerns please contact us at irb@memphis.edu or 901.678.2705

Thank you,
James P. Whelan, Ph.D.
Institutional Review Board Chair
The University of Memphis.
## Appendix: 2 Data Collection Process

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Appendix 3: Interview Questions

1. Would you please tell me where are you from?
2. What is your age?
3. What is your first language?
4. When did you first come to USA?
5. How was your life back in your country? What was your profession over there?
6. Can you tell me why did you come to Memphis?
7. How did you feel when you first come to USA?
8. Did you feel nervous, or did you feel sad when you first come here?
9. What was the most difficult part after coming here?
10. Can you remember any sad story that happened after coming to USA?
11. Can you share any interesting experience after coming to USA?
12. What is your current living situation?
13. What is your plan? Where do you want to see yourself?
14. How do you feel about practicing English every day?
15. Do you want to share anything else about learning English?