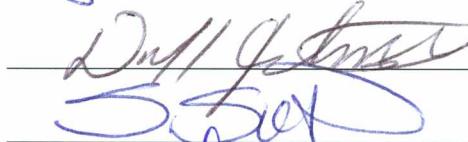
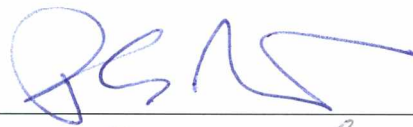


PERCEPTUAL MISMATCHES IN A UNIVERSITY ENGLISH AS A SECOND
LANGUAGE CLASSROOM

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PERCEPTUAL MISMATCHES IN A UNIVERSITY ENGLISH AS A SECOND
LANGUAGE CLASSROOM

A

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Abstract

This study investigates perceptual mismatches in a university English as a second language classroom. Perceptual Mismatches in the classroom are a failure on the part of teachers and students to understand or interpret something the same way. These mismatches can lead to missed learning opportunities that impede teaching and learning. The purpose of this teacher research was to identify mismatches in a university ESL classroom in the U.S. This course was designed for Chinese degree completion students. Data was collected via questionnaires, interviews, dialogue journals, and observations. The results of this study show a tendency in mismatches between teachers and students dealing with perceptions of teacher centered classrooms and learner centered classrooms, and communicative interactions. These mismatches may occur due to previous learning experiences and expectations. This study also shows there is a tendency towards mismatches between teachers, and there is much room in this field for further studies.

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Chapter 1 Introduction

The first time I worked in an English as a Second Language (ESL) classroom as a teaching assistant I was very excited. I did not know what to expect because I had no teaching experience. I spent the first couple of weeks observing the teacher and interacting with the students. During this interaction, I learned that teaching ESL based on the tenets of communicative language teaching (CLT) was not as straight forward as I had expected and not all of the students favored this approach. I watched as the students sat there and stared at the teacher as she tried to get them to engage with the language and engage with her. It was disconcerting to hear her ask a question and then look around the room, and notice that none of the students had their hands up. I wondered why the students did not participate as I had expected them to in the classroom. Was it because the students were uninterested? Or did they not understand what was being taught? Or was this behavior simply the way they think they were supposed to act? In my mind I was thinking that the students simply did not want to participate. Readings on CLT was recommended during the course of my graduate program. This approach to language teaching is common practice in the United States (U.S.). I was surprised when the students did not respond well to CLT. This posed problems in the classroom with this student population. Because in the future I want to teach overseas, or teach to international students in this country, I wanted to learn more about understanding the classrooms in which students and teachers do not share the same culture.

This class started my interest in the role of cultures in the classroom, and how these cultures influence what happens in the classroom. This interest in cultures in the classroom led me to the topic of perceptual mismatches.

The short definition of perceptual mismatches is a failure on the part of teachers and students to understand or interpret something the same way. (Explained further in Chapter 2.)

Purpose of this Study

Perceptual mismatches in the classroom occur more often than people realize and it can happen without people realizing mismatches have occurred. Perceptual mismatches might occur more often when teachers and students do not share the same set of expectations of classroom goals, activities and behaviors. Both the students and the teachers bring different linguistic cultures into the classroom. The students in this study are Chinese and Japanese students taking classes in the U.S. The Chinese culture is drastically different than American culture, especially within the classroom. Students and teachers have certain expectations for the classroom that are at least partially based on their previous learning experiences in the classroom, and their culture.

In this thesis perceptual mismatches will be examined in a university ESL classroom in the US designed primarily for Chinese degree completion students. This teacher research is the result of my own questions as a novice ESL teacher trying to find ways to better understand my students and the classroom environment. The first step in potentially minimizing perceptual mismatches is to identify them and to gain insights into how to detect them in any given classroom.

Research Questions

Perceptual mismatches in the classroom are common and teachers and students do not always know how to overcome these issues. The research questions addressed in this thesis are as follows:

1. What types of perceptual mismatches are identified in a university English as a second language classroom?
2. How do these perceptual mismatches present themselves?

The first question identifies the kinds of perceptual mismatches that can be found in the intensive English language program classroom. The second question deals with how the mismatches present themselves, and what occurs in the classroom to make these mismatches take place.

In order to detect perceptual mismatches a combination of questionnaires, interviews, dialogue journals, and classroom observations were collected.

Limitations and Delimitations

This study was conducted in my classroom and should not be generalized in other ESL classrooms because the results may not be the same. However, because of the qualitative nature of this study, teachers and researchers may be able to adapt this study to their own situation to insure that the study is useful to them. Particularly, this research might be most relatable to teachers in the ESL field working with students from China.

This study was only used as a means to identify types of perceptual mismatches and how they came about. It was not meant to be an intervention based on the results of the analysis. I simply identified the types of perceptual mismatches and how they

presented themselves in the classroom. I did this by employing questionnaires, interviews, dialogue journals, and observations in the classroom.

The methods of data collection are not all encompassing, and as such it is impossible to identify every type of mismatch in the classroom. Many mismatches might not be captured during the course of this study because of the methods used and scope of the research and tools.

The data collected from this study is limited in the fact that it took place during a short summer semester. This research can be adapted to a full term spring or fall semester to allow more time to determine a broader scope of mismatches and how the present themselves in the classroom.

The findings from this study are unique to this particular classroom. Chinese students are not being singled out. They are simply the population of this study, and as such that is what I can detail. However, this process of learning to detect mismatches can be applied to any language-learning context.

The purpose of this study was to learn something for my own future practice as an ESL instructor. However I hope that this study will be a useful tool for other teachers and researchers because of the detailed description of procedures and findings. This might help other teachers gain insights into their own classrooms.

Summary

This chapter gives a brief overview of what this study is about as well as the research questions that are being investigated. Lastly, the limitations and delimitations

were discussed. Examining these concepts is important because it helps teachers and students understand what is occurring in the classrooms.

Chapter 2 reviews literature of what has been studied in this field of perceptual mismatches as well as literature about linguistic culture. This chapter also details Chinese customs of learning in comparison to American customs of learning. Chapter 3 discusses the methodology for data collection, and analysis of the data. Chapter 4 is the analysis of perceptual mismatches in the classroom based on the questionnaires, interviews, dialogue journals, and classroom observations. Lastly, in chapter 5 I discuss my findings, implications, and recommendations to future teachers and researchers.

Chapter 2 Literature Review

This chapter focuses on linking the concepts of perceptual mismatches in the classroom to linguistic culture and methods of learning, to create an overview of the types of mismatches that can occur in the classroom and how they present themselves.

To create a clear picture of this study, first, perceptual mismatches will be defined, and the current research in the field will be discussed. Next, motivations for learning English, and Confucianism in the language classroom will be examined, and lastly, ESL teaching in the U.S. will be described.

Defining Perceptual Mismatches

Kumaravadivelu (2003) states that, “mismatches are unavoidable”, “identifiable”, and “manageable” (p. 90). This section will provide a definition of perceptual mismatches.

To understand perceptual mismatches one must first understand the definition of perceptions. Perceptions as defined in the Oxford Dictionary are, “way[s] of regarding, understanding, or interpreting something; a mental impression” (<http://oxforddictionaries.com/?region=us>). Kumaravadivelu refers to perceptions in terms of teacher and learner experiences in language classrooms as follows:

The teacher and learner, as experienced members of the classroom community in a particular society, bring with them their own perceptions of what constitutes language teaching, language learning, and learning outcome, and their own prescriptions about what their classroom roles ought to be (1991, p. 99).

In other words, perceptions are what the teacher and learners bring with them to the classroom and what they put forward in the classroom. Mismatch as defined in the Oxford Dictionary is, “a failure to correspond or match” (<http://oxforddictionaries.com/?region=us>). Consequently, perceptual mismatches, the focus of this investigation, are failures on the part of teachers and students to understand or interpret something the same way. In this study, perceptual mismatches are defined as classroom practices, attitudes and actions that are viewed from different points of view by teachers and students within the classroom.

According to Kumaravadivelu (2003), “the gap between teacher and learner perceptions of the aims and activities of classroom events can easily increase the gap between teacher input and learner intake” (p. 77). What this means is that teachers may think an activity will go one way or that they have described an activity completely, but students may interpret the activity in an unexpected way, or they do not understand the directions given by the teacher. A study and teaching experiment conducted in a classroom “emphasizes the recognition of potential perceptual mismatches between intentions and interpretations of the learner, the teacher, and the teacher educator” (Kumaravadivelu, 2003, p. 39). Kumaravadivelu recognizes the potential for problems between learners and teachers.

The original studies conducted on perceptual mismatches focused on learner and teacher perceptions. Slimani (1989, 1992) evaluated classroom interaction and what the students claimed to learn during the lesson (uptake). Over the last 20 years a number of studies have been conducted on perceptual mismatches in the classroom

(Kumaravadivelu 1991, 2006; Block 1994, 1996; Barkhuizen 1998; Brown 2009) that examine the interactions between teachers, learners, and tasks in the classroom, as well as, varying mismatches between teachers and learners.

Kumaravadivelu (1991, 2003) began researching perceptual mismatches in the ESL classroom and was then followed by Slimani (1989, 1992), Block (1994, 1996) and Barkhuizen (1998). Kumaravadivelu (1991) proposed 10 types of potential perceptual mismatches in the classroom (see Table 1 below), but he also states, “Clearly, further studies are needed to understand several already determined, and yet undetermined, mismatches that classroom events are capable of generating” (p. 106). In other words, there are many perceptual mismatches that need further studies and in doing so we can learn more about the problems that arise from these mismatches in the classroom. That is the aim of this study. The teacher/researcher tries to identify and understand specific mismatches occurring in a university English as a Second Language classroom comprised of teachers from the US and students from China.

Table 1: 10 Types of Perceptual Mismatches

10 Types of Perceptual Mismatches

1	Cognitive	This source refers to the knowledge of the world and mental processes through which learners obtain conceptual understanding of physical and natural phenomena.
2	Communicative	This source refers to skills through which learners exchange messages, including the use of communication strategies.
3	Linguistic	This source refers to linguistic repertoire—syntactic, semantic, and pragmatic knowledge of the target language—that is minimally required to problem-solve.
4	Pedagogic	This source refers to teacher/learner perceptions of stated or unstated short- and/or long-term objective(s) of language-learning tasks.
5	Strategic	This source refers to learning strategies: operations, steps, plans, and routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information; that is, what learners do to learn and to regulate learning.
6	Cultural	This source refers to prior knowledge of the target cultural norms minimally required for the learner to understand the language-learning task and solve the problem.
7	Evaluative	This source refers to articulated or unarticulated types and modes of continuous self-evaluation measures used by learners to monitor their progress in their language-learning activities.
8	Procedural	This source refers to stated or unstated paths chosen by the learner to problem-solve. The procedural source pertains to locally specified, currently identified, bottom-up tactics which seek an immediate resolution to a specific problem; whereas the strategic source, discussed earlier pertains to broad-based, higher-level, top-down strategy which seeks an overall solution in a general language-learning situation.
9	Instructional	This source refers to instructional directions given by the teacher and/or indicated by the textbook writer to help learners problem-solve.
10	Attitudinal	This source refers to participants' attitudes towards the nature of L2 learning and teaching, the nature of classroom culture, and teacher/ learner role relationships. Each participant has fairly well established attitudes towards classroom culture, and these preconceived notions contribute to the mismatch between teacher intention and learner interpretation.

Note. From "Language learning tasks: Teacher intention and learner interpretation," by B. Kumaravadivelu, 1991, *The ELT Journal*, 45(2), 98-107.

Table 1 above lists the mismatches that were defined by Kumaravadivelu (1991). Based on the context and participants in this investigation, pedagogical, cultural and attitudinal mismatches can be posited to be most relevant. Each of these types of mismatches is discussed in a bit more detail in the following sections.

Pedagogical mismatches

Pedagogical mismatches are among the most commonly mentioned types of perceptual mismatches in the literature. Extensive studies (Kumaravadivelu, 1991, 2006; Block, 1994; Barkhuizen, 1998; Sullivan, 2000) have been conducted on the topic of pedagogical mismatches. In his 1991 study, Kumaravadivelu examined the nature of tasks and the learners' perceptions of the tasks compared to the teacher's perceptions of the tasks. The teacher intentions, as discovered in the study, was something different from how the students interpreted the task and because of this mismatch, a task can take on a completely different meaning for the two parties involved and changes the outcome of the task for the learners. Kumaravadivelu (2006) examines, "what the learners in the classroom actually do when presented with a problem-solving task" (p. 131). In this study, he points out that just because the students are given a task to perform that does not mean that they will, "take a particular path or use a particular strategy to transact a particular task" (p. 130). In other words, the learners' perceptions (goals, attitudes and prior experiences) will impact how they will approach that task. He further argued that examining teachers' and learners' perceptions of goals could improve teaching and learning in the language classroom. Block (1994) compared teachers' and learners' perceptions regarding how they interpreted classroom tasks. Block (1994) gave the

participants (learners, teachers, and observer) certain questions to answer about the activities and that were completed in the class. He asked them to talk about the ones that stood out most, the purpose, what was learned, what was done to help them learn, and what else was interesting about the class that day (p. 474). The teacher placed more importance on an activity focusing on job adds, whereas the students did not like the task even though they saw the purpose for it. The learners placed more importance on a task dealing with the news, which the teacher barely mentioned. This clearly shows the varying degrees of importance each party places in the various tasks in a given setting. Whether or not the learners perceive they are learning could affect how they learn in the future. If students think they are not learning anything useful they might stop trying to participate in class. On the opposite side, if the teachers think that what they are doing in class is working they may continue on in the same vein even if the students are struggling. Barkhuizen (1998) investigated the differences in perceptions of classroom activities between teachers and learners in South Africa. The L1 of the participants of this study were Afrikaans and Xhosa and they were working on learning English as their L2. The students were asked about the tasks they were assigned in class and asked to report on whether they perceived them to be useful in their future. The teachers were asked the same questions about the tasks and their usefulness. This study showed that the learners' perceptions of tasks did not always meet up the teachers' perceptions. According to Barkhuizen the teachers were shocked to find out what the learners felt about some of the activities. Mechanical language skills were believed to be very important by the students but the teachers felt that they didn't need to focus on that because it would come naturally.

Reading activities were rated very highly by the teachers but in general the students hated it because they were tested on it. Oral activities were also rated very low because the students did not like talking out loud for fear of making mistakes and being laughed at, and the teacher agreed that for the students this was most likely the reason why they disliked it. Writing activities were ranked very low but the teachers were aware that this would probably be the case. This study showed that learner and teacher perceptions of what is useful and not useful is an important aspect to look at because the teachers were surprised at some of the learners' comments about different activities. Sullivan (2000) examined communicative language teaching in a Vietnamese English language classroom. One thing that was immediately noticeable was the fact that this teaching style was mismatched to the physical setting. The desks were arranged in a linear line instead of in groups or circles to allow for easy communication. Sullivan (2000) also identified cultural mismatch that seemed to be the even bigger problem in this study. These are discussed in the next section.

Cultural mismatches

In the Sullivan's 2000 study, the American values that work with the communicative language teaching were at odds with the Confucian values of the Vietnamese culture. This study showed that while it was necessary or even common, for the students in America to negotiate for meaning of concepts and discuss topics and pick sides, it was not culturally appropriate for Vietnamese students to do so. According to Sullivan (2000), "American practice of forming small groups works against Confucian precepts. Grouping in a classroom serves to divide up a class, not bring it together" (p.

121). This example provides a clear view of cultural mismatches that can easily occur in a classroom. Instances like this can occur in any classroom where there is more than one culture involved. Cultural mismatches such as these might be expected to occur in a study under investigation here, where Asian students are participating in English language classes at a US university.

Attitudinal mismatches

Attitudinal mismatches are another area of interest within the field of perceptual mismatches. Starks, Ute, & Barkhuizen (2007), studied attitudes towards language policy and different languages in the New Zealand intermediate and secondary school systems. They asked students what they felt about certain languages, how they felt about their own language, and how students felt about multilingualism in the schools. This study showed that the students felt more English language classes should be available in school. This shows the mismatch between how the students felt about language classes and how it was perceived that they felt about them. The students, in general, are given no choice when policies are implemented. This study showed that given a choice, students' attitudes towards learning English are favorable.

Barkhuizen (1998) conducted a study about mismatches that encompassed learner attitudes towards certain pedagogical tasks. In this study he found that learners had clear reasons and attitudes towards certain tasks and reasons why they did not care for them. Many teachers may overlook a student's dislike for something as simply not wanting to participate in a task, however, according to Dakin, "though the teacher may control the

experiences the learner is exposed to, it is the learner who selects what is learnt from them” (as cited in Block, 1996, p. 168). While there is much overlap between pedagogic mismatches and attitudinal mismatches this one is deemed attitudinal because it is the attitude of the learner that influences the outcome of success in an activity. Just because a teacher wants something to work does not mean that the concept will come across to the students in the same way it did to the teacher and as such the students may have varying attitudes towards tasks and activities. These studies link to the current study because much of what is taught in the classroom comes down to learner attitude when it comes to what is learned especially when the students are not used to a communicative classroom. Furthermore, one of the key data collection instruments used in this study was developed by Kumaravadivelu to capture learner attitudes.

Why Mismatches are Likely to Occur

In this study, mismatches are likely to occur, because of the varying backgrounds of the participants. The context in which this study takes place, presents many potential occurrences for mismatches. The fact that the students are in a new environment and university that operates differently than their home university can cause many mismatches. The teachers are of different backgrounds than the students. Kay was born and raised in Mexico before moving to the United States. Because of the difference in cultures, mismatches in culture and attitude can be expected. Kit was born and raised in the United States and as such also has different approach to how things are completed. The students are from China and have a completely different outlook on learning and that comes from their culture. The methodology is in the broadest sense based on

communicative language teaching and learning (see discussion below). Most of the students come from educational experiences that were not communicative in orientation.

Linguistic culture and the ties to perceptual mismatches in the classroom are an important factor in this study. The teachers and learners participating in this study have varying linguistic cultures as stated above. Both teachers and learners have a different perspective on how things are or should be done, due to their upbringing, values, and beliefs. The Chinese students are accustomed to a different classroom structure, and because of that, mismatches between students and teachers are likely. Hu (2002) describes Chinese culture of learning as, “a whole set of expectations, attitudes, beliefs, values, perceptions, preferences, experiences, and behaviours that are characteristic of Chinese society with regard to teaching and learning” (p. 96). The Confucian framework influences much of their learning and teaching in China. “Any particular culture of learning will have its roots in the educational, and, more broadly, cultural traditions of the community or society in which it is located” (Cortazzi & Jin, 1996, p. 169). This is particularly true when the participants come from completely different backgrounds. The Chinese culture has a long history, and with that history comes expectations of how things will be done.

Ethnographers have emphasised that the classroom is communicatively constituted, i.e. classroom events, social relations and roles are constructed through language. Learning is born in social interaction on the basis (partly at

least) of cultural norms, values and expectations which derive from the learners' immediate community or from society at large. (Cortazzi & Jin, 1996, p. 171)

When the cultural norms differ as they do between Asian and Western cultures this can lead to mismatches in learner and teacher understanding. According to Brindley, "Learners' expectations will be influenced by their previous social and educational background, leading some learners to want a structured learning programme at variance with communicative approaches adopted by their teachers" (as cited in Cortazzi & Jin, 1996, p. 170). Because of the nature of the Confucian value system (discussed below in Confucianism and language teaching), what Brindley says applied to this study as well. Because this program uses a western approach to teaching with a communicative framework, it is not as familiar to the students arriving from Asia. This is the main reason it is expected that there will be mismatches that occur during this study.

Confucianism

Confucianism came about in the 5th - 6th century BCE and has been followed by the Chinese people for over 2,000 years. It is not a religion, but a philosophy of life that determines a way of education, values, and social codes (Encyclopedia Britannica). Confucianism has "marked the patterns of government, society, education, and family of East Asia" (Encyclopedia Britannica). Below in table 3 you will find some of the key concepts of Confucianism as determined by Hofstede and Bond (1988). These concepts are an integral part of Chinese culture, which in turn plays a large part in their linguistic culture.

Table 2: Key Concepts of Confucianism

4 Key Tenets of Confucianism
<ol style="list-style-type: none"> <li data-bbox="334 417 1422 632">1. The stability of society is based on unequal relationships between people. The “wu lun,” or five basic relationships, are ruler/subject, father/son, older brother/younger brother, husband/wife, and older friend/younger friend. These relationships are based on mutual, complementary obligations: The junior partner owes the senior respect and obedience; the senior owes the junior partner protection and consideration. <li data-bbox="334 674 1422 1031">2. The family is the prototype of all social organizations. A person is not primarily an individual; rather, he or she is a member of a family. Children should learn to restrain themselves, to overcome their individuality so as to maintain the harmony in the family (if only on the surface); one’s thoughts, however, remain free. Harmony is found in the maintenance of an individual’s “face,” meaning one’s dignity, self-respect, and prestige. The use of our own word “face” in this sense was actually derived from the Chinese: Losing one’s dignity, in the Chinese tradition, is equivalent to losing one’s eyes, nose, and mouth. Social relations should be conducted in such a way that everybody’s face is maintained. Paying respect to someone else is called “giving face.” <li data-bbox="334 1073 1422 1213">3. Virtuous behavior toward others consists of treating others as one would like to be treated oneself: a basic human benevolence which, however, does not extend as far as the Christian injunction to love thy enemies. As Confucius said, if one should love one’s enemies, what would remain for one’s friends? <li data-bbox="334 1255 1422 1390">4. Virtue with regard to one’s tasks in life consists of trying to acquire skills and education, working hard, not spending more than necessary, being patient, and persevering. Conspicuous consumption is taboo, as is losing one’s temper. Moderation is enjoined in all things.

Note. From “The Confucius connection: From cultural roots to economic growth,” by G. Hofstede & M.H. Bond 1988, *Organizational Dynamics*, 16(4), 4-21.

Linguistic Culture

Language and culture have existed together since humans started speaking. Each culture has a distinct view of the world and a distinct way of accomplishing activities.

Some cultures may share a common language, but each culture still puts a stamp on the

language, and its use by using colloquial terms or inventing slang. These cultures may have an effect on the ways people learn languages, as well as the uses for learning a second language (L2). This section will examine the ways in which the linguistic culture of a people can influence the motivations and learning expectations of students, and how they came about. Schiffman (2006) defines linguistic culture as:

[T]he sum totality of ideas, values, beliefs, attitudes, prejudices, myths, religious strictures, and all other cultural “baggage” that speakers bring to their dealings with language from their culture. Linguistic culture also is concerned with the transmission and codification of language and has bearing also on the culture’s notions of the value of literacy and the sanctity of texts. (p. 112-13).

The linguistic culture of the Chinese language is ancient and full of traditions. One tradition that shapes the linguistic culture of the Chinese is their Confucian values. When looking at the quotes from Hu (2002) on Chinese heritage of learning, and Schiffman’s (2006) linguistic cultures, there is some overlap in wording. (Hu- expectations, **attitudes**, **beliefs**, **values**, perceptions, preferences, experiences, and behaviours; and Schiffman- ideas, **values**, **beliefs**, **attitudes**, prejudices, myths, religious strictures, and all other cultural “baggage”) This is an interesting example of how linguistic culture is an integral part in language. These values have much to do with how the Chinese live their lives, and how they learn. Confucianism is a way of life, and this in turn affects how they learn and what they take into a language classroom. Ballard and Clanchy, “describe Chinese

students as quiet, respectful of teachers and textbooks, and reluctant to ask questions or express their own opinions publicly.” (as cited in Shi 2006, p. 123).

The linguistic culture of a person can influence how he or she acts in the classroom. Because of the values and beliefs that Chinese students were raised with, they are not accustomed to having genuine or open ended questions asked of them where there is no correct answer because it is the teacher’s job to transmit the knowledge. Students from China are not used to displaying their knowledge, unlike students in Western universities who are expected to display their knowledge in class with participation and discussions. According to Hu (2002), a “feature traditional Chinese education is its emphasis on maintaining a hierarchical but harmonious relation between teacher and student. Students are expected to respect and not to challenge their teachers” (p. 98). This creates a potential perceptual mismatch in the classroom due to the differences in how Chinese universities and Western university classes are taught and what is expected of the students.

Motivations for Learning English

Because of globalization many Chinese associated with the international business field want to learn English as a means of competing with other nations in the global market. As a result of internationalization, in China learning English has become more important. According to Tollefson (1995):

The primary reason for the spread of English in China is that English is the major language of international communication. It is the most important language of

business and commerce, of governments and international agencies, of science and technology, and of tourism, film, and music (p. 81).

Nowadays, much of business worldwide is conducted in English, so this means that Chinese people need to be knowledgeable in the English language to have this political and economic power. This is a powerful motivating factor when Chinese students choose to learn English.

Confucianism and Language Learning

When learners and teachers from different linguistic cultures adhere to different ideologies, mismatches in views and ideas can arise. For instance, Sullivan (2000) summarizes work by Bond and Hwang, Cheng, & Scollon and Scollon, as the conflicts between the communicative language teaching (CLT) and Confucian history as follows:

Underlying values of Vietnamese Confucian conflict with those that are represented by CLT. Confucianism emphasizes dependency and nurture rather than independence; it emphasizes hierarchy rather than equality; and there is more emphasis on mutual obligation of members of a group than on individualism (as cited in Sullivan 2000, p. 121).

If you think back to the key concepts of Confucianism stated earlier in table 2, you will see that what Sullivan (2000) is saying about hierarchy is in line with what Hofstede & Bond (1988) stated. There is also emphasis on mutual responsibility within a group. It is the responsibility of the teacher to transmit the knowledge but it is the responsibility of the student to continue his or her education, not only to help them grow, but also to help

the nation as a whole grow. The classroom can become an uncomfortable place for students when there are different values and concepts than what they are accustomed to. For the Chinese students who participated in this study, much of what they are accustomed to in the classroom is grammar translation, and the audiolingual method.

According to Hu (2002):

The traditional approach to ELT in the PRC has been a curious combination of the grammar-translation method and audiolingualism, which is characterised by systematic and detailed study of grammar, extensive use of cross-linguistic comparison and translation, memorization of structural patterns and vocabulary, painstaking effort to form good verbal habits, an emphasis on written language, and a preference to literary classics (p. 93).

The quote above emphasizes the connections between Chinese language learning and the Confucian value system. The grammar translation method is still widely popular in the Chinese schools and universities. In this method, much of the teaching takes place in the students' first language (L1) and translated to the second language (L2), and is based around the grammar of the L2. The focus of learning the L2 was on reading and writing rather than on attaining oral proficiency. According to Hu (2002), "This is attested to by maxims such as 'it is always useful to open a book' (kaijuan youyi) and 'when the time comes for you to use your knowledge you will hate yourself for having read too little' (shu dao yongshi fang hen shoa)) (p. 98). This means that listening comprehension and speaking the language are not worked on. The vocabulary is selected from the texts that

the students will translate and they do not focus on words outside of the texts that may be more meaningful.

Much of this method, with no emphasis put on oral production and listening, is still common in China. Many teachers are given a syllabus with certain textbooks they must use, and must teach to that syllabus or textbook so the students will be prepared for the exams that are given to all students. Very little is done with listening and speaking but when it is worked on the teachers use the audiolingual method (ALM).

The audiolingual method, developed in the early 1940's in the U.S., also has a different and less flattering name for this method is "skill and drill" because this method uses a repetitive manner that soon becomes tiring. This method was imported from the West, but it is still widely popular in China because of the links between this method and Confucianism. This is a teacher-centered method and there is no learner autonomy. While this method is not solely input based, the students do not have any meaningful output. According to Richards and Rodgers (2001), "the language was taught by systematic attention to pronunciation and by intensive oral drilling of its basic sentence patterns. Pattern practice was a basic classroom technique" (p.52). The students mimic what the teacher says and how they say it so that they work on intonation and fluency. While they are producing language it is a form of rote memorization because they must practice until they perfect it. However, the students are not put into pairs or groups to work on the phrases taught to them, or to try to use it in a meaningful context.

The concept of collaborative work frequently associated in the second or foreign language classroom with pair work or group work ought not be disassociated from social, cultural, institutional, and political settings. The classroom and its activities should not be viewed as being neutral. The classroom is part of a larger sociocultural and political context, and classroom interaction reflects motives and beliefs concerning the external reality (Johnson 2004, p. 145-6)

What this quote is showing is the differences between the concepts on Confucian values and Western values. The Chinese value structure and dependence on each other while the Westerners value independence and original thought. Grammar translation and ALM are two methods that are very structured and have a dependency on the teachers to transmit the knowledge. However, Westerners and communicative language teaching value independence, learner autonomy, and group work.

The discussions above about grammar translation and the audiolingual method give us a good understanding of what the methods entail. Now however, these methods must be linked back to Confucianism and language learning. The following table (3) shows what Hu (2002) explains as the four R's and four M's of, "learning strategies commonly practised in the Chinese culture of learning (p. 100). If you examine some of the wording you will notice that the thoughts and ideas presented in this chart are in line with many of the notions presented in grammar translation and audiolingualism. These links make one aware of the strong bonds the Chinese people have with their Confucian values and how they influence their education and learning practices.

Table 3: Chart of Four R's and Four M's

Four R's		Four M's	
Reception	Receive and retain knowledge imparted by teachers and textbooks	Meticulosity	Attention to smallest detail
Repetition	Repeatedly study	Memorisation	Memorisation with meaning
Review	Review what is received and repeated	Mental Activeness	Learning and understanding through active mental analysis
Reproduction	Accurately reproduce transmitted textual knowledge	Mastery	Never considered complete until full mastery achieved

Note. From "Potential cultural resistance to pedagogical imports: The case of communicative language teaching in China," by G. Hu, 2002, *Language, Culture, and Curriculum* 15 (2), 93-105.

The following are some examples of the links between Confucianism and the methods mentioned above. Reception seems to be another word for input that acknowledges the need for the students to receive knowledge from their teachers, and repetition is a common part of the audiolingual method when they must repeatedly work on mimicking what and how the teacher says something. Meticulosity goes together with grammar translation because of the meticulous nature of transcribing from one language to another and the detail they use when learning grammar. Also mastery shows the hierarchical standings in place in a classroom that uses the audiolingual method. In this type of classroom the teacher is the person who has mastery of the language and the students are the "empty vessels to fill". These learning strategies are congruent with

grammar translation and audiolingual method, and they still hold to the values of Confucianism. This may, in part, be why grammar translation and audiolingualism are still holding on in China. However, both grammar translation and audiolingualism made a decline in the U.S. People started to feel that the methods were not living up to expectations in the case of audio lingual method, and not useful for modern languages for grammar translation method, because while the students were learning the language in the classroom they were not able to use the language in meaningful conversations and contexts outside the classroom (Richards & Rodgers, 2001, p. 65).

ESL Teaching in the United States

While not without critics, most of the ESL instruction in the US is at least broadly based on the tenets of Communicative Language Teaching (CLT). This is also true for the classroom under investigation in this study. CLT came along during a time when people were getting restless with the other methodologies that they felt were not as useful. CLT was considered a breath of fresh air to many teachers. This approach moved towards a learner centered platform that centered around the need for the students to engage in the material being taught. As such, materials were catered to the students needs and interests so that the learning could be useful to them in contexts outside of the classroom (Richards & Rodgers, 2001, p. 158) When appropriate, classroom based examples will be provided.

The aims of CLT are, “(a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that

acknowledge the interdependence of language and communication” (Richards & Rodgers, 2001, p. 155). What this means is that CLT is designed to make language and communication work together so the learners can develop competence in the four skill areas (listening, speaking, reading, and writing). Communicative competence as defined by VanPatten and Benati (2010), “refers to underlying knowledge involved in language use” (p. 72). The classroom of this study was an integrated skills class that worked on each skill equally. This approach focuses on meaning through communicative interaction like group and peer work. For example, the students participated in a debate and had to work together in groups to make arguments to discuss, and for the peer work, students worked on peer corrections of essays. These activities afforded many opportunities for the students to use the language skills in a meaningful way in context. This type of approach moves the classroom into a learner-centered environment that allows the students more autonomy, instead of a teacher-centered classroom. CLT hinges on interaction and output within a group.

Interaction according to Mitchell and Myles (2004) is, “when the speaking and listening in which the learner engages is viewed as an integral and mutually influential whole, such as in everyday conversation” (p. 21-22). Interaction was a large part of the classroom under investigation in this study. The students and teachers interacted with each other on a daily basis and this afforded the students opportunities to learn from each other as well as the teachers. According to CLT, negotiating for meaning on aspects of language in the classroom helps with processing the language and allows students to use the language in context. According to Long:

the term interaction is used restrictively to refer to a particular type of interaction in which negotiation of meaning is involved,” of which he says, “the need for negotiation of meaning arises when participants in an interactional activity try to either prevent a potential communication breakdown or to repair an actual communication breakdown that has already occurred (as cited in Kumaravadivelu (2003), p. 106).

What this means is that in terms of CLT, interaction is a major component of this approach and has a necessary component of collaboration of some form to make this approach work. From these interpretations of interaction a clearer picture is formed as to the role of interaction in the classroom.

Kumaravadivelu (2003), when discussing interaction as an ideational activity said, “interaction as an ideational activity focuses on the complex relationship between the individual and the social, particularly the impact of the social on the individual” (p.113). This along with Long (1981, 1996) shows us how the concepts of interactions in the classroom can contribute to the field of perceptual mismatches.

In this paper the researcher considers interaction to mean any interaction that occurs between students, teachers, and the environment, as well as everything in that environment. Interaction is incorporated into many facets of the classroom in this study. The students interact during group work between each other, as well as during question and answer sessions between students and teachers. Another way students interact is when they give presentations to the class because they are expected to talk with their

peers afterwards. The students also interact with the media in the classroom and the teachers. By doing this students are essentially using output to practice their language skills. Swain (2000) stated that, “the importance of output to learning could be that output pushes learners to process language more deeply - with more mental effort – than does input” (p. 99). Output, in other words, is what the students produce with the language they learn by interacting with peers. In the context of this study output was used in various situations. The learners were given opportunities to use language in the classroom and work in pairs to help facilitate learning the knowledge that had just been discussed in the class. The students were also asked to give presentations as a means of allowing the students the opportunity to speak out loud in the class. Debates were another thing that was used, as well as group conversations. Thus, it stands to reason that through CLT, all three components must be present to have a successful learning environment.

The students were put into situations frequently where they had to negotiate for meaning and interact with their peers. For example, the students were asked to do peer revisions on an essay and by doing this the students needed to negotiate for meaning with each other and decide why the sentence or phrasing was correct or not. This was designed to help the students attain a deeper understanding of the language and what is possible or not possible grammatically.

Mismatches can arise from numerous social expectations from various societies, and when students of different cultures are placed in one environment and interaction takes place, there is the chance for perceptual mismatches.

Conclusion

The classroom environment can be viewed as a circle. It starts in the home and the community, and then moves into the classroom where the students learn through various methods, in this case grammar translation and audiolingual method. Then they moved into a new environment and different culture, where the expectations and methods are different, but they bring with them the knowledge of all they have learned previously into their new environment. This creates the opportunity for mismatches in the classroom like the ones mentioned above by Kumaravadivelu. It is possible to find one or all of them, and for this reason it is important to find out where mismatches can occur and how to either overcome them or minimize them so that teaching and learning is possible for everyone involved. This type of study is important because it can show areas that the teachers and students are in accord or it can show where there may be mismatches. Sometimes just knowing what is causing the mismatch is enough to encourage both learners and teachers to try a different approach. For this reason this study will focus on (1) discovering the types of mismatches that occur in the classroom when students come from a society that believes in Confucian values and the teachers subscribe to Western values, and (2) how these mismatches present themselves during the course of learning and teaching. In order for language classrooms to be as effective as possible teachers need to develop an understanding of how different cultures affect the classroom. In the next chapter, I will detail the methodology used to complete this research.

Chapter 3 Methodology

In this chapter the methodology used in this study will be detailed. First the research design will be addressed, followed by credibility, transferability, setting, participants, procedures of data collection, and the data analysis procedures.

Purpose and Goals of Research

The goal of this research in the broadest sense is to gain insights into intercultural communication in the classroom, through investigating perceptual mismatches. Specifically, the purpose of this study is to understand the dynamics that occur when international students participate in an English as a Second Language program at a US university with the ultimate goal of participating in a degree completion program. In order to do this, the study examines perceptual mismatches between students and teachers in this program. Perceptual mismatches are a failure on the part of teachers and students to understand or interpret something the same way. In other words, I wanted to investigate how teachers and students perceive the English language classroom experience paying particular attention to areas where perceptions differ between the teacher and the students. While this is beyond the scope of this research, ultimately, understanding perceptual mismatches in the classroom might help teachers and students in overcoming problems they encounter.

Research Design

The design of this research study is qualitative in nature. A qualitative approach was chosen because this research focuses on what Miles and Huberman (1994) call,

“naturally occurring, ordinary events in natural settings” (p. 10). Much of classroom research falls under the qualitative realm because it is experience based and informs language teaching existing in classrooms (rather than lab based research) are the natural settings discussed by Miles and Huberman (1994). Additionally this study falls into the category of research teacher action research, described by Mackey and Gass (2005) as, “research carried out by practitioners in order to gain a better understanding of the dynamics of how second languages are learned and taught, together with some focus on improving the conditions and efficiency of learning and teaching” (p. 350). In other words this means that a teacher is examining their class and looking for things that need to be changed or things they had not noticed before. However, this will be amended in this study simply to teacher research, because as implied above, there is usually an intervention that comes from teacher action research and in this study no intervention will be done. Given the qualitative research design the small number of participants is appropriate for this investigation. Table 4, summarizes characteristics of qualitative research described in the literature and how they apply to this study. It gives an overview of how Miles and Huberman, and Mackey and Gass define qualitative research. The first two columns are noted researchers in the qualitative field and the third column is the research being conducted in this study.

Table 4: Overview of Qualitative Research and Personal Research

Qualitative research		
Miles and Huberman (2004)	Mackey and Gass (2005)	My research
“Thick descriptions” that are vivid and nested in a real context	Rich description	Interviews, journals, observations
	Few participants	7 participants
“Holistic” overview of context under study	Natural and holistic representations	Classroom Observations
Researcher attempts to capture data on perceptions of local actors “from the inside”	Emic perspectives	Teacher Action Research/Participants in the classroom
Flexibility	Cyclical/open ended process	Ongoing data collection and analysis
	Open ended or general research questions	Exploratory questions and open ended prompts

Credibility

Good qualitative research is credible. Credibility is established through intense and longitudinal engagement with the research context and the participants, and collecting data in different ways and contexts so that data can be examined from multiple points of views to create a whole picture. (Mackey & Gass, 2005, pg. 179-180). For this study data was collected over a period of 4 weeks and researcher interacted with the participants during class, as well as outside the classroom with activities. This allowed the participants to interact with the researcher on a daily basis and build rapport. Additionally the researcher used data collection methods to allow for triangulation rather than relying solely on one type of data. Triangulation “entails the use of multiple, independent methods of obtaining data in a single investigation in order to arrive at the same research findings” (Mackey & Gass, 2005, p. 181). As stated above in Table 4

observations, questionnaires, dialogue journals, and interviews were used to collect data and triangulate. Lastly, this research was loosely based on previous studies in the field of applied linguistics (Barkhuizen, 1998; Kumaravadivelu, 2003). This brings the next point into discussion, which is transferability.

Transferability

Rather than trying to establish generalizability, qualitative researchers strive for transferability. According to Mackey and Gass (2005), “qualitative research findings are rarely *directly* transferable from one context to another, the extent to which findings may be transferred depends on the similarity of the context” (p. 180). For example this study is based in a university setting in the northwest and is designed for students arriving for a degree completion program. This study might be transferable to similar contexts and similar participant. Furthermore, while instances of perceptual mismatches may vary depending on situations, they are still present in any classroom. The key is in determining which mismatches are present in a particular class. For this research, “thick description” will be used to allow for much detail and description so teachers will see how this study pertains to their own setting and context.

My study design is largely based on that used by Barkhuizen’s study (1998). Table 5 gives an overview of the methods of data collection used in Barkhuizen’s study and the methods used in this study. Many of the methods are the same with a few differences like the composition and the dialogue journals. Also, there were no group interviews in this study.

Table 5: Comparison Between Studies

Barkhuizen Study (1998)	My study
Questionnaire	Questionnaires
Composition	Dialogue Journals
Observation	Observations
Individual Interviews	Individual Interviews
Group Interviews	

While many of the methods are similar, the data collected is not the same. Barkhuizen's study is focused on teacher/student perceptions of classroom activities while this study is focused on perceptual mismatches in a broader sense that might encompass mismatches in activity priorities.

Setting

The setting for this study was a four-week summer intensive English language classroom at a medium sized public university in the northwest. This program is offered through Summer Sessions as a means of providing Chinese students that arrive for the Degree Completion Program, (previously known as 2+2 program) preparation for the classes they will enter in the fall. This summer course was designed for students arriving from China, and is an international exchange program where students from a university in China finish their first two years of general studies in their home country, and the last two years of their chosen field (usually Geological or Petroleum Engineering) at a university in the northwest where they will graduate with their bachelor's degree. While this course is designed for degree completion students, it is also open to all other students from the community and campus. Summer Sessions, along with International Programs and

Initiatives (IPI) act as the liaisons between this university and a university in China. IPI handles all the incoming international students from around the world. They are also responsible for making agreements between our university and universities in other countries like the one they have the students in this study came from that allows an exchange of students both ways. (Personal Communication with Dr. Duff Johnston, Assistant Professor of English and Linguistics, December 2011).

There are two classes offered during the summer session for the intermediate level. The classes are both called English Language Proficiency (ENG 230-231). These classes were integrated skills courses focusing on academic English used at the university. The class under investigation here consisted of five students, one teaching assistant, and one teacher. The class met from nine in the morning until eleven thirty am, then let out for lunch for two hours, and resumed at one thirty pm until four pm from Monday-Thursday. Friday was reserved for extracurricular activities outside the classroom.

The classroom where the research was conducted was a typical classroom at the university, in that it was normally used for university classes during the academic year. It is located at the campus core in a building usually housing classes in the humanities that are generally part of the core curriculum for many undergraduate students. It is close to the student union, housing, library, and cafeterias.

Figure 1 depicts the layout of the classroom, with a computer at the front of the class, a projector on a cart, and a white board available for use in the classroom, as well as the ability to listen audio if needed. There was a wall of windows to one side of the classroom and a door in the back of the classroom. All the students sat in a semi-circle at

the front of the class in a seat they chose at the beginning of the program. The teaching assistant (the researcher) usually stayed on the side of the class where the camera was placed while the teacher conducted class, and then circulated between the students during activities.

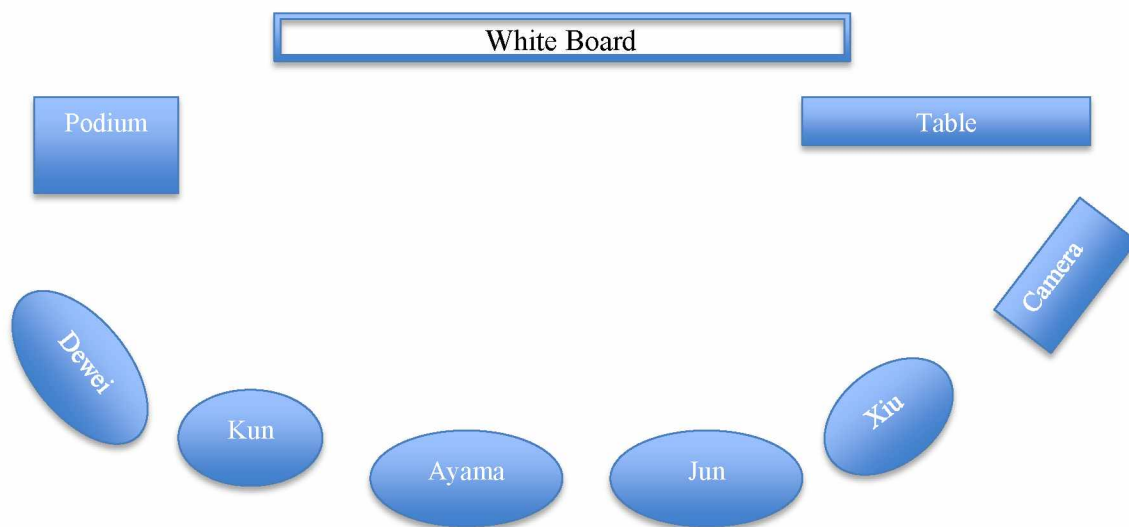


Figure 1: Classroom Setup

Participants

The student participants of this research were students enrolled in an intensive English language class called English Language Proficiency (ENG 230-231). The students were enrolled in these particular levels because of their Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores. According to Carol Holz (Personal Communication December 2011), the students need a minimum of 79 (TOEFL), and 6.5 (IELTS) to enter into their degree program full

time. If they do not have a 79 they must at least have a 60 on the TOEFL, or a 6.0 on the IELTS, to enter the summer Intensive English Program. If they obtain a score of 72-78 on the TOEFL (there is no in-between score for the IELTS) the student can receive a waiver (see bullet below for rules to waiver) and enter their degree program but they must take 9 credits of ENG, and they can take up to 6 credits of Engineering. Once they obtain a waiver they no longer have to worry about TOEFL/IELTS score. They must obtain minimum scores in each section to qualify for the waiver (reading- 15, listening- 14, speaking-18, and writing- 17). If they have between a 64-71 on the TOEFL, must enroll full time (12 credits) in ENG classes and they are allowed to enroll in 4 credits of engineering. They have one year to obtain a 79 on the TOEFL (or a waiver). If at the end of the one year they do not obtain the scores necessary they must return home or transfer to another U.S. intensive English program as their UAF intensive English program has completed.

All students enrolled in the class were asked to participate and there were no exclusions. All the students were from Asia, with four being from China, and one from Japan. The teacher is originally from Mexico and grew up speaking Spanish and English bilingually at home. The teaching assistant/researcher was born and raised in the United States with English as a first language in a monolingual household. Tables 6 and 7 provide an overview of background data collected on the participants. A short profile of each participant is provided in this section. All names used in the course of this research are pseudonyms.

Table 6: Table of Participants (Students)

Name/ Sex/ Age	Nationality	L1	L2	Number of years learning English	Languages at home	Major	TOEFL / IELTS Score
Ayama F/18	Japanese	Japanese	Thai, Japanese, English	6 years	Thai, Japanese, English	English/ Agriculture Business Technology	N/A
Dewei M/20	Chinese	Chinese	English	12 years	Chinese	Geological Engineering	TOEFL 62
Kun M/21	Chinese	Chinese	English	10 years	Chinese	Petroleum Engineering	IELTS 5.5
Jun M/20	Chinese	Chinese	English	11 years	Chinese	Petroleum Engineering	TOEFL 62
Xiu F/19	Chinese	Chinese	English	10 years	Chinese	Petroleum Engineering	IELTS/ TOEFL 5.5/63

Table 7: Table of Participants (Teachers)

Name/Sex/Age	Nationality	L1	L2	Number of years learning English	Languages at home	Profession
Kay F/ 54	Mexican/ American	Spanish English	English Spanish	Whole Life	Spanish English	Professor
Kit F/27	American	English	Spanish	Whole Life	English	Teaching Assistant

Ayama is 18 years old, and from Japan near Sendai and Tokyo. She is just out of high school and the only participant that is not part of the degree completion program. She is hoping to obtain her bachelors from the university in business, English, agriculture, and technology. She also loves photography. Her English skills are the lowest of the group, and because of this she is less confident in her language abilities than the others. She did not have a TOEFL score when she entered the program and had not studied English for a few years, but she did spend six years learning English previously. She lives with her aunt (who is from Thailand) and uncle (American) in the U.S. and the languages spoken at home are Thai and English, with no Japanese being spoken, except by her.

Dewei is 20 years old and is very quiet. He is very intelligent and works hard on improving his spoken English. He is from China, has been studying English for twelve years, and has a TOEFL score of 62. His father works in the business district in Beijing, and he is studying geological engineering so he can follow in his father's path.

Kun is 21 years old, from China, and he is a leader. He is always the first to volunteer to present, or speak when needed. He was student body president at his high school, so giving presentations is easier for him than for some of the other students. He is a very dedicated student and focused on his studies. He has been studying English for ten years and is studying petroleum engineering. He received an IELTS score of 5.5. He likes to play World of Warcraft with his friends, and is very determined to improve his English.

Jun is 20 years old, from China, and has been learning English for eleven years. He loves to play basketball when time permits, and he is studying petroleum engineering so he can follow in his father's path. He is really interested in the Chinese Opera and

movies. He did really well on presentations even though he has low speaking abilities at times. He received a TOEFL score of 62.

Xiu is 19 years old, from China, and has been learning English for 10 years. She is studying petroleum engineering, and had already passed the IELTS with a score of (6.5), and has a TOEFL score of 63, which is a passable score under the old agreements between the two universities. Her speaking ability is a bit lower than the others students', but she never has any problems with confidence during presentations. She is also from China and she has a sick mother at home.

Kay is 54 years old and a Spanish instructor at a university in the northwest. She teaches English classes in the summer to students arriving for the degree completion program from China, and Spanish classes during the fall and spring semesters. She has taught at this university for 20 years. She grew up speaking Spanish and English at home, and has studied a multitude of other languages including Italian, Dena'ina, and French.

Kit is 27 years old, a teaching assistant, and a graduate student at the university, working on a degree in applied linguistics with a focus on second language acquisition and teacher education. She grew up in a monolingual English-speaking environment all over the U.S., but studied Spanish and German for her undergraduate degree. She wants to teach English as a second language abroad in a university setting.

Procedures of Data Collection

This section describes each of the data collection procedures and how they are used in this study to answer the research questions. Table 8 gives an overview of the procedures or data collection and when the data collection occurred.

Data collection for this study included questionnaires, observations, dialogue journals, video recordings, and semi-structured interviews. I planned on using the questionnaires to help answer the research questions by analyzing them for trends in types of mismatches. The observations, dialogue journals, video recordings, and semi-structured interviews were used to triangulate the data to improve credibility of the analysis as well as providing insight into how the mismatches present themselves in the classroom.

Table 8: Overview of Data Collected

Week	Assignment Given	Data Collected	Data Analyzed
Week 1	1 st Journal Assignment	Background Questionnaire and Informed Consent	
Week 2	2 nd Journal Assignment	1 st Teacher Questionnaire, Student Questionnaire, and Dialogue Journals Video Recording	Dialogue Journals were analyzed to answer questions and give feedback.
Week 3	3 rd Journal Assignment	Dialogue Journals Video Recording	Dialogue Journals were analyzed to answer questions and give feedback.
Week 4	4 th Journal Assignment	Prioritizing Aims and Activities Questionnaire, and Dialogue Journals Video Recording	Analyzed to use in semi-structured interviews. Dialogue Journals were analyzed to answer questions and give feedback.
Week 5	5 th Journal Assignment	2 nd Teacher Questionnaire, Student Questionnaire, Interviews, and Dialogue Journals Video Recording	Dialogue Journals were analyzed to answer questions and give feedback as well as using the entries to guide the questions for the semi-structured interview

Documents used

For this research four different documents were used. Two were adaptations from *Beyond Methods* (Kumaravadivelu, 2003) because they have already been validated: the student attitude questionnaire, and the prioritizing aims and activities questionnaire. In order to collect data about the teachers' perceptions, the student questionnaire was adapted so the teachers would be responding to the same questions asked of the students. For example, one of the student questions is, "I like to join my classmates and work in groups" the corresponding teacher question is, "I think the students like joining their classmates and working in groups". I adapted the student questionnaire so that the opinions of the students and the teachers could be compared and analyzed to look for perceptual mismatches. Finally, was the background questionnaire that was taken from Oxford's (1990) *Language Learning Strategies* so I could obtain basic information about the students and teachers.

During week one the researcher explained the consent forms in detail by reading the entire sheet and then asking specific questions to ensure that the students understood the research and their role in it. After the researcher explained the consent form she asked the students if they had any questions, and answered them accordingly. All students and both instructors agreed to be part of the research. After the consent forms were signed the researcher made copies of them and gave everyone a copy of the signed form. Next the students and teachers filled out the background questionnaire. Also during that first week of the class, the researcher gave the students their dialogue journals with their first prompt that was due the following Monday.

The following week (week two of the class), the first student and teacher questionnaire was completed. The researcher collected the dialogue journals and responded to the students' entries before giving them back with the second dialogue prompt. Also during that week the researcher taught one full class period and video recorded the class.

In week three the dialogue journals were collected and the researcher responded to any questions or comments and gave the third dialogue prompt. Also the researcher taught a full class period and video recorded the class again.

During week four the researcher gave the students and teachers the prioritizing aims and activities questionnaire. After this questionnaire was completed the researcher analyzed the results to determine which questions would be asked during the interview. After that she responded to the dialogue journals and gave students their fourth dialogue prompt. During the week she taught another full class period and video recorded the session.

In the final week the second student/teacher questionnaire was given and dialogue journals were collected and responded to with the final dialogue prompt. The dialogue journals were analyzed before they were given back for the final prompt to determine which questions the researcher would ask during the interviews. The interviews were conducted on the last two days of class. The teacher used semi-structured interviews to allow the questions to emerge from initial data collected and analyzed during the course of the weeks. Last, the class was video recorded while the researcher taught a full class period. Altogether 12 hours and 33 min of classroom time

Data Analysis

The data analysis was completed in stages. First the student/teacher attitudes questionnaires, and the prioritizing aims and activities questionnaires were analyzed. The answers for each question were tallied, and the scores were compiled in a chart. An examination was completed to determine any areas of significant variation during the initial analysis of the questionnaires before the raw and mean scores were determined. It was decided anything .5 or higher was deemed a mismatch because .5 is a half step on a 3 point scale. Then the raw and mean scores were determined and compared to the original analysis. After all the mismatches were determined, the researcher analyzed the interviews, dialogue journals, observations, and video recordings to find supporting or negating information to help substantiate these mismatches.

While much of this data relates to the grounded theory it was not the only means of analyzing the data. According to Lincoln and Guba, (1985), grounded theory is a, “theory that follows from data rather than preceding them (as in conventional inquiry) is a necessary consequence of the naturalistic paradigm that posits multiple realities and makes transferability dependent on local contextual factors” (pg. 204-205). As you can see from the procedures section above this clearly applies because I collected data and then proceeded from that data to collect more data by narrowing in on questions to ask for the semi-structured interview. Because triangulation was used as a method of data collection constant comparative method was used for the data analysis also. According to Lichtman (2009), “this data analysis technique involves comparing data from one interview (or observation) with data from another interview or observation” (pg. 66). This

is, in essence, how my data was be analyzed. However, I did not be compare one interview to another, but my interviews to the questionnaires that the participants completed, dialogue journals, and classroom observations. I also compared the first student/teacher questionnaire to the second student/teacher questionnaire.

Summary

In summary this description of the methodology provides readers a way of applying this research and adapting it to their own classroom if possible, as well as explaining the procedures and steps necessary to complete this research. The following chapter will be a detailed analysis of the data.

Chapter 4 Data Analysis

This study was designed to discover the types of mismatches found in a university Intensive English as a Second Language Program classroom, and how these perceptual mismatches present themselves. The procedures that were the basis of the initial analysis were questionnaires given to the teachers and students. In a second step interviews, journals, and observations, were used to support, clarify or call into question the preliminary analysis. It is this process of triangulation that allowed the researcher to answer the research questions more fully and in more nuanced ways.

Four questionnaires were given to the students and teachers over the course of four weeks. Information obtained from the background questionnaire was presented in chapter three. This chapter will focus on the other three questionnaires and the additional data sources discussed above. First the analysis of the first student/teacher attitudes questionnaire will be outlined, then the second student/teacher attitudes questionnaire, and finally the third questionnaire on prioritizing aims and activities will be analyzed. Next I will discuss the supporting evidence to go with the questionnaires and charts, and lastly I will provide details of other mismatches that occurred that were not captured through the questionnaires.

Question 1: What types of mismatches occur in the classroom?

Next the analysis of the two student/teacher questionnaires on attitudes will be examined. As described in chapter 3, the attitudes questionnaire was administered twice, once at the beginning of the class (July) and then again at the end of the class (August) to determine if there were any changes between how the students and the teachers thought at

the beginning of the course and how they thought towards the end of the course. For this particular data collection all five students were present as well as both teachers.

Table 9 below provides an overview of the data from both student/teacher attitudes questionnaires. The table lists the questions in the student questionnaire, the answers represented by a numeric value, as well as the raw/mean score for each question. As discussed in chapter 3, the student questions were adapted for the teacher questionnaire; questions asked of the teachers, can be found in Appendix E.

Table 9: Student and Teacher Raw/Mean Scores for Attitudes Questionnaire July and August

<i>Item</i>	<i>July</i>		<i>August</i>	
	<i>Learner attitudes totals and Raw/mean scores</i>	<i>Teacher attitudes totals and Raw/mean scores</i>	<i>Learner attitudes totals and Raw/mean scores</i>	<i>Teacher attitudes totals and Raw/mean scores</i>
1. I like to join my classmates and work in groups.	1 - 5 M = 1 (5) 2 - 0 3 - 0	1 - 2 M = 1 (2) 2 - 0 3 - 0	1 - 5 M = 1 (5) 2 - 0 3 - 0	1 - 2 M = 1 (2) 2 - 0 3 - 0
2. I don't mind being corrected by other classmates who know better than me.	1 - 4 M = 1.2 (6) 2 - 1 3 - 0	1 - 0 M = 2 (4) 2 - 2 3 - 0	1 - 4 M = 1.2 (6) 2 - 1 3 - 0	1 - 0 M = 2.5 (5) 2 - 1 3 - 1
3. I am reluctant to express my views or raise questions in class because I fear I will make mistakes.	1 - 0 M = 2.4 (12) 2 - 3 3 - 2	1 - 2 M = 1 (2) 2 - 0 3 - 0	1 - 0 M = 2.8 (14) 2 - 1 3 - 4	1 - 0 M = 2.5 (5) 2 - 1 3 - 1
4. I can learn better if teachers explain to me why we are doing what we are doing in class.	1 - 4 M = 1.2 (6) 2 - 1 3 - 0	1 - 1 M = 1.5 (3) 2 - 1 3 - 0	1 - 5 M = 1 (5) 2 - 0 3 - 0	1 - 1 M = 1.5 (3) 2 - 1 3 - 0
5. It is the responsibility of the teachers to transmit knowledge in class.	1 - 4 M = 1.2 (6) 2 - 1 3 - 0	1 - 0 M = 2.5 (5) 2 - 1 3 - 1	1 - 4 M = 1.2 (6) 2 - 1 3 - 0	1 - 0 M = 2.5 (5) 2 - 1 3 - 1
6. I am learning this second language because I like the culture of the people who speak the language.	1 - 3 M = 1.4 (7) 2 - 2 3 - 0	1 - 0 M = 2 (4) 2 - 2 3 - 0	1 - 4 M = 1.2 (6) 2 - 1 3 - 0	1 - 0 M = 2 (4) 2 - 2 3 - 0
7. I can learn better if the teachers explain to me how all the activities we do in class are connected to each other.	1 - 4 M = 1.2 (6) 2 - 1 3 - 0	1 - 0 M = 2 (4) 2 - 2 3 - 0	1 - 5 M = 1 (5) 2 - 0 3 - 0	1 - 1 M = 1.5 (3) 2 - 1 3 - 0
8. I think it is the responsibility of the teacher to correct the students in class.	1 - 4 M = 1.2 (6) 2 - 1 3 - 0	1 - 0 M = 2 (4) 2 - 2 3 - 0	1 - 5 M = 1 (5) 2 - 0 3 - 0	1 - 0 M = 2.5 (5) 2 - 1 3 - 1
9. I can do tasks or exercises well if I see their practical value.	1 - 5 M = 1 (5) 2 - 0 3 - 0	1 - 2 M = 1 (2) 2 - 0 3 - 0	1 - 4 M = 1.2 (6) 2 - 1 3 - 0	1 - 1 M = 1.5 (3) 2 - 1 3 - 0

Table 9 continued...

10. I feel motivated to do by best in class.	1 - 4 2 - 1 3 - 0	M = 1.2 (6)	1 - 1 2 - 1 3 - 0	M = 1.5 (3)	1 - 5 2 - 0 3 - 0	M = 1 (5)	1 - 2 2 - 0 3 - 0	M = 1 (2)
11. I believe I learn well when I actively participate.	1 - 4 2 - 1 3 - 0	M = 1.2 (6)	1 - 2 2 - 0 3 - 0	M = 1 (2)	1 - 5 2 - 0 3 - 0	M = 1 (5)	1 - 2 2 - 0 3 - 0	M = 1 (2)
12. I would like to learn in my own way if I am allowed to.	1 - 4 2 - 1 3 - 0	M = 1.2 (6)	1 - 2 2 - 0 3 - 0	M = 1 (2)	1 - 2 2 - 3 3 - 0	M = 1.6 (8)	1 - 2 2 - 0 3 - 0	M = 1 (2)
13. I learn better by listening to what other classmates say in class.	1 - 2 2 - 3 3 - 0	M = 1.6 (8)	1 - 0 2 - 2 3 - 0	M = 2 (4)	1 - 3 2 - 2 3 - 0	M = 1.4 (7)	1 - 1 2 - 0 3 - 1	M = 2 (4)
14. I am learning this second language because I would like to better my job opportunities.	1 - 5 2 - 0 3 - 0	M = 1 (5)	1 - 2 2 - 0 3 - 0	M = 1 (2)	1 - 4 2 - 1 3 - 0	M = 1.2 (6)	1 - 2 2 - 0 3 - 0	M = 1 (2)
15. I keep quiet in the classroom because that is how I am expected to behave.	1 - 1 2 - 3 3 - 1	M = 2 (10)	1 - 1 2 - 1 3 - 0	M = 1.5 (3)	1 - 1 2 - 1 3 - 3	M = 2.4 (12)	1 - 1 2 - 0 3 - 1	M = 2 (4)
16. I think the best way to learn is by listening to the teacher talk.	1 - 2 2 - 2 3 - 1	M = 1.8 (9)	1 - 0 2 - 0 3 - 2	M = 3 (6)	1 - 3 2 - 2 3 - 0	M = 1.4 (7)	1 - 0 2 - 0 3 - 2	M = 3 (6)
17. I feel bored in class because I don't understand why we do what we do in class.	1 - 1 2 - 1 3 - 3	M = 2.4 (12)	1 - 0 2 - 2 3 - 0	M = 2 (4)	1 - 1 2 - 1 3 - 3	M = 2.4 (12)	1 - 0 2 - 2 3 - 0	M = 2 (4)
18. I feel motivated when teachers ask me what classroom activities really interest me.	1 - 4 2 - 1 3 - 0	M = 1.2 (6)	1 - 1 2 - 1 3 - 0	M = 1.5 (3)	1 - 5 2 - 0 3 - 0	M = 1 (5)	1 - 1 2 - 1 3 - 0	M = 1.5 (3)

Note: Questions from *Beyond methods: Macrostrategies for language teaching*. B. Kumaravadivelu. (2003). New Haven, CT: Yale University Press.

* Raw score () = totals for each question

* Mean (M) = totals for question divided by number of people

* 1 = agree, 2 = unsure, 3 = disagree

* Bolded **mean** scores show a mismatch

In order to identify mismatches between students and teachers the totals for each question were tallied separately for the students and teachers. Since the raw scores cannot be directly compared, a mean score was calculated for each group. A difference in the mean scores between the teachers and the students of .5 or greater was determined to be a significant mismatch, because it represents half a step on a 3-point scale. The range of difference for this chart goes from 0 to 1.6. In this analysis, a difference in the means of 0, means that the mean score between the students' and the teachers' answers were identical, as in questions 1, 9, and 14 in July, and 1, 10, and 11 in August. In July, 8 questions were counted as representing mismatches and 10 were counted as not representing mismatches. In August, 7 questions were counted as representing mismatches and 11 were counted as not representing mismatches. However, in July there were 2 questions that were a .4 difference that were borderline under, and 1 at .6 that was borderline over the .5 threshold used to determine a mismatch. In August there were 2 questions that were borderline under at .4 and 2 borderline over at .6. For these questions it became necessary to look at the actual responses instead of just the mean score to determine if there actually was a mismatch. In the end, the mean proved to be a reliable measure for identifying mismatches.

An example of a question that had a mean score of .4 was question 13 in July that stated, "I learn better by listening to what other classmates say in class". Three of 5 students stated that they were unsure with this statement while 2 stated that they agreed with the statement, and both teachers stated they were unsure. Because the majority of both students and teachers were in consensus it was determined that even though it was

borderline, it was not a mismatch. However, in August the same question was calculated at a .6 and was deemed a mismatch because there was very little consensus. Three of the 5 students said they agreed with the statement while 2 said they were unsure and one teacher said they agreed while the other teacher disagreed. While 4 people did agree there were still 3 people that did not agree that created a significant difference especially if you compare it to the previous month.

Mismatches Identified on July Attitudes Questionnaire

First the attitudes questionnaire and the data collected on July 25th will be discussed. In analyzing the data, eight questions were determined as being mismatches between the teachers' and students' answers. Figure 2 below shows that there seemed to be little consensus in the answers. This figure captures each participant's answers to the questions for the July questionnaire. The first 5 lines (Ayama- Xiu) represent student answers; and the next two lines (Kay-Kit) represent the teachers' answers. The visual representation clearly illustrates questions where the answers differed. For a list of the teacher questions as seen on the questionnaire please refer to Appendix B.

Attitudes Questionnaire July

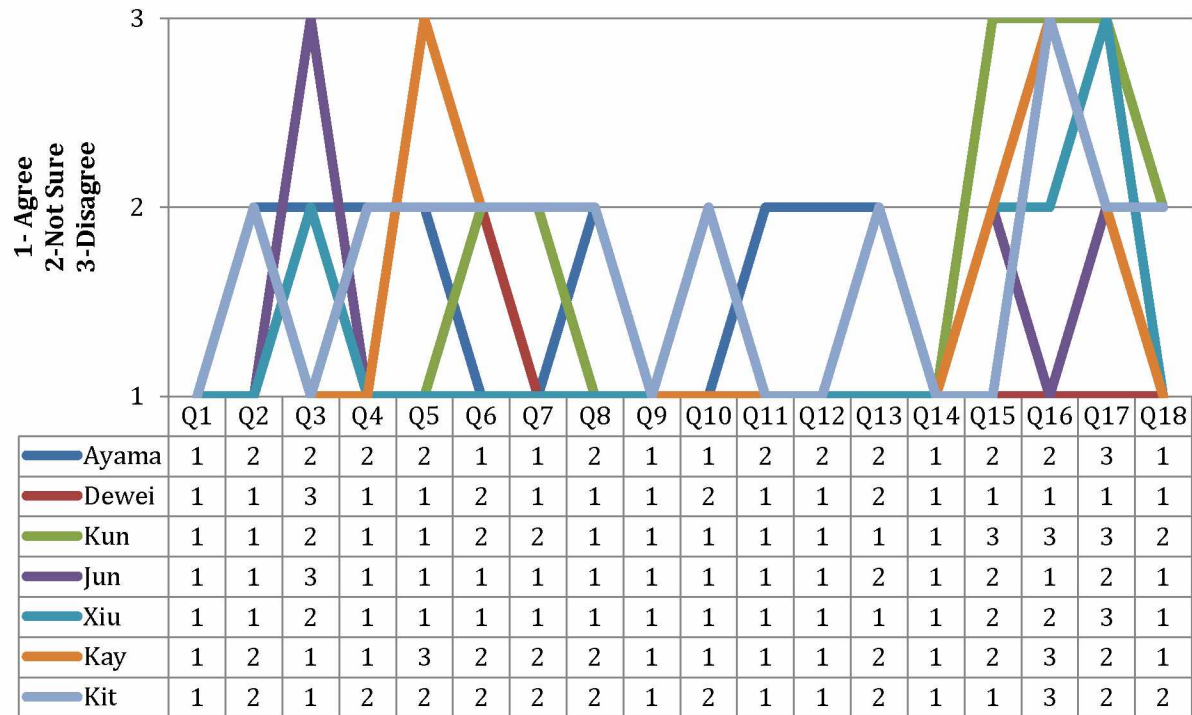


Figure 2: Attitudes Questionnaire July

Figure 3 shows the differences between the mean scores of students and teachers. By observing the lines you can see exactly where there were significant mismatches between answers given by students and teachers.

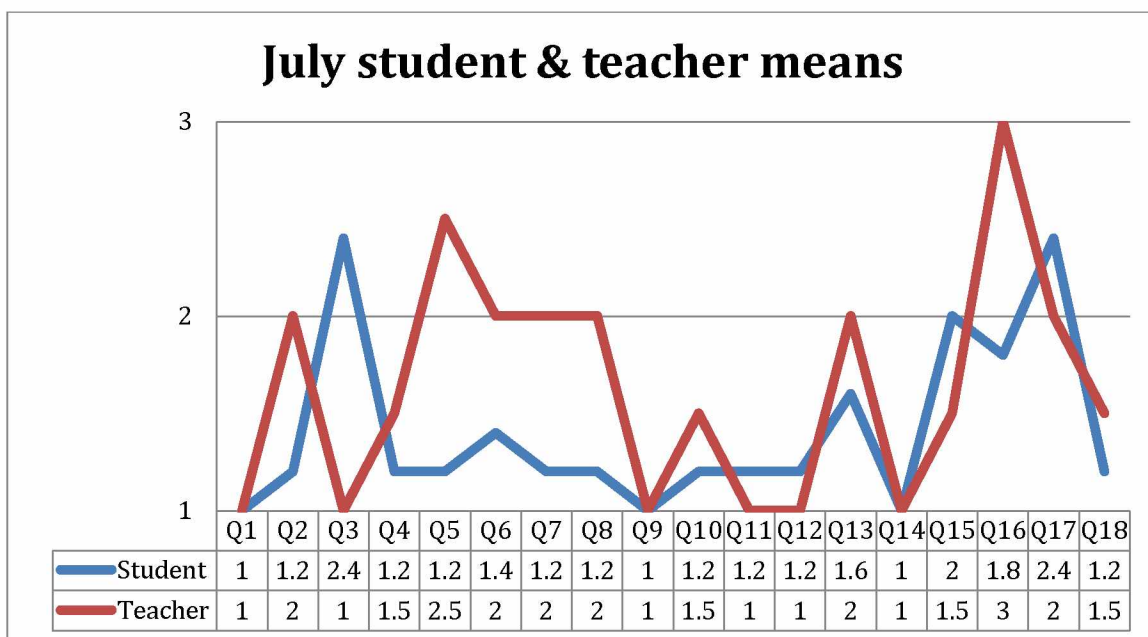


Figure 3: July Student and Teacher Means

Mismatches between teachers' and students' answers that were captured through this instrument administered at the beginning of the course (July) are discussed in this section. As discussed above, in this analysis a mismatch is defined as a .5 or greater difference in mean scores between teacher and student answers (see Table 9).

Question 2: This question asked whether the students minded being corrected by other classmates who know better. Four of the five students agreed with this statement

saying that they did not mind being corrected by classmates, while one said they were unsure (1.2). Both teachers also selected that they were unsure whether the students minded (2). In other words, students mostly stated that they did not mind being corrected by their peers, and the teachers were uncertain whether this was true or not. The difference between student and teacher answers was .8.

Question 3: This question assesses student reluctance to express views or raise questions in class for fear of making mistakes. Three of five students said they were unsure if this statement was true while two students stated that they do not agree with the statement (2.4). Both teachers in this case agree with this statement because they think the students do fear expressing views and raising questions because they will make mistakes (1). In other words, for the most part, the students were unsure whether they were reluctant to express themselves and two felt they were not reluctant at all. However, both of the teachers agreed that the students are reluctant to express themselves. With a difference in the mean score of 1.4 points this mismatch is one of the largest ones recorded through the questionnaire.

Question 5: This question was asking whether the students felt it was the responsibility of the teachers to transmit knowledge in the class. Four out of five students said that they agree with this statement while one student was unsure (1.2). One teacher was unsure and the other disagreed with the statement completely (2.5). In other words, students by and large felt that it was the teachers responsibility to transmit the knowledge in the class, while the teachers were split but leaning more towards it not being solely the

teachers responsibility. With a difference in the mean score of 1.3 points this mismatch is one of the largest ones recorded through the questionnaire.

Question 6: This question was asking whether the students were learning English because they like the culture of the people who speak the language. Three of the five students agreed with this statement while two of the students were unsure (1.4). Both teachers stated that they were unsure whether the statement was true or not (2). In other words, for the most part students agreed that they were learning this language because they like the culture, however the teachers were uncertain of the motivations behind learning this language. With a difference in the mean score of .6 points this mismatch is not very large but it is interesting.

Question 7: This question asked the participants if they felt students learned better if the teachers explain how all the activities in class are connected to each other. Four of the five students agreed with the statement saying it did help them while one was unsure (1.2). Both teachers were also unsure if this really helped as well (2). For the most part, students believed that they could learn better if the teacher explained the connections between activities and the teachers were unsure if this actually helped the students. With a difference in the mean score of .8 points this was a medium mismatch.

Question 8: This question was dealing with whether the students felt it was the responsibility of the teachers to correct students in the class. Four of the five students agreed that it was the responsibility of the teachers and one was unsure (1.2). Both teachers were also unsure if it was really their responsibility as well (2). In other words

students felt that it was the responsibility of the teachers to correct students in the class. Both teachers, however, were unsure if this actually helped the students. With a difference in the mean score of .8 points this was a medium mismatch.

Question 15: Answers to this question varied widely. This question dealt with the topic of whether the students kept quiet in class because that is how they were expected to behave. Three of the five students were unsure, while one student agreed and one disagreed with this statement (2). One teacher also agreed with this statement and one said that she was unsure (1.5). In other words, the students were unsure whether they kept quiet because it was expected, while one disagreed and the other agreed. Both of the teachers were also conflicted but leaned more towards agreeing with this statement. With a difference in the mean score of .5 points this mismatch is not very significant but it shows some interesting data.

Question 16: This particular question asked if the students thought the best way to learn was by listening to the teacher talk. Two students said they agreed with this statement while two said they were unsure and only one student said they disagreed (1.8). Both of the teachers were in consensus on this topic and disagreed with the statement (3). In other words, the students were unsure whether the best way to learn is by listening to the teacher but they were leaning in that direction. However, both of the teachers disagreed that this was the best way to learn. With a difference in the mean score of 1.2 points this mismatch is one of the largest ones recorded through the questionnaire.

Mismatches Identified on August Attitudes Questionnaire

Because of the nature of qualitative studies sometimes the researcher will focus on data as it emerges from the analysis. In this instance, while looking at change over time was not part of the original study, the topic did emerge during the data analysis. It is believed that this data is important because it shows important trends in perceptions as time progresses.

As discussed in chapter 3, participants completed the attitude questionnaire again on August 9th, in order to determine whether attitudes changed over the course of the four week class. Figure 4 provides an overview of each participant's answers and Figure 5 illustrates mean scores of teachers' and students' responses.

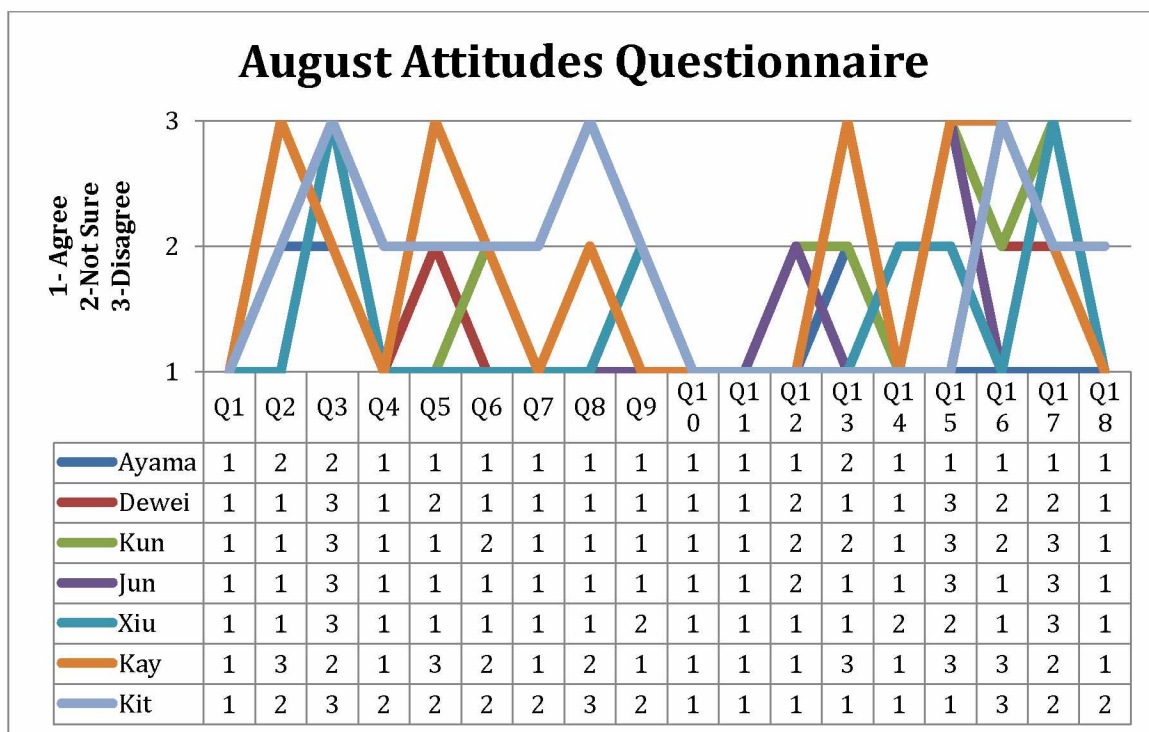


Figure 4: Attitudes Questionnaire August

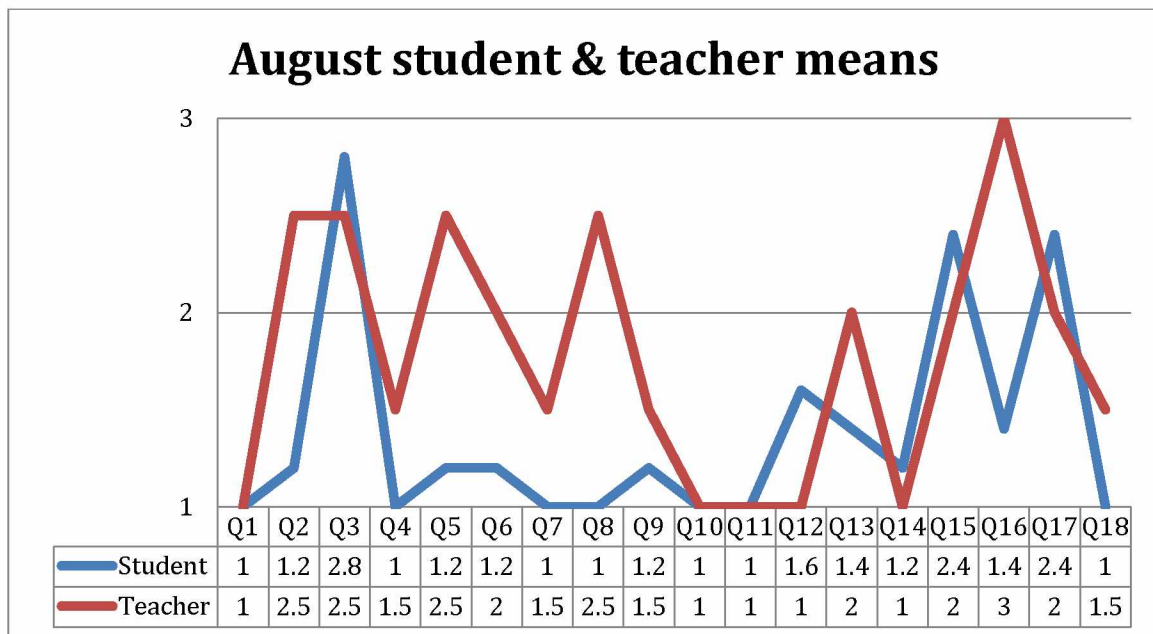


Figure 5: August Student and Teacher Means

Question 2: This question was about whether the students minded being corrected by their classmates if they know better. Four of the five students agree with this statement while one is unsure (1.2). The teachers are also split with one disagreeing with the statement and the other saying they are unsure (2.5). In other words, students mostly stated that they did not mind being corrected by their peers, and the teachers were uncertain whether this was true or not but leaned more towards disagreeing with the statement. The difference between student and teacher answers was 1.3. This question represented a mismatch both in July and August with the gap widening in August from a .8 to 1.3.

Question 4: This question asked whether the students felt they learned better if teachers explained to them why they were doing what they are doing in class. All five of the students agreed with this statement (1) as well as one teacher while the other teacher was unsure if this statement was true (1.5). In other words, students by and large felt that they learned best if the teacher explained why they are doing what they are doing in the class and the teachers leaned more towards agreeing with the students with only one teacher being uncertain. With a difference in the mean score of .5 points this mismatch is one of the smallest ones recorded through the questionnaire.

Question 5: This question asked opinions about whether the students felt it is the responsibility of the teacher to transmit knowledge in the class. Once again four of the five students agree with this statement while one is unsure (1.2), and one teacher disagrees while the other is unsure (2.5). In other words, students for the most part believed that it was the responsibility of the teacher to transmit knowledge while the teachers leaned more towards thinking it was not solely their responsibility. The difference between student and teacher answers was 1.3.

Question 6: This question asked whether the students were learning this language because they like the culture of the people who speak the language. Four of the five students agreed with this statement while one stated they were unsure (1.2). The teachers both answered that they were unsure (2). In other words, students by and large favored learning this language because they like the culture of the people who speak it while the teachers were uncertain of the student's motivations for learning the language. With a

difference in the mean score of .8 points this mismatch is not very significant but it is interesting.

Question 7: This question asked whether the students learn better if the teachers explain to them how all the activities they do in class are connected to each other. All five of the students agreed with this statement (1) along with one teacher while the other teacher was unsure (1.5). In other words, students believed that they could learn better if the teacher explained the connections between activities and the teachers were unsure if this actually helped the students but leaned more towards disagreeing with this statement. With a difference in the mean score of .5 points this mismatch one of the less significant ones.

Question 8: This question was asking about the responsibility of the teacher to correct the students in class. This question is interesting because all five of the students are in agreement (1) but neither of the teachers agrees with them. One teacher disagrees and the other is unsure (2.5). In other words, students believed that it was the responsibility of the teachers to correct students in class and the teachers were unsure if was their responsibility but leaned more towards disagreeing with the statement. With a difference in the mean score of 1.5 points this mismatch is one of the largest ones recorded through the questionnaire.

Question 12: This question asked if the students would like to learn in their own way if they are allowed to. This was very interesting because only two of the five students agreed with the statement while three said they were unsure (1.6), but both

teachers agreed with the statement (1). For the most part, students were unsure if they wanted to learn in their own way but some did agree, and teachers leaned more towards allowing the students to learn in their own way. With a difference in mean scored of .6 points this mismatch is one of the smallest ones recorded through the questionnaire.

Question 13: This question was dealing with whether the students feel they learn better by listening to what other classmates say in class. Three of the five students agree with this statement while two are unsure (1.4) and the teachers are completely divided with one agreeing and one disagreeing (2). In other words, students by and large favored learning from their peers in class by listening to them and teachers were very divided on opposite ends. With a difference in mean scored of .6 points this mismatch is one of the smaller ones recorded through the questionnaire.

Question 16: This question asked whether the students felt the best way to learn was by listening to the teacher talk. Three students agreed that this was the best way to learn while two were unsure (1.4). Both teachers disagreed with this statement about this being the best way to learn (3). For the most part, students felt that listening to the teacher was the best way to learn and the teachers disagreed with the students completely. With a difference in mean scored of 1.6 points this mismatch is one of the largest ones recorded through the questionnaire.

Question 18: This question asked if the students felt motivated when teachers ask them what classroom activities interest them. All five of the students agreed with this statement (1) as well as one teacher while the other teacher is unsure (1.5). In other

words, students believed they were motivated to do their best in class, and the teachers were unsure but leaning towards agreeing with the students. With a difference in mean scored of .5 points this mismatch was not very significant.

Comparison between July and August Questionnaires

In this section, changes between responses on the July and the August questionnaire will be discussed. First, the focus will be on student's answers.

Figure 6 visually compares mean student scores by question. In looking only at mean scores, student responses did not appear to change significantly over this four week course. The most notable differences are in questions 3, 12, 15, and 16 where there is a 0.4 difference, which is below the 0.5 threshold. Furthermore, most mean scores only differ by 0.2 points. Overall, the students' mean scores did not change significantly from July to August. However, considering the means, alone, does not tell the whole story, as will be evident in the discussion of individual student responses and change over time.

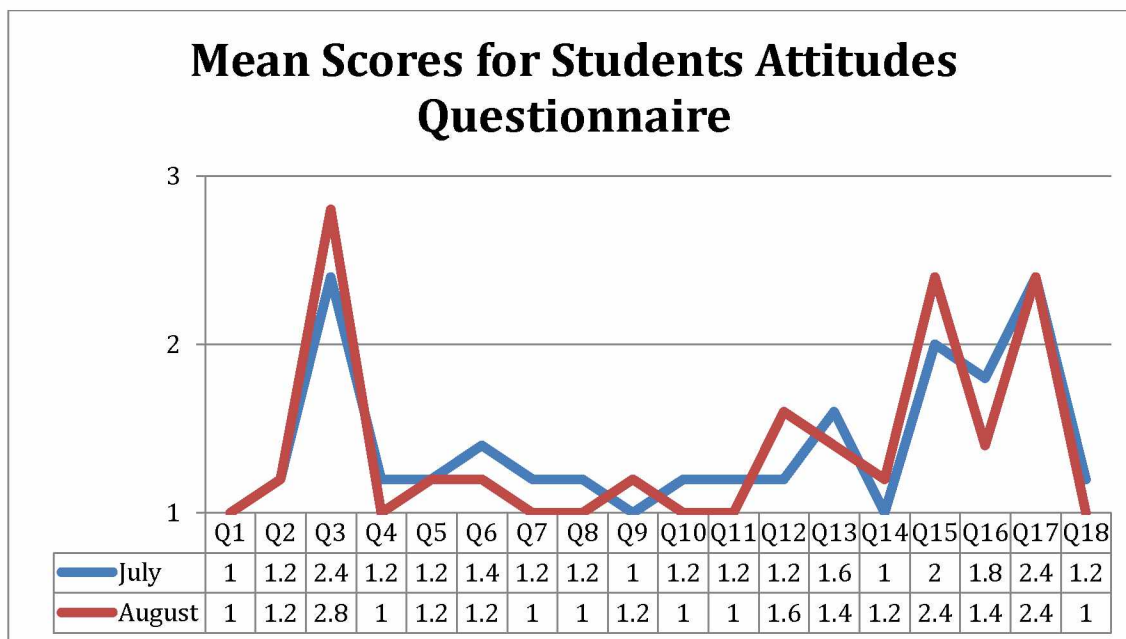


Figure 6: Mean Scores for Students Attitudes Questionnaire

Figure 7 visually compares mean scores of the teachers for July and August. Somewhat surprisingly, this comparison shows a number of significant changes. For example questions 2, 8, 9, 10, and 15 all had a 0.5 difference, while question 3 and 7 had a 1.5 difference. This indicates that there are quite a few instances where even teachers changed their responses from July to August.

From July to August quite a few changes occurred in the teachers responses. However they each only changed 5 answers. Kay's answers seem to create a trend towards her thinking the students do prefer a communicative environment as indicated by her answers to questions 4, 9, 11, and 18. However, she does seem to think that the students do not necessarily like feedback from other students indicated by her answers to

questions 2 and 13. Kit's changes in answers seem to follow the same trend as Kay's. Many of Kit's answers seem to change towards a communicative manner but the changes also show that she is still unsure in the classroom about what is occurring between the students and teachers.

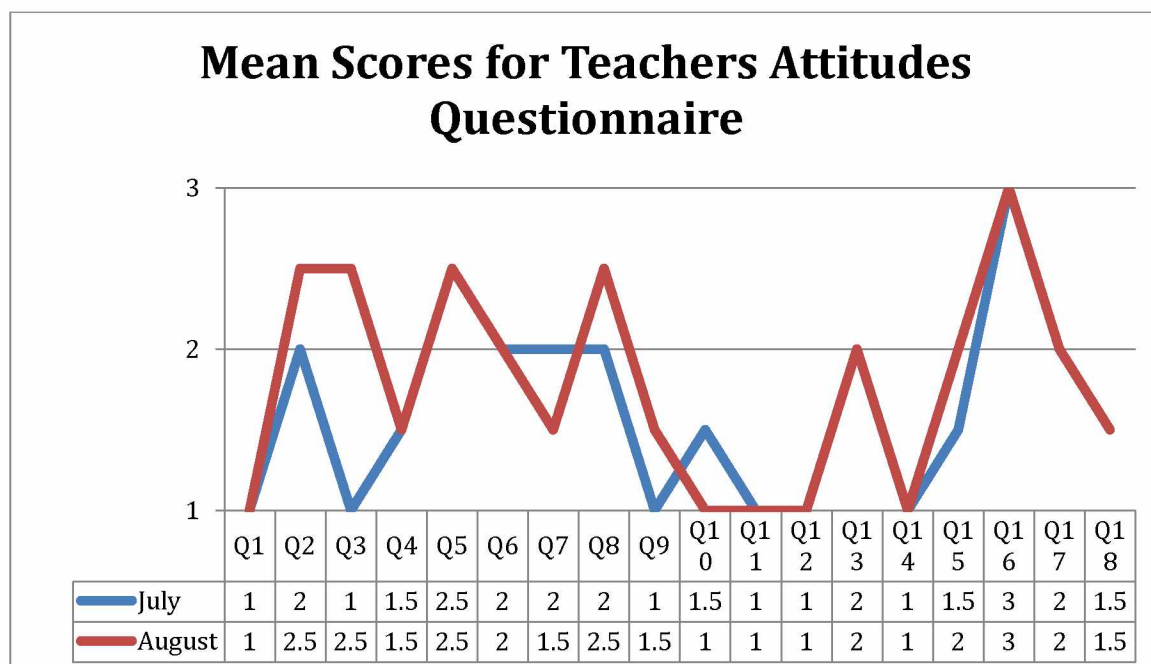


Figure 7: Mean Scores for Teachers July and August

Overall between the two months there were quite a few differences. Between July and August there were differences in mean scores on question 2, 4, 5, 6, 7, 8, 12, 13, 15, 16, and 18. The biggest differences occurred between 2, 5, and 8.

Using mean scores does have limitations. When looking at the figures they present a very black and white picture. The mean scores in the figures throughout this chapter show a very uncomplicated version of what occurred in the classroom during this

course. Behind these numbers there are actually many issues and reasons why there were significant changes and numbers cannot give a complete picture. For that reason the mean scores are combined with other forms of data collection, like interviews and dialogue journals, to give a complete picture.

Participant Profiles

The next 7 figures show student questionnaire comparisons of responses given in July and August, as well as the teacher questionnaire comparisons. The questionnaires are used as a beginning point and then other data is used to substantiate the data.

Ayama

The first student data that will be examined is Ayama's. Ayama was 18 years old and the only student who was not part of the degree completion program. She is from Japan and moved to the America to live with her aunt and uncle. Ayama's aunt and uncle do not speak Japanese so the only common language is English in the house. Figure 8 indicates that from July to August Ayama changed her responses to quite a few questions. Of the 18 questions, 10 stayed the same and 8 questions changed from July to August.

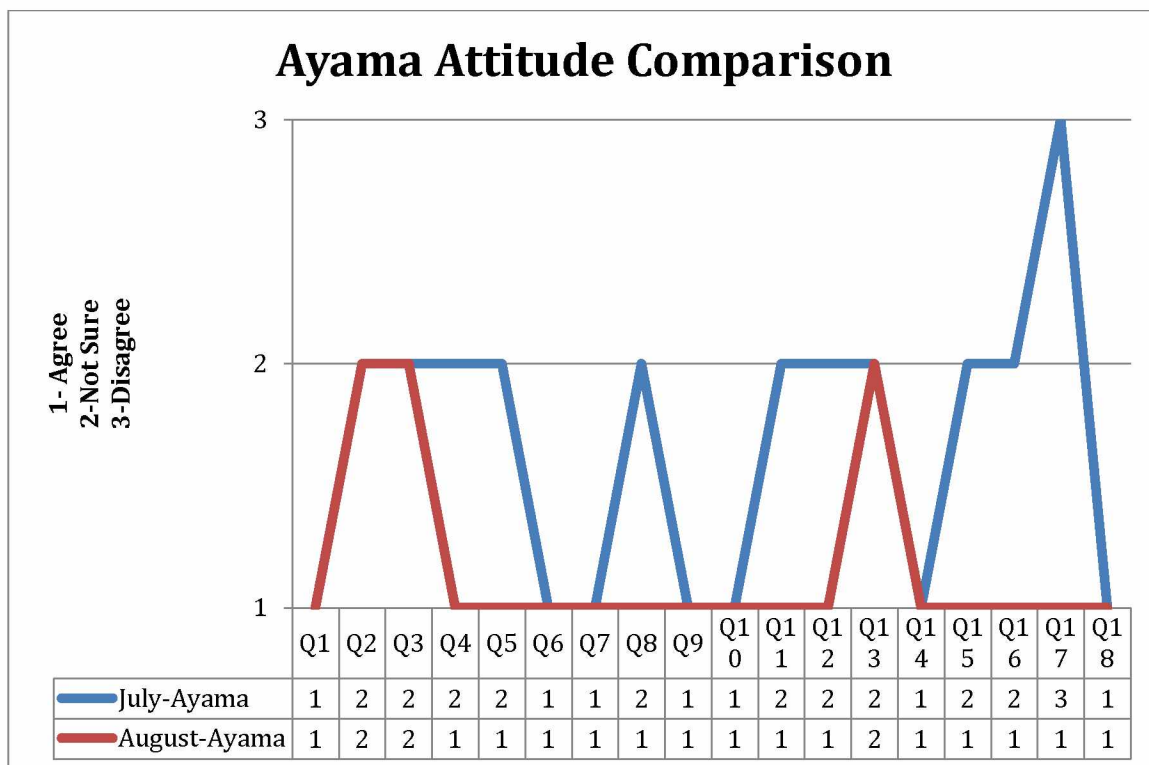


Figure 8: Attitude Comparison for Ayama for July and August

Question 4 and 17: Question 4 asked if she thought she could learn better if teachers explained to her why they do what they do in class. The first time she answered this she stated that she was unsure if this statement was true or not. The second time she answered this statement in August she changed her answer to yes. Based on observations and interview statements from the class, the statement she made in August does match with her actions. On the one hand, when I asked her during the interview she seemed unsure but during the class she was always listening to the teacher and everything that was said and taking notes. Some of the problem may also be comprehension for Ayama. Because her English language proficiency was the lowest of the group it was difficult for

her to understand the questions at times. Question 17 asked if she felt bored in class because she did not understand why they did the activities they did in class. The first time she answered this she disagreed with the statement, but the second time she answered, she completely switched and agreed with the statement. This statement brings to question whether it was boredom because she didn't understand why the activities were done in class or if it was boredom because it was such a challenging class for her because she was at a lower language level. However, anytime an explanation was given she always took notes.

Question 5 and 8: Question 5 was about whether it was the responsibility of the teacher to transmit knowledge in class. The first time she answered in July she said she was unsure, but the second time in August she said yes. Her actions actually contradict this statement in August. As you can see below in line 1 Kit asks whether she minds being corrected by students. Kit further explains what she means by this concept until Ayama understands and replies that she does not mind but she presupposes this statement in line 10 by saying that while she doesn't mind corrections by other students; they often do not really help her because the students are always late giving her the feedback.

Excerpt 1: Ayama Exit Interview

1. K: hmmm really good ok so umm how do you feel about like when other people say oh no it's this not this how do you feel about being corrected by classmates in class
2. A: nothing or other
3. K: like Xiu and Jun how would you feel if they corrected you in class
4. A: correct
5. K: yeah like to say oh you didn't do it right you need to do it this way
6. A: hmmm
7. K: whatever you think if you don't like it then that's ok I just

8. A: yeah
9. K: or if you don't mind then
10. A: yeah don't mind yeah but no good
11. K: huh no good what
12. A: there sometime too late for the time
13. K: oh ok they don't tell you on time
14. A: yeah
15. K: oh ok

Another thing you can see from the interview transcript above is that peer corrections allow the opportunity for students to be the transmitters of knowledge instead of just the teacher. While Ayama points out that other students are late giving the feedback she does state that she is willing to use the feedback if given on time when it will help her. This brings us to question 8.

Question 8 also changed from unsure to agree and dealt with whether it was the responsibility of the teacher to correct the students. As you saw above, Ayama does not feel it is the sole responsibility of the teacher to correct the students because she does not mind other students correcting her. However, that does not mean that she does not also think that it is the responsibility of the teacher as well.

Also, she said she preferred group work because the students would give her hints. As you can see in the excerpt below in line 16, when Kit asks Ayama if she likes lectures or group work better, in line 17 Ayama says she prefers group work. In the next few lines she explains why she likes group work instead of lectures. Group learning is something that does not allow for the teacher to have sole responsibility of transmitting knowledge, because when students work in a communicative manor it allows students to have a certain amount of ownership of the knowledge or lesson materials.

Excerpt 2: Ayama Exit Interview

16. K: do you like listening to a lecture better or group work
17. A: group work
18. K: group work why
19. A: because they're give me hint
20. K: hint
21. A: yeah like uh help
22. K: ok that's good
23. A: hmmm
24. K: so umm do you think it's helpful to listen to Kun or Dewei and Jun and Xiu
25. A: yeah
26. K: in class does it help you learn
27. A: yes hmm of course

This is yet another way for the students to actively participate in the construction of knowledge instead of viewing the teacher as the transmitter of knowledge. These two excerpts from the transcript contradict her answer that she thinks the teacher has the responsibility of transmitting the knowledge. Or it could mean that she thinks the responsibility could be divided between students and teachers.

Question 11: This question asked whether she thought she believed she learned well when she actively participated. The first time she answered that she was unsure but the second time she agreed with the statement. Once again, if you examine the excerpt starting at line 16 when it asks if she likes lectures or group work better. This is a clear example of her preferring active participation and the reasons why she prefers. She feels like she is given more help with active participation than with lectures where she is only listening. This is in line with how she answered similar questions like questions 1 and 11 (see Appendix D). When asked about participation and group work she agreed that she did prefer this mode of learning.

Question 12: This question asked if she would prefer to learn in her own way if possible. At first she said she was uncertain, but in August she changed it to agree. The trend in her answers from July to August seems to support this statement as her confidence in the classroom grew. Because the teachers used different modes of teaching, Ayama had a chance to experience different styles of teaching. In her answers she shows a definite trend towards favoring communicative styles of learning at the end of the class.

Questions 15 and 16: These two questions are interesting because it shows a contradiction between what she is saying and what she is doing. Question 15 deals with whether she feels she keeps quiet in the classroom because that is how she is expected to behave. She changed her answer from unsure to one of agreement. If you examine the excerpt below you might see why she feels that she needs to be quiet in the classroom.

Excerpt 3: Ayama Exit Interview

28. A: but maybe Japanese school is so quiet there pay attention what professor and the professor and talk and teach just teach and student only hear take note something like that and I think American U.S
29. K: uh huh
30. A: I don't know which use
31. K: either one
32. A: huh U.S. student is need relationship more so more discuss
33. K: mmm hmm
34. A: it is very interesting Japanese is sometimes so think only my mind and so not many discuss
35. K: ok

In line 28 she is talking about the classroom in Japan and how the professors act, then goes on to explain in lines 32 and 34 why she might feel she is expected to be quiet in the classroom. She may not want to be quiet but if it is part of her linguistic ideology then she might feel that is what is expected of her in American universities as well.

Question 16 was dealing with whether she thinks the best way to learn is by listening to the teacher. Once again she goes from unsure to agreement of this statement. Once again the excerpt above describing a Japanese classroom gives insight as to why she might agree with this statement. While her agreement of the statement is contradictory to her earlier opinions it is much easier to say something than it is to actually practice it. Because of the environment she was brought up in and the linguistic culture there, this may actually be the way she is used to learning. As you can see from line 28, Japanese students tend to simply listen to the teacher talk and write notes. This may be what she expected us to want to hear because she has no knowledge of American classrooms except the past four weeks.

Ayama had many changes from one month to the next but it seems her responses to the questionnaires, interviews and journal questions showed more understanding at the end so she was able to present more of her own views. While the language was still a barrier, she overcame many others in this class and seemed to move toward a preference of communicative style of learning.

Dewei

The next student we will examine closer is Dewei. Dewei had 8 changes from July to August on his questionnaire. Figure 9 below shows where the changes occurred between the months.

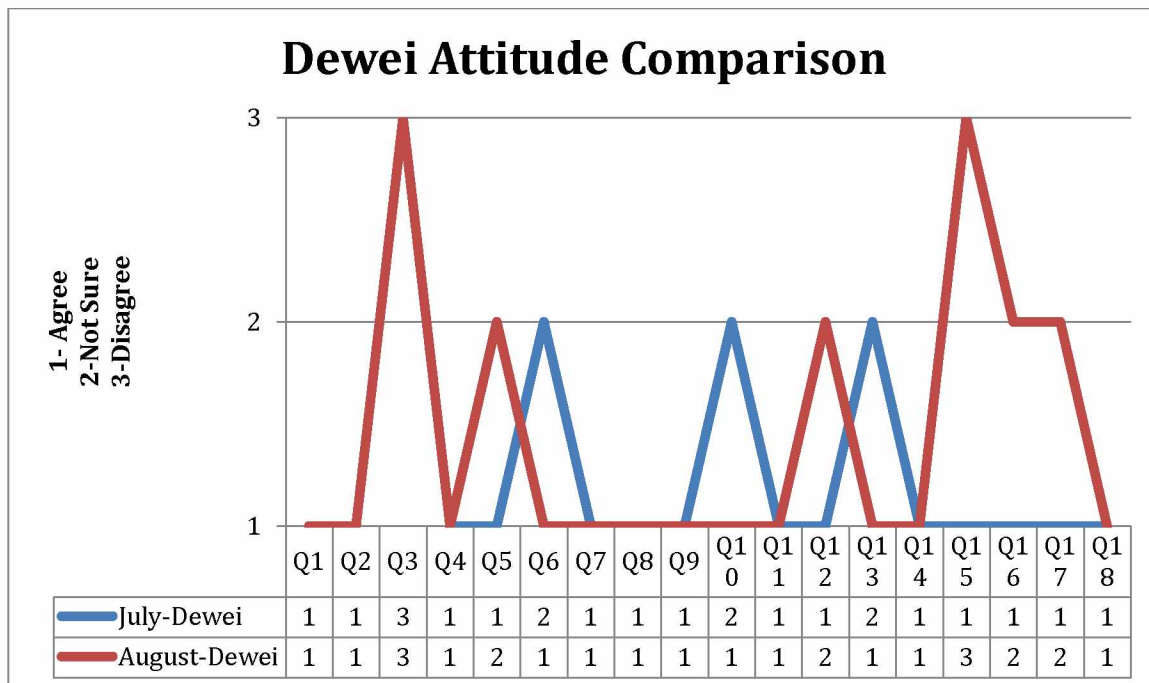


Figure 9: Attitude Comparison for Dewei for July and August

Question 5, 13, and 16: The first question, 5, dealt with whether it is the responsibility of the teacher to transmit knowledge in the class. The first time he answered this question he agreed with the comment but the second time he stated that he was unsure. If you look at the excerpt below you might be able to understand why. In line 1 Kit asks Dewei if he likes group work. He indicates that he does and then goes on to explain in line 4 that it is much better than listening to the teacher talk the entire time.

Excerpt 4: Dewei Exit Interview

1. K: ok so umm how do you find working in groups
2. D: I think its much better
3. K: yeah

4. D: and when in group we talk we discuss I think is is much interesting then only the teacher stand here and talk blah blah blah its boring
5. K: mm k

When looking at questions 13, whether he learned better by listening to other students, and question 16, whether he thinks the best way to learn is by listening to the teacher, you can see that the answers he gave to these questions are also supported by the statements he makes in the excerpt above. In question 13 he went from being unsure to agreeing with the statement and from question 16 he went from agreeing with the statement to being unsure. Both of these things show a trend in how Dewei is starting to view the role of the teacher in the classroom as well as the roll of the student. Another example of this trend is from his dialogue journal that reaffirms the trend stated above.

Dewei: “If we have games or group work during class, we will feel much better then only listen to teacher’s lecture.”

When Dewei first came to this university he might have felt that the teacher being the transmitter of the knowledge was the way things should be, but after being in this class for 4 weeks he saw another way of learning. This could explain the changes that occurred in his answers. He might think that it should be divided between teachers and students. His responses in questions 1 and 11 (see Appendix D) also support these views.

Question 6: This question asked if he was learning this language because he was interested in the culture of the people who speak the language. At first he stated that he was unsure and then he said he agreed with the statement. The change in his statement

could have stemmed from his contact with the culture over the four weeks. He might have discovered that he like the culture more than he thought he did.

Question 10: This question asked whether he was motivated to do well in this class. At first he stated that he was unsure. Then he switched his answer to an agreement. As with question 6, this change could have stemmed from the 4 weeks he spent in the class. He may have come to this university expecting to have classes similar to the ones he had taken in China but as time progressed and he found that the classes were nothing alike, this could have influenced his motivation to do well in the class.

Question 12: This question asked if he would like to learn in his own way if he was allowed. At first he said he was unsure but in the second questionnaire he said he would like to learn in his own way if allowed. When asked in his dialogue journal what he liked to do in a language classroom to help him learn, responded:

Dewei: "To do more practice is the easiest way to proof my English. So I think speaking more and reading more is the best way in a language classroom."

This statement explains how he would prefer to learn and why. When Dewei first started in this class he may not have understood that there are different ways of learning allowed in the classroom especially if he was used to only one specific way and there was never much communication between the teacher and the student.

Question 15: This question dealt with whether he kept quiet in the classroom because it was expected of him. His answers were very interesting. In July he answered

that he agreed with this statement, then in August he completely switched his statement and said he disagreed. If you look at the excerpt below, Dewei describes what is expected of them in a Chinese classroom.

Excerpt 5: Dewei Exit Interview

1. K: so are how do you how are you expected to behave in China like in like in classrooms
2. D: I know behave
3. K: how are you expected to act in the classroom
4. D: we teacher stand here and say dedadadad and we sit here and write that's enough maybe sometimes ask questions I think
5. K: but you have to raise your hand for that
6. D: yeah

In line 1 Kit asks how Dewei is expected to behave and then in line 4 Dewei describes what the teacher does in the classroom and what is expected of the student. His answer does not imply that there is much interaction between the student and teacher. His complete turn around from agree to disagree with this statement could be due to the fact that he had 4 weeks to adjust to this university and the way things are done here. His previous answer may have been agreement to the statement simply because that is part of his ideology that he grew up with in China.

Question 17: This last question dealt with whether he felt bored in class because he did not understand why we did the activities we did in class. The first time he agreed with the statement, but in August he stated that he was unsure. The data from the interview and the dialogue journal supports his statements. In the interview he is asked

what he thinks of the activities. In line 7 you will see that he thinks that some of them are a waste of time, but he thinks they are a good way to stay awake he says in line 9.

Excerpt 6: Dewei Exit Interview

6. K: what do you think of the activities
7. D: I think sometimes it it waste a lot of time but its really interesting and make us to want to learn want to study English is much better way
8. K: do you think you learn when doing these activities
9. D: yeah yeah and maybe we if you just stand here and if the teacher just stand here and talk to us teacher we may feel sleepy and play some games we're awake and have fun a-and also study that's a good way but maybe takes a lot of time
10. K: it does

He seems to like the activities but he is uncertain as to their value he thinks that we do these activities in class as a means of staying awake and not because they have any importance or knowledge to impart.

Dewei's responses to the questionnaire from July to August had many changes. These changes seemed to indicate a shift in how he viewed things when he first came over and the next time he completed the questionnaire in August. In July he seemed to still be thinking in terms of how things were done in China and in August his responses showed a trend of shifting towards a more western approach to learning.

Kun

The next profile that will be examined is Kun's. As previously said in chapter 3, Kun is from China and is a petroleum engineer major participating in the degree completion program. He came into the classroom with an IELTS score of 5.5. Figure 10

below shows the results of Kun's questionnaires from July to August. Of the 18 questions, 6 changed between July and August.

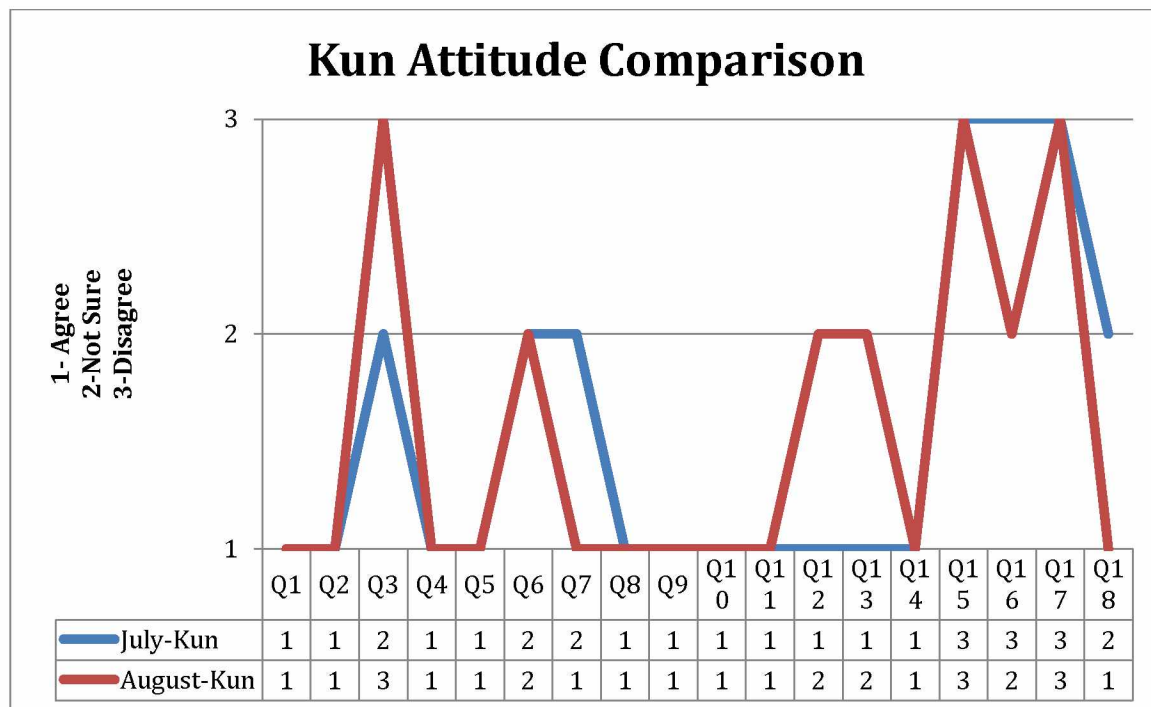


Figure 10: Attitude Comparison for Kun for July and August

Question 3: This statement stated he was reluctant to express his views or raise questions in class because of a fear of making mistakes. The first time he answered, he stated that he was unsure, and the second time he answered he disagreed with the statement. In other words he said that he was not reluctant to express his views in class. Evidence from observations and interviews clearly show that this is true because he did not have any problems giving presentations or debating with the other students in class.

It could be that he stated he was unsure the first time because he had just arrived from China and did not know what to expect. The excerpt below may explain why he felt unsure the first time.

Excerpt 7: Kun Exit Interview

1. Kit: mmm hmmm like um how are you expected to behave in a classroom in China
2. Kun: mmmm I think its almost the same but we can't like talking any time is ok in the classroom we mus we should keep silence for the cl for we can hear the teacher to almost every student will talk with their friends nearby
3. Kit: ok
4. Kun: in a very low voice hmmm and everyone should if you have questions or anything want to do you must hand up to ask for the teacher sometime if the classroom is small and the teacher will know when you when you want to go out you must tell him of her that you want to go to the restroom or anything else and umm for the for the question that the teacher asked to you its not uh its not for you to answer if if everybody answered it its just in the group mus it must be any easy question and if the teacher want to find uh someone to answer it in China maybe that because of the culture no no one will hands up

In line 1 Kit asks how the students are expected to behave and in line 2 and 4 Kun explains that the students should be silent and they never raise their hands to answer questions when asked. This could be why he was unsure at first when he came into this classroom because in China they are expected to sit in the class and listen to the teacher. In question 5 when they are asked if it is the responsibility of the teacher to transmit knowledge, Kun agreed. So this is in line with what the expectations could have been when he came to America. However, when he answered question 3 later about expressing views he changed it to disagree and this could be because he had been in the culture enough to realize that things were different here than in China. This could mean that his

preference shifted from teacher centered classroom that he may have been used to, to a more student centered classroom where students are not afraid to express their views.

Question 7 and 18: Question 7 asked if he thought he could learn better if the teacher explained to him how all the activities they do in class are connected to each other. The first time he answered this he said he was unsure and the second time he said he agreed with the statement. Once again him being unsure and then changing his answer to agreement could be because he is becoming more confident of his place in the classroom that is more student centered. It could be because he now expects that the teacher will explain to him, that it is taken for granted that that is how things are always done.

This question also links to question 18 about whether he feels motivated when teachers ask him what classroom activities really interest him. Again he answered unsure the first time and agreed with the statement the second time. Kun's change in answers from unsure to agreeing with these statements show a definite trend in his confidence of his place in the classroom and the student teacher roles.

Question 12: This statement stated that he would like to learn in his own way if possible. This first time he answered he agreed with the statement but the second time he stated that he was unsure. This change from agreement to unsure could mean that while he likes to be asked his opinion in class, as stated above, he might not know what way of learning would be best for him and it could show that he has faith in his teachers to choose the best path with input from students.

Question 13 and 16: Question 13 asked whether Kun felt he learned better by listening to what his classmates had to say. At first he agreed and then he switched it to unsure. Question 16 asked whether he felt the best way to learn was by listening to the teacher talk. At first he disagreed with this statement and then he switched it to unsure. These two statements while in complete agreement the first time he took the questionnaire in July are now showing signs of being unsure whether they are valid. In the excerpt below in line 5, Kit asks if he likes the games, activities, and group work that they do in class, and in line 6 he says that he does, because it is a good way to communicate.

Excerpt 8: Kun Exit Interview

5. Kit: ok do you like the games do you like the activities and working in groups and the conversations
6. Kun: yeah I think its a good way for our to communicate but in in China teachers also try ask us to work in groups but uh every time they ask us to work in groups uh we all talk in Chinese just talk something some talk that we are interested in and after that finished uh only one or two sentence to answer the teachers questions that's all

This excerpt indicates that he does like to learn by listening to what his classmates say but his confusion on the questionnaire could stem from the fact that while he likes learning from and listening to fellow students, he may feel that there are certain times when it is best to listen to the teacher. He may be conflicted because he does not realize that both of these methods of learning can be valid and not mutually exclusive.

Kun's responses to the questions between the two questionnaires show a development in his confidence as a student as well as a leaning towards a more

communicative method of learning. Where he may have been uncertain before he now takes a stand on certain issues and when he changed his answers to unsure it shows his thoughtfulness at not knowing whether there can be more than one way of learning but a willingness to try more than one. This quote from his journal shows his understanding of how he sees the classroom. “I think most of the time in the classroom we do everything as communication.” He liked communicating with the others in the classroom and seemed to prefer this to listening to the teacher lecture.

Jun

The next participant profile is Jun. Jun is from China and is a petroleum engineer major. He came into the degree completion program with a TOEFL score of 62. Figure 11 below shows the comparisons for Jun’s questionnaire for July and August. Of the 18 questions he only had 4 answers that changed between the two months.

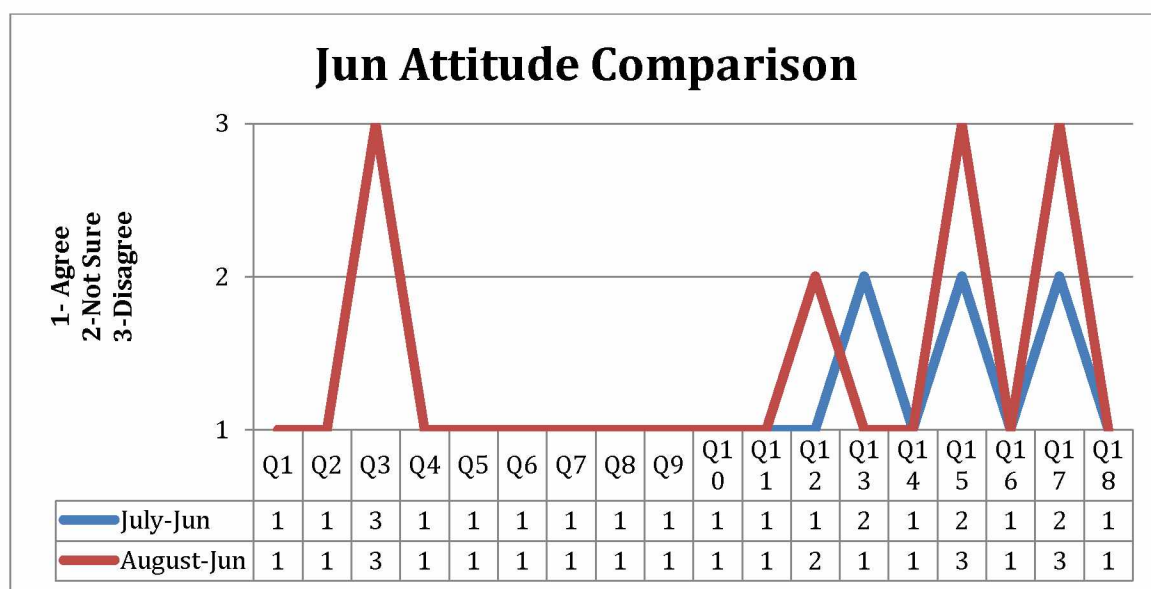


Figure 11: Attitude Comparison for Jun for July and August

Question 12: This question asked if Jun would like to learn in his own way if possible. The first time he answered this question he agreed with the statement but the second time he stated that he was unsure. This might be because he is unsure of any other way of learning other than what the teacher does with the students in class.

Question 13: This question stated that Jun learned better by listening to other students say in class. At first he was unsure of this statement but he switched it to agreement on the next questionnaire. This is an interesting question. On question 2 (see Appendix B) he stated that he did not mind being corrected by other classmates that knew better than him but according to observations and the video recordings there may be a few instances where this may not be true. He might agree with this statement about learning from students during communicative exercises, but in one instance the students had to do a peer review exercise and he did not want to learn from his fellow students in that manner. Each student was supposed to peer review another student's paper and then discuss the corrections with each other. In general this exercise did not go over well, but for Jun in particular it was difficult. He did not understand the concept of peer reviewing and why it was necessary.

In the video recording minute 00.00- 01.50 on the second recording of the day done on Thursday July 28, 2011, the teaching assistant (TA) assigned the class the activity of peer reviewing an essay that had been homework the previous night. The TA assigned Kun and Jun to work together after the whole class worked on a sample essay.

The TA explained the concept of negotiating for meaning where the students correct each other's essays and then discuss back and forth how they came to that conclusion.

However, Jun mentioned that, in China, the teachers are supposed to grade the essays because they know best, and here maybe the teachers think that all the students are at the same level but they are not. So this he explained is not helpful.

This brings up the problem of what Jun does not mind being corrected on by his peers. Is it only when he is speaking in group contexts during activities that he doesn't mind being corrected? Or does he not like being corrected because it is peer correcting an essay and students view written exercises differently than speaking or group activities? Even though this exercise was meant to be a communicative exercise with negotiating for meaning and discussion, it seems that because it was a written assignment that in Jun's mind it was the teacher's responsibility to grade the essay instead of a peer. Or maybe Jun just feels that Kun does not know better than him?

Question 15: This question states Jun keeps quiet in the classroom because that is how he is expected to behave. At first he stated that he was unsure, but then he stated that he disagreed with this statement. He might have stated that he was unsure at first because of the different expectations of students in China. Below in excerpt 9, Kit asked Jun how he is expected to behave in class. Jun explains in line 10 that they are expected to be quiet and and raise their hand if they have a question.

Excerpt 9: Jun's Exit Interview

1. K: ok how how are you expected to behave in China in the classroom
2. J: mmm behave

3. K: umm how do how are you expected to act in China in your classrooms
4. J: English
5. K: English or regular classrooms anything
6. J: mmm
7. K: let's do English classrooms how do you act in class
8. J: umm yeah
9. K: do you you saw how are classroom is it's umm you don't have to raise your hand you can just talk do lots of activities how are you expected to act in your classroom in China
10. J: uh most the teachers don't like the students to talk umm when they are taking class so we have to raise our hand but uh umm in my high school our English teacher is good so we can talk whenever I want

So, maybe at first, when he came to America he was unsure of how he was expected to behave, but from the change in his answer it appears that he knows now that the expectations in China are not the same as they are in America.

Question 17: This question stated that he felt bored in class because he did not understand why they do the things they do in class. The first time he answered he stated that he was unsure, but the second time he answered he disagreed with the statement. If you examine this excerpt from his journal you will see the change in his mindset quite clearly.

“ Actually at the beginning of the class, I feel strange and do not understand why teacher teach me like that. Such as playing games in the class, talk a lot of things not on the book, eating something. Because, in China teacher never do that. They wouldn't waste any seconds to do something beside the book. But now, I understand. It is very good for me to pay attention to the knowledge, and would not feel boring in the class. So I think that the thing about culture different. I'll understand at first.”

This quote shows how he goes from unsure of the classroom, which was his original statement, to disagreeing with the statement because he now understands the way the teacher teaches and why they do things the way they do in class.

While only 4 questions change on Jun's questionnaires there were some very interesting moments that came up in the data. He came to America with expectations of how things might be but they were different once he was here and participating in the classroom.

Xiu

Xiu is from China and is a petroleum engineer major. She has an IELTS score of 6.5, which at the time of entry into the program allowed her to have a waiver into the Engineering program. Figure 12 below shows the comparison between Xiu's answers for July and August. Of the 18 questions only 4 changed from July to August.

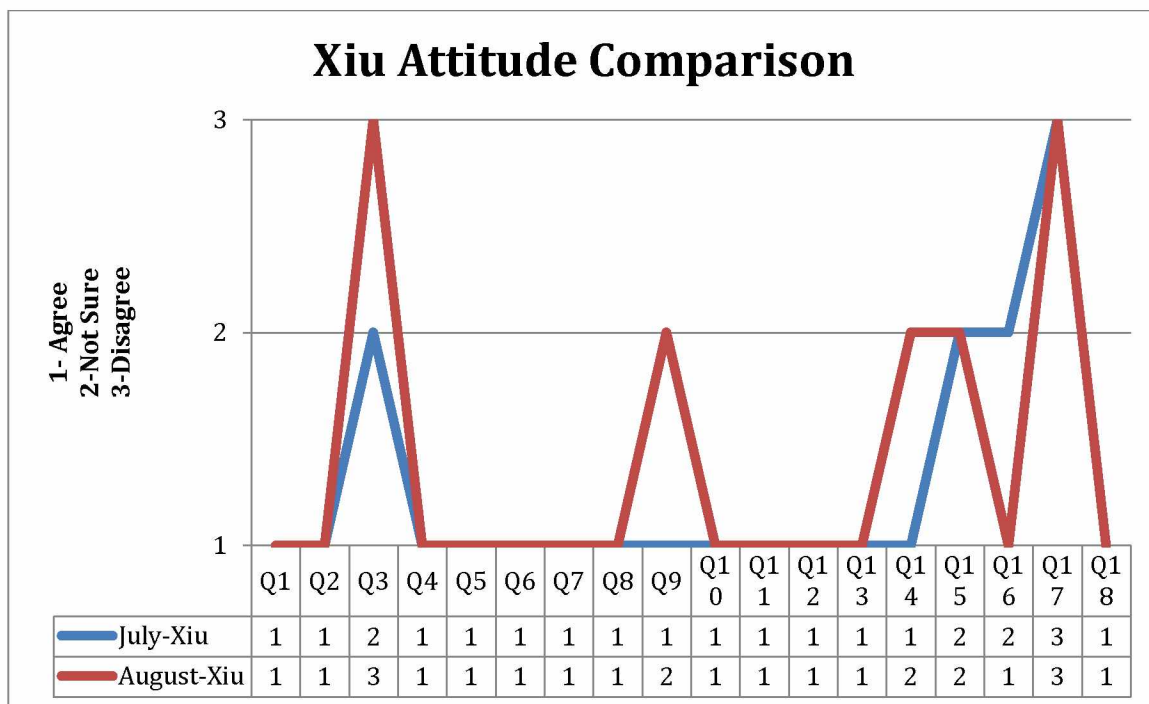


Figure 12: Attitude Comparison for Xiu for July and August

Question 3: This question stated the participant was reluctant to express her views or raise questions in class for fear of making mistakes. The first time she answered this question she stated that she was unsure but the second time she stated that she disagreed. This is supported from observations of the class.

On July 26th, 2011, the class completed a worksheet on prepositions, which we discussed as a class afterwards. The worksheet was a cloze worksheet and the students simply needed to choose the correct preposition to fill in the blanks. One sentence stated: The aquarium is _____ the zoo. When Kay asked the students for the correct answer many said, “The aquarium is near the zoo”. However, a few said, “The aquarium is in the

zoo”. Kay told them the correct answer was “near” because aquariums are not in the zoo. Xiu argued the point that in Beijing aquariums are in the zoo, so therefore their answer was also correct.

This observations shows that she is not afraid to raise questions for fear of making a mistake, because she raised her hand and told us that there was another way of looking a that question. Even though in America the aquariums are separate from the zoo, in her country they are in the same location. Her desire to state her opinion and viewpoint shows clearly that she is not afraid of raising questions and making mistakes.

Question 9: The question stated that she could do tasks or exercises well if she sees their practical value. The first time she answered this she stated that she agreed but the second time she said that she was unsure. This answer could have changed for a couple of reasons. The first being that when she first came to the US she was uncertain of how things would work here so having explanations may have helped her adjust to a new classroom environment. The second reason could be that as she became more comfortable with the class and understood what was going on, she may have started to realize that everything that they did in the class was to help them improve in one way or another, coupled with the fact that the teachers tried to always explain how or why the exercise was important and how it would help them in their future studies.

Question 14: This question stated that she was learning English to better her job opportunities. The first time she answered this she agreed with the statement and the second time she stated that she was unsure. There could be many reasons for this change but it is really subjective because she may have come over here originally thinking about

job opportunities but once she arrived things might have changed for her. It is very difficult to know with this type of question, because each individual has different reasons for studying languages ranging from better job opportunities to a passion for other languages.

Question 16: This question asked whether she felt the best way to learn is to listen to the teacher talk. The first time she answered she stated that she was unsure but the second time she answered she stated that she agreed with the statement. This statement is a bit contradictory with some of the statements she made in her interview. For example in the excerpt below she states that very few people actually listen to the teacher in China and they are just there to do their job and teach.

Excerpt: 10 Xiu Exit Interview

1. K: so do you have to come to class everyday in china and he takes attendance
2. X: attendance
3. K: uhh he marks whether your their or not
4. X: ohh your university most of the students don't come to class always sleep
5. K: ohh
6. X: yeah I think only few people listen to teacher
7. K: oh
8. X: yeah
9. K: so is so they go and they're marked as present but they fall asleep as soon as they get there because the teacher just doesn't care or do they
10. X: yeah they don't care cause they're job just teach something

As you can see from this excerpt she doesn't seem to feel that students listen to teachers in China, but maybe she changed her answer to one of agreement because in America she does think that listening to the teacher is the best way to learn, because the teacher actually cares.

Kay

Next, the teacher data will be examined. Kay is the primary teacher in the class and has been teaching for 20 years. She teaches Spanish in the fall and spring and English in the summer. As illustrated in Figure 13, from July to August, there were a few changes. Of the 18 questions, 13 stayed the same and 5 questions changed.

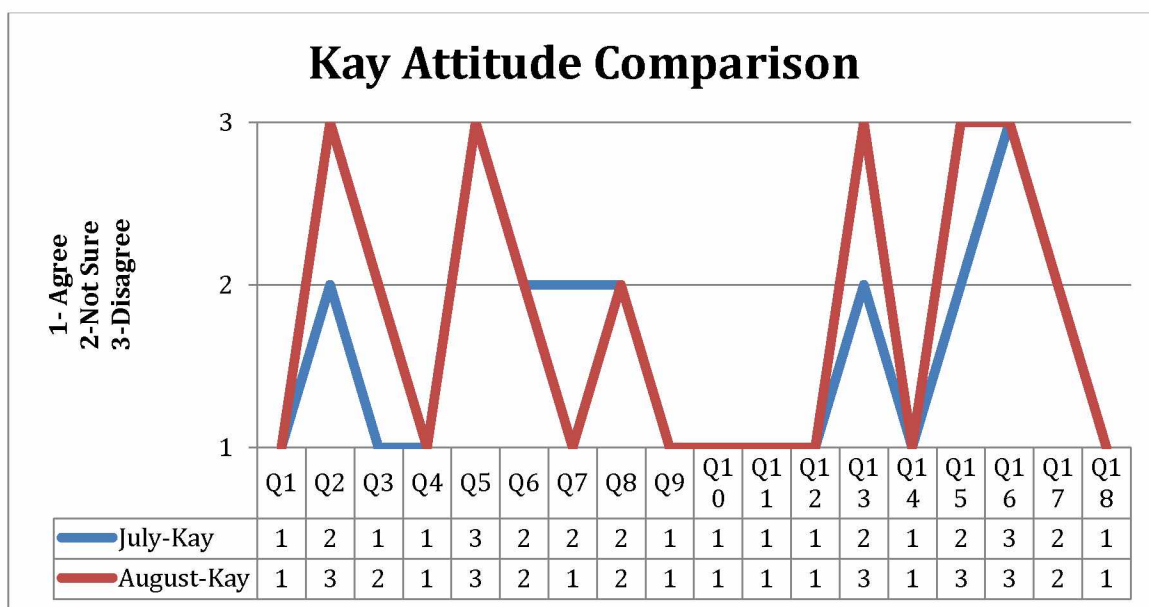


Figure 13: Attitude Comparison for Kay for July and August

Question 2: This question asked whether the students minded being corrected by other classmates who know better. The first time she answered she stated that she was unsure but the second time she answered she stated that she agreed with the statement. The change in answers could be showing a progression of awareness of her students as

the course progresses. In the beginning she might not have known whether they would mind but at the end of the course she would have known. As you can see in excerpt 11 below Kay and Kit are discussing the question and Kay talks about not knowing the students at first and then the progression towards knowing them and thinking that they do mind being corrected by their peers.

Excerpt 11: Kay's Exit Interview

1. Kit: so umm why do you think they mind
2. Kay: being corrected
3. Kit: yeah ummm
4. Kay: because they don't think the other person knows better than them
5. Kit: yeah ok
6. Kay: than they do they don't I have don't mind being corrected
7. Kit: yeah see on I think 2 you marked unsure certain on one of them and then on 3 they do mind or you disagree
8. Kay: or I may have noticed it then
9. Kit: oh ok
10. Kay: at the beginning I may not have noticed this is right at the beginning
11. Kit: yeah ok
12. Kay: so I do think that they mind

Question 3: This question assesses student reluctance to express views or raise questions in class for fear of making mistakes. The first time she answered, she stated that she agreed but the second time she answered, she stated that she was unsure of the statement.

In the excerpt below Kay and Kit discuss the progression that occurred between the questionnaires and the reason for the change.

Excerpt 12: Kay's Exit Interview

13. Kay: so originally I thought were reluctant to raise their hands for fear of making mistakes and then I said I didn't really think that they cared. I think because they relaxed at first I thought they were reluctant to be wrong and then I think they relaxed and realized that it was safer for them to do that so
14. Kit: ok
15. Kay: so that is probably where that progression

Question 7: This question asked the participants if they felt students learned better if the teachers explain how all the activities in class are connected to each other. The first time she answered, she stated that she was unsure but the second time she answered, she stated that she agreed with the statement.

Excerpt 13: Kay's Exit Interview

16. Kay: ... I think because I in the beginning I thought well it makes sense to explain why we're doing these things and how it's connected but it didn't seem to make a difference they just wanted to do what they were told
17. Kit: ok
18. Kay: and I and it seemed like when I was trying to give them a rationale for stuff they kind of would I could tell they were just not used to having things explained why to them I think they weren't used to having explained why so umm they just do what they're told
19. Kay: ok
20. Kit: I think that the uh was what I was thinking towards the end

In the excerpt above Kay explains her rationale for changing her answer from unsure to agreeing with the statement. She is talking about how the students weren't really used to hear the rationale and that they just wanted to do what they were told. It is entirely possible that the students did feel this way if they came from a culture that did not really explain the rationale behind assignments.

Question 13: This question was dealing with whether the students feel they learn better by listening to what other classmates say in class. The first time she answered, she stated that she was unsure but the second time she answered, she stated that she disagreed with the statement. This question is similar to question 2 above about whether they mind being corrected by their peers. In the excerpt below you will see that Kay believes the students do not find it useful to pay attention the other learners because the learners do not find it useful. However, the students do seem to like working with their peers in groups on assignments so this is a bit of a contradiction, but maybe this is just because they like working together they just don't think they are learning from each other.

Excerpt 14: Kay's Exit Interview

21. Kay: umm at first I wasn't sure if they were paying attention to each other but by then end I really thought they were just taking care of their own learning
22. Kit: ok
23. Kay: they really were not working with each other I don't think they felt was useful
24. Kit: ok
25. Kay: so I don't think I think it's their attitude about it

Question 15: This question dealt with the topic of whether the students kept quiet in class because that is how they were expected to behave. The first time she answered, she stated that she was unsure but the second time she answered, she stated that she disagreed with the statement. This could be because she was thinking they were acting how they would be expected to act in China. In the except below she discusses how over the semester the students gained an understanding of the American classroom and how

the students became more comfortable in class and began to understand that Kay expected them to raise their hands.

Excerpt 15: Kay's Exit Interview

26. Kay: ok I don't know if expected... because I think over the over the semester they were becoming gained understanding of being in an American classroom

27. Kit: ok

28. Kay: at first they umm didn't they did what they would have been like in China quiet not paying there not displaying by the end they were becoming felt more safe of doing those kinds of things and that that is what I expected of them to raise their hand and at first they wouldn't do it at all.

29. Kit: ok

Overall, the change in Kay's answers from July to August, seem to have stayed consistent with her previous answers in July. A definite change in the trend was shown towards a communicative language classroom. The most significant changes were the changes you could see with the students not liking peer corrections and thinking it is the responsibility of the teacher to give corrections and feedback.

Kit

The last profile that will be examined is Kit's. Kit is the teaching assistant in the class as well as the researcher. She is a new teacher and is planning on teaching English overseas. In Figure 14, comparing responses from July to August, there were a few changes. Of the 18 questions, 13 stayed the same and 5 questions changed.

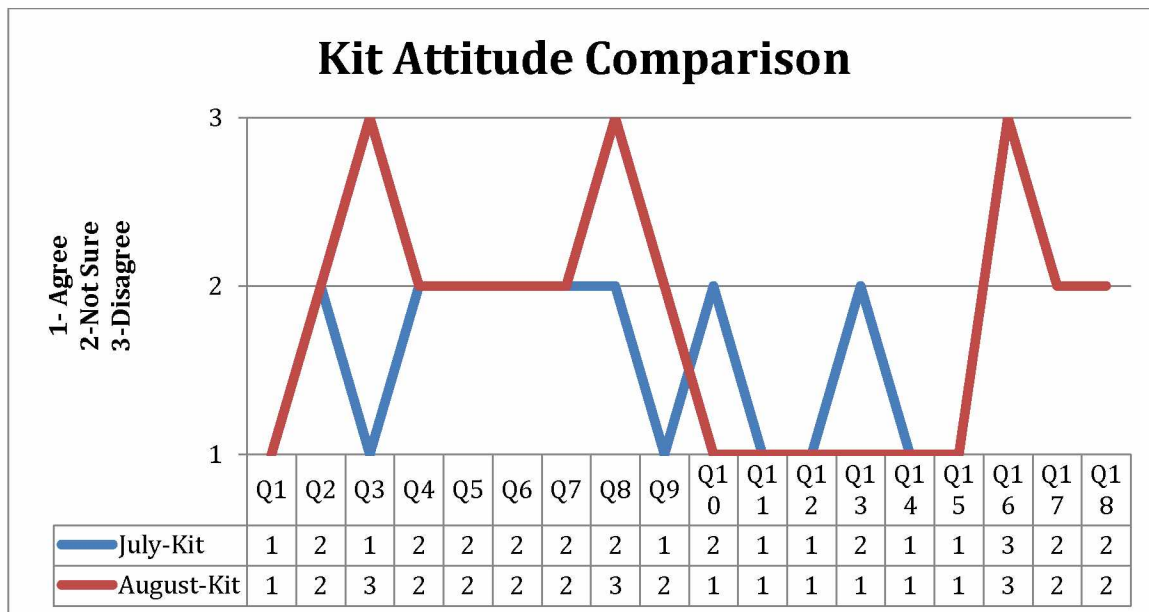


Figure 14: Attitude Comparison for Kit for July and August

Question 3: This question assesses student reluctance to express views or raise questions in class for fear of making mistakes. The first time she answered, she stated that she agreed but the second time she answered, she stated that she disagreed with the statement. This could be because she became more acquainted with the students and learned that they really did not mind expressing their views.

Based on classroom observations it did appear at first that the students were shy and uncertain what to do, but once they figured out the class and how the teachers were teaching, they became willing participants and the pauses between volunteers became shorter. However, a reluctance to express views could also be linked to the topic of study, because some students didn't care for particular topics. Students still participated but they were less enthusiastic on certain topics, the natural science, and Chinua Achebe sections.

Question 8: This question was dealing with whether the students felt it was the responsibility of the teachers to correct students in the class. The first time she answered, she stated that she was unsure but the second time she answered, she stated that she disagreed with the statement. This could be because at first she may have felt that it was the role of the teacher to correct the students, but as class progressed came to the realization that the students do not always need to be corrected by the teachers. At times it might be best to allow the students to peer correct.

Question 9: The question dealt with whether the students could do tasks or exercises well if they see their practical value. The first time she answered, she stated that she agreed but the second time she answered, she stated that she was unsure about the statement. This could be because at first the researcher felt that the students should know the reasons behind why they are asked to do certain activities or how it can help them. However it could be that later in the course she noticed that the students did not really care why the activities were done or how they helped them.

Question 10: This question was dealing with whether the students felt motivated to do well in this class. The first time she answered, she stated that she was unsure but the second time she answered, she stated that she agreed with the statement. The change in her answers could stem from the fact that she did not know the students well at the beginning of the course but as she came to know them she realized they were highly motivated students.

Question 13: This question was dealing with whether the students feel they learn better by listening to what other classmates say in class. The first time she answered she stated that she was unsure but the second time she answered she stated that she agreed with the statement. This was an interesting question because at times the students did not seem to care for what the other students had to say, but at other times they did not care about what the teacher had to say. It is difficult to know if they really believe that the best way to learn is by listening to the teacher but they do seem to enjoy learning and conversing with each other as well.

Overall the change in answers from July to August seems to be based on what Kit learned about her students during class. As she got to know the students and their personalities and understand what was important to them it was easier to understand what they would like and not like.

Figure 15 below visually shows the differences between the teachers' answers and where they agreed or disagreed and as you can see there were quite a few differences even between the teachers.

Figure 16 below shows the means for the students and teachers for July and August. This figure gives a visual that clearly shows where the biggest differences occurred between the students and teachers.

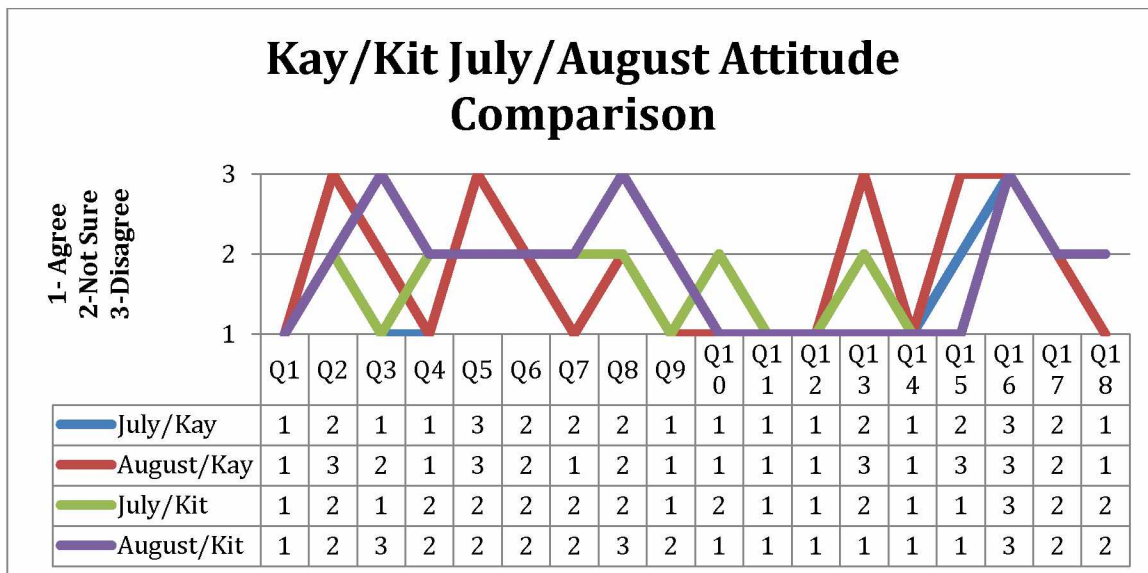


Figure 15: Kay and Kit July and August Attitudes Comparison

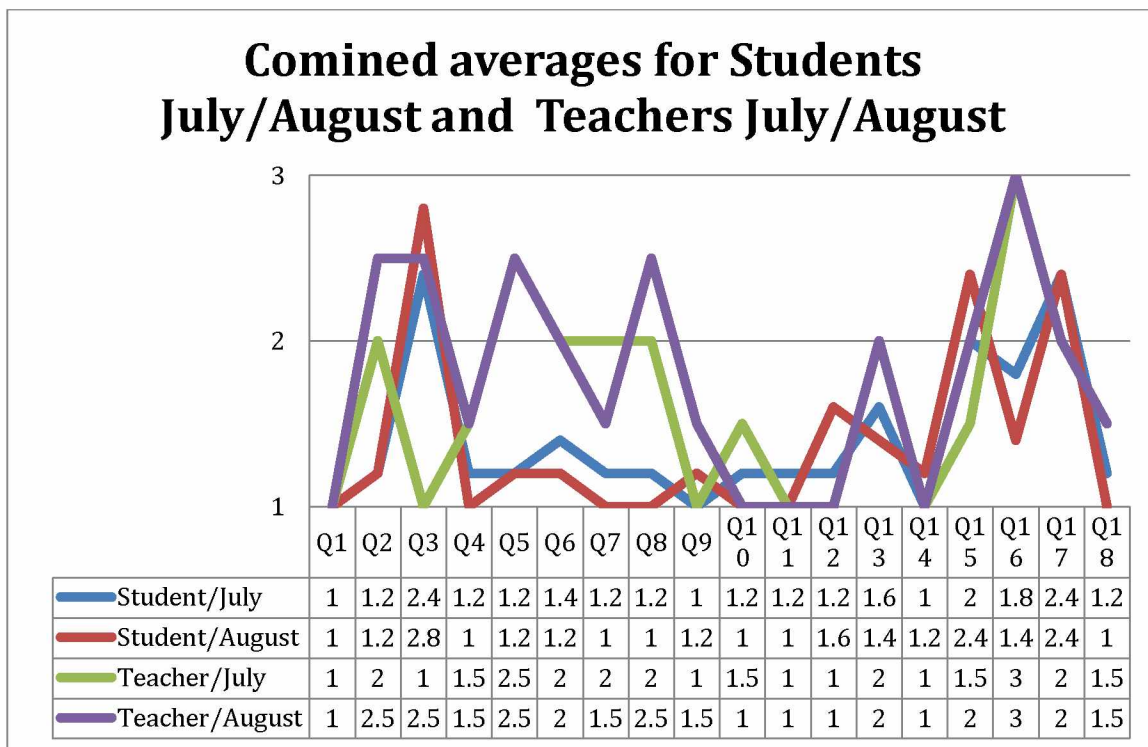


Figure 16: Mean for Students July and August and Teachers July and August

Prioritizing Aims and Activities

This next section discusses the prioritizing aims and activities questionnaire that was completed during the fourth week of the class. This questionnaire was only given once, but the researcher examined the results before the interviews so she could ask questions about the results with each participant. Table 10 provides an overview of the data from both the student/teacher questionnaires. The table lists the raw scores, mean scores, and tallies for each question. The same questions were used for both the student and teacher questionnaires with no changes.

Table 10: Student and Teacher Raw/ Mean Scores for Prioritizing Aims and Activities

Prioritizing Aims and Activities Analysis	Learner Totals	Teacher Totals
I think this course is aimed at helping students to...		
1. Learn new words	1 - 4 M = 1.2 (6) 2 - 1 3 - 0	1 - 2 M = 1 (2) 2 - 0 3 - 0
2. Use the right words in the right place	1 - 5 M = 1 (5) 2 - 0 3 - 0	1 - 2 M = 1 (2) 2 - 0 3 - 0
3. Understand and use grammar rules	1 - 4 M = 1.2 (6) 2 - 1 3 - 0	1 - 1 M = 1.5 (3) 2 - 1 3 - 0
4. Improve listening skills	1 - 4 M = 1.2 (6) 2 - 1 3 - 0	1 - 2 M = 1 (2) 2 - 0 3 - 0
5. Speak correctly and confidently	1 - 4 M = 1.2 (6) 2 - 1 3 - 0	1 - 1 M = 1.5 (3) 2 - 1 3 - 0
6. Improve pronunciation	1 - 4 M = 1.2 (6) 2 - 1 3 - 0	1 - 1 M = 1.5 (3) 2 - 1 3 - 0
7. Read a lot of materials	1 - 3 M = 1.4 (7) 2 - 2 3 - 0	1 - 1 M = 2 (4) 2 - 0 3 - 1
8. Read for better comprehension	1 - 3 M = 1.4 (7) 2 - 2 3 - 0	1 - 2 M = 1 (2) 2 - 0 3 - 0
9. Communicate ideas in writing	1 - 3 M = 1.4 (7) 2 - 2 3 - 0	1 - 2 M = 1 (2) 2 - 0 3 - 0

Table 10: Continued...

I expect to achieve the aims through the following class activities:			
10. Making a list of new words	1 - 3 2 - 2 3 - 0	M = 1.4 (7)	1 - 0 2 - 1 3 - 1 M = 2.5 (5)
11. Finding word meanings in a dictionary	1 - 3 2 - 2 3 - 0	M = 1.4 (7)	1 - 0 2 - 0 3 - 2 M = 3 (6)
12. Doing grammar exercise	1 - 2 2 - 3 3 - 0	M = 1.6 (8)	1 - 2 2 - 0 3 - 0 M = 1 (2)
13. Reading a textbook	1 - 2 2 - 3 3 - 0	M = 1.6 (8)	1 - 1 2 - 1 3 - 0 M = 1.5 (3)
14. Reading newspapers and stories	1 - 4 2 - 1 3 - 0	M = 1.2 (6)	1 - 2 2 - 0 3 - 0 M = 1 (2)
15. Listening to the radio	1 - 4 2 - 1 3 - 0	M = 1.2 (6)	1 - 1 2 - 1 3 - 0 M = 1.5 (3)
16. Watching TV or videos	1 - 4 2 - 1 3 - 0	M = 1.2 (6)	1 - 2 2 - 0 3 - 0 M = 1 (2)
17. Practicing sounds for good pronunciation	1 - 4 2 - 1 3 - 0	M = 1.2 (6)	1 - 1 2 - 1 3 - 0 M = 1.5 (3)
18. Speaking with classmates in pairs	1 - 5 2 - 0 3 - 0	M = 1 (5)	1 - 2 2 - 0 3 - 0 M = 1 (2)
19. Speaking with classmates in small groups	1 - 5 2 - 0 3 - 0	M = 1 (5)	1 - 2 2 - 0 3 - 0 M = 1 (2)
20. Role-playing dialogs	1 - 1 2 - 4 3 - 0	M = 1.8 (9)	1 - 2 2 - 0 3 - 0 M = 1 (2)
21. Listening to teacher explanations	1 - 4 2 - 1 3 - 0	M = 1.2 (6)	1 - 1 2 - 1 3 - 0 M = 1.5 (3)
22. Practicing in class	1 - 3 2 - 2 3 - 0	M = 1.4 (7)	1 - 1 2 - 1 3 - 0 M = 1.5 (3)
23. Practicing outside of class	1 - 4 2 - 1 3 - 0	M = 1.2 (6)	1 - 1 2 - 1 3 - 0 M = 1.5 (3)
24. Doing communicative tasks	1 - 5 2 - 0 3 - 0	M = 1 (5)	1 - 2 2 - 0 3 - 0 M = 1 (2)
25. Paying attention to teacher corrections	1 - 5 2 - 0 3 - 0	M = 1 (5)	1 - 0 2 - 2 3 - 0 M = 2 (4)
26. Paying attention to learner mistakes	1 - 5 2 - 0 3 - 0	M = 1 (5)	1 - 1 2 - 0 3 - 1 M = 2 (4)

Note. Adapted from *Beyond methods: Macrostrategies for language teaching*. B. Kumaravadivelu. (2003). New Haven, CT: Yale University Press.

* Raw score () = totals for each question

* Mean (M) = totals for question divided by number of people

* 1 = high priority, 2 = low priority, 3 = no priority

* Bolded mean scores show a mismatch

Figure 17 below captures each participant's answers to the questionnaire presented in a line graph. The first 5 are the student participants and the last 2, Kay and Kit, are the teacher participants. The visual representation shows where the answers differed.

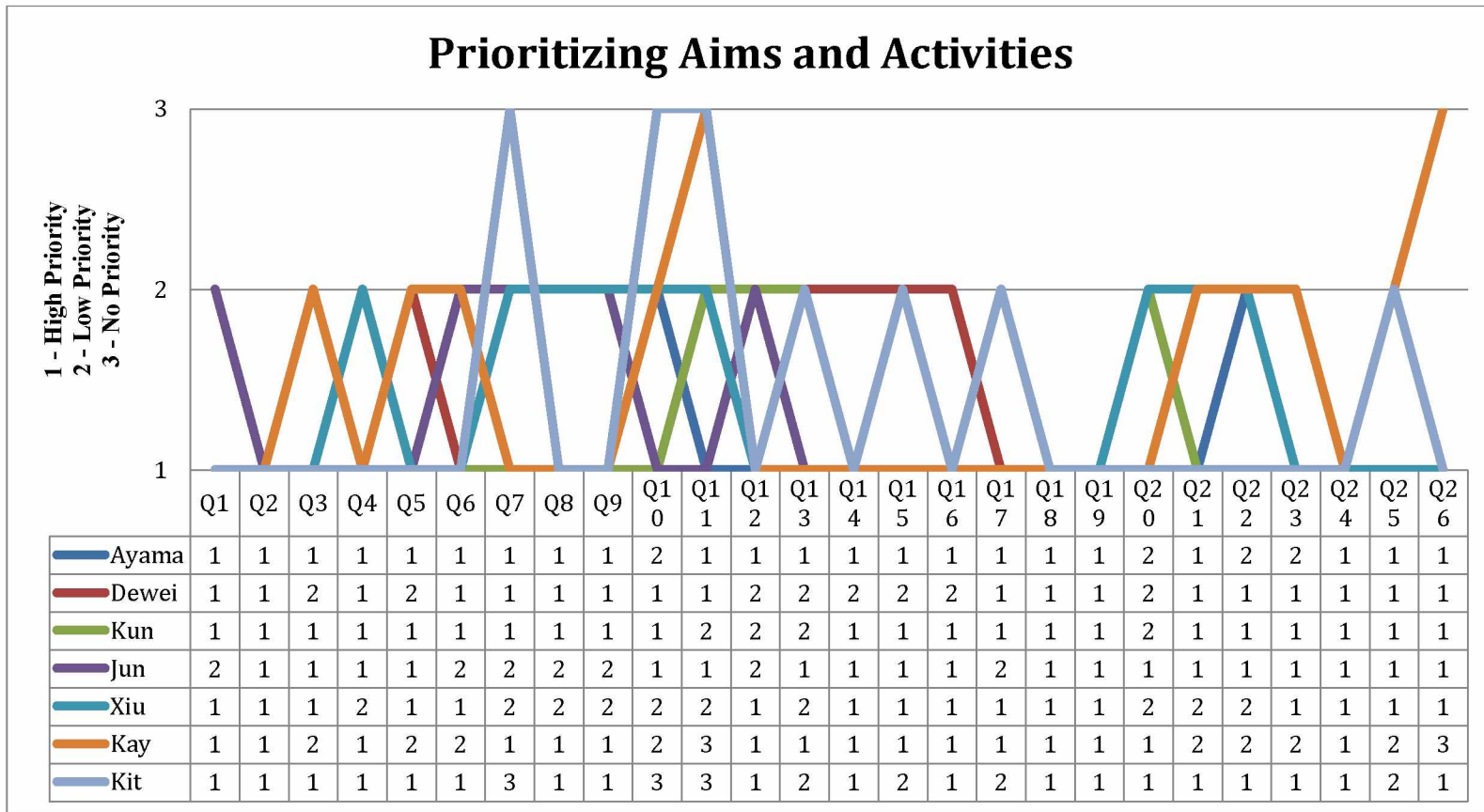


Figure 17: Prioritizing Aims and Activities Chart of all Responses

Figure 18 below shows the representations of the mean scores for the students and teachers. Of the 26 questions 7 were deemed as being mismatches. These mismatches were determined in the same manner as the attitudes questionnaire discussed earlier in this chapter.

Mean scores for prioritizing aims and activities for students and teachers

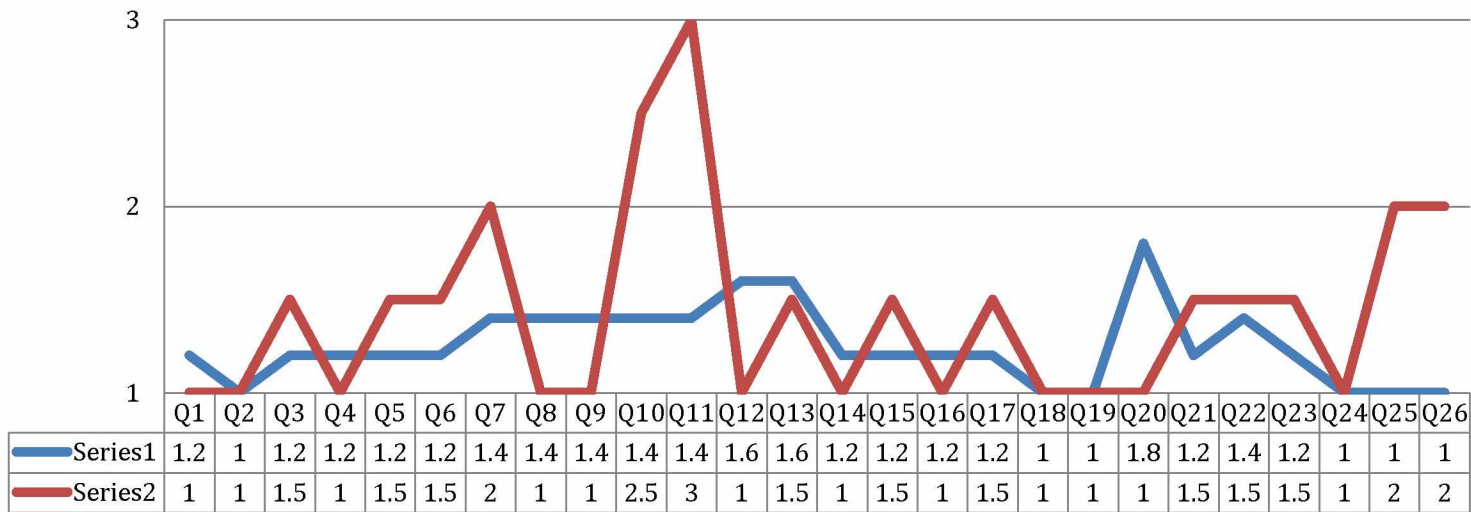


Figure 18: Mean Scores for Prioritizing Aims and Activities for Students and Teachers

This questionnaire has 3 designations: 1 = high priority, 2 = low priority, and 3 = no priority. The students and the teachers were to rate each question/activity on its priority in this course.

Question 7: This question asked participants if they think this course is aimed at helping students read a lot of materials. Three of the five students stated that reading a lot of materials was a high priority in this course, while 2 stated that it was a low priority. One teacher stated that it was a high priority while the other stated that it had no priority in this course.

Jun and Xiu stated that reading a lot of materials was a low priority for them. When asked during the interview Xiu explained that they get a lot of practice with reading and writing in China. So this makes it a low priority for her.

Excerpt 16: Xiu Exit Interview

- 30. K: what about reading and writing cause you read lots of material to read for better comprehension and communicate ideas in writing what do you think of those
- 31. X: yeah reading and writing in China we have practice a lot
- 32. K: ok
- 33. X: you know yeah I think you know Chinese students reading and writing is very good

Jun also stated that it was a low priority, but in line 16 he states that they do read a lot of material and new key words. So this could mean that while they do read a lot maybe he doesn't feel that they should in the course.

Excerpt 17: Jun Exit Interview

11. K: ok very good ok how about reading lots of materials do you think this course is aimed at reading lots of materials
12. J: mmm reading a lot of materials oh yes ummm uh
13. K: do you read as much here as you do in China
14. J: yes
15. K: yeah
16. J: all the time we are reading key words reading key words
17. K: but do we do it here as much as in China
18. J: mm no
19. K: ok

Kit stated that she did not think that this course was aimed at reading a lot of materials. As a teacher, Kit may have felt that she had a better understanding of what the students were supposed to get out of the course. However Kit's view did differ from Kay's who said it was a high priority. This could be explained by experience. Kit is just starting out in teaching and may perceive things differently than Kay who has been teaching for 20 years.

In other words, students mostly believed that reading a lot of materials was a high priority in this class but two believed they had done this enough in China, while the teachers were conflicted with one saying it was a high priority and one stating that it had no priority. The difference in the mean score is .6 points.

Question 10: This question stated that a student expects to achieve learning English through making a list of new words. Three of the five students gave this activity a high priority while two said it was a low priority. One teacher felt that it was a high priority and the other felt that it was no priority. Ayama and Xiu said that the activity

was a low priority to them and Kit said that this activity had no priority in this classroom.

Ayama stated in the questionnaire that it was a low priority but in her interview she said that it was important.

Excerpt 18: Ayama Exit Interview

36. K: so how do you feel about making a list of new words does it help you learn English
37. A: hmmm yeah
38. K: or is it just not very important
39. A: yeah hmm it's good important
40. K: what do you think is the most important thing
41. A: ahh dear god discuss

From this excerpt you can see that she thinks it might have some priority but maybe when asked directly she thinks that it merits more of a priority than when she was filling out the questionnaire. Another possibility could be that she simply did not understand the question. Or she could have been comparing this activity to the other activities and ranking them in her mind as to what was a priority and what was not.

Xiu also said that making word lists was a low priority for her. If you examine lines 16, 18, and 20, it appears that she is saying that this is a low priority for her because this is something that is always done in China and they must always remember the new words.

Excerpt 19: Xiu Exit Interview

34. K: (laughing) ok ok so how about what you expect to achieve so I expect to achieve that aims through the following class activities how do you expect to learn English making a list of new words and finding word meanings in dictionary you said not sure do you think those are important making a list of words and looking in a dictionary for meaning
35. X: making list of new words I think umm yeah Chinese students remember new words everyday
36. K: ok
37. X: and must re receipt
38. K: remember
39. X: yeah because in the class every high school every day have a new word quiz
40. K: oh ok
41. X: yeah and finding word meaning in dictionary uh I think if this word I don't know what that mean I can ask you or Kim you can explain it to me I think it's better than finding the meaning in the dictionary

Because of the types of activities they might be used to in their own countries it may simply be that here they do not feel that making a list of words is going to help them as much as practicing their speaking and listening skills.

Kay rated this activity as having low priority as well, and Kit gave it no priority. Kay may have rated this activity as low because she did not think it was that important. The same could be said of Kit. In this classroom there may be activities that the teachers feel are more important than making a list of new words. While the students were asked to learn new vocabulary with each chapter they were not simply told to memorize the words at home. The teachers tried to make sure that the students had plenty of opportunities to use the words in class during discussions and activities.

In other words, the students mostly believed that making a list of new words was a high priority in this class. However, one student believed they had done this enough in

China, and the other appeared confused by the question. The teachers were conflicted with one saying it was a low priority and one stating that it had no priority. With a difference in the mean score of 1.1 points this mismatch was quite significant.

Question 11: This question stated that a student expects to achieve learning English through finding word meanings in a dictionary. Three of the five students gave this activity a high priority while two said it was a low priority. Both teachers felt that this activity had no priority. Kun and Xiu said that the activity was a low priority to them.

In the excerpt below Kit asks Kun why he rated this question as low priority and he states that it is an ok way to learn new words but using the dictionary is not the best. He thinks if you can learn new words and translate and understand English then you can remember it. This does appear to be true because only one student used an electronic dictionary in class and that was not very often. Most of the time the students simply asked each other what the word meant or they asked the teacher as you can see from Xiu's excerpt (19) above.

Excerpt 20: Kun Exit Interview

7. K: ... so do you think that finding word meanings in a dictionary is important or not high priority or low priority
8. Kun: I think it's just the middle it's the best way I think for us to learn English well it's not for the dictionary
9. K: ok
10. Kun: it's for you can translate in English and you can understand it in English then you can remember it

If you look back at excerpt 19 again, Xiu is asked if she thinks the best way to learn English is by looking up new words in the dictionary. In line 29 she states that if she doesn't know the word, she would just ask Kit or Kay to explain the word.

This activity may have been viewed as unimportant by most of the students simply because there were other means of finding out definitions to new words while in the classroom and many of them involved conversation which the students seemed to prefer. This also seems to go with why both of the teachers stated that finding word meanings in dictionaries was not a priority. They may have felt that the best way for the students to learn new words was by communicating with their peers or their teachers.

In other words, the students mostly believed that finding word meanings in a dictionary was a high priority in this class. However, two students believed that the best way to find the meaning of new words was by communicating with other and translating the words. The teachers both agreed that this activity had no priority. With a difference in the mean score of 1.6 points this mismatch was quite significant.

Question 12: This question stated that a student expects to achieve learning English through doing grammar exercises. Two of the five students gave this activity a high priority while three said it was a low priority. Both teachers felt that is activity was a high priority. Dewei, Kun and Jun said that the activity was a low priority to them.

In the excerpt below Dewei states that this activity is a low priority for him because students in China do a lot of grammar in school. So coming here it seems that the students may want to focus on something else that they deem more important.

Excerpt 21: Dewei Exit Interview

11. K: so three is high priority two is low priority so this course is aimed at helping students to understand the use of grammar rules do you think it's important or for this course or no
12. Z: no
13. K: ok
14. Z: for our Chinese students no we we really do a lot on grammar in China
15. K: ok
16. Z: yeah so its

Kun states in the excerpt below in line 12 that he never cared for the grammar in classes because he hated doing it because it was hard. For Kun this activity seems like it was a low priority because grammar was something they always did in classes but he did not enjoy it.

Excerpt 22: Kun Exit Interview

11. K: ok how about doing grammar exercises how do you feel about those do you think that this class is aimed at
12. Kun: the grammar in the class never care about the grammar because I hate grammar when I was in middle school
13. K: (laughing)
14. Kun: grammar is hard
15. K: ok so it's not really important to you
16. Kun: yeah

Jun states in line 2 that he feels the speaking is more important than grammar because you need to be able to get your thoughts across when you are speaking to someone. He also states in lines 4 and 8 that he makes a lot of mistakes in grammar when speaking but they learn a lot of grammar in China.

Excerpt 23: Jun Exit Interview

1. K: ok and what about how do you expect to achieve the aims umm through these class activities do you think grammar exercises will help you umm acheive better scores or or get better with your English what do you think of grammar exercises
2. J: uh grammar is uh I think it's speaking is more important and the most important is you your idea when you thought when you are talking with others
3. K: ok
4. J: umm the grammar we often a lot mistake in grammar
5. K: ok
6. J: when talking to others
7. K: so
8. J: and in China we we we learn grammar for a long time
9. K: ok so it's low priority here for you
10. J: yeah

This is interesting because both teachers stated that grammar was a high priority in this class yet only two students agree with this.

In other words, only two students and both teachers agreed that grammar exercises was a high priority in this class. However, three students believed that this type of activity was a low priority because they had been doing grammar exercises in China for a long time. With a difference in the mean score of .6 points this mismatch was not that significant.

Question 20: This question stated that a student expects to achieve learning English through role-playing dialogues. Four of the five students gave this activity a low priority while one said it was a high priority. Both teachers felt that this activity had a high priority. Ayama, Dewei, Kun and Xiu said that the activity was a low priority to them.

When examining the interviews it was not all together clear that Ayama understood the question being asked so that could have factored into her answer because later when asked in the interview she stated that role playing dialogues were important. It also seems that Xiu may have misunderstood the question. In the excerpt below Xiu and Kit are discussing role playing dialogues and then in line 43 Xiu finally says she thought a role playing dialogue was like Romeo and Juliet.

Excerpt 24: Xiu Exit Interview

42. K: at that time so yeah these are there is no right or wrong so I just wanted to know why you chose some of your answers is all so what about how do you feel about the role playing cause we role play in class sometimes what do you think of that
43. X: uh I think umm I don't want to make mistake yeah role playing always remember to sentences you must uh umm
44. K: ok
45. X: um maybe I'm shy
46. K: oh ok yeah so when I played the umm hotel receptionist and somebody else played the person coming to check in that's role playing you didn't like those
47. X: umm it's ok
48. K: it's ok
49. X: um
50. K: it wasn't a strict dialogue it was things that are expected to be heard but not necessarily Hi how are you I am doing fine
51. X: oh yeah
52. K: you know
53. X: ah I think is I think is like Romeo and Juliet
54. K: ohhhh ok I don't know that I would want to play a role as Romeo or Juliet that's a lot of remembering it's very long huh
55. X: yeah

Dewei understood the question however from the excerpt below, the impression is that while he might think it is a little important you can just as easily make simple conversations and achieve the same goal.

Excerpt 25: Dewei Exit Interview

17. K: ok what do you think of the role-playing dialogues like when I play a receptionist and you play
18. D: oh yeah
19. K: a person checking in
20. D: I think its also again kind of important it can practice your speaking and listening but its not really important for you to do a role play at all you can make a conversation
21. K: yeah
22. D: or just speak in the daily life

Kun had a different take on role playing dialogues. He seemed to feel that role playing depends on who you are paired with. For this reason he may have given a low priority to this activity because some times the activity might work well if you have a good partner but at other times it might not if the person is uninterested.

Excerpt 26: Kun Exit Interview

17. K: in class ok and what about role playing dialogues what do you think of those like when we played umm I was a receptionist and you were checking into a hotel what do you think of those do they help you or they're just kinda
18. Kun: I think it belongs to a partner
19. K: mmm k
20. Kun: if your can take the role you can take the role if they can't they just take it o no is bore is bored blah blah blah like that and you will have no interest at the end
21. K: mmm k ok so you think that having partner or group work really depends on who you're in class with
22. Kun: I think that this work the role-playing it belongs to if everybody have interest in it
23. K: ok
24. Kun: that's important I think

In other words, only one student and both teachers agreed that role playing dialogues were a high priority in this class. However, four students believed that activity was a low priority. Two of the students seemed to misunderstand the question, one felt

that conversations were better, and the other one felt the success of the activity depended on the partner being invested in it. With a difference in the mean score of .8 points this mismatch was interesting.

Question 25: This question stated that a student expects to achieve learning English by paying attention to the teacher. All of the students agreed that this activity was a high priority while both teachers felt that is activity was a low priority.

This question shows the divide between student perception and teacher perception quite clearly. While the students all feel that they will learn English by paying attention to the teacher, the teachers feel that this is not quite true. This could be because in the classroom both of the teachers are working towards a communicative atmosphere where students can talk to each other and listen to their peers. As they do this they are learning English from each other. This also could be because the students are coming from a different linguistic culture or ideology of learning from the teachers.

In other words, all the students agreed that paying attention to teacher corrections were a high priority in this class. However, both teachers believed that this was a low priority. With a difference in the mean score of 1 this mismatch was significant and showed some interesting results.

Question 26: This question stated that a student expects to achieve learning English by paying attention to the learner mistakes. All of the students agreed that this activity was a high priority while one teacher felt that is activity was a low priority and the other stated that it had no priority.

Kay stated that this activity had no priority and it could have been because of her previous experience. Kit agreed with the students stating that this was a high priority. These differing views between the teachers could have occurred for multiple reasons. Kay might feel that the students do not pay attention to learner mistakes therefore making this not useful. Kit might feel that the students do pay attention to each other's mistakes.

In other words, all the students agreed that paying attention to learner mistakes were a high priority in this class. However, the teachers were split with one believing that this was a high priority, and one believing it had no priority. With a difference in the mean score of 1 this mismatch was significant and showed some interesting results.

Expectations

The last section that will be discussed is expectations. Underlying the data in this chapter is a mismatch having to do with expectations of students and teachers. These expectations stem from how the students perceived the class goals, and how the teachers perceived the class goals. In observing the class it became apparent that the students viewed the class primarily as a way to improve their odds in passing the TOEFL. However, the teachers' primary goals were to prepare them for academic classes at the university, and help them integrate smoothly into their new setting. The teachers were teaching the students academic language, standards, and expectations so they would know what to expect in their upcoming classes. The students did not seem concerned with the upcoming semester however, because they were focused on passing the TOEFL.

In the next chapter the discussion of the research, implications for future research, and conclusions will be discussed.

Chapter 5 Implications and Conclusions

In this chapter the questions of this research will be discussed, followed by the implications for teachers, researchers, and the field of theory, and finally I will present my conclusions.

Research Questions

The first research question investigated what types of perceptual mismatches were identified in the university English as a second language classroom under investigation in this study. This question was meant as a starting point to discover which types of mismatches occurred most frequently in the classroom.

The second research question investigated how perceptual mismatches presented themselves in the classroom. The purpose of this question was to examine how and when the mismatches occurred, and how a teacher might become aware of existing mismatches. Kumaravadivelu (2003) states that, “Mismatches are unavoidable. They are a part of the practice of everyday teaching” (p. 90).

In this study some of the categories of mismatches identified were perceptions of communicative language learning, teacher centered versus learner centered, and expectations.

Perceptions of communicative language learning

This study showed that based on the responses to the questionnaires, the students and the teachers leaned towards a communicative environment, but there were times

when the student actions clashed with statements about activities they liked and did not like. One of the activities the students did not like was a communicative exercise on peer corrections. They did not feel they could learn anything from this exercise, yet they liked learning from their peers during conversations.

In other words, while the students said they liked many of the communicative aspects of the classroom, it came down to what they said versus their actions in the class. Examining the data in chapter 4 showed that the students liked group work, listening to their peers, and peer interactions (Question 1, 11, and 13), but there were some exceptions. One of them was the peer revisions exercise (video recording) where Jun stated that it was the responsibility of the teacher to do corrections on essays because the students might not know better than their counterparts. The other was based off question 5 from the questionnaire, which stated that it is the responsibility of the teachers to transmit knowledge in class. Four of the five students agreed with this statement showing there was a mismatch between students and teachers. The students felt that it was the responsibility of the teachers to correct the students where the teachers disagreed or were unsure. So this showed that there were different perceptions of what was entailed within a communicative language classroom.

An implication for the classroom is to just be aware. There could be a difference in what the students say they like in the classroom and what they actually do, and what they are willing to do. There are going to be different perceptions among students and teachers but it is up to the teacher to determine the roles in the classroom. Just because there are different perceptions does not mean that it is a bad thing. If the students are not

used to a certain language learning environment it might simply mean that they need time to buy into the concept. The students need to be worked into it slowly.

Implications for research could be the need to access the perceptions of students and teachers towards a communicative language learning environment, and the process of students buying into a learner centered model.

The field of perceptual mismatches could always be improved, and each new piece of the puzzle creates a larger whole. In terms of theory there is always research to be done.

Teacher centered vs. learner centered

By teacher centered classrooms, I mean a classroom where the teacher is the main focal point, and the students are secondary. The lecturing is done by the teachers and there is little input from the students. However, a learner centered classroom would have the students at the center with the teacher moving into the background with the students having more autonomy and interaction.

The mismatch having to do with teacher centered classrooms versus learner centered classrooms was quite interesting when examining the occurrences in chapter 4. The students seemed to like, and want a student-centered environment as indicated by questions 1, 4, 7, 9, 11, and 18 (see Appendix D for questions), but they still fell back into old ways of practice. For example, they said that it is the responsibility of the teacher to transmit the knowledge in the classroom, as indicated by question 5, but in a student centered classroom this responsibility is shared to a certain degree with the students. The students also felt that it was the responsibility of the teachers to correct the

students instead of peer correcting. In question 8 four of the five students agreed that it was the responsibility of the teachers to correct students. This is at odds with a student-centered classroom that emphasizes learner autonomy and growth.

In other words, while the students in theory say they like the communicative classroom at times their responses are contradictory. The students for the most part said they liked working together and doing group work but questions 5, 8, and 16, contradict this statement, because they feel that it is the teacher's responsibility to transmit knowledge, correct students, and the students' responsibility to listen to the teacher talk.

The implications are that the teachers need to understand what type of class they are striving for and how to go about achieving it. If they want to have a teacher fronted class that is their prerogative but they need to know the pros and cons of whatever type of classroom they are going to implement. They also need to be able to determine the roles in the classroom so that the students and teachers are aware of what their specific purpose is in the classroom.

Implications for research shows how the differing views of the classroom based on linguistic culture can have an impact on teacher-centered versus student centered classrooms. This also has strong implications for theory because understanding the cultures of people in the classroom helps identify areas where mismatches might occur and how receptive they might be to different learning environments.

Expectations

There were some major issues in this section between both the teachers and the students. Many of them had to do with the expectations of the class. The class was an

academic course that was supposed to help the students integrate into the university. However, many of the students viewed this class as a TOEFL preparation class. There were four students when they started the course that needed to pass by the end of the summer to start their engineering courses. Even the teachers wanted to help them prepare for the TOEFL, and explained that many of the activities would help them with different parts of the TOEFL. The students seemed to feel it was TOEFL prep because at the orientation, the TOEFL was explained to them, and what scores they would need to achieve on the TOEFL to remain a student at this campus. This was very important to them because if they did not achieve a 72 on the TOEFL by the end of the first year they would have to return to China.

Implications for teachers dealing with learner expectations in the classroom is that learners and teachers come into the classroom with a different set of expectations. These expectations can have an impact on the way classroom activities are perceived. If the activities do not match up with the students' ideas of what it expected or useful in the classroom it can lead to mismatches. While these mismatches are unavoidable they can be examined to try to find some middle space.

Implications for researchers are that students' expectations and teacher expectations can be studied in the classroom to help determine if the students and teachers are on the same page and if not they can find a way to bridge the gap. This also has strong implications for theory because researchers can examine the motivations behind expectations that could help bridge the gap between research and theory.

The conclusion that I derived was that the best way to recognize perceptual mismatches is to know a little about the linguistic culture of the students you will be teaching. If you know a little about your students then you might be able to know in advance areas that can cause problems in the classroom. By doing this, you can become aware of trends in thinking depending on certain culturally relevant ideologies.

What My Study Revealed

Before this study I realized that something was happening in the classroom just beneath the surface. I was not quite able to determine the best way to approach the topic of differences with the students, because I was not certain which difference to address. This research demonstrated ways in which the teachers and learners could bridge the gap so each party understood the other. As an ESL teacher it is important to understand the differences that people bring to the classroom and explore them, instead of glossing over them. This study showed me three things:

- 1) It is difficult to put mismatches in a neat box and label them because many of them overlap. This study started with 10 clear types of perceptual mismatches defined by Kumaravadivelu, but during the course of this study it became apparent that there were more types of mismatches than the ones originally presented. Different themes became apparent, and it became easier to group the mismatches in this study under different categories (as mentioned earlier). Starting this study with the original 10 types gave me a place to examine data, but it also opened a window to new possibilities once I realized everything did not fit perfectly. Because of this I became more aware of other things going on in the classroom and the subtle tones, for example expectations.

2) Using questionnaires to determine mismatches between learners and teachers is possible and effective. These questionnaires gave a starting point with questions that have already been established by well-known names in this field. They provided a structure to organize my thoughts and helped me ask questions relevant to the students in this study and the teachers. These questionnaires are a good guide to start a study with but they can also be adapted to a particular situation by changing some of the questions to ask things more pertinent to a different setting. For example the student questionnaire that was used in this study could be used or only some of the questions could be used and others could be replaced with more specific questions designed for a specific classroom in mind.

3) The study of perceptual mismatches can be very rewarding because you learn more about how you can best help your students. While no intervention was performed during this study, I learned more about my students and ways to identify perceptual mismatches. In the future having this knowledge could help me better understand the perspectives of a student and if I cannot meet them on the same plane I can at least try to meet them half way or find another way to accomplish the same goal. In chapter 4 I mentioned that the students did not care for peer reviewing. However, I think that given the right instruction and help, the students might be able to learn a new way of helping each other while I still accomplish my goal of teaching the students about peer reviewing.

Another thing that was discovered was that while the research implements were very useful in discovering where mismatches occurred it might be more useful to choose only one at a time and focus on one particular aspect in a regular classroom.

Implications

This study began as a way for me to understand how I can best help my future students in the classroom. I was worried that I would not know the best way to teach them, and because I am used to doing things differently than they are we would have issues. I was worried because (a) I am a novice teacher, (b) I did not know what to expect, and (c) I did not know the students language level and if they would understand me in class. I now have a better understanding of the role perceptual mismatches have in the classroom, and when I start teaching in China, I know that this information will be very useful as I navigate my own class and work in an international setting. In the course of this study I have learned more about student and teacher perceptions, goals in the classroom, and attitudes as well as ways to identify mismatches. This I feel has helped me grow in my teaching. In my future teaching I may use the same questionnaires (background, attitudes, and prioritizing aims and activities), but I believe that in my context I will have to wait until I am in the classroom to decide which questionnaire would be most beneficial to me and what questions I will ask. I think that asking specific questions that pertain to my situation in a particular class might be more beneficial to me rather than using the instrument as developed by Kumaravadivelu. Interviews with my students were a great way for me to get to know my students while asking questions that are relevant to what I want to know. This really helped me understand my students and

understand the responses I received on the questionnaires. I also believe that the dialogue journals were a great way of gathering information on specific topics, but they are only as useful as the instructions you give your students about what to write. This really helped me understand what was important to the students based on what they wrote about in their journals and the questions they asked.

Implications for teachers

The first thing I would suggest is to be aware of the different cultures in your classroom. Even if you know that there are perceptual mismatches in the classroom, there is much room for misunderstanding. Because students come from different cultures they bring with them their own linguistic culture and ideologies to their new learning situation. It can be very easy to shut down conversation, but it can be just as easy to turn them into learning opportunities for you and your students.

Another thing to consider when researching perceptual mismatches in the classroom is you have to think about exactly what you want to find out. If you notice something having to do with how the students interact with each other you might design a questionnaire with specific questions you think will help you understand the problem. Once you have the answers you can analyze them and determine what is causing the problem and if some of them are unclear you can follow up with a focused interview.

Implications for teachers in a broader sense, while not investigated in this study, could be that communicative language teaching is a method of teaching that might work in other countries or with students from other countries. Because this study was on

perceptions of teachers and students, communicative language teaching links back to perceptions because the students for the most part, seem to prefer this method. That is not to say that all students will take to this style of teaching. It is easy to lose touch with the students in the classroom and simply stand in the front and teach, but with this method it really helps the students and teacher connect in the classroom to make an interactive and fun learning experience.

The knowledge of research and studies on perceptual mismatches could also be used in the implementation of a new program at a school or university. The importance of all the teachers having the same understanding of what is expected of them could be vital to the success of a program. If all the teachers in a specific level are teaching different things then it will be difficult for the students and teachers when they move onto the next level if they are unprepared. Questionnaires could be created that ask about specific goals, aims, and objectives within a program. As stated earlier under expectations, the goals of a class can mean different things to different people. In this particular study the goals of the students and teachers did not line up. However, in instances where teachers need to have the same goals, it might become necessary to have group work sessions within levels, with the possibility of using questionnaires as a facilitation of peoples' goals.

Overall, the implications for uses by teachers are significant. Studying perceptual mismatches could enhance language learning by students, language teaching, and language programs in general. This could show teachers different ways of interacting

with students that might be more conducive to them learning a new language. It could also be used to show where there is room for improvement, or where things could change to best benefit both learners and teachers. Perceptual mismatches are just one area that can play a part in the classroom, or functions of a classroom. It is not the only area that teachers need to be aware of, but it is one that can help understand where mismatches originate.

Implications for researchers

I have gained many insights that can be useful for future researchers. Perceptual mismatches are a fruitful area of research. Overall, the way I conducted this research worked well for my situation and gave me a lot of great insights into the classroom, but if I had to do this study again, there are a number of things I would do differently to maximize the amount of knowledge gained from the study.

Length

The five weeks spent on this study were very fast paced and exciting, with many discoveries being made each day, however one thing I would change is the length of the study. I would complete this study over a full semester instead of a shorter course. This would allow for more time to complete data analysis as an ongoing process instead of at the end. This would also allow for more time to see the progression of change in students and yourself.

Order of data collection

For this study I had the participants complete the background questionnaire, then the first student/teacher attitudes questionnaire, the prioritizing aims and activities questionnaire, and the second student/teacher questionnaire. This worked well for this short of a study but with a longer study I would actually keep the background questionnaire for the first day or two so that I can learn more about the students. However, I would do the prioritizing aims and activities questionnaire within the first week or early second week of the semester. This would give insights as to what activities the students feel are important or not. Then you could give the first student/teacher attitudes questionnaire in the third week and the final attitudes questionnaire during the last week of class. This would allow the teacher to see if the progression of change is significant between the beginning of the class and the end.

Questionnaires

I think the questionnaires that I used were very useful and informative. However, some of the questionnaires I used could have been more effective had I ordered them differently, and as such I think this study should be repeated with a new order of completion as discussed above. I think that the prioritizing aims and activities was not as useful as it could have been because I did not allow myself any time to analyze the data and implement and changes in the class. This caused me to believe that this particular questionnaire was not particularly useful at first. If the questionnaire is given at the beginning the teacher may be able to understand how the students perceive the activities

done in the classroom and find ways to help the students understand the usefulness of them as well.

One of the issues with the student/teacher attitudes questionnaire is that there was a lot of room for ambiguity in the types of perceptual mismatches that you are trying to discover. There were a lot of instances during the analysis where I was uncertain what type of mismatch I was dealing with. As stated previously it was very difficult to put the mismatches into a neat box and label them. Also I was left wondering if the questions that were asked were really relevant to my class. In the future I would allow the time before the first questionnaire to be a time where I observe and collect thoughts and questions so that the questions asked on this questionnaire are relevant to the class.

In some respects there were certain advantages to using a pre-established questionnaire, but next time I might tailor my own questions using it as a template. Some questions that I had issues with were questions 2 and 3.

Question 2: I don't mind being corrected by other classmates who know better than me.

I think this question posed a problem for students because it is a negative question and they might not know how to answer it because it is easy to misunderstand. Because it is a negative question you could answer it, "Yes. I do mind. Yes. I don't mind. No. I do mind, or No. I don't mind." With that many options it can be confusing to know what they want to say or mean to say. There are also two different ideas contained

within this question. The first is the idea of being corrected and the second is by those who know better than me.

A better way to say question 2 would be: I am ok with other students correcting me in class. The second part of that question could be framed as: students can correct me if they know better than me.

Question 3: I am reluctant to express my views or raise questions in class because I fear I will make mistakes.

I think this question posed a problem for the students because it had two different thoughts in one sentence. The first thought was whether they were reluctant to express views or raise questions in class, and the second thought was whether they were afraid to make mistakes in class. They might have a different answer to each of these thoughts but may not understand how to answer them both in one question.

A better way to say question 3 would be to break it up into two separate questions: (1) I am reluctant to express my views or raise questions in class. (2) I am afraid I will make mistakes in front of others.

One thing that really helped with analyzing was figuring out the raw and mean scores for each questionnaire. This helped determine the precise difference between the months, and the students and teachers. Then by comparing the scores to the individual students, it really helped with the data triangulation, which in turn helped with creating a whole picture of what occurred in the classroom.

Interviews

In my study I conducted one long interview at the end of the course but in the future I would split the interview into three smaller ones that are more focused. I would conduct interviews directly after each questionnaire to ensure that the participant's responses are fresh in their minds and to allow for better understanding of what is happening in the class. If you are able to do the initial analysis and then compare it to the interviews you might gain better insights into what is occurring in the classroom. Also choosing a more structured approach to the interviews instead of a semi-structured interview might be better. Knowing exactly what questions you want answered could eliminate wasted time. As a teacher this is paramount because it is difficult to fuse teaching and research when time is limited.

Dialogue journals

I would not change the dialogue journals. This is an opportunity to learn more about your students and engage them in a different format. These journals allow the students to ask questions as well as you if specific questions come up that you think would be best suited for this format.

As with any research there are always limitations that exceed the scope of a study. This study was not intended for a classroom intervention and in future research I think this is something that needs to be an outcome. As a necessity I focused in on a narrow picture instead of the broad picture, and by focusing on the narrow I could have over-simplified a larger complex situation. I am curious what light sociocultural theory

of mind can shed on perceptual mismatches in the classroom, especially in regards to the ontogenetic domain that seems to mirror linguistic culture. Another question that came up for me was what role does identity play in the field of perceptual mismatches in the classroom. And the final question that I thought about was the role of motivation and how it would impact this type of research.

I think that an in-depth case study over the course of one or two semesters would be an excellent methodology to use when collecting research on perceptual mismatches. The researcher will be able to gain better insights into each individual participant. Every outcome to a study depends on the types of instruments and methodologies used, and the results will vary depending on the ones chosen. It is important to carefully construct a study that will ask the questions you are looking to answer.

The study of perceptual mismatches can be a manageable and useful tool to enhance learning and teaching in the classroom. It is a way, as a teacher, to gain better insights into the workings of your classroom, as well as become more aware of subtle influences in your classroom that can factor into learning. It is also a way to become more aware of the many cultures that combine to make a class. Every student needs to be made to feel welcome but at times it can be difficult to reach some students. Minimizing the gaps between learners and teachers is one way that teachers can make students feel welcome in the class. This does not mean that you are going to teach the way the students are used to being taught. It simply means that understanding perceptions and the linguistic cultures in the classroom can facilitate a more meaningful

classroom experience and allow buy in for the students so they become more comfortable in the classroom.

Implications for theory

The previous work done in the field of perceptual mismatches is relatively small. There are only four main researchers who have conducted studies of this type (Kumaravadivelu 1991, 2006; Barkhuizen 1998; Block 1994, 1996; and Slimani 1989, 1992). However there are many who have done focused studies in perceptions of students/teachers in one way or another. While there is a lot of research done of mismatches, they do not fall under the broad category of perceptual mismatches outlined by Kumaravadivelu. One thing that my study has shown me is that using the 10 specific types presented by Kumaravadivelu (1991) may not be the best way to organize mismatches. The purpose of the first question originally, was to investigate Kumaravadivelu's (1991) 10 types of perceptual mismatches in the classroom, but was expanded to include types not covered by the original 10 as well. I believe that because of this the mismatches could be organized under different types, because many of Kumaravadivelu's (1991) overlap, and it leaves a lot of gray areas. I would for example, categorize my mismatches by teacher centered versus learner centered mismatches, cultural and attitudinal mismatches would be combined into one group, and then have sections for communicative mismatches, pedagogical mismatches, and mismatches in expectations. These categories are what worked best in my study but it is possible that in other classrooms other categories would work better.

There is a lot of research done in this field, however, it seems that there is very little done on the topic itself of perceptual mismatches in the classroom. For example research examining the links between linguistic ideology and linguistic culture can be a future research topic that would greatly benefit the field of second language acquisition (SLA). I touch on the topic of linguistic culture and ideology in this study and the influences it has on the classroom but a full study could be conducted in the future. There are strong ties to perceptual mismatches and communicative language teaching in this study. Many of those ties come about because of the types of mismatches that are displayed. In the future it would be interesting to see a study on the perceptual mismatches between teacher-centered classrooms and students centered classrooms.

The study of perceptual mismatches can be a difficult field of study but there is a lot of useful research that could be done in this field that could add to the understanding of classroom dynamics. The implications of this type of research for not just teachers but also theory could be significant in the field of SLA in the future. At this time I do not feel there is enough research in this field and there could be much added to it.

Conclusions

This study opened a new door for me to intercultural communications. I believe that the study of cultures and how they communicate could be the key to success in a language classroom combined with modern teaching practices that allow for student centered learning. It is important to remember that each classroom is unique, and each student brings his or her own culture and ideologies about language learning to the

classroom. Just because you are used to doing it one way does not mean there is not another way to accomplish the task.

As a new teacher of ESL, this study has offered many insights into the classroom. As I begin my new journey to teach ESL in China, I know this information will greatly benefit me. It will benefit me because I can apply my newfound knowledge of detecting mismatches in the classroom to help me identify potential problem areas during the course of my teaching. In my classroom I will most likely use many of the questionnaires used in this study to better understand my students. For example at the beginning of the school year I will use the background questionnaire to obtain basic information about my students.

I also might use the student questionnaire, but with some modified questions that can help me gain insights into that particular classroom culture. After I collect the questionnaires from the students I would analyze them and use them as a form of intervention to make sure that I understand where my students are coming from and if I cannot correct the problem at least let them know that I am acknowledging the issue and not ignoring it.

This questionnaire can also be used as a conversation starter to allow for an open and engaging conversation in class. However, in keeping with the theme of mismatches, it is wise to note that while I would like a lively and engaged conversation, this is something that may take time to develop, as the students may not have the same ideas

that I do about classroom conversations. Each class is different and I might have a lot of students who like to talk, or I might have no students who like to talk.

Another instrument I plan on using sometime in the future is the dialogue journals. I found that this instrument was a valuable way for me to learn about my student's personalities and motivations.

If the class had been longer, the mismatches that were identified in this study might have been able to be addressed. Because of the short amount of time for research, and the fact that this study was not an intervention, time was a limitation that did not allow for these mismatches to be corrected. If I were able to discuss some of the questions from the student questionnaire with the students, I think I would like to use it as a means of an open class discussion. The questions I would talk to them about would be the questions dealing with teacher responsibility, teacher centered classrooms, student centered classroom, and peer corrections both verbal and written.

While many mismatches were identified between students and teachers I do not feel that all mismatches are bad. As a teacher if you learn of a mismatch with a student it gives you an option to address that mismatch, whereas if you were not aware of it there is not opportunity to find a solution. The role of perceptual mismatches in the classroom is not to fix every small problem that presents during the class, but to recognize that there could be cultural or other issues underlying what occurs in the classroom that has an effect on the way people proceed in the classroom.

In the future I hope that this study can be useful to teachers as a means of showing different ways to explore classroom dynamics, and I know that I will continue on with my own studies to ensure my students have the best access to language learning that is possible.

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Appendices
Appendix A
IRB Approval



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Institutional Review Board

909 N Koyukuk Dr. Suite 212, P.O. Box 757270, Fairbanks, Alaska 99775-7270

June 10, 2011

To: Sabine Siekmann, Ph.D.
Principal Investigator
From: University of Alaska Fairbanks IRB
Re: [241588-1] Perceptual Mismatches in a University Intensive English Language Program

Thank you for submitting the New Project referenced below. The submission was handled by Expedited Review under the requirements of 45 CFR 46.110, which identifies the categories of research eligible for expedited review.

Title: Perceptual Mismatches in a University Intensive English Language Program
Received: May 12, 2011
Expedited Category: 7
Action: APPROVED
Effective Date: June 10, 2011
Expiration Date:

Required Information:

This action is included on the July 28, 2011 IRB Agenda.

No changes may be made to this project without the prior review and approval of the IRB. This includes, but is not limited to, changes in research scope, research tools, consent documents, personnel, or record storage location.

Appendix B

IRB # 241588-1

Date Approved: June 10, 2011

Informed Consent Form

Perceptual Mismatches in a University Intensive English Language Program

Description of the Study:

I am a student at the university. I am studying for a master's degree in linguistics. I am studying to be a better teacher. I ask you for your help. I will assist the teacher of this class this summer. I will examine the common occurrences of mismatches in the classroom between the teacher and students. A part of this class will be a dialogue journal, questionnaires, and interviews. If you say yes, I will learn how to improve the understanding between teachers and students in a classroom. If you are in the study, I will use what you say in class. And I will use what you write in class. I will audio record the interviews. Please read this form carefully before you say yes or no.

Risks and Benefits of Being in the Study:

No one will hurt you in this study. You may not like to be audio recorded during the interview. This will pass over time. You may learn new things about yourself, the culture you are immersed in, and the English language. You may have a lot of fun in this study and receive extra help with English grammar and other things you have questions on.

Confidentiality:

I will write about the study. I will not use your real name. No one will know who you are. Only my professors and I will know your real name. The audio tapes will only be used for me to remember what was said in the interview. I may share them with my professors, researchers, and other students.

Voluntary Nature of the Study:

You choose if you want to be in the study. You can quit the study at any time. If you refuse to be in the study from the start, you can still be in class. I am happy to have you in class. Nothing will happen to you or your grade. If you quit, I will not use what you said or did in class.

Contacts and Questions:

If you have questions, please call:

Dr. Sabine Siekmann OR

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If you have more questions, call the UAF Office of Research Integrity 474-7800 (Fairbanks) or 1-866-876-7800 (outside Fairbanks) or fyirb@uaf.edu.

Statement of Consent:

I understand what was said. My questions are answered. I agree to take the class. I have a copy of this form.

Signature of Participant & Date

Signature of Person Obtaining Consent & Date

Appendix C

Background Questionnaire

1. Name: _____ 2. Date: _____
3. Age: _____ 4. Sex: M F 5. Mother Tongue: _____
6. Major: _____
7. Language(s) you speak at home: _____
8. Language you are now learning (or have most recently learned) List one language only: _____
9. How long have you been studying the language listed in #7? _____
10. How do you rate your overall proficiency in the language listed in #7 as compared with the proficiency of other students in your class? (Circle One)
- Excellent Good Fair Poor
11. How do you rate overall proficiency in the language listed in #7 as compared with the proficiency of native speakers of the language? (Circle One)
- Excellent Good Fair Poor
12. How important is it for you to become proficient in the language listed in #7? (Circle One)
- Very Important Important Not so important
13. How important is it for you to learn the language listed in #7? (Check all that apply)
- _____ interested in language
- _____ interested in culture
- _____ have friends who speak the language
- _____ required to take a language course to graduate
- _____ need it for my future career
- _____ need it for travel
- _____ other (list): _____
14. Do you enjoy language learning? (Circle one) Yes No
15. What other languages have you studied? _____
16. What has been your favorite experience in language learning? _____

Appendix D

Student Questionnaire

Name:

Class:

Date:

For each statement, indicate whether you agree (1), are not sure (2), or disagree (3). This survey is about your own opinion; feel free to express it. There are no right or wrong answers.

- | | | | |
|--|---|---|---|
| 1. I like to join my classmates and work in groups. | 1 | 2 | 3 |
| 2. I don't mind being corrected by other classmates who know better than me. | 1 | 2 | 3 |
| 3. I am reluctant to express my views or raise questions in class because I fear I will make mistakes. | 1 | 2 | 3 |
| 4. I can learn better if teachers explain to me why we are doing what we are doing in class. | 1 | 2 | 3 |
| 5. It is the responsibility of the teachers to transmit knowledge in class. | 1 | 2 | 3 |
| 6. I am learning this second language because I like the culture of the people who speak the language. | 1 | 2 | 3 |
| 7. I can learn better if the teachers explain to me how all the activities we do in class are connected to each other. | 1 | 2 | 3 |
| 8. I think it is the responsibility of the teacher to correct the students in class. | 1 | 2 | 3 |
| 9. I can do tasks or exercises well if I see their practical value. | 1 | 2 | 3 |
| 10. I feel motivated to do by best in class. | 1 | 2 | 3 |

- | | | | |
|--|----------|----------|----------|
| 11. I believe I learn well when I actively participate. | 1 | 2 | 3 |
| 12. I would like to learn in my own way if I am allowed to. | 1 | 2 | 3 |
| 13. I learn better by listening to what other classmates say in class. | 1 | 2 | 3 |
| 14. I am learning this second language because I would like to better my job opportunities. | 1 | 2 | 3 |
| 15. I keep quiet in the classroom because that is how I am expected to behave. | 1 | 2 | 3 |
| 16. I think the best way to learn is by listening to the teacher talk. | 1 | 2 | 3 |
| 17. I feel bored in class because I don't understand why we do what we do in class. | 1 | 2 | 3 |
| 18. I feel motivated when teachers ask me what classroom activities really interest me. | 1 | 2 | 3 |

Appendix E

Teacher Questionnaire

Name:

Class:

Date:

For each statement, indicate whether you agree (1), are not sure (2), or disagree (3). This survey is about your own opinion; feel free to express it. There are no right or wrong answers.

- | | | | |
|--|----------|----------|----------|
| 1. I think the students like joining their classmates and working in groups. | 1 | 2 | 3 |
| 2. I think the students don't mind being corrected by other classmates who know better than them. | 1 | 2 | 3 |
| 3. I feel the students are reluctant to express their views or raise questions in class because they fear they will make mistakes. | 1 | 2 | 3 |
| 4. I think the students can learn better if I explain to them why we are doing what we are doing in class. | 1 | 2 | 3 |
| 5. It is my responsibility as a teacher to transmit knowledge in class. | 1 | 2 | 3 |
| 6. I feel that the students' are learning this second language because they like the culture of the people who speak the language. | 1 | 2 | 3 |
| 7. I think the students can learn better if I explain to the students how all the activities we do in class are connected to each other. | 1 | 2 | 3 |
| 8. I think it is the responsibility of the teacher to correct the students in class. | 1 | 2 | 3 |

- | | | | |
|---|----------|----------|----------|
| 9. I think students respond better to the task or exercise if they see their practical value. | 1 | 2 | 3 |
| 10. I think the students feel motivated to do their best in class. | 1 | 2 | 3 |
| 11. I believe students learn well when they actively participate. | 1 | 2 | 3 |
| 12. I believe it is important for the students to learn in their own way if possible. | 1 | 2 | 3 |
| 13. I believe the students learn better by listening to what their classmates have to say in class. | 1 | 2 | 3 |
| 14. I believe the students are learning this language to better their job opportunities. | 1 | 2 | 3 |
| 15. I believe the students keep quiet in the classroom because that is how they are expected to behave. | 1 | 2 | 3 |
| 16. I think the best way for the students to learn is by listening to the teacher talk. | 1 | 2 | 3 |
| 17. I believe the students feel bored in class because they do not understand why we do what we do in class. | 1 | 2 | 3 |
| 18. I believe that the students feel motivated when I ask them what classroom activities really interest them. | 1 | 2 | 3 |

Appendix F

Prioritizing Aims and Activities

Name:

Class:

Date:

Please read the following statements carefully and indicate your priority by circling 1 (high priority), 2 (low priority), 3 (no priority).

I think this course is aimed at helping students to...

Learn new words	1	2	3
Use the right words in the right place	1	2	3
Understand and use grammar rules	1	2	3
Improve listening skills	1	2	3
Speak correctly and confidently	1	2	3
Improve pronunciation	1	2	3
Read a lot of materials	1	2	3
Read for better comprehension	1	2	3
Communicate ideas in writing	1	2	3

I expect to achieve the aims through the following class activities:

Making a list of new words	1	2	3
Finding word meanings in a dictionary	1	2	3
Doing grammar exercise	1	2	3
Reading a textbook	1	2	3
Reading newspapers and stories	1	2	3
Listening to the radio	1	2	3
Watching TV or videos	1	2	3

Practicing sounds for good pronunciation	1	2	3
Speaking with classmates in pairs	1	2	3
Speaking with classmates in small groups	1	2	3
Role-playing dialogs	1	2	3
Listening to teacher explanations	1	2	3
Practicing in class	1	2	3
Practicing outside of class	1	2	3
Doing communicative tasks	1	2	3
Paying attention to teacher corrections	1	2	3
Paying attention to learner mistakes	1	2	3

